

**INTERCULTURAL EXPOSURE THROUGH ENGLISH  
FOR FOREIGN LANGUAGE COURSEBOOK  
A Closer Look at *English in Mind Students Book 3***

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***Abstract***

*As English serves as Lingua Franca in many parts of the world, cultural teaching and developing intercultural awareness have become important issues in EFL teaching. Therefore, cultural presentation and learning in English course book is one important issue to be investigated. This present study analyzes the presentation of culture and types of cultural exposure in a course book entitled English in Mind Students Book 3. The content analysis is based on the theory of Adaskou, et al (1990); Cortazzi & Jin (1999) and Xiao's (2010), all of which posit that culture learning/teaching and the themes to accomplish this are important for contemporary ELT culture acquisition. The study finds that course book portrays culture mainly in the form of visual illustration. Subsequently, the source culture, the target culture and the international culture are found in unbalanced proportion where the target culture references are more dominant than the source culture and the international culture. There was a strong sense of a hierarchical representation of the inner circle world in which the British and the US cultures served as the supreme source. Investigating the result of cultural domain, small "c" culture is highlighted over big "C" culture. However, sixteen themes under big "C" and small "c" are focused on the target culture. Cultural value and life style are the most frequent themes which appear in the course book.*

**Keywords:** *cultural exposure, target culture, source culture, international culture, big "C" target-culture learning, small "c" target culture learning, intercultural awareness*

**INTRODUCTION**

Intercultural awareness is one of the new phenomena in EFL teaching as English serves as a Lingua Franca in many parts of the world. The changing role of the English language has made the

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question of intercultural abilities more significant. As English has been widely used and becomes a major means to meet the growing challenge of politics, science, technology, higher education, trade and commerce currently, the necessity to learn a foreign language goes far beyond learning grammar forms veiled in communicative functions (Rodríguez, 2015). Consequently, the EFL field cannot ignore that learners must develop intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural (Byram M, 1997).

As a tool to form and present the images of English language and culture, and the practice to study English, the EFL course books are very important for both teachers and students. The role of EFL course books is undeniable since they have always represented a reference point both for teachers and learners and it is considered as an almost universal element of ELT teaching (Hutchinson & Torres, 1994). Although it might not cover everything that the teachers and students need, it remains the major source for the teaching content (Hinkel, 2005). However, in regard of the changing status of English as global language, it is necessary to conduct a further investigation in order to analyze the content of the course book to reveal whether or not the cultural presentation in that book promotes the intercultural awareness.

### ***Research Questions***

The present study aims to answer the main question:

To what extent does the intercultural exposure in the English course book *English in Mind Students Book 3* support the main goal of EFL teaching, namely intercultural communicative competence? Following the main question, there are some sub questions that are investigated.

1. How are cultural content presented in *English in Mind Students Book 3*?
2. What types of cultural content are presented in *English in Mind Students Book 3*?
3. What cultural domain is emphasized in *English in Mind Students Book 3*?

### ***Culture and EFL Teaching***

Language teaching surely cannot be separated from culture. Each culture can be completely defined just through its own

language. Language and culture are intertwined to such extent that one cannot survive without the other (Assemi, Zaeh, Asayeshh, & Abbasi, 2012). A number of studies that have been conducted on the relationship between language and culture, have indicated that language and culture are mutually integrated. A study conducted by Jiang (2000) has shown that these two phenomena (language and culture) cannot exist without each other, since language simultaneously reflects culture and is influenced and shaped by it, suggesting that languages are culturally loaded (Jiang, 2000). She emphasizes that people from different cultures can refer to different things while using the same language forms. Administering a survey of word association among native speakers of English and those of Chinese, Jiang has found an intimate relationship between language and culture. Brown(2007) also concluded the same point, when he argued that learning a second language implies some degree of learning a second language culture. Therefore, it is important to understand what it means by the process of culture learning.

In the view about cultural presentation, Adaskau , Britten, & Fahsi (1990) in their study reveal that cultural information can be communicated through several different forms such as informative or descriptive text material; texts presenting foreign attitudes and opinions; human-interest texts (including dialogues), authentic or fictitious with detail of everyday life; questionnaires, contextualized practice activities, writing tasks; lexis-particular idioms-unfamiliar collocation, which involve alien concepts; the exponents of a communicative functions; realia or pseudo-realialia, of all sorts; illustrations in the student' book and other visuals; sound recording. In other words, almost everything in EFL course book is capable of carrying cultural load of some sort. Adaskau, Britten, & Fahsi' classification of cultural information has been adapted to reveal how the cultures are represented in the course book.

### **The Exposure of Culture through the Types of cultural contents in EFL course books**

Course books are various in their content and approach to cultural treatment (Aliakbari, 2004). Cortazzi and Jin (1999) categorize EFL course books to three types depending on their treatment of culture. These categories include: source, target and international culture. These three categories of culture suggest that EFL materials can load cultural information from various cultures.

The first category contains the source culture or presents the learners' language culture. These types of course books are

produced at a national level for particular countries use local contents or the source culture rather than the target cultures (Cortazzi & Jin, 1999; Aliakbari, 2004). It focuses on introducing and preparing the learners to master their own culture, to help students become aware of their own cultural identity (Cortazzi & Jin, 1999) and to be able to present their culture to foreigners.

The second category—designed along with trend—generally focuses on one or two target cultures, mainly British and American. Presentation of the target culture aims to introduce the culture of inner circle countries, such as the United Kingdom, the United States of America, Canada and Australia. A large number of EFL course books commonly include target culture, which contains the culture of English speaking people (Saddiqie, 2011). Cheng (2012) argues that most course books abound with cultural background information which gives more emphasis on the Western culture, especially American values.

The third category contains international target culture which introduces a wide variety of cultures from several different countries where English is used as a second, foreign language or an international language (Aliakbari, 2004). It aims to provide more exposure for the learners to other different cultures in the world and promote intercultural competence. (Cortazzi & Jin, 1999). The rationale of this type of course book is more appropriate for global classroom, although other type could be used if the teacher brings a wider awareness to the classroom and compensates what is not actually in the book (Cortazzi, 2000). International EFL course books are produced for the international market and “*are centred on topics with fairly transnational appeal*” (Pulverness, 1995).

In order to develop intercultural sensitivity during the period English serves as global language learning and to reflect the real needs of different English learners in the global village, an English course book should cover all three types of cultures such as the source culture, the target culture and an international culture in the course book material (Mckay, 2002).

### **The Exposure of Culture through Culture domains- big “C” and small “c” culture.**

Emphasizing on the culture specific learning, Tomalin and Stempleski (1993), Alan Pulverness (1995) and Paige et.al (2000) classify cultural aspects into two domains, which are big “C” culture (achievement or product) and small “c” culture (behaviour). Big “C” culture conceives of culture as a body of knowledge, achievement,

products and individuals of a society. Big “C” cultures are represented under these particular themes the arts, history, geography, business, education, festivals, architecture, classical music, literature, political issues, society’s norms, legal foundation, core values, cognitive processes and customs of a target speech society (Chen, 2004; Lee, 2009; Peterson, 2004). On the contrary, small “c” culture is about lifestyles, daily life, routine aspects of a society, and encompasses everything as a total way of life. According to Lee (2009), this type of culture is “the invisible and deeper sense of a target culture” including attitudes or beliefs and assumptions. Peterson (2004) and Chen (2004) however defines small “c” culture as the culture focusing on common or minor 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. It is particularly essential, because certain ways of thinking, behaving and using a language are a direct result of socio-cultural values, norms, beliefs, and assumptions. In language use, small “c” not only determines the norms of appropriate and polite language use within the framework of a target society, but can potentially create pragmatic failure, especially in interactions with people from other cultures. Thus, knowledge of small “c” culture can assist L2/FL/EFL/ESL/EIL learners to understand how members of a particular group and community within a target language society use their language to refer to, describe or function (Lee, 2009). Although interest has been growing in “small c” culture and the ways in which it is manifested through linguistic and paralinguistic behaviour, the coverage of these areas in course books has rarely got beyond the incidental and the anecdotal (Tomalin & Stempleski, 1993). In teaching English for communication and neglecting culture, we may actually be giving learners access to an impoverished means of communication, effective for survival and for routine transactions, but lacking much of the cultural resonance that makes it fully meaningful for native speakers (Pulverness, 1995).

In his study, Xiao (2010) however, summarized all those aspects of cultural learning under big “C” and small “c” types of culture into 16 themes to carry out his examination (see Table 1).

| Big “C” Culture  | Small “c” Culture      |
|------------------|------------------------|
| Politics         | Food                   |
| Economy          | Holiday                |
| History          | Lifestyles             |
| Geography        | Customs                |
| Literature/ Arts | Cultural Values        |
| Social Norms     | Hobbies                |
| Education        | Gestures/Body Language |
| Architecture     |                        |
| Music            |                        |

These themes are designed by combining Chen’s (2004) and Lee’s (2009) classifications of big “C” and small “c culture” themes. These suggested themes are applied for detecting big “C” and small “c” culture aspects in this study.

## RESEARCH METHOD

### *Research Design*

This research was conducted using qualitative cultural content analysis. Qualitative method was applied to reveal the way cultural loads are presented in the course book and to analyze the representation of cultural exposure in building up the students’ intercultural awareness. Data were collected from *English in Mind Students Book 3* by using the checklist worksheet and code guidelines.

### *Unit of Analysis*

The material used for cultural content analysis was taken from one series of English course books used in some private schools in Surabaya, *English in Mind Students Book 3*. This book is chosen because this book is used in Grade X of Senior High School students, a level where the students start to learn more about culture of target language rather than just mastering grammar. It is an international course book published by Cambridge University Press and was written by Herbert Puchta, Jeff Stranks, Richard Carter and Peter Lewis-Jones. It contains fourteen chapters. In this research, the source of data was taken from the reading texts, dialogue, writing and speaking tasks, visual illustration and sound recording in this course book in order to address the research questions. Each word

and the picture from the cultural informations are examined as the unit of analysis to reveal the cultural content in the course book.

### ***Data Analysis Method***

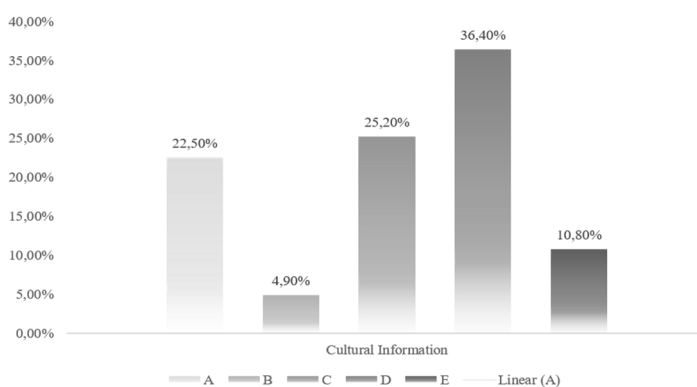
The data analysis method that is applied in this study, adapted Miles, Huberman & Saldana's (2014) three flows of activity of data analysis such as data condensation, data display, and drawing conclusions and verifying. The checklist worksheets and coding guidelines are constructed to help the researcher code the cultural content based on the frameworks below. The research used three frameworks presented below.

- Cultural Information (Adaskau, Britten, & Fahsi)
- Types of Cultures (Cortazzi & Jin)
- Cultural Domains (Xiao)

## ***FINDINGS AND DISCUSSION***

### ***Presentation of Cultural Contents in English in Mind Students Book 3***

This part presents how the exposure of cultural contents is introduced to the students in *English in Mind Students Book 3*. References to cultural loads in general are present in *English in Mind Students Book 3*. Through adaptation of Adaskau's classification of types of cultural information, the exposure of cultural contents in *English in Mind Students Book 3* can be manifested in the various cultural media such as reading texts (A), dialogues (B), writing and speaking tasks (C), visual illustrations (D) and sound recording (E).



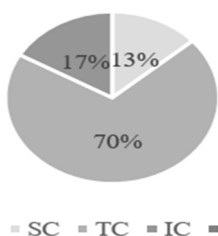
**Figure 1** *Types of cultural information*

Figure 1 shows that the cultural references which appear 222 times in various forms, are dominantly presented through visual illustration. 36, 4 % of culture load reveals through visual illustration. Through writing and speaking tasks, culture is transferred as much as 25, 2 % throughout the book. Furthermore, culture also appears in the form of reading text which is 22, 5 %. Sound recording presents 10 % of cultural load. While the dialogues contains 4, 9 % of cultural presentation.

### ***The Types of Cultural Contents in English in Mind Students Book 3***

The presentation of cultural contents based on Jin and Cortazzi's classification is revealed as follows. 70 % of cultural presentation in *English in Mind Students Book 3* emphasizes target culture especially the British and American cultures. While the other types of cultural contents such as the international culture is presented as much as 17 % and the source culture is 13% (see Figure 2).

#### **The Types of Culture In English In Mind**



International culture only appears 37 times (17 %) throughout the book. It is presented through some classical and historical stories (history of Pyramid of Giza and Hachiko) and places of outer circle countries such as Egypt, Japan and Denmark.

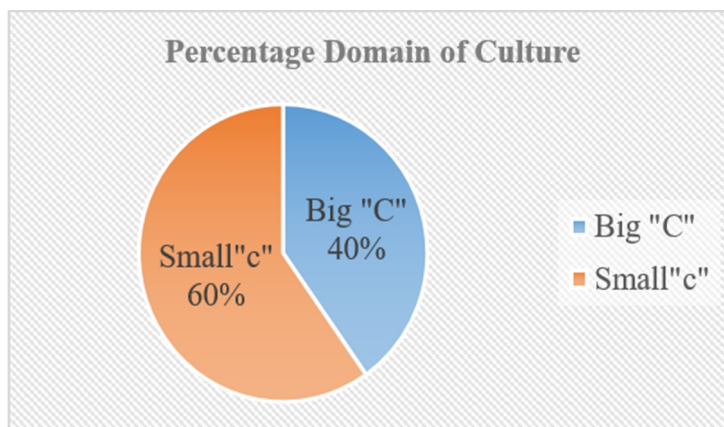
The source culture is presented only through the writing and spoken tasks (13 %). The source culture appears in the type of reflection tasks which require the students to write or tell about their personal experiences. However, through reading texts, dialogues, visual illustration and sound recording, there is not any exposure referring to the source culture per se (Indonesian Culture).



### ***Domains of Culture***

In order to answer the third research question about exposure of culture through domain of culture in *English in Mind Students Book 3*, the distribution and percentage of these two types of culture domains (big” and small “c”) in the course book are presented in this section.

Figure 3 shows the percentage of big ”C” culture and small “c” culture are 40 % and 60 %, showing a slightly higher percentage of small “c’ culture than big “C” culture.



***Figure 3 Percentage of Cultural Domains***

For further investigation about distribution of nine themes under big ”C” culture and seven themes under small “c” culture, the frequency of occurrence for sixteen themes *English in Mind Students Book 3* are displayed in table 2 and 3 below.

**Table 2**  
*Distribution and Percentage of themes under big “C” culture*

| Big 'C' Culture Themes | WS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Total | %    |
|------------------------|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|-------|------|
| Politics               | 1  |   |   |   |   | 5 |   |   |   |   |    |    |    |    |    | 6     | 2,2% |
| Economy                |    |   |   | 2 |   |   |   |   |   |   |    |    |    |    |    | 2     | 0,7% |
| History                |    |   |   | 5 | 1 | 1 |   |   |   | 3 | 4  |    |    |    |    | 14    | 5,2% |
| Geography              | 1  |   |   |   | 1 | 1 | 2 |   | 2 | 1 |    |    |    |    |    | 8     | 3%   |
| Literature& Arts       | 1  |   |   | 3 | 1 |   | 2 | 2 |   | 1 | 2  | 1  | 5  |    |    | 16    | 6,7% |
| Social Norms           | 1  |   |   | 6 | 1 | 3 |   |   |   |   |    |    |    |    |    | 11    | 4,1% |
| Education              | 3  |   | 2 | 2 | 5 |   | 2 | 1 | 1 | 1 | 2  |    | 3  | 1  | 2  | 25    | 9,3% |
| Architecture           | 4  |   |   |   | 1 | 2 | 2 |   |   | 3 |    |    |    |    |    | 12    | 4,5% |
| Music                  | 1  | 1 | 1 |   | 2 |   |   |   | 2 | 1 |    |    | 3  |    |    | 11    | 4,1% |

**Table 3**  
*Distribution and Percentage of themes under small “c” culture*

| Small "c" Culture Themes | WS | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8  | 9 | 10 | 11 | 12 | 13 | 14 | Total | %     |
|--------------------------|----|---|---|---|---|----|---|---|----|---|----|----|----|----|----|-------|-------|
| Food                     | 1  |   |   |   |   |    | 3 |   |    | 1 |    |    |    |    |    | 5     | 1,8%  |
| Holiday                  | 2  | 1 |   |   |   |    |   | 1 | 2  |   |    |    |    |    |    | 6     | 2,2%  |
| Lifestyles               | 1  |   | 7 | 9 | 4 | 5  | 1 | 3 | 4  |   |    | 1  |    | 2  | 4  | 41    | 15,4% |
| Customs                  | 2  |   |   | 1 |   | 1  |   |   |    | 5 |    | 1  | 2  | 3  | 2  | 17    | 6,3%  |
| Cultural Values          | 5  | 1 | 4 | 2 | 3 | 1  | 3 | 4 | 12 |   | 4  | 7  | 6  | 1  | 2  | 55    | 20,6% |
| Hobbies                  | 4  |   | 1 | 2 | 1 | 10 | 1 | 3 | 2  |   | 2  |    |    |    | 4  | 30    | 11,2% |
| Gestures/Body language   |    | 5 |   |   |   |    |   |   |    |   |    |    |    |    |    | 5     | 1,8%  |

Table 2 and 3 demonstrate the frequency and percentage of sixteen cultural themes related to the two types of cultural domain presented in *English in Mind Students Book 3*. Two themes of big “C” culture and three themes under small “c” culture are ranked as top five occurrences. Cultural values under small “c” culture is ranked as top frequency, with a total of 20,6 % occurrence

in the course book. The second highest is Lifestyles (15, 4 %), followed by Hobbies (11, 2 %), Education (9, 3%) and Literature (6, 7 %).

Under big “C” culture themes, Education 9, 3 %) and Literature and Arts (6, 7%), were significantly found as the most frequent occurrence in the course book.

There are three themes under Small “c” culture with high frequency occurrence in the course book. Of all the themes, Cultural Value is utilized most frequently with a total of 20,6 % in *English in Mind Students Book 3*. Cultural values includes texts expressing about value of friendship, family, happiness and love. Lifestyles theme is presented under the topic about working life in the U.K., watching popular reality shows in the U.K. and U.S.A., and teenager lifestyle in the U.K. Hobbies theme is covered in several issues such as dairy writing, joining musical concert, and favourite games. Similar to big “C” culture, mostly Cultural Value, Lifestyles and Hobbies themes in small “c” culture are designed in relation to the target culture.

## ***DISCUSSION***

### ***Cultural Contents and Its Presentation***

From five media of cultural presentation, visual illustration is the most frequent occurrence in the course book compared to other cultural media (reading texts, dialogue, writing & speaking tasks and sound recording). Visual illustration refers to everything that would not be considered as text in teaching material and aims to visualize the reading text or as an illustration of interlocutor in the dialogues or sound recording. It includes drawings, cartoons and photographs.

The highest number of cultural presentation through visual illustration suggests that cultural content in *English in Mind Students Book 3* is mostly presented through tangible objects (products) and persons. Pictures of landmarks (London Bridge in England, Eiffel tower in France, Pyramid of Giza in Egypt), the picture of the books and novels (Tasty Tale, Two lives, The book of Thoughts, Dracula, Jane Eyre, The Hobbit and Lord of The Flies) are the examples of how cultural content is revealed through the products of community. The cultural content is also presented through person in community, such as family, students, workers, and some famous figures like celebrities and singers (Oslen Twins, Johnny Deep, Robbie Williams, Oasis and Michael Jackson).

Moreover, the visual illustration also presents the illustrations of the interlocutors in dialogues. *English in Mind Students Book 3* mainly presents the interlocutors illustration in the British setting, by showing the British students having conversation with their peers and teacher at school and some students having conversation with people on the street.

The second highest medium which is used to transfer culture is writing and speaking tasks. Writing and speaking tasks refer to an assignment which require the students to show their ability in oral and written. Most of the culture is delivered through writing and speaking tasks since it aims to provide the students an opportunities to demonstrate their skill in written and spoken in English by learning to reflect, express and share their ideas based on their personal experience. Tasks include asking the students to tell and write about their friends, favourite singers, places in their city, and their worst experience in the past. It can be a medium to present culture because it prompts the students to express their own experiences or favourite things which deal with their own culture, such referring to the typical name, places and custom.

Reading text, dialogues and sound recording are the following media to present culture after writing and speaking tasks. Culture presented in these media are commonly popped up in the name of references and places. *English in Mind Students Book 3* uses British and American names for interlocutors and mostly the setting of place of the stories in the reading texts, dialogues and recording refer to Britain and America.

Many linguists strongly suggest that culture should be integrated into EFL/ESL teaching materials (Alptekin, 1993, 2002; McKay, 2000; Kılıçkaya, 2004). McKay (2000) emphasizes that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learner motivation.

In conclusion, it can be seen that *English in Mind Students Book 3* has great exposure of culture, though there is an unbalanced ratio between one medium to others in its presentation.

### ***Types of Cultural Contents***

The overall occurrence of cultural information reveals that there is an unbalanced presentation of culture. The result of the study indicates that the target culture is highlighted over the other categories of culture and gains significantly higher frequency than the source and international culture.

The target culture is presented through all the topics in each chapter. The references to the target culture included characters depicting a conflict in the British family, the school life, and working life in Britain and America. The other references to the target culture also display through the classical or historical stories of British and America such as Gelerth, The faithful dog, Casablanca, Jane Eyre and Dracula. It also portrays in the setting of places in the stories and pictures of famous places in Britain and America such Mesa Verde, London Bridge and Stonehenge. The other examples of the target culture are manifested through British and American typical names and characters. Characters refer to common British and American people and also famous celebrities from both countries. The last exposure to the target language can be seen through British and American TV programs, *Amazing Race* and *Who Wants to be a Millionaire*.

References to the international culture are mainly from countries such France, Denmark and Egypt. Intercultural awareness is manifested in the history of the Pyramids of Giza, The Curse of Tutankhamun's Tomb, portraying Paris and the life in Denmark. The international culture is also reflected through characters of foreign students who study in UK, such people from Italian and Turkish.

However, the reference to the source culture is quite limited. There is not any direct presentation which refers to the source culture (Indonesian Culture). The exposure to the source culture only appears in the forms of writing and speaking tasks, which require the students to write or tell about their own experiences. This type of reflecting task might give exposure for the students to express their culture in English.

This similar finding can be found with Liu and Laohawiriyanon (2012), Herman and Noerkhasnah (2012) and Mahmood, Muhammad & Hussain (2012) findings. Liu and Laohawiriyanon (2013) reported that more percentage of EFL college English textbooks for Chinese non-English major students, belonged to the target culture. Herman and Noerkhasnah (2012) concluded prominent target culture focus on the data collected from textbooks "Grow with English". Mahmood, Muhammad & Hussain (2012), in their theory based content analysis found out that the textbooks majorly focused on non-native culture.

The results of the present study are incongruent with McKay's view (2002) which suggests that EFL instructional material should also enrich learners' knowledge of their own language and culture and empower them to use English to express

their unique identities to other people from different culture. McKay (2002) argues that the EFL material should be changed and international culture should play more roles for facilitating students' intercultural competence. It is because the importance of cultural teaching and learning is to encourage students to recognize the diversity that exists within all cultures, particularly in this globalized era in which the travel and migration are much more frequent than before.

Furthermore, Hatoss (2004) also gives the same view as McKay. According to Hatoss, in intercultural communicative competence, it is an essential part of cultural learning that learners should develop a self-awareness of their own culture in order to use this as reference point for understanding the speakers of the other culture. Involving the source culture in EFL coursebook make the learning more authentic and appropriate for local learner and provides the channel for learner to learn how to talk about their source culture in English while they study linguistics knowledge and target culture (Xiao, 2010)

In conclusion, an unbalanced presentation of the culture in the coursebook can bring two implications. Firstly, the higher exposure of the target language, can also attract the students' attention and increase their motivations to learn more about the target language. However, exposing more on a particular culture, in this case, the target culture, can limit the students' exploration toward other cultures, specifically their own culture or international culture. It can lead to the favoritism which adore more on the target culture and demotivate the students to learn about their own culture and international cultures. Certainly, incomplete exploration of cultures influences the students' motivation to learn about other cultures and also limits the students' intercultural knowledge. Thus, in this situation intercultural awareness and intercultural communication competence are difficult to be achieved.

### ***Domains of Culture***

The analysis of cultural information indicated that small "c" culture contained a highest percentage compared too big "C" culture. This result is similar to many scholars' ideas that emphasize the significance of small "c" culture in promoting language learners' intercultural communicative competence (Tomalin & Stempleski, 1993, Pulverness 1995). They argue that the priority of culture learning should be given to small "c" culture in the EFL in order to

equip and familiarize the learners with customs, habits, food, holiday, life-style and general accepted world view.

Liu and Laohawiriyanon's (2013) also, in their analysis of an EFL college textbook found out that the widespread theme is "value" of small "c" culture. Lee (2009) states that successful communication with people from a target language society depends on two factors. Firstly, it is the level of ELT learners' understanding of intercultural dynamics (that is, intercultural knowledge, behaviour and attitude) of human interaction and communication. Secondly, it is their socio-cultural competency in respect of the target speech community. It is evident that ELT instruction must provide students with opportunities for learning about these two factors to maximize learners' communicative competence.

Furthermore, small "c" culture has a more prominent role in everyday communications than big "C" culture, for via little "c" language learners acquire the ability to communicate in everyday situations and hence, become intercultural competent learners. Therefore, learning a language should emphasize the deep culture (small "c" culture) which enables learners to understand how members of a particular group and community within a target language society use their language to refer to, describe or function. However, since the English has become global language the exposure of cultural learning should also cover outer circle countries' culture instead of focusing only on inner circle culture.

This study has found that generally both small "c" and big "C" are present in the course book. However, small "c" has gained higher frequency than big "C". Big "C" culture is easily to be recognized and memorized by the students from the general facts or the products of community. While small "c" is invisible and is difficult to be revealed. Thus, exploring more about small "c" culture in course book is more necessary.

## ***CONCLUSION***

The result of the present study can provide some useful information for language classroom teaching and learning and also for designing instruction materials. This section suggests pedagogical implications as follows.

Teachers should pay attention to their teaching material to transfer cultural knowledge to their students and also help students to analyze the factors and eliminate the possible factors which hinder their culture learning. It is very important that teachers make a conscious effort to encourage students to learn about and raise their

awareness of their own culture. Thus, the students would be able to develop some self-awareness of their own culture in order to use the source culture as a reference for comparing the similarities, differences and diversity that exist within all cultures.

As there was a small percentage of the source culture and international culture, the authors of instructional material should reconsider the portion and balance of the types of culture with an emphasis on fostering learning intercultural awareness and communicative competence.

### ***Recommendations for Further Studies***

Another aspect to be analyzed is conducting a comparative study between other types of course books which were locally published and internationally published. It would be interesting to compare the cultural load presented in local English course book and international English course book in term of the types of culture and cultural domain. The findings can enrich the area of course book content especially on cultural teaching and learning.

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