

Cultural Content in English for Tourism Textbook for English Major Students : a Case Study of Suratthani Rajabhat University, Southern Thailand

เนื้อหาทางวัฒนธรรมในหนังสือเรียนวิชาภาษาอังกฤษ
เพื่อการท่องเที่ยวของนักศึกษาสาขาวิชาภาษาอังกฤษ :
กรณีศึกษามหาวิทยาลัยราชภัฏสุราษฎร์ธานี

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Abstract

The study explores the cultural content of the English tourism textbook used by English major students at Suratthani Rajabhat University. The aim of this study is to investigate what cultures are represented and how cultures are represented in the textbook. The information was gathered from reading passages and images in each lesson in English for a tourism course, written by Thai authors. To reveal what cultures are presented in the textbook, cultural contents are categorized into categories and the themes of culture under Big “C” and little “c”. Findings indicate that the Big “C” culture is the highest source of culture in the target textbook, whereas the

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little "c" culture is portrayed at a much lower level. The culture categories are presented in the form of Thai culture (Tourism information in Thailand, Thai handicrafts, Tourist attractions in Thailand, Thai food, Thai way of life, Religious ceremony, Thai martial arts, and history of Thailand). International culture is presented in the form of Chinese and German cultures. The finding of cultural content in terms of cultural themes found the seven cultural themes, The most common themes were four themes under Big "C" such as "Economy", "Geography", "Architecture" and "History" and three themes under little "c" cultures such as "Life Style", "Food", and "Holidays". This research may offer some suggestions for the development of English-language textbooks that are culturally appropriate for language educators and learners at universities in Thailand.

Keywords: Culture, Cultural content, source of culture, culture categories, Big "C" culture, little "c" culture

บทคัดย่อ

การศึกษาครั้งนี้เพื่อสำรวจเนื้อหาทางวัฒนธรรมของหนังสือเรียนภาษาอังกฤษเพื่อการท่องเที่ยวของนักศึกษาสาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏสุราษฎร์ธานี โดยมีวัตถุประสงค์คือ เพื่อศึกษาวัฒนธรรมที่ถูกนำเสนอและวิธีการนำเสนอวัฒนธรรมในหนังสือเรียน ข้อมูลถูกเก็บรวบรวมจากในข้อความและรูปภาพของตำราเรียนรายวิชาภาษาอังกฤษเพื่อการท่องเที่ยว ซึ่งเขียนโดยผู้เขียนชาวไทย เพื่อค้นหาการนำเสนอวัฒนธรรมในตำราเรียน โดยเนื้อหาทางวัฒนธรรมแบ่งออกเป็นแหล่งที่มาและรูปแบบของวัฒนธรรมภายใต้หัวข้อทางด้านวัฒนธรรมที่มองเห็นได้ชัด และวัฒนธรรมที่มองเห็นได้ไม่ชัด ผลการศึกษาพบว่า วัฒนธรรมที่มองเห็นได้ชัดพบมากในหนังสือเรียน ในขณะที่วัฒนธรรมที่มองเห็นได้ไม่ชัดพบในระดับที่น้อยกว่า แหล่งที่มาของวัฒนธรรมถูกนำเสนอในรูปแบบวัฒนธรรมไทย อาทิเช่น ข้อมูลการท่องเที่ยวในประเทศไทย หัตถกรรมไทย

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แหล่งท่องเที่ยวในประเทศไทย อาหารไทย วิถีชีวิตคนไทย พิธีกรรมทางศาสนา ศิลปะ การต่อสู้ของไทย และประวัติศาสตร์ไทย ในส่วนของวัฒนธรรมนานาชาติถูกนำเสนอในรูปแบบของวัฒนธรรมชาวจีนละชาวเยอรมัน ผลการศึกษาพบเนื้อหาทางวัฒนธรรมจำนวน 7 หัวข้อ โดยแบ่งเป็นเนื้อหาทางวัฒนธรรมที่มองเห็นได้ชัด จำนวน 4 หัวข้อ เช่น เศรษฐกิจ ภูมิศาสตร์ สถาปัตยกรรม และประวัติศาสตร์ และวัฒนธรรมที่มองเห็นได้ไม่ชัดจำนวน 3 หัวข้อ เช่น วิถีการดำเนินชีวิต อาหารการกิน และวันสำคัญของชาติ งานวิจัยนี้อาจเป็นข้อเสนอแนะสำหรับการพัฒนาตำราเรียนภาษาอังกฤษที่มีเนื้อหาเชิงวัฒนธรรมที่เหมาะสมกับการศึกษาในระดับมหาวิทยาลัยในประเทศไทยสำหรับนักการศึกษา ด้านภาษาและผู้เรียน

คำสำคัญ: วัฒนธรรม เนื้อหาเชิงวัฒนธรรม แหล่งที่มาของวัฒนธรรม หมวดยุทธศาสตร์ วัฒนธรรม วัฒนธรรมที่มองเห็นได้ชัด และวัฒนธรรมที่มองเห็นได้ไม่ชัด

Introduction

Teaching and learning English is important for country and society development. English language teaching in Thailand has become one of the most common employment for English speaking teachers, both native and non-native. In Thailand, English is not only used for communication as a foreign language but also as a compulsory course learned at universities. Generally, all universities in Thailand use textbooks to guide and encourage learners in learning English. For teachers, knowing how to use and select cultural content in the textbook is a very important skill. Textbook content meets the fundamental prevalence of the present curriculum produced textbook has functioned as instruments to the extent of teaching and learning skills of students. It is important to know English textbooks not only introduce the students to the knowledge of related topics they learn at university level but also awareness about culture understanding of

textbook material. Textbooks play an important role to provide students with new information about culture content in the world. Textbook not only function as an exercise cultural and instruction to learners, but also as a medium to introduce cultural diversity to students. The importance of different cultures in the textbook is to improve teacher and learner cultural awareness about their own culture as content and to have a better cultural understanding towards the reality of other cultures in a native English-speaking country, such as the United States, England and Australia (Cortazzi and Jin, 1999). Culture in English language teaching materials has been subject to discussion among professionals and teachers for many years. Some teachers want to have cultural content in their language classrooms and similarly students may wish to acquire the cultural knowledge, which enables them to engage authentically with the language use of a particular native-speaking community. But there seems to be no functional reason for maintaining this in the process of language learning. Native speakers may write textbooks and teacher books, prepare cultural content, may be strong advocates of absolute authenticity in the materials, and make pronouncements and recommendations. However, their English is that which is related to the communicative and communal needs of their community, and may not be relevant to those learning English as an international language. Likewise, their teaching may be suited to particular contexts of instruction which in many respects are quite different from those which we experience in the world. Teaching materials are proper to the extent that they are appropriate to learner needs, not the extent that they have to be appropriate (Kilickaya, 2004). Teachers use textbooks for planning and giving lessons and students rely on them for linguistic content and models (Cunningsworth, 1995). Moreover, textbooks provide the core

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material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom (Tomlinson, 1998). The hope was to provide valuable understanding into current English Language Teaching (ELT) from the position of what cultural content should be taught via the resource of textbooks with the aim of promoting Thai students' Intercultural Communication Competence (ICC). It is also predictable to offer some guidance for cultural teaching and learning in the EFL classroom.

This study, therefore, aims to investigate cultural content presented in an English for Tourism textbook called "English for Tourism II, which is used in Suratthani Rajabhat University and other English for Tourism courses in undergraduate degrees. The results of this study may not only develop the English for Tourism course in the university, but also enable students to share and value their own cultural identities with students and teachers from other countries. Therefore, cultural differences can be improved. This study provides possible implications for collaborations between English language educators, authors, publishers, and teachers in order to create cultural content appropriate English for specific purposes textbooks and teaching materials for university teachers and students. Where intercultural communicative competence and cultural learning are assumed, it is important to review the in-use textbooks on cultural elements in the context of the Thailand EFL classroom.

2. Literature Review

2.1 Culture and Language

This paper reviews the literature on cultural content in EFL textbooks and therefore some information on the connection between culture and language learning is needed. Culture has been defined by a

number of scholars representing different disciplines. Brown (2000, p. 177) defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”; while Fantini (1995) pointed out the cooperative relationship between language and culture since language affects and reflects culture and vice-versa. According to Dervin (2012), culture is often described as something static and characteristic of all its members, however, his take on culture is that it is something constantly changing. McKay (2002) noted that the integration of cultural components into language teaching can improve classroom language motivation. Nault (2006) called for scholars, language educators and practitioners to reconsider the status quo of cultures and their representation for the development of English as an International Language (EIL). He recommended that English educators must be aware of other target cultures besides British and American culture. Culture is an important aspect in ELT textbooks. Kramsch (1993) believes that language and culture are close. EFL learners obtain both target language and culture. It is part of the communicative competence which includes cultural understanding, conversational routines, and the target society's norms and values. In addition, 'interculturality' and 'cross-culturality' are other useful concepts often mentioned by researchers and teachers in the field of EFL textbook analysis. The CEFR (2009) mentions 'intercultural awareness' and defines it as knowledge and understanding of diversities, both regional and social, of the native English culture in relation to the other culture. Student development of intercultural competence is particularly important in today's increasingly globalized society. In Thai contexts, it is important to consider whether English language textbooks reflect the diversity of cultural contexts and include cross-cultural components. As a result, foreign

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language teachers must clarify these differences to their students in order to make their students aware that body language and politeness conventions differ and that they will need to use this awareness in situations of intercultural contact.

2.2 Sources of Culture

Regarding culture-related teaching materials and textbooks in English classrooms, Cortazzi and Jin (1999) provide a different look at the sources of cultural information. They classified the sources of cultural information into source culture (learner's own culture), target culture (any English-speaking countries where English is spoken as a first language), and international target culture (English-speaking or non-speaking English counties around the world where English is not used as a first language). Three categories of culture presented in textbooks in this study were based on the idea of Cortazzi and Jin (1999). The reason for introducing source cultural content in ELT textbooks is to cultivate learners' knowledge of their own culture. Students will have a chance to learn about topics and vocabularies which are related to their native background in English so that they can interact with people from different cultural backgrounds McKay (2000). Target cultural knowledge has long been a main component in the ELT classroom. The rationale for integrating target culture into English classroom lies firstly in that learning a target culture will enhance student motivation and develop their attitudes toward language learning (McKay, 2002). Secondly the author's consideration of using target culture in the classroom makes it potential for users from different societies to make best use of the same materials in both EFL and ESL contexts. Wintergerst and Mcveigh (2010) claimed that learners with both Big "C" and little "c" culture can participate efficiently in intercultural settings. While the domain of big

"C" culture (e.g., arts, history, geography, education, business, etc.) is crucial for extremely educated people, little "c" cultural understanding for intercultural communication is important because it impacts methods of thinking, behaving, and using a language. Yuen (2011) also argued that for effective intercultural communication by learners, language teaching materials should include information from a variety of cultures in English-speaking countries. Therefore, if EFL learners learn about little "c" culture in the target culture, they will understand better how they interact with each other in that culture.

Many studies discuss the analysis of English textbooks. Firstly, Hermawan (2012) analyzed English textbooks for primary school published by Erlangga "Grow with English 4, 5, and 6." Using content analysis study, the data used was the form of written text found in each textbook and classified in terms of Local culture, which refers to Indonesian culture and Non-local culture which refers to foreign culture. Culture in this context is perceived in terms of Aesthetic Sense, Sociological sense, Semantic Sense, and Pragmatic (Sociolinguistic) Sense (Adaskou et al., 1990). Second, after classifying and recording the cultural loads in the text, the frequency of each dimension of culture is then converted to percentages for comparison purposes. The result was that target culture was still more salient and disseminated in the textbooks compared with local culture. The second is a study from Sugirin et al. (2011). They conducted a study to Investigate seven EFL textbooks of Junior High School used in Jogjakarta. The data used were in form of writing and pictures which have inserted cultural elements then classified into knowledge, behaviors, and artifacts, in both western and Indonesian cultural contexts, with the result was there were 409 western cultural elements and 739 Indonesian

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ones, but they were not followed by adequate explanations to anticipate confusion and misunderstanding. Syahri and Susanti (2016) investigated the percentage of local culture integration and target culture integration in the English textbooks for senior high school in Palembang. This research design was a content analysis with 4058 paragraphs and 2587 pictures as the study data. The procedure of analyzing the data started by classifying the data into local or target culture division, then it was analyzed based on Byram's cultural content checklist (1993) while the pictures were simply classified into local culture or target culture. The findings of the analysis were made in the form of percentages. The results show that for analysis of the paragraph, from nine books series with different publishers analyzed in this study, five of the books have a higher percentage of Local Culture which was presented through the reading passage, meanwhile, under pictures analysis, six of them promote the Target Culture more salantly.

2.3 Themes of Culture

Big "C" and small "c" cultures

Culture can be divided into two types: Big "C" culture and little "c" culture (Lee, 2009; Peterson, 2004). Lee (2009, p.78) 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, p. 78) this type of culture is "the invisible and deeper sense of a target culture"

including attitudes or beliefs and assumptions. Peterson (2004) explains 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 effectually 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 crucial for intercultural communication because it affects ways of thinking, behaving and using a language. The socio-cultural values, norms, beliefs and assumptions entailed in small “c” culture assists members of a particular culture to use “appropriate and polite” language within the target society. However, it can also possibly result in, as Lee (2009) put it “pragmatic failure” when struggling to communicate with different cultural groups. Consequently, if EFL learners know about small “c” culture in the target culture, they will better comprehend how those in that culture communicate with each other. However, Lee's (2009) framework of 19 cultural themes (12 themes for Big “C” and 7 themes for little “c” culture) is used as the cultural framework of the current study.

2.4 Cultural content in EFL Textbooks

As stated in the introduction, this is a review of the literature on cultural content in EFL textbooks. A study by Cakir (2010) examined the frequency of culture-specific elements in ELT course books used in elementary schools in Kayseri, Turkey. The textbooks were chosen by the Turkish Ministry of Education to be used in elementary education, specifically years six, seven and eight, and were all published in 2010. He

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claimed that “This ready-made materials, which unquestionably must be followed by foreign language teachers, do not always fit the needs of the learners and teachers [sic] expectations” (Cakir, 2010, p.182). The expectations are not met in terms of intercultural competence, which leads to the purposes of the study; to examine and analyze the frequency of cultural expressions and elements in the textbooks. In order to collect the data needed for the study, the textbooks were scanned for culture specific expressions which were then recorded and organized. A descriptive content analysis was used for the sake of presenting the findings. The findings revealed that in 48 of the textbooks’ units, only 13 contained culture specific expressions. In these 13 units, 27 cultural expressions were recorded which, according to Cakir (2010), is not enough to teach culture since less than half of the units in the textbooks included culture specific expressions (ranging from 30% to 16%). He discussed that to be able to develop cultural awareness together with linguistic awareness, the content of the textbooks need not only include cultural referents but also culture specific expressions since they contain cultural values. He concluded his study by stressing that the design of textbooks should offer different aspects of the target language, both linguistic and cultural. Additionally, culture-specific aspects were defined into two different domains of target-culture learning: the big ‘C’ and the little ‘c’. Further, the model was pulled by Lee (2009) to include more specific topics to achieve a more comprehensive picture of what aspects the big ‘C’ and the little ‘c’ could involve. The results showed that all the textbooks in the study did not provide enough attention to the teaching of culture-general aspects and the little ‘c’ aspect of culture-specific learning. Most of the textbooks under study showed a heavy preference for the big ‘C’ aspects of culture-specific aspects. A research article by Gomez

Rodriguez (2015) analyzed the cultural content in three communicative EFL textbooks. He identified which surface or deep cultural topics existed in the textbooks chosen and how they could aid learners in developing intercultural communicative competence. The textbooks chosen for the study were designed by international publishing houses (British and American) and are used all over the world for different EFL contexts. In addition, the textbooks had been used in language programs at universities in Bogotá, Colombia which Gómez Rodríguez thought important since the textbooks were aimed at helping prepare future teachers. Therefore, it was important for the author to analyze how the material aided pre-service teachers to develop intercultural communicative competence. Furthermore, the names of the textbooks were left out by the author, he reasoned that “[...] the idea is not to create prejudicial positions about their reputations but rather to offer EFL teachers some critical bases of analysis for how to more appropriately address culture as it is presented in textbooks” (Gomez Rodríguez, 2015, p. 171). The textbooks were organized into three levels of English: basic, intermediate and advanced. He used a quantitative method and analyzed every page and unit of the textbooks to detect content in which culture somehow was incorporated. The findings revealed that topics of surface culture were found in all three textbooks in great part in comparison with deep culture which was only found in one textbook (the intermediate level one). With topics of surface culture being predominant in the textbooks, he argued that they often promote a static and received view of culture. Yuen (2011, p. 458-466) showed an investigation where he, in this case study, analyzed the representation of foreign cultures, focusing on the frequency of appearance, in two EFL textbooks used by secondary schools in Hong Kong. The methodology used

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was a quantitative method where the frequency of cultural references as well as their origins were recorded. Three categorizations were created for the origins: African countries, Asian countries and Western countries (subdivided into English-speaking countries and non-English speaking countries). The findings of Yuen (2011) revealed that products and, in some aspects, practices were the most frequently appearing cultural reference whereas perspectives were the least frequent ones. Furthermore, there was a lack of balance when it came to representing distinct international cultures with the English-speaking countries being referred to more frequently in the research than any other. In comparison, Asian and African countries were referred to the least in the investigation.

3. Research Methodology

This study was a content analysis study to reveal the cultural content in English for Tourism textbooks for university level. Most research in ELT textbooks analysis has used quantitative research tools that use the frequency of cultural representations as shown in textbooks. This study also used qualitative and quantitative research methods to describe types of cultural content in textbooks, collect data, analyze, and make a conclusion based on the data only, without taking a general conclusion.

3.1 Research context

The research context in this study was the English for Tourism textbook for English major students written by Thai authors used in Suratthani Rajabhat University located in the South of Thailand.

3.2 Analysis

In this study, the cultural content in the English for Tourism textbook was analyzed based on Cortazzi and Jin's (1999) framework regarding cultural content for English materials and textbooks. The first perspective

concentrated on the representation of sources of culture (target, international target, and source culture) in the textbooks. In total, the English for Tourism textbook contained 12 units. These 12 units were analyzed for cultural content in terms of target, international target, and source culture as well as Big “C” and little “c”. For characteristics the themes under Big “C” and little “c” culture”, each section of cultural content was coded with the corresponding cultural theme. According to the introduction, data analysis is carried out on the basis of the following steps. regarding the first question about the cultural aspects represented in the English for Tourism Textbook, Data analysis is performed in three steps as follows:

3.2.1 Identifying Types of Cultural Contents

First, to reveal what cultural contents are presented in this English textbook, the author collected the data from the textbook entitled “English for Tourism II”. The data of the study mainly were in the form of reading passages and images from 12 units of English for Tourism Textbook. The researchers cocated and read all long functional text in reading sections found in this textbook and put them in the category of culture content according to the framework provided by Cortazzi and Jin (1999) source culture, target culture, and international culture. Source culture refers to Thai culture, target culture refers to native speaker culture, such as: British and American, and international culture refers to culture that are neither target culture or source culture, such as Brazil, Japan, China, Indonesia, Saudi Arabia, etc. After the researchers organized the culture categories, the study continues with counting the total number of texts in long functional texts based on Cortazzi and Jin (1999) frameword and write the total number into percentage (%). To count the total number of cultural contents in the textbooks into percentages this study used the following formula:

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$$\text{Type of Culture} = \frac{\text{Number of cultural contents}}{\text{Total number of cultural contents}} \times 100$$

And then, write the result of total numbers into percentage (%)

3.2.2 Identifying cultural themes

After making an approximate prediction in types of culture, the second step examined the purpose of theme classification under Big “C” and little “c” culture themes. The 19 themes referring to the Big “C” and little “c” culture based on Chen (2004) and Lee (2009) ’s concepts on the cultural themes are as follow:

3.2.2.1 Big “C” culture category (12 themes): Politics, Economy, History, Geography, Literature/Art, Social norms, Education, Architecture, Sports, Music, Movies, and Science.

3.2.2.2 little “c” culture category (7 themes): Food, Holidays, lifestyles, Customs, Values, Hobbies and Gestures/ body language.

4. Findings

4.1 What source of culture are presented in the English for Tourism Textbook?

This preliminary analysis was further examined to find out about the types of culture found in the English for Tourism Textbook, which is shown in Table 1 below.

Table 1 : Frequency and percentage of source of culture in English for Tourism Textbook

Unit1	Source culture (Thai culture)	Target culture (British and American)	International culture (other cultures)
Unit 1 General Information	1	-	-
Unit 2 Travel& Transportation	-	-	-
Unit 3 Accommodation	-	-	-
Unit 4 Shopping	1	-	1
Unit 5 Giving Directions	1	-	-
Unit 6 Visiting a Historical Park	1	-	-
Unit 7 Thai Food	4	-	-
Unit 8 Thai Culture & Traditions	1	-	-
Unit 9 Festivals and Ceremonies	1	-	1
Unit 10 Cultural Activities	3	-	-
Unit 11 Visiting a Thai Temple	2	-	-
Unit 12 Special Interest Tour Sericulture	2	-	1
Total frequency (and percentage)	17 (85%)	0 (0%)	3 (15%)

Table 1 shows 12 units of analysis cultural content and two main sources of culture those which were identifiable (source culture and international culture) and target culture was unidentifiable. The source culture that occurs in reading passages in the English for Tourism textbook

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written by a Thai author is presented most frequently in this textbook 17 times (85%) and represented in the form of reading of Thai culture (Tourism information in Thailand, Thai handicrafts, Thai lacquer ware, Tourist Attractions in Thailand, Ayutthaya today, great Thai foods, Thai regional food, Thai way of life, Religious ceremonies, Thai martial arts, and Thai temples). Secondly, the target culture occurs zero times (0%) are not represented in the forms American and British cultures. Lastly, the International Culture occurs three times (15%) are presented in the form of name nature (Chinese culture, German culture), in the form of stories, such as: A survey of German Tourists, Silk in China). Interestingly, unit 4, 9, 12 contained both source cultural content and international culture. In short, unit 2, three contents of English for Tourism was unidentified culture.

Regarding the sources of culture, culture and language cannot be taught separately. Cultural information sources play an important role in the development of the ICC for learners (Yuen, 2011). An analysis of the cultural source in this study shows that the source culture materials have been well distributed across the three cultural categories (Source Culture, Target Culture, and International Culture). Within the reading passages and images of the book, this study found that textbooks highlighted Thai culture more than target and international culture. To this end, the inclusion of the writer source culture provides not only content that students are already familiar with, but also means of developing their cultural awareness. The learners are supposed to match their culture with the target ones. Textbook writers may also find it difficult to cover all source cultures in a textbook based on the culture of the writer, as no culture is similar. More importantly, the students themselves have not been able to become aware of all other cultures.

4.2 What cultural themes are found in the English for Tourism Textbook?

The 12 units of analysis were further analyzed for two cultural themes under Big “C” and little “c”. As some units of analysis contained more than one theme, this study modified the similar themes of Xiao (2010). Table 2 shows the frequency of occurrences of seven cultural themes found in the English for Tourism Textbook below.

Table 2: Frequency of cultural themes in English for Tourism Textbook

Unit1 Big “C”

Unit1	Big “C” (9 themes) (Economy, Geography, Architecture, History, Social norms, Politics, Literature/art, Education, Music)	Little “c” (7 themes) (Lifestyle, Hobbies, Food, Holiday, Customs, Values, Gestures/body languages)
Unit 1 General Information	1 (Economy)	-
Unit 2 Travel& Transportation	-	-
Unit 3 Accommodation	-	-
Unit 4 Shopping	1 (History)	-
Unit 5 Giving Directions	-	1 (Lifestyle)
Unit 6 Visiting a Historical Park	1(History), 1(Architec- tures), 1(Geography)	1 (Food)

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Unit1	Big “C” (9 themes) (Economy, Geography, Architecture, History, Social norms, Politics, Literature/ art, Education, Music)	Little “c” (7 themes) (Lifestyle, Hobbies, Food, Holiday, Customs, Values, Gestures/body languages)
Unit 7 Thai Food	-	-
Unit 8 Thai Culture & Traditions	-	1 (Lifestyle)
Unit 9 Festivals and Ceremonies	-	1 (Holiday)
Unit 10 Cultural Activities	1 (History)	-
Unit 11 Visiting a Thai Temple	1 (History)	-
Unit 12 Special Interest Tour Sericulture	1 (History)	-
Total frequency (and percentage)	8 (66.67%)	4 (33.33%)
	(4 themes)	(3 themes)

As revealed in Table 2, of the seven cultural themes, the most frequent themes in the English for Tourism Textbook were four themes under Big “C” culture and three themes under little “c”. More specifically, more than half (66.67%) of the total themes was Big “C” theme of “Economy”, “Geography”, “Architectures”, and “History” and 33.33% of the little “c” theme in term of “Life style”, “Food”, and “Holiday”. Surprisingly, there was an absence of the popular little “c” culture under “hobbies”, “gestures/ body language”, “Customs”, and “Values” and under the Big “C” themes of “Social norms”, “Politics”, “Literature/art”, “Education”, and “Music”.

5. Discussion

The most source culture (Thai culture) appears in this textbook (English for Tourism II) helps the students to activate their own cultures knowledge, and also it can make the students increase their own cultural awareness while learning a foreign language. It reveals that teaching English is more localized by more dominant source culture than the other cultures. Textbooks also can help students become more interested, familiar and better understand topics that they learn reading materials with long functional texts because students already knew about the topic of texts consist with Indonesia culture and the students will enable to know more deeper meaning of English because the student can connect the cultural contents meaning that they are familiar with. The International Culture presented in the textbooks can also add to the students' data and comparison of different cultural contents, and it can help the learners avoid the communication of misunderstandings. Target Culture is not appearing in the English for Tourism textbook. Lack of international culture and target culture in this textbook can make the students misunderstand cultural awareness and cultural knowledge in other counties. Countries suitable distribution between these three types of culture appear balanced in this textbook. According to previous studies, it is difficult for textbook writers to include balanced information on different cultural aspects in the textbook. However, the writer also plays an influential role in referring to the source culture of students and comparing it with others for the purpose of appreciation and better understanding. Textbooks written by Thai writers are likely to embrace different aspects of different target and international cultures. The study suggested that textbook writers should make more appropriate and up-to-date cultural choices before the textbook is written.

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The lack of other common little “c” themes might be one reason why Thai students have a low competence of intercultural interaction. In fact, little “c” culture plays a more significant role in daily communication across cultural lines than Big “C” culture because students need to have the ability to communicate about their daily way of life in order to be successful in intercultural communication (Wintergerst and Mcveigh, 2010). Unquestionably, understanding and knowledge of cultural themes of the writer contains all its themes of Big “C” and little “c”. In this sense, the different cultural themes set out in the textbook are discussed in depth.

6. Conclusion

Based on the discussion, it could be concluded that the result of the cultural content analysis of the textbook “English for Tourism II”. revealed that more than half of the cultural content was Thai culture while, international cultural content accounted for a very small portion. The most frequent themes in English for Tourism Textbook were four themes under Big “C” culture and three themes under little “c”. It was also found that Big “C” themes included “Economy”, “Geography”, “Architecture”, and “History” and the little “c” themes included “Life style”, “Food”, and “Holiday”. Food is one of the central social themes of culture in which almost every culture has its kind of food and its way of eating. Food also expresses a sense of identity and a means to preserve it. In addition, some food types are culture-bound, in which what is eatable in one culture may be out-of-the-way or prohibited in another. The lack of cultural themes in little “c” culture might not be sufficient to develop non-native English students’ ICC and thus might cause difficulties to students when they take part in intercultural communication. Intercultural communication examines how individuals interact (verbally and

non-verbally), handle the job, work together, approach deadlines, negotiate, meet, greet, create relationships, etc. in the context of a globalized company. Cultural awareness needs continue to gain momentum, generating an urgent need for learners to support intercultural and linguistic skills. As language teachers, it is our responsibility to create the conditions for students to develop ICC in order to prepare them for interaction in intercultural and diverse environments. In other words, language teaching should include abilities and strategies to develop wider culture for global citizenship leading to ICC. Approaches to learning culture should shift from descriptive to interactionist, foster relationships and discussion leading to self-awareness, openness, and transformation. In addition to the need to develop ICC abilities, it is essential to be conscious of the problems engaged in the process. Lastly, the development of intercultural awareness must be combined with language learning, where we use our own experience to improve the students' cultural exploration: their own language and that of the target language. The aim of learning English is to facilitate our students to communicate with the target language. They also need to adjust the use of language through its function. But it seems difficult, as there is no such thing as adapting the culture of the target language.

7. Recommendations

Taking account of the analysis of one textbook could be considered a limitation. The number of textbook analysis used in this study is only one English for Tourism textbook. Hence, future studies can broaden the analysis of such cultural aspects to include representative texts from other books. The sample size is too small compared with some previous research that used more than two textbooks. It will be difficult to find significant relationships from the data. The sample could be analysis of

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supplementary material in EFL classroom such as CDs, or lesson plans. However, this study sheds light on the limited presence of the cultural elements of the source culture of students or of the growing cultures in general. It should be noted that textbooks are not the only source of culture. Rather, cultural awareness could be enhanced through the Internet, the media, or even through human interaction, especially in this global era. It is also strongly recommended that more than the present findings should be used in foreign culture. International culture is aimed at making students more aware of different cultures. Nowadays, people use English as an international language to interact with various cultural backgrounds. Further study should link language learning with cultural activities and behaviors outside the classroom. In addition, as cultures are self-motivated, this textbook can also be updated regularly on the basis of global changes and student needs. It is suggested that educators interested in developing textbooks based on a learning-centred approach should involve a higher level of student participation. Other types of textbooks, including local textbooks and commercial textbooks, should be compared.

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