



**AN ANALYSIS OF CULTURAL CONTENT AND  
CULTURAL ASPECT OF ENGLISH FOR  
TOURISM TEXTBOOKS USED AT  
SURATTHANI RAJABHAT  
UNIVERSITY**

**BY**

**MRS. CHITTRAPORN CHUTONG**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES**

**DEPARTMENT OF ENGLISH AND LINGUISTICS**

**FACULTY OF LIBERAL ARTS**

**THAMMASAT UNIVERSITY**

**ACADEMIC YEAR 2018**

**COPYRIGHT OF THAMMASAT UNIVERSITY**

**AN ANALYSIS OF CULTURAL CONTENT AND  
CULTURAL ASPECT OF ENGLISH FOR  
TOURISM TEXTBOOKS USED AT  
SURATTHANI RAJABHAT  
UNIVERSITY**

**BY**

**MRS. CHITTRAPORN CHUTONG**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF  
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES  
DEPARTMENT OF ENGLISH AND LINGUISTICS  
FACULTY OF LIBERAL ARTS  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2018  
COPYRIGHT OF THAMMASAT UNIVERSITY**

THAMMASAT UNIVERSITY  
FACULTY OF LIBERAL ARTS

DISSERTATION

BY

MRS CHITTRAPORN CHUTONG

ENTITLED

AN ANALYSIS OF CULTURAL CONTENT AND CULTURAL ASPECT OF  
ENGLISH FOR TOURISM TEXTBOOKS USED AT  
SURATTHANI RAJABHAT UNIVERSITY

was approved as partial fulfillment of the requirements for  
the degree of Doctor of Philosophy

on August 9, 2019

Chairman

*P. Sripicharn*

(Assistant Professor Passapong Sripicharn, Ph.D.)

Member and Advisor

*Saneh Thongrin*

(Assistant Professor Saneh Thongrin, Ph.D.)

Member

*Apisak Pupipat*

(Assistant Professor Apisak Pupipat, Ph.D.)

Member

*K. Soontornwipast*

(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

Member

*Lugsamee Nuamthanom Kimura*

(Assistant Professor Lugsamee Nuamthanom Kimura, Ph.D.)

Dean

*P. Sripicharn*

(Assistant Professor Passapong Sripicharn, Ph.D.)

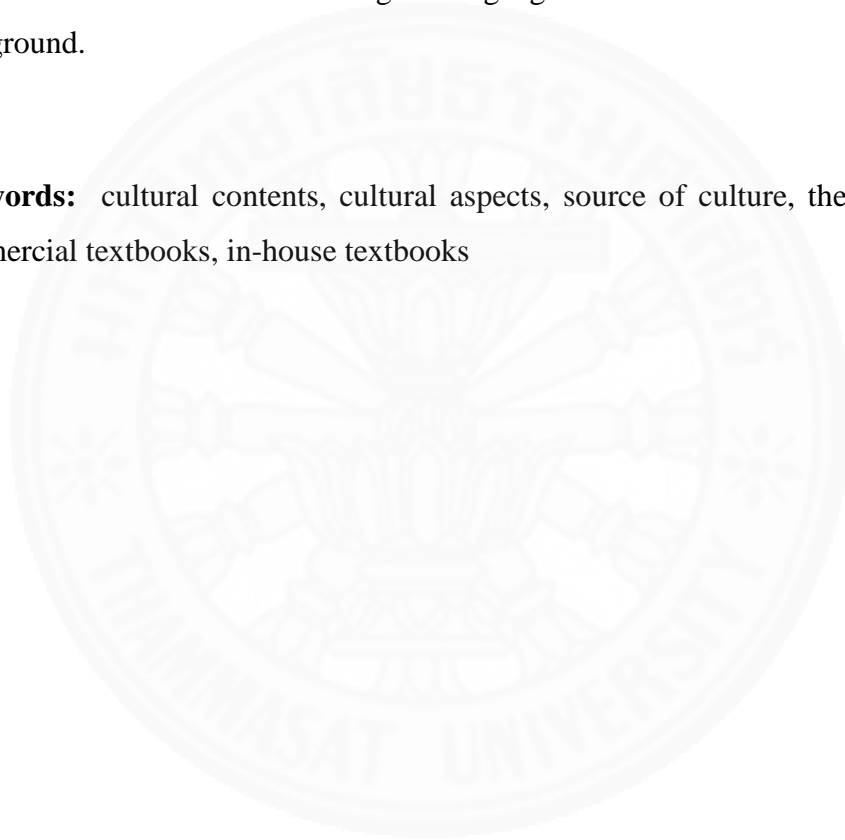
Thesis Title	AN ANALYSIS OF CULTURAL CONTENT AND CULTURAL ASPECT OF ENGLISH FOR TOURISM TEXTBOOKS USED AT SURATTHANI RAJABHAT UNIVERSITY
Author	Mrs. Chittraporn Chutong
Doctoral Degree	Doctor of Philosophy Program
Major/Field/Faculty/University	English Language Studies Faculty of Liberal Arts Thammasat University
Thesis Advisor	Assistant Professor Saneh Thongrin, Ph.D.
Thesis Co-Advisor (if any)	-
Academic Years	2018

## ABSTRACT

This study aimed to investigate cultural content and cultural aspect in four English for Tourism textbooks used at Suratthani Rajabhat University, Thailand. It was conducted two commercial and two in-house textbooks. The data were collected from reading passages in the English for Tourism textbooks, written through Native English authors and Thai authors. The findings indicate that these textbooks can be divided into two primary contents, which are 1) source of culture (local culture, global culture, and glocal culture); 2) type of culture under the themes of Big “C” and little “c” culture. The cultural content was analyzed employing the framework adapted from Lee (2009) and Xiao (2010). The finding showed that there was a strong preference for the Big “C” cultural themes while those of little “c” cultures were demonstrated with fairly lower frequency. In addition, source of culture in the commercial textbooks were presented global culture, glocal culture, and Thai culture respectively. Source of culture in the in-house textbooks were presented highly percentage of Thai culture than glocal and

global cultures. The findings reveal that native English culture aspects and Thai culture aspects can be categorized into eight main aspects in English for Tourism textbooks, which are 1) Symbol; 2) Heroes; 3) Ritual; 4) Values; 5) Practices; 6) Stereotypes; 7) Cultural shock; and 8) Enculturation and Acculturation. This research may offer some possible suggestions for the author of English language textbooks that are culturally suitable for language educators and students at Thailand University to encourage ICC students. Regarding the recommendation for the publishing houses, this study can help them to evaluate the materials in English language classroom based on learner's cultural background.

**Keywords:** cultural contents, cultural aspects, source of culture, theme of culture, commercial textbooks, in-house textbooks



## ACKNOWLEDGEMENTS

The undertaking of this PhD was a truly life-changing experience for me and without the assistance and guidance I got from many people, it would not have been possible to do it.

First, I would like to express my deepest gratitude to Assistant Professor Dr. Saneh Thongrin, my sympathetic and dedicated advisor and teacher, for her invaluable assistance, professional support, insightful academic guidance, as well as her infinite patience, encouragement and kindness. Not only has she provided academic expertise, but she has always been eager that I succeed and develop as a person, both personally and professionally. Without her guidance and constant feedback, this PhD would not have been achievable.

I would also like to extend my sincere thanks and appreciation to Assistant Professor Dr. Passapong Sripicharn, the thesis committee chairman, Assistant Professor Dr. Apisak Pupipat, Assistant Professor Dr. Kittitouch Soontornwipast, and Assistant Professor Dr. Lugsamee Nuamthanom Kimura, the thesis committee, for not only their insightful feedback, but also their valuable guidance and support throughout my dissertation work. I am indebted and extremely grateful to all of these people.

I would like to thank all my PhD friends, with whom I shared moments of profound anxiety, but also of great enthusiasm. I would also like to extend my sincere thanks to my colleagues at Suratthani Rajabhat University who always encourage me throughout the study.

Last but not least, thanks to my beloved family for support, never-ending love, belief in me, and standing by me during the terrible times. Without the support from my family members, I would not have finished my PhD study at Thammasat University. Finally, I have to thank my husband Eakkavit, having you by my side makes me feel like anything in life is possible.

Mrs. Chitraporn Chutong

## TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(7)
LIST OF FIGURES	(8)
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
1.1 Rationale	1
1.2 Research Objectives	9
1.3 Research Questions	9
1.4 Scope and Limitations of the study	9
1.5 Definition of terms	10
1.6 Study Preview	11
1.7 Chapter Summary	11
<b>CHAPTER 2 REVIEW OF LITERATURE</b>	<b>12</b>
2.1 Culture and Its Role	12
2.1.1 Definitions of Culture	12
2.1.2 The Relationship between Language and Culture	14
2.1.3 Cultural in Foreign Language Teaching	16
2.2 Intercultural Communication	22
2.2.1 Role of Intercultural Communication	24
2.2.2 Intercultural Communication in Tourism Industry	33
2.3 Textbook in English Language Teaching	34
2.3.1 Textbook Analysis	36

2.3.2 Role of Textbook in ELT classroom	39
2.3.3 Types of Textbook in ELT	41
2.3.3.1 Commercial Textbook	42
2.3.3.2 In-House Textbook	42
2.4 Cultural Content in Textbook	43
2.4.1 Cultural Information in Textbooks	46
2.4.2 Linguistic and Cultural Contents	47
2.4.2.1 Source of Culture	48
2.4.2.2 Theme of Culture	50
2.4.3 Approaches to Cultural Introduction in English Textbooks	51
2.5 Cultural Aspect	57
2.6 Summary of the Chapter	71
<b>CHAPTER 3 RESEARCH METHODOLOGY</b>	<b>72</b>
3.1 Research Procedures	73
3.1.1 Research Design	73
3.1.2 Sampling and Research Setting	73
3.1.3 The Researcher	75
3.2 Data Collection	76
3.2.1 Textbook and Unit Analysis	80
3.2.2 Content Analysis	81
3.3 Data Analysis Framework	113
3.4 Data Analysis	119
3.5 Reliability of the Instrument	119
3.9 Summary of the Chapter	121

<b>CHAPTER 4 RESULTS AND DISCUSSION</b>	122
4.1 Research Question 1	122
4.1.1 Cultural topics, objectives and structure of the textbook	123
4.1.2 Types of Culture	131
4.1.3 Source of Culture	140
4.2 Research Question 2	144
4.3 Summary of the Chapter	153
 <b>CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS</b>	 154
5.1 Summary and Discussion of the Main Results	154
5.2 Pedagogical Implications	158
5.3 Limitations of the Study	159
5.4 Recommendations for Future Research	161
5.5 Research Summary	162
 <b>REFERENCES</b>	 164
 <b>APPENDICES</b>	 176
Appendix A: The Textbook Analysis Modified Version of Lee (2009)	177
Appendix B: The Onion Model of Culture (Hofstede, 2005)	178
Appendix C: Objectives and Structure of Textbook	179
Appendix D: An Example of Cultural Content Analysis in the Commercial and In-House Textbooks	180
Appendix E: The Table of Cultural Aspects Analysis in the Commercial and In-House Textbooks	181
Appendix F: Reliability	182
Appendix G: Reliability of Inter-Rater in Cultural Content and Cultural Aspects	183

**BIOGRAPHY**

191

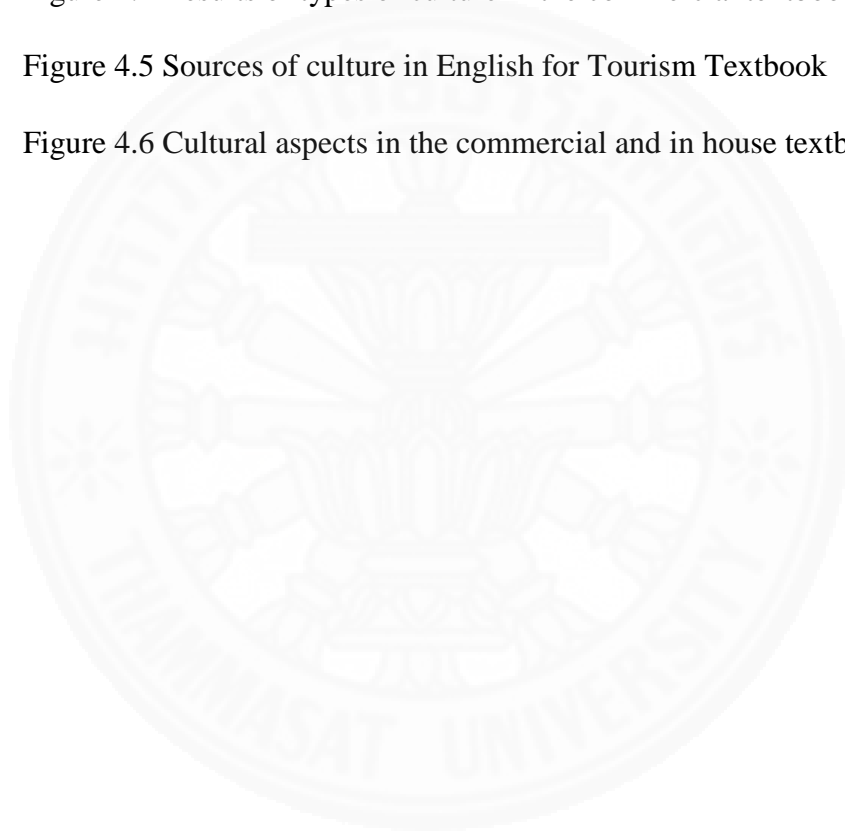


**LIST OF TABLES**

Tables	Page
3.1 Objectives and structure of textbook	85
3.2 The general information for the commercial and the in-house textbooks	88
3.3 The representation of cultural contents in the commercial and the in-house textbooks	115
3.4 The representation of cultural aspects in the commercial and the in-house textbooks	118
3.5 Reliability of the cultural content and cultural aspect analysis in the commercial and in-house textbooks	120
4.1.1 The general information for the commercial and the in-house textbooks	124
4.1.2 Objectives and Structure of Textbook	128
4.1.3 The representation of cultural contents in the commercial and the in-house textbooks	132

**LIST OF FIGURES**

Figures	Page
Figure 4.1 Unit topic in the commercial and the in-house textbooks	127
Figure 4.2 Types of culture in the commercial textbooks	135
Figure 4.3 Types of culture in the in-house textbooks	138
Figure 4.4 Results of types of culture in the commercial textbooks	139
Figure 4.5 Sources of culture in English for Tourism Textbook	141
Figure 4.6 Cultural aspects in the commercial and in house textbooks	150



# CHAPTER 1

## INTRODUCTION

This chapter explains the significance and background of the study. It consists of three main sections: rationale; research objectives and questions; and scope of the study.

### 1.1 Rationale

English has become the lingua franca for people all over the world with the expansion of international business today. That is because it is the globalization period, the worldwide use of a commonly understood language such as English (Crystal, 2003). Therefore, for multiple reasons ranging from socializing to a professional job, more people are now studying English. Moreover, in terms of education, English is also essential, as it helps people gain access to knowledge. Students at the university are one group of people studying English. They need English as a tool to help them read and communicate with foreigners in different situations, academic and technical documents in English. In addition, English is important to their future careers as well. The English language plays a crucial role in the worldwide society as a significant communication instrument. In their daily life, some people whose native language is not English are also using the language. Most of these people live in countries where English is needed for external reasons: communicating and doing company with people in other nations and catching up with company developments. Furthermore, English is used as a means of transferring ideas and cultures and creating comfortable interactions in different countries between people. The language-culture connection is an important issue to address for applied linguists, foreign language teachers, and designers of products; what culture should learners obtain along with the language? The answer to this issue is important, at least because it determines the content of the language classroom textbooks.

Currently, the function of English as a means of interaction and negotiation between tourists and tourism staffs are significant for the tourism industry. Because the tourism industry is one of Thailand's fastest increasing businesses, it accounts for a large share of the Thai economy. The industry plays an important role in welcoming foreign visitors to Thailand, and tourism workers have much soft power in the tourism infrastructure. As a result, the tourism industry requires generating skilled employees in international communication to allow them to explain Thailand and its culture to tourists from overseas. Many state and private academic institutions, including Suratthani Rajabhat University, give English-language undergraduate-level classes linked to Tourism Company to learners who plan to work in the tourism or hospitality sectors after graduation. These English classes relate to the use of the language, as stated by Blue and Harun (2003), who state that English, which connected with host-guest communication in the service business, should be called the hospitality language. The communication is often formal, although it depends greatly on the level of association between the participants themselves. For instance, the hosting arrangements are more formal when hosting an official meal, global conference, or wedding ceremonies compared to meetings between neighbours and friends that are usually casual. As a result, the role of the tourism industry could improve in generating revenue and job creation. Therefore, to be great hosts, Thai people directly involved in the tourism company should enhance their English, particularly with regard to the language used in the hospitality industry. For its culturally varied workplaces and businesses, the hospitality and tourism industry is considered. Knowledge of the relationship between cultural context and communication may improve the sensitivity of employees when interacting with people from a different background (Rozkwitalska, 2017). This data could assist employees, such as hospitality executives, adapt and better communicate messages based on the communication's situational and cultural context. Training employees to recognize gaps in a communication style that can be traced to cultural variations may reduce the possibility of cultural conflict (Baum et al., 2007; Reynolds et al., 2014). Increased knowledge and insight make it possible to harmonize intercultural workplaces, enabling businesses to affect the advantages of cultural diversity (Lauring & Selmer, 2011). In English language learning, the significant objective is to teach learners to comprehend intercultural speakers in order to help them

cope with distinct languages and cultures. Tomalin and Stempleski (1994) regarded the various elements of culture that need to be addressed in the learning system of English (customs and traditions, idioms, symbols, history, literature, etc.) and suggested how to present this data as a method of so-called acculturation through language teaching. However, there are many explanations for the significance of studying culture together with language. First, in many ways, it broadens the horizons of the learners; geography, history, beliefs, values, culture, etc. It offers learners with an understanding of the target culture by improving students' knowledge of both non-verbal and verbal communication. It also motivates learners who appreciate activities based on culture, thus speeding up the learning process. Cultural transmission is therefore as essential today in foreign language textbooks as teaching the four fundamental abilities.

In textbooks, pictures and texts are two of the most frequently used means of cultural transmission. In cultural transmission, images that are another element of the textbooks are of excellent significance. They can be a different resource when used in cooperation with textbooks to help learners comprehend the target culture. Learners can reach cultural aspects through texts that are presented in a style that appeal to their concern and level. They can discover relevant data that is suitable in terms of both quantity and difficulty for their level. Besides, through communicative operations, they can practice talking, and through exercises, they can show their expertise over newly learned cultural components.

The Common European Framework (2000) identified a number of cultural transmission requirements with the objective of being included in foreign language textbooks. These are weekends, recreation, art, music, body language, donations, special days, sports, schedules, everyday life, cultural relationships, customs, clothes, festivities, humour, political relationships, food, and beverages. In order from simple to hard, these cultural products are provided. Throughout English language practice and the Common European Framework of Reference for Languages (CEFR), the idea of interculturality leaves its mark, and although there is no specific part for culture, several cultural references are distributed through it with examples (Tomalin 2008). Furthermore, the CEFR (2009) mentions 'intercultural sensitivity' and defines it as

knowledge and understanding of regional and social diversity to the target culture of the indigenous culture. In an increasingly globalized culture, having learners develop intercultural skills is particularly important. People are no longer actually travelled to contact different cultures or languages, so the development of intercultural communication is an important issue in language learning. Besides, "culture" is emerging in the field of English for Specific Purposes (ESP) and has been recognized with "learning" and "discourse" as the main domain of inquiry (Basturkmen, 2013). The CEFR integrates the "intercultural aspect" into the language learning/teaching system and highlights the significance of "intercultural awareness" and "intercultural competency," the latter created as a collection of competencies known as "intercultural competences".

With regard to the importance of intercultural communication in education, the objective of English Language Teaching was to rely not only on linguistic skills but also on intercultural communication. The method of sending and receiving texts between people from different cultures is more than intercultural communication (IC). Many intercultural communication models illustrate and predict the results of intercultural communication in different settings: Byram's (1997) Multidimensional Model of Intercultural Competence; Deardorff's (2006) Intercultural Competence Process Model; Bennet's (1993) Developmental Model of Intercultural Sensitivity (DMIS). English teachers must be educated in how to conduct intercultural communication in English language classroom. Apart from developing an intercultural perception of the individual students, teachers then have a chance to investigate the techniques for improving intercultural communication with their future students. The strategy for analysing how different cultures or people with different cultural backgrounds communicate with each other is intercultural communication approach. Modern education was called upon by overcoming language barriers and cultural differences to provide alternatives to the issues of free communication among peoples. This involves using such teaching techniques, particularly when learning foreign languages, as students will not only be able to acquire abilities and expertise but will also be able to apply them freely in various social and cultural backgrounds. This paradigm requires some adjustments not only to modern language understanding but

also to the understanding of the humanities in particular in the approach and content. The single most important result of these changes is the integration of the cultural components into the educational process. The requirements for IC implementation skills are different for different staffs—the highest standards apply for the marketing specialists, the tourist advertising and public relations specialists, the guides, the interpreters, and the entertainers. It is their intercultural communication that the quality of the tourism product depends on the most significant intercultural processes (prevalent for both cultures), including cultural awareness, authenticity, and representation. Communication barriers can arise in intercultural communication situations within tourism, leading to misunderstanding caused by differences in behaviour, perception, or meaning, that occur between tourists coming from different cultures. Intercultural communication (IC) is the ultimate objective of rationalizing language training programs undertaken today, pointing to the promotion of learners who are worldwide prepared (Deardorff, 2004; Byram, 2003). The goal in linguistic acquisition involves a refinement of the course books' cultural content to bring about this socialization for the students. Feng and Byram (2002) have suggested in this regard that language textbooks provide an authentic description of native and non-native cultural values. This research also pays attention to textbooks published by English native authors and English non-native authors. They have different backgrounds in culture, language, and education. In order to communicate effectively in such communication and in relation to their other abilities, learners may need to develop intercultural communicative competence, which implies the capacity to build interactions while speaking in the foreign language and the capacity to consider both themselves and the other person's point of perspective and needs (Byram as cited in LópezRocha, 2016, p. 107). Therefore, to promote learners' understanding of multicultural relationships of the present-day world that they are likely to encounter in their English use, it may be especially vital to raise their awareness of various cultures to address the cultural diversity in the English teaching process.

There are various variables in teaching and learning, and the teacher is a significant factor that enables learners to learn successfully. Another factor of is the textbook. The textbook was chosen influences teaching as well as learning. A textbook

is a tool for determining the direction of the class according to the lesson plan and content. A student can review the textbook and understand the subject's direction and content. Many English textbooks in Thailand are chosen for courses in English for Specific Purposes (ESP). Many different organizations develop these textbooks, including local and international publishers. Some textbooks are written by academics of Thai English, while native speakers of English write some. Therefore, careful attention was given to the choice of one textbook. When selecting the textbook, teachers should apply suitable criteria. The use of published materials in English Foreign Language (EFL) is more widespread than ever, as textbooks guide EFL educators on curricula, teaching methodologies, and course materials. It is important to conduct an evaluation to ensure the textbook is suitable for the class, according to Fredriksson and Olsson (2006). Therefore, it is necessary to consider certain requirements in the assessment. Textbooks also introduce English cultural diversity to learners that can promote their cultural consciousness (Wu, 2010). However, commercially manufactured English language textbooks are understandably intended to achieve the widest possible audience; therefore, cultural contexts are likely to be based on American or British culture (Alptekin, 1993; Willis & Willis, 2001). Since English has become an international language, this has resulted in enhanced understanding of the significance of the cultural elements depicted in English language textbooks, which should integrate more multicultural views to increase awareness of cultural diversity in English language teaching and learning for students. According to Shardakova and Pavlenko (2004), English language textbooks have a distinctive power by imagining them for learners to build and mediate alternative cultural and linguistic elements. Although language learners need to know about the target language society, Breen (2001) indicates that language learners need to know their identity and value to appreciate the variety of the country around them. Therefore, it is best to prevent misrepresentation, stereotyping, and over-simplification of these cultures that could cause intercultural miscommunication, frustration, offense, conflict, and student resistance. Graddol (2006) claims that language learners are expected to keep national identity through English mainly used for international communication, particularly in the age of globalization. Based on these course books, various English teaching programs offered to tourism students use course books as the main framework for

providing the courses, and most of the classroom activities are organized. Although they provide the main framework for providing the classes and the bulk of the classroom tasks, they have not systematically analyzed the pragmatic understanding they present (Sirikhan & Prapphal, 2011). Concerning English-language textbooks used in Thailand by educators and learners, they are likely to be imported from native English-speaking countries and can be used as sources of cultural representation and reference (Greil, 2004). Some of the global publishers are Cambridge University Press, Longman, MacMillan, McGraw-Hill, and Oxford University Press, whose books were available in Thai education markets. Suaysuwan and Kapitzke (2005) investigated "The Oxford English Course for Thailand Series 1 & 2" by Burrow (1960a; 1960b), in which the categories of Thai cultural aspects were explored in Thailand's early English language textbooks. Their results show that these textbooks represent Thailand during post-war British colonialism as an agricultural society with an abundance of natural resources, as well as the mundane daily life and activities of Thai students in rural and urban contexts. This indicates that learning English today is extremely international linked to society and culture. Culture is also important in order to develop global awareness and international understanding, for functioning in the target society, and to stimulate and maintain the interest and motivation of learners.

Culture in English language school in Thailand mostly relates to the culture of native speakers, defined as the manner people live their lives in the target language group, including lifestyle, clothing, living, recreation, speech, communication, values, ideas, beliefs, attitude, convention, custom, tradition, festivals, festivities, manners, etc. To help students achieve success in their language and culture studies, English for Specific Purposes (ESP) teachers are trying to meet their language needs. However, identifying their specific language needs is a key feature that distinguishes ESP from general English teaching. The travel and tourism industries are focusing on English as a widespread communication language. English understanding is also necessary for higher education access to printed and electronic data, which in many countries is dependent on English. Many scholars have suggested the idea and method of carrying out a needs analysis within the ESP framework (e.g., Hutchinson & Water, 1987; Koetpo-kha, 1994). Their ideas are generally similar; however, based on the focus of

each idea, they also vary in certain fields. The Hutchinson and Water framework (1987) obtained the data needed to design the target course, such as target circumstances, weaknesses, and necessities. The learners need to know what they need to understand. At this point, however, it must be noted that the cultural dimension is increasingly seen as playing a critical role in achieving meaningful communication.

A previous study by Ristina (2012) showed the local cultures reflected in English textbooks, such as Indonesian heritage and Javanese values. This is in line with McKay (2012), who said English should be educated as an international language in a way that respects the local learning culture. In a textbook, the importance of different cultures is to enhance teachers' and the students' cultural awareness about their own culture and to have a better cultural understanding towards the existence of other cultures (Cortazzi and Jin, 1999).

This research analyses four English textbooks for Tourism written by native English and Thai writers and released by international and Thai publishers. The textbooks were chosen for undergraduate-level teaching and learning. The textbooks have also been used for the course of English for tourism. The textbook analysis concerns whether the content is suitable for studying English for Specific Purposes or not. If possible, the textbooks can be developed language and culture including international and Thai contexts.

Cultural research is essential for linguistic growth, and maintaining cultural content in textbooks is helpful. Furthermore, it is also significant to strike a balance in English for Tourism textbooks between international and Thai cultures to improve the understanding of the importance of cultures by the learners. An analysis of cultural content for English tourism textbooks can help teachers to select a relevant English textbook for teaching and learning in a specific purposes course. Besides, educators can create the textbook on their own to enhance their teaching efficiency and motivate learning learners. Focusing mainly on textbooks used at Suratthani Rajabhat University, the research seeks to examine which cultural contents are found in English for Tourism textbooks and thus identify the diversity of cultural content and cultural aspects between

commercial and in-house textbooks in the English for Tourism course. It is also significant to strike a balance in university textbooks between global and local cultures to enhance the understanding of the importance of cultures by the learners.

This research provides an insight into the cultural content of English for University-level in English for Tourism textbooks at Suratthani Rajabhat University, Thailand. Recommendations for language and cultural teaching and learning are anticipated to be offered in the EFL classroom to develop the cultural consciousness of learners and improve their cultural learning and intercultural communication in further research.

## **1.2 Research Objectives**

1. To analyse the cultural contents in commercial and in-house English for Tourism textbooks used in Suratthani Rajabhat University.
2. To examine the cultural aspects in commercial and in-house English for Tourism textbooks used in Suratthani Rajabhat University.

## **1.3 Research Questions**

1. What are the cultural contents found in commercial and in-house English for Tourism textbooks used at Suratthani Rajabhat University?
2. What are the cultural aspects presented in the commercial and the in-house English for Tourism textbooks used at Suratthani Rajabhat University?

## **1.4 Scope of the Study**

- 1.4.1 All textbooks used are from Suratthani Rajabhat University due to time limitations. It was not possible to investigate textbooks from other universities in the current research. As a result, the findings of this research may not be usually appropriate to all universities.
- 1.4.2 The findings of the textbook analysis may not be indiscriminately acceptable to those universities that do not use the target courses.

- 1.4.3 This study is mainly a cultural content analysis of English for Tourism course textbooks used in Suratthani Rajabhat University. Opinions of teachers and students who use these textbooks were not considered.
- 1.4.4 The studied textbooks have been used for a total of 3 years in the English for Tourism Course.
- 1.4.5 The study encompasses two in-house textbooks and two commercial textbooks written by foreign and Thai authors.

## 1.5 Definition of Terms

- 1.5.1 “**Analyzing**” refers to the detailed study or examination of cultural content and cultural aspects in order to understand more about these.
- 1.5.2 “**Textbook**” is one of the materials used to help teachers teach learners and is a teachers ' teaching guide and a learners ' knowledge review tool.
- 1.5.3 “**English for Tourism Textbooks**” refers to two in-house textbooks and two commercial textbooks written by foreign and Thai authors for the English for Tourism Course and used in Suratthani Rajabhat University.
- 1.5.4 “**In-house Textbooks**” refers to two textbooks written by Thai authors and published by Thailand Press.
- 1.5.5 “**Commercial Textbooks**” refers to two textbooks written by native-English authors and published by an international Press.
- 1.5.6 “**Local culture**” refers to the textbooks presenting the learners’ own culture. Usually, these textbooks are produced at a national level for a particular country. The main purpose of this category of textbooks is to enable learners to talk about their own culture (Thai culture) to foreign visitors to their country rather than be prepared to encounter other cultures such as Siamese king, Thai boxing, Thai food, Thai language, belief, way of life, customs, and tourist sites, etc.
- 1.5.7 “**Global culture**” refers to textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not a first or a second language, but is used as an international language such as such

as culture in Britain, America, Iran, France, Germany, Turkey, Saudi Arabia, etc.

- 1.5.8 **"Glocal culture"** refers to textbooks that include a culture that reflects or is characterized by local and international factors, such as a textbook that introduces a range of cultures around the globe, including Thai culture.
- 1.5.9 **"Cultural content"** refers to a cultural content source based on Cortazzi and Jin theory (1999) such as Source Culture, Target Culture, and International Culture. Moreover, analyses the type of culture under the theme of Big "C" and little "c."
- 1.5.10 **"Cultural aspect"** refers to the concept of culture as represented by eight types: symbols; heroes; rituals; values; practices; stereotypes; cultural shock; and enculturation and acculturation.

## 1.6 Study Preview

This dissertation is divided into five chapters. The first chapter contains the background information for the study. The chapter provides the rationale, objectives of the study, research questions, scope of the study, and definition of terms used in the research. The second chapter presents the theoretical framework, related literature, and previous studies. The third chapter discusses the research methodology involving samplings, textbook analysis procedure, and data analysis. The fourth chapter reports the results and provides a discussion of the findings. The fifth and final chapter contains the conclusions, limitations, and recommendations for further studies.

## 1.7 Chapter Summary

Content analysis is a study instrument used to determine the existence within certain qualitative information of certain words, topics, or ideas. The present study analyses the cultural content and examines cultural aspects of commercial and in-house English for Tourism textbooks used in Suratthani Rajabhat University. The first chapter describes a context within which to locate the intended research and suggests why doing such a study is worthwhile.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents an overview of the theoretical framework and the previous studies on cultural content analysis in textbooks. The concept of culture learning is widely recognised and contains any aspect of teaching and learning. This chapter provides a review of the related literature to support the analysis of cultural content and cultural aspects in commercial and in-house textbooks used in Suratthani Rajabhat University for the English for Tourism course. Five aspects relevant to this study and reflected in previous studies are reviewed to provide a general background for the study. The following aspects are discussed: culture and its role, intercultural communication, textbook in English language teaching, cultural content in textbook, and cultural aspects.

#### **2.1 Culture and Its Role**

The cultural dimension in language learning is nothing new; all through the history of language teaching, there have been different associations between language and cultural instruction (Byram & Fleming, 1998). However, in the historical development of methods of foreign language teaching, the treatment of culture has not seen a rigid approach; on the contrary, it has undergone remarkable transformation (Neuner, 1997). The way of culture and language were connected depended on the overall objectives of foreign language education and how the cultural concept was interpreted.

##### **2.1.1 Definition of culture**

Culture is a broad concept to define. Many scholars and researchers have discussed the definitions of culture. According to Matsumoto (2000, p. 24) “Culture is a dynamic system of rules, explicit and implicit, established by groups in order to ensure their survival, involving attitudes, values, beliefs, norms, and behaviours, shared by a

group but believed differently by each specific unit within the group”. Culture is the learned behaviour of a community of people that usually represents people's traditions and is socially transferred through social learning from generation to generation; it is also structured to suit conditions and objectives (Dirette, 2014; Hofstede, 1997; see also Nasir et al., 2006). Brown (2000) defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”. McKay (2002) observed that integrating cultural elements into linguistic learning may increase a language class's motivation. He also suggested the three advantages of integrating the global target culture into research materials: first, it demonstrates the pragmatics when non-native English speakers interact with the target culture so that they can use their own ideas of what is suitable; secondly, it demonstrates how English can be used efficiently in the global setting; and lastly, for English to be genuinely today's 'lingua franca,' non-native English speakers must have the option to reflect norms of cultures other than native English-speaking societies. Nault (2006) recommends language teachers and educators to reconsider the status quo and representation of cultures in developing English as an International Language (EIL). He proposed that English teachers should be informed of cultures other than British and American cultures. Also, ELT scholars should use global source materials to select and design teaching curricula. Integrating distinct cultural methods is a main learning encounter and culture is not just about what individuals are studying, but also about how they are teaching. Culture is also expressed in the era of the historical moment and the culture that somebody lives in. Culture's vibrant nature is evident in the reality that individuals who make up a cultural community retain cultural practices learned from past generations, while also adjusting methods over time to suit evolving circumstances or even completely transforming them (Cole & Packer, 2005; Tomasello, 2016). A culture is a living system in this way. Culture not only relates to the interpretation of group membership; it also refers to something far less static — a way of life that supports a specific community (Nasir et al., 2006; Rogoff, 2016).

Culture can be categorized into two different types: big "C" culture and little "c" culture (Lee 2009; Peterson 2004). Lee (2009) points to Big “C” culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography,

business, education, festivals and customs of a target speech society". For Peterson (2004), grand theme culture is categorized as Big "C" culture, which involves the following topics: geography, architecture, classical music, literature, political problems, norms of society, legal basis, key values, history, and cognitive processes. According to Lee (2009), little "c" culture includes the routine elements of life and embraces everything as a whole manner of life. Peterson (2004) describes a small "c" culture as a culture that focuses on prevalent or minor topics. It involves subjects such as views, viewpoints, preferences or tastes, gestures, a posture of the body, use of space, clothing styles, food, hobbies, popular music, popular problems, and some information. Lee (2009) developed several concrete topics in Korean EFL textbooks to examine how culture was learned. Lee's framework consisted of 22 Big "C" topics, including arts, agriculture, education, sports, and politics, and 26 Little "c" topics, such as freedom, materialism, informality, equality, and competition. The framework of Lee (2009) is more comprehensive and detailed compared to the previous cultural framework of Chen (2004), having presented the material from intercultural, sociological, ethnographic, and sociolinguistic perspectives. Consequently, the framework of Lee (2009) also applies to the present analysis of the textbook.

This definition demonstrates that culture is seen not only as being related to the material productions through which a group of individuals represent themselves but also as reflected in the historical time and society. Cultural learning has, therefore, been taught in foreign language schools as learners seek excellent communicative skills and difficulties their ability to make sense of the world around them. As seen from the above definitions, although presented from different perspectives, culture is shared, learned, transmitted, and integrated with lifestyles, beliefs, values, and social norms. Culture is also dynamic and subject to change.

### **2.1.2 Language and culture relationship**

The relationship between language and culture based on the impact of one on the other. According to Zhuanglin (2001, p. 20), "It has long been recognized that language is an essential and important part of a given culture and the impact of

culture upon a given language is something intrinsic and indispensable". Alptekin (2002) shows that studying a foreign language becomes a kind of acculturation in which different cultural frames of reference and a different world vision are obtained, reflecting the opinions of the culture of the target language and its speakers. Gao (2006) argues that the interdependence between language learning and cultural learning is so clear that it is possible to jump to a conclusion that learning a language is learning the culture and therefore teaching a language is teaching cultures. Also, Gao claims that foreign language educators should be aware of the position of cultural studies in the foreign language classroom and try to create the wider culture of learners and improve their interaction, skills, and effectiveness. Ellis (2003) says that authentic children's literature provides a cultural learning resource as it contains eight categories of cultural data as follows:

- *Linguistic*: for example, polite conventions ;
- *Geographical*: for example, information on various countries, flags, capitals;
- *Historical*: for example, data about dinosaurs;
- *Festivals*: for example, information about Easter;
- *Illustrations*: for example, information transmitted by illustrations;
- *Everyday life*: for example, shop and shopping data, meals;
- *Issues relating to citizenship*: for instance, tolerance ;
- *Song, music, and rhymes*: many traditional songs and rhymes connect well with stories and offer authentic examples of the lore of children.

Lähdesmäki (2004) claims that language teachers are commonly aware of the relationship between language and culture, but what this means for EFL teaching and learning, and especially for EFL textbooks, is a more difficult question. The aim of communication is both language and culture because they both carry meanings. Moreover, for language users to interact, language carries syntactic, semantic, and pragmatic meanings (Brooks, 1997).

Culture, on the other side, carries meanings and cultural meanings are conveyed through behaviour patterns such as language. To interact effectively across languages

and cultures, distinct norms of communication and values and thought of people must be understood culturally (Saville-Troike, 2003). Sometimes, linguistically accurate sentences could cause misunderstanding or misperception when used in a different cultural context (Schulz, 2007).

### **2.1.3 Cultural in foreign language teaching**

This discussion deals with language and culture in a situation of English as a foreign language (EFL) as foreign language curricular content. The culture was ignored or retained as an additional topic in foreign language teaching.

Learning a foreign culture can lead to language learning improvement. As Tseng puts it (2002, p. 13), “success in language learning is conditional upon the acquisition of cultural knowledge: language learners acquire cultural background knowledge in order to communicate and to increase their comprehension in the target language”. Without its culture, it is impossible to teach a language, because “culture is the necessary context for language use (Stern, 1992, p. 205).” Examples of the case of foreign language communication have shown that cultural contents of the target culture(s) need to be integrated into FL language teaching for social situations to avoid misunderstanding, even when people use correct forms of foreign language (Tanaka, 1997). Learning a foreign culture is to help users in different languages to communicate successfully in socio-cultural contexts. Traditional thoughts of teaching foreign language tend to limit themselves in the classroom to sharing foreign cultural information or teaching foreign literature. However, the current trend of culture-related foreign language learning aims to take into consideration the relationship between language and culture (Savignon & Sysoyev, 2002).

Many scholars who illustrate different disciplines have described culture. Some key scholars of culture in language teaching (Byram, 1997; Kramsh, 1993; Brooks, 2001) believe that culture is a part of the education of foreign languages. Byram (1997) states cultural teaching is a part of listening, talking, reading, and writing. Kramsh (1993) argues that speakers have expectations based on their own experience and

interpret situations based on their own cultures, which can occur in misunderstanding. Brooks (2001) adds that while learning language belonging to a culture, students can add the correct meaning. Following the Council of Europe's introduction of the Common European Framework of Reference for Language (CEFR, 2001), the cultural aspects of foreign language education that have recently been applied in Thailand's education. Even though the CEFR emphasizes the significance of ICC growth, it mentions this only as general guidance. It does not study the elements of cultural learning specifically, nor does it provide educators with guidance. Language has a dual character, according to Wei (2005), which is both a means of communication and a carrier of culture. Language is impossible without culture, human culture is impossible without language.

Brown (1994) describes the language-culture relationship as the language that becomes a part of a culture and a culture that is a part of a language; the two can not be dissociated without losing the significance of either language or culture. Tomalin (2008) argues that ELT cultural teaching should include cultural knowledge (knowledge of the structures of culture), Cultural values (cultural awareness, what people believe is important), cultural behavior (knowledge of daily routines and behavior) and social skills (development of intercultural sensitivity and awareness), using English as the interaction medium. In foreign language education, the language-culture relationship is significant because culture plays a part in encouraging FL learners to be successful in the target language (Nault, 2006). However, the current trend of culture-related foreign language teaching requires taking into consideration the relationship between language and culture (Savignon & Sysoyev, 2002). Language-culture interrelation offers a framework for the concept that learning FL is learning an element of a foreign culture.

Culture is such a wide definition that in the social sciences, it has been discussed. It is important to look at the concept of culture from different perspectives. The concept of culture is connected to society, the interpretation process, and as the product of a social phenomenon. It is important to note that each cultural aspect is not frequently exclusive; they are interrelated. McCarthy and Carter (1994) examine culture

from a view of social discourse. It relates to social understanding and interactive skills, which are necessary for relation to language system understanding. The term "culture" has many different meanings. Without its culture, it is impossible to teach a language. Culture is the context needed for the use of language (Stern, 1992). Examples of the situation of foreign language communication showed that the cultural contents of the target culture(s) had to be integrated into foreign language teaching for cultural contexts to avoid misunderstanding even when people used correct linguistic forms of FL. Foreign culture learning is to support foreign language users successfully communicate in socio-cultural contexts. The discussion of cultural contents in EFL training requires to consider globalization's impact as it raises the issue of what culture to teach and whose culture is the target culture.

In foreign language learning, the relationship between English and culture is significant because culture plays a part in helping FL students to be proficient in the target language. FL learners experience a new world by learning a new language. Tomalin (2008) demonstrates the functions that it can perform in language learning and teaching components, such as cultural influence on vocabulary, from the definitions listed above. Language is the culture carrier, and the basic ingredient of language is vocabulary. The cultural difference will inevitably be used in vocabulary, and vocabulary explanation will also reflect the national or cultural difference. Cultural influence on listening: In foreign language learning, especially when training their listening skills to better understand, learners often complain that while they spend a lot of time teaching and practicing their listening and understanding skills, their progress is not satisfactory. They can't understand this when they come across new listening materials. The reasons may vary, but some were identified. The limitation of vocabulary, weak grammar and ambiguous pronunciation are among the causes. But a relatively more important reason is that they lack the necessary knowledge of the language they have learned in the cultural background. Cultural influence on speech: it can be shown that speaking ability is not just about pronunciation or intonation. People need to read a lot to understand the target language's cultural background knowledge; they can only communicate successfully with others in this way. Cultural influence on reading: the reading process is not merely the repetition and reappearance

of the language knowledge already available to students, but it is a complicated process to decode, recognize, analyze, judge and infer the material through the cognitive system under the stimulation of external information (Larsen-Freeman & Long, 2000, pp. 193-196). It is critical, therefore, for us to catch the nonverbal information, such as the background information about humanism, history, geography, and traditional local customs, etc. Linguistic knowledge can affect one's reading, but cultural factors play a more important role in the reading process. Cultural influence on translation: translating is widely believed to be strongly influenced by culture. We should have enough knowledge of both the target language and the source language when translating. The translation difficulty lies mainly in understanding the knowledge of cultural background. The understanding of cultural background involves many elements like art, history, geography, philosophy, science, etc.

Studies on a representation of cultures have been documented in English textbooks in terms of material design, pedagogy, and research. Feng and Byram (2002) point out that the way under which cultures of both target and learners' own cultures are represented in English language textbooks depends on the awareness and understanding of cultural studies dealing with foreign language education teaching by teachers. For instance, English language textbooks used at junior high school level in Japan, according to Yamada (2010), portray Japanese cultural diversity mainly based on Japanese people residing in native-speaking countries due to socio-economic mobility in Japan. Ziaei (2012), however, points out that the English language textbook series American English File used in Iran represents both the United Kingdom and the United States as the main cultures, as well as Japan as the most frequently mentioned Asian country, whereas Iranian culture is not included. While these studies concentrate on cultural aspects in English textbooks, it is significant to have a structured framework that allows scholars to analyze cultural categories to obtain systematic research. Kramsch (1993) argues that language teaching should include "a reflection on the target as well as the native culture." Robinson (1988) proposed that cultural knowledge includes a synthesis of the home culture of the learner, the cultural target input, and the individual learner. Language learners with the influence of their culture gain target cultural knowledge. Kachru (1992) claims that English Language Teaching (ELT)

should be related to the content of a culture, i.e., North America, UK, and Australia. It should be observed that other English forms and types are emerging, particularly in non-Western contexts. Nault (2006) indicates that English teachers need to rethink ELT's cultural element: whose culture and what culture should be in the EFL curriculum, what cultural learning objectives, and how to design and select cultural-related materials. Traditional Foreign culture learning thoughts tend to limit the transmission of foreign cultural knowledge in the classroom to teach foreign literature. However, the current trend of culture-related FL learning should take into consideration the language-culture relationship (Savignon & Sysoyev, 2002). On the one hand, language is used to express and communicate the cultural thoughts and beliefs of people; on the other hand, culture is integrated into the language. The role of communication is both language and culture because they both carry meanings. Language conveys syntactic, semantic, and pragmatic meanings for language users to communicate (Brooks, 1997), whereas culture also conveys meanings, cultural meanings are expressed through behavioural patterns, such as language. Different cultural norms of interaction, values, and people's thinking should be recognized to interact successfully across languages and cultures. Linguistically correct sentences may lead to misunderstanding or confusion when used in a different cultural context (Schulz, 2007). Scholars have begun to explore cultural dynamics and the contribution to FL / SL learning (Risager, 2007). The interrelationship between language and culture was closely examined, and the need to integrate linguistic and cultural learning was proposed in FL education. US scholars such as Robinson (1988), Seelye (1993), and Valdes (1986), and Byram's cultural studies (1989) in Europe — were all in support of integrating culture into SL / FL learning.

In Thai educational contexts, it is important to analyze whether English language textbooks reflect a diversity of cultural contexts and include multicultural components that can raise awareness between Thai learners to enhance effective and appropriate intercultural communication (Laopongharn & Sercombe, 2009; Nipaspong, 2011). Baker (2008) argues that Thai learners should be encouraged to investigate and compare the diversity of cultures with their Thai culture in textbooks. Wongbiasaj

(2003) indicates that commercially ready-made international textbooks are useful only for second-class learners who learn English native speaker cultures.

Language as a means of communication encourages interaction between people in a society. Interpersonal conversation or communication takes place not in a vacuum, but at a specific time and place. This particular situation dictates their behavior. Corder (1993, p. 36) states, “All our behaviour has a conventional element in it because it is learned in society and for that very reason, the form it takes will be specific to the social group in which it is learned”. This implies that communication behavior is essentially a conventional matter. Hall (2002) maintains a similar approach that language is used to imply individual identities, interpersonal relationships, and membership of social groups and communities. She claims that people who transmit the same language tend to share the same language conventions and any violation of all of these conventions would result in breakdowns of communication. According to Devito (2006), Culture affects communication of all forms, it influences what to say and how to speak in everyday conversations with friends and family. Cultural differences also exist throughout communication, from the way eye contact is used to the way relationships are developed or dissolved. As a result, many cultural differences may hinder understanding and develop negative views between native speakers and non-native speakers.

Furthermore, in some textbooks, cultural data is divided into its section from the real text. This is viewed as an adverse feature as educators may end up ignoring or paying only cursory attention to these parts. As Lähdesmäki (2004) points out, the target culture is usually only British or American culture in EFL textbooks, and other English-speaking areas such as Australia and New Zealand are ignored or discussed only briefly. Furthermore, both Lähdesmäki (2004) and Kaikkonen (1994) point out that very stereotypically the target culture is often implemented. Stereotypes do not present the significant variety of a culture, and instead of mutual tolerance, they encourage stereotypical and biased practices of thinking. Lappalainen (as quoted in Elomaa, 2009) concludes that both linguistic and cultural content should be included in textbooks. Some pupils might never have real-life contact with target cultures, so it is the

responsibility of both the teacher and the textbook to reproduce and present such real-life contacts as effectively as possible. The issue, however, is that there is not several theoretical information about what a good textbook should be like, so the material is not being renewed. Publishers are also careful with new textbooks, as teachers may be unable to select new types of textbooks.

In conclusion, Culture has a long history, and its relevance has varied throughout history for people and society. The concept of culture has several approaches to define and approach it. Besides, several different fields of studies are interested in studying culture. The current research approaches the concept of culture from the point of perspective of Big "C" and little "c" and culture source. The role of communication is both language and culture because both carry significance. In order to communicate clearly across languages and cultures, different forms of communication and values and thinking of people must be acknowledged culturally (Saville-Troike, 2003).

## **2.2 Intercultural Communication**

This section describes some theories that are important to the research of intercultural communication (IC). Studies of intercultural communication require understanding how individuals from distinct cultural backgrounds interact with each other. They aim to produce a guideline for helping people to communicate with others better. Studies in intercultural communication usually start from the differences between distinct cultural groups, and then study the interaction between these groups. Communication and culture are important aspects of intercultural communication. That is why it is important to know the meaning of the terms 'communication' and 'culture' if the word intercultural communication is to be obviously understood.

The concept that IC deals with the ability to communicate in different cultural contexts can be based on a definition of IC; the strategy to IC research has a wide range of interpretations. As reflected in the diversity of Fantini denominations (1999), such as intercultural competence, intercultural effectiveness, cross-cultural understanding, internationally competitive, worldwide competitive intelligence, and intercultural

adaptation, the concept of IC appears to be varied in its disciplines, terminologies, and educational and practical goals. Intercultural communication skills could be described as "expertise, motivation, and abilities to communicate with members of distinct societies" (Cetinavci, 2012; Troncoso, 2010). Academic Discussion on the concept of intercultural competence, therefore, appears to have agreed on definitions (Fantini, 1999; Han, 2012; Arasaratnam & Doerfel, 2005). Byram (1997) describes the capacity of an individual to communicate across cultures and to interact. The important key competency in the 21st century is Intercultural Communicative Competence (ICC). Consequently, one of the objectives of English language teaching is to educate learners to develop into intercultural speakers who can deal with linguistic and cultural complexity and take an active part in multicultural situations. Chen and Starosta (1999) describe competence in intercultural communication as "the ability to effectively and execute communion behaviours that negotiate each other's cultural identity" (p. 28).

In reaction to an increasing number of English interactions involving speakers of different cultural backgrounds, the intercultural dimension in language teaching aims to develop learners as intercultural speakers "who are able to engage with complexity and multiple identities and to avoid stereotyping which accompanies perceiving someone through a single identity" (Byram et al., 2002, p. 5). In order to implement this dimension, the ELT programmes may not only focus on learners' linguistic abilities but they may also concentrate on developing learners' ICC. Non-verbal communication is a component of the process in communication when one attempts to express a message or significance in their behavior, whether the individual intends to do so or not. There is a link between non-verbal communication and verbal communication. If verbal communication means written language and spoken language, then the nonverbal language is regarded as 'silent language.' People tend to use less self-aware non-verbal communication.

It can be concluded that it would lead to misunderstanding and dissimilar expectations about how to communicate in a skilled direction if the degree of difference between cultures becomes moderately big. Consequently, in intercultural communication, the process of information exchange is much more difficult. In other

words, intercultural communication is a process in which people from different cultural backgrounds attempt to interact and create a shared understanding to achieve their personal goals and establish relationships with others.

### **2.2.1 Role of intercultural communication**

The aim of Zaharna's Intercultural Communication is both culture-specific, focused on defining a specific culture's communication behaviors, and overall culture, to recognize commonalities or universalities across cultures. Intercultural interaction combines both culture-specific and culture-general aspects of different cultures during interaction and hence is called intercultural interaction. Roux (2002) claims that successful communicators are successful teachers, and, therefore, culturally skilled in cross-cultural interactions. Prasad and Darrad (2003) state that communication with non-English speaking patients remained unsatisfactory and much more study is needed to overcome some of the obstacles in intercultural communication.

Differences in culture may limit communication. When interacting with speakers of other language varieties, FL learners need to have a skill that integrates both linguistic and socio-cultural abilities to suit the communication situation context. The interaction involves at least three cultures when interacting with a lingua franca: the culture of each interlocutor and the lingua franca culture (Willems, 1996). In this cross-cultural communication situation, intercultural communication skills are needed. Besides, textbooks can be written in an intercultural context to support the intercultural dimension and critical perspective, or in a way, that indicates authoritative materials. If there is a textbook option, it is preferable to have one with this critical view. Authentic materials should be presented in their context in any case, or the textbook must be ensured to do so. It's important for learners to have text or document information. The cultural dimension of FL learning has moved from a communicative approach to an intercultural communication approach to highlighting the use of language in different social contexts and using the target language as a lingua franca (Risager, 2007). There have been different studies in language education that include intercultural material.

But the most widespread focus is on pre-service teachers. Furthermore, this research focuses on native and non-native educators as well as students' different cultural backgrounds. In addition to understanding and abilities, Wiseman (2002) involves motivation in addressing another dimension. Lazar, Huber-Kriegler, Lussier, Matei, and Peck (2007) describe IC as "the ability to interact and relate properly in a multitude of cultural contexts in cross-cultural circumstances" (p. 9). Many scholars (Deardoff, 2009; Fantini, 2000; Lazar et al., 2007) have tried to present learners with cultural differences that help learners become intercultural through knowledge of their own culture and the ability to appreciate and respect the other culture. Because of the limited understanding of intercultural communication, it is important to allow educators to know how to include culture and intercultural communication in the language classroom (Sercu, 2005). Gonen and Saglam (2012) point out that in multicultural contexts, educators from different areas of the globe continue to ignore adopting culture as part of language research. Several intercultural communication studies have been conducted that focus on new tools in IC development. However, in the context of Southern Thai, little has been revealed about the attitudes of EFL learners towards intercultural communication. The cultural dimension of foreign language teaching has shifted from a communicative approach to an intercultural communicative approach to highlighting the language used in different cultural backgrounds and using the target language as a lingua franca (Risager 2007). In other words, an intercultural approach to communication is suggested to highlight the cultural dimension of foreign language teaching and to train foreign language students to be integrated with intercultural communication to allow them to mediate between cultures.

Cultural competency includes the process of developing cultural understanding, becoming conscious when cultural mores, values, beliefs, and procedures are demonstrated, being intentionally sensitive to these behaviors, and using culturally-based procedures to deal with the workplace and service delivery. However, the integration of intercultural content into the English language classroom is still ignored in the Southern Thai context. Therefore, this study attempts to integrate intercultural content into the English for Tourism course in order to explore EFL learners' attitudes towards intercultural communicative language teaching and their intercultural

communication development in the Southern Thai context. An intercultural approach is proposed in ELT to train FL learners to use English as International Language users. That means learners are prepared to use English as a lingua franca and improve their sensitivity and knowledge of intercultural issues. Pauwels (2000) argues that the complex set of lingua franca settings should be emphasised in FL pedagogy. Developing cultural sensitivity and awareness of culture in FC teaching under globalization is important, as all aspects of culture can not be included in one curriculum. The intercultural communicative approach allows English users to use culture as a powerful tool to understand and explore global cultures (Prodromou, 1992). Language learners develop the ability to interpret and acknowledge different world views and mediate between the differences between different languages and cultures in their communication with 'others' (Byram et al., 2001).

Adam (1995) integrated critical elements devised from the model for developing cultural competence. The author proposed that there are three stages in the development of cultural competence. The first phase is cultural understanding: familiarizing the members of another ethnic group with chosen cultural features, history, values, beliefs, and behaviors. The second is cultural awareness: developing another ethnic group's sensitivity and comprehension. Usually, this includes internal changes in attitudes and values. Sensitivity and awareness also refer to the characteristics of openness and flexibility developed by people concerning others. Cultural awareness needs to be complemented with knowledge of the culture. The final stage is cultural sensitivity: being able to understand cultural differences as well as established similarities without assigning values to those cultural differences, i.e., better or worse, right or wrong.

Intercultural competence applies to the ability of an individual to function effectively across cultures (Whaley & Davis 2007). For example, Hammer et al. (2003, p. 422) defined intercultural competence as “the ability to think and act in interculturally appropriate ways”. Similarly, Johnson et al. (2006, p. 530) defined intercultural competence as “an individual’s effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different

national cultural backgrounds at home or abroad.” Culture learning is a process of interpretation. Merely teaching cultural facts or evidence did not allow learners to comprehend foreign attitudes, values, and attitudes (Kramersch, 1993). The purpose of culture teaching is to make students “understand why the speakers of two different languages acts and react the way they do, whether in fictional texts or in social encounters, and what the consequences of these insights may mean for the learner” (Kramersch, 2003, p. 32). It is a process of interpreting students and making sense of their domestic and outer world. The teaching of culture can not be generalized as educators do in the teaching of grammar. Cultural teaching needs to focus on “exploration and description”, which is different from teaching grammar because the rules of creating meanings are dynamic (Kramersch, 2003). The objective of English linguistic learning was then shifted from communicative competence that empowers students to use English properly in terms of linguistics, sociolinguistics, and pragmatics (Gu et al, 2012), to intercultural communicative competence (ICC) referring to "one's knowledge of the cultures of others as well as their own culture" (Hamiloğlu and Mendi 2010, p. 16). Therefore, The issue occurs as to what type of culture in the language classroom and what type of culture should be taught. Although the various definitions of intercultural competence converge, their specific content is different. More than 30 intercultural competence models are included in recent reviews (e.g., Holt and Seki 2012; Johnson et al., 2006; Paige, 2004; Spitzberg and Changnon, 2009). It is possible to distill the personal characteristics recognized in prior studies into the content domains of (a) intercultural traits, (b) intercultural attitudes and worldviews, and (c) intercultural skills. Intercultural attitudes and worldviews concentrate on how people view other cultures or data from outside their cultural worlds. One may have favorable or negative attitudes towards other cultures or intercultural relationships. Highly culturally skilled people nurture positive attitudes towards intercultural interaction or highlight the complexity and contradictions of distinct societies and nations (Bennett, 1986, 1993; Srinivas, 1995) as well as the similarities underlying differences at the surface level. Some models of intercultural competence are domain-specific, either concentrating on intercultural features (e.g., Van der Zee & Van Oudenhoven 2000) or intercultural attitudes and worldviews (e.g., Bennett 1986, 1993) or intercultural capacities (e.g., Earley and Ang 2003). Other models are mixed with multi-domain

constructs (e.g., Bird et al., 2010, Javidan and Teagarden, 2011). These differences underline the continuing discussion of what constitutes job skills (Sandberg, 2000). These distinctions also represent different disciplinary backgrounds. For example, intercultural competence models based on personality traditions concentrate on intercultural features (e.g., Van der Zee and Van Oudenhoven, 2001), while intelligence-based models concentrate on intercultural capacities (e.g., Earley and Ang 2003). Other intercultural competence models draw upon multiple disciplines, thus embracing a large variety of constructs (e.g., Bird et al., 2010, Javidan and Teagarden, 2011).

Intercultural Competence model overviews concentrate on the validity of the tools of intercultural competence connected with such models. In addition to constructing validity, intercultural competence tools must show equivalence of measurement across cultures (Schaffer and Riordan, 2003, Van de Vijver and Leung, 2009). Intercultural competence researchers such as Sincope, Norris, and Watanabe (2012) noted the significance of preparing learners to participate and cooperate in globalization by identifying suitable methods of interacting with individuals from other cultures. By connecting language abilities and intercultural abilities in a language classroom, learners are ready to participate in a worldwide globe. Adapting an intercultural attitude to FL teaching implies that FL learners can act properly in the social context and inter-cultural interaction. Alred (2003) stated that the notion of 'intercultural competence' comprises two approaches, which are two sides of the same coin: training learners as ethnographers to engage and mediate in the foreign culture on the one hand, and developing students' self-awareness and source, becoming an intercultural speaker, on the other. The concept of intercultural speaker implies a person who can communicate with others, to accept the perception of the world by others, and to mediate the differences between the different opinions, in addition to being aware of himself and others (Byram, Neuner, 1997; Kramsch, 1998b). Intercultural speakers know how to adapt and select appropriate forms and norms in a context (Kramsch, 1998b). The appropriateness and authenticity of language use is encouraged in FL teaching, other than a native-speaker approach. In this study, intercultural knowledge

was selected for study, focusing on the cultural features, background, values, beliefs, and behaviors of members of another ethnic group in each textbook.

According to Tomalin and Stempleski's Cultural Awareness (Tomalin & Stempleski, 1993) and Utley's Intercultural Resource Pack (Utley, 2004), which offers helpful, practical activities for cultural linguistic educators, and Singelis ' Teaching on Culture, Ethnicity & Diversity (Singelis, 1998), which offers educators with ready-made operations and training, intercultural communication, intercultural communication and diversity show that language and culture are strongly linked and participate in a multicultural setting (Deardoff, 2009; Jaeger, 2001). Teaching a culture and language approach may promote student motivation, attitude, and engagement that can help overcome past issues of stereotyping and lack of intercultural awareness.

Hadley (1993) states that curriculum planning should include materials and teaching approaches, and testing the design and evaluation procedures. There are comparable techniques for investigating English Language Teaching (ELT), as can be seen from many past researches. Observation, interview, and questionnaire have been the most popular methods in studying English Language Teaching. However, some researchers used a combination of techniques and instruments. I believe that mixed research methods, including observation, interview, tape recording, and questionnaires to study English Language Teaching would be effective in order to reduce a tendency to produce errors or unreliable data. Observation can identify the cultural identity of native and non-native speakers among teachers and learners. The main instrument used in previous ELT studies seems to be a questionnaire.

How to help learners in the classroom? The attempt should be develop teaching techniques and the ability to achieve learners' intended outcomes when they communicate with others. Teaching the standard language is not easy from a different cultural perspective in expanding the circle. Standard English focuses on both the structure of language and on how to communicate with a strong accent. The idea of teaching Standard English may due to the uniqueness of an individual's regional variety being reduced in speech. Students must study with both native and non-native English

teachers, because they should understand a variety of English, not just Standard English. In addition, in the EFL classroom we need to focus on the differences of each first language. The teachers' goal for teaching English as a foreign language (EFL) is to develop levels of both native and non-native English language communication skills among their learners. In the context of teaching English in Thailand, there are British and American varieties, and it also uses commercial textbooks written by native speakers rather than in-house books. We investigate different features of English, such as syntax and phonology.

To summarise, Cultural education and language teaching are inseparable and culture is always incorporated into the framework of language learning (Nault, 2006). In other words, FC teaching should transition from passing target culture information to contextual language teaching, giving meanings to FL learners, and raising the current culture of learners in the FL learning process (Willems, 1996).

Foreign Language education aims to provide a chance for learners to reflect their own language and culture, through the experience of a foreign language and culture (Byram, 1988). In curriculum design, it is suggested that learners' local content be integrated into communicative activities to both improve learners' motivation in learning the language and also train learners as an intercultural speaker or an ethnographic learner. That is, an IC approach is proposed to emphasise the cultural dimension of FL teaching and to train FL learners to be equipped with IC to mediate between cultures.

The word intercultural relates to ' between cultures, ' and intercultural communication is generally understood as communication or interaction among people from different cultures (Gudykunst 2003). The concept of communication and therefore intercultural communication involves the transmission of verbal communications as well as many behavioral concepts such as body movements, organization of space, personal space, eye movement, touching behavior and accents, intonation, the velocity of speech, conversational style, etc. How can we make intercultural communication more successful? This requires awareness of cultural differences and an attitude of non-

judgment towards those differences. It also needs incredible knowledge of oneself. To achieve intercultural communication, several scientists have recognized the main considerations for achievement. These factors are called competencies of intercultural communication. Other terms such as Kealey's foreign efficiency (Kealey & Protheroe, 1996), Kim's host communication skills (2001), and Spencer-Oatey and Franklin's intercultural interaction skills (2009) also refer to the same variables. Interestingly, the skill of intercultural communication is not limited to communicative and cultural abilities but also involves professional abilities.

In reaction to an increasing number of English interactions involving speakers of different cultural backgrounds, the intercultural dimension in language teaching aims to develop learners as intercultural speakers or mediators “who are able to engage with complexity and multiple identities and to avoid stereotyping which accompanies perceiving someone through a single identity” (Byram et al. 2002). To be able to understand that relationship between communication and understanding it is important to give a definition of intercultural competence (ICC). Rico (2011), who defines ICC based on study he did on the term which aimed at searching the ways in which language materials promote the development of student’s intercultural communicative competence. ICC could be defined as “the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures” (Cetinavci, 2012; Troncoso, 2010). A learner who has learned ICC is then inquisitive—wanting to learn about other cultures, open-minded—willing to see issues from other people’s perspectives, and has diplomatic skills (Mason, 2010, p. 72). Yuen (2011) argues that where English is taught as an international language for intercultural communication, there is a need for a growing proportion of content on foreign cultures (other than English-speaking countries' culture) in textbooks, as it helps create learners' understanding of a much broader array of cultures. Additionally, the author distinguishes three phases in the acquisition of intercultural competence, which are important: A mono-cultural level, an intercultural level and a transcultural level. In the mono-cultural level, the learners have to deal with their own culture and the views they have about the foreign culture from their own perspective. In this stage learners have prejudices and stereotypes in their mind. In the intercultural level, the students have

knowledge about both cultures. At this stage, the phase of comparison starts and the learner should analyse differences and similarities. The last one is the transcultural level, in which the student is a mediator between both cultures. These phases proposed by Oliveras (2000) are helpful for this content analysis due to the fact that they will help with the analysis of the promotion of the ICC in the different units analysed in the book and it will help identify if the students may reach any level of that competence; the monoculture level, the intercultural level, and the transcultural level.

A frequently encountered issue in the use of language textbooks is that learners are expected to automatically pick up cultural differences without any clear attempt on the part of educators who may encourage them to reflect on cultural information (Silvia, 2015). As a result, the ability of teachers to draw their students' attention to cultural problems posed by the textbook is another factor that can influence the ICC growth potential of the materials. Furthermore, Rico (2011) makes a reflection about why culture is difficult to teach and how the textbooks remain the same, teaching only the language and the culture with big "C", including those aspects as festivities, historical events and celebrities. Additionally the most developed components in the textbook were the knowledge and the skills, and the less developed were proficiency and awareness. Also there was a lack of activities to develop culture and language awareness and there was not a purpose to encourage students to evaluate critically other countries and cultures.

To summarise, There may be two specific circumstances. While additional materials may complete a culturally weak textbook and use it efficiently, a culturally wealthy and stimulating textbook may lose its ability in the hands of an untrained educator who is reluctant or unable to raise the consciousness of cultural material among learners. The personality and attitudes of the teacher towards textbook design and content can play a crucial part in the achievement of equipping learners with IC in both cases. This indicates that educators need to work not only on their critical assessment abilities but also on the ability to develop the attention of their learners to cultural messages that appear in textbooks, as well as their implications for the future use of English by learners. The study was to provide valuable insight into the current

ELT from the point of view of what cultural content should be transmitted through the resource of textbooks to promote the ICC of Thai students. Cultural teaching and learning advice is also expected to be offered in the EFL classroom.

### **2.2.2 Intercultural communication in tourism industry**

The interaction between the globalization of the global tourism company setting and intercultural communication is a newly evolved topic, taking into account the development of modern tourism as a typical product of Western cultures (Davidson, 1993). In order to understand further expectations, intercultural differences will regain their topicality as they might act as a guarantee for successful operational performance. In the context of globalisation, cultural aspects cannot be ignored (Kavous, 2009). Intercultural communication is an approach to analysing the interaction between different societies or people with different cultural backgrounds. Three important elements of how culture can be understood are discussed: sense of excellence; embedded system of human understanding and opinion and attitudes; and values and procedures that describe an organization, organization or group (Singer 1998). As culture play an important role in corporate interpersonal culture in general and employees are basic elements of an institution, intercultural communication difficulties also arise in international business relations when it comes to cultural analysis in a company (Evans, 2007).

People will have to spend more time in the future with people who speak distinct languages, relate to different values, and interact with distinct principles than those currently regarded in Western societies. The world is getting smaller and can be called global and can be seen as a type of future cultures (Barnlund, 1998). Cultural relationships are anticipated to acquire significance in both daily routine and company. We will not be able to live in different languages with basic knowledge of cultural differences or learned standard phrases. Finding ways to enter into different cultural spaces and understanding the values and norms of those spaces will be important. The global tourism markets depict different kinds of culture and different contexts of communication. Based on psychological research and research focusing on individual

interactions to groups, two cultural kinds can be distinguished in the assessment of culture and elements surrounding different societies.

It can be concluded that globalisation has helped to develop current tourism in Thailand and at the same time created new challenges with further global integration. Discourse on intercultural communication is important. Overall, an intercultural communication literature assessment shows the conceptual cultural distinctions of emerging markets, and enterprise is challenged by the content of these variations. In the tourism company, the integration of the core values of intercultural communication should be valued as they relate to significant industry features.

### **2.3 Textbooks in English Language Teaching**

Traditionally, teaching materials have worked as teaching programs centers in different instructional situations. As far as English teaching and learning materials are concerned, textbooks are often used as representations of target language use. In a non-English speaking situation, where English is taught as a foreign language, this is particularly important. However, Aguilar (2007) informs that a textbook can represent many things ranging from the beneficial to the harmful ones, such as authority and ideology. It does not only confirm that textbooks still remain the visible hearts of any English Language Teaching programme, but also affirms their function as one of the principal tools of the trade in the language classroom (Rubdy, 2014). As Rubdy (2014) states, a “conflict of interests can arise between commercial agencies who view ELT as big business and use aggressive marketing strategies to exploit the situation and those committed to the choice of a coursebook simply for its value for effective classroom use” (p. 40). One of the facts that teachers should consider is that it is important to select textbooks as contributing more than just providing linguistic input. As Gray (2012) states in his study of globally used materials, teachers should not forget that while textbooks are designed for the teaching of English language, they are also thoughtfully wrought cultural constructs and conveyors of cultural messages. Therefore, apart from regarding textbooks as language resources, tools of the trade, and cultural products, their educational role in shaping learners’ attitudes and worldviews must be understood.

Textbooks are normally used as a foundation and supplement for English language teaching by teachers, who can be encouraged by the fact that they have readymade materials backed by comprehensive teachers' guides that provide suggestions, activities, and resources (Harmer, 2007). Textbooks also present the cultural diversity of English to learners who can awaken their current culture (Wu, 2010). However, commercially generated English language textbooks are understandably intended to reach the widest possible audience ; therefore, social contexts are likely to be based on American or British culture (Willis & Willis, 2001). Since English has become an international language, this contributes to enhanced understanding of the significance of cultural elements in English language textbooks that should integrate more multicultural elements to increase awareness of cultural diversity in English language teaching and learning. According to Shardakova and Pavlenko (2004), English language textbooks have the exceptional prerogative of being able to develop and mediate other cultural and linguistic elements for learners by imagining them. Although language learners need to learn target language cultures, Breen (2001) also suggests that language learners need to know their own personal identity and value in order to appreciate the world's diversity. Graddol (2006) claims that language learners are expected to preserve national identity through English used mainly for international communication.

According to Richards (2000), in most language programs, textbooks are a major factor. For educators, a textbook can provide learners with guidance and ideas for planning and teaching classes, as well as the content of classes, practices, and events. Cunningsworth (1984) believes that textbooks can provide the first structure to meet the needs of a student. Allwright (1990) states an educational material is a textbook. It can be a tool for teaching and studying thoughts and activities. The function of the textbook, however, differs considerably from classroom to classroom, and from teacher to teacher. Gelfman, Podstrigich, and Losinskaya (2004) provide a basic illustration of the intermediate role of the textbook: teaching and encouraging learners to build different understanding, balancing data detail and accuracy, providing logical and coherent mathematical systems, raising different questions, providing active, creative, multi-faceted data to learners.

There are two points on the role of textbooks in the views of the specialist. One is that the textbook is a significant resource in teaching and learning for both teacher and student. The other characteristic is that the student needs should be encountered by the textbook.

With regard to English-language textbooks used in Thailand by educators and learners, they are primarily implemented from native English-speaking countries and can be used as sources of cultural representations and references (Greil, 2004). Some of the international publishers in Thai academic markets have been accessible for a long time.

### **2.3.1 Textbook Analysis**

A textbook can be referred to as a published book intended specifically to assist learners to comprehend and enhance their language and communication skills (Sheldon, 1987). In addition, O'Neil (1982) points out those textbooks are also used as a supporting teaching instrument. According to Cohen et al. (2007), content analysis refers to the process of summarising and interpreting written data in context. Richards (2001) suggests that textbooks may provide the starting point for the content of the lesson and the kind of language practice the students engage in. Richards (2015) defines course books or textbooks as the main element of a language program, the foundation for receiving language input learners and the language exercise that is taking place, and the basis for teaching the content of the class and the balance of abilities. The textbook is the most significant source of interaction with the language for the students.

Tomlinson (1998) provides the criteria for a good textbook. These are: 1)Materials should have an effect, 2)Materials should help the learner to feel comfortable, 3)Materials should help the learner to create trust, 4)Learners should perceive what is being learned as appropriate and helpful, 5)Materials should involve and promote self-investment of the learner, 6)Learners should be prepared to obtain the points learned, 7)Learners should be exposed to language in authentic use, 8)Learners

should be attracted to the linguistic characteristics of the input, 9)Materials should provide possibilities for learners to use the target language for communicative purposes, 10)Materials should take into account that the beneficial results of training are generally postponed ; 11)Materials should take into account that students vary in teaching styles ; 12)Materials should take into account that students vary in affective attitudes ; 13)Materials should allow a moment of reflection at the start of instructions, 14)Materials should maximize learning capacity by promoting intellectual, esthetic and emotional participation that stimulates both right and left brain activity, 15)Materials should not depend too heavily on measured exercise, 16)Outcome feedback should be provided by materials (pp. 7-21). Before analyzing textbooks, a preliminary assessment of the context in which the material will be used must be carried out, as well as a study of the requirements of the learners. This need originates from the knowledge that a characteristic line occurs between the textbook's assessment and its valuation. According to McGrath (2002, p. 22), “analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments”. Evaluation is possible when a comparison is made in the textbook between a context description and its description. The assessment of textbooks should, therefore, be accomplished by examining particular components or set of criteria that are needed.

Depending on the English Language Teaching literature, evaluation of teaching materials can be split into three kinds.

1. **Pre-use or predictive evaluation** (Ellis, 1997; McGrath, 2002; Tomlinson, 2003) includes making choices on the prospective value for their users of materials.
2. **In-use or whilst-use evaluation** (McGrath, 2002 ; Tomlinson, 2003) refers to the measurement of the importance of products used or observed during use.
3. **Post use evaluation** (McGrath, 2002; Tomlinson, 2003). According to McGrath, this measures the actual effect of the materials on the users. Tomlinson (2003, p. 25) claims that post-use assessment can measure the

real results of material use and thus provide the information on which accurate choices can be made about material use, adaptation or replacement.

Littlejohn (1998) proposed a three-level analysis:

- 1 At the first analytical stage, the focus is on the physical elements of materials and their appearance as a full collection or book.
- 2 At the second level, the focus of the evaluation is on the real position of learners in the school operations, whether they are concentrated on language type or significance, forms of activity and involvement in the classroom, and lastly the content of the assignments.
- 3 The third level examines the consequences of assessing the general objectives of materials, material, assignment choice and sequencing, the roles of educators and learners, the requirements of learning understanding, the impacts, skills and abilities, and the role of materials as a whole.

McDonough and Shaw (2003) and McGrath (2002) provide a two-level model for extensive textbook analysis:

**The first level** proposed by McDonough and Shaw (2003) involves a short internal assessment that includes requirements relating to the organizational basis of the textbook, as indicated explicitly by the author/publisher through the content statements cover, introduction, and table.

**The second level** proposed by McDonough and Shaw (2003) includes an in-depth inner study of the textbook to see how far the materials in question match what the author claims as well as the goals and goals of the teaching program in question. McDonough and Shaw suggest that at least two units of a textbook be closely investigated to ensure efficient inner inspection.

Moreover, As stated by McGrath (2002), checklists are regarded to be the most efficient way to systematically collect similar information. Nevertheless, although checklists are convenient, as not everything can be contained and examined in the checklists, they can encourage rather superficial assessments. Checklists, therefore, need to be carefully constructed based on learners ' needs and the context of teaching.

If they are used in different contexts, ready-made checklists would fail, and they may need to be modified and adapted for the purposes of their use.

### **2.3.2 Role of textbooks in English language teaching**

Textbook stands for books made and published for educational purposes or even any book used to help the learning process in the classroom. Textbooks become the learning material. A textbook has a significant role in transmitting the data it includes as its fundamental function. An EFL textbook may be said to form the picture of the English language and culture and the practice of learning English. For a long time, the function of textbooks in ELT schools has been a much debated problem between writers and teachers. Below are some textbook definitions and arguments regarding their role in ELT classrooms. Awasthi (2006) stated that a textbook is a material of teaching and learning for both teacher and learner to rely on in the teaching and learning process. Tomlinson (2011) defines the textbook as one of the components used to assist educators teach learners. Hutchinson and Torres (1994) say a textbook is a teacher guide and a learner's tool for knowledge assessment. It is also considered a record for the teachers to measure what was taught. In this study, the analysis of textbooks refers to the analysis of the textbooks used in the English course for tourism.

As stated, the role of textbooks in teaching and learning has been a difficult problem, particularly in teaching and learning by EFL. One reason that textbooks attract many issues among authors, educators, administrators, and publishers is that they tend to be commonly used in procedures of teaching and learning. But their role is viewed differently in a wide range of ways. Tomlinson (2011, pp. 7–22) provides a summary of material development showing the many roles of coursebooks as follows:

- Materials should achieve impact;
- Materials should help learners to feel comfortable;
- Materials should help learners to develop confidence;
- Materials should require and facilitate learners' self-study;
- Materials should interpret the learners to language in authentic use;

- Materials should provide possibilities for learners to use the target language to attain communicative objectives ;
- Materials should allow a period of silence at the start of training ;
- Materials should maximize learning capacity by promoting knowledge and emotional involvement which stimulates both right and left-brain activity;
- Outcome feedback should be provided by materials.

For teaching, learning, and classroom interaction, textbooks are often referred to as a basic source. Moreover, in their teaching, nearly all educators use published textbooks (Cunningsworth, 1995; Hutchinson & Torres, 1994; Tomlinson, 2003). According to academics, textbooks are commonly used by educators and have several advantages.

In Donoghue's (1992) study of 76 experienced and inexperienced educators, he showed that most educators were at least once or twice a week using teachers' guides. This suggested that textbooks are an important source of information in teaching. Textbooks, with their additional parts (teachers' guides, workbooks, tests, and other audio visual devices), can provide helpful and essential classroom job for general linguistic lessons (Crawford, 2002; Littlejohn, 1992; McGrath, 2002; Tomlinson, 2003).

According to Tomlinson (2003), textbooks are helping teachers to be knowledgeable. This is because students are given instructions in textbooks with their teachers' manuals on how to perform the classes. They also assist teachers to save time in preparing lessons and producing materials, as some textbooks provide students with photocopies of activity sheets and images to introduce different language content.

Textbooks support teachers have more time to think about establishing exciting and efficient classroom operations to introduce learners to the specified information material (Bell & Gower, 1998, 2011). Sometimes, textbooks are regarded to provide the teacher and learner with a clear map to follow. They demonstrate both the teacher and the learner where they are, what they have done, and what needs to be done to

achieve a specific goal of the course (McGrath, 2002). They also enable students to review what they've learned and exercised it (McGrath, 2002).

Some scholars (Block, 1991; Maley, 2011; Tomlinson, 2003), however, point to some of the disadvantages of published textbooks, saying published textbooks are commercial products. They argue that textbooks have the following weaknesses: textbooks do not meet the needs of all teachers and learners as they can not be relevant to all contexts of teaching and learning or to the diversity of backgrounds of learners. A textbook that suits a class in one country might not suit a class in another, and a book designed for a class in a large city with ten or twenty learners might not suit a class with thirty or forty rural learners. Textbooks make teachers and learners explore creativity. On the other hand, textbooks might take away from the creativity of teachers in classroom activities, making the teaching more rigid and uninteresting. Thus, the teacher's role seems to be disempowered and the teacher plays the role of a person who is obeying the textbook writer's intention. Textbooks also restrict learners from expanding their horizons by limiting learners to what is being presented (Littlejohn, 1992). Textbook publishing is a 'business because publishers are motivated primarily by profit' (McGrath, 2013, 29). As a result, textbooks can benefit both teachers and students. In addition, Wang (2005, p.15-16) (cited in Cunningsworth, 1995) also stated that the textbook had various roles in the EFL / ESL classroom and could serve as: (1) a material presentation resource (spoken and written); (2) a source of learner practice and communication response activities ; (3) a reference source for grammar, vocabulary and pronunciation students, etc.; (4) a source of stimulation and ideas for language activities ; (5) a self-directed learning or self-access job resource, (6) support for less experienced educators. This applies in particular to worldwide course books designed for sale throughout the world in different countries.

### **2.3.3 Types of textbooks**

Usually, a textbook is written by one or two authors, limiting the extent to which the textbook can be suitable for various user backgrounds, culture of teaching and

learning, or context of teaching and learning. In addition, this study divided textbooks into two types: commercial and in-house textbooks, as explained below.

### **2.3.3.1 Commercial textbooks**

As stated above, for the purpose of a multi-syllabus strategy, material authors and publishers attempt to create commercial textbooks that provide learners with the chance to practice the four abilities, with authentic or semi-authentic materials, as well as vocabulary teaching and pronunciation. Grammar lessons are aimed at significant points of grammar. The business textbooks also argue that consideration is given to elements of distinct learning styles and teaching circumstances. They also challenge the concept that content encourages learners to create fluidity, precision, and confidence (McDonough & Shaw, 2003). Another point of perspective is that 'textbooks for studying foreign languages are often component of a graded sequence covering various abilities (listening, reading, writing, talking, and grammar) or dealing with one skill (e.g. reading)' (Richards & Schmidt, 2002, p. 550). Commercial textbooks are sometimes too widespread and irresponsive to address the requirements and desires of customers (Tomlinson & Masuhara, 2004). The business textbooks chosen for analysis are written by native English writers in this research and released by PEARSON and Longman Press.

### **2.3.3.2 In-house textbooks**

McDonough and Shaw (2003) suggest that the materials and methods used in the classroom should support real life communication, including with language forms and functions. Referring to the suggestions of McDonough and Shaw, EFL educators created extra learning equipment to serve the requirements of learners in EFL situations that were not covered by commercial textbooks. Tomlinson and Masuhara (2004) claim that while creating their own in-house textbooks, EFL teachers would acquire experience and profit in both personal and professional growth. For this reason, teachers are encouraged to develop in-house textbooks. However, developers of textbooks should concentrate on cultures, learning approaches and techniques, taking

into consideration class time limitations, the background of learners, and target circumstances that learners may face in the future (Huang & Shih, 2009; Tomlinson & Masuhara, 2010). The evaluation of the textbook was created by the American Council on Foreign Language Teaching (ACTFL) to evaluate textbooks and teaching materials in the classroom. Most teachers now rely on commercial textbooks and think they can not create their own learning materials, even though they can prepare additional materials directly to suit the requirements of their learners. T As suggested by Tomlinson and Masuhara (2010), teachers are therefore encouraged to develop their own in-house textbooks to meet the needs of their learners. For this reason, Tomlinson and Masuhara (2010) state that if teachers are able to teach, they can also write materials, hopefully. These educators will acquire knowledge and the advantages of private and professional development once they have attempted to write teaching materials (Tomlinson & Masuhara, 2004). In this study, the in-house textbooks that have been selected for analysis are written by native Thai authors and were published by Thammasat University and Chulalongkorn University Press.

#### **2.4 Cultural Content in Textbook**

The importance of cultural content in English textbooks and teaching in general Liddicoat and Scarino (2013) mention that “many approaches to language education have effectively marginalized culture [...] by focusing only on the linguistic system and the use of materials that are sanitized of cultural complexity”. It becomes evident that the inclusion of the cultural component in a textbook is not only essential, but also the way the culture is depicted. Cultural reductionism is one of the elements that often characterizes cultural representation. This phenomenon occurs when cultural information is presented in a textbook in a manner that strips away the complexity, variability, and subtlety of culture and represents standardized and stereotypical target language speakers. According to Yuen (2011), “the information in language textbooks is generally fragmented and highly generalized, indicating only the norms of behaviour without actual experience of the culture or being alerted to individual differences [...] which easily gives rise to prejudice or stereotype” (p. 460).

Differentiating non-violent topics from potentially dangerous or inappropriate topics can be linked to the question of what aspects of culture are successful in textbooks. Traditionally, cultural definitions tend to distinguish between so-called "Big C" culture as the product of civilization and "little c" culture as a way of life for a particular group of people (Lee 2009). In this approach, "Big C" represents formal culture. It refers to a set of facts and statistics relating to the arts, history, geography, business, festivals, and customs of a target speech society. In contrast, "little c" stands for routine aspects of life such as daily living and the patterns of behaviour that members of a particular culture regard as appropriate (Yuen 2011). If it focuses on analysing the means of cultural representation, it also commonly shows the surface subjects through the adoption of a tourist view. This may not be a cause of concern if such a presentation applies only to a certain number of cultural content. By representing culture only through a tourist encounter with well-known geographical and historical aspects of the country or countries concerned, however, textbooks position language learners as "superficial tourists who travel from one country to another without any serious engagement with those cultures" (Liddicoat & Scarino, 2013, p. 85).

The materials in a textbook, based on Cortazzi and Jin (1999), are generally categorized into source culture, target culture, and global culture. It is possible to reveal the culture depicted in the textbook by analyzing the textbook based on this context. The materials from the source culture refer to materials that present the own culture of language learners. Source culture materials aim to address the need for students to speak to tourists about their culture and to help students become more aware of their own cultural identity. Materials of the target culture refer to products that present the culture of the countries of English native speakers, such as the United States and the UK. The textbooks of this category are the most popular instruction materials in the EFL context. The objective of the target culture materials is usually to familiarize users with the target language's cultural contexts. Materials of global culture refer to materials that present a broad range of culture in nations where English is not used as the first or second language but as an international language, for example in China and Brazil. The goals of international cultural materials are to raise the intercultural awareness of users and to familiarize users with different socio-cultural contexts.

As Weber (1990, p. 117) puts it, “content analysis is a research method that uses a set of procedures to make valid inferences from text”, and it has several advantages in comparison with other research methods. Content analysis is applied directly to texts or transcripts. Secondly, in high quality studies, combining both qualitative and quantitative analysis of texts and mixing methods is generally acknowledged as an effective way to ensure the honesty of the research in terms of validity and reliability. According to Cohen et al. (2007), content analysis in a broader sense refers to the process of summarising and interpreting written data, whereas in a narrower context it is “a strict and systematic set of procedures for difficult analysis, examination and verification of the contents of written data”.

Cohen et al. (2007) define content analysis simply as the process of four “C”s, i.e., Coding, Categorising, Comparing, and Concluding. Going further, they state the following “essential features of the process of content analysis:

- 1 Breaking down text into units of analysis;
- 2 Undertaking statistical analysis of the units;
- 3 Presenting the analysis in as economical a form as possible”

Analysis of EFL textbooks, it is widely recognized that the assessment of textbooks should mainly serve educators in the process of selecting the most suitable content, which for several reasons is of specific significance. First of all, it is one of the key strategic choices in EFL education and in education in particular, as educators do not generally select course books for a short time. In addition, if a large amount of money is used for several years, it will be spent. Moreover, a large group of students will be influenced by the learning experience and language proficiency level, which can consequently have an impact on their professional future. Finally, from a student’s point of view, it can be confusing and demanding to get accustomed to a new set of materials if we decide to change the previous package within the same programme (Cunningsworth, 1995). Cunningsworth (1995) also agrees that textbook selection is one of the key problems of today’s EFL education, and at the same time one of the most demanding tasks. On the other side, educators still lack the abilities needed to select the

most suitable course books, and they often decide under time pressure or other circumstances.

#### **2.4.1 Cultural information in textbooks**

There are three types of cultural information in textbooks. First, there are “target culture materials” which portray the culture of a country in which English is spoken as a first language. As McKay (2004) comments, “with the tremendous interest in learning English, one very common classroom context is when the teacher and students come from the same cultural background, but the materials used in the classroom draw heavily on a target culture” (p. 11). Importantly, the Czech instructional system also commonly applies this context that characterizes EFL. What may be positive about the target culture textbooks is that some learners may be interested in learning more about English-speaking countries' culture, either because of Western movies and music's popularity or because they are planning to travel or study in English-speaking countries. On the other hand, Some topics in target culture textbooks may be largely irrelevant or uninteresting to some of the students (McKay, 2004).

The tourism industry's internationalization is complex and comprehensive. For example, when visiting a destination such as housing, transportation, attractions and catering, visitors coming from distinct languages and cultures may have countless encounters. The tourism industry, meanwhile, must organize tourism resources well and fulfil the satisfaction of visitors from their distinct cultural backgrounds. Cross-cultural communication is based on languages, customs, food and religions (David and Jackie, 2009, p.139). According to Reisinger (2002, p.31), the cross-cultural difference relates not only to verbal communication but also existed between foreign tourist and local hosts in all kinds of human operations. For a tourist, non-verbal behavior is an important component because it is simpler to notice and understand than verbal communication. In conclusion, it is clear that cross-cultural communication and understanding affects not only international tourists, but also hosts that run the global tourism business in the field of language, customs, food and regions. Basically, the differences between other cultures and their own can affect visitors traveling in the

intercultural setting. Meanwhile, some misunderstanding or even non-verbal communication is increased by different languages. The hosts must, therefore, be aware of these cultural differences, such as different languages, different nonverbal communication and different religions they have.

Second, there is a category of "source culture materials" in clear opposition to the target culture materials, mostly drawing on the own culture of the learners as their material. On the one hand, there is a danger that because students are already familiar with the topics, the textbooks may struggle to motivate them (McKay, 2000, p.10). In addition, Students inevitably understand everything about their culture, although their cultural background may lack English vocabulary. In this regard, instead of considering whether to include the source culture or not, it seems that the focus could be on how the source culture is presented and by what aspects. Teachers in non-English speaking countries, however, often prefer in their English textbooks to use target rather than source culture. British or American cultures serve as traditional target cultures in various teaching contexts (Brown 2008, p. 148). This may be due to the belief that English is attached to language and culture and belongs primarily to countries where English is spoken as a native language (McKay, 2010). It is advisable, therefore, that where English is mainly used as a medium for communication between people of different cultures, the cultural content included in teaching material should not focus primarily on English-speaking countries ' cultures (Yuen 2011, p. 464).

#### **2.4.2 Linguistic and cultural content**

From a traditional perspective, textbooks are assumed to provide the target language in the English classroom. It may be highlighted that textbooks “cannot simply do that and no more, because language is used in real situations for real purposes” (Cunningsworth, 1995, p. 86). There are various reasons why the cultural content of textbooks may be considered important. Apart from its potential to influence the learners’ value systems, there are also the frequently voiced arguments that “it is virtually impossible to teach a language without teaching cultural content” (McKay, 2002, p. 85). There is a widely shared opinion underlying these arguments between

language and culture, that there is no way these two aspects can be separated from one other.

After the advent of intercultural communication approach in the field of language teaching, cultural content and the development of intercultural competence of learners have become important issues. Therefore, an significant problem for inquiry is the cultural content of EFL textbooks as the primary source for language learning for learners. This study analysed the cultural categories, which included target culture, source culture, and international culture, based on Cortazzi and Jin's (1999) categorisation.

#### **2.4.2.1 Source of culture**

Cortazzi and Jin (1991) classify EFL textbooks into three kinds according to their cultural therapy. Source, goal, and international are these categories. The first type is produced at a national level, i.e. learners learn to speak to visitors about their own culture and are not prepared to meet speakers of other cultures so that they do not develop intercultural awareness. The second sort is target textbooks, the focus of which is the target culture of nations like the UK and the United States. Usually these types of textbooks are criticized for their business nature (Garrido, n.d.). The last type, international textbooks, includes a wide range of cultures from countries with English language to countries where English is used as an international language. There are three patterns suggested by Cortazzi and Jin (1999) in English textbooks reflecting cultures as follows.

**Source culture** refers to learners' first language culture. In EFL contexts, the learners' source culture is likely to be merged into the target language's dominant culture as Alptekin and Alptekin (1984) have mentioned. Nelson (1994) claims that recognizing and reflecting the source culture of learners in language teaching is essential because by eliminating the social context of learners, we negate and devalue their first language and culture, and hence their identities. Second, the materials containing the material of the source culture would be a useful resource for a discussion when learners have a

opportunity to speak to foreigners. For instance, if we see textbooks as simply a vehicle for transmitting foreign culture, this may provide a ready source of understandable input, but it is probable to do so at the expense of significant production possibilities. Learners need to be taught how to express their own cultural values in English, otherwise the language learning process will become a purely passive experience, hence the rationale for teaching the source culture. In this study, source culture refers to the textbooks which present language learners' own culture. The aim of this category of textbooks is to enable learners to talk about their own culture to foreign visitors to their country, rather than be prepared to encounter other cultures. There are many good reasons why the source culture should feature in English textbooks. In the case of Thailand, this would involve place in Thailand that are based on Thai society and culture, and thus naturally familiar to the learners. However, English textbooks based on source cultures, unaware of the other's cultural view, can also be "a classic set-up for miscommunication" (Cortazzi and Jin, 1999, p. 205)

**Target culture** is based on a country's culture where English is spoken as an L1. ESL or EFL textbooks are anticipated to include target culture aspects. The rationale for teaching the target language culture is the inextricably linked linguistic and culture (Byram, 1989). Therefore, without learning its cultural material, it is difficult to teach the target language. Target culture for this study focuses on one or two target cultures, such as the United States, Great Britain, and Australia. The textbooks of this category are the most popular instruction materials in the EFL context. Although commonly used throughout the world, they are often criticized for their business nature and viewed as advertising products for publishers.

**International cultures** refer to countries that are neither a source culture nor a target culture; they are a broad range of societies that use English as an international language in English-speaking countries or other cultures around the world. Although the word 'culture' usually relates to the target language culture, in intercultural communication there is a growing awareness

of English as an international language. It makes little sense to teach American or British culture if Nigerians interacting with Koreans or Saudi Arabs are to use English in Germany. For example, in this case, students in Thai might have a lesson in English in which the focus was Tourism in Bhutan. It is impartially evident that English as an international language and English teaching as a global occupation are increasingly being recognized. This study refers to textbooks which contain a variety of cultures in English-speaking countries. This category refers to people who do not speak English as their first language, but in global circumstances commonly use English.

In summary, it can be concluded that all the research related to the ability to express cultural information shows that cultural content in EFL textbooks. English has become an international language, with all that involves in terms of culture, language, and teaching. This requires a serious reconsidering of the relations of English-speaking and non-English speaking countries. This implies educators make choices that are suitable at as local a stage as possible so that learners can use English to interact about their own culture to others.

#### **2.4.2.2 Themes of culture**

Culture can be in general divided into two types: Big “C” culture and little “c” culture (Lee 2009; Peterson, 2004; Xiao, 2010). Lee (2009) refers to Big “C” culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society.” For Peterson (2004), the culture relating to grand themes, is classified under Big “C” culture which includes the following themes such as geography, architecture, classical music, literature, political issues, society’s norms, legal foundation, core values, history, and cognitive processes. Regarding little “c” culture, it involves the routine aspects of life and encompasses everything as a total way of life. For Lee (2009) this type of culture is the unseen and deeper sense of a target culture including attitudes or beliefs and assumptions. Peterson (2004) defines little “c” culture as the culture focusing on common or minor themes. It includes themes such as opinions, viewpoints,

preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge. Wintergerst and Mcveigh (2010) maintained that students possessing both big “C” and little “c” culture can effectively take part in intercultural settings. While the domain of big “C” culture (e.g. arts, history, geography, education, business, etc.) is for the highly educated, little “c” cultural knowledge is essential for intercultural communication because it affects ways of thinking, behaving and using a language. Chen (2004) conducted a study in the EFL classroom to examine the attitudes of Chinese learners towards cultural topics. In his study, Chen’s framework includes seven themes under Big “C” (music, social norms, education, economy, politics, history and geography and nine themes under little “c” (daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs and values). Compared to Chen's previous cultural framework (2004), the framework of Lee (2009) is more comprehensive and detailed in presenting the material from intercultural, sociological, ethnographic and sociolinguistic perspectives. The researcher used as the cultural framework of the current study only 16 cultural themes (9 themes for big "C" and 7 themes for small "c" culture).

### **2.4.3 Approaches to cultural introduction in English textbooks**

Despite the fact that most language teachers and learners recognize the important role that culture plays in the teaching and learning of foreign languages, we still need cultural materials that could provide a broad picture of the cultural knowledge needed to properly conduct cross-cultural communication. Because textbooks serve as a guide for language educators in language education, it is essential that textbooks take into account cultural introduction by incorporating culture into English textbooks. This study conducts a thorough analysis of one set of English textbooks, entitled content analysis in English for Tourism textbooks, in the approaches to culture introduction in English textbooks. The following six cultural features of Zu and Kong (2009) are noticeable throughout the textbooks.

#### ***Presentation of a wider range of cultural topics***

Traditional textbooks deal with different types of subjects. Each unit is centered on a specific subject. Most of these subjects concern Western cultures, or at least their

reflection, which will certainly be of concern to learners. They include everyday life, leisure, family relationships, social customs, hot issues of contemporary society, etc. Whilst being primarily designed for language teaching, these topics are also informative, challenging, amusing, exciting and occasionally provocative. They can generally provide possibilities to expand the experience of learners. In addition, learners may learn better if they focus not only on studying the target language, but also on understanding the target culture.

### ***The variety of culturally conditioned activities involved***

The different activities or assignments in each class provide learners with an excellent chance to become more conscious of the target culture's standard behavior patterns. They include pair-work, group discussion, role-play, interviewing, researching, and so on. In the process of conducting these activities, students are actually learning to appreciate the way English people behave. In the meantime, they may develop their own creative ways of dealing with different circumstances.

### ***A truthful presentation of home culture and target culture***

In Learning English, we discover not only materials for target culture, but also materials for home culture and global target culture. One will inevitably be engaged in two or more distinct cultures as an English learner. Therefore, one of the goals of language teaching is to train culturally double-directional learners who know about both their native culture and the target one, rather than to train totally native-like behaviour imitators who cast their eyes solely on the target culture. Furthermore, it is our responsibility to introduce the target language people to the home culture and vice versa. Therefore, we need to incorporate both home culture and target culture materials into English textbooks in the hope that we can better understand both cultures. Learning English offers such an opportunity for us. It includes not only Western cultures topics like the various Western holidays and their way of life, but also Chinese culture topics.

### ***A reflection of popular cultures***

Nowadays, as computers and the Internet are popular, more and more individuals are starting to use e-mail as a replacement for normal letters. Learning

English submitted most of its texts in the form of emails, taking complete advantage of this. Besides, it also discusses hot issues of the world today, like that of environmental protection, extinction of wild animals, the world population, etc. This can provide the chance for learners to understand modern society better and to keep up with the ever-changing world.

### *A focus on everyday life*

Most of Learning English subjects deal with various elements of everyday life that would be of concern to adolescents. Students can thus find out from time to time the differences and similarities between their lifestyle and the target language individuals. This will cultivate their awareness of the existence of potential contradictions and conflicts between the two cultures, consciously or unconsciously, and build a picture of life within the target community.

### *Adoption of authentic pictures*

One of the remarkable features throughout the textbooks is the presentation of numerous authentic images, especially good-quality visuals. Pictures are always visual, vivid, impressive, and easy to understand; they can leave a deep impression on students and can thus promote and even reinforce their learning process. In addition, the authentic pictures used to illustrate the text are a true reflection of certain aspects of Western and Chinese culture. They are a good way to inform, stimulate, and enrich the experience of students.

The introduction of the target language culture is a possible issue with the subject matter and social content of the textbook. Some theorists such as Prodromou (1988) and Alptekin (1993) suggest that the inclusion of foreign subject matter and social constructs in ELT textbooks has the potential to create comprehension problems or other serious cultural misunderstandings, due to the fact that students might lack the proper representations to interpret these foreign concepts correctly. In this particular case, however, a simple explanation given by the instructor could easily remedy the failure of any student to understand the subject matter and content of a unit. Therefore, this study follows Zu and Kong (2009) while analysing culture in English textbooks in

terms of presentation of home culture and target culture. The authors have commented on the need for clear and unambiguous presentation of cultural aspects of language and should encourage students to understand cultural diversity.

**Relevant Studies of Cultural Content in Language Textbooks** Such studies commonly employ a method of critical discourse analysis (Liu, 2005; Gulliver, 2010), quantitative analysis (McKay, 2004; Yuen, 2011), and qualitative analysis (Canale, 2016; Nomnian, 2013). Occasionally, studies use a mixed method approach which combines both qualitative and quantitative techniques. Weninger and Kiss (2013) are concerned about the quantitative approaches that look at culture mainly in terms of frequency of content. What they find the techniques difficult is that they treat culture as a goal. Rather, the scientists claim that the interaction of learners, educators, and equipment in the learning process builds cultural significance. In the understanding of cultural meaning as emerging in a teaching situation, in their textbook content analysis they define the activity formed by text, image, and task to be the basic unit of their examination. Similarly, Troncoso (2010) who demonstrates how to adapt the activities so that they engage the students (p. 83) also examines activities. However, aiming the analysis at activities is only one of many options of how cultural content may be approached by the studies. Frequently, studies focus on textbook texts as units of examination (Liu, 2005). Gray (2000) also focuses on textual data, but not in the form of textbook parts, but in his assessment of teachers' questionnaires. Other scientists are dealing with textbooks as well as related events. For instance, in her analysis of the manner in which ELT textbooks reflect on current conceptualisations of globalisation, culture, and EIL, Xu (2013) investigates all the texts of her textbook sample, including supplementary texts and text-based activities. Another option that researchers choose is to draw upon both the textual and the visual content of textbooks, as they are usually interconnected (Yuen, 2011; Canale, 2016). While the overview of the methodological elements of the research may be informative, providing an insight into the objectives and purposes of the research may also be interesting. Apart from Xu (2013), who looks at how texts provide for the needs of Chinese secondary school English learners in the framework of Chinese conceptualisations of globalisation, culture, and ELT, a study by Clarke and Clarke (1990) is also worth mentioning. Examining traditional target

culture, the researchers aim to determine how representative of social reality are the pictures of Britain and the British, and in doing so, comment on cases of racial, gender, cultural, and regional stereotyping. McKay (2004) studies a borderline situation between the group of qualitative studies concentrating on the way of cultural representation and those examining cultural diversity as to the extent to which different cultures were included in the textbook. The research not only examines how characters are used in textbooks in their assessment of nationalities of characters arising in ELT textbooks used in Japan, but also quantifies the variety of nationalities of characters.

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 so as to explore the attitudes towards the coursebooks, of the teachers and students who used them. The findings 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, whereas cultural content of the native speakers only found passing mention in the 2 coursebooks. This made the students familiar with the content and accomplished the goal of relating the contents to their own community 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 community and cultural context as well as to compare and contrast cultural similarities

and differences. However, the teachers and students were not accustomed to some cultural contents; for example, students serving themselves at lunchtime in school canteens.

Pimpaporn Puengpra (2011) undertook a master's thesis 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 instrument was a cultural content analysis form based on suggested cultural topics for ELT classrooms, and she grouped these cultural topics based on Hammerly (1982, pp. 512–514), who has characterised the instructional discourse on the target cultures into 3 parts, namely achievement culture (the symbols of civilisation), informational culture (the kind of information a society values), and behavioural culture (the knowledge that allows 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 were in accordance with those required as indicated by the learning standard in the Basic Education Core Curriculum A.D. 2008.

To summarise this discussion of cultural content studies, we may observe that despite the obvious variety of specific attention, the studies generally reveal some kind of disproportion of cultural representation. On the one hand, the manner of culture representation may be regarded as problematic. Regarding the study of language and culture, it could be focusing on understanding the relationship between language and culture, and using appropriately in the real world, understanding the similarity and difference between language and culture. The previous research regarding cultural content in officially used English coursebooks for school level in Thailand concentrated on the suitability of the coursebooks for use 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 cursorily mentioned. Also, the

cultural topics have been categorised only in a few studies, while the sources of culture were not thoroughly researched.

## 2.5 Cultural Aspects

The idea of culturally acceptable forms of behavior by Lazaraton (2003), and Lesikin's analysis of pictures and graphical devices for the understanding of learners. Lazaraton's research provides insight based on cultural sensitivity to analyze ESL textbooks. Similarly Lesikin's research concerning graphical analysis raises the concept of relating images in the textbooks to learners' cultural background. Yuen (2011) states that, "language can be considered an 'artefact' or a system of code (products) used to signify thoughts (perspectives) for communication (practices) and by different people (persons)" (p. 459). Yuen (2011) therefore offers the 4Ps of cultural elements, including products, procedures, individuals, and views, each of which will be explained as follows. First, products include films (e.g. Harry Potter, Spiderman), TV programs (e.g. Survivor), food items (e.g. fish and chips, tom yum soup, pasta, kimchi), merchandise (e.g. Barbie, sari), print media (e.g. Time Magazine), tourist sites (e.g. Lotte World, Colosseum, Universal Studios) and literary work (e.g. poems and stories). Products from Africa (e.g. Kamuzinda Christian Orphanage in Uganda, the Pyramids of Giza, Tsavo National Park in Kenya), Asia and other non-English-speaking Western countries (e.g. Eiffel Tower) are under-represented. Second, customs (e.g. Thanksgiving, Sapporo Snow Festival), day-to-day activities (e.g. sports such as baseball, football, basketball in America, road matches in India) and social programs (e.g. recycling programs in New Zealand, Icelanders residing in Reykjavik, poverty in Africa, schools in India) are practices. Third, the perspective of overseas cultures in Yuen's (2011) research includes inspirations (e.g. equality, Aesop's Fables), myths (e.g. horoscopes, superstitions) and points of view (e.g. entertainment forms in the U.S. and UK). These perspectives are derived from the West, rather than the Asian and African contexts. Finally, although the cultural element of individuals contains well-known personalities from different areas (e.g. Stephen Hawking, Aung San Suu Kyi), there are more well-known English-speaking individuals than those from Asia and Africa. It is undoubtedly clear that Yuen's (2011) study reveals that there is minimum

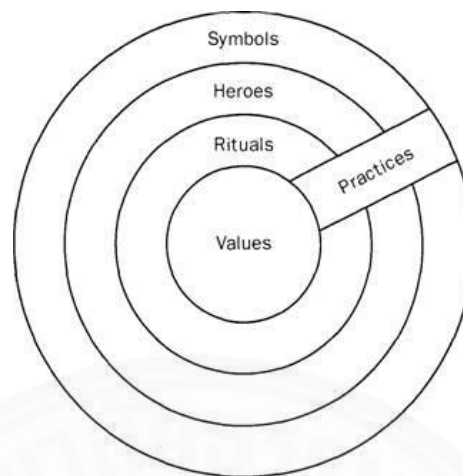
representation of Thai cultural aspects in English textbooks used in Hong Kong secondary schools.

In the Thai educational context, In order to improve efficient and suitable intercultural communication, it is essential to investigate ELTs that reflect a variety of cultural environments and include intercultural modules that can teach Thai learners (Laopongharn & Sercombe, 2009; Nipasong, 2011). Baker (2008) claimed that Thai students should be encouraged to explore cultural diversity in textbooks and compare them with their culture. Wongbiasaj (2003) suggested that commercially ready-made international textbooks are suitable for learning about the cultures of native English speakers as a second culture. Thus, the textbooks used as the primary source materials in the Thai educational context are not culturally appropriate for learners, and they may not prepare for their culture learning situations. McKay (2002) emphasized that language teaching materials should include a variety of cultural elements, including local cultural elements, to help learners develop an interest in language learning and encourage learner motivation, and should not be limited to native English-speaking countries. Cortazzi and Jin (1999) decided between three types of cultural elements to be introduced in cultural textbooks: source cultural material refers to the native cultures of the learners, target cultural material refers to the country's culture where the target language (English) is practiced as a first language (for instance, American or British culture), international target culture materials refer to various cultures where the target language (English) is used as a global language, namely lingua franca. This classification can therefore help in the analysis of cultural aspect representations in the textbooks under investigation. Bataineih (2009) approved a study to find the amount of authentic and artificial cultural aspects in the ELTs in Jordan's high schools. After analysing the content, it was observed that the textbooks were based on the learners' local culture, while the authentic target culture was ignored. It was also found that the sociocultural content was out-of-date, which neither contributed to real understanding nor was it an acceptable guide to successful communication in foreign language teaching. Yasemin and Reyhan (2011) investigated 18 locally published English textbooks, containing cultural references to the source (Turkish) culture, the target (British/American) culture, and the international target culture. The quantitative

analysis showed that while references to the source and target cultures included in the textbooks published between 1997 and 2005 contained more than foreign target cultural elements, the cultural analysis of books published after the 2005 curriculum development showed a distinct trend. Their study stated that representations of the source culture, the target culture, and the international target culture were popular in locally produced ELTs.

Many of these studies aimed at analysing and evaluating public education school textbooks. Some studies concluded that most of the analysed textbooks generally do not meet the learners' needs and the teachers' expectations. They concentrate on the learners' source culture, target culture and other international target cultures. The previous studies suggested how cultural stereotypes in ELTs could be misrepresented or generalised by textbook writers, leading to a mismatch of cross-cultural understanding among English language learners. All of the above research provide one or the other aspect of culture, but none discusses the cultural divide that can occur in distinct language learning environments between learners and textbook writers. None of them discusses the cultural harmony between the writers of the textbook and the learners or the possible problems that may arise from cultural distinctions. Therefore, the present study aims to investigate what cultural aspect are found in commercial and in-house textbooks to understand how the foreign and Thai textbook authors reflect the learners and their culture in the textbooks, used in Suratthani Rajabhat University, Thailand. The author has selected to present Hofstede's onion diagram (2005), which examines culture through various dimensions, for a deeper understanding of culture. Culture manifests itself in various ways, according to the diagram – symbols, heroes, rituals, and values.

Hofstede's (2005) dimension model might be the most famous approach for describing cultures. In addition to the controversial dimensions and their validities, the model also describes the deep impacts of four cultural concepts within an onion model. Hofstede indicated that culture manifests itself at four different levels, which can be illustrated using four cultural concepts: symbols, heroes, rituals, and values. Cultural differences present themselves in different ways and at differing levels of depth.



*Figure 1.* The onion model of culture (Hofstede, 2005)

As shown in Figure 1, there are differences between values, rituals, heroes and symbols, which, from the inside to the outside, have declining lifecycles. When different “onions” meet, they conflict. Similarly, when different national cultures meet, they conflict. Cultural differences are emphasised, and cross-cultural clashes and conflicts take place, because each culture has its own original history, beliefs, norms, and value systems that hardly change over time. Values are described as the core of culture; to prefer certain states of affairs over others is acquired early on in our lives. Rituals are considered collective activities, technically unnecessary for reaching desired ends, but, within a culture are considered socially essential. Different to values and rituals, which, within the duration of a human life, almost obtain a static character, heroes and symbols mostly have a far shorter lifecycle (an exception being religious heroes and related symbols). Symbols, heroes, and rituals are the noticeable or visual aspects of the practices of a culture. The true cultural meanings of the practices are intangible; this is revealed only when the practices are interpreted by the insiders. Turning to learning culture analysis, we can use the dimensions of Hofstede’s model to apply it to actors within a learning scenario.

It can be concluded that each culture has a set of behavioural rules and norms. Therefore, learning a culture completely is impossible for anyone. All actions are bound to be wrong in some cultures, or offensive in someone’s view. Cultural communication is likely to be less efficient due to the breach of cultural norms. In fact,

people may be unaware if they are expected to follow another culture's norms or behave normally, according to their own culture. There are several barriers to communication across cultures, which prevent effective communication. According to Jandt (2013), there are six barriers to intercultural communication: anxiety, assuming similarity instead of difference, ethnocentrism, stereotypes and prejudice, language and non-verbal misinterpretations. Cultural differences, in this research, can be described in various ways by adopting Hofstede's model: values, practices, symbols, heroes, and rituals. Additionally, the concept of stereotypes is important. It can be useful for tourism because tourists might be based on information about stereotype, even if it is just a story, to make their decision about their choice of the destination. Cultural shock is also mentioned. It can be encountered by tourists when they go to the new environment such as different religion, and belief. To learn culture, the concept of enculturation and acculturation must be proposed. (Albu, 2015). In addition to understanding cross-culture as involving two or more groups, the relation between language and culture. This study focuses on these eight cultural aspects to examine cultural aspect in the commercial and in-house textbook written by authors who are different language and culture. They are further explained below.

### *Values*

The core of a culture is formed by values. They are broad tendencies for the preferences of a certain state of affairs to others (good-evil, right-wrong, natural-unnatural). Many values remain unconscious to those who hold them. Therefore, they often cannot be discussed, nor can they be directly observed by others. Values can only be inferred from the way people act in different circumstances. Values are among the first things children learn not consciously, but implicitly. For example, development psychologists believe that by the age of 10, most children have their basic value system firmly in place, and after that age, changes are difficult to make. Because they were acquired so early in our lives, many values remain unconscious to those who hold them. Therefore they cannot be discussed, nor can they be directly observed by outsiders. They can only be inferred from the way people act under various circumstances. (Hofstede, 1991, p.7). In interpreting people's statements about their values it is important to distinguish between the appropriate and the desired: how people think the

world ought to be versus what people want for themselves. Questions about the desirable refer to people in general and are worded in terms of right/wrong, agree/disagree or something similar. These beliefs, norms and attitudes are extremely difficult to change, if that is possible at all. These are difficult to recognize without a deeper analysis and understanding the interaction between the different layers. Examples are religious beliefs, hierarchies, how people handle mistakes or the understanding of leadership.

### ***Practice***

Symbols, heroes, rituals are tangible to each of the five senses. An outsider can observe them by paying attention to the practices of a culture – How people dress or behave, who they talk about. According to Yuen (2011), practices consist of customs (e.g. Thanksgiving, Sapporo Snow Festival), daily life activities (e.g. sports such as baseball, football, basketball in America, street games in India), and societies and social programmes (e.g. recycling programmes in New Zealand, Icelanders living in Reykjavik, poverty in Africa, schools in India).

### ***Rituals***

Rituals are collective activities, sometimes unnecessary in reaching desired objectives, but considered socially essential. Rituals can be the way of personal hygiene; most Asians shower in the evening and Europeans in the morning, Germans like to shake hands often, while Malays tenderly touch the fingertips and then point to the heart. They are mostly carried out for their own sake (ways of greetings, paying respect to others, religious and social ceremonies, etc.). Rituals include discourse – the way language is used in text and speech, in daily interactions, and in communicating beliefs.

### ***Heroes***

Heroes are persons, past or present, real or fictitious, who possess characteristics that are highly prized in a culture, and thus, serve as models for behaviour. A hero can be a fictive person but with influence on the culture. Even Barbie, Batman, or, as a contrast, Snoopy in the United States, Asterix in France, or Ollie B. Bommel (Mr.

Bumble) in the Netherlands, have served as cultural heroes. In this age of television, outward appearances have become more important in the choice of heroes than before.

### *Symbols*

Symbols are words, gestures, pictures, or objects that carry a particular meaning, recognised, as such, only by those who share in the culture. The words in a language or jargon belong to this category, as do attire, hairstyles, flags, and status symbols. New symbols are easily developed, and old ones disappear; symbols from one cultural group are regularly copied by others. This is why symbols have been put into the outer, most superficial layer.

### *Stereotype*

The Oxford English Dictionary defines stereotype as a “widely held but fixed and oversimplified image or idea of a particular type of person or thing”. Stereotypes are global. Among other things, they cover racial groups (“Asians are good at math”), political groups (“Republicans are rich”), genders (“Women are bad at math”), demographic groups (“Florida residents are elderly”), and activities (“flying is dangerous”). The sociological approach to stereotyping pertains only to social groups. It views stereotypes as fundamentally incorrect and derogatory generalisations of group traits, reflective of the one stereotyping’s underlying prejudices or other internal motivations (Schneider, 2004). Stereotyping is assuming that a person has certain qualities (good or bad) just because they are a member of a specific group. Social groups that have been historically mistreated, such as racial and ethnic minorities, and continue to suffer under bad stereotyping, perhaps because the groups in power want to perpetuate false beliefs about them (Steele, 2010; Glaeser, 2005). The stereotypes against blacks are, thus, rooted in the history of slavery and continuing discrimination.

Stereotypes fail to specify individual characteristics. It assumes that all members of a group have the exact same traits, and is often based on faulty information, leading to serious misunderstandings. Creating stereotypes are a natural human coping mechanism for making sense of our social environment. The reason behind the pervasive nature of stereotypes is that human beings have a psychological need to

categorise and classify. Saville-Toiuke states that “social ‘typing’ or categorisation is probably a necessary part of our procedures for coping with the outside world...; [it] should thereby be seen as a potentially positive and, in any case, an inevitable process”.

According to stereotyping in the textbooks’ cultural contents, it could be a form of generalisation about some people or a group (Lustig & Koester, 2006, p. 152). From a practical perspective, including every aspect of the target culture is nearly impossible, and, therefore, generalizations may be re-evaluated as unavoidable. There are several other means of stereotyping in this context. Tomlinson (2008) concluded his material-development publication by stating that ELTs used at that time tended to “portray non-European cultures superficially and insensitively” (p. 837). Regardless of their specific nature, stereotypes in textbooks’ cultural contents may have various effects not only on the learners’ understanding of the portrayed cultures but also on the way they reflect on their own culture. However, global textbooks, produced by the Western publishing industries, seem to be impervious to the challenges posed by sensitive cultural awareness (Kumaravadivelu, 2008). As a result, such textbooks continue to be adopted and used in classrooms across the world, “although, it is widely known that [they] embody Western cultural values, beliefs, and attitudes, often presenting stereotypical pictures that valorise Western societies” (Kumaravadivelu, 2008, p. 20).

Another frequently discussed characteristic of textbooks designed for global marketing is that they include the target culture, which is the culture of Native English speakers. Siddique’s (2011) study of English cultural dominance, in globally designed textbooks, states that their recognising of English as an international language is limited. Following the discussion of the manner of cultural representation and specific cultural aspects that tend to rule textbooks, the remaining question becomes about whose culture is being actually included in these textbooks.

In intercultural communication, we should learn the appropriate ways to address stereotypes and learn how to reduce them. We should first conduct a mental check, to make sure we are not influenced by someone else’s prejudice and be very careful of jumping to conclusions based on generalisations or others’ opinions. Some ways to reduce or exclude stereotypes in cross-cultural communication are suggested below:

- Using various ways to search for more information about other groups or cultures.
- Being willing to learn more about different cultures, being more tolerant of the customs different from one's own.
- Developing an open and flexible attitude to cope with the problems faced during uncertainties in communication.
- Adopting a more humble, tentative attitude about the accuracy of our judgments.
- Always remembering that there are more differences within a group than between groups.
- Recognising that we are all part of many groups, none of which can completely explain or define who we are.
- Focussing on every person as an individual instead of taking a group of people as a whole.
- Taking the opportunity to neutralise stereotypes when we hear them.

Often, communication difficulties increase because people think they know all they need to about people from different cultures, and that further communication is unnecessary. Nevertheless, images of them tend to be exaggerated, sometimes as them being too good, but mostly a bad picture is presented. For instance, most Thai people view all Chinese as loud and noisy, which is obviously wrong. To reduce or eliminate the bias or stereotypes, we should first understand its damaging effects and then try to find ways to confront and fight them.

Stereotypes can influence intercultural communication in various ways and are often resistant to change. According to some studies, people tend to favour hypotheses based on stereotypes, even when they have a reason to suspect its validity. Knowing less about people of different cultural backgrounds increases one's chances of creating stereotypes. Hence, learning as much as we can about each other's culture can help us develop better a relationship, remove misunderstandings, and eliminate stereotypes or prejudice created by the lack of realistic information. The appropriate attitude towards different cultures should be respect, understanding, and tolerance. Although the practice of using stereotypes to prejudge individuals is easy to fall into, there are ways to decrease stereotypes and fight prejudice. What we emphasise most is to verify our own

thinking, be cautious before jumping to conclusions based on generalisations or views of others, and challenge stereotypes politically when we hear them by providing proof.

### *Cultural shock*

Cultural shock may be encountered as feelings of estrangement, anger, hostility, hesitation, dissatisfaction, unhappiness, sadness, loneliness, homesickness, and even physical disease. Spencer-Rodgers, Wolliams and Peng (2010) attempted to specify personal factors that could seemly predict which, and how much, individuals suffer from culture shock, such as openness, neuroticism, language proficiency, and tolerance to contradictions. Jannet and Bennet (1999) defined cultural shock as a normal psychological reaction to the stress caused due to culture change, while moving from a known home culture to an unknown world. In addition, Milstein (2005) mentioned that culture shock is normal but a negative and unpleasant experience, with positive effects such as good learning experiences, good awareness and intercultural understanding, and increased self-efficacy. Culture shock is derived from the word 'culture'. What is culture? It is a shared or common way of doing things by a set of people, which is different from another set. The way the mind is tuned in a collective set of people, which differentiates them from the other (Hofstede & Geert, 1997). Hofstede goes on to say that culture is not inherited genetically but learned from parents, teachers, friends, and the environment. Furthermore, culture is unique to the human mind. There may be huge differences in culture between countries for anyone to feel a shock. This cultural distance is found to be the strongest predictor, more so than any other, for a culture shock (Mumford, 2000). Holidays and festivals may be conducted differently from home, making people unprepared for what to do and how to do it. This stressful situation can be seen in the case of language distance (Mori, 2000). It is true that students who have a good command over the host language, which is predominantly English, tend to be less stressed and are able to adapt more quickly (Li, Chua & Almarza, 2007).

It is interesting to find that the degree of stress among international students is associated to factors such as cultural distance, proficiency in English language, amount of social support, creativity, academic and problem-solving skills (Wan et al., 1992). It is found that the difficulty to integrate with others leads to being lonely, and stems from

a mismatch in cultural and communication competence (Lewthwaite, 1996). It is not surprising though, to find that students who have visited other countries, prior to their overseas study, are better able to cope with the new environment (Glenn et al., 2008). The students should also be made aware of the changes in study pattern, assessment patterns, and plagiarism, which can prepare them to perform better from the beginning of their new academic processes. Prospective students should be made aware of the resources available within the campus, such as student information, student support and mitigations, so they can choose the right institutions that provide them with holistic support (Cook et al., 2003).

### ***Enculturation and acculturation***

Enculturation and acculturation generally refer to the procedures by which newcomers become involved in a cultural community's normative procedures. In comparison to each other, enculturation usually indicates instances in which the newcomer is an immature member of the cultural society in which they are socialized (e.g., a kid) ; acculturation indicates instances in which the stranger is not a member of the cultural society (e.g. an immigrant). These processes variously include instruction by agents of the culture (e.g., parental scolding), conscious emulation, and unconscious adaptation. Acculturation is the process of contact and adaptation from one culture to another (Berry, 1997). Berry used a new term for culture shock, which is acculturative stress. People adapt to the new environment by adopting the new culture and carry on with it. Some people adopt the new culture and also retain their own. The change in the acculturation process in a person could be psychological, behavioural, and attitudinal (Ryder et al., 2000). They also state that people who move from one culture to another receive the new culture, and retain their own heritage. According to Berry (1997), the effects of acculturation is more group-specific, rather than individualistic. It refers to how a community of people from one culture behave and adapt, when they come in contact with another. Even though the effects of acculturation are group-specific, it is important to observe how different individuals within a community react or adapt when

exposed to a new culture. Most of the student community, who decide to go to a foreign land to pursue their higher education, go of their own accord, and they find it moderately easier to adapt to the new culture, compared to those who are forced to go to a foreign land.

International students caught in this shock will not remain indefinitely in this state. Each person is different and will take their own time to deal with this scenario and adopt their own techniques. Some of them can cope faster than others, others are unable to cope at all and they may even return to their home country.

Teaching culture is not an easy process. Hadley (1993) asserted that “language instructors need an organising scheme that would help them select appropriate cultural content. Without such a scheme, the teaching of culture can become a kind of trivial pursuit of isolated bits of information” (p.360). Ja'far (2006) explored foreign culture elements, comparing them with the Arabic elements in English teaching textbooks for Jordan's fundamental phases. The study followed textbook content analysis for cultural aspects, at the level of word, pictures, names, pets, women, celebrations and social events, addressing people, and social concepts and values. Analysis of the Action Pack series, accredited in public schools for the first to sixth grade, showed that the proportion of foreign elements was 76 percent, which revealed a 24 percent contradiction with the Arab elements. It implied that at an essential stage, the pupil is seriously exposed to the foreign culture, which may cause a cultural shock, reducing the motivation to learn English because of the cultural distance. The researcher proposed to evaluate the cultural content of these textbooks, to strike a balance between Arabic-Islamic and foreign cultures, so that students could relate English to their real lives and not anticipate receiving foreign culture at the expense of Arabic culture.

In addition, Mahmood, Asghar, and Hussain (2011) attempted to highlight cultural representation in ESL textbooks. They came to the conclusion that the focus of most of the textbook “Step Ahead 1”, was non-native culture; inadequate and insufficient inter-cultural harmony was found in it, and the least consideration had been given to the source culture, which would likely alienate the learners from their own

culture. They argued that there should be a “globalised” approach in terms of such issues, and concluded with suggestions that ESL textbooks should contain some aspects of both the target and source cultures as well as the presence of intercultural harmony.

In Thailand, some researchers have dealt with coursebook analyses, in terms of the cultural aspect. For instance, Nomnian (2013) explored Thai cultural aspects in six ELTs called “World Wonders 1” and the “My World Series 2–6”, which are used for secondary school students in the district of Sai Yok of the Kanchanaburi province, Thailand. Five main aspects were categorised from the findings in these books; the first one was the products, which included rice, spak, takraw, tuktuk. The second one was practices, including cooking, eating and Thai boxing. The third one was persons, the Siamese king and Vanessa-Mae. The last one was places, such as sites for tourists like the Phi Phi Islands, Phuket, Bangkok, Chiang Mai, and Lopburi. Through this study, it was discovered that there is a possibility of improving ELT development, which is culturally suitable for language teachers and learners at this secondary school in Thailand.

Dweikat and Shbeitah (2013) investigated the cultural aspects in “the North Star” textbook, which has been used to teach since 2008, at the An-Najah University, as an obligatory course. For this study, a content analysis methodology was used; it exposed that depending on the main theme of the unit, the frequency of cultural aspects was advanced in some units. The range of these frequencies ranged from 22 to 274. Religious elements had the smallest frequency, while the social elements had the highest frequency. Furthermore, it was found that the textbook dealt with various cultures and not only emphasised on the different aspects of a foreign culture. Content analysis revealed that the most frequent cultural aspects were those of American culture, which indicated an obvious bias towards the aspects of foreign culture in general, and the American culture in particular. There was no unit that spoke of Arabs or Muslims except one mention of the term “Arab” that was indicated in a way that disappointed them. The researchers suggested analysing and evaluating the content of EFL textbooks by foreign authors, to ensure that they did not include cultural aspects that might contradict the Arab-Islamic culture. Consequently, careful attention should be paid to how others are presented, and how the undesirable cultural values in a

textbook can be filtered. As a final recommendation, the researchers called for an EFL national curricula for Palestinian universities. The aims of the studies involving the cultural aspects of learning is to enhance to models of instructional design in such a way that the educational providers' understanding is enhanced, by providing learning materials tailored to the particular cultural needs and learner differences.

In summary, the previous researches regarding cultural content in officially used English coursebooks for school students in Thailand, concentrated on the suitability of the coursebooks to be used in the classrooms and the concordance among the contents of the coursebooks, and the basic education core curriculum, while the cultural topics included in the coursebooks were only slightly mentioned. Additionally, the cultural topics were categorised only in a few researches, and the sources of culture have not been thoroughly researched. Thus, this study aims to analyse cultural contents and examine the cultural aspects presented in commercial and in-house textbooks for the English for Tourism course used in the Suratthani Rajabhat University. In this study, the conceptual framework of cultural content, based on Lee (2009) and Xiao (2010), under big "C" and little "c" types of culture, and Hofstede's (2005) eight manifestations of culture, are presented for four different English for Tourism textbooks; two commercial textbooks written by a native English author and two in-house textbooks written by a native Thai author, used at Suratthani Rajabhat University. However, it is strongly suggested that the inclusion of cultural content in language teaching materials is essential to help students interpret and understand the target culture, compare it with their native culture, and enhance their awareness of their native culture.

## 2.6 Chapter Summary

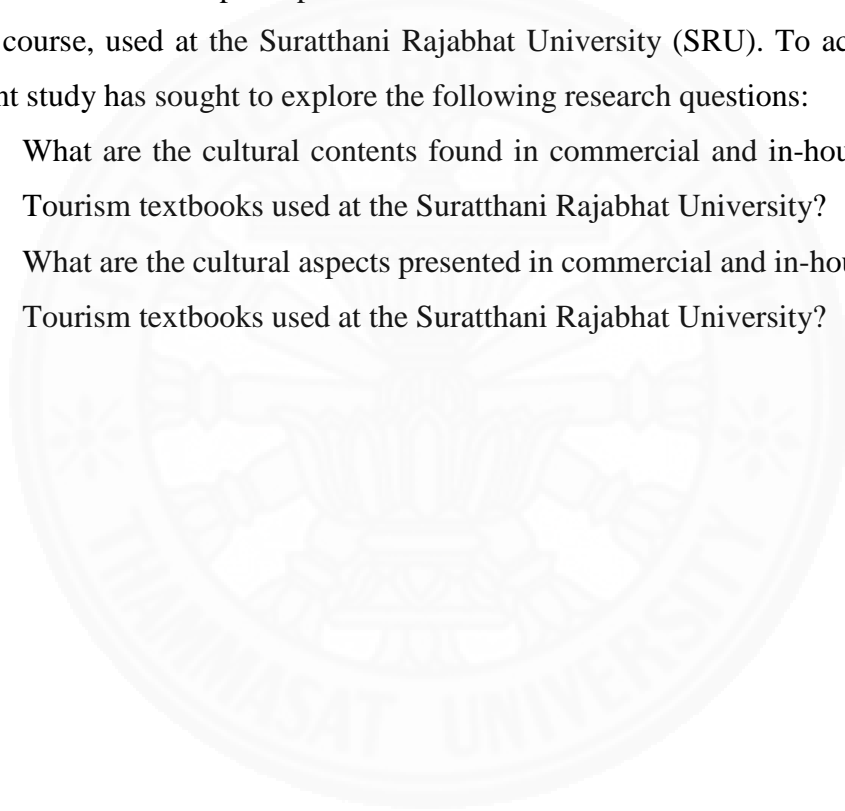
In this chapter, the definitions and related culture in English language learning theories have been discussed. The concept of a culture has been discussed as well as the relationship between language and culture. Furthermore, intercultural communication and the role of EFL textbooks have also been presented. Some previous studies related to culture investigation in EFL textbooks have also been mentioned. Regardless of the previous studies, also investigating culture in EFL textbooks, this recent study is definitely different from the previous ones. In this study, the cultural content analysis of the English for Tourism textbooks – two commercial textbooks and two in-house textbook – is different from the previous ones. This study uses a qualitative design within the cultural content analysis of these textbooks, because content analysis is a research technique that is replicable, and valid inferences can be obtained from the text regarding the context of their use (Krippendorff, 2004). This study of cultural content analysis is not to focus on discourse analysis. The next chapter will provide the research design and data collection and analysis methods.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents an overview of the research design of this study, involving research setting and sampling, textbook content analysis procedures – which identifies the research instrument – and data analysis. The study aimed to analyse the cultural content in commercial and in-house textbooks for the English for Tourism course, and to examine cultural aspects presented in commercial and in-house textbooks for the same course, used at the Suratthani Rajabhat University (SRU). To achieve this, the present study has sought to explore the following research questions:

- 1 What are the cultural contents found in commercial and in-house English for Tourism textbooks used at the Suratthani Rajabhat University?
- 2 What are the cultural aspects presented in commercial and in-house English for Tourism textbooks used at the Suratthani Rajabhat University?



## **3.1 Research Procedures**

### **3.1.1 Research Design**

This study employs content analysis method, but descriptive qualitative in nature since the purpose of this study is to gather complete description about cultural contents and cultural aspects in reading passage of English for Tourism textbooks. Krippendorff (2004) defines content analysis as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. It provides new insights and understanding of particular phenomena. Content analysis includes quantification process that classifies the content into numerical data, and measures the frequency of the appearance of the analysis unit in each category.

### **3.1.2 Samplings and research setting**

This study was conducted at SRU, located in the South of Thailand. The analysis was focussed on the four textbooks for students of the English for Tourism course at SRU. For the analyses of these textbooks, a purposive sampling technique was used to select materials as data sources from eight textbooks officially used for this course for English major students at the university, for the academic year 2016 to 2018, considering the following criteria:

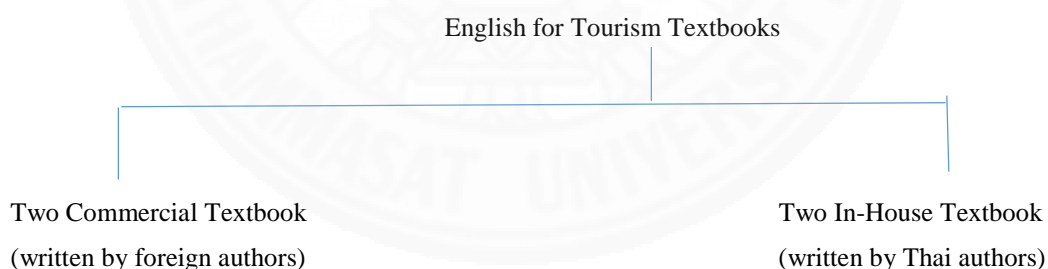
- 1 Textbooks on the list for the English for Tourism course in the English program, approved by the committee of the English programme of the Faculty of Humanities and Social Sciences, Surathani Rajabhat University.
- 2 Textbooks that come in a full series for university students at the pre-intermediate level.

A content analysis was conducted to explore the source of culture, types of culture and cultural aspect in the English for Tourism textbooks. This study analysed four English for Tourism textbooks, including two commercial books and two in-house books by native English authors, and local textbooks by Thai authors.

### *The criteria for selecting a textbook*

The textbooks chosen were written by Thai, British and American authors, and correspond to the pre-intermediate level. They are used at the Suratthani Rajabhat University for the English for Tourism course. They have also been used in the English language programmes. This was an important decision, because the texts were implemented as a means to prepare commercial and in-house textbooks. Furthermore, it was important to analyse how textbook content included culture and helped teachers develop intercultural communication. The names of the textbooks were not revealed because the idea is not to create prejudicial positions about their reputations, but rather to offer some critical analytical bases to EFL teachers to address culture more appropriately as presented in textbooks. This examination will also provide an chance to explore alternative materials that could enhance the learning in the classroom of profound cultural material.

Four English for Tourism textbooks have been analysed which are used at university level in Thailand.



These writers of international textbooks are from the UK or the US. On the other hand, Thai authors' in-house textbooks are used in various universities in Thailand, especially used in the University of Suratthani Rajabhat. For research purpose, both the textbooks, which have been written by the foreign and Thai authors have been analysed. The rationale behind this selection is that through these textbooks, the research study can investigate the cultural content which may exist between commercial and in-house textbooks.

Masuhara (2011) also noted that the authentic classification experienced by many ELT professionals worldwide is that administrators select materials from commercial textbooks after deciding on the objectives of their lessons. Some of the international publishers include Cambridge University Press, Longman, MacMillan, McGraw-Hill, and Oxford University Press, which have long been available in Thai educational markets. The commercial textbook provides variety of culture.

McDonough & Shaw (2003), however, proposed that the materials and techniques used in the classroom should promote real-life interaction with linguistic types and tasks interweaving. In-house textbook development referring to McDonough and Shaw's suggestions above, supplementary teaching materials have been developed by EFL teachers to better serve learners' needs in EFL contexts which commercial textbooks have failed to cover. Tomlinson & Masuhara (2004) argued that EFL teachers would gain experience and benefit both personal and professional development in the process of developing their own in-house textbooks. For this reason, teachers are encouraged to develop in-house textbooks. However, developers of textbooks should concentrate on cultures, learning approaches and techniques, taking into account the following considerations: the time limit for classes, the background of learners and the target culture that will challenge learners in the future (Tomlinson and Masuhara, 2010).

### **3.1.3 The Researcher**

The researcher has been an English teacher for 9 years and holds a bachelor's degree in business English and a master's degree in English for specific purposes. No press has any direct relationship with the researcher, such as a reporting relationship, contract, or any relationship with the researcher that may have produced a biased research study. The researcher reports no conflict of interest and separates themselves from the data. This study tries to maintain objectivity and avoid bias in the qualitative data analysis. Two people coded the data and checked for alternative explanations. They also teach English for Tourism course in the faculty of International Tourism. Rater training is a process whereby raters experience instruction on how to best analyse cultural content and produce reliable and valid scores.

The analysis of the data was conducted without any personal elements involved, making the research reliable. In qualitative research, the researcher usually selects a sample using non-random sample selection methods. The study employs purposive sampling for the textbooks included in the content analysis. The aim of the qualitative research is generalisation within the small population that is being studied and not any other population existing anywhere else.

### **3.2 Data Collection**

The cultural content in these English for Tourism textbooks form the descriptive qualitative research, because they are classified into documentary analysis. It means that this document review utilises content analysis of the cultural content within these textbooks. These textbooks were originally skimmed in terms of content, subjects, illustrations, and written texts for their overall presentations to gather the information. According to LaBelle (2010), coding techniques for textbook research depend on the interpretation of the narrative texts and illustrations, within the scope of the study. The data for the study are in the form of written texts and illustrations that may accompany the text of the reading passages about cultural content inside these textbooks, including words and sentence related to it. In this study, each page of these textbooks was later scanned for the overall cultural information represented, which enabled the researcher to observe their cultural aspects as a whole. Each page was then carefully scanned for international and Thai cultural content and aspects, represented in terms of reading passage, which were manually coded according to Yuen's (2011) categories.

Content analysis was employed in this study. Reading passage in these textbooks were qualitatively analysed, according to Yuen's (2011) content analysis of cultural categories in ELTs at a secondary school level. International and Thai cultural content and aspects in these textbooks are represented in terms of their qualitative contents. Moreover, the emerging cultural aspect, adapted from Hofstede (2005) onion model of manifestation of culture, is involved, which is an additional category that is mainly represented in English for Tourism textbooks in Thailand.

The themes related to Big “C” and little “c” cultures were obtained from a modified version of Chen’s (2004), Lee’s (2009), and Xiao’s (2010) concepts. The criteria used for cultural content in this study were categorised in terms of source of culture, local culture (Thai culture), global culture (international culture), glocal culture (a combination of local and global culture). Xiao (2010) examined the distribution of cultural details under big “C” and little “c” types of culture and designed 16 themes to carry out his examination. This study modified the similar themes from Xiao (2010).

- 1 Big “C” cultures (nine themes): politics, history, economy, geography, literature/art, social norms, education, architectures, and music.
- 2 Little “c” cultures (seven themes): food, holidays, lifestyle, customs, values, hobbies and gestures/body languages.

The analysis of the four textbooks contents were based on the conceptual frameworks of cultural content of Lee (2009) and Xiao (2010), under the Big “C” and little “c” types of culture, and Hofstede’s (2005) cultural aspects under the eight manifestations of culture. These are presented in four different English for Tourism textbooks. The textbook analysis was carried out in two different steps.

***Step 1: Determining the object of each textbook and describe structure of unit and the topic of each unit.*** In this step, the general objective of each unit has been determined. For instance, the general goal of unit of each textbooks was to investigate reading part containing types of culture, categories of culture, and cultural topic themes under big “C” and little “c”. The cultural content analysis frameworks of Lee (2009) and Xiao (2010), mentioned earlier. The objectives and structure of textbooks are presented in Table 3.1 and the general information for commercial and in-house textbooks below.

One of the most important ideas in a research project is the unit of analysis. The unit of analysis is the major entity that the study are analysing in your study (Trochim, 2006). Levels of Analysis Units, in business research there are almost infinite varieties of prospective analytical units. Although individuals are the most common unit of analysis, but various research problems can be answered more accurately through the

analysis of other type of units. In fact, social scientists are able to study anything on social life that bears. Waltz (2001) produces a tripartite assessment in ' Man, State and War ' with three distinct analytical units: man, state, and war. Babbie (2005) mentions to object, person, dyad, group, social artifact, space, time, or event as the type of analytical unit. Individuals, groups, organisations and social artifacts are the four distinct analytical units in social science studies (Babbie, 2005).

### **Individual Level**

In a business research, individuals are the most typical analytical units. These are the first analytical unit level. The researcher may be interested in investigating employees ' behaviors, perceptions, attitudes, or opinions. Employees may belongs to rural area or urban area or may belongs to rich family or poor family. A researcher might examine whether employees belong to rural area come on right time as compared to employees belongs to urban area. He can also examine whether rural area staff belong to the bad family arrive on time compared to rural area staff belonging to the wealthy family. The study of individuals might be very useful in the field of business. Their information and experiences disclose important facts. Therefore, individuals are being used very much in business researches.

### **Aggregates Level**

Social scientists are not studying individuals at all times. They also study the combination of individuals such as groups, communities or countries. The social scientists tend to describe and explain groups, communities and social interactions by aggregating the responses of the people. The level of aggregates can be divided into two classifications: group (informally structured groups) and organization (officially structured groups).

### **Group Level**

This level of units of analysis are groups of individuals. A group means two or more people who interact with each other, share same characteristics and have sense of unity. Many definitions also stress on the interdependence or objective similarity

(Grace and Smithson, 2011). Some examples of research where the units of analysis are more than one person are studies of groups like siblings and identical twins, family functioning and small group functioning. In such cases an entire group constitutes one unit and can be compared to another similar group. The group can be anything from family to gender, friends, Facebook group, and business department to individuals who belong to a gender. By studying groups, a scientist can show how groups are created and how the group is affected by distinct forces such as age, experience, class or gender.

### **Organizational Level**

After groups of individuals, the next level of units of analysis is organizations. Organizations refer to organizations that are officially structured. It may include corporations, religious groups, divisions of the military, universities, departments of academia, supermarkets, company organisations, etc. Social organization include qualities like as sexual composition, leadership styles, organizational structure, communication systems, and so on. (Susan and Wheelan, 2005).

### **Social Artifacts Level**

Apart from human beings, things are also the subject matter of study. Human made objects or things in different societies are called social artifacts. Social artifacts refers to objects, representations, assemblages, institutions, knowledge and conceptual frameworks that are used to achieve a particular expression, interpretation, goal, or desired ends (IGI Global dictionary, 2017). Cultural artifact is a term used in the social sciences, particularly anthropology, ethnology, and sociology for anything created by humans which gives information about their culture (Watts, 1981). Social artifacts can be anything around us like books, newspapers, advertisements, websites, technological devices, films, photographs, paintings, cloths, poems, jokes, student's excuses for coming late, scientific discoveries, furniture, machines, buildings, and so forth built by people.

### **Social Interaction Level**

One more sort of social artifacts is social interaction. Social interactions include anything from eye contact with a coworker, purchasing something in a shop, choices of

friendship, traffic accidents, hijacking of airlines, race riots, murder, rape, professional counseling, whatsapp chatting and other social phenomena such as voting, final examinations and formalized interactions. A researcher might be interested in investigating about the smart phone habits that exists among young employees. The researcher might discover that some addictions are concerned to social media centered while other habits are related to online games and movies that discourage interaction among individuals.

This study focuses on social artifacts for content analysis in textbooks. It is a research method that quantifies the information in social artifacts. The technique of quantifying the data is called coding. Artifacts in this study refers to cultural representations in textbooks. In doing so reading passages of each textbooks were chosen as the basis of the content analysis.

### **3.2.1 Textbooks and unit analysis**

The target materials for the cultural content analysis in this study were chosen from popular commercial and in-house textbooks for English for Tourism course in Suratthani Rajabhat University. These textbooks were chosen because they were required and used in the English for Tourism course by the majority of the students and teachers in the university. Their design was based on the integrated syllabus. Four textbooks were analyzed for cultural content in this study.

The units which were analyzed were reading passage in reading task in each unit. Furthermore, different levels of cultural content were defined and placed under different categories: a) a simple mention, b) depiction, c) display of something. These levels are described briefly as the following.

1. A simple mention: It covers the name of a person, things or places without any further details about its nature.
2. A depiction: It covers a description in and/or beyond sentence level which gives more detail information about the nature of the subject.

3. A display: It covers a visual input (a picture, a map, a figure, etc.) showing anything contextual or cultural. For instance the pictures showing the flag of country, pictures of country figures, etc.

There are altogether 51 units in the four English for Tourism textbooks. The analysis of the cultural content of the English for Tourism textbooks focused on 51 reading passages. Non-linear texts such as pictures which accompany the reading passages were also used to support the analysis of cultural content in those reading tasks. They constituted a total of 51 units of analysis covering reading tasks which, in turn, served as units for analysis. The passages were analyzed for the frequency of cultural contents and cultural aspects by the researcher. One frequency of cultural content appeared in the passage was counted regarding the sources, themes, and cultural aspects. The longer the unit, the more difficult and subjective is the work of coding it as a whole. Consider breaking a document into smaller units, and coding each small unit separately.

### **3.2.2 Content analysis**

The process of content analysis Cohen et al. (2007) define content analysis simply, as the process of four “C”s, i.e. coding, categorizing, comparing and concluding. According to Dörnyei (2007), coding is used to reduce or simplify the data while emphasizing their specific features in order to connect them to broader concepts, e.g. categories, whereas “code” is simply a label attached to a chunk of text intended to make the particular piece of information manageable and malleable. Furthermore, categorizing refers to the development of significant categories in which words, phrases, phrases, etc. can be grouped as units of evaluation, while comparing means connecting categories. Finally, concluding stands for drawing theoretical considerations on the basis of the text and the results of the analysis (Cohen et al, 2007). Cohen et al. goes further; stating the following “essential features of the process of content analysis:

1. Breaking down text into units of analysis;
2. Undertaking statistical analysis of the units;
3. Presenting the analysis in as economical a form as possible.

These three stages, however, also contain some other significant characteristics, so that the entire content analysis method can be further split into several steps. The number of phases is perceived differently by different scholars, although steps share the same focus to a greater or lesser extent. Nine stages are defined in Neunendorf (2002, p. 50-51), as follows:

1. “Theory and rationale” which is about giving answers to questions such as what will be analyzed and why it will be analyzed, what the research questions are, and alike;
2. “Conceptualizations” provides for defining the variables;
3. “Operationalization” stands for determining the units of data collection, as well as the aspects of measurement, i.e. internal validity;
4. “Coding schemes” which both in human and computer coding means creating a “codebook” (containing an explanation of all variable measures); in addition, in the case of human coding, a “coding form” is also required;
5. “Sampling” which could be done by different subsets, e.g. by issue, by pages, etc
6. “Training and pilot reliability” refers to the agreement of different coders on codes and noting the reliability of each variable when piloting an independent test;
7. “Coding” – in case of human coding in order to ensure “inter-coder reliability”, the use of at least two coders is required, whereas computer coding should apply dictionaries;
8. “Final reliability” is concerned with calculating a reliability figure;
9. “Tabulation and reporting” stands for the (statistical) presentation of the results in tables or figures, as well as their interpretation.

Numerous scholars (Dörnyei, 2007; Flick, 2007; Weber, 1990; Zhang and Wildemuth, 2009) emphasize the step of creating and applying a coding scheme and considers it to be of crucial importance amongst the phases of content analysis, as it influences the outcomes of the whole study to the largest extent. As content analysis in

this study was paid considerably more attention to the model drawn by Cohen et al. (2007) consisting of eleven steps.

1. At first, the same as Neuendorf (2002), it is necessary to formulate the study questions, which are extracted from the hypothesis to be tested.

2. Secondly, the population – from which samples are to be selected – must be defined. This does not refer only to people, but rather to texts, such as newspapers, textbooks, emails and so on. This study focuses on reading passages in textbooks.

3. The third stage is to decide which sampling approach to choose, i.e. whether to apply stratified sampling, random sampling, cluster sampling, etc. with respect to important sampling elements including representativeness, access, sample size and generalizability of outcomes.

4. The next stage is connected with answering the questions about the generation of the document, such as how it was created, where it comes from, how it was recorded.

5. Establishing the units of analysis, e.g. words, sentences, paragraphs or the whole text, people or themes, etc. should be the fifth step of the analysis. Two types of units must be distinguished here, the coding and contextual units, the former standing for the smallest analyzable element of the material, while the latter meaning “the largest textual unit that may appear in a single category” (ibid., p. 477).

6. The next step is to develop codes that will be used in the analysis. Codes can be very general, or more specific. It can have a form of a word or abbreviation, which is then ascribed to each piece of datum; hence, it must clearly represent what it stands for. This way, the frequency and the patterns of codes can be easily detected.

7. Stage seven is concerned with the establishing of the categories for the analysis. They can be described as “the primary construct groupings or key characteristics of the text, demonstrating connections between analytical units” (ibid., p. 478). In reality, by using one, a few, or plenty of terms, categories can be created. The notion “category” can stand for words, phrases, sentences or other units of text sharing similar meanings. According to the aim of the research, words can be presumed as similar in terms either of their accurate, denotational or their connotational meaning

(Weber, 1990). It is necessary to decide on several dimensions, such as whether to develop categories that are mutually exclusive, wider or smaller, general or more specific. They need to be exhaustive in order to guarantee validity of content (Stemler, 2001).

8. Step number eight is the process of coding and categorizing of the data, which deals with the ascription of codes and categories to each piece of data. Codes and categories can be determined in advance (as written in the preceding phases) or in retrospect, i.e. "in reaction to the gathered information" (ibid., p. 480). Pre-coding of several questions during the preceding phases of the analysis enables an objective and immediate conversion of each data into a score. Examples of pre-coded questions can be rating scales and checklists.

9. Data analysis can be carried out after the coding and categorization process, e.g. the researcher can count the number of occurrences of each code or word in the text and the number of words in each category. Some words can be ranked in more than one category, for instance when a category is subsumed by another category. Having calculated the frequencies, statistical analysis can be performed, such as tabulation, graphical representation, regression, etc. Connections between ideas and categories, their power and direction will be created in a less quantitative variant of assessment.

10. One before the last step is concerned with summarizing, i.e. identifying the key features, such issues, factors or areas of the investigation.

11. Finally, the whole process of content analysis is completed by making speculative inferences, i.e. by drawing conclusions on the basis of the summarized results of the research.

Table 3.1 Objectives and structure of Textbooks

Textbooks	Objectives	Structure of Textbook
CT1	<ol style="list-style-type: none"> <li>1. Build confidence in professional skills such as dealing with enquires, marketing destinations, offering advice, negotiating, writing emails and speaking to groups</li> <li>2. Develop language awareness through an integrated grammar and skills syllabus</li> <li>3. Acquire the specialized vocabulary needed by tourism professionals</li> <li>4. Practise language skills in realistic case studies that reflect issues in the tourist industry today</li> </ol>	<p>The textbook contains 10 units. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) Speaking 2) Reading 3) Vocabulary 4) Listening</li> <li>5) Writing 6) Case study</li> </ol>
CT2	<p>Provide excellent preparation for any of the major European examination in English for Tourism including the London Chamber of Commerce and Industry English for the tourist Industry exams</p>	<p>The textbook contains 15 units and three scenarios, all based themes from the tourist trade. Each unit has the same structure: 1) preview 2) speaking 3) listening 4) language focus, 5) vocabulary 6) speech work 7) Reading 8) Writing 9) learning tips 10) scenarios</p>
IHT1	<ol style="list-style-type: none"> <li>1. to be able to understand different aspects of tourism as well as to consolidate the language skills and expressions used in English for Tourism</li> <li>2. reinforce students' communication skills and to raise environmental awareness among students for the sustainability of the tourism industry</li> </ol>	<p>The textbook contains 12 units, all based themes from the tourist trade. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) Preview 2) Word study 3) Intonation 4) Listening practice 5) Speaking practice 6) Reading practice 7) Writing practice 8) Narration and discussion 9) Extended exercises</li> </ol>
IHT2	<ol style="list-style-type: none"> <li>1. prepare employees or students for a career in the travel and tourism industry</li> <li>2. improve English language skills for use on their jobs</li> <li>3. to be able to speak English with travellers from many different countries</li> </ol>	<p>The textbook contains 14 units, all based themes from the travel and tourism industry. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) Vocabulary development 2) Reading practice 3) Listening practice 4) Speaking practice 5) Communicative practice 6) Glossary of Specialized Terms</li> </ol>

Table 3.1 showed the objectives and the structure information of four English for tourism textbooks in the present study. The CT1 contains 10 units with 10 reading passages. Each unit has the same structure: 1) Speaking 2) Reading 3) Vocabulary 4) Listening 5) Writing 6) Case study. CT1 aims at developing students' confidence in professional skills such as dealing with inquiries, marketing destinations, offering advice, negotiating, writing emails and speaking to groups, developing language awareness through an integrated syllabus of grammar and skills, to obtain the specific vocabulary that tourism practitioners need and to practice language abilities in case studies that represent problems in the tourism industry.

The CT2 contains 15 units and three scenarios with 15 reading passages, all based themes from the tourist trade. Each unit has the same structure: 1) preview 2) speaking 3) listening 4) language focus, 5) vocabulary 6) speechwork 7) Reading 8) Writing 9) learning tips 10) scenarios. The objectives of CT2 were provided excellent preparation for any of the major European examination in English for Tourism including the London Chamber of Commerce and Industry English for the tourist Industry exams.

The IHT1 contains 12 units with 12 reading passages, all based themes from the tourist trade. Each unit has the same structure: 1) Preview 2) Word study 3) Intonation 4) Listening practice 5) Speaking practice 6) Reading practice 7) Writing practice 8) Narration and discussion 9) Extended exercises. The objectives of IHT1, students were able to understand different aspects of tourism as well as to consolidate the language skills and expressions used in English for Tourism and reinforce students' communication skills and to raise environmental awareness among students for the sustainability of the tourism industry.

The IHT2 contains 14 units with 14 reading passages, all based themes from the travel and tourism industry. Each unit has the same structure: 1) Vocabulary development 2) Reading practice 3) Listening practice 4) Speaking practice 5) Communicative practice 6) Glossary of Specialized Terms. The objectives of IHT2 were to prepare employees or students for a career in the travel and tourism industry, to improve English language skills for use on their jobs, and to develop English speaking with travellers from many different countries.

Textbook evaluation is the systematic evaluation of text materials, including support for structure, concentrate, and unique teaching. For the extensive assessment of textbooks, McDonough and Shaw (2003) and McGrath (2002) provide a two-level model. The first level suggested by McDonough and Shaw includes a short internal assessment that includes requirements relating to the organizational basis of the textbook, as expressly indicated by the author/publisher through the cover, introduction, and table of statements of content. The second level proposed by McDonough and Shaw (2003) involves an in-depth internal investigation of the textbook, to see how far the materials in question match up to what the author claims as well as to the aims and objective s of a given teaching program.

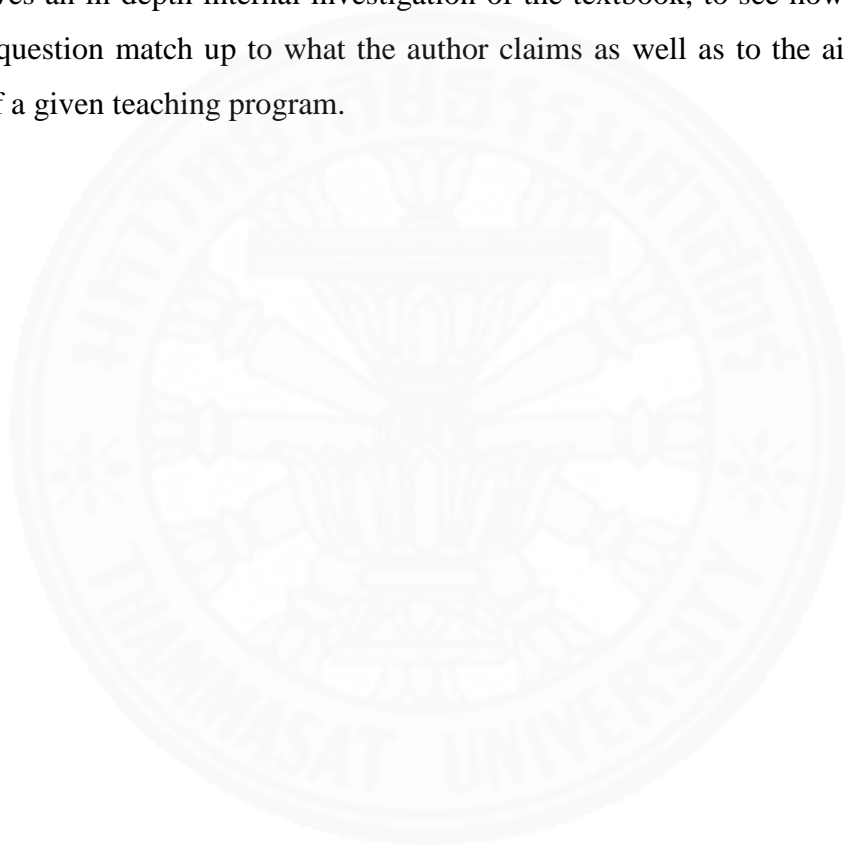


Table 3.2 *The General Information for Commercial and In-House Textbooks*

Unit Topic				Level
Commercial Textbook Topics		In-House Textbook Topics		
CT1	CT2	IHT1	IHT2	Pre-Intermediate
Unit 1 World Tourism	Unit 1 Types of Holiday	Unit 1 General Information	Unit 1 Interesting Places	
Unit 2 Jobs in Tourism	Unit 2 A Career in Tourism	Unit 2 Travel and Transportation	Unit 2 Accommodations	
Unit 3 Visitor Centres	Unit 3 Trends in Tourism	Unit 3 Accommodation	Unit 3 Travel and Transportation	
Unit 4 Package Tours	Unit 4 Where People Go	Unit 4 Shopping	Unit 4 Shopping	
Unit 5 Hotel	Unit 5 Travel Agents	Unit 5 Giving Directions	Unit 5 Traditions and Customs	
Unit 6 Food and Beverage	Unit 6 Tour Operators	Unit 6 Visiting a Historical Park	Unit 6 Recommending Tours	
Unit 7 Nature Tourism	Unit 7 Promoting a Destination	Unit 7 Thai Food	Unit 7 Taking Tour Bookings	
Unit 8 Air Travel	Unit 8 Responsible Tourism	Unit 8 Thai Culture and Traditions	Unit 8 Making Accommodation Arrangements	
Unit 9 Hotel Operations	Unit 9 Transport	Unit 9 Festivals and Ceremonies	Unit 9 Making Travel Arrangements	
Unit 10 Marketing	Unit 10 Customer Relations	Unit 10 Cultural Activities	Unit 10 Sightseeing Tours in Bangkok	
	Unit 11 Hotel Facilities	Unit 11 Visiting a Thai Temple	Unit 11 Sightseeing Tours in Ayutthaya	
	Unit 12 Selecting Locations	Unit 12 Special Interest Tour Sericulture	Unit 12 Sightseeing Tours in Sukhothai and Chiang Mai	
	Unit 13 Things to Do		Unit 13 Sightseeing Tours in the South	
	Unit 14 Marketing the Past		Unit 14 Cultural Shows and Manifestations	
	Unit 15 Business Travel			

Note: The following abbreviations are used for the textbooks: CT1 = Commercial Textbook No.1; CT2= Commercial Textbook No.2; IHT1 = In-House Textbook No.1; IHT2 = In-House Textbook N2

***Step 2: Textbook analysis, classifying content into types of culture, sources of culture and cultural aspects.***

After making an approximate prediction in step one, the investigator carried out the second step to examine the key ideas of cultural content under types of culture (Big “C” and little “c”, sources of culture (local, global, and glocal cultures) and cultural aspects (symbol, heroes, ritual, values, practices, stereotypes, cultural shock, enculturation and acculturation). Subsequently, they were coded under types and sources of cultures. This analysis enabled the examiner to count the different sources and types of cultural themes. For the purpose of theme classification under types of culture, the primary ideas for each section were determined in terms of descriptive research.

To analyze reading passages for sources of culture, There were three criteria. First, the source of culture was evaluated on the basis of identifying nations or other words related to nations such as cities, nationalities or currencies of specific countries, or using alternative ways of finding the origin of cultural sources. Second, in case reading passage contained one theme of culture belonging to many sources of culture, it was labeled as —Global Culture. Third, in case a reading passage contained only a single theme of culture and the source of the culture could not be found, it was labeled as —Unidentified Source of Culture.

To analyze the reading passage for themes of culture, the following criteria were established. First, the cultural theme was examined based on the main idea. Second, to identify the theme of culture, the cultural content of each reading passage was coded according to the definitions and guidance adapted from Lee (2009). Third, in case problems arose in making a decision, dictionaries especially the Oxford Advanced Learner’s Dictionary (9th Edition) and the Longman Dictionary of English Language and Culture (5th Edition), as well as other sources were consulted in order to distinguish whether certain cultural content belonged to a particular theme or not. Fourthly, on clarifying a certain theme, cross-checking was carried out between the scientists in order to reach a common agreement and validity on the identification of the cultural theme through subjective interpretation.

The investigator closely read word-by-word, phrase-by-phrase, sentence, and the image is given when doing the evaluation of the reading passage. Passage which contain element of culture then be marked and the indicating word or phrase that show the cultural content and cultural aspect will noted for further analyzing. So this study was analyzed 51 reading passages of four English for Tourism textbooks.

### **Coding**

Codes are developed to ease the classification. The codes that being constructed and used for this study is as follow:

All of the passages were coded into the source of culture as follow:

LC = Local Culture

GC= Global Culture

GCC= Glocal Culture

Codes for types of Culture theme as follow:

BC = Big “C” culture

LTC= little “c” culture

Codes for cultural aspects as follow:

SB = Symbol            H = Heroes

R = Ritual            V = Values

P = Practices            ST = Stereotypes

CS= Cultural shock    EA = Enculturation and Acculturation

Here is an example of unit analysis on reading passage in commercial textbook

## Bhutan – the happiest country in the world

The tiny kingdom of Bhutan is a country in a remote part of the Himalayas. The country has a rich heritage and is full of spectacular monasteries called *Dzongs* – which is also the origin of the name for the Bhutanese language, *dzongkha*.

Although Bhutan may not be one of the richest countries in the world, it is officially one of the happiest. The government of Bhutan believes in promoting the nation's 'gross national happiness' (GNH). The King first used the phrase GNH in 1972 and his son, one of the

world's youngest heads of states, rules with the same philosophy.

Bhutan is an isolated country and its airport, Paro, is one of the most spectacular but also one of the scariest airports in the world to land in. The route through the mountains is very difficult to navigate and only ten pilots know how to! The Tourism Council of Bhutan is training cooks and guides in cultural and trek tourism, both of which are popular. However, the government wants to prevent mass tourism so visitors have to pay a tourism tax of \$165 to \$200 per day.

GC

BC

SB

Source: Dublicka and O’Keeffe (2013, p. 26)

This passage can code “GC”. This code means that the passage is in the cultural content which represent source of culture (global culture). The code of BC means cultural content which present Big “C” culture under the history theme. The code of SB refers to symbols which present words of Bhutan such as “dzongs”, and “dzongkha”.

### 3.3 Data Analysis Framework

Data in qualitative studies can be either texts or visual. Furthermore, Creswell (2007) identified that the data could be words, pictures, themes, ideas and any messages that are planned to be communicated, and the text can be written, visual or spoken forms that are served as a medium of communication, such as books, pictures, films and documents. In this study, researcher uses all reading passage in reading task related to cultural content and cultural aspects in the textbook.

To answer the research questions, the results from the textbooks content analysis were descriptively explained and discussed: unit title, objective, and structure of textbook; types of culture and themes of culture; sources of culture, and cultural aspects included in the four English for Tourism textbooks. In order to examine the cultural content in the commercial and in-house English for Tourism Textbooks used at Suratthani Rajabhat University, there were analyzed in terms of source of culture using an analytical framework based on Cortazzi and Jin (1999). The framework for the analysis of type of culture and themes of culture in the textbooks was modified from

Lee, 2009 and Xiao, 2010 model which classifies themes of culture into Big “C” and little “c” cultures, containing of 9 and 7 themes respectively. The aim of research question two examines cultural aspect in the commercial and in-house English for Tourism Textbooks used at Suratthani Rajabhat University, they were analysed in term of values, practices, symbols, heroes, and rituals by adopting Hofstede’s model. Additionally, the concept of stereotypes, cultural shock, enculturation and acculturation were also analysed based on Albu, 2015. The unit title, objective, and structure of textbook presented in Table 3.1 and 3.2, and types of culture and sources of culture presented in Table 3.3

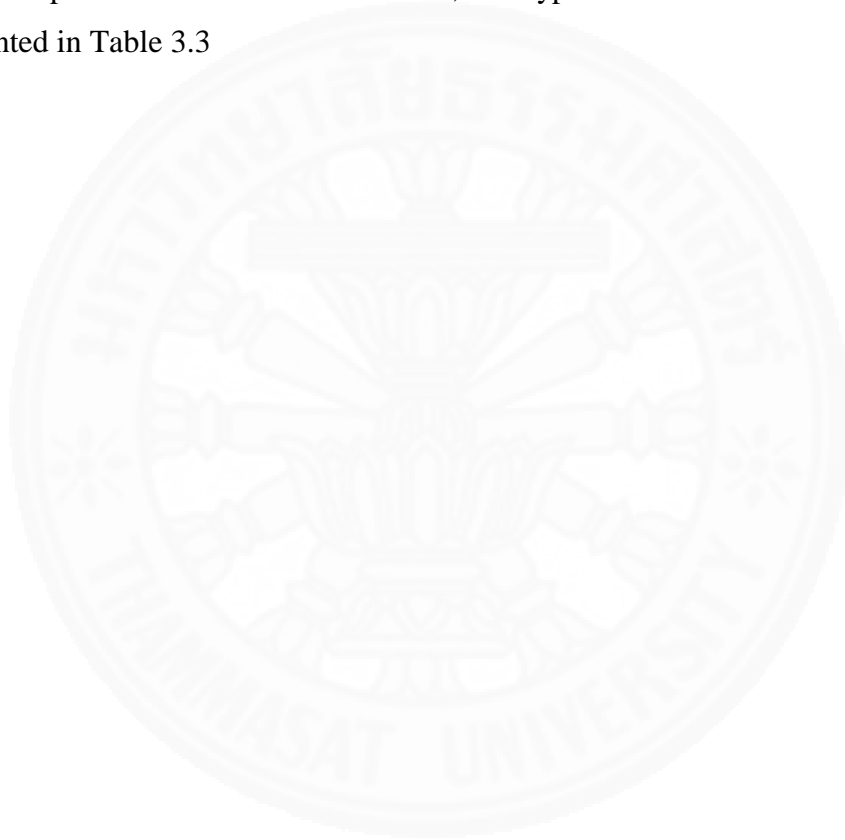


Table 3.3 *The Representation of Cultural Content in Commercial and In-House Textbooks*

Textbooks	Type of Culture				Source of Culture						Total of Unit
	Big “C” (9 themes)	Percentage (%)	Little “c” (7 themes)	Percentage (%)	Local Culture	Percentage (%)	Global Culture	Percentage (%)	Glocal Culture	Percentage (%)	
	(Economy, Geography, Architecture, History, Social norms, Politics, Literature/Art, Education, Music)	frequency	(Lifestyle, Hobbies, Food, Holidays, Customs, Values, Gestures/Body languages)	frequency							
<b>CT1</b>											
<b>CT2</b>											
<b>CT1 + CT2</b>											
<b>IHT1</b>											
<b>IHT2</b>											
<b>IHT1 + IHT2</b>											
<b>Total</b>											

Note: The following abbreviations are used for the textbooks: CT1 = Commercial Textbook 1; CT2= Commercial Textbook 2; IHT1 = In-House Textbook.1; IHT2 = In-House Textbook2.

An example of analysis cultural content in commercial and in-house textbooks

Textbooks	Type of Culture				Source of Culture						Total of Unit
	Big “C” (9 themes)	Percentage (%)	little “c” (7 themes)	Percentage (%)	Local Culture	Percentage (%)	Global Culture	Percentage (%)	Glocal Culture	Percentage (%)	
	(Economy, Geography, Architecture, History, Social norms, Politics, Literature/Art, Education, Music)	frequency	(Lifestyle, Hobbies, Food, Holidays, Customs, Values, Gestures/Body languages)	frequency							
<b>CT1 (10 units)</b>	Geography (3), Architecture (1), History (3)	7 (70%)	Lifestyle (1), Hobbies (1), Food (1)	3 (30%)	-	-	10	100	-	-	-
<b>IHT 1 (12 units)</b>	Economy (3), Geography (5), Architecture (2), History (2)	12 (100%)	-	-	11	92	1	8	-	-	-

After gathering all the cultural contents, they were categorised into cultural topics, and the types and categories of cultures were also studied. Types of culture were based on Lee (2009) and Xiao's (2010) assumption of cultural information used in English for Tourism textbooks culture, local culture, global, and glocal cultures. As these themes relate to the big "C" and little "c" cultures, cultural contents regarding the topic of culture are also studied under these categories.

To analyse cultural content presented in reading passage of the four textbooks, in terms of cultural theme, content analyses were carried out considering aspects of culture, and how the textbooks demonstrate cultural content in commercial and in-house English for Tourism textbooks, used at the Suratthani Rajabhat University. The textbook materials were coded according to Moran's (2001) coding scheme. Under this scheme, textbooks were divided into the four coding: CT1 = Commercial Textbook 1, CT2 = Commercial Textbook 2, IHT1 = In-House Textbook 1, IHT2 = In-House Textbook 2.

Table 3.4 *The Representation of Culture Aspects in the Commercial and the In-House Textbooks*

No.	Cultural Aspect	CT		Total	IHT		Total	Total Unit
		CT1	CT2		IHT1	IHT2		
1	Symbol							
2	Heroes							
3	Ritual							
4	Values							
5	Practices							
6	Stereotypes							
7	Cultural shock							
8	Enculturation and Acculturation							
<b>Total</b>								

The goal was to examine the cultural aspects and compare it in terms of manifested cultural similarities and differences between Native English authors and Thai authors. Thus, cultural aspects presented in each textbook was analysed according to the cultural differences, acted out in various ways, from a multitude of terms used to describe the manifestation of culture, obtained from a modified framework of Hofstede's (2005) and Albu (2015) model, as shown in Table 3.4 below. Cultural aspects, in this research, can be described in various ways by adopting Hofstede's model: values, practices, symbols, heroes, and rituals. Additionally, the concept of stereotypes, cultural shock, and enculturation and acculturation were proposed in this study. (Albu, 2015). In addition to understanding cross-culture as involving two or more groups, the relation between language and culture. This study focuses on these eight cultural aspects to examine cultural aspect in the commercial and in-house textbook written by authors who are different language and culture. Each unit were analysed on reading passage and picture.

### **3.4 Data Analysis**

In the textbook analyses, the researcher employed two primary stages. Related empirical research on the design and effectiveness of the cultural contents analysis was reviewed. To answer research questions, the data obtained from the textbook analyses were categorised into types of culture (big “C” and little “c”), sources of culture (local culture, global culture, and glocal culture), and cultural aspects (symbols, heroes, rituals, values, practices, stereotypes, cultural shock, and enculturation and acculturation). They were further calculated using frequencies and percentages to provide support in answering research questions. The qualitative data focussed on the kinds (types and sources) of cultural content and varieties (themes) of the big “c” and little “c” cultures in the textbooks.

First, to observe the presence of cultural content, the texts are investigated by employing the concept of a theoretical framework for culture. Additionally, the examined texts were analysed in terms of content. Second, after classifying the cultural contents and aspects in the texts, the frequency of each was then converted to percentages for comparison. These percentages were then analysed to determine which authors’ views, in each of the textbooks, occurred the most frequently. The findings of the textbook content analyzes were descriptively described and debated in terms of cultural topics in order to answer the study questions.

Content analyses were performed considering how the textbooks show cultural contents and aspects, to compare the aspects in terms of the manifest culture similarities and differences between Native English authors and Thai authors.

### **3.5 Reliability of the Instrument**

The reliability of the cultural contents and aspects was assured by two raters producing an agreement rate more than 80% embedded in the reading passage analysis, and classified them into tables. After counting their numbers, according to the agreement and disagreement frequencies, the results of agreement were collected by the

researcher and the raters. This study used inter-rater of Cohen's kappa represents the highest standard for documenting reliability consisting of two persons rating the same data (Cook and Beckman, 2006). The percent agreement method is the most straightforward and intuitive approach to establishing reliability. Percent agreement ( $P_A$ ) is simply the ratio of items on which two raters agree to the total number of items rated, and is calculated using the following formula:

$$P_A = \frac{N_A}{N_A + N_D} \times 100$$

Where  $N_A$  is the total number of agreements and  $N_D$  is the total number of disagreements. One of the strengths of percent agreement is its flexibility, as it can be used with continuous, ordinal, or nominal coding categories.

Table 3.5 Reliability of Inter-Rater in Cultural Content and Cultural Aspects

Cultural Content and Cultural Aspects	Raters		% Agreement
	Rater 1	Rater 2	
<b>Source of Culture</b>			
Local Culture (Thai Culture)	1	1	1.00
Global Culture (International Culture)	1	1	1.00
Glocal Culture (Thai Culture + International Culture)	0	1	0.50
<b>Type of Culture</b>			
Big "C" culture	1	1	1.00
Little "c" culture	1	1	1.00
<b>Cultural Aspects</b>			
Symbol	1	1	1.00
Heroes	0	1	0.50
Ritual	1	0	0.50
Values	0	1	0.50
Practices	1	0	0.50
Stereotypes	1	1	1.00
Cultural shock	0	1	0.50
Enculturation and Acculturation	1	0	0.50
Study inter-rater reliability			0.95

The reliability of the cultural contents and aspects was assured by two raters producing an agreement rate 95% embedded in the reading passage analysis. As shown in Table 3.5, the cultural content and cultural aspects scores from the two raters were not significantly different at the 0.05 level in all three genres (source of culture, type of culture, and cultural aspect). These results showed that the scores from raters were reliable.

### **3.6 Chapter Summary**

This chapter discussed the research design and the data collection and analysis methods. This chapter attempts to complete the previous chapters by answering the research questions, obtaining data from the textbook analyses and categorising them into types of culture (Big “C” and little “c”), sources of culture (local culture, global culture, and glocal culture), and cultural aspects (symbols, heroes, rituals, values, practices, stereotypes, cultural shock, and enculturation and acculturation). This study focusses on qualitative data from content analysis. The next chapter will present the research findings, followed by conclusions and discussion in the last chapter.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

To complete this study properly, it is necessary to analyse the data and answer the research questions. This chapter reports the findings and discussions of the study based on the results obtained from the analysis of the cultural content in English for Tourism textbooks used at the Suratthani Rajabhat University, comparing cultural aspects in commercial and in-house textbooks. The primary findings and discussions will be presented in answering the following research questions:

#### **4.1 Research Question 1**

What are the cultural contents found in commercial and in-house English for Tourism Textbooks used in Suratthani Rajabhat University?

As stated in Chapter 1, one of the two main objectives of this study was to analyse the cultural content in commercial and in-house English for Tourism textbooks used in Suratthani Rajabhat University. The data source including reading passage from four English for Tourism textbooks were collected to analyse cultural content to see what source of culture and cultural themes found in English for Tourism textbooks.

To answer the first question, the cultural contents in commercial and in-house textbooks were analysed, as follows:

- a. Cultural topics, objectives, and structure of textbook
- b. Types of culture
- c. Sources of culture

#### **4.1.1 Cultural topics, objectives and structure of the textbook**

In this section, the researcher classified cultural information into topics for each textbook. The classifications of cultural information are: types of textbooks, unit topics, authors, and proficiency levels of the textbooks. The appearance of cultural topics varies, as can be seen from Table 4.1.1, providing general information about commercial and in-house textbooks. Table 4.1.2 describes objectives and structure of textbooks.



Table 4.1.1 *The General Information for Commercial and In-House Textbooks*

Commercial Textbook Topics		Authors	In-House Textbook Topics		Authors	Level
CT1 (10 reading passages)	CT2 (15 reading passages)		IHT1 (12 reading passages)	IHT2 (14 reading passages)		
Unit 1 World Tourism	Unit 1 Types of Holiday	Native English-speaking Authors	Unit 1 General Information	Unit 1 Interesting Places	Thai Authors	Pre-Intermediate
Unit 2 Jobs in Tourism	Unit 2 A Career in Tourism		Unit 2 Travel and Transportation	Unit 2 Accommodations		
Unit 3 Visitor Centres	Unit 3 Trends in Tourism		Unit 3 Accommodation	Unit 3 Travel and Transportation		
Unit 4 Package Tours	Unit 4 Where People Go		Unit 4 Shopping	Unit 4 Shopping		
Unit 5 Hotel	Unit 5 Travel Agents		Unit 5 Giving Directions	Unit 5 Traditions and Customs		
Unit 6 Food and Beverage	Unit 6 Tour Operators		Unit 6 Visiting a Historical Park	Unit 6 Recommending Tours		
Unit 7 Nature Tourism	Unit 7 Promoting a Destination		Unit 7 Thai Food	Unit 7 Taking Tour Bookings		
Unit 8 Air Travel	Unit 8 Responsible Tourism		Unit 8 Thai Culture & Traditions	Unit 8 Making Accommodation Arrangements		
Unit 9 Hotel Operations	Unit 9 Transport		Unit 9 Festivals and Ceremonies	Unit 9 Making Travel Arrangements		
Unit 10 Marketing	Unit 10 Customer Relations		Unit 10 Cultural Activities	Unit 10 Sightseeing Tours in Bangkok		
	Unit 11 Hotel Facilities		Unit 11 Visiting a Thai Temple	Unit 11 Sightseeing Tours in Ayutthaya		
	Unit 12 Selecting Locations		Unit 12 Special Interest Tour Sericulture	Unit 12 Sightseeing Tours in Sukhothai and Chiang Mai		
	Unit 13 Things to Do			Unit 13 Sightseeing Tours in the South		
	Unit 14 Marketing the Past			Unit 14 Cultural Shows and Manifestations		
	Unit 15 Business Travel					

The results of the analysis of the general information for commercial and in-house textbooks is shown in Table 4.1.1. The data demonstrate that the CT1 unit topics occurred in 10 units. The general goal of CT1 was education in terms of the following: To introduce and practice several words and expressions required in tourism industries through reading a text or listening; to explain key aspects of grammar within an authentic tourism context; to help students learn and practice effective interpersonal and business skills in tourism industries; and to motivate students to seek solutions for case studies. Table 4.1.1 shows that the topics included world tourism, jobs in tourism, visitor centres, packaged tours, hotels, food and beverages, nature tourism, air travel, hotel operations, and marketing. According to Tomlinson (2008) regarding textbook analyses, the textbook can also serve as a tool for motivating and stimulating language learning. It also helps teachers choose the most appropriate materials and demanding tasks related to the course objectives, and the role of the textbook in a language classroom is an important aspect of the curriculum. CT1 was written by a native English-speaking author.

Table 4.1.1 shows that CT2 unit topics occurred in 15 units. The general objective was of education, to help students understand how people speak English in different parts of the world. Table 4.1.1 shows that the topics involved, types of holidays, a career in tourism, trends in tourism, where people go, travel agents, tour operators, promoting a destination, responsible tourism, transport, customer relations, hotel facilities, selecting locations, things to do, marketing the past, and business travel. The author of CT2 was also native English.

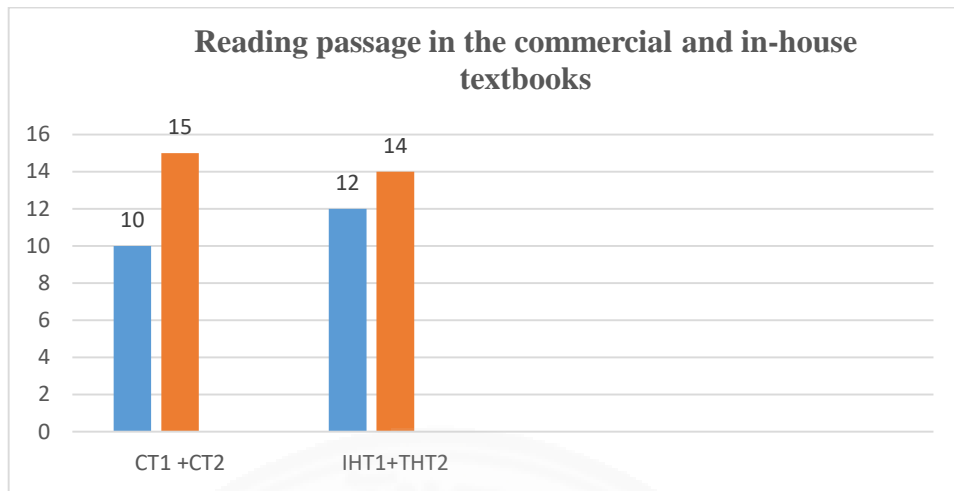
It can be concluded that unit topics were different for the number of units. However, the topics could be grouped into seven themes, under tourism information, careers in tourism, transportation, tourist places, accommodations, food, and marketing in tourism. The writers of both CT1 and CT2 were native English speakers.

It can be seen in Table 4.1.1 that IHT1 unit topics occurred in 12 units. The general objective was learning the following: Language skills and expressions used in English for tourism; dealing with foreign tourists; and providing cultural knowledge related to tourism industries. The table shows that the topics involve general information, travel and transportation, accommodation, shopping, giving directions,

visiting a historical park, Thai food, Thai culture and traditions, festivals and ceremonies, cultural activities, visiting a Thai temple, and special interest tours: SeriCulture. The writer of IHT1 was Thai.

Table 4.1.1 shows the IHT2 unit topics occurred in 14 units. The objective was education involving academic words regarding Thailand's tourism historical, natural, and traditional resources. The topics involve giving information on interesting places, accommodations, travel and transportation, shopping, traditions and customs, recommending tours, taking tour bookings, making accommodation arrangements, making travel arrangements, sightseeing tours in Bangkok, Ayutthaya, Sukhothai, Chiang Mai, and the South, and cultural shows and manifestations. The writer of IHT1 was also Thai.

To conclude, the number of units was not similar. The theme of both in-house textbooks involved five themes under tourist places in Thailand, accommodations in Thailand, tour operations in Thailand, shopping, and Thai culture. Moreover, the last part of each unit in this textbook is a glossary of terms with Thai translations. Some studies agreed that this course book design, containing an appendix of keywords, proved to be useful for the students conducting self-study, doing assignments, and in the comprehensive preparation for exams (McDonough & Shaw, 1993). This indicates that this textbook contains elements of surface or deep culture. The textbook authors took different approaches to presenting cultural information under the tourism theme; for instance, the authors of the commercial textbooks included native English speakers, and the authors of the in-house textbooks did not. However, the content, task, and conversation dialogues tended to deliver knowledge related to their own culture. The authors of the commercial and in-house textbooks paid attention to cultural content by presenting cultural information in each unit. The teachers would have to explain cultural information associated with the topics, and they would have to introduce cultural knowledge by discussing the current situation in the lesson related to culture. The results are illustrated in the bar graph below.



*Figure 4.1.* Unit topic in commercial and in-house textbooks

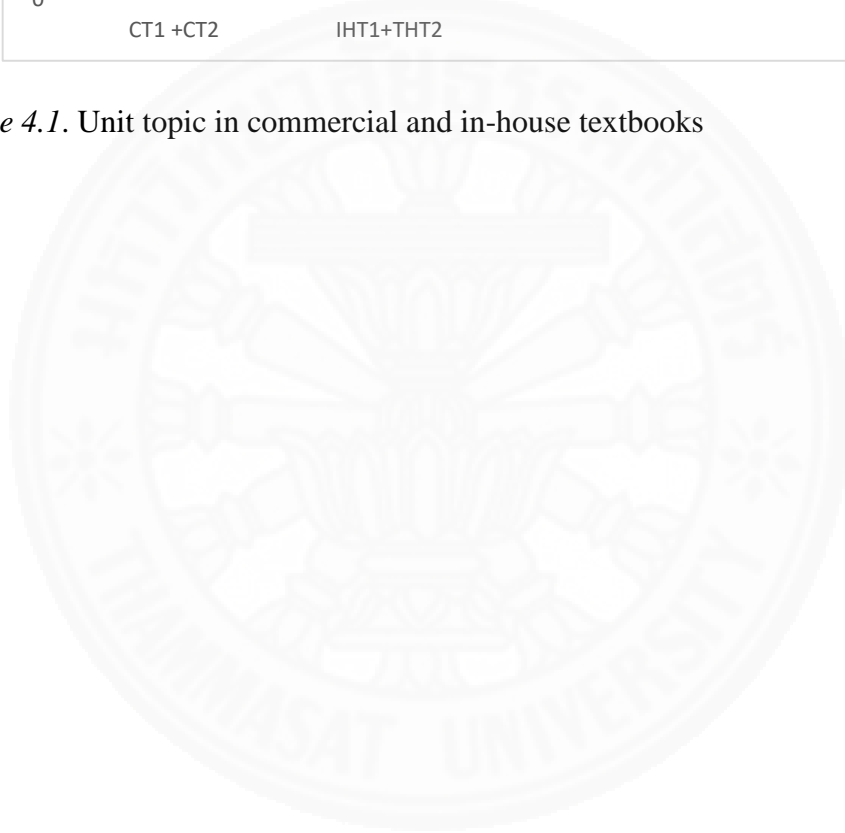


Table 4.1.2 Objectives and structure of Textbooks

Textbooks	Objectives	Structure of Textbook
CT1	<ol style="list-style-type: none"> <li>1. Build confidence in professional skills such as dealing with inquiries, marketing destinations, offering advice, negotiating, writing emails, and speaking to groups</li> <li>2. Develop language awareness through an integrated grammar and skills syllabus</li> <li>3. Acquire the specialized vocabulary needed by tourism professionals</li> <li>4. Practise language skills in realistic case studies that reflect issues in the tourist industry today</li> </ol>	<p>The textbook contains 10 units. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) speaking</li> <li>2) reading</li> <li>3) vocabulary</li> <li>4) listening</li> <li>5) writing</li> <li>6) case study</li> </ol>
CT2	<p>Provide excellent preparation for any of the major European examination in English for Tourism including the London Chamber of Commerce and Industry English for the tourist Industry exams</p>	<p>The textbook contains 15 units and three scenarios, all based on themes from the tourist trade. Each unit has the same structure: 1) preview 2) speaking 3) listening 4) language focus, 5) vocabulary 6) speechwork 7) reading 8) writing 9) learning tips 10) scenarios</p>
IHT1	<ol style="list-style-type: none"> <li>1. to be able to understand different aspects of tourism as well as to consolidate the language skills and expressions used in English for Tourism</li> <li>2. reinforce students' communication skills and to raise environmental awareness among students for the sustainability of the tourism industry</li> </ol>	<p>The textbook contain 12 units, all based on themes from the tourist trade. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) preview</li> <li>2) word study</li> <li>3) intonation</li> <li>4) listening practice</li> <li>5) speaking practice</li> <li>6) reading practice</li> <li>7) writing practice</li> <li>8) narration and discussion</li> <li>9) extended exercises</li> </ol>
IHT2	<ol style="list-style-type: none"> <li>1. prepare employees or students for a career in the travel and tourism industry</li> <li>2. improve English language skills for use on their jobs</li> <li>3. to be able to speak English with travellers from many different countries</li> </ol>	<p>The textbook contain 14 units, all based on themes from the travel and tourism industry. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) vocabulary development</li> <li>2) reading practice</li> <li>3) listening practice</li> <li>4) speaking practice</li> <li>5) communicative practice</li> <li>6) glossary of specialized terms</li> </ol>

The results of the analysis of the objectives and structure of the commercial and in-house textbooks in Table 4.1.2.

The objectives of CT1 were to build confidence in professional skills such as dealing with inquiries, marketing destinations, offering advice, negotiating, writing emails and speaking to groups, developing language awareness through an integrated grammar and skills syllabus, acquiring the specialized vocabulary needed by tourism professionals, and practising language skills in realistic case studies that reflect issues in the tourist industry. The textbook contains 10 units with 10 reading passages. The structure of this textbook was the same in each unit: 1) speaking 2) reading 3) vocabulary 4) listening 5) writing 6) case study. It should be noted that CT1 contains a variety of English language skills.

The objectives of CT2 were to provide preparation for any of the major European examinations in English for Tourism, including the London Chamber of Commerce and Industry English for the tourist Industry exams. The textbook contains 15 units and three scenarios, all based on themes from the tourist trade. The structure of this textbook was the same in each unit: 1) preview 2) speaking 3) listening 4) language focus, 5) vocabulary 6) speechwork 7) Reading 8) Writing 9) learning tips 10) scenarios. It should be noted that

It should be noted that the commercial textbooks included objectives to develop English professional skills in Tourism industry. In the context of Thai education, it is important to explore how English language textbooks reflect cultural diversity, including cross cultural components. This can develop Thai students' awareness in intercultural communication (Nipaspong, 2011). Baker (2008) states Thai students should be encouraged to explore cultural diversity in textbooks and compare them with their Thai culture. Wongbiasaj (2003) suggests that commercial textbook providing international culture are suitable for learning native English culture.

The objectives of IHT1 were to help students understand different aspects of tourism as well as to consolidate the language skills and expressions used in English

for Tourism and to emphasize students' communication skills and raise environmental awareness among students for the sustainability of the tourism industry. The textbook contain 12 units, all based on themes from the tourist trade. The structure of this textbook was the same in each unit: 1) preview 2) word study 3) intonation 4) listening practice 5) speaking practice 6) reading practice 7) writing practice 8) narration and discussion 9) extended exercises.

The objectives of IHT2 were to prepare employees or students for a career in the travel and tourism industry, to improve English language skills for use on their jobs, and improve employees' or students' ability to speak English with travellers from many different countries. The textbook contain 14 units, all based themes from the travel and tourism industry. Each unit has the same structure: 1) vocabulary development 2) reading practice 3) listening practice 4) speaking practice 5) communicative practice 6) glossary of specialized terms.

Tomlinson and Masuhara (2004) maintain the process of developing their own in-house textbooks would provide experience and benefit in both personal and professional development for EFL teachers. For this reason, Thai teachers are encouraged to develop in-house textbooks that focus on cultures, learning strategies and methods, taking into account class time limitation, students' background, and target situations that students might confront in the future (Huang and Shih, 2009; Tomlinson and Masuhara, 2010). The in-house textbook under consideration was written by Thai authors and publish by a Thai press. Next, the types of culture were analysed to find the big“C” and little “c” cultures in the commercial and in-house English for Tourism textbooks.

#### 4.1.2 Types of culture

Cultural types in this study have been categorised using a modified version of Lee's (2009) and Xiao's (2010) concepts of big "C" and little "c" cultures. The cultural content in this study was categorised in terms of local culture (Thai culture), global culture (international culture), and glocal culture (combination of local and global cultures). Xiao (2010) examined the distribution of cultural details under big "C" and little "c" types and designed 16 themes to carry out his examination. This study modified the similar themes of Lee (2009) and Xiao (2010) as follows:

- (1) Big "C" cultures are (nine themes): politics, history, economy, geography, literature/art, social norms, education, architectures, and music.
- (2) Little "c" cultures are (seven themes): food, holiday, lifestyle, customs, values, hobbies and gestures/ body languages.

Next, the cultural content analysis indicated that the theme of culture deals with 16 themes of cultural topics, grouped into big "C" and little "c" cultures. Table 4.1.2 below shows the representation of the cultural content in English for Tourism Textbooks.

Table 4.1.3 *The Representation of Cultural Content in Commercial and In-House Textbooks*

Textbooks	Types of Culture				Sources of Culture						Total reading Passage
	Big “C” (9 themes) (Economy, Geography, Architecture, History, Social norms, Politics, Literature/Art, Education, Music)	Percentage (%)	Little “c” (7 themes) (Lifestyle, Hobbies, Food, Holiday, Customs, Values, Gestures/Body languages)	Percentage (%)	Local Culture	Percentage (%)	Global Culture	Percentage (%)	Glocal Culture	Percentage (%)	
<b>CT1</b>	7	70	3	30	N/A	N/A	<b>9</b>	<b>90</b>	1	10	10
<b>CT2</b>	14	93	1	7	N/A	N/A	<b>15</b>	<b>100</b>	-	0	15
<b>CT1+CT2</b>	<b>21</b>	<b>84</b>	<b>4</b>	<b>16</b>	N/A	N/A	<b>24</b>	<b>90</b>	1	10	25
<b>IHT1</b>	8	67	4	33	<b>9</b>	<b>75</b>	1	8	2	17	12
<b>IHT2</b>	12	86	2	14	<b>14</b>	<b>100</b>	N/A	N/A	N/A	N/A	14
<b>IHT1+IHT2</b>	20	77	6	23	<b>23</b>	<b>89</b>	1	4	2	7	26
<b>Total</b>	<b>41</b>	<b>80</b>	<b>10</b>	<b>20</b>	<b>23</b>	<b>45</b>	<b>25</b>	<b>49</b>	3	6	51

Note: The following abbreviations are used for the textbooks: CT1 = Commercial Textbook No.1; CT2= Commercial Textbook No.2; IHT1 = In-House Textbook No.1; IHT2 = In-House Textbook No.2; N/A = Not Available

The cultural content presented in the textbooks can be also categorised according to the source of the culture (Lee, 2009). Lee (2009) categorised culture into two general types: big “C” and little “c”. Big “C” refers to “a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society.” Little “c” culture includes the routine aspects of life and the way of life. For Lee (2009), little “c” culture includes attitudes or beliefs and assumptions, focussing on the themes of food, holidays, lifestyle, customs, values, hobbies, and gestures/body languages. The distribution and percentages of the two types of culture and the 16 themes under big “C” and little “c” cultures in the four textbooks will be presented in this section.

Table 4.1.2 shows the representation of the cultural content in CT1. Out of 10 reading passages, the cultural contents were mainly focussed on big “C” (70%), while little “c” was given limited attention (30%). The presented big “C” culture more than little “c”. The theme of “history” was also observed at a high frequency. For example, the reading passage in CT1 introduces the history of the Edinburgh Bus Tour related to British culture. The example of little “c” culture given is food catering. The units analyzed in the reading passage have elements related to geography in every component of the textbook. Geography is an important part of the culture because it refers not only to physical aspects such as landforms, places, regions, weather but also to the development of social groups in all areas and people’s behaviour.

*An example of Big “C” culture in CT1 under the theme of history*

### Edinburgh Bus Tours – History on the move

The best way to find out about Edinburgh’s inspiring history. With over 500,000 passengers every year, Edinburgh Bus Tours is Scotland’s second most visited paid attraction.

Each tour, with live commentary in English, offers a great introduction to Scotland’s capital city. What’s more, our hop-on, hop-off tickets give you the flexibility to visit the famous sights around the city as we pass them.

- Commentary through headphones in French, German, Spanish, Italian, Dutch, Russian, Mandarin Chinese and Japanese
- 24-hour ticket
- HORRIBLE HISTORY English language channel for kids (and grown-ups too!)
- Hop-on, hop-off to visit the sights
- Main sights: New Town, St Andrew Square, Old Town, Edinburgh Castle, National Museum of Scotland, Scottish Parliament, Our Dynamic Earth

*Source: Dubicka and O’Keeffe (2013, p. 28)*

It can be seen, in above example, that there are analysed reading passage with cultural content in the CT1. The results show that global culture was presented in reading passage such as French, German, Spanish, Italian, Dutch, Russian, Mandarin Chinese and Japanese. In this study, there was a lack of emphasis on local culture. The Historical sites theme of Big “C” culture was found in this passage presenting the history of Edinburgh.

CT1 presented elements related to food/cuisine in all units and all components of the series. Cuisine is an important aspect of any culture, since several elements are involved in it, such as religion, people’s history, geography, and national identity, among others. , When traveling to other countries or sharing meals with people from other cultures, understanding the origins of the food is not easy unless the book helps acquire the necessary knowledge.

The data shown in Table 4.1.2 demonstrate that the authors of CT2 paid the most attention to big “C” culture, devoting 93% of the space on it and only 7% on little “c”. Big “C” culture consists of 4 themes economy, geography, architecture, and history. The only little “c” cultural topic was holidays.

### *An example of big “C” culture in CT2 under the theme of economy*

#### **HOTEL CONTRACTING**

Hotel contracting is one of the most crucial activities of any holiday company’s business – it is also one of the most demanding with an endless round of resorts and hotels and the inevitable negotiations of next season’s rates.

“We need hoteliers as much as they need us,” said Cadogan Travel’s tour operations general manager Gary David, who has made thirty-four visits to nine destinations featured in the winter brochure. “But they play games; there’s a lot of bluffing going on.”

He claims this year to have toured 170 hotel and self-catering properties, viewed 500 bedrooms and visited sixty-five handling agents. This is in addition to briefing couriers, inspecting hotel noticeboards to make sure material is well displayed (it often isn’t), visiting the tourist offices for each destination and dealing with forty airlines that serve the resorts.

“There are all sorts of politics,” said Mr David. “It is a question of attitude as well because some hoteliers like bigger operators while others do not.”

At Gibraltar’s Rock Hotel, the manager agreed to contributions for advertising and brochures, whereas in Tangier, the Rif Hotel manager refused to move from his 20 per cent hike in rates.

However, bartering for room rates is only one aspect of Gary David’s work. Others cover increases in room allocations, upgrades, added extras such as wine, fruit or flowers, afternoon tea, improved child reductions, long stay deals and contributions towards advertising, which are all used to improve the overall deal.

Another way of getting a better deal from hoteliers is to introduce a new section to the brochure which promotes the top hotel in each resort, and use this as a bargaining tool or give out awards to tempt them to give better discounts.

“In Gibraltar I’ve had to drop two hotels because of poor standards so I’ve got a shortfall in capacity. I’ve got to now to push for increased room allocation, but I’m dealing with hoteliers who don’t need me because most cater for business traffic.”

(adapted from *Travel Trade*)

*Source: Jacob and Strutt ( 2003, p.38)*

Big C culture is the most visible culture which deals with grand themes. Grand themes are those themes which one can see, taste, smell, hear, and touch. Thus, Big C includes themes like food, music, visual arts, language, celebrations, and games. Taking a closer look at a whole reading passage of this example, it was found that their reading passage were economy theme under Big “C” culture. The economy theme was found in the whole passage in a hotel market.

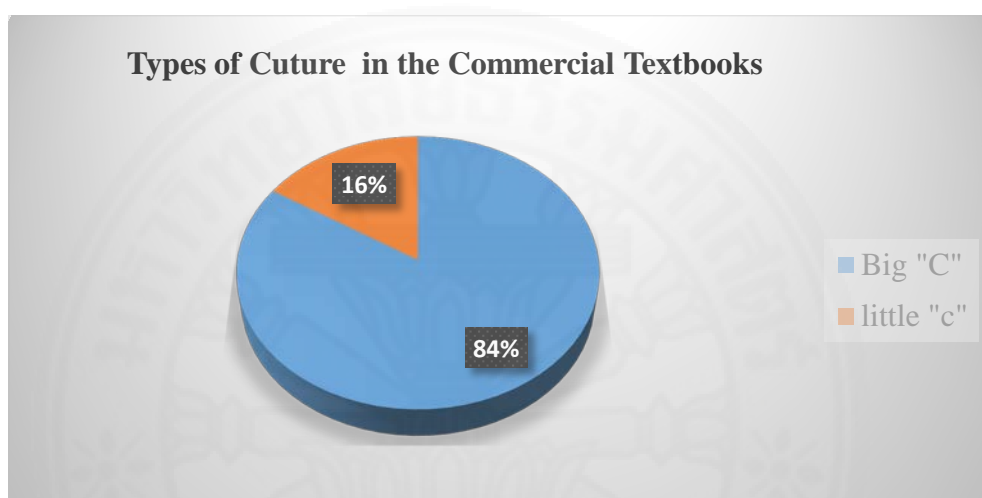


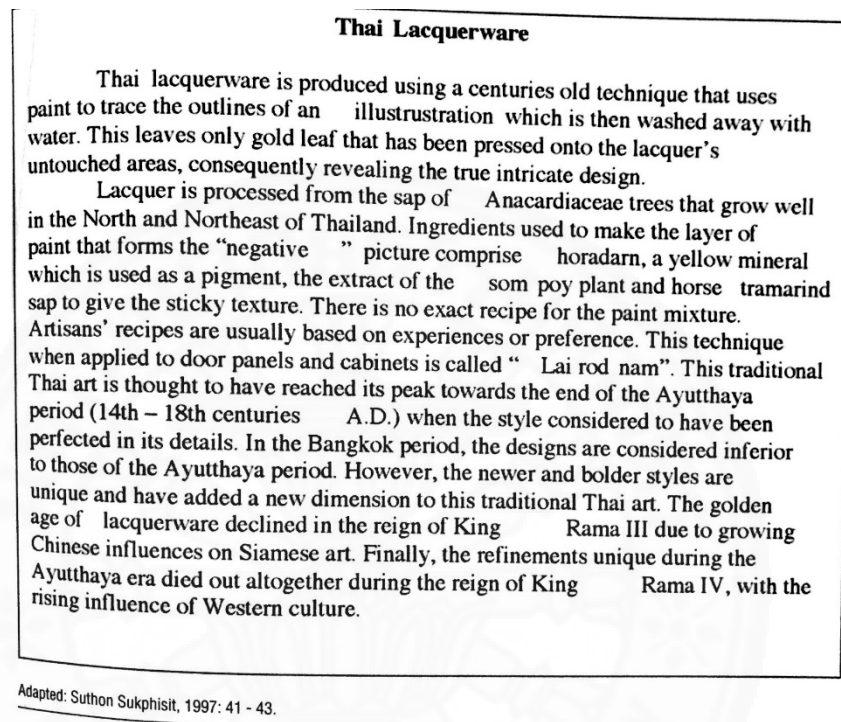
Figure 4.2. Types of culture in the commercial textbooks

The content analysis on types of culture (shown in Figure 4.2, under big “C” and little “c” culture concepts in CT1 and CT2) shows that big “C” is present in 84% of the 21 cultural topics, and only 16% of the four cultural topics show little “c” concepts. However, the content of the textbooks presented little “c” culture, which can help develop language learners’ intercultural communication and little “c” competencies. The top five themes found in the CT1 and CT2 textbooks were big “C” culture concepts – economy, geography, architecture/tourist place, social norms, and history and also five themes of little “c” culture – lifestyle, hobbies, food, values, and gestures/body languages.

Table 4.1.2 shows the representation of the cultural content in IHT1. Out of 12 units, big “c” is seen to be 67% in eight cultural topics, consisting of three themes – economy, architecture, and history. While, little “c” culture content was focussed on

(33%) under the six themes of lifestyle, food, holiday, customs, values, and gestures/body languages.

*An example of big “C” culture in IHT1 under the theme of history in Thai Lacquerware*



*Source: Wanichanugorn (2012, p.59)*

An example of little “c” culture in IHT1 under the theme of history in the North of Thailand. The “history” theme under Big “C” culture covered Thai traditional art during Ayutthaya period.

The data in Table 4.1.2 demonstrate that the authors of IHT2 paid much more cultural information for big “C” (86%) and little for little “c” (14%). The big “C” culture consisted of four themes – economy, geography, architecture, and history, and little “c” cultural topics consisted of six themes – lifestyle, food, values, holiday, customs, and gestures/body languages.

*An example of little “c” culture in IHT2 under the theme of customs in Songkran Festival in Thailand*



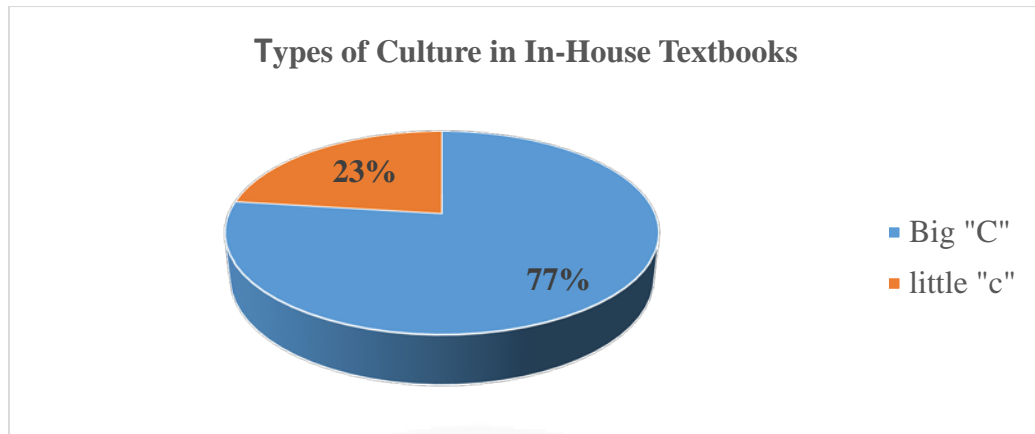
*Songkran, a playful festival of water.*

**April**

April 6 is **Chakri Day**, a national holiday to commemorate the founding of the Chakri Dynasty. Today's King Bhumibol Adulyadej is the ninth of the Chakri rulers. On this day only, the Royal Pantheon, in the grounds of Wat Phra Keo, is open to the public, displaying statues of the former kings. Usually in April is the annual **Red Cross Fair**, a charity affair under royal patronage at Amporn Gardens in Bangkok. There are stalls run by various celebrities and performances of classical dance and drama. The joyful height of April is **Songkran**, the old Thai New Year, essentially a religious holiday but more importantly a time of not a little revelry and horseplay. Between the 13th and the 15th, everyone celebrates - with rituals of merit-making, cleaning house and honouring elders, and a fun-fair of bazaars, parades, boat races, and pageants, folk dancing and lots of happy music-all accompanied by a great splashing around of water. Everyone is sure to get wet, usually a welcome cooling experience under Thailand's tropical sunshine.

*Source: Utawanit (2016, p.59)*

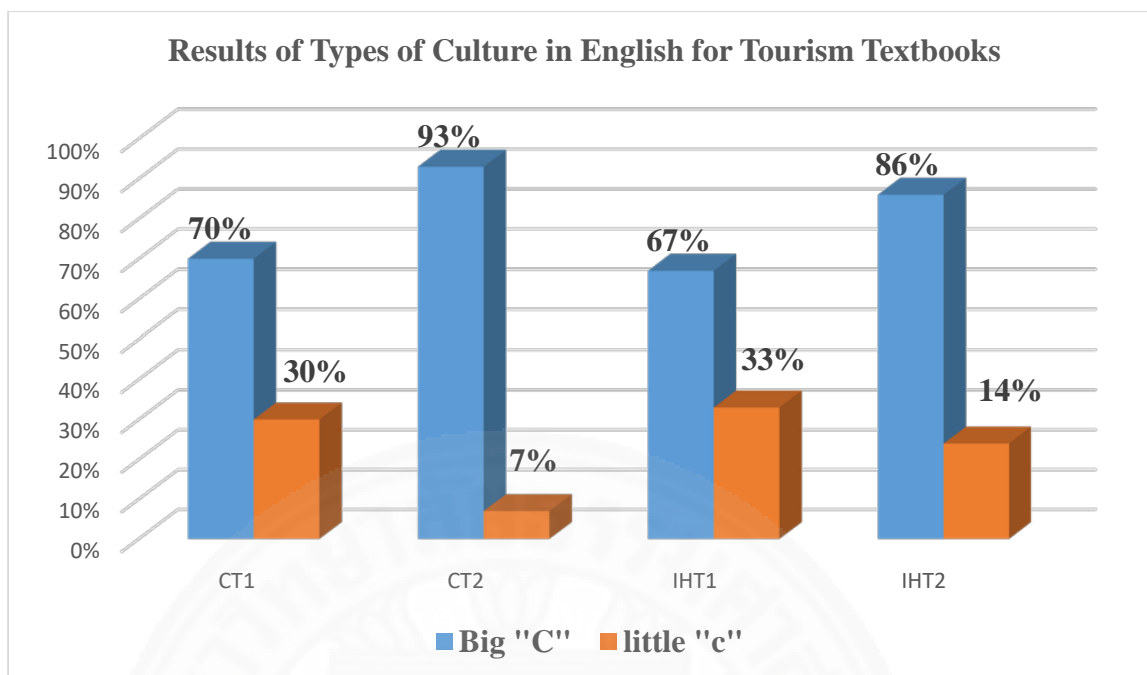
Elements related to Thai traditions were presented in all of the reading passages in IHT2. This feature of visible culture is one of the most important, since it allows students to understand the different practices in different communities and also may increase interest in knowing about the traditions of their own culture, even though the understanding of this aspect is linked with invisible culture.



*Figure 4.3.* Types of culture in in-house textbooks

As for all the results of content analysis on the type of culture, Figure 4.3 above shows the percentage of big “C” and little “c” cultures’ representation in IHT1 and IHT2. Big “C” culture is shown in 77% of the 20 cultural topics, and 23% of the six cultural topics which show the little “c” culture concept. The top four themes found in the in-house textbooks were: big “C” culture – economy, geography, architecture, and history; little “c” culture – lifestyle, hobbies, food, values, customs, and gestures/body languages.

The overall results comparing commercial and in-house English for Tourism textbooks are shown in Figure 4.4.



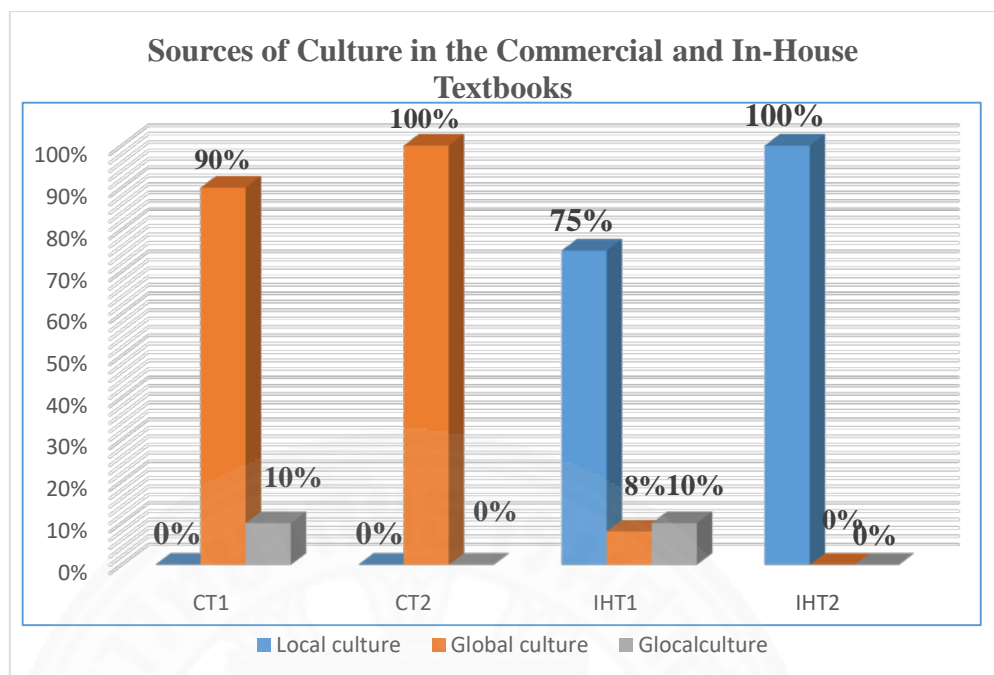
*Figure 4.4.* Results of types of culture in English for tourism textbooks

To conclude, the authors of the four English for Tourism textbooks paid much more attention big “C” culture than little “c”. Big “c” was present in 93% of CT2, 86% of IHT2, 70% of CT2 , and 67% of IHT2 . Little “c” culture ranked lower in the commercial and in-house textbooks. The highest to lowest representation of little “c” culture was in IHT1 (33%), CT1(30%), IHT2 (14%), and CT2 (7%). The answer to the first research question about the cultural content in the commercial and in-house English for Tourism textbooks is derived from the data analysis, based on the percentages of the types of culture. Big “C” culture was the most represented in all four textbooks. For examples of little “c” culture, these textbooks demonstrate the differences in British and American cultures in terms of writing tasks. There are small differences between British and American emails; for instance, for the introductory line, most British and Americans open with, “Thank you for your email about...” However, the British are extremely formal in the closing, they use, “Yours sincerely”.

### 4.1.3 Sources of culture

The source culture in this study refers to the local, global, and glocal cultures. The results will be presented in this section. The cultural content is analysed in terms of cultural sources, employing the framework adapted from Cortazzi and Jin (1999), Lee (2009), and Xiao (2010). Materials in a textbook cultural analysis categorised into source, target, and international cultures. Using this, the culture represented the most in these textbooks can be seen. Source culture refers to material presenting the language learners' own culture. Its aim is to accommodate the learners' needs to talk about their culture with visitors and help them be further aware of their own cultural identities. Target culture refers to the culture of native English-speaking countries, such as the United States and the United Kingdom. Textbooks in this category are the most popular mode of instruction in the EFL contexts. Its aim is usually exposing users to the cultural contexts of the target language. International culture materials refer to materials presenting a wide variety of cultures in countries where English is not used as the first or second languages, but as an international language, such as in China and Brazil. Its aim is raising the users' intercultural awareness and familiarising them with various socio-cultural contexts.

In addition, the source culture in this study consisted of three sources of culture. "Local Culture" refers to Thai culture, "Global Culture" refers to a variety of cultures in English and non-English speaking countries around the world, and "Glocal culture" refers to local and global considerations. The results regarding source of culture are shown in table 4.1.2 the representation of cultural content in the commercial and in-house textbooks.



*Figure 4.5 Sources of culture in English for tourism textbooks*

According to the data in Table 4.1.2 and the bar chart in Figure 4.4 the prominent source culture in CT1 was global culture (90%), and glocal culture (10%), while local culture was absent. The author of this textbook is from an English-speaking country.

CT2 focussed 100% on global culture, with local and glocal cultures being entirely absent. This author is also from an English-speaking country.

IHT1 represented 75% local culture, 17% glocal culture, and 8% global culture. The author of this textbook is Thai and a non-native English speaker.

IHT2 showed a 100% representation of local culture, with the complete absence of global and glocal cultures. The author is also Thai and a non-native English speaker.

To compare between CT1 and CT2, based on sources of culture, there was significant difference. Global culture occurred at a significantly higher frequency (100%), while local and glocal cultures were totally absent. The commercial textbooks

focussed on topics dealing with history, lifestyle, and/or other socio-cultural aspects. For example, in a text describing famous historical places, gothic history tours in Barcelona, the natural wonders of Africa and others were mentioned. This indicates that cultural themes in the commercial textbooks support the principles of intercultural learning and teaching. For instance, the holiday theme was described using examples from passages about holidays worldwide.

To compare between IHT1 and IHT2, based on sources of culture, there were significant difference between them. Local culture occurred at a significantly higher frequency (100%). On the other hand, IHT1 found some global and glocal cultural representations. Thai culture dominates in textbooks used in Thailand that are written by Thai authors. For example, in terms of the history theme, the textbook provides Thai historical reading tasks, such as passages about the Sukhothai Kingdom, the Ayutthaya Kingdom, the Emerald Buddha, etc. These texts also provide vocabulary knowledge with Thai meanings, such as Buddhist ordination procession (ขบวนแห่อุปสมบท), chamber (ห้องพระโรง), homage (การถือน้ำพิพัฒน์สัตยา), belfry (หอระฆัง), etc.

Regarding little “c” culture in the text, the passage illustrates the presentation of cultural information about a particular part of Thailand. For example, under lifestyle, the reading passage shows a guidebook for getting around Bangkok. The content deals with transportation modes, such as “tuk tuks”, and taxis.

The answer to the first research question, about the cultural content found in commercial and in-house English for Tourism textbooks, used at the Surathani Rajabhat University, was derived from the data analysis – which is based on the frequencies and percentages of the representation of the two culture types, including cultural themes and the three sources of culture. The cultural contents in the commercial textbooks mostly presented big “c” culture and global culture, whereas in-house textbooks mostly presented big “c” culture and local culture. The material analysis involved every aspect of the material presented in the textbooks, such as readings, conversations, grammars, visual illustrations, sentences, phrases, and words.

The chart above clearly shows that not every unit of the books contained source culture or, in terms of the in-house textbooks, Thai culture. Source culture was mostly presented through names of places (the Chao Sam Phraya National Museum, Wat Panun Cherng, Bang Pa-In Palace), food (Khanon Chin, Khao Yam, Nam Phrik), and festivals (Chakri Day, Loy Krathong, Songkran). Additionally, source culture was also represented through dialogues or conversations between two or more speakers. For example, two speakers introduced tourist attractions to each other and talked about their regions and countries. In commercial textbooks, source culture refers to the culture of the inner circle countries such as, the USA, the UK, Canada, Australia and New Zealand, and outer-circle and expanding-circle countries such as India, China, Malaysia, Japan, and Indonesia. Global culture refers to all cultures around the world.

From the analysis, it can be inferred that global culture was least present in the in-house textbooks but dominated the commercial textbooks. According to Peterson and Coltrane (2003), the teaching of culture should be carried out in the non-judgmental fashion, where the distinction between the source culture and the target culture do not clash. Kramsch (1991) suggested that the teaching of target cultures should encourage the learner's inter-cultural understanding and create an intersection of their culture and the target culture.

However, the cultural content in the commercial English for Tourism textbooks mostly focused on the culture of English speaking countries, especially British and American culture. Similar findings can be found in Xiao (2010) and Yamanaka (2006), where most of the cultural content focused on the American and British culture. In this study there was a lack of emphasis on local culture (Thai culture) and glocal culture (Thai local culture and international culture). It is evident that the description of cultural content in term of source of culture in the commercial textbooks were designed with the aim of enhancing the students' cultural knowledge of English speaking countries. The reason may have been that the authors were native English speakers.

The cultural content in the in-house English for Tourism textbooks mostly focused on Thai culture. Similar finding can be found in Bataineih (2009), a study to

find out the amount of authentic and artificial cultural aspects in the English language textbooks of the secondary schools in Jordan. After analysing the content, the result found that the textbooks are basically based on the learners' local culture, while the authentic target culture is ignored. In this study, there was a lack of emphasis on global and glocal culture (Thai local culture and international culture). It is evident that the descriptions of cultural content in term of source of culture (local culture) in the in-house textbooks were designed with the aim of enhancing the students' cultural knowledge of Thai culture. The reason may have been that the authors were Thai. The Thai cultural content meets the learners' needs and the teachers' expectations to understand their own culture and to describe their own culture to other different language and cultural background. Nevertheless, it is strongly confirmed with Alsamani (2014) that the inclusion of cultural content in language teaching materials is essential to help students interpret and understand the target culture, compare it with their native culture, and enhance their awareness of their own native culture.

#### **4.2 Research Question 2**

What are the cultural aspects presented in the commercial and the in-house English for Tourism textbooks used in Suratthani Rajabhat University?

To answer this question, the researchers analysed textbook by textbook and unit by unit in terms of reading passages and pictures to count the frequency of the cultural aspect of English and Thai native authors, using Hofstede's (2005) and Albu's (2015) framework of the eight manifestation of cultural aspects (symbols, heroes, rituals, values, practices, stereotypes, cultural shock, and enculturation and acculturation). Tomlinson (2012) also suggests that language teachers should incorporate localized and personalized cultural aspects into their lessons or even develop textbooks that can represent learners' inner voices. This section presents and discusses the main findings, categorised into these eight manifestations. It is generally accepted that the English language is used internationally; its learners, therefore, need to be aware of the cultural differences and possess intercultural communicative competence. Such knowledge can,

in part, be learned from an English language textbook. Culture is one of the factors that determine the way people think, act, and interact. Some of them are obvious, such as customs, art, food and celebrations. Others, such as social status, body language, social interaction, sense of humour, concept of time, or even the definition of insanity, are not as noticeable. Communication with foreigners is about understanding this hidden part of their deep culture. The concept of culture can be explained in several ways; several theories have been developed to deal with the issue. Hofstede et al. (2016) defined culture as “a collective programming of human mind that separates the members of specific group of people from another. This refers to the process that every human has been learning since birth”. (Hofstede et al., 2010, p. 6.). Hofstede has also described culture with an onion model, which is described in Chapter 2: Literature Review. The layers are symbols, heroes, rituals and values. The outer layer is formed by symbols: words, gestures, and objects that have specific meanings for the people who share the culture.

The manifestation of culture in Hofstede’s (2005) and Albu’s (2015) framework for analysing the cultural aspect in commercial and in-house textbooks is shown in Table 4.3. There are eight cultural aspects in this study, based on the differences in acting out and of describing the manifestation of culture.

<b>8 cultural aspects in this study</b>	<b>Definition</b>
Symbols	Words, gestures, pictures
Heroes	Persons who are alive or dead, real or imaginary, patterns of behaviour
Rituals	Greetings, respect for others, social and religious ceremonies
Values	Individual attitude, evil versus good, ugly versus beautiful, and abnormal versus normal
Practices	How symbols, heroes, and rituals are interpreted by an outside observer within the group
Stereotypes	Aggressive reactions, a set idea that people have about what someone or something is like, especially an idea that is wrong
Cultural shock	A feeling of confusion felt by someone visiting a country or place that they do not know
Enculturation and acculturation	Enculturation is the process by which an individual learns the norms and values of a culture, from the time that they are born. On the other hand, cultural modifications of an individual or a group of people, as a result of prolonged contact with other cultures, is known as acculturation.

Examples of some cultural aspects in English for Tourism textbooks

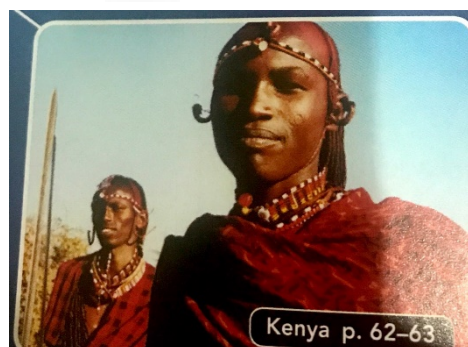
*Cultural aspect “Heroes”*



*Source: Dubicka and O’Keeffe (2013, p. 26)*

These picture and reading passage show the cultural aspect about heroes; Bhutan’s King and Queen. Jigme Khesar Namgyel Wangchuck is the King of Bhutan. He dressed in Bhutan dress — the knee-length gown all Bhutanese men wear — he then sat cross-legged on the ornate Golden Throne, looking solemn but allowing himself one fleeting smile, as offerings were made to the new king and the gods.

*Cultural aspect “Stereotype”*



*Source: Dubicka and O’Keeffe (2013, p.62J)*

This picture shows the stereotype people in Kenya though is that they are all runners. Given our modest prowess in athletics, which is just about the only thing we are known widely for, foreigners seem to take it for granted that we can all chase down a deer. Most of the stereotypes about Kenya are like those of most other sub-saharan African countries such as poverty and disease. “Stereotyping is portraying one set of people exhibiting one set of values, behaviors and roles” (Ndura, 2004).

### *Cultural aspect “Symbol”*



*Source: Jacob and Strutt (2003, p.24)*

A symbol is a concrete reality (a building, a statue, a coin, etc.) that communicates something intangible (an idea, a value, a feeling): consequently, a place of power is by definition a symbolic place, which is a vehicle for power in the spatial order and for space in the order of power. Symbols in these picture can estimate the countries. (This last sentence makes no sense to me. Do you mean the symbols can cause us to believe something [perhaps falsely] about the country? Or perhaps cause us to underestimate the country?)

*Cultural aspect “Enculturation”*

**Merit making**

To celebrate the end of Buddhist Lent (Ok Phansa), a Wax Castle Procession and Royal Trophy Long-Boat Race are scheduled at Ming Muang Field, Sakhon Nakhon province, from Saturday to Tuesday. Isan residents will mould beeswax into miniature Buddhist temples and shrines to gain merit, an act which they believe will help them during reincarnation. The event also features the boat races, traditional Northeastern cultural performances and festivities.

For further details call 042-513-490-1.



*Source: Utawanit (2006, p,143)*

Enculturation is the process by which an individual learns the norms and values of a culture, from the time that they are born. Thai people learn the norms and values of making merit when we are young. According to Kirshner and Meng, (2011), enculturation teaches, amongst other things, moral values, behaviors, expectations, and rituals.

To answer the second research question, data were collected and analysed, as shown in the following tables: Table 4.3 shows the frequency and percentage of occurrence of the eight cultural aspects in commercial and in-house English for Tourism textbooks.

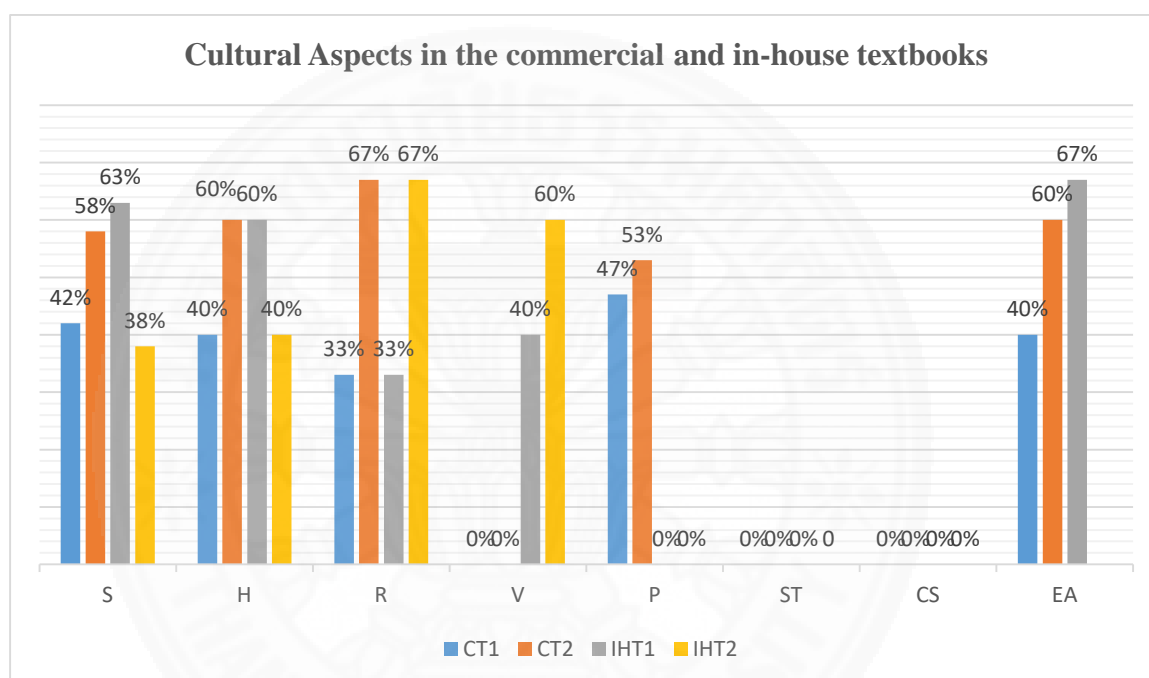
Table 4.3 *The Culture Aspects in Commercial and In-House Textbooks*

No.	Cultural aspect	Commercial Textbooks		In-House Textbooks	
		CT1 Frequency/ Percentage	CT2 Frequency/ Percentage	IHT1 Frequency/ Percentage	IHT2 Frequency/ Percentage
1	<b>Symbol (S)</b>	8 (42%)	11 (58%)	<b>5 (63%)</b>	3 (38%)
2	<b>Heroes (H)</b>	4 (40%)	<b>6 (60%)</b>	<b>3 (60%)</b>	2 (40%)
3	<b>Ritual (R)</b>	2 (33%)	<b>4 (67%)</b>	1 (33%)	2 (67%)
4	<b>Values (V)</b>	N/A	N/A	2 (40%)	<b>3 (60%)</b>
5	<b>Practices (P)</b>	8 (47%)	<b>9 (53%)</b>	N/A	N/A
6	<b>Stereotypes (ST)</b>	N/A	N/A	N/A	N/A
7	<b>Cultural shock (CS)</b>	N/A	N/A	N/A	N/A
8	<b>Enculturation and Acculturation (EA)</b>	2 (40%)	3 (60%)	<b>2 (67%)</b>	1 (33%)
<b>Total</b>		<b>16</b>	<b>24</b>	<b>13</b>	<b>11</b>

Thai cultural aspects in these textbooks are represented in terms of their qualitative contents, consisting of symbols, heroes, rituals, values, practices, stereotypes, cultural shock, and enculturation and acculturation. The following section will present these eight cultural categories and the foreign cultural aspects using the criteria given by Hofstede (2012). Culture influences communication, especially in intercultural communicative situations within tourism. Communication barriers, misunderstandings, and differences in cultural aspects may cause communication problems.

According to topics and themes presented, global culture is prominent in the commercial textbooks and local culture in the in-house textbooks. The in-house textbooks appeal to the Thai students' interests and their own experiences and cultural backgrounds and motivates them towards language learning. In addition, the Thai authors of the in-house textbooks seem to believe that cultural knowledge can help students interpret the context and the cultural references in a communication situation,

especially when they involve local culture (Thai culture). They have something worthwhile to talk about in their attempts to learn the language. Such claims might be supported by a statement in the introduction to these textbooks, stating that “Each unit explores intellectually challenging, contemporary themes to stimulate critical thinking skills while building language competence”. Thus, it appears that factual knowledge about the country or countries in which the language is spoken is seen to be particularly important in this connection.



*Figure 4.6* Cultural aspects in the commercial and in-house textbooks

Regarding the percentage of the cultural aspects, Figure 4.5 shows a total 16 topics from the CT1. Among these topics, 42% described symbols, 40% heroes, 33% rituals, 47% practices, and 40% enculturation and acculturation, while values, stereotypes, and cultural shock did not appear in the contents of this textbook.

CT2 shows that symbols (58%) dominate the cultural aspects in this book, with 60% heroes, 67% rituals, 53% practices, and 60% enculturation and acculturation, out of a total of 24 topics. It is followed by dimensions of perspectives (29.51%), while values, stereotypes, cultural shock did not appear in the contents of this textbook.

The results indicate that four main cultural aspects were used in the commercial textbooks; symbols, heroes, ritual, and enculturation and acculturation, while values, stereotypes, cultural shock did not appear in the contents. For instance, a passage talking about words and picture dealing with many countries, such as America, France, England, China, India, Japan, can allow students to learn about the nature of culture, and provide them with information about a whole range of cultural differences. The commercial textbooks show currency symbols, such as the dollar (\$), the pound (£). They refer to the currencies of American and British cultures. In terms of value, these textbooks show Western greetings. Western cultures presented in the commercial English for Tourism textbooks are country symbols and unfamiliar places for Thai students. This can stimulate Thai students to think that English is important for interacting interculturally, with people outside their own country. The symbols present international tourist attractions as well. In addition, these textbooks gave some example to show the heroes of each country, such as “the Maasai people of East Africa live in southern Kenya”, and “Mozart composed many of his best-known symphonies, concertos, and operas”. Moreover, the people from the different countries that appear in the textbook hold a neutral celebratory attitude. They motivate tourists to go sightseeing, travel all over the world, go shopping, and have nice, polite conversations, implying that although the peoples of the world are different, they are able to live together because of their harmonious intercultural understanding. The foreign authors who pointed out the native English speakers’ cultures as their focus of intercultural teaching mainly referred to Western culture. The reasons why they focussed on Western culture in the textbook rather than the local culture (Thai culture). (This sentence has no verb. What are the reasons?) Regarding values, for example, the text shows situations at the restaurant; “Drinking beer with a meal” is an example of a custom. In examples that represent the Western way of living, people are shown keeping dogs as pets and eating pizza and fast food.

The percentages of the cultural aspects in the IHT1, from a total of 13 topics, are as follows: 63% of the topics describe symbols, 60% heroes, 33% rituals, 40% values, and 67% enculturation and acculturation, while practice, stereotypes, cultural shock did not appear in the contents of this textbook.

The percentages of the cultural aspects in the IHT2, from a total of 11 topics, are as follows: 38% of the topics described symbols, 40% heroes, 67% rituals, 60% values, 33% enculturation and acculturation, while practice, stereotypes, cultural shock did not appear in the contents of this textbook.

To sum up, this study found four main Thai cultural aspects represented in in-house textbooks, namely values in 100% of the books, enculturation and acculturation in 38%, heroes in 33%, rituals in 33%, and symbols in 30%. In the in-house textbooks, a part of the text discussed the cultural values of Thai boxing, Thai traditions and customs such as the Loy Krathong Festival, Thai folklore, and Thai greetings. The reasons behind in-house textbooks using Thai culture as their focus of local culture teaching, rather than global culture, is because English teaching has traditionally been linked to information about glocal culture, including global and local cultures in the in-house textbooks. There are cultural representations with regard to heroes, including the Siamese king, in the in-house Thai textbooks. The in-house textbooks also discuss some common Thai socio-cultural aspects, such as spicy food and Thai language.

It is noticeable from the analysis results that the majority of themes of cultural content in both the student and teacher's books were those of Big "C" culture. Similar results can be found in Lee (2009) and Xiao (2010) underlining that all of the coursebooks for EIL classrooms in Korea and China neglected little "c" culture learning. This finding shows a conflict with the suggestions of many scholars (Tomalin and Stempleski, 1993, Pulverness, 1995) that culture learning and teaching should aim at learners' familiarization with both Big "C" and little "c" cultures and that the priority of culture learning and teaching in the EIL classroom should be given to little "c" culture in order to improve the learners' intercultural communicative competence and to expand their world view.

### **4.3 Chapter Summary**

Chapter 4 provides a detailed investigation of the research results, including insightful discussion of the findings, demonstrating the cultural contents and aspects of commercial and in-house English for Tourism textbooks, used at the Suratthani Rajabhat University. The next chapter will focus on a brief summary and discussion of the main findings, followed by limitations of the study, and recommendations for future research.



## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter discusses the conclusions, limitations of the current research, and recommendations for further research. This chapter starts with a brief summary and discussion of the main results. Limitations in the research design and methods of data analyses are also discussed. It may be noted that suggestions for such possible research are mentioned throughout this chapter, as and when various topics are discussed.

#### **5.1 Summary and Discussion of the Main Results**

In this study we have attempted to raise issues about the cultural content in EFL textbooks. The present study analysed four English for Tourism textbooks used at Suratthani Rajabhat University. The analyses revealed that the dominating content in all four textbooks was Big “C” culture. The commercial textbooks were dominated by global cultural content (international culture, with local culture (Thai culture) holding a very small percentage. It was also found that among the cultural topic themes under the Big “C” and little “c” cultures, the major themes were Big “C” (i.e. economy, geography, architecture, history and social norms). This lack of local information and imbalanced selection of cultural themes for the English for Tourism course might not be sufficient to develop non-native English students’ ICC. Thus, this might cause difficulties for students when taking part in intercultural communication. The in-house textbooks were dominated by categories local culture, with global culture (international culture) holding a very small percentage. However, when it comes to the pattern of presenting Big “C” and little “c” cultures across textbooks, all four textbooks were dominated by Big” C”.

This finding indicates that, in the commercial textbooks, the content on Western culture tends to put more value on the cultural topics related to the individual domain, such as daily life and practices. The representation of Western culture showed an

obvious imbalance in that textbooks, with relatively little content on little “c” cultural contents, which is connected to gathering an in-depth understanding of various cultures and their differences.

Referring to the second question of this study, it can be concluded that Thai cultural aspects are selectively chosen to be included in these commercial and in-house textbooks for university students to be aware of the diversity and differences among cultures. Drawing upon the findings of this study, it is evident that the Thai and Western cultural aspects are symbols, heroes, rituals, values, practices, stereotypes, cultural shock, and enculturation and acculturation. Symbols are the most represented in the commercial textbooks. These Thai cultural aspects were selectively chosen to be included in these in-house textbooks and do not appear in the commercial textbooks, so students are not made aware of cultural diversity and differences. Tomlinson (2012) also suggested that language teachers should incorporate localised and personalised cultural aspects into their lessons or even develop their own textbooks. This study hopes to encourage Thai authors, foreign authors, and relevant stakeholders to develop English language teaching textbooks by balancing local cultures and global culture, represented using glocal culture. This can allow them to further discuss their own and other cultures while learning English. Culture-based ELTs produced by foreign and Thai authors for Thai learners can, therefore, improve both the teachers’ and the students’ awareness of the relationships between language and culture, which can have an impact on their language teaching methodologies, material selection, and development, in order to reach the English language education goals in this globalised society. As evidenced by the findings, imbalances exist in the representation of culture content in terms of types of culture, sources of culture, and cultural aspects. The sources of cultural information can be used as a means to evaluate cross-cultural perspectives embodied in the textbooks. To improve the cultural knowledge, English textbooks should include more cultural materials that provide opportunities to compare the differences and similarities among cultures and countries. Elomaa (2009) determined that textbooks should equally include linguistic and cultural contents. Some pupils may never have real life contact with the target cultures, and, therefore, it is the teacher’s and the textbook’s task to replace the real-life contacts as accurately as possible.

Without learning about the culture, students will be lost while acquiring a language. All the cultural aspects can be included in the material being learned without being removed from the core of language learning itself. Cultural information in language textbooks is often scattered and over-generalised, and it touches only the surface, since values and personal feelings are often left out. For example, many textbooks present mainly imaginary and stereotypical middle-class families, who have no major problems in their life. She also suggested that textbooks should have a systematic way of approach a foreign culture and society.

Based on research findings. The researcher found that cultural content from Cortazzi's and Jins' (1999) framework were presented differently in the two selected textbooks. Also, the cultures in those textbook were presented slightly differently. The purpose of this discussion is to interpret and describe the significance of the findings. The researcher divided the discussion into two points to answer each of the research questions. First, the types of culture in each book were represented using all material presented in the textbook, such as pictures readings, statements, words, names of people, names of places, conversations or dialogues, and other activities. This finding was in line with previous researches conducted by Syahri and Susanti (2016), Silvia (2014), and Rashidi and Meihami (2016). In this study, I have learned the importance, processes, and methods of the content analysis research method. After understanding the concept, I explored the processes of conducting qualitative research with the help of content analysis, and I have discussed the issues to be addressed while applying this method. Content analysis is a qualitative research tool, used to determine the presence and meaning of concepts, terms, or words in one or more pieces of recorded communication. This systematic and replicable technique allows for compressing many words of text into fewer content categories. Content analysis is based on explicit rules of coding in order to allow researchers to make inferences about the authors (individuals, groups, organisations, or institutions), the audience, and their culture and time.

The research was conducted to find out the cultural contents and aspects in the commercial and in-house English for Tourism textbooks used at the Suratthani

Rajabhat University. The textbooks chosen for this research included contents that relate to International and Thai culture. The cultural content is derived from Lee's (2009) framework, while Xiao's framework (2010) is adopted to analyse how the cultures are represented in the textbook. Based on the second research question, the researcher concludes that the cultural aspects adopted from Hofstede's (2011) framework were found after the analysis. First, cultural content involves the examination of the types of culture: Big "C" and little "c". Sources of cultures are categorised into local, global, and glocal. Local culture refers to the learners' own cultures and, in this study, refers to Thai cultures. On the other hand, global culture refers to the countries that use English as their first language, second language, and foreign language. The last source is glocal culture, which refers to countries including both local and global cultures.

In terms of the three sources of culture, the global culture items predominate in the textbooks by native speaker writers. Almost none of the source culture (local culture) is addressed in the textbook written by native speaker writers. It is obvious that native speaker writers lack explicit resources of the Thai culture. On the other hand, as can be expected, more of the global culture items are represented in the textbooks by Thai writers. Including the source culture items is significant in that they are the only things that will offer learners of the source culture opportunities to learn about the culture. Regarding the international culture, including much of its in-depth information might not be easy because of the lack of cultural knowledge, limitations of the textbook, and the narrow range of the way in which the learner's needs have been perceived by the writer.

Culture with Big "C" has been traditionally emphasized in language teaching. It may now be recognized that 'culture with a little c' is as important as 'culture with a capital C' for language teaching and learning. The investigation of the frequency of each category showed that the number of categories the four textbooks used that were 'culture with a capital C' is larger than the number of categories used that were 'culture with a small c.' The difference in frequencies of using the two types of culture was more noticeable in the case of native speaker writers than in the case of Thai writers.

Particularly, the textbooks by Native English writers did not often present the cultural aspects in the textbooks. Despite covering a range of subjects, most items are about cultural content but rarely address cultural elements. The findings of the textbook evaluation in this research may increase the understanding of educators in an international language school about learning cultural material in English. Furthermore, these findings can provide helpful suggestions for the incorporation and assessment of cultural material in English teaching materials to develop intercultural communication skills for students.

## **5.2 Pedagogical Implications**

This study has significant implications for textbook authors, scholars, and teachers of English who not only wish to support Thai students' cultural contents and aspects but are also respectful of the diversity of cultures represented both inside and outside of the ELT, which will help them become better local and global citizens. It is important for teachers of English to raise language learners' awareness of different cultures so their beliefs and attitudes are not be dominated by the English native cultures represented in commercial ELT. The results of the current study provide some useful information for the ELT classroom. For the teachers who use the textbooks, they can see the whole picture of cultural contents presented in the textbooks, so it is easier for them to monitor what cultural topics the textbooks 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.

This content Analysis has certain implications for the field of education, the ELT Community in Thailand, for publishing houses, for textbook writers and, finally for me as a teacher-researcher. To begin with, it is important to highlight the implications for the field of education. It is necessary to mention that a change of mind about the books that are being used in classes is necessary. Our country decided to select the Common European Framework of Reference for Languages to be implemented when teaching and learning a language. This is why most of the books being used in classrooms are written and designed in English-speaking countries,

without taking into account the needs of the students that are going to use them and that belong to other contexts. Additionally some Thai textbooks are replicating the same model of the textbooks designed in English speaking countries. For the reason given above, this study contributes to the understanding of the importance to understand students' needs and students' cultural background to foster successful acquisition of English as a foreign language. According to Trujillo (2002), when students learn a language, they should be encouraged to be an active part in the construction of the world they are living in.

Finally, I am well aware that merely presenting cultural information is not enough to allow learners to use culturally appropriate language. Ayalew and Tsegaye (2012) state that through the process of internationalization and diversity efforts, universities have been hosting diverse cultural and linguistic groups of students. For their own institutional and pedagogical orientations, campuses ought to consciously address the growing need for healthy and democratic interaction among students, staff, and leadership. Institutional effectiveness is hardly possible without dealing with the needs of the workers. Therefore, institutions, especially English Departments need to consider revising the EFL curriculum in order to meet the students' needs for cultural and intercultural competence in their future careers.

### **5.3 Limitations of the Study**

First, the number of textbooks used for this analysis are four English for Tourism textbooks. The sample size is small compared to some previous researches that have used up to six textbooks. It will be difficult to find significant relationships from the data, as statistical tests normally require a larger sample size to ensure a representative distribution of the population and to be considered representative of groups of people, on to whom the results can be generalised or transferred. Since these textbooks are limited in number and in terms of cultural information, the sample could include supplementary materials in the EFL classroom, such as CDs or lesson plans. To conclude, the sampling method of the textbook selection might not be representative of all textbooks in every university.

Second, the present study investigated only the commercial and in-house textbooks used at the Suratthani Rajabhat University. It would be of interest to compare the cultural contents in the same course with other universities. Thai and other cultures are different from each other, but similarities can also be found between any two cultures. There are many obstacles in communicating effectively across cultures. Between cultures, further study may find that the most challenging aspects are the differences in ways of life, which also translates to different language styles. This study hopes to shed new lights on intercultural elements in the development of ELTs in a multicultural society. As a matter of fact, EFL teachers explained that they face difficulty in delivering the cultural content in the textbooks, because they cannot describe some English proverbs and idioms to the students, for their comprehension. This means that when students study another culture, they should take it as it is, without comparison with their own culture. Moreover, the difficulty might be caused by the teacher's lack of knowledge of the English culture, with a glaring need to involve themselves more in that culture. Thus, it is necessary that EFL teachers have widespread knowledge about English culture, since it is useful for learning and teaching a second language. Similarly with Zhao (2011) states, "second language learning is often second culture learning, and cultural competence is an integral part of language competence" (p. 850). Finally, the respondents expressed their satisfaction with the level of the cultural aspects in the textbooks, in relation to the students' proficiency levels.

Third, several approaches under cultural analysis could have been explored thoroughly. In the study, the content analysis approach was only to examine the types of culture (Big "C" and little "c" culture) and the sources of culture (local culture, global culture and glocal culture) in commercial and in-house textbooks. Finally, the analysis of cultural contents and aspects among these textbooks was conducted without perspectives drawn from the curriculum regarding multiculturalism, and this point can be noted for future research. One of the main variables in the study of culture is that it continually changes regardless of what kind of culture is deemed. The vibrant nature of culture is one of the greatest difficulties in exploring and describing cultural phenomena ; it definitely changes. Cultures are always transitional, always taking different shapes and forms. This characteristic condition applies especially in light of the recent

globalization and immigration movements across different continents. Cultural change is a powerful, high-context method in which people's lives change dynamically due to modifications in demographics, a country's financial operations, and geographical regions' environmental disasters (Williamson, 2002). Finally, the passage of time will be a major concern. Cultural change over every ten-year period of time shows a lot of differences from the previous ten years.

#### **5.4 Recommendations for the Future Research**

A further study recommendation would be to use the mixed methods research, consisting of closed-ended, open-ended questionnaires, interviews, and classroom observations. These different ways of gathering information can supplement each other, and hence, boost the reliability of the data and the validity of the conclusions. The items of the questionnaires are mainly developed to gauge cultural awareness in the EFL classroom.

There is also a need for further experimental research to examine whether users, both educators and learners, are happy with the teaching content in the chosen textbooks. There should be a further step taken with regard to the production of culture-based ELTs in Thailand that can enable our learners to discuss and explain their own cultural aspects and also help understand other cultures. As the core curriculum of English-speaking fundamental education in Thailand (Thailand's English Language Basic Education Core Curriculum B.E. 2551, A.D 2008) seeks to equip youthful Thai learners with knowledge of their own and other cultures to guide them in a globalized community, it is valuable for textbook writers, Thai teachers of English, and scholars to create English textbooks based on Thai and international cultures that can prepare our learners for the local lives and the world. Culture-based ELTs produced by Thai writers for Thai learners can, therefore, possibly develop both teachers' and students' awareness of the interdependent relationship between language and culture.

As the research methodology could examine a qualitative nature and might analyse people's own cultures and their personalities, resilience, comprehensibility,

manageability, and so on. Interviews and panel discussions with people from different languages and cultures are suggested.

Regarding the recommendation for the publishing houses, this study can help them to evaluate the materials in English language classrooms based on learners' cultural background. Similarly, publishing houses may give guidelines to authors to design materials that are related to our contexts and realities. In that sense, materials, especially textbooks, may be more meaningful for the target community.

Additionally, there are recommendations for textbook writers, considering that there is a large number of academics who want to develop their own materials, especially textbooks to teach English as a foreign language. This study may give them ideas of how the cultural content and cultural aspect should be presented in textbooks and in curricula including students' contexts and realities. Moreover, teachers, book designers, textbook evaluators, etc. may use the instruments designed by the researcher of this study in order to create or choose activities, tasks, texts for all the abilities with the purpose of promoting the development of intercultural competence in their students.

## **5.5 Research Summary**

According to the rationale of this study that interested the researcher in doing this research, the findings of this study attempted to understand cultural contents and cultural aspects presented in English for Tourism textbooks at the university level.

The researcher reviewed the related research on cultural content analysis including source of culture, type of culture, and cultural aspects in EFL textbooks. In this study, the main focus was analyzed on cultural contents and cultural aspects in English for Tourism textbooks used at Suratthani Rajabhat University. On the basis of the findings, it can be concluded that: in terms of sources of culture, the results of the analysis of the reading passages in the commercial textbooks show that Global Culture (International Culture) gained a slightly higher frequency than Local and Glocal Cultures. While Global Cultures were still limited in in-house textbooks. Although many sources of cultural content were presented in the commercial textbooks, the

reading passages were designed to teach the contents of other cultures in various themes. The explanations in the additional notes in textbooks were not enough for students and teachers to understand and have confidence to learn and teach cultural content because they mostly focused on the cultures of English-speaking countries. The additional notes for teachers should provide cultural information of various sources, themes, and cultural aspects in textbooks. With respect to themes of culture, it was found that in both commercial and in-house textbooks were a strong preference for Big “C” culture and most of the cultural contents appeared to present geography, history, architecture, and economy. A low percentage of little “c” culture was observed with a limited portion of themes such as lifestyle, hobbies, food, values, customs, and gestures/body languages. Such a slight portion of little “c” culture may provide insufficient cultural content to promote the learners’ intercultural communicative competence, or to achieve the goal of teaching and learning English as an international language. Conducting cross-cultural background understanding of readers is a strong educational approach for understanding EFL reading. If the unfamiliar content of a text affects the understanding of reading, it must be regarded as a criterion in the choice of reading materials and in the assessment of the understanding of reading.

It is hoped that the findings of this study will provide some insights into the cultural contents and cultural aspects in EFL textbooks. Furthermore, such insights may contribute to the pedagogical implications of teaching of language and culture in Thailand and other educational contexts.

## REFERENCES

- Aaronsohn, E., Carter, & Howell (1995). Preparing monocultural teachers for a multicultural world: Attitudes toward inner-city schools. *Equity & Excellence in Education*, 28(1), pp. 5-9.
- Adams, D. L (Ed.). (1995). *Health issues for women of color: A cultural diversity perspective*. Thousand Oaks: SAGE Publications.
- Ahmadi,Z.(2013). Evaluating Iranian and non-Iranian English books in ELT from a cultural point of View. *International Journal of Language and Linguistics*. 1.(1). pp.20-25.
- Alamri, A. (2008). *An evaluation of the sixth grade English language textbook for Saudi boys' schools*, (unpublished M.A thesis). Kingdom of Saudi Arabia: King Saud University
- Aftab, A., (2011). *English Language Textbooks Evaluation in Pakistan*. PhD Thesis. The University of Birmingham.
- Alemi, M. & Mesbah, Z., (2013). Textbook evaluation based on the ACTFL standards: The case study of Top Notch series. *The Iranian EFL Journal*, 9, 162-71.
- Alkhaldi, A. A., (2011). *Materials Development in Jordan: An Applied Linguistics Challenge*. PhD Thesis. Leeds Metropolitan University.
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47 (2),136-143.
- Aunruen, R. (2005). *Needs Analysis of English for Travel Agents in Chiang Mai*. Master's Degree Thesis. Kasetsart University.
- Awasthi, R. J., (2006). Textbook and its evaluation. *Journal of NELTA*, 11(1-2), 1-10.
- Banks, J. A. (2001). "Multicultural Education": Its effects on students' racial and gender role attitudes." *Handbook of Research on Multicultural Education*, ed. Jame A. Banks and Cherry A. McGee Banks. San Francisco: Jossey-Bass.
- Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT. *ELT Journal*, Volume 66, Issue 1, 1 January 2012, Pages 62–70 ,<https://doi.org/10.1093/elt/ccr017>

- Basturkmen, H. (2013). *Between territories and domains: and ESP-oriented enquiry in the borders – course development, genre analysis, and the role of ESP in education*.p,64, 17–27.
- Barnlund, D. (1998) *Communication in a Global Village*. In: Bennett, M.J. *Basic Concepts of Intercultural Communication, Selected Readings*.  
Yarmouth,Marine: Intercultural Press. Pp. 35.-51.
- Bardi, Jamea A. (2003). *Hotel Front Office Management*. 3rd ed. John Wiley & Sons, Inc. USA.
- Bialystok, E. (1990). *Communication Strategies: A Psychological Analysis of Second-Language Use*. Oxford: Basil Blackwell.
- Briscoe, D.B. (1991). *Designing for diversity in school success: Capitalizing on culture*. *Preventing School Failure*, 36(1), 13-18.
- Brooks, N. (1975). *The analysis of foreign and familiar cultures*. In R.C. Lafayette (ed.). *The culture revolution in foreign language teaching* (pp. 19-31). Skokie, Ill: National Textbook Company.
- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. The USA: Prentice Hall Regents.
- Brewer, M. B., & Brown, R. (1998). *Intergroup relations*. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 2, pp. 554-593). Boston, MA: McGraw-Hill.
- Brinton, D. (2003). *Content-based Instruction*. In Nunan, D. (Ed.) *Practical English language teaching*. New York: McGrawHill.
- Burr, A. (1977). *Group ideology, consciousness and social problems: a study of Buddhist and Muslim concepts of sin in two southern Thai coastal fishing villages*. *Anthropos : internationale Zeitschrift für Völker- und Sprachenkunde = international review of ethnology and linguistics = revue internationale d'ethnologie et de linguistique*, 72 (3-4).
- Byrd, P., (2001). *Textbooks: Evaluation for selection and analysis for implementation*, in M. Celce-Murcia (ed.). *Teaching English as a Second or Foreign Language*: Boston. Heinle and Heinle, pp. 415-27.

- Byram, M., & Esarte-Sarries, V. (1991). Investigating cultural studies in foreign language teaching: a book for teachers. Clevedon u.a.: Multilingual Matters.
- Byram, M. (ed) (1997). Face to Face. Learning Language and Culture through Visits and Exchanges. London: CILT
- \_\_\_\_\_. Teaching and Assessing Intercultural Communicative Competence. Philadelphia, PA: Multilingual Matters.
- Chen, G.M. and Starosta, W.J. (1999). A Review of the Concept of Intercultural Awareness. *Human Communication*. 2: 27-54.
- \_\_\_\_\_. (2005). *Foundations of Intercultural Communication*. Lanham,MD: University Press of America.
- Chastain, K.(1988). *Developing Second-Language Skills*. The USA: HBJ publishers.
- Chomchinda, S. 1995. *English Sales Talk; Communicative Strategies of Khaosan Road Stall Vendors*. Master's Degree Thesis. Thammasat University.
- Council of Europe (2001). *Common European framework of reference for languages: learning, teaching, assessment*. Strasbourg: Cambridge University Press.
- Cochran-Smith, M. (2004). *Walking the road : race, diversity, and social justice in teacher education*. New York: Teachers College Press.
- Contreras, A. & Lee, O. (1990). Differential treatment of students by middle school science teachers: Unintended cultural bias. *Science Education*, 74(4), 433-444.
- Council of Europe. (2001). *Common European framework of reference for languages*. Cambridge: Cambridge University Press.
- Corbett, J. (2010). *Intercultural Language Activities*. New York. Cambridge University Press.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (2nd ed.)*. Upper Saddle River, NJ: Pearson Education.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. London: Heinemann.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: McMillan Heinemann.
- Davito, Joseph A. (1991). *Human Communication*. 5th ed. Harper Collins. New York.

- Dodd, C.H. (1987). *Dynamics of intercultural communication*. Dubuque, IA: Wm. C. Brown.
- Chen, G. M. & Starosta, W. J. (1999). A review of the concept of intercultural awareness. *Human Communication*, 2, 27-54.
- Deardorff, D. K. (2006). Identification and assessment of Intercultural Competence as a Student outcome of Internationalization. *Journal of Studies in Intercultural Education*, 10, 241-266.
- \_\_\_\_\_ (2009). *Intercultural competence: Process Model of Intercultural competence*. USA. Sage. 337-338.
- Dee, J. R., & Henkin, A. B. (2002). Assessing Dispositions Toward Cultural Diversity among Preservice Teachers. *Urban Education*, 37(1), 22-40.
- Delpit, L. D., & Dowdy, J. K. (2002). *The skin that we speak : thoughts on language and culture in the classroom*. New York: New Press.
- Doyé, P. (1996) Cultural Language Teaching and Education for Intercultural and international understanding. In *Evaluation and Research in Education*, 10, 2-3.
- Dutro, E., Kazemi, E., Balf, R., & Lin, Y.-S. (2008). "What Are You and Where Are You From?": Race, Identity, and the Vicissitudes of Cultural Relevance. *Urban Education*, 43(3), 269-300.
- Elenes, C. A., & Delgado Bernal, D. (2010). Latina/o Education and the Reciprocal Relationship between Theory and Practice: Four Theories Informed by the Experiential Knowledge of Marginalized Communities. In Murillo, Jr., E.G., et al.. (Ed.s), *Handbook of Latinos and Education: Theory, Research, and Practice* (pp. 3): Routledge.
- Faerch, C. and Kasper, G. (1983). *Plans and Strategies in Foreign Language Communication: Strategies in Interlanguage Communication*. England: Longman.
- Fantini, A.E. (2006). 87 Assessment tools of intercultural competence [Electronic version]. Brattleboro, VT: School for International Training. Retrieved June 20, 2007  
[http://www.sit.edu/publications/docs/feil\\_appendix\\_f.pdf](http://www.sit.edu/publications/docs/feil_appendix_f.pdf)
- Fisher, S. (1978). *On Human Communication*. Massachusetts: The Technology Press of the Massachusetts Institute of Technology.

- Gao, F. (2006). Language is culture—on intercultural communication. *Journal of Language and Linguistics*, (5) .58-67.
- Garcia, E., Arias, B., Murri, N. J. H., & Serna, C. (2010). Developing Responsive Teachers: A Challenge for a Demographic Reality. *Journal of Teacher Education*, 61,132-142.
- Gaston, Jan. (1992). Cultural Awareness Teaching Techniques. Resource Handbook Number 4. [Washington, D.C.] : Distributed by ERIC Clearinghouse.
- Gay, G. (2000, 2010). Culturally responsive teaching: theory, research, and practice (1st&2nd ed.) New York: Teachers College Press.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gelfman, E., A. Podstrigich, and R. Losinskaya (2004). On the problem of typology And functions of school texts, Discussion Group 14, Focus on the Development and Research of Mathematics Textbooks. ICME X, Copenhagen, Denmark
- Goldiamond, I. (2002). Toward a Constructional Approach to Social Problems: Ethical and Constitutional Issues Raised by Applied Behavior Analysis. *Behavior and Social Issues*, 11(2), 108. doi:10.5210/bsi.v11i2.92
- Gonen, S. I.K., & Saglam, S. (2012). Teaching Culture in the FL Classroom: Teachers' Perspectives. *IJGE: International Journal of Global Education*, 1(3), 26-46.
- Gudykunst, W.B. (2004). *Bridging Difference: Effective Intergroup Communication*. Thousand Oaks, CA: Sage (4th edn).
- Griffith, D.A., & Harvey, M.G. (2000). An Intercultural Communication Model for use In Global Interorganizational Networks. *Journal of International Marketing*, 9(3), 87-103.
- Greil, T. (2004). Cultural representations and references in English textbooks used at secondary school in Thailand: a Quantitative analysis. *PASAA*, 35, 35-50.
- Griffith, A. D., Harvey, G. M. (2000) An Intercultural Communication Model for Use in Global Interorganizational Networks. *Journal of International Marketing*. Vol. 9, No. 3:87.-103. 6
- Heath, Robert L. and Bryant, J.(2000). *Human Communication Theory and Research: Concepts, Contexts, and Challenges*. 2nd ed. London: Lawrence Erlbaum Associates Publisher.

- Hofstede, Geert, Gert Jan Hofstede and Michael Minkov. (2010). *Cultures and Organizations: Software of the Mind*, 3rd ed. New York: McGraw-Hill.
- Huang, W. J. & Shih, Y. (2009). An Evaluation of Junior High School English Textbooks in Taiwan. *Fu Jen Studies: literature & linguistics*, (42), 115.
- Hunt, G. T. (1980). *Communication Skills in the Organization*. New Jersey: Prentice-Hall.
- Hamiloğlu, K. & Mendi, B. (2010). A content analysis related to the cross-cultural/intercultural elements used in EFL coursebook. *Sino-US English teaching*.7, 1, 16-24.
- Jafar, F. (2006). The foreign cultural aspects embedded in the English textbook of the basic stage in Jordan. *Jordan Journal of Educational Sciences*.2. (3).201- 207.
- Iber, G. L. (1998). *Multicultural Education: An International Guide to Research, Policies, and Programs*. Bruce M. Mitchell, Robert E. Salsbury. *Comparative Education Review*, 42(1), 82-83. doi:10.1086/447484
- Jotikasthira, P. (2005). *Compensation Strategies in Communication: A Case Study of Receptionists at the Siam Heritage Boutique Suites*. Master's Degree Thesis. King Mongkut's Institute of Technology North Bangkok.
- Juan, W. (2010). A content analysis of the cultural content in the EFL textbooks. *Canadian social science*. 6, 5, 135-144.
- Kim, H. (2012). *Social and cultural issues in some EFL textbooks in Korea*. [Electronic version]. Hawaii Pacific University TESOL Working Paper Series 10, 30-39. Retrieved from <[http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/201210\\_TWPfall12/TESOL\\_WPS\\_2012\\_Kim.pdf](http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/201210_TWPfall12/TESOL_WPS_2012_Kim.pdf)>
- Kirkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia-Social and Behavioral Sciences*, 1(1), 79-83.
- Kramsch, C. (1995). The cultural component of language teaching. *Language, Culture and Curriculum*,8(2), 83-92. doi:10.1080/07908319509525192.
- Komonlsevin, R., Knutson, J., T., and Datthuyawat, P. (2010). Effect Intercultural Communication Research Contributions from Thailand. *Journal of Asian Pacific Communication*. 20(1). 90-100.

- Lado, R. (1957). Sentence Structure. *College Composition and Communication*, 8(1), 12. doi:10.2307/354410.
- Lazar, I., Huber-Kriegler, M., Lussier, D., Matei, G. S. and Peck, C. (Eds.) (2007). *Developing and Assessing Intercultural Communicative Competence - A Guide for Language Teachers and Teacher Educators*. European Centre for Modern Languages. Strasbourg: Council of Europe
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Lee, K-Y. (2009). Treating culture: what 11 high school EFL conversation textbooks in South Korea. *English Teaching: practice and Critique*, 8, 76-96.
- Loathienchai, N. (2004). *A Study of Communication Strategies Employed by Street Vendors in Patpong Area for the Purpose of Selling Goods*. Master's Degree Thesis. Ramkhamhaeng University.
- Liu, S. (2010). Cultural Content in EFL Listening and Speaking Textbooks for Chinese University Students. [Electronic version]. *International Journal of English Language Education*, 1(1), 82-93. Doi: 10.5296/ijele.v1i1.2850.
- Littlejohn, A. P., (2011). The analysis of language teaching materials: inside the Trojan Horse, in Tomlinson, B. (ed.). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press, pp.179-211.
- Litz, R. A. D., (2002). Textbook evaluation and ELT management: A South Korean Case Study. *Asian EFL Journal*, 5-53.
- Matsumoto, D. (2000). *Culture and psychology: People around the world*. Belmont CA: Wadsworth.
- McCarthy, M. & Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching*. London, Longman.
- McDonough, J & Shaw, C., (2003). Evaluating ELT materials, in Crystal, D. & Jonson, K. (eds.). *Materials and Methods in ELT*. Oxford: Blackwell Publishers.
- McDonough, J, Shaw, C. & Masuhara, H. (2013). *Materials and Methods in ELT: A Teacher's Guide*. (3rd edn). Oxford: Blackwell Publishers.
- McGrath, I., (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

- McGrath, I., (2013). *Teaching Materials and the Roles of EFL/ESL Teachers*. London: Bloomsbury.
- Maxwell, J. (2005). *Qualitative Research Design: An Interactive Approach*. (2nd edn). Applied Social Research Methods Series Volume 41. London: SAGE Publications Ltd.
- Milner, R. H. (2006). Preservice Teachers' Learning about Cultural and Racial Diversity: Implications for Urban Education. *Urban Education*, 41(4), 343-375.
- \_\_\_\_\_ (2008). Critical race theory and interest convergence as analytic tools in teacher education policies and practices. *Journal of Teacher Education*, 59(4), 332-346. doi: 10.1177/0022487108321884
- Moran, P. (2001). Teaching culture: Perspectives in practice. *The Electronic Journal for English as a Second Language*.6.(1),24-47.
- Mukundan, J. (2006) Are three new ways of evaluating ELT textbooks?  
In: Mukundan,J. (ed.). *Readings on ELT materials II*. Petaling Jaya: Pearson Malaysia, pp.170-80.
- Mukundan, J. (2007). 'Evaluation of English Language Textbooks: Some Important Issues for Consideration'. *Journal of NELTA*, Vol 12 No1&2: 80-4
- Mukundan, J. & Ahour, T. (2010). 'A Review of Textbook Evaluation Checklists across Four Decades (1970-2008).' In B. Tomlinson & H. Masuhara. *Research for Materials Development in Language Learning: Evidence for Best Practice* (1st ed.,pp. 336-352). London: Continuum.
- More, N. (2000). *How to do Research: The complete guide to designing and managing research projects*. (3rd ed). London: Library Association Publishing.
- Namamuti, A. (1999). *A Study of English Communication between Hotel Front Desk Staff and Asian Guests*. Master's Degree Thesis, Ramkhamhaeng University.
- Nault, D. (2006). Going Global: Rethinking Culture Teaching in ELT Contexts *Language, Culture and Curriculum*, 19 (3), 314-328.
- Ndura, Elavie. (2004). *ESL and Cultural Bias: An Analysis of Elementary Through High School Textbooks in the Western United States of America*. *Language Culture and Curriculum - LANG CULT CURRIC*. 17. 143-153.

- Neuliep, J. W. (2006). *Intercultural communication A Contextual Approach* (3rd ed.) Oaks, CA: Sage Publications.
- \_\_\_\_\_ (2012) *Intercultural Communication A Contextual Approach*.  
St. Norbert College. SAGE.
- Neuendorf, K. (2002). *The Content Analysis Guidebook*. Thousand Oaks: Sage Publications. [Electronic version]. Retrieved from <[http://depts.washington.edu/methods/readings/Neuendorf\\_2002.pdf](http://depts.washington.edu/methods/readings/Neuendorf_2002.pdf)>.
- Nguyen, M. T. T., (2011). Learning to communicate in a globalized world: to what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal*, 42(1), 17-30.
- Nomnian.S.(2013). Thai cultural aspects in English language textbooks in a Thai secondary school. *Veridian E-Journal International*.6. (7). 13
- Önalın, O. (2005). EFL teachers' perceptions of the place of culture in ELT: A survey study at four universities in Ankara/Turkey. *Journal of Language and Linguistic Studies*.1. (2).215-235.
- Oatey, S., H. & FranKlin, P. (2009). *Intercultural Interaction A Multidisciplinary Approach to Intercultural Communication*. UK. Palgrave Macmillan.
- O'Leary, Z. (2005). *The Essential Guide to Doing Research*. London: SAGE Publications Ltd.
- Osborn, S. and Motley, Michael T. (1999). *Improving Communication*. New York: Houghton Mifflin Company.
- Papadopoulos, Irena, et al. "Cultural competence in action for CAMHS: development of a cultural competence assessment tool and training programme." *Contemporary Nurse*, vol. 28, no. 1-2, 2008, p. 129+. Academic OneFile, Accessed 24 Nov. 2017.
- Pearson, J.C. and Nelson, P.E. (1997). *An Introduction to Human Communication: Understanding and Sharing*. USA: McGraw-Hill Company.
- Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.

- Prasad, V. & Darrad, K. (2003). A touch of spice-General practitioner views about Cross- cultural communication. *Education for Health: Change in Learning and Practice*, 16(2), 222-227. Retrieved December 11, 2017, from EBSCO database.
- Robinson, G. L. N. (1988). *Crosscultural Understanding*. Hertfordshire, UK Prentice Hall International Ltd.
- Roux, J. L. (2002). Effective educators are culturally competent communicators [Electronic Version]. *Intercultural Education*, 13(1), 37-47
- Rosario-Braid, F. (1983). *Communication Strategies for Productivity Improvement*. Tokyo: Asian Productivity Organization.
- Satayapongthiti, B. (2005). *Employee's Attitudes Towards Communication in Imperial Queen's Park Hotel*. Master's Degree Thesis. Kasetsart University.
- Savignon, S. J. & Sysyev, P. V. (2002). Sociocultural Strategies for a Dialogue of Cultures. *The Modern Language Journal*, 86, 508-524.
- Schramm, W. and Lerner, D. (1976). *Communication and Change the Last Ten Years and the Next*. Hawaii: East-West Center.
- Sheldon, L., (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-46.
- Skierso, A., (1991). Textbooks selection and evaluation, in Celce-Murcia, M. (ed.). *Teaching English as a Second or Foreign Language*. Boston: MA Heinle and Heinle Publishers.
- Si Thang Kiet Ho. (2009). *Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance*. [Electronic version]. *Electronic Journal of Foreign Language Teaching*, 6(1), 63-76. Retrieved from <<http://eflt.nus.edu.sg/v6n12009/ho.pdf>>.
- Scott, B. (1986). *The Skills of Communicating*. Cambridge: Cambridge University Press.
- Sodarak, J. (1998). *Communication Strategies used by Foreign Tourists and Thai Hosts in Bargaining for Goods and Services in Tourist Areas of Phuket*. Master's Degree Thesis. Ramkhamhaeng University.

- Sercu, L. (2005). Teaching Foreign Language in an Intercultural World. In M. Byram, & A. Phipps (Eds.), *Foreign Language Teachers and Intercultural Competence* (pp.1-18). Buffalo: Multilingual Matters.
- Spindler, L. S., & Spindler, G. D. (1994c). *Pathways to cultural awareness: cultural therapy with teachers and students*. Thousand Oaks, Calif.: Corwin Press.
- Spruill, N. (1995). *Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences*. (2nd ed). London: The Scarecrow Press, Inc.
- Stewart, L.P. and Ruden, B.D. (1998). *Communication and Human Behavior*. New York: Macmillan.
- Suwannachart, P. (2004). *Communication Media Used in the Promotion of International Tourism in Songkhla Province*. Master Degree's Thesis, Kasetsart University, p.23.
- Tarone, E. and Yule, G. (1991). *Focus on the language learners: Approaches to identifying and meeting the need of second language learners*. Oxford: Oxford University Press.
- Ting-Toomey, S. (2007). Intercultural conflict training: Theory-Practice approaches and research challenges. *Journal of Intercultural Communication Research*, 36(3), pp. 255-271.
- Tomlinson, B., (2003c). Developing principles frameworks for materials development, in Tomlinson, B. (ed.). *Developing Materials for Language Teaching*. London: Continuum, pp.107- 29.
- Tomlinson, B., (2011). Introduction, in Tomlinson, B. (ed.). *Materials Development in Language Teaching*. Cambridge University Press, 1-24.
- Tomlinson, B., (2013). Developing principles frameworks for materials development, in Tomlinson, B. (ed.). *Developing Materials for Language Teaching*. London: Continuum.
- Vandenberghe, L. (2008). Culture-sensitive functional analytic psychotherapy. *The Behavior Analyst*, 31(1), 67-79. doi:10.1007/bf03392162.
- Viboolphant, D. (2005). *The Needs for the English Communicative Competence of Non-native English Speaking Front-line Staff of International Airlines in Thailand*. Master's Degree Thesis, Kasetsart University, p.14.

- Wallace, B. C. (2000). A Call for Change in Multicultural Training at Graduate Schools of Education: Educating to End Oppression and for Social Justice. *Teachers College Record*, 102(6), 1086-1111.
- Wibur, S. and Park, D. F. (1977). *Communication*. New York: Harper & Row.
- Willis, D. & Willis, J. (2001). Task-based language learning. In R. Carter & D. Nunan (Eds.) *The Cambridge guide to teaching English to speakers of other languages* (pp. 173 - 179). Cambridge: Cambridge University Press.
- Wiseman, R. L. (2002). Intercultural Communication Competence. In W. B. Gudykunst & B. Mody (Eds), *Handbook of International and Intercultural Communication* (2ed, pp. 207-224). Thousand Oaks, CA: Sage Publications.
- Wu, J. (2010). A content analysis of the cultural content in the EFL textbooks. *Canadian Social Science*, 6 (5), 137-144.
- Yamada, M. (2010). English as a multicultural language: Implications from a study of Japan's junior high schools' English language textbooks. *Journal of Multilingual and Multicultural Development*, 31 (5), 491-506.
- Yassine, S. (2012). Culture issue, Ideology and otherness in EFL textbooks: A social semiotic multimodal approach. [PDF Version]. Retrieved from: [http://www.ummtto.dz/IMG/pdf/YASSINE\\_Souryana.pdf](http://www.ummtto.dz/IMG/pdf/YASSINE_Souryana.pdf)
- Yuen, K-M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65 (4), 458-466.
- Zhao, B. (2011). How to Enhance culture teaching in English language classes. *Theory and Practice in Language Studies*. 1.(7). 847-850.
- Ziaei, S. (2012). Examining cross-cultural clues as to globalization and Iran's culture in an international EFL book series – American English File. *Mediterranean Journal of Social Science*, 3 (1), 141-148.



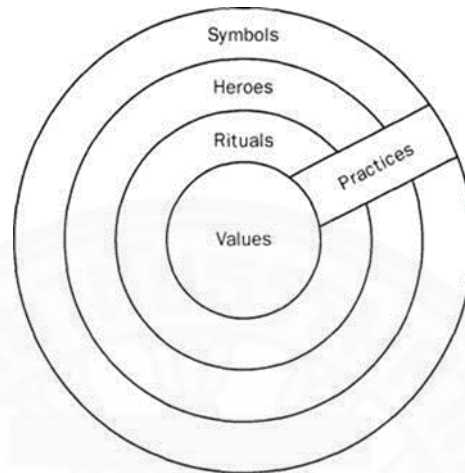
## Appendix A

### The textbook analysis modified version of Lee (2009)

Type of Culture	Theme of Culture
<b>Big “C”</b>	(9 themes): Governments/Politics(G/P), Economy(Ec),History(Hi), Geography(G), Literature/Art(L/A), Society’s norms(S), Education(Ed) , Architecture(A) and Music(M).
<b>little “c”</b>	(7 themes): Food(F), Holiday(Ho), Living Style(L/S),Customs(C), Belief/Value(B/V), Hobbies(Hob) and Gesture/body language(G/B).

Source: Lee, K-Y. (2009). Treating culture: what 11 high school EFL conversation textbooks in South Korea. *English Teaching: Practice and Critique*, volume 8: 76-96

## Appendix B



The "onion" model of culture (Hofstede, 2005)

## Appendix C

### Objectives and structure of Textbooks

Textbooks	Objectives	Structure of Textbook
CT1	<ol style="list-style-type: none"> <li>1. Build confidence in professional skills such as dealing with enquires, marketing destinations, offering advice, negotiating, writing emails and speaking to groups</li> <li>2. Develop language awareness through an integrated grammar and skills syllabus</li> <li>3. Acquire the specialized vocabulary needed by tourism professionals</li> <li>4. Practise language skills in realistic case studies that reflect issues in the tourist industry today</li> </ol>	<p>The textbook contains 10 units. Each units is divided into 4 lessons. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) A vocabulary lesson</li> <li>2) A grammar lesson</li> <li>3) A professional skills lesson</li> <li>4) A case study or tourism-related game</li> </ol>
CT2	<p>Provide excellent preparation for any of the major European examination in English for Tourism including the London Chamber of Commerce and Industry English for the tourist Industry exams</p>	<p>The textbook contain 15 units and three scenarios, all based themes from the tourist trade. Each unit has the same structure: 1) preview 2) speaking 3) listening 4) language focus, 5) vocabulary 6) speechwork 7) Reading 8) Writing 9) learning tips 10) scenarios</p>
IHT1	<ol style="list-style-type: none"> <li>1. to be able to understand different aspects of tourism as well as to consolidate the language skills and expressions used in English for Tourism</li> <li>2. reinforce students' communication skills and to raise environmental awareness among students for the sustainability of the tourism industry</li> </ol>	<p>The textbook contain 12 units, all based themes from the tourist trade. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) Preview</li> <li>2) Word study</li> <li>3) Intonation</li> <li>4) Listening practice</li> <li>5) Speaking practice</li> <li>6) Reading practice</li> <li>7) Writing practice</li> <li>8) Narration and discussion</li> <li>9) Extended exercises</li> </ol>
IHT2	<ol style="list-style-type: none"> <li>1. prepare employees or students for a career in the travel and tourism industry</li> <li>2. improve English language skills for use on their jobs</li> <li>3. to be able to speak English with travellers from many different countries</li> </ol>	<p>The textbook contain 14 units, all based themes from the travel and tourism industry. Each unit has the same structure:</p> <ol style="list-style-type: none"> <li>1) Vocabulary development</li> <li>2) Reading practice</li> <li>3) Listening practice</li> <li>4) Speaking practice</li> <li>5) Communicative practice</li> <li>6) Glossary of Specialized Terms</li> </ol>

## Appendix D

### An Example of Cultural Content analysis in Commercial and In-House Textbooks

Textbooks	Type of Culture				Source of Culture						Total of Unit
	Big “C” (9 themes)	Percentage (%)	Little “c” (7 themes)	Percentage (%)	Local Culture	Percentage (%)	Global Culture	Percentage (%)	Glocal Culture	Percentage (%)	
	(Economy, Geography, Architecture, History, Social norms, Politics, Literature/Art, Education, Music)	frequency	(Lifestyle, Hobbies, Food, Holidays, Customs, Values, Gestures/Body languages)	frequency							
<b>CT1</b>											
<b>CT2</b>											
<b>CT1 + CT2</b>											
<b>IHT1</b>											
<b>IHT2</b>											
<b>IHT1 + IHT2</b>											
<b>Total</b>											

*Note: The following abbreviations are used for the textbooks: CT1 = Commercial Textbook 1; CT2= Commercial Textbook 2; IHT1 = In-House Textbook.1; IHT2 = In-House Textbook 2.*

## Appendix E

### The Table of Culture Aspects Analysis in the Commercial and the In-House Textbooks

No.	Cultural Aspect	CT		Total	IHT		Total	Total Unit
		CT1	CT2		IHT1	IHT2		
1	Symbol							
2	Heroes							
3	Ritual							
4	Values							
5	Practices							
6	Stereotypes							
7	Cultural shock							
8	Enculturation and Acculturation							
<b>Total</b>								

## Appendix F

### Reliability of the content cultural and cultural aspect analysis in commercial and in-house textbooks

<b>Content Assessed</b>	<b>Rater 1</b> (Total =100%)	<b>Rater 2</b> (Total =100%)	<b>Rater 3</b> (Total =100%)	<b>Reliability</b> (Total =100%)
1. Research questions	82	90	94	88.66
2. Conceptual Framework	85	87	89	87
3. Cultural content	100	95	94	96.33
4. Cultural aspect	80	83	87	83.33
5. Research method	83	85	80	82.66

## Appendix G

### Reliability of Inter-Rater in Cultural Content and Cultural Aspects

Cultural Content and Cultural Aspects	Raters		% Agreement
	Rater 1	Rater 2	
<b>Source of Culture</b>			
Local Culture (Thai Culture)	1	1	1.00
Global Culture (International Culture)	1	1	1.00
Glocal Culture (Thai Culture + International Culture)	0	1	0.50
<b>Type of Culture</b>			
Big “C” culture	1	1	1.00
Little “c” culture	1	1	1.00
<b>Cultural Aspects</b>			
Symbol	1	1	1.00
Heroes	0	1	0.50
Ritual	1	0	0.50
Values	0	1	0.50
Practices	1	0	0.50
Stereotypes	1	1	1.00
Cultural shock	0	1	0.50
Enculturation and Acculturation	1	0	0.50
Study inter-rater reliability			0.95

## BIOGRAPHY

Name	Mrs. Chittraporn Chutong
Date of Birth	March 2, 1982
Educational Attainment	2004: Bachelor of Arts (B.A) (Business English) South-East Asia University 2009: Master of Arts (M.A) (English for Specific Purposes) Kasetsart University
Work Position	Lecturer of English Program Faculty of Humanities and Social Sciences Suratthani Rajabhat University
Scholarship	2015-2016: member of the LMI Professional Communication Skills for Leaders (PCSL) Community of Practice Scholarship from U.S. State Department English Language Fellow, Lower Mekong Initiative (LMI), Chulalongkorn University Bangkok, Thailand
Work Experiences	Lecturer of English Program Faculty of Humanities and Social Sciences Suratthani Rajabhat University