

Sveučilište u Zagrebu

Filozofski fakultet

Odsjek za anglistiku

Katedra za metodiku

British vs American cultural elements in EFL textbooks

Diplomski rad

Student: Nataša Udovičić

Mentor: dr. sc. Renata Geld, docent

Zagreb, 2018

University of Zagreb

Faculty of Humanities and Social Sciences

Department of English

TEFL Section

British vs American cultural elements in EFL textbooks

Graduation Thesis

Student: Nataša Udovičić

Supervisor: Asst. Prof. Renata Geld, Ph. D.

Zagreb, 2018

Examining Committee:

Stela Letica Krevelj, Ph.D., postdoc.

Jasenka Čengić, M.Ed., Teaching and Research Assistant

Assistant Professor Renata Geld, Ph.D.

Sadržaj

1. Introduction	1
2.1. Culture in the classroom	3
3. Textbooks	4
4. The Croatian National Educational Standard (CNES)	4
5. Previous studies	4
6. Research	5
6.1. Aim	5
6.2. Sample	7
6.3. Procedure	8
7. Results	8
7.1. British cultural elements	8
7.2. American cultural elements	15
7.3. Results of Big “C” culture and small “c” culture	20
7.3.1. The analysis of <i>Solutions</i>	20
7.3.2. The analysis of <i>Success</i>	23

7.3.3. The analysis of <i>Message 2</i>	25
7.3.4. The analysis of <i>The New Headway</i>	28
7.4. Discussion.....	30
8. Conclusion.....	31
9. References	32

Abstract

In every EFL classroom, cultural elements of a target language should be incorporated into the syllabus. In that way, students are encouraged to develop certain aspects of intercultural competence. In Croatia, the Croatian National Educational Standard places an emphasis on cultural elements. This paper investigates the types and numbers of cultural elements which can be found in textbooks used in Croatia, as well as try to determine which culture predominates. Cultural elements from textbooks were grouped under Big “C” cultures and small “c” cultures, and nine categories proposed by Byram to be of minimal cultural content. The results showed that British culture predominates, as well as topics referring to Big “C” culture.

Keywords: culture, textbooks, textbook analysis, Big “C” culture, small “c” culture, Byram

1. Introduction

The main goal of the study described in this paper was to examine elements of British and American cultures found in four textbooks. In the past, culture was neglected in EFL classrooms. Students practised vocabulary, grammar, and the four language skills. However, over time culture has become more and more present in EFL teaching materials. Each society has its own culture, and when people come in contact with other societies, they often experience a cultural shock. The recommendation for overcoming cultural differences is development of intercultural competence.

The first section of this paper provides a definition of culture, and discusses the importance of culture in EFL classrooms. The second section is a brief summary of textbooks examined, and the Croatian National Educational Standard. The third section provides an overview of previous studies conducted in this field. It includes description of three relevant studies- by Lappalainen, by Brdarić and by Tuđa. Finally, the fourth section examines four textbooks based on the Big “C” culture and small “c” culture, and research which supports Byram’s content of cultural learning.

2. Culture

Robinson suggests that there are four different types of culture that are defined from the following perspectives: behavioral, functional, cognitive and symbolic. A behaviourist definition describes culture as numerous forms of behaviour. Those forms include habits, rituals and customs that are typical for one group of people and some specific situations. From the functional point of view, culture includes specific forms of behaviour and their relevance and importance for the society. From the cognitive viewpoint, culture does not include physical aspects. It focuses on the interpretation of incoming data and experiences. Lastly, from the symbolic viewpoint culture is a dynamic process that consists of different symbols and emphasises continuous change (Robinson 1985, as cited in Heidari 2014).

According to Brown (2007), society cannot exist without culture. Numerous factors such as ideas, customs, arts and skills comprise culture. These cultural characteristics are shared by a group of people that live together. These people tend to see reality through their culture, and they do not change their perspective when they come into contact with another culture. For this reason, people from different cultures can disagree on many things. In addition, people judge members of another culture because they see them through the values and beliefs existing in their own culture. Damen states that culture has six different characteristics. Culture is viewed as a universal fact and without it society cannot exist. It is something that is learnt and cultural patterns can change over time. However, culture contains certain values and beliefs that are unique. Damen stresses that culture and

language are connected, exerting an influence on one another. Culture can be seen as a barrier that protects a society (Damen, 1987 as cited in Wages, 2015).

Byram (1994, pp. 51-52) suggests nine different categories that can serve as the minimum content for cultural learning.

1. Social identity and social groups- social identity is different from national identity. It includes social class, regional identity, ethnic minority and professional identity.

2. Social interaction- It consists of conventions of verbal and non-verbal behaviour within social groups.

3. Belief and behaviour- Firstly, it includes habits and taken-for-granted actions of one social group together with their moral and religious beliefs; secondly, it deals with daily routine.

4. Socio-political institutions- institutions of the state that create a foundation for ordinary life and routine within the national and sub-national groups.

5. Socialization and the life-cycle- institutions serve as a place for socialization-families, schools, employment, religion and military service.

6. National history- historical and contemporary events that are crucial to understanding one nation and its identity.

7. National geography- includes geographical factors that are important for intercultural communication.

8. National cultural heritage- historical and modern cultural artefacts which are recognized by other members of the nation (*e.g., Shakespeare in Britain, Wagner in Germany*).

9. Stereotypes and national identity- includes the typical image of a target culture and symbols of national identity as well as stereotypes connected to the same (*e.g. famous monuments and people*).

Adaskou, Britten and Fahsi (1990) suggest that culture can be defined in the following ways: the aesthetic, the sociological, the semantic and the pragmatic (or sociolinguistic). They also enumerate possible reasons why cultural content should be included in a foreign language course. In fact, they conclude that cultural content helps in eliminating international disparities as students will learn how to understand both their own culture and a foreign culture. Also, it helps them during their travels abroad. Our research, as we will describe later, will rely on the first two concepts. According to Adaskou et al. (1990), the aesthetic sense covers topics such as the media, cinema, music (classical and popular) and literature. This concept is known as Culture with a capital C. The sociological sense, which is proportional to culture with a small letter “c”, includes material conditions, customs, institutions, the organization and nature of family, interpersonal relations and work and leisure.

Chen (2004 as cited in Liu & Laohawiriyanon, 2014, p. 4) classifies seven themes for describing Big “C” and nine themes connected to small “c” cultures. In addition, Big “C” includes *economy, education, geography, history, music, politics* and *social norms*. Chen’s topics for small ‘c’ are *customs, daily routines, food, gesture, greeting, holiday, lifestyle, values* and *weather*.

2.1. Culture in the classroom

EFL literature stresses that skills which should be taught are writing, reading, listening and speaking. However, it also notes that in addition to all of these skills, teachers should also teach about culture. Unfortunately, in the past, culture and language were addressed separately in language classrooms around the world as culture was not seen as an aspect of language. For this reason, Kramersch states that cultural awareness must be seen as the foundation of language teaching, where language proficiency would not be possible without cultural awareness (Kramersch, 1993). In discussing the importance of culture, Kramersch’s cites Halliday who concludes that culture is present in the grammar we use and the vocabulary we choose (Halliday, 1990 as cited in Kramersch, 1993). In traditional teaching, culture was taught with the objective of conveying information about the people of the target country, and their general attitudes, neglecting the fact that culture was actually a social construct (Kramersch, 1993).

In the last few years, new ways of looking at the teaching of language and culture have emerged. The role of language is seen in a new light, reflected in the following notions (Kramersch, 1998, pp. 205-206):

1. Establishing a “sphere of interculturality”- in order to understand a foreign culture, a learner must step into the shoes of a foreigner. It is crucial to reflect both on the target culture and on the native culture.

2. Teaching culture as an interpersonal process- teacher should avoid teaching fixed language structures because learning must involve social interaction.

3. Teaching culture as differences -teachers should try to avoid teaching culture by presenting national traits such as the *French do this, the Germans do that*. Although not entirely wrong, they should be guided by other cultural factors such as age, gender, regional origin, ethnic background and social class.

4. Crossing disciplinary boundaries- teachers should include some other disciplines such as anthropology, sociology and semiology. In addition, besides literature, they can also use studies by social scientists, ethnographers and sociolinguistics who live in a foreign country.

3. Textbooks

According to Tomlinson (2012, p. 143), ‘*materials for language learning*’ (textbooks, videos, graded readers, flash cards, games, websites and mobile phone interactions) serve five functions: informative, instructional, experiential, eliciting and exploratory.

Textbooks have been used as basic classroom materials since the 19th century. The purpose of a textbook is to introduce students to a sufficient quantity of cultural materials, as well as enable them to develop fundamental language skills that are crucial preconditions for students to learn how to communicate with people from different cultures (Radić-Bojanić and Topalov, 2016). According to Sheldon, it is better to use textbooks than “home-produced photocopied teachers’ resources” (Sheldon 1988, as cited in Radić-Bojanić and Topalov, 2016 pp.139-140). However, teachers must be aware of the fact that textbooks are not appropriate for every situation. Occasionally, it will be required of teachers to adapt a textbook so it will fit a specific situation as it is impossible to find the perfect textbook (Cunningsworth, 1984 as cited in Radić-Bojanić and Topalov, 2006). Teachers should be able to identify the strengths and weaknesses of textbooks because they help students in achieving their learning goals (Radić-Bojanić and Topalov, 2016).

4. The Croatian National Educational Standard (CNES)

CNES contains educational standards for teaching the English language, as the first foreign language and as the second foreign language in elementary schools. These standards describe the knowledge students should acquire and relies on the Common European Reference Framework for Languages (CEFR). The authors of CNES relied on six levels of communication defined by the CEFR, for grading students’ language proficiency. These are A1 (beginner), A2 (Elementary English), B1 (Intermediate English), B2 (Upper-Intermediate English), C1 (Advanced English) and C2 (Proficiency English) (4). However, students in Croatian primary school attain the A2 level after eight years of learning. Intercultural competence has also been included in the syllabus, from the very beginning. CNES provides educators with standards that promote systematic cultural knowledge (HNOS, 2006).

5. Previous studies

Lappalainen (2011), in her master’s thesis, investigated how cultural themes, in Finnish EFL textbooks for secondary and upper secondary education, dealt with the principles of intercultural learning. At the same time, Lappalainen showed how cultural content related to the United States was presented in older and more recent Finnish EFL textbooks. The study was based on the principles of intercultural learning and teaching proposed by Byram and Risager. Although she used

22 books, only 6 books were included in the further analysis because only they included American culture. This study clearly showed that older textbooks had more American-related cultural topics than newer textbooks. Also, textbooks for secondary education better incorporated American culture than textbooks for upper secondary education.

In the next study conducted by Brdarić (2016), the cultural content in textbooks was analysed in order to investigate the connection between cultural content and *the Croatian National Curriculum*. Furthermore, the author designed a questionnaire with the aim of examining the views of English teachers on intercultural communicative competence (ICC). This study also addressed the issue of which culture, British or American, was more dominant in textbooks. The data indicates that both cultures, British and American, were equally represented in the textbooks used, with Croatian culture also included, primarily, in the section entitled “Comparing Cultures”. The textbooks included authentic texts as excerpts from books and poems. In order to ascertain which culture dimension was most present, Brdarić analysed cultural elements according to four dimensions: the aesthetic sense, the sociological sense, the semantic sense and the pragmatic sense. The results showed that the aesthetic and sociological dimensions were more dominant than the other two dimensions. The author suggests that the most likely explanation for this are topics which address famous people, literature and society. With respect to the questionnaire, it showed that teachers were aware of the fact that culture is important in EFL teaching. They also realised that they should change cultural outcomes because the given outcomes are repetitive and vague.

Tuda (2017) in her thesis studied the representation of culture in English textbooks, written both by Croatian and British authors. The purpose of her study was three-fold: (a) identify which culture prevails (target, source or international); (b) find out which elements of culture are the most common in textbooks (products, practices, perspectives, and person); and (c) establish a distinction between Big “C” and small “c”, and which of the two is more dominant. The findings showed that target culture was favoured in textbooks, more precisely, British culture prevailed over others. She also found that practices were the most dominant, which includes elements such as customs, everyday life, sports, school and festivals. To sum up, the author concluded that textbooks written by Croatian and British authors are quite similar, with the exception of the small “c”, as British authors included more topics such as school life, British children and routines.

6. Research

6.1. Aim

The main objective of this study was to offer an overview of British and American cultures presented in textbooks, as well as compare four textbooks.

The following research questions were posed:

1. Which culture prevails in textbooks?
2. Are elements of other cultures included in the textbooks?
3. Which topics predominate in the representation of British and American cultures?
4. What is the ration of Big ‘‘C’’ and small ‘‘c’’ elements in the selected textbooks?

In order to answer the research questions, two analyses were conducted to obtain better insight into the actual situation. The first analysis consisted of nine different categories proposed by Byram (social identity, social interaction, belief and behaviour, socio-political institutions, socialization and the life-cycle, national history, national geography, national cultural heritage, stereotypes and national identity).¹ For the purpose of second analysis, the list of Big ‘‘C’’ and small ‘‘c’’ cultural topics are based on Chen’s framework (Chen, 2004, as cited in Liu & Laohawiriyanon, 2014, p. 4). Two more categories were added for Big ‘‘C’’ culture for the purpose of this study, *architecture* from Peterson and *arts* from Lee. For Big ‘‘C’’ culture, Peterson proposed 10 topics: *geography, architecture, classical music, literature, political issues, society’s norms, legal foundation, core values, history, and cognitive process* (Peterson, 2004 as cited in Choudhury, p. 21) Lee included *arts, history, geography, business, education, festivals* and *customs* to a target culture under Big ‘‘C’’ culture (Lee, 2009 as cited in Choudhury, p. 21).

Our framework for Big ‘‘C’’ culture includes:

1. Economy
2. Education
3. Geography
4. History
5. Music
6. Politics
7. Social norms
8. Architecture
9. Arts

Themes under small ‘‘c’’ culture are the following:

1. Customs
2. Daily routine
3. Food
4. Gesture
5. Greeting
6. Holiday
7. Lifestyle
8. Values

¹See section *Culture*

9. Weather

6.2. Sample

We examined four textbooks, all of which have been approved by the Croatian Ministry of Science and Education. The textbooks in question are *The New Headway*, *Messages 2*, *Success* and *Solutions*. For the purpose of this study, we shall use the following abbreviations to refer to the textbooks analysed:

The New Headway= NHW

Messages 2= MSGS

Success= SCS

Solutions= SLTNS

The New Headway, an elementary level book, consists of 14 units. These are: *Hello everybody!*, *Meeting people*, *The world of work*, *Take it easy!* *Where do you live?* *Can you speak English?*, *Then and now*, *A date to remember*, *Food you like?*, *Bigger and better!*, *Looking good!*, *Life's an adventure!*; *Storytime*, *Have you ever?* It was published by Oxford University Press in 2010. It deals with all four language skills including grammar, vocabulary and everyday English.

Solutions includes *Introduction* and 10 units, and these are: *My network*, *Free time*, *School life*, *Time to party*, *Wild!*, *Out and about*, *World famous*, *On the menu*, *Journeys*, *Just the job*. It is an elementary level book published in 2012 by Oxford University Press. When looking at its content, we see that this textbook includes everyday English, grammar, vocabulary, culture, reading and writing. However, speaking as a skill is not included in the content leading us to the conclusion that speaking is not really represented in the textbook and practised by students. Although this book is designed for students at the elementary level, speaking should be practised from the very beginning.

Success covers all sorts of topics organised into 14 units. These are: *Who am I?*, *Globetrotter!*, *Growing up*, *Inspiration*, *No place like home*, *Eat up!*, *Look to the future*, *The world of work*, *Love and trust*, *The media*, *Crime doesn't pay*, *Entertain us!*, *Health matters*, and *Europe, Europe*. It can be used by students at the pre-intermediate level. Through this book they practice grammar, vocabulary, reading, listening, speaking and writing. It was published by Pearson Longman in 2008.

Messages 2, published by Cambridge University Press², includes 6 modules. Each module consists of two units and a review. The units are: *Getting started*, *A slice of life*, *Stories*, *On the*

² It is created in collaboration with *Klett* (co-author Ante Žderić)

move, Looking ahead, Differences, No baked beans, Quantity, Ways of life, Who cares? It is for students at the elementary level of study.

Three of these textbooks are for the elementary level (A2) and only one textbook, *Success*, is for pre-intermediate students. *Messages 2, The New Headway* and *Solutions* are designed for the A2 level. We have selected them for analysis because a large number of teachers use them in their classrooms, both in state and private schools. At the elementary level, the main emphasis is on learning language skills and grammar. However, cultural competence must be included from the very beginning.

6.3. Procedure

We examined all four textbooks which are organized into units. The author read every unit and reviewed all the tasks and pictures according to two checklists. In the first part of the survey, the checklist contained Byram's nine categories. The author selected cultural elements, for both British and American cultures and grouped them into the following categories: social identity and social groups, social interaction, belief and behaviour, socio-political institutions, socialisation and the life-cycle, national history, national geography, national cultural heritage, stereotypes and national identity. In the second part of the survey, elements related to British and American cultures were been grouped into two categories: culture with Big "C" and culture with small "c". They were grouped into nine subcategories. Culture with Big "C" included economy, education, geography, history, sports, politics, social norms, architecture and arts. Culture with small "c" incorporated customs, daily routine, food, gesture, greeting, holiday, lifestyle, values and weather.

7. Results

7.1. British cultural elements

In the section that follows we present the results related to our first research question. They are organized in the subsections that describe British and American cultures in the four textbooks.

1. Social identity and social groups

Social class

This subcategory usually groups people from the lower class to the upper class. However, students can read about people from the lower middle class to the upper middle class. In *The New Headway* (2010, p. 17), a typical middle class family is described. *They live in an old house near the centre of Brighton. Although their house is small, they rent a room to a foreign student.* In SLTNS

(2012, p. 14), students read that a middle class family usually lives in a flat. On the other hand, in SCS (2008, p. 44) we find a classic example of a wealthy family. *They live in Hampstead with their son and a nanny.*

Regional identity

British people have a strong sense of regional identity. *Only 31 % of people identify themselves as only British. They identify more closely with being Irish, Welsh, Scottish and English.* In some regions of the United Kingdom people can also speak their autochthonous language. In MSGS (2008, p. 57), it is mentioned that *school children from Wales learn the Welsh language in school in addition to English. In Scotland, about 1% of people speak Gaelic and Scots. In Northern Ireland, 5 % of the population speak Irish.*

Ethnic minority

People, of various ethnic minorities, live in the United Kingdom. Learners find the following examples: *16 % of them say that they have two nationalities, e.g., Scottish or Chinese (SCS, 2008 p. 9) while 6.8 % of the population is Asian (MSGS, 2008 p. 25). In addition, more than 600,000 people come from Eastern and Central European countries (SLTNS, 2012 p.27).*

Professional identity

In terms of occupational groupings, natives, immigrants and teenagers have different roles in the job market. Learners find out *that people usually start work between eight and nine in the morning and finish between five or six in the afternoon (MSGS, 2008, p. 25).* In SCS (2008, p. 44) learners read about the family from Hampstead, *the parents are a lawyer and a teacher.* Other professions have only been mentioned, *e.g., a software designer, a postman, a policeman, a fireman, a taxi driver, a school bus driver, a boatman, an ambulance man, an accountant, a petrol attendant, a barman (NHW, 2010 pp. 17-24).* However, jobs which immigrants usually perform are quite different, they are usually employed in: *retail, factories, hotels, restaurants and farms (SLTNS, p. 27).* When it comes to teenagers, they are legally allowed to work. The most common jobs are *cleaning, working in a shop, babysitting and delivering newspapers. They are allowed to work only two hours per school day or 12 hours total during a school week (SLTNS, 2012 p. 100).*

2. Social interactions

It is mentioned that people from the UK love to talk about the weather. That topic is popular because the weather is very unpredictable. In *Messages* (2008, p. 135), students are advised to say *Thank you*

and *Please* because it is an element of national culture. In addition, in *The New Headway* (2010, p. 7), there is a task in which students are asked to connect greetings with countries. For instance, learners find out that *hello* is the characteristic of the British culture, whereas *hi* is related to the American culture. In general, *hi* sounds more informal than *hello*.

3. Belief and behaviour

Religion

In this subcategory religions and Christian holidays are discussed. In *Success* some facts about religion are presented. *There are six different religions in the United Kingdom: Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. The reason for this lies in the fact that so many ethnic groups live in one country. It is emphasized that differences do not divide people, moreover, they are proud of them* (SCS, 2008 p. 9). Secondly, two Christian holidays are discussed in *Messages* and *Success*. *At Christmas, every household buys a Christmas tree, placing presents under them. It is also mentioned that everyone eats too much after holiday meals consisting of turkey with roast potatoes and vegetables, and Christmas pudding. If there is enough snow, children go tobogganing in the park. Occasionally, sometimes their grandparents stay with them* (MSGs, 2008 p. 113). Easter is described in the same manner. *The family from the textbook usually goes to the Alton Towers theme park. After that, they have a picnic lunch.* In this case, some traditional food or activities connected to Easter are not mentioned (MSGs, 2008 p. 113).

Food

Traditional British dishes and eating habits are presented in textbooks. *Fish and chips* and a *full English breakfast* are presented through photos in *The New Headway* (2010, p. 72). On the other hand, the textbook *Solutions*, presents students with more information. They can read about *fish and chips*, “*Sunday lunch*” and a *full English breakfast* (SLTNS, 2012 p. 80). In *Messages*, it is told that *one of the most consumed alcoholic beverages is Scotch whiskey* (MSGs, 2008 p. 57). Their eating habits are criticised because they have not established a tradition of eating together. For instance, *they like to eat in front of the TV and they prepare their food in the microwave* (SLTNS, 2012 p. 80).

Festivals

This section introduces festivals and what sort of things people usually do on special occasions. In *Messages*, *Chinese New Year* is described. Students find out that *Chinese New Year is celebrated in the United Kingdom due to the great number of Chinese who live in the United Kingdom, mainly in Manchester.* In the course book, a boy Ho Chun presents some traditional

Chinese activities. *He explains that Chinese New Year begins on the first day of the first month in the traditional Chinese calendar. The celebration begins on the Eve and lasts until the 15th day of the New Year. The Lantern Festival, marks the end of the Chinese New Year celebrations. During the festival, people make costumes of lions and dragons, and a number of acrobats and dancers take part in the festivities* (MSGs, 2008 p. 21). Another festival mentioned in the textbook is *the Notting Hill Carnival. It is an annual event that takes place in London featuring various bands, reggae, soca, jazz and calypso. It is another way of celebrating diversity* (SCS, 2008 p. 9). Last but not least, the third festival described is *the Glastonbury Festival. Every June people can hear leading pop and rock artists featured on three enormous stages. In addition to concerts, visitors can enjoy comedy shows, plays and circus acts* (SLTNS, 2012 p. 40).

Fashion

This subcategory is not really presented in the textbooks. In a story called “*A weekend in Manchester*”, it is only mentioned that people in Britain like going shopping (MSGs, 2008 p. 69).

Sports

It is told that sports play an important role in the life of people in the United Kingdom. In *Messages*, it is described that *both young and old participate in different types of sports activities in their free time* (MSGs, 2008 p. 25). *In Wales, people play rugby, whereas in Manchester people love football and even some water sports such as canoeing and windsurfing* (MSGs, 2008 pp. 57-69). In *The New Headway*, swimming is also mentioned (NHW, 2010 p. 29). As far as children are concerned, *boys usually play rugby or football during winter, while during spring they play cricket. Girls do aerobics or play basketball or netball* (SCS, 2008 p. 133).

Leisure time

This subcategory is not really described. *As mentioned above, people from the UK play sports during their free time* (MSGs, 2008 p. 25) *while other go to the cinema, like shopping or staying at home* (MSGs, 2008 p. 25). *During the summer, they like to travel outside the country, e.g., to France* (MSGs, 2008 p. 113).

4. Socio-political institutions

This category is not really covered by the textbooks. Some socio-political institutions are mentioned but they are not discussed in any greater detail. Those that mentioned are *the National*

Assembly in Cardiff, the Scottish Parliament, the Northern Ireland Assembly, the Buckingham Palace, the House of Parliament and the Windsor Castle.

5. Socialisation and the life-cycle

Education

When it comes to educational system, learners can read about pre-school, elementary, secondary and higher education. Furthermore, a gap year is discussed. *The educational system is divided into four levels: pre-school education, primary education, secondary education and higher education. The first level of formal education is primary education. After that, at the age of eleven, they enter secondary school. Secondary education is divided into two levels. The first starts at the age of eleven and finishes at the age of sixteen when they are required to take exams called the General Certificate of Secondary Education (GCSEs). After that, they can choose whether they want to continue with their education or finish it (SCS, 2008 p. 132). Until the age of eighteen those students, that choose to continue with their education, study for the Advanced level (A-levels)(SLTNS, 2012 p. 30). Higher education is an optional last stage which 40 % of students choose in (SCS, 2008 p. 132). Reading *Culture shock 1 in Success*, learners can find some interesting facts about school uniforms and punishment, e.g. *school uniforms were designed in the nineteenth century and nowadays, 50 % of school children in England wear school uniform; punishment became illegal in 1985 and, today, teachers use different methods to punish students such as detention or lines (SCS, 2008 p. 133). In Solutions*, a whole text is dedicated to the gap year, noting that students may also take a gap year before they start with a new job. This usually means travelling abroad. Gap-year-students usually work or volunteer and the course book gives three examples of a gap year (SLTNS, 2012 p. 102).*

6. National history

In the textbooks, students are given details about some historical and contemporary events and people from different backgrounds. Unfortunately, students cannot find many details about the earlier history of the United Kingdom. By reading one small paragraph in *Solutions*, students can learn that *Celts, Romans, Saxons, Vikings and Normans all settled Britain, that the British Empire had major colonies all over the world. In the 1950s, people from the former colonies were invited to come and live, and work, in Britain. Most of them came from Pakistan, India, Hong Kong and the West Indies (SLTNS, 2012 p. 90). An example of this immigration can be found in the course book Messages 2. A poem "Mum, Dad and Me" written by James Berry is presented. It describes immigrating from the Caribbean in search of a better life (MSGs, 2008 p. 109). In a section called*

Culture shock 3, the family tree of the Windsor royal family, is presented, and the focus is on three monarchs. *One of them is the greatest monarch in English history, Queen Elizabeth I who ruled England for 45 years. During her time, England became a strong country, and her rule is remembered as the Golden Age. George IV became king at the beginning of the 19th century. Although that time brought new technological innovations and a revolution in the arts, George IV is primarily remembered as the biggest spender in Britain's royal history. Edward VIII became king in 1936. He voluntarily abdicated from the throne so he could marry an American woman, Mrs Simpson (SCS, 2008 pp. 136-37). One page is dedicated to Queen Elizabeth II. She is the fifty-fourth monarch since the time of King Alfred in the ninth century. The Queen and her husband Prince Philip live in Buckingham Palace in London, they have four children of whom Prince Charles is the eldest son. Queen Elizabeth II is characterised as a hardworking person and a dog lover (SLTNS, 2012 p. 10). The figures of Margaret Thatcher and Winston Churchill are also mentioned but without providing any details.*

7. National geography

Many geographical facts are given about Britain, such as position, population, cities, mountains and rivers. The textbook *The New Headway* presents information about London. *The River Thames flows through the city. London is filled with some stunning places to see such as Buckingham Palace, the Houses of Parliament, Big Ben and Harrods. Like most every city, London has problems with traffic and pollution (NHW, 2010 p.121). Messages 2, provides a lot of statistical facts, e.g. Cumbria is the wettest place in Britain; the longest river is the River Severn (MSGs, 2008 p. 91). When talking about national parks, the biggest one is Lake District, rich in mountains, forests, lakes, towns and villages. Visitors can go walking and climbing, or they can go swimming in one of the lakes. It is also famous for two writers, William Wordsworth and Beatrix Potter (SLTNS, 2012 p. 50).*

8. National cultural heritage

Writers

Some of the writers mentioned in the course book are part of the school curriculum, while others are not. Regardless, they all gave their contribution to literature. Although mentioned, not much detail is given on the author's work. For instance, *Agatha Christie*, one of the most successful writers in history, is mentioned in terms of her dyslexia. *Although she had problems with writing and speaking as a child, her books have been published in 44 languages (SCS, 2008 p. 26). A short passage is dedicated to Samuel Taylor Coleridge, one of England's great poets, mentioning in*

particular his poem *Kubla Khan* (SCS, 2008 p. 37). Furthermore, in the textbook *Messages 2*, four authors are presented with one book without the students being able to read any information about their life. Those authors include *J.R.R. Tolkien*, *J.K. Rowling*, *Michael Morpurgo* and *Roald Dahl*. At the bottom of a page, a short paragraph about *Roald Dahl* is included. Students are told that *he is from Wales, that he wrote children's stories, and an interesting, but irrelevant fact, that he loved chocolate* (MSGS, 2008 p. 43). However, a few pages later, among some other biographies, is *J. K. Rowling's* biography. It is told that *she is the author of the Harry Potter books and she got the idea for her book when she was on a train* (MSGS, 2008 p. 47). *Charlotte Bronte's* photo can be found but without any description (NHD, 2010 p. 47). A task to help with pronunciation, is a poem by *Colin West* (MSGS, 2008 p. 61).

Movie stars

Movie stars are not really present in the course books, in one textbook alone, are photos of *Orlando Bloom*, *Sean Connery* and *Kate Winslet* (SLTNS, 2012 p. 6).

Musicians

Musicians, like movie stars, are barely addressed. One page is dedicated to *Joss Stone*. Her life is presented without mentioning any of her songs. Other musicians that are only mentioned, without any details being given, are *Paul McCartney* and *David Bowie* (NHW, 2010 pp. 49-54). *The Beatles* are only mentioned as part of a quiz featuring their picture (MSGS, 2008 p. 36). The words of a *Lisa Stansfield* song "*All around the world*", have been written in a section (NHW, 2010 p. 112).

Athletes

Despite the fact that the British people love sports, only one athlete found herself in a course book. *Ellie Simmonds, a British Paralympic swimmer, won two medals in Beijing in 2008 and two gold medals at the London Paralympic Games in 2012* (MSGS, 2008 p. 47).

9. Stereotypes and national identity

Innovators and scientists

Many innovators and scientists are to be found in the course books. Firstly, there is a long passage on *Alexander Fleming*. *He was studying a bacteria called staphylococci when he accidentally discovered penicillin in 1928, as a result of which many lives have been saved* (SCS,

2008 p. 41). Secondly, *Kirkpatrick Macmillan, a Scottish blacksmith, invented the pedal-driven bicycle* (NHW, 2010 p. 62). Other scientists represented by a picture alone are *John Logie Baird, Alexander Bell and Ada Lovelace* (SLTNS, 2012 p. 73)

Famous monuments

Two monuments are portrayed in *Success and Solutions*. The first one is a *prehistoric stone circle monument-Stonehenge. It is located about 130 miles southwest of London. No one knows who built Stonehenge or why it was built* (SCS, 2008 p. 139). *The Globe Theatre* receives more space. Students will find *it was opened in 1599 during the life of William Shakespeare and it is the place where his plays were performed. Unfortunately, the Globe Theatre burned to the ground in 1613. It was rebuilt and closed again several years later. The theatre opened, once again, in 1997. It is open for plays during the summer* (SLTNS, 2012 p. 87). Some of the most famous monuments are only mentioned without any description. These are *Big Ben, the Tower of London, Buckingham Palace, the London Eye, Harrods, Oxford Street, Stamford Bridge, and Hyde Park*. Some galleries and museums are also introduced such as *Madame Tussauds, the Natural History Museum, The British Museum, The Museum of Science and Industry in Manchester, The Lowry Centre in Manchester*.

Stereotypes

When it comes to the characteristics of stereotypes, the course books include a few examples. Firstly, the United Kingdom is a very tolerant place with very polite people. For instance, *they have a tendency to queue for anything and wait patiently for their turn. Also, it is considered polite to use expressions such as Thank you, and Please*. Secondly, they like to talk about the weather. It is a neutral topic of conversation and it can help in overcoming social barriers. Perhaps, it is related to the fact that the United Kingdom is often associated with rain. Thirdly, people from the United Kingdom are not good at foreign languages (MSGs, 2008 p. 135).

7.2. American cultural elements

1. Social identity and social groups

Social class

An analysis of social classes reveals two different pictures. On the one hand, a poor family is presented. *Teenager Rocky Wood lives in a poor neighbourhood of Chicago with his mother, father, younger brother and two sisters. Although he is only in a high school, local newspapers write about his basketball talent. Basketball is a full-time job for him because Rocky Wood thinks it can help him in achieving his American dream, and it will mean that his parents won't need to work as hard*

anymore (MSGs, 2008 p. 65). On the other hand, *Paris Hilton* is presented as a member of an incredibly wealthy family. *Her family owns the Hilton hotels. It is stated that she did not finish high school as a teenager for being in newspapers. She is living her American dream* (SLTNS, 2012 p. 77).

Ethnic minority

The analysis of ethnic representation in the USA revealed only examples related to *New York. The Big Apple* has an extremely diverse population with many nationalities forming their own neighbourhoods. *The most common ethnic enclaves are Little Italy, El Barrio and Chinatown* (MSGs, 2008 p. 7). Other nationalities mentioned in the *Messages 2* are *the Irish, the Polish, Puerto Ricans and Brazilians* (MSGs, 2008 p. 13).

Professional identity

This subcategory is not really addressed. Professional identities mentioned in the textbooks are an *art teacher, a sculptor, and a truck driver* (MSGs, 2008 p. 13-79).

2. Social interaction

This is the same as for the British culture. In the task, students should connect greetings with their countries. *For the USA, it is mentioned that a very common greeting is to say "hi"* (NHW, 2010 p. 7).

3. Belief and behaviour

Food

Meal and meal times are described in detail in *Messages 2*. Their eating habits are criticised because Americans eat a lot of junk food. *Traditionally, Americans make a distinction between breakfast, lunch and dinner. A typical breakfast consists of eggs, bacon, toast, bagels, cereal, waffles, pancakes etc. However, recently many young people will eat a "candy bar" and drink a coke. Lunch is served between 11 a.m. and 2 p.m. It includes sandwiches, fries, salad, cookies, fruit etc. When it comes to the third dish of the day, the average family eats dinner between 4.30 p.m. and 7.30 p.m. Some of them eat hot meals such as steak, vegetables, potatoes, noodles, chicken, fish or roast meat. However, the majority of Americans eat frozen meals and pizza in front of the television. They rarely eat together anymore. Some of them eat at restaurants* (MSGs, 2008 p. 101).

Sports

This subcategory is not really described. Some sports activities that are mentioned include *swimming, basketball, jogging, bowling, football, baseball, rollerblading, tennis and volleyball* (MSGs, 2008 p. 17).

Leisure time

Favourite pastimes for teenagers are playing computer games, using the Internet, reading books and magazines, going to the cinema, playing cards and games (MSGs, 2008 p. 17).

Holidays

Thanksgiving and St Patrick's Day are discussed in Messages 2. Thanksgiving is celebrated on the last Thursday in November. It is a day of giving thanks for the previous year and the harvest. It commemorates the Pilgrim Fathers and their first harvest in the autumn of 1621. Turkey is the traditional main course for this holiday served with pumpkin pie and cranberry sauce. Another holiday mentioned is St Patrick's Day. People across the world celebrate it every year on March the 17th. Although it is an Irish holiday, it is recognised throughout the United States, Canada, Australia, New Zealand and Argentina. People wear green and visit public parades, festivals and special church services. For instance, in Chicago, the river is dyed green in honour of the holiday (MSGs, 2008 p. 21)

Festivals

Learners can read about one festival in *Solutions*. *The International Dance and Music Festival* is described, *which takes place in Rexburg, Idaho, where dancers from around the world perform a traditional dance* (SLTNS, 2012 p. 40).

4. Socio-political institutions

Examples from this category are not included in the textbooks.

5. Socialization and the life-cycle

The textbooks do not provide any information about socialization in the United States.

6. National history

Events presented cover contemporary and historical events and people. From the historical events described in the course book, learners find out about *the history of Native Americans*. *The first Americans who travelled from Asia to Alaska and stayed there are known as the Inuit people. Others travelled to Canada, North and South America. In 1492, Christopher Columbus discovered the “New World”. He thought he was in India, and because of this, he called Native Americans “Indians”. There were 300 “Indian” tribes who all had different languages and lifestyles. Wanting their land, the European settlers attacked them resulting in Native Americans being segregated into special “reservations” by the US government. Some of them still live there today trying to protect their tradition and revive their culture* (MSGGS, 2008 p. 35). One famous historical figure is presented, that of *Martin Luther King* who fought for the civil rights of all citizens, especially the rights of black Americans. *In 1964, King won the Nobel Peace Prize, sadly though, he was assassinated in Memphis shortly after* (SLTNS, 2012 p. 70). Another figure who is only mentioned is the *US President Ronald Reagan* (NHW, 2010 p. 54). One contemporary event included in one of the textbooks describes the attack on *the World Trade Center* on September 11, 2001 (SCS, 2008 p. 36).

7. National geography

This subcategory concentrates mainly on introducing *New York* in *Solutions and Messages 2*. *It is described as a beautiful and exciting city with many places to see. Some of them include the Empire State Building, the skyscrapers in Manhattan and the Statue of Liberty* (SLTNS, 2012 p. 59). *It is home to eight million people and because of that, it is a busy and noisy place* (MSGGS, 2008 p. 3). Other cities include *Chicago, Boston* and *San Francisco*. *Death Valley* is presented with a photo without any description (SLTNS, 2012 p. 49).

8. National cultural heritage

In three textbooks (*The New Headway, Messages 2* and *Solutions*) learners read about some historical and modern cultural artefacts which are recognised by other members of the nation.

Music

In *Success*, students can read and hear the lyrics of the song *Ain't no sunshine (when she's gone)* by *Bill Withers* (SCS, 2008 p. 82). *Michael Jackson* and *Tina Turner* are only mentioned in *The New Headway* (NHW, 2010 p. 52). *Solutions* also mentions some other names but without giving any further explanation, such as *Eminem, Christina Aguilera* and *Anastacia* (SCS, 2008 pp. 6-24).

Movie

Woody Allen and *Whitney Brown* are only mentioned through their famous quotations (SCS, 2008 p. 10). In *The New Headway* one page is dedicated to *Shirley Temple Black*. *She was a famous movie star in her early childhood, becoming a politician later on in life* (NHW, 2010 pp. 52-53). Another actress presented in the textbook is *Sarah Michelle Gellar*. *She is famous for her role in Buffy the Vampire Slayer and besides acting, she is good at martial arts and sports* (SLTNS, 2012 p. 41). A small paragraph is dedicated to a popular American TV programme- *The Simpsons* (SLTNS, 2012).

Writers

Only two American writers have been included in one of the textbooks. *Christopher Paolini* is mentioned in *The New Headway*, being famous for writing *Eragon*. It was number one on the bestseller lists (NHW, 2010 p. 49).

Sport players

There are no stories to be found in the textbooks, only three players are mentioned without any details being provided, *Tiger Woods*, *Carl Lewis* and *Lance Armstrong* (NHW, 2010 p. 54; SLTNS, 2012 p. 70).

Museums and theatres

The only theatre mentioned is *Broadway*. Unfortunately, the only information provided is that *it is very expensive* (MSGs, 2008 p. 13). Museums are also not described in greater detail. *The Museum of Modern Art* and *The American Museum of Natural History* are only mentioned without any detail (MSGs, 2008 p. 13; SLTNS, 2012 p. 54).

9. Stereotype and national identity

The first female aviator

In *The New Headway* students find out about *Amelia Mary Earhart*. *She wanted to become a pilot after visiting an air show. Although some people did not support her, she became the first woman to fly solo across the Atlantic Ocean. She was also the first person to fly across the Pacific alone. Unfortunately, her attempt to be the first woman to fly around the world failed when she disappeared over the Pacific Ocean* (NHW, 2010 p. 57).

Inventors

The learners meet three famous inventors. Thanks to *Philo Farnsworth*, the first working television system was developed. *As a young boy, he opened his laboratory in California where he began developing his ideas* (SCS, 2008 p. 38). *Mary Anderson* designed the windscreen wiper in 1925. *She was driving through New York in her car when she came up with the idea* (NHW, 2010 p. 62). Another inventor mentioned is *Thomas Edison*. Below his picture is a caption on him inventing the light bulb (SLTNS, 2012 p. 73).

Famous monuments

Two famous monuments mentioned are *The Empire State Building* and *the Statue of Liberty*. *Visitors can find them in New York* (SLTNS, 2012 p. 59).

Stereotypes

American people are described as a very busy people. *Despite that fact, they find some time to watch TV. For instance, they watch four hours of TV a day. They also spend a lot of time in their car, more precisely 2.5 hours per day. Sadly, they spend only 40 minutes playing with their children. During their lifetime, they change four or five different jobs and have 13 credit cards. It is also mentioned that Americans make more than one thousand phone calls every year. They get married at the age of 26* (MSGs, 2008 p. 103).

7.3. Results of Big “C” culture and small “c” culture

This section will focus on the second part of the analysis. It will be presented in the form of tables and graphs illustrating the distribution of specific topics of Big “C” culture and small “c” culture. The four textbooks were studied separately and the results are divided into four subsections.

7.3.1. The analysis of *Solutions*

Table 1

Big “C” cultural topics (American culture)	A count	Percentage
Economy	1	7.15%
Education	0	0
Geography	2	14.28%
History	2	14.28%
Sports	1	7.15%

Politics	0	0
Social norms	0	0
Architecture	2	14.28%
Arts	6	42.86%
TOTAL	14	73.68%

Table 2

Small “c” cultural topics (American culture)	A count	Percentage
Customs	0	0
Daily routine	1	20%
Food	1	20%
Gesture	0	0
Greeting	0	0
Holiday	1	20%
Lifestyle	2	40%
Values	0	0
Weather	0	0
TOTAL	5	26.32%

Table 3

Big “C” cultural topics (British culture)	A count	Percentage
Economy	5	17.24%
Education	3	10.34%
Geography	5	17.24%
History	6	20.69%
Sports	0	0
Politics	0	0
Social norms	0	0
Architecture	2	6.9%
Arts	8	27.59%
TOTAL	29	63.04%

Table 4

Small “c” cultural topics (British culture)	A count	Percentage
Customs	3	17.65%
Daily routine	2	11.76%
Food	3	17.65%
Gesture	0	0
Greeting	0	0
Holiday	0	0
Lifestyle	6	35.29%
Values	2	11.76%
Weather	1	5.89%
TOTAL	17	36.96%

Figure 1- American vs British cultural elements (Big ‘C’ topics) in *Solutions*

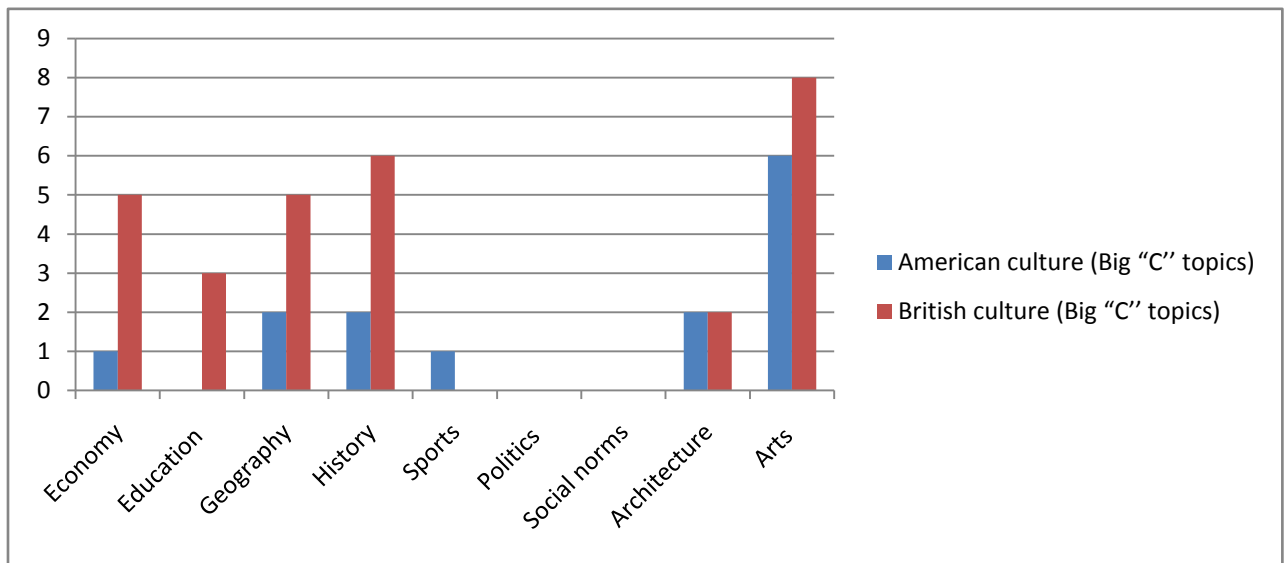
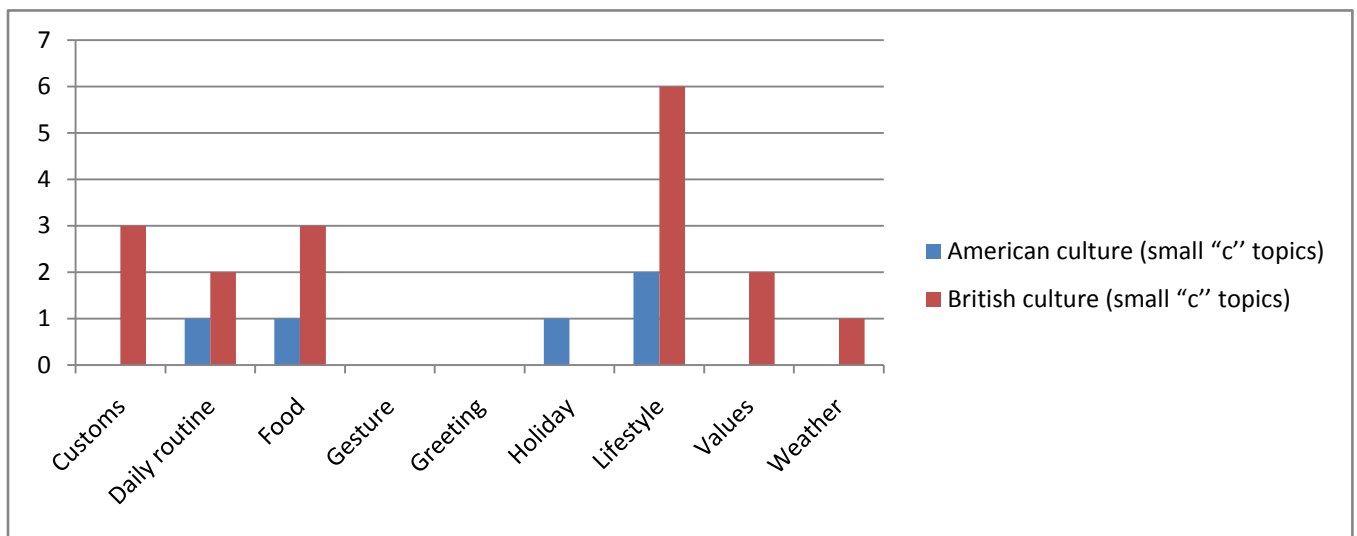


Figure 2- American vs British cultural elements (small ‘c’ topics) in *Solutions*



Solutions have 137 pages, but only 33 pages deal with cultural topics related to British and American culture, which means that 24% is dedicated to cultural topics. Australian culture is also mentioned. This textbook contains more examples of Big ‘C’ culture than examples of small ‘c’ culture about American culture. To be more precise, 73.68% of topics are from categories that belong to Big ‘C’ culture while 26.32% of examples are enlisted as topics under small ‘c’ culture. The most prominent topic referring to Big ‘C’ culture is *Arts* (42.86%) which is followed by *Geography*, *History* and *Architecture*, equally represented at 14.28%, and *Economy* and *Sports* at 7.15%. Three categories are not mentioned at all and these are *Education*, *Politics* and *Social norms*. Among examples of small ‘c’ culture, *Lifestyle* is the highest ranked topic (40%), other topics such

as *Daily routine*, *Food* and *Holiday* are represented with 20 %, and we could not find any examples of *Customs*, *Gesture*, *Greeting*, *Values* and *Weather*. In terms of British culture, Big “C” culture includes many categories. *Arts* (27.59%) and *History* (20.69%) are followed by *Economy* (17.24%) and *Geography* (17.24%). *Education* (10.34%) and *Architecture* (6.9%) coming in at the bottom. Lifestyle (35.29%) prevails among topics in small “c” culture. *Food* (17.65%) and *Customs* (17.65%) come before *Daily routine* (11.76%) and *Values* (11.76%) with *Weather* (5.88%) coming in at the bottom.

7.3.2. The analysis of *Success*

Table 5

Big “C” cultural topics (American culture)	A count	Percentage
Economy	0	0
Education	0	0
Geography	0	0
History	3	42.86%
Sports	0	0
Politics	0	0
Social norms	0	0
Architecture	0	0
Arts	4	57.14%
TOTAL	7	91.67%

Table 6

Small “c” cultural topics (American culture)	A count	Percentage
Customs	0	0
Daily routine	0	0
Food	0	0
Gesture	0	0
Greetings	0	0
Holiday	0	0
Lifestyle	1	100%
Values	0	0
Weather	0	0
TOTAL	1	8.33 %

Table 7

Big “C” cultural topics (British culture)	A count	Percentage
--	----------------	-------------------

Economy	0	0
Education	3	12%
Geography	5	20%
History	7	28%
Sports	2	8%
Politics	0	0
Social norms	0	0
Architecture	4	16%
Arts	4	16%
TOTAL	25	78.13%

Table 8

Small "c" cultural topics (British culture)	A count	Percentage
Customs	0	0
Daily routine	0	0
Food	2	28.57
Gesture	0	0
Greetings	0	0
Holiday	0	0
Lifestyle	2	28.57%
Values	1	14.29%
Weather	2	28.57
TOTAL	7	21.87%

Figure 3- American vs British cultural elements (Big "C") in Success

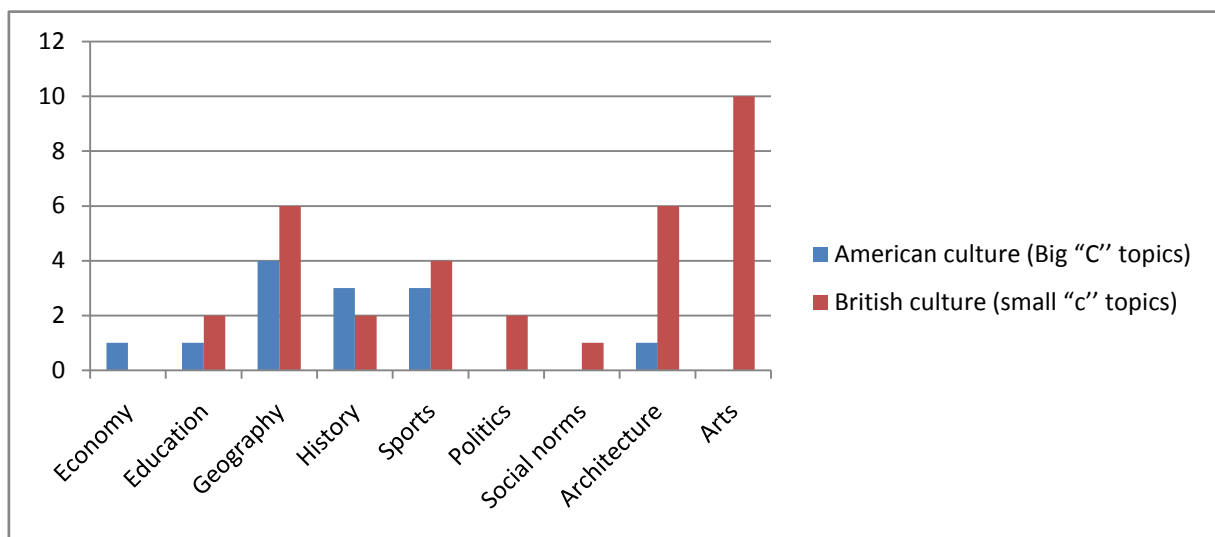
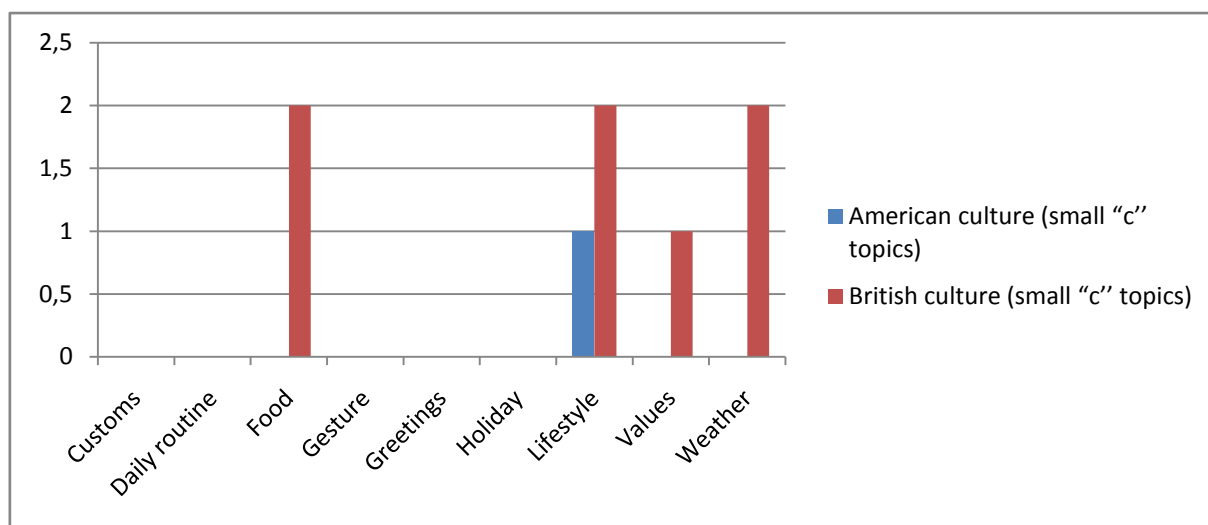


Figure 4- American vs British cultural elements (small ‘c’ topics) in Success



In the textbook *Success*, 16.6% of topics deal with British and American cultures. Other cultures are not mentioned. When referring to Big ‘C’ themes about American culture, only two topics are included. The topics that prevail are *Arts* (57.14%) followed by *History* (42.86%). The situation with topics that belong to small ‘c’ culture is quite similar. Only one topic is included and that is *Lifestyle*. All in all, Big ‘C’ culture dominates with 87.5%. However, British culture is presented in a different manner than American. In Big ‘C’ culture, *History* (28%) is the most prominent topic, followed by *Geography* (20%), then *Architecture* (16%) and *Arts* (16%). *Education* (12%) is ranked before *Sports* (8%). Small ‘c’ cultural topics about British culture can be found in the following categories. *Food* (28.57%), *Lifestyle* (28.57%) and *Weather* (28.57%) come before *Values* (14.29%).

7.3.3. The analysis of Message 2

Table 9

Big ‘C’ cultural topics (American culture)	A count	Percentage
Economy	1	7.69%
Education	1	7.69%
Geography	4	30.77%
History	3	23.08%
Sports	3	23.08%
Politics	0	0
Social norms	0	0
Architecture	1	7.69%
Arts	0	0
TOTAL	13	61.91%

Table 10

Small “c” cultural topics (American culture)	A count	Percentage
Customs	1	12.5%
Daily routine	0	0
Food	3	37.5%
Gesture	0	0
Greetings	0	0
Holiday	0	0
Lifestyle	3	37.5%
Values	1	12.5%
Weather	0	0
TOTAL	8	38.09 %

Table 11

Big “C” cultural topics (British culture)	A count	Percentage
Economy	0	0
Education	2	6.06%
Geography	6	18.18%
History	2	6.06%
Sports	4	12.13%
Politics	2	6.06%
Social norms	1	3.03%
Architecture	6	18.18%
Arts	10	30.30%
TOTAL	33	67.35%

Table 12

Small “c” cultural topics (British culture)	A count	Percentage
Customs	3	18.75%
Daily routine	0	0
Food	2	12.5%
Gesture	0	0
Greetings	1	6.25%
Holiday	2	12.5
Lifestyle	4	25%
Values	0	0
Weather	4	25%
TOTAL	16	32.65%

Figure 5- American vs British cultural elements (Big “C” topics) in Message 2

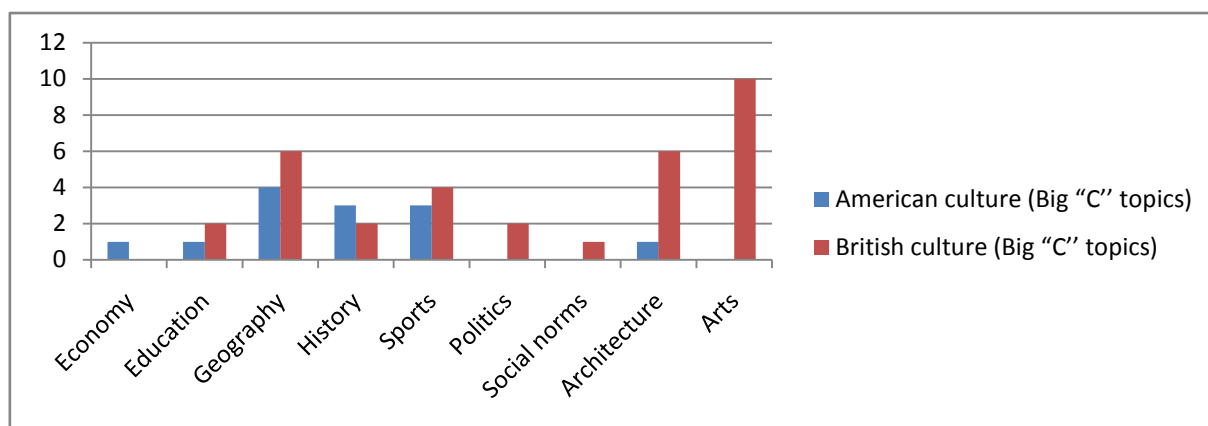
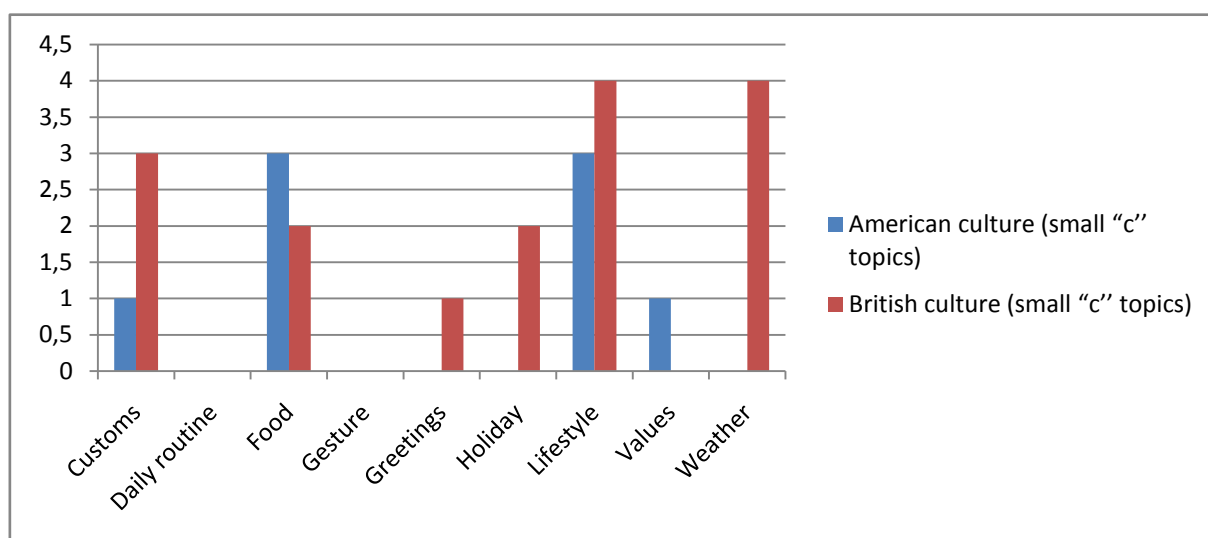


Figure 6- American vs British cultural elements (small “c” topics) in Message 2



In the third textbook, *Message 2*, besides American and British culture (14.48) %, some other cultures are mentioned. These include Canadian culture and Croatian culture. Topics about American culture (60%) dominate over topics about British culture (40%). When dealing with Big “C” themes about American culture, the most prominent one is *Geography* (30.77%) followed by *History* (23.08%) and *Sports* (23.08%), *Economy* (7.69%), *Education* (7.69%) and *Architecture* (7.69%) coming in last. Some topics are not covered at all such as *Politics*, *Arts* and *Social norms*. Among examples of small “c” culture, *Lifestyle* (37.5%) and *Food* (37.5%) are the highest ranked topics. *Customs* and *Values* are represented with 12.5%. With regard to Big “C” culture (67.35%) in British culture, the most prominent topic is *Arts* (30.3 %). *Geography* (18.18%) and *Architecture* (18.18%) share the second place. *Education* (2%), *History* (2%) and *Politics* (2%) come in after *Sports* (4%). The category *Social norms* (3.03%) is at the bottom, *Economy* being the only category that is not

included. Small “c” cultural topics about British culture can be found in the following categories. The most mentioned topics are *Weather* (33.33%) and *Lifestyle* (33.33%) followed by *Customs* (18.75%), *Food* (12.5%) and *Holiday* (12.5%). At the very bottom, are *Greetings* (6.25%) can be found. *Dailyroutine*, *Values* and *Gesture* are not mentioned.

7.3.4. The analysis of *The New Headway*

Table 13

Big “C” cultural topics (American culture)	A count	Percentage
Economy	0	0
Education	0	0
Geography	0	0
History	3	18.75%
Sports	3	18.75%
Politics	1	6.25%
Social norms	0	0
Architecture	1	6.25%
Arts	8	50%
TOTAL	16	88.89%

Table 14

Small “c” cultural topics (American culture)	A count	Percentage
Customs	0	0
Daily routine	0	0
Food	0	0
Gesture	0	0
Greetings	1	50%
Holiday	0	0
Lifestyle	0	0
Values	1	50%
Weather	0	0
TOTAL	2	11.11%

Table 15

Big “C” cultural topics (British culture)	A count	Percentage
Economy	1	5.55%
Education	5	27.78%
Geography	3	16.68%
History	2	11.11%
Sports	0	0

Politics	1	5.55%
Social norms	0	0
Architecture	1	5.55%
Arts	5	27.78%
TOTAL	18	64.29%

Table 16

Small “c” cultural topics (British culture)	A count	Percentage
Customs	0	0
Daily routine	3	30%
Food	2	20%
Gesture	0	0
Greetings	1	10%
Holiday	0	0
Lifestyle	4	40%
Values	0	0
Weather	0	0
TOTAL	10	35.71%

Figure 7- American vs British cultural elements (Big “C” topics) in The New Headway

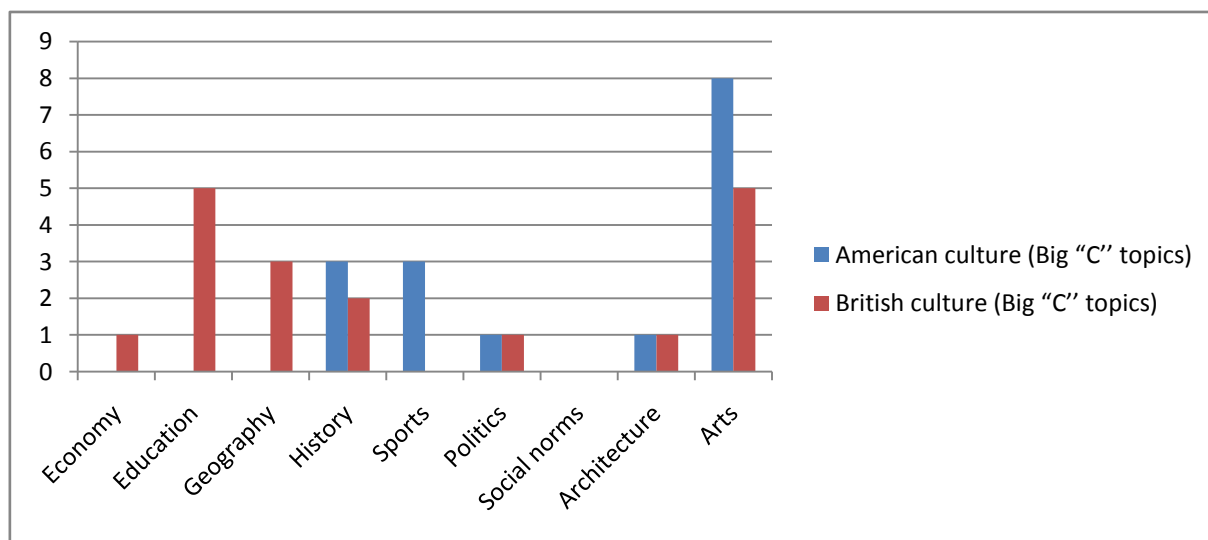
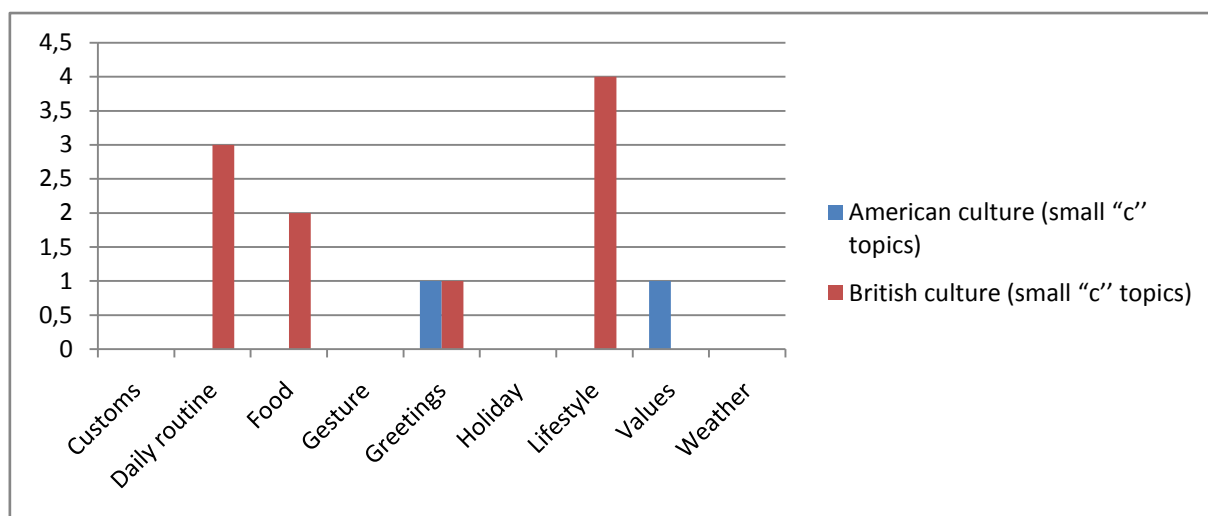


Figure 8- American vs British cultural elements (small ‘c’ topics) in *The New Headway*



This textbook deals mostly with British and American textbooks. In topics about American culture dealing with Big ‘C’, the category *Arts* category (50 %) is the most dominant. *History* (18.75 %) and *Sports* (18.75 %) share second place while *Architecture* (6.25%) and *Politics* (6.25%) are in third place. Themes such as *Economy*, *Education*, *Geography* and *Social norms* are not mentioned. On the other hand, in small ‘c’ topics, *Greetings* (50%) and *Values* (50%) are the only two mentioned. When referring to British culture, in the Big ‘C’ topics, *Arts* (27.7%) and *Education* (27.77%) share first place. *Geography* (16.66%) is followed by *History* (11.11%) while *Economy* (5.55%) and *Politics* (5.55%) score very low on the scale. Research of small ‘c’ culture shows that *Lifestyle* (40%) is the most prominent topic. *Daily routine* (30%) and *Food* (20%) rank second with *Greetings* (10%) also represented. Overall, in all four of the textbooks, British culture is more prominent than American. In *Solutions*, according to our data British culture dominates with 70.77%. In the second textbook *Success*, the ratio of British to American culture is 80% to 20%. This trend continues in the next two textbooks. In *Messages 2*, American culture is represented with only 28.99%, and in *The New Headway*, British culture prevails with 60.87%.

In all the textbooks, Big ‘C’ culture prevails in both cultures.

7.4. Discussion

All in all, British culture prevails in the textbooks studied. It is the most prominent culture according to the results of analysis. Although we can find both cultures, it is obvious that British culture is more dominant one. In all the textbooks, it is present in almost every cultural topic. However, small ‘c’ culture is neglected in all textbooks. According to Wintergerst and McVeigh,

small “c” culture is more useful for achieving intercultural communication. It helps students learn how to communicate with members of different societies, whereas, Big “C” culture is mainly for highly educated members of one society (Wintergerst and McVeigh, 2010 as cited in Liu, 2014). Furthermore, all of these cultural elements are given as reading texts and many facts are just listed. Those tasks lack in speaking activities. Authors of textbooks must incorporate more tasks that enable students to discuss these cultural topics in order to practise their pragmatic competence.

8. Conclusion

In order to help students develop pragmatic competence and cultural knowledge, a teacher should combine different methods of teaching and materials. Teaching an isolated language without giving students an opportunity to understand the culture and the context, will not help them to effectively use L2.

It is evident that cultural elements are presented in textbooks used in Croatia. British culture can be found on a larger number of pages. It can also be concluded that culture with Big “C” is included in more topics such as *economy, education, geography, history, music, politics, social norms, architecture* and *arts*. However, it is recommended to practise small “c” culture because it contains topics such as *customs, daily routine, food, gesture, greetings, holidays, lifestyle, values* and *weather*, and those topics can help students to communicate about their daily life. For this reason, teachers should combine textbooks with other materials that involve more cultural elements from small “c” culture. In that manner, students will understand how to speak about everyday topics in a new cultural environment without experiencing culture shock.

9. References

- Adaskou, K., Britten, D. & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal*, 44(01), pp. 3-10.
- Brdarić, H. (2016). *The Importance of Teaching Culture in the Foreign Language Classroom* (Graduation thesis). Josip Juraj Strossmayer University of Osijek: Faculty of Humanities and Social Sciences.
- Brown, H. (2000). *Principles of Language Learning and Teaching* (4th ed. p. 177). New York: Addison Wesley Longman.
- Byram, M., Morgan, C., & colleagues. (1994). *Teaching and Learning Language and Culture* (pp. 51-55). Clevedon: Multilingual Matters.
- Chen B. B. (2004). A survey on cultural learning and its variables analysis. *Journal of Xi'an International Studies University*, 12(3), 21-24.
- Choudhury, M. (2013). Teaching Culture in EFL: Implications, Challenges and Strategies. *IOSR Journal Of Humanities And Social Science*, 13(1), 20-24. Retrieved 5th November from <http://dx.doi.org/10.9790/0837-1312024>
- Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. Oxford: Heinemann Publishers Ltd.
- Damen, L. (1987). *Culture learning: the fifth dimension in the language classroom*. Cambridge: Cambridge University Press.
- Falla, T., & Davis, P. (2012). *Solutions Elementary Student's Book*. Oxford: Oxford University Press.
- Goodey, D., & Goodey, N. *Messages 2 Student's Book*. Cambridge University Press.
- Halliday, M. A. K. (1990). *New ways of meaning: A challenge for Applied Linguistics. Plenary address at the tenth AILA Congress*. Thessaloniki, Greece.

Heidari, A. , Ketabi, S. , & Zonoobi, R. (2014). The role of culture through the eyes of different approaches to and methods of foreign language teaching. *Journal of Intercultural Communication*, 34, n.d. Retrieved January 9 from <https://www.immi.se/intercultural/nr34/heidari.html>

HNOS (2006). *Engleski strani jezik (prvi strani jezik)*. Zagreb: MZOŠ

Kramersch, C. (1993). *Context and Culture in Language Teaching* (po. 8-206). Hong Kong: Oxford University Press.

Lappalainen, T. (2011). *PRESENTATION OF THE AMERICAN CULTURE IN EFL TEXTBOOKS: An analysis of the cultural content of Finnish EFL textbooks for secondary and upper secondary education* (Graduation thesis). University of Jyväskylä: Finland.

Lee, K. (2009). Treating culture: What 11 high school EFL conversation textbooks in South Korea do. *English Teaching: Practice And Critique*, 8(1), 76-96.

Liu, S., & Laohawiriyanon, C. (2014). Students' Attitudes towards Cultural Learning in the English Classroom: A Case Study of Non-English Major Students in a Chinese University. *International Journal Of English Language Education*, 1(3). Retrieved 5th November from <https://doi.org/10.5296/jsel.v2i2.6845>

McKinlay, S., & Hastings, B. (2008). *Success Pre-Intermediate Students' Book*. Essex: Pearson Longman.

Peterson, B. (2004.) *Cultural Intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.

Radić-Bojanić, B. & Topalov, J. (2016). Textbooks in the EFL classroom: Defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46-3, 137-153. <http://dx.doi.org/10.5937/zrffp46-12094>

Robinson, G. L (1985). *Cross-cultural understanding: Processes and approaches for foreign language, English as a second language and bilingual educators*. Oxford: Pergamon.

Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*42(2), pp. 237–246.

Soars, L., Soars, J., & Wheeldon, S. (2010). *New Headway Elementary Student's Book*. Oxford: Oxford University Press.

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(02), 143-179. doi:10.1017/S0261444811000528

Tuđa, T. (2017). *Culture in the EFL textbooks in primary school* (Graduation thesis). University of Zagreb: Faculty of Humanities and Social Sciences.

Wages, M. (2015). *Creating Culturally Responsive Schools: One Classroom at a Time* (p. 30). Lanham, Maryland: Rowman & Littlefield.

Wintergerst, A. C., & McVeigh, J. (2010). *Tips for teaching culture: A practical approach to intercultural communication*. White Plains, NY: Pearson Longman.