Chapter 1

Introduction

Background of the Study

Intercultural awareness is one of the new phenomena in English as a foreign Langugae (EFL) teaching as English serves as a Lingua Franca in many parts of the world (Puchta, Stranks, Carter, & Lewis-Jones, 2011) such as India, Pakistan, Singapore, Malaysia, Hong Kong and Philippines. The changing role of the English language has made the question of intercultural abilities more significant. As English has been widely used and becomes a major means to meet the growing challenge of politics, science, technology, higher education, trade and commerce, currently, the necessity to learn a foreign language goes far beyond learning grammar forms veiled in communicative functions (Rodríguez, 2015). Consequently, the EFL field cannot ignore that learners must develop intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural (Byram M. , 1997).

Intercultural awareness is crucial for a complete understanding of intercultural communication. It can cause misunderstand between people from different countries and lead to According to Mckay (2012), one central goal of English as an International Language (EIL) learning is to provide the students with an awareness of the diversity of English use today, so they are better prepared in the international context. It means language classrooms should be environments where learners develop intercultural awareness in their attempt to learn the language; such as, they should know how to address people, make requests, and agree or disagree with someone who is a member of the target language speech community (Peterson & Coltrane, 2003). However, most frequently, EFL coursebooks deal with certain cultures, such as the British culture or the American culture, but place little emphasis on other countries' cultures or on involving students' culture in the discussion (Moirano, 2012). Putting more emphasis on certain culture may cause students to lose interest in other cultures and in their own cultures (Cheng, 2012) and demote intercultural awareness.

Culture in English language teaching materials has been subject to discussion among professionals and teachers for many years. Peterson and Coltrane (2003) stated that a language learner cannot fully master a language without mastering the cultural contexts in which the

language occurs. It means that learning a foreign language implies some degree of learning a foreign culture too. Thus, language and culture are entangled in a way that separating one from the other would adversely affect either the language or culture sense (Brown, 2001). Another reason which makes culture an inseparable part of language education is that cultural knowledge is crucial in achieving linguistic proficiency, and the culture of a society can change depending upon the language used (Kuo & Lai, 2006). Therefore, Genc and Bada (2005) describe teaching a language apart from its culture as inaccurate and incomplete. They emphasize that teaching a language seems senseless if the learners know nothing about who speak the target language or even the country where the target language is being spoken. It can be concluded from the preceding discussion that any language acquisition process that ignores the culture of the people who speak the language natively, would be incomplete.

However, dealing with the significance of culture learning to promote intercultural competences raises two critical issues that should be faced by the teachers, curriculum designers and the coursebook writers. The first issue related to whose culture (source culture, target culture or international culture) that should be emphasized in the coursebook and class learning. Emphasizing on a certain culture in language teachings will limit the students' knowledge and paradigm about other cultures. As a result, the students' intercultural skill will not be developed well. The second issue is dealing with the domain of culture, which is what cultural domain (Big "C" or small "c" culture) that should be exposed to the students in order to build the intercultural competence. These exposure related to what the specific themes that should be presented in coursebook. In fact, in their study about coursebooks, Byram et al (1994), found that mostly EFL coursebooks had represented a distorted view of reality by taking a tourist's perspective (e.g., focusing on topics such as restaurant meals or public transportation). This content is certainly insufficient to build the students' Intercultural Compentence, as Byram (1997) writes "…[intercultural communicative competence] requires that students acquire the knowledge, skills, attitudes and critical cultural awareness in order to communicate interculturally" (p. 49) . Therefore, in order to gain Intercultural Competence, the students need to gain knowledge of many countries that speak the language and their associated cultures as well as their own culture. Along with knowledge of the culture, students need to gain knowledge and understanding of societal and cultural norms, values and interactions associated with the culture(s) of the second language (Bilash, 2011)

As a tool to form and present the images of English language and culture, and the practice to study English, the EFL coursebooks are very important for both teachers and students. The role of EFL coursebooks is undeniable since they have always represented a reference point both for teachers and learners and it is considered as an almost universal element of ELT teaching (Hutchinson & Torres, 1994). They argue that during periods of change, a coursebook can serve as a tool for supporting teachers and as an instrument of modifications and alterations. Most teachers consider coursebooks to be valuable aids that offer useful material and support. Also learners need coursebooks to guide them towards the hard process of learning. A coursebook has several functions in a learning process. It can be a teacher in the sense that it contains materials which are intended to expose students to English speaking culture or as a map so that it gives an overview of structured program of linguistic and culture elements, showing the teachers and the students the grounds to be covered and summarizing the route taken in the previous lesson (Aliakbari, 2004). Although it might not cover everything that the teachers and students need, it remains the major source for the teaching content (Hinkel, 2005).

The coursebooks, however, vary in content and approach to cultural treatment. Some EFL coursebooks include a range of English speaking cultures, other includes non-English speaking culture as well as stressing more on international uses of language or focus on learners' own cultures. As Aliakbari (2004) observes those facts make the representation of culture in the coursebooks seems very complex. Therefore, it is important to critically study the representation of the cultures in EFL coursebook in order to build up the learners' intercultural awareness.

Furthermore, dealing with the English coursebooks, Indonesian Board of National Standards in Education (BNSP) has constructed some criteria for selecting English coursebook to be used at schools in Indonesia. Those criteria for standardizing the EFL Material cover several areas such as appropriateness of language, content, the book's organization and design (BNSP, 2006). Nevertheless, those criteria only touch several superficial aspects of English coursebook without analyzing the cultural appropriateness.

Various EFL coursebooks in Indonesia are used in both public and private high schools. From several English coursebooks used in Indonesia, *English in Mind Students Book 3* is a series of EFL coursebooks published by Cambridge University Press and is used in several private high schools in Surabaya. For the purpose of this study, *English in Mind Students Book 3* is chosen to

be analyzed due to the fact that it was written for intermediate level in which English language teachers start to introduce and familiarize learners with different aspects of the target culture.

A study has been conducted by Rynanta and Ruslan (2013) to analyze the appropriateness of *English in Mind Students Book 3 Starter (Student's Book)* by combining several criteria from Sheldon (1988), Board of National Standards in Education of Indonesia, and Harmer's criteria for book evaluation. The study revealed that the coursebook was categorized as *good* in fulfilling the requirements of good EFL coursebooks criteria covering the availability of materials based on Standard of Content 2006, methodology, language skills, topics, design and layout, organizations, language appropriateness, and cultural aspects. However, in regard of the changing status of English as global language, it is necessary to conduct a further investigation in order to analyze whether or not the cultural presentation in that book promotes the intercultural awareness.

Research Questions

The present study aims to answer the main question:
To what extent does the intercultural exposure in the English coursebook *English in Mind Students Book 3* support the main goal of EFL teaching, namely intercultural communicative competence?
Following the main question, there are some sub questions that are investigated.

☐ What are the culture types presented in *English in Mind Students Book 3*?

☐ How are the culture types presented in *English in Mind Students Book 3*?

☐ Which cultural domain is emphasized in *English in Mind Students Book 3*?

Purpose of the Study

This present study aims at achieving these objectives

☐ To describe the types of culture presented in *English in Mind Students Book 3*

☐ To analyze the way culture types are presented in *English in Mind Students Book 3*

☐ To describe the cultural domains emphasized in *English in Mind Students Book 3*

The Scope and Limitation of the Study

The source of data for this study was taken from *English in Mind Students Book 3*, an EFL coursebook edition series published by Cambridge University Press. This study is delimited on analyzing the cultural information through the reading texts, dialogues, writing and speaking tasks, visual illustration and sound recording in order to reveal the types of cultures and domains of cultures in *English in Mind Students Book 3*.

Research Significance

As coursebooks are mainly the cultural agent, a good English coursebook should provide rich cultural information so that the learners gain enough intercultural knowledge. Therefore, this study is expected to give significant contribution for these particular parties.

EFL teachers. As the actors who present the materials on the coursebooks and adopt or adapt the cultural content, EFL teachers play the significant role in language teaching. This study provides the EFL teachers with a comprehensive finding about cultural load in the use of the English coursebook, which later can assist them to better select English coursebooks or better adapt the current coursebooks in order to raise students' intercultural awareness. Moreover, this study also is expected to raise EFL teachers' awareness toward culture represented in their English coursebooks and lead the students to have intercultural communicative competence.

Coursebook evaluators and publishers. The issue of cultural content gives new challenge for the publisher in dealing with material development. A balanced representation between the source culture, the target culture and the international culture should become one of the agenda in coursebook development. Therefore, this study provided comprehensive data to help the coursebook evaluators, material developers and publishers to produce and develop appropriate coursebooks to meet the students' need and globalized purpose.

Definition of Key Terms

Certain key terms are used in this study. They are defined in the following:

Culture is a system of social practices, shared value and belief in a particular community which is reflected in product of particular civilization (artifacts, arts and literature) as well as determines and influences the way its people live and behave.

Intercultural Exposure is a process to reveal the cultures in forms of source culture, target culture and international culture and the cultural domains through EFL coursebook.

Intercultural communicative competence refers to ability to understand the several types of cultures, including one own culture, in order to able to communicate effectively and appropriately with people of other cultures.

Intercultural awareness is having knowledge and understanding of both, one's own culture and other cultures in order to be involved in the globalized world through any activity which actively seeks to engage learners and broaden their understanding, increase sensitivity and promote flexibility and tolerance of otherness and intercultural diversity.

Types of culture is classification of culture based on the treatment of cultural content of textbook, which are classified as the source culture, the target culture and the international culture.

Source culture is the learner's own culture, in this case, it refers to Indonesian culture.

Target culture is the cultures of native speakers, referring to inner circle countries such as the United States, Canada, United Kingdom and Australia (Kachru, 1992).

International target culture is the culture of English speaking countries where English serves as second or foreign language. For example, culture of Singapore, Philippine, Malaysia, Japan, India and other countries.

Cultural Domain refers to the culture specific learning which involves acquiring knowledge, achievement or product, behavioural skills, and attitude as related to a given target speech society. It is classified into both the Big "C" and the small "c" culture (Paige, Jorstad, Siaya, Klein, & Colby, 2000).

Big "C" culture is represented under these particular themes; the arts, history, geography, business, education, festivals, architecture, classical music, literature, political issues, society's norms, legal foundation, core values, cognitive processes and customs of a target speech society.

Small "c" culture is about lifestyles, daily life, routine aspects of a society, and encompasses everything as a total way of life. It focuses on common or minor themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles food, hobbies, popular music, and popular issues, and certain knowledge.