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CULTURAL THEMES IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK: AN INDONESIAN CONTEXT

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Abstract: Textbooks are still considered as the most popular learning tool in school education. Since language and culture are inextricable, teachers are now challenged in defining the best textbook that enables students, especially who are in senior high school learn both the language and the culture. To know what cultural content is represented in the textbook it is necessary to analyse its content in the form of cultural themes. This content analysis research aimed to investigate the stated cultural themes of English textbook at senior high school learning in Indonesia. The researcher collected the data through a textbook analysis checklist made based on the criteria of cultural themes proposed by Chen. The results showed that some parts of the book have been engaging culture in small “c” and big “C”. However, the amount is in a small number. In order to enrich cultural learning, students need more cultural themes of small “c” and big “C” to develop students’ cultural knowledge and competence. Knowledge about cultures will build students’ cultural competence and awareness. Thus, the inclusion of cultural should be the concern for the material developer of English textbook and English educators in the level of senior high school, especially in Indonesia.

Keywords: *Content analysis, cultural themes, English textbook, students of senior high school.*

1. INTRODUCTION

For some decades, experts contended that language is bound with the culture. As supported by Byram (1988), there is impossibility to teach language separately from teaching culture. Corbett (2003) stated that to raise learners understanding and acceptance between cultures, teaching culture is regarded as a crucial part in learning and teaching foreign language. Also, Kramersch (2008) reasons that in order to understand other cultures, it is required to place foreign culture together with learners’ own cultures. According to Tseng (2002), culture influences alterations individual awareness and vital for enlarging his or her viewpoint of the world. Here means that culture from both foreign culture and one’s own culture has a leading place in influencing students’ interpretation and perceptions toward the language.

Paige et al. (1999), Byram (1997), and Kramersch (1993) propose a theoretical model of cultural learning. They identify cultural learning as:

“(...) the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and on-going process which engages the learner cognitively, behaviorally, and affectively”

Furthermore, other experts have introduced the concept of culture in foreign language teaching. For instance, Adaskou, Britten, and Fahsi (1990) asserts four elements are the aesthetic sense refers to literature and music, the sociological sense refers to work and leisure, the semantic sense, and sociolinguistic sense such as social skills and background knowledge. Also, in different years, Brook (1968), Chastain (1988), and Chen (2004) culture has been classified into big “C” and small “c” (Chen, 2004). The category of Big “C” culture contains music, social norms, education, economy, politics, history and geography. Then, small “c” embraces daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs and values.

In Indonesia, teaching culture in language teaching is rarely conducted both in the classroom activities and in the printed materials. As the example of printed materials, the textbook is one of learning tool that dominantly used by Indonesian teacher to facilitate their students in reaching the target language. For preparing and giving lessons, teachers employ textbooks in learning process since students count on textbooks as the models and for linguistic contents (Cunningsworth, 1995). Additionally, in processing a language and learning the culture, it is necessary to have a textbook as an essential tool to facilitate the students. Byram (1997) states that ELT textbooks are considered as one of the most effective and integral means of language teaching and as a means for the presentation of cultural and cross-cultural information to EFL learners. To do this, to ensure that the textbook contains cultural content, it is necessary to analyze the content of the textbook to know its quality.

Only a few numbers of the study conducted in assessing cultural aspects signified in EFL textbooks. For instance, Rajabi and Ketabi (2012) performed a study about the representation of cultural elements in EFL textbooks. They assessed four elements of culture in some textbooks including Interchange, Headway, Top-Notch, and On Your Mark. The cultural elements reformed from Adaskou, Britten, and Fahsi (1990) are covered in four textbooks mentioned above, they are: the aesthetic, the sociological, the semantic, and the pragmatic/sociolinguistic sense. The elements of sense of culture as the most repeated elements that stated in the textbooks.

By knowing this, it becomes an important role of the teacher to wisely choose a good textbook for their students and enable them to learn both language and culture. Moreover, research on the textbook analysis of cultural content is conducted at a senior high school in Indonesia. Having known from the previous study that there are differences in the concept of culture theme, the researcher used the concept of culture proposed by Chen (2004). Thus, the researcher aimed to know what kind and to what extent of cultural content implicitly represented in the activities written in their students' English textbook.

2. LITERATURE REVIEW

2.1 Culture

Definitions of culture have been introduced by experts. Spradley (1980) believes that culture is the knowledge that societies might have studied as elements of a group. A more wide-ranging explanation by Hinkel (1999) deliberates that culture has a role as people's the way of life, the ideas that have been created and accepted by the people in a society that

grow within a group, people's ways of thinking or stand, something refers to believing and behaving that are revealed to members of a group in the process of socialization. Additionally, Cortazzi and Jin (1999) has defined that culture is the representation of society's routines. Culture also states the meaning of the experience of every member of the group. In a recent year, Kramsch (2011) labels culture as "...association in a discourse group of people that gives out a common social space and history". To sum up, culture refers to something that relates with the society's life, all sets of their social constructs within a group of people, how they share and respond experience during socialization.

2.2 Integrating Culture in English Language Teaching

Since the 60s, one of the main purposes of English Language Teaching (ELT) profession is integrating culture in foreign language education. Furthermore, the inseparable relationship between language and culture has been asserted by linguists and anthropologists during 1960s. According to Sadeghi (2017), it is stated that between the year of 1970s and 1980s, many foreign language experts highlighted the function of culture in ideal communication in cultural setting (Byram, 1989; Hymes, 1972). Promoting the learners' communicative competence is now being the main concern of FL/ SL pedagogics. Communicative competence is the ability of learners to use relevant language in different cultural situations deals with their grammar knowledge, for the understanding of cultural awareness likewise its sociolinguistics rule as the largest importance (Hymes, 1972). Baker (2011) then supports that "cultural awareness may be outlined as an attentive understanding of the role of culture plays in language learning acquisition and communication in each first and foreign languages". Cultural awareness highlighted the importance of knowing someone's own culture as well other cultures for language learners (Baker, 2011). What is more, the reason of raising learners' understanding about language and culture is mainly to thrive their intercultural communication.

2.3 Intercultural Communicative Competence (ICC)

Along with the 1990s, the major consideration of foreign and second language teaching is the existence of Intercultural Communicative Competence (ICC). According to Byram (1997), ICC is identified as the ability of a person to exchange information or ideas and connect with the other members from different cultures. Additionally, encouraging learners' cultural awareness to set up them socially have applicable communication with society from different cultures is the major aim of ICC (Crozet & Liddicoat, 2000; Larzen-Östermark, 2008). By knowing cultural diversities, learners can bring up a positive attitude, appreciation, and tolerance toward cultural differences. Moreover, to the more effective intercultural and relevant communication, awareness gives its influence. Incorporating elements of the target culture in textbooks is one of the way to provide learners with the cultural knowledge that is required for their communication.

2.4 Cultural Content in English Textbook

Relating with the textbook analysis, in a brief explanation from Cunningsworth (1995), it is stated that there are some roles of textbooks in a language teaching and learning. First, textbook is the source for spoken and written material. Second, it is a source for the practices and the activities of communicative interaction among the students. Textbook also has role as students' reference source to stimulate their ideas in learning linguistics components (grammar, vocabulary, pronunciation, etc.) and to stimulate students' ideas for classroom language activities. Additionally, textbook is a syllabus that reflects learning objectives, a

resource for autonomous learning, and a support for fewer experience teachers with low self-esteem. Relying on Cortazzi and Jin (1999) as cited in Aliakbari (2013), a textbook portrays a hardly any roles and acts as a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, textbook is an important tool for students that has function to afford them with cultural features of language and promote their knowledge about the target culture. As a result, students become accustomed to another the way of life, traditions, values, religion, and literature. In other words, cultural learning conveys students to a reason that they are able to learn about the target language and make it meaningful (Stainer, 1971, as cited in Gene & Bada, 2005).

In this case, earlier researchers have assessed cultural content in textbook. For example, in assessing a textbook, Kılıçkaya (2004) said that the questions should accommodate problem like visual aids, how to introduce cultural elements, background of the learners, roles of the teachers, cultural topic, stated topics in textbook, representation of social group or community, and stereotyping. Relatedly, it is supported by Hatoss (2004) in textbook evaluation, it is required that the checklist should embrace culture-related aspects, the cultural involvement classifications and the introduction ways of the cultural element. Furthermore, both research indicates if the teachers should focus on the quantity and what type of culture engaged in the textbook tasks when analyzing the text for its linguistic components. Thus, Tomlinson (2011) in Sadeghi, et al (2017) asserts that the realm of EFL textbook evaluation, based on the review of literature, we review this work by focusing on cultural content evaluation rather than the discourse analysis. Below is the brief review of cultural content, viewed from cultural themes in textbooks.

Experts have introduced the thought about culture in EFL learning. Brooks (1968) as cited in Xiao (2010) defines small “c” or little c as everything about life which happened in the society that also called as BBV: Beliefs, Behaviors, and Values. Small “c” comprises routine aspects of life. Recently, Sadeghi et al. (2017) introduce seven themes of Big “C”, they are music, social norms, education, economy, politics, history and geography. The nine themes under small “c” have also been introduced, such as: daily routine, lifestyle, holiday, food, gesture, greeting, weather, values and customs. Sadeghi (2017) adapted Chen’s framework (2004) of Big “C” and small “c” themes.

Some researchers have conducted studies related to cultural content in textbooks. Sadeghi & Sepahi (2017) displayed a study about cultural themes of three EFL books (Top Notch, Summit, and Passages) in which they studied about cultural themes of small “c” and big “C”. The results found out if small “c” is the dominant aspect in the three books analyzed rather than their big “C”. A study of cultural content has also been accomplished by Setyono & Widodo (2019) which tend to discover the themes of multicultural values displayed in EFL textbooks for Indonesian senior school students. The study revealed that there are four themes stated in the textbook, such as: respecting for cultures from other ethnics, religions and local people, avoiding conflict and appreciating cultural products. Recently, Hussein (2022) conducted a study that aims to find out to what extent the existence of Big “C” and small “c” themes of culture in English textbook, entitled Unlock. The researcher also found out the views of teachers and students towards the cultural content in the textbook. The results showed that the representation of small “c” cultural themes are more dominant than its Big “C” themes. The teachers’ and students’ views and preferences matched with the themes appears in the textbook.

3. METHOD

The researcher conducted this study in EFL setting with so much attentions among Indonesian, especially for students of senior high school about learning English. The researcher conducted a content analysis to answer the research question: "What kind of cultural themes is represented in English textbook at senior high school in Indonesia?".

3.1 Textbook

In this study, the researcher used students' English textbook, entitled *Bahasa Inggris* grade XI, published by Indonesia Ministry of Culture and Education, as the subject of the study. The researcher chose *Bahasa Inggris* textbook since most of Indonesian teachers from different schools and area frequently used this book. The textbook was a second edition (2b), revised and published in 2017, while the first edition (2a) was published in 2014. There are 177 pages in this textbook. The textbook of *Bahasa Inggris* consists of eight chapters and an enrichment pages consists of several topics and tasks in Reading and Writing skills. Having the same layout and organization, in each chapter/ chapter, it is entailed some activities that always started with pre activity, then followed by building blocks, let's practice, active conversation, writing connection, let's create/ contribute, and ended up with a formative assessment. Likewise, it can be found in the early page of each chapter, a standard competence of the topic that will be learned by the students. Whereas, in enrichment, it was found reading and writing tasks which always started with a passage in each topic.

3.2 Data Collection and Analysis

The researchers collected the data from a checklist. The data were gathered by completing the checklist. The researcher adapted the framework of cultural themes proposed by Chen (2004). The researcher chose four themes of small "c" "(value and belief, daily life, food, and customs/ norms)" and six themes of Big "C" "(music, history, geography, economy, art, and government/ politics)".

The researcher examined all the activities and materials in the students' book to analyze cultural themes represented in Indonesian English textbook, . The researcher got through the topics stated in all of the chapter. Then, the researcher started to find out the cultural themes by using the coding guidelines (Tables 1 and 2). The researcher did both, examining the written words and even the visual stated in the textbook. The examples of cultural themes appeared in each chapter of textbook was written by the researcher in order to ease in calculating the amount and the percentage of cultural themes inclusion inside the textbook. The following tables are coding guidelines to analyze the textbook.

Table 1. Themes of Small “c” Culture

Themes	Definition
Value and Belief	The ideas of what is good, right, fair, and just and what is valued in life.
Daily Life	The way individual or community lives and works. Things that individuals do every day as a part of normal life.
Food	Things that persons or creatures eat or drink.
Customs/ Norms	Norm is known as the standard of social behavior that is typical of a society. Telling something, using words, talking about some topics or wearing clothes in the right time, place and occasion. Custom is a tradition of doing things in a social group, place or time.

Table 2. Themes of Big “C” Culture

Themes	Definition
Music	Harmonious vocal or instrumental sounds that people sing or play.
History	All past events that still connected to someone or something. The events in the past related to particular place or subject.
Geography	Natural features and places.
Economy	Productions and consumptions, industry and the wealth development of a country, an area or society.
Art	Creativity in expressing ideas or feelings in visual forms such as painting, drawing or sculpture.
Government/ Politics	Government: people who has responsibility in managing a country by conducting activities or manners that are used in controlling the country. Politics: issues oriented to get and to use the power within a particular organization.

There were four stages in the procedure of analyzing data adapted from the model of Miles and Huberman (1994). First, the researcher gathered all the data from the textbook by using cultural themes checklist instrument. After all of the data gathered, the researcher coded the data and classified them into their categories. Next, the researcher analyzed the data and reduced some data that not needed for the research. Then, when the data was completed, the researcher started to display the data. On the last stage, the researcher drew the conclusion or verifying the finding. In this stage, the researcher exposes the finding along with the discussion compared with theories and some former researches conducted by other researchers.

4. FINDINGS AND DISCUSSION

To know what kind of cultural themes placed in one of the English textbooks in Indonesia, the researcher calculated the frequency and the percentage of the cultural themes. The textbook, *Bahasa Inggris*, was used by the researcher as the subject of her content analysis study. The cultural themes of small “c” and Big “C” in *Bahasa Inggris* frequency and percentage are presented in Table 3 and 4; while the graphical information about the proportion is presented in Figure 1.

Table 3. The Results of Small “c” Cultural Themes in *Bahasa Inggris* Textbook

Small “c”	Frequency	Percentage
Value and belief	2	2%
Daily life	18	21%
Food	5	6%
Customs/ norms	11	13%
Total of small “c”	36	43%

Table 4. The Results of Small “c” Cultural Themes in *Bahasa Inggris* Textbook

Big “C”	Frequency	Percentage
Music	9	11%
History	6	7%
Geography	17	20%
Economy	7	8%
Art	7	8%
Government/ politics	2	2%
Total of Big “C”	48	57%

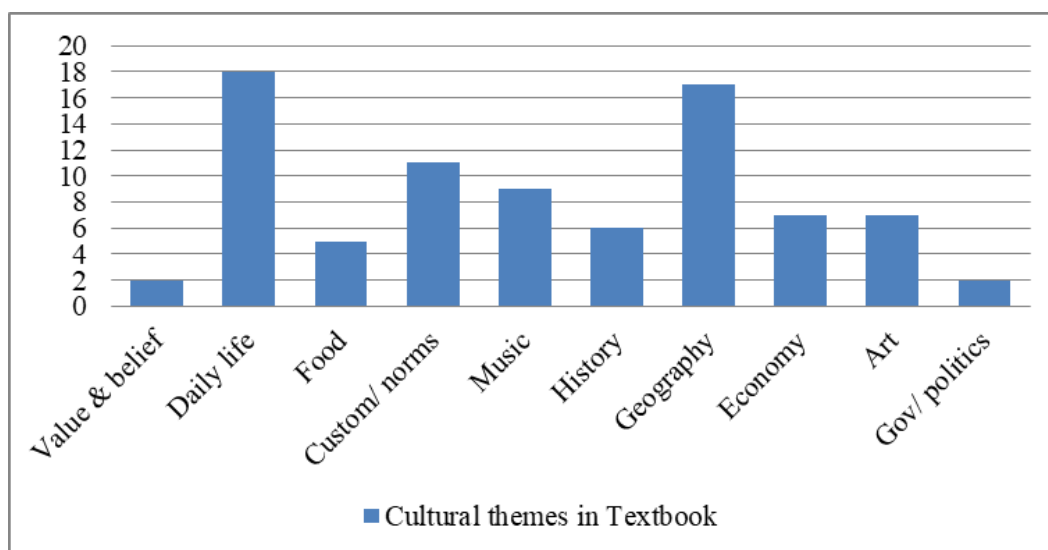


Figure 1 the Frequency Result of Big “C” and small “c” in *Bahasa Inggris* Textbook

The tables and figure show that most repeated themes of culture in the textbook *Bahasa Inggris* were daily life (21%) from small "c", geography (20%) from big "C", and followed by customs/ norms (13%). In a brief explanation based on the themes of cultural content by using the framework of big "C" and small "c", it is shown the result of cultural content that in small "c" were dominated by the themes of daily life (21%), customs/ norms (13%), food (6%), and at the least themes is value and belief (2%). Whereas, the big "C" cultural themes were dominated by the themes of geography (20%), followed by music (11%), economy (8%), art (8%), history (7%), and the last position is government/ politics (2%). Below is Figure 1 that shows the most frequent to the less frequent cultural themes by in the framework big "C" and small "c" in the textbook of *Bahasa Inggris*.

In detail, as what stated in Figure 1, daily life is the most frequent themes found in the textbook then followed by themes of geography and customs or norms, and other themes. The daily life themes tell about the individual lives and works, things that individuals do every day as a part of normal life. In fact, daily life in the textbook more exposes to the people lives and things done every day, such as: watching a movie, smoking, online gaming, having party and dinner, etc. Another domination also coming from the themes of small "c" that was customs or norms. Customs or norms describe an accepted way or tradition of doing things in a society, place or time. In the textbook it is found that customs or norms are dominated by tradition or ritual, they were a graduation ceremony, wedding ceremony, Indonesian clothing customs (Batik and Kebaya), a ribbon-cutting ceremony, and birthday party. As well, the cultural themes of food has the third place in the dominance of small "c". Food is defined as what people or animals eat or drink and their types. It was found foods and drinks that consume by people coming from all over the world, such as: tea, juice, fish, yoghurt, coffee and milk. As the forth place, it was value and belief. Value and beliefs are the ideas of what is good, right, fair, and just and what is valuable in life. The themes appeared in the textbook are stop bullying and the belief that woman should not work.

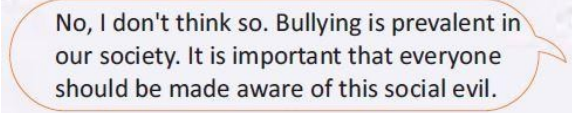
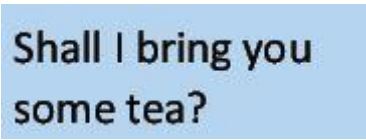

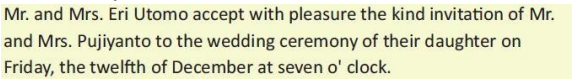
Furthermore, the most frequent theme of culture in textbook came from the big "C" culture that is geography, geography defines as natural features of a place or geographic description of countries. In textbook revealed the geographical features in Indonesia and from another country such as *Senggigi* Beach in Lombok, *Gili Nanggu* Island, Brooklyn USA, *Bromo* Mountain, and etc. Another big "C" theme is music, music is sounds that are arranged to be an entertainment for the listeners. The theme of music attained was Rock and Roll music, soap opera, playing violin, and some songs such as Stand by Me (King), We Shall Overcome (Pete), Hero (Mariah Carey), Invictus (W. Ernest Henley). Afterward, the theme of economy is connected with the trade, industry and development of the wealth of a country, an area or society, such as: airport, hotel, store, market, buying a new car, motorbike, television. Another kind of theme in big "C" was art that has similar proportion during the inclusion in the textbook. Art is something that related with the creativity in expressing ideas or feelings, such as: painting, drawing or sculpture. In the textbook, the art theme dominantly appeared in the form of visual. The art theme stated in the textbook are poster/ gravity, invitation card with calligraphy, pamphlet, ballet, painting, Indonesian postage stamp, and postage stamp from United Stated. In addition, the fifth theme is history that can be defined as events experienced in the past. There are the examples of history found, they are: the history about R. A Kartini, 100 years progress of women: Elizabeth Stanton, Carrie C. Gatt, and Lucretia Mott. The least frequency of theme of big "C" is government/ politics. Government is labeled as the group of people which can be called as community. They have responsibility for



managing a state, and even the activity to control. Meanwhile, politics is something related to get and to use the power within a particular group.

The current study examined the cultural themes presented in the textbook mostly used by the teacher in Indonesian education, especially in the senior high school level. The results revealed that there are two kinds of cultural content stated in the themes of big “C” and small “c”. During the analysis, it is found that the most dominant representation of themes is big “C” rather than small “c”. It was different finding from the related studies conducted by Sadeghi, et al (2017) that has the similar concepts used in analyzing the cultural themes. Both of the study using the concept proposed by Chen (2004). From those criteria, the researcher only chose four themes of small “c” “(value and belief, daily life, food, and customs/ norms)” and six themes of Big “C” “(music, history, geography, economy, art, and government/ politics)”. On the other hand, the researcher brings different context in this study, in Sadeghi's it is presented the Iranian context of a textbook, while in this study, the researcher brings Indonesian context.

Moreover, the minor finding of cultural themes was not in line with Cunningsworth (1995) that textbook takes account as a source for students’ practice and communicative interaction activities. The cultural themes stated in the textbook does not give the chance to the students to gain more knowledge about the cultural aspect of the language they learned. Form those beliefs, it can be inferred that how important teaching language and culture at the same time. By knowing the facts that English as a foreign language in Indonesia, it is essential to experience the English learners not only the language itself but also experience them with the culture in order to have relevant communication in using English. However, the finding showed that the textbook gives little explanation and experience about the culture from any cultural community.

Table 5. Cultural Themes in *Bahasa Inggris* Textbook

Data	Chapter	Explanation
<p>Value and Belief</p> 	2 (Page 19)	The small “c” theme is found in the term of value about bullying.
<p>Food</p> 	1 (Page 7)	Another theme of small “c” is in the form of food, here is about an example of drink that is tea.
<p>Daily Life</p> 	1 (Page 13)	One of the daily life theme exposes in the book is about the society’s habit that is watching movie.
<p>Customs/ Norm</p> 	3 (Page 38)	The custom stated in the textbook tradition of wedding ceremony.

<p>Music</p> <p>"Stand By Me" by Ben E King</p> <p>When the night has come And the land is dark And the moon is the only light we'll see No I won't be afraid Oh, I won't be afraid Just as long as you stand, stand by me</p>	<p>7 (age 87)</p>	<p>Music is one of the cultural themes of Big "C". The textbook exposes much about music in the form of song lyric.</p>
<p>History</p>  <p>R.A.KARTINI 1879-1979</p>	<p>5 (Page 72)</p>	<p>Another example of cultural theme in Big "C" is about history. Here, we know that <i>R. A Kartini</i> is an influencer of "Women Emansipation" before Indonesia got its independence.</p>
<p>Geography</p> <p>You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere.</p>	<p>5 (Page 62)</p>	<p>The theme of geography can be found in a written text which tell about the beauty of <i>Gili Nanggu</i> island in Lombok.</p>
<p>Economy</p> <p>I would like to return this shirt for a refund.</p>	<p>1 (Page 12)</p>	<p>The economy theme can be identified in the conversation in store that is about refunding.</p>
<p>Art</p> 	<p>1 (Page 16)</p>	<p>One of the big "C" theme is about art. The example of art product stated in the textbook is gravity.</p>
<p>Government/ Politic</p> <p>In my opinion, the government should provide means of sustenance for under privileged people instead of building tall towers.</p>	<p>2 (Page 20)</p>	<p>The government theme can be found in the form of the role of government to handle under privileged people in providing their means of sustenance.</p>

5. CONCLUSION

This study was investigated the themes of culture represented in EFL textbook in Indonesia. The finding showed that the textbook involved cultural themes of big “C” and little “c” in the presented materials. Finally, there are findings that imply tthe themes that frequently stated in the content of the textbook are big "C" rather than small "c". It is known that the English textbook in Indonesia is in the EFL context, it is very important to state cultural themes in the textbook since mostly Indonesian cannot directly learn from the native-speakers, therefore the material developers should consider the influential role of culture in teaching a foreign language, besides the importance of grammar focus to have better understanding and effective communicative competence and cultural knowledge. Also, teachers who have a responsibility in teaching a language should include the cultural content in English teaching in order to develop students’ cultural competence. Textbook can be an effective tool for teachers to develop that competence. The cultural content is still being the issue that should be studied. Thus, it is recommended to the future researcher to conduct a study of culture in different elements, context or even different setting and types of research.

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