The Presentation of Cultural Elements in Local Grade 6 English Textbooks: English 6
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Abstract: Learning a language requires learners to get a feel for the culture from which it comes. Even with globalization affecting almost every corner of the planet, there are cultures specific to each country and region. Therefore, learning to be more open and accepting of other cultures and peoples can certainly help any language learner in their efforts to improve their language learning. Understanding these cultural factors helps communicators as well as teachers and learners acquire foreign languages effectively by the meaning of a word. Hence, the choice of suitable textbooks for teaching plays an important role. Therefore, this paper aims to study the cultural elements of a local published book series is English 6 among the textbooks by international publishing or domestic publishing.

Keywords: English 6 textbook, cultural elements, domestic publishing.

I. INTRODUCTION
The textbooks play an essential role in teaching and learning. Nazeer et al. (2015) cited from McGrath (2016) that a textbook is essential because it sets the teaching instructions, contents, and teaching methods. After the teacher, textbooks are the most crucial part of the foreign language classrooms. McGrath (2016) points that textbook is “a map” which shows where one is going and where one has been and it provides language sample. Textbooks supply the book map or syllabus for teachers to know what they will teach, and students know what they will learn. It is written and based on a curriculum so teachers and students have to use it in the principles in schools. Besides, according to Leung and Andrews (2012), textbooks can give teachers with convenient support, teaching materials, also guidance on the required changes. Therefore, textbooks not only provide the language input, useful lessons but also set the teaching and learning principles. Several studies have proven the textbook as a component of learning source or learning material (e.g., Rynanta, R.A.C et al., 2013; Richards, 2003). Especially, English language has been acknowledged by most countries in the world as an international language. Consequently, English textbook should be considered carefully. For instance, the textbook is suitable for the curriculum. Moreover, the textbook can be used to teach and make students communicate internationally.

The role of culture is necessary in English textbook. Vernier et al. (2008) consider teaching culture as a skill, compared with reading, writing, speaking, and listening, has been undermined in language instruction. Kramsch (1993) affirms that learning another language necessarily involves learning about the cultures with which it is associated.

Based on Decision 718/QD-BGDDT promulgated in February 9th 2021, by Ministry of Education and Training (MOET) regarding the list of 6th grade textbooks used in general education. Textbooks are compulsory materials at Vietnamese secondary schools, so they play an important part in teaching and learning. They help teachers find the aims and methods to teach. They are considered as a tool or the main source of the language input for teachers and students in the teaching and learning process. Moreover, from textbooks, students can gain systematic knowledge and have opportunities to use and improve their language with diversified topics that are suitable for different ages and levels. English teachers usually use the textbook in order to ask students to follow the instructions and do exercises. Therefore, the textbook should not only contains materials that can be increased students’ knowledge but also supplies culture knowledge that can apply for students’ life. In short, the importance of cultural knowledge is now officially recognized by some of the most influential institutions. One
of them is the Council of Europe which has included ICCs to be part of its Common European Framework of Reference for Languages (CEFR).

There are already many books published by private publishers and government that appropriate with Ministry of Education and Culture Regulation. The grade 6 English textbooks of the research are English 6 Global Success is a set of English textbooks compiled based on the General Education Program in English (Promulgated together with Circular No. 32/2018/TT-BGDDT dated December 26, 2018 of the Minister of Education and Training) and the 6 – level Foreign Language Competency Framework for Vietnam by the Ministry of Education and Training. The book series by Prof. Dr. Hoang Van Van is the Editor – in –Chief and approved by the MOET, and combines between Vietnam Education Publishing House and famous publishers in the world Pearson Education because in the textbooks have cultural contents from source, target, or international culture. It finds appropriate with the purpose of foreign language learning, which is to master and communicate in foreign language; and to introduce the cultures.

This work of study is designed to answer 2 following research questions: Which cultures (source, target, international) are introduced in the local grade 6 English textbooks? And which cultural elements are presented in the local grade 6 English textbooks respectively?

II. LITERATURE REVIEW

A. Cultures and cultural elements

It’s hard to define what culture is. One of the definitions has been stated by Rogers and Steinfatt (1999) who pointed out that culture refers to “the the total way of life of people composed of their learned and shared behavior patterns, value, norms, and material objects.” Therefore, culture influences the way how the community lives, behaves, thinks, and speaks. Additionally, language and culture have intricate significance that makes the two impracticable to separate (Brown as cited in Magogwe, 2009). In other words, language and culture are indivisible.

Culture is often used to refer to the complete set of customs, behavior, beliefs, and attitudes, social habits, and so on of members of a particular society or community (Richards et al., 1985, p. 84). People who live in the same culture can find it easy to communicate with one another because it gives them an interconnected set of shared ideas, assumptions, beliefs, values, and even unwritten rules. On the contrary, when people from different cultural backgrounds communicate with one another, there is immense potential for difficulties to arise because of different cultural values, attitudes, or beliefs.

According to McGrath (2002) language learning materials can carry cultural contents. The culture the materials can attach could represent Source Culture, Target Culture, or International Target Culture. Source Culture refers to learners’ own culture, which is sometimes referred to as home culture. Target culture used to be used to refer to cultures in which English is used as a mother tongue or first language, for instance, the United Kingdom, the United States of America, Australia,… Nowadays, given the status of English as an international language, the definition of target culture is extended to include culture of the person/people engaged in immediate communication contexts. And International culture refers to various cultures in English or non – English speaking countries which use English as an international language (Cortazzi and Jin 1999).

The symbols, language, beliefs, values, and artifacts of a particular society and community. Therefore, culture is often considered at group level and can be represented in core cultural ideas, tangible cultural elements, cultural practices, and ideational cultural elements (Blanchard & Allard, 2011). Accordingly, it is widely accepted that cultural elements or culture of elements (or elements of culture) often include symbols, norms, values and artifacts. This definition is also adopted in this present study. Adaskou, Britten, and Fahsi (1990) found nothing beneficial or motivating in including Western culture. By introducing Western culture there”s a tendency for cultural comparison which in turn will cause displeasure among learners with their own culture. Besides, certain patterns of behavior in English – speaking social contexts are not desirable, being incompatible with local values. However, culture should be taught in foreign language education in the form of the words and actions of everyday speakers in everyday life (Kramsch 1998).

Some cultural elements that can be seen, that is, social organization. Social organization structures are different from one country to another. Social organization can be in form of class division (ranking) or through horizontal division. Ranked society is usually based on the level of education, jobs and salary, or even ancestry.
Horizontally divided society can be influenced by tribe, faith, or hobbies. Vietnamese culture have been affected by Confucianism in terms of household, family line, and national one such as men played the main role and had the rights to make decisions. However, in Vietnam today’s society, this has greatly changed since discrimination has been eliminated. Traditional culture is based on historical culture in a country. It relates to a broader group of shared belief systems between people who both know and do not know each other. For example, Vietnamese Ao Dai is considered the traditional costume as well as the national costume.

Some of most important symbols are objects. In Vietnam, Lunar New Year is the biggest traditional holiday in Vietnamese culture. It's crucial to prepare tray of five fruits, banh chung and banh tet, and lucky money. In addition to, there are more examples of symbols, other objects have symbolic value for religious reasons consists of a cross is a significant symbol to Christians. It is not only two pieces of wood attached to each other but also representation the basis of their entire religion.

There are two types of norms, formal norms and informal norms. Formal norms called mores (MOOR – ayz) and laws which it regard as the standards of behavior and consider the most important in any society. Examples the education system in Vietnam is different from the American education system. It does not have middle school and sixth form but secondary school and high school. Informal norms, also called folkways and customs, refer to patterned way of behaving that is considered characteristic of life in a social system. For instance, shaking hands, bowing and kissing are all ways of greeting people that help to distinguish one society from another.

Values are another important elements of culture and involve judgments of what is good or bad and desirable or undesirable. A culture’s values shape its norms. Each country, each ethnic group has a rich culture, customs and habits, especially good traditions. Those are values that have existed for a long time, maintained and promoted through each generation. In Vietnam, for example, solidarity is also a long – standing traditional value imbued with Vietnamese cultural identity. Whenever the country encounters natural disasters or epidemics, the spirit of solidarity rises strongly. Across the country, people have donated money and kind, to help patient and overcome the consequences of COVID – 19. According to Hofstede (2001),there are five main dimensions along which dominant value systems in over fifty countries can not only be ordered, but also reflect how human thinking, feeling and acting may, to some degree, be predicted. The dimensions mirror basic problems that any society has to cope with, and also point to how to solve these problems will differ. They become expressed in the different values that predominate among people from different countries.

Finally, the artifacts, or material objects, that constitute a society’s material culture. In the simplest societies, artifacts are largely limited to a few tools, the huts people live in, and the clothing they wear. One of the most important inventions in the evolution of society was the telephone. The technological advances during the past two decades, now may be said to have a wireless culture, as smart phones, notebooks and laptops, and GPS devices dominate so much of modern life. The artifacts associated with this culture were unknown a generation ago. Technological development created these artifacts and new language to describe them and the functions they perform. Today’s wireless artifacts help reinforce our own commitment to wireless technology as a way of life.

B. The (customized) textbooks

1. The Global Success English 6 Textbook

It is a two – volume series, marking the first of a four – level English language textbook for Vietnamese students of secondary schools learning English as a foreign language (EFL). It closely responds to the systematic, theme – based syllabus approved by the Ministry of Education and Training in October 2011. The textbook is organized around 12 units and 4 reviews. The series comply with the Communicative Language Teaching and Learner – centered approach, focusing on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing) and carefully catering for the cultural traits of Vietnam as well as countries around the world, especially the English – speaking countries.

2. Types of culture and the significance of cultural input

Source culture, target culture and international culture are classified. Categories of Culture: Cortazzi and Jin (1999) propose three categories in which culture in English textbooks can be investigated. The first category is the source culture, which refers to the learners’ native culture. The second category is the target culture where the target language is used as a first language, e.g., American or British culture. The international
culture, EX: a variety of cultures in English and non-English-speaking countries around the world. Similarly, the cultural information required in ELT materials has been regarded as being closely linked to the culture of countries where English is spoken as a native language (McKay 2003).

Cultural input involves information implicitly or explicitly conveyed to learners of a foreign language about culture. This information can be visual (images) or oral (songs or audios), can be images as well as texts. First, cultural input helps raise cultural awareness. Cultural input helps learners become more aware of their own culture and the target culture, the host culture and international culture so that they can communicate more effectively in intercultural communication contexts. Second, it gives students’ chance to build skills of discovery and interaction because the cultures in English – spoken countries are brought to the knowledge of the students through different English teaching materials, classroom activities and individual interaction with foreign teachers and students. Finally, it helps students advertise the homeland, country and people of Vietnam.

3. Being bilingual and being bicultural

Bilingualism, or the ability to speak two or more languages fluently, can be a huge asset. Knowing two languages makes our brain more flexible. There is no standard definition of bilingualism (Grosjean, 1982; Anderson et al., 2018). Peal and Lambert (1962) showed that earlier research was flawed and that when controlling for confounding factors (i.e., SES, gender and urban-rural contexts), bilingual children performed better on verbal and nonverbal intelligence tasks than their monolingual peers. Other researchers hold a broader definition that considers a bilingual to be a person who is skilled in at least one of the four facets of linguistic competences (i.e., speaking, listening, reading, and writing), even to a minimal degree in a second language. So, bilinguals often outer form monolinguals on tasks that involve inhibitory control. Bilinguals were also better than monolinguals at switching between the two tasks; for example, when bilinguals had to switch from classifying objects by color (red or green) to classifying them by shape (circle or triangle), they did so faster. With monolinguals, reflecting greater cognitive control when changing strategies quickly.

Bicultural competence refers to a social construct used to identify successful individuals in two cultures with minimal identity conflicts. LaFromboise et al. (1993) clearly states that the capacity of two cultures is the integration of two distinct cultures. For instance, individuals living in two cultures may find the experience to be more beneficial than living a monocultural life-style. The key to psychological well-being may well be the ability to develop and maintain competence in both cultures.

In conclusion, bilingualism and biculturalism are positive and meaningful assets for connecting with a broader community of people from different cultures and linguistic backgrounds. As a result, being bilingual and/or bicultural can contribute to reinforcing one’s social bond and building positive relationships with people from different cultural backgrounds.

4. The current choices of English textbooks for 6 graders in Vietnam

English is a compulsory subject in the general education curriculum from grade 3 to grade 12, including 6th grade. As one of the instrumental subjects in school, English not only helps students form and develop their ability to communicate but also contributes to the formation and development of common competencies, to live and work more effectively, to do well in other subjects as well as for lifelong learning. Many books are approved by MOET as textbooks for grade 6 consist of Global Success English 6, English Discovery, Friends Plus, Bloggers – Smart, Right – on!, i-Learn Smart World, MacMillan Motivate!, and Explore English.

Although they are all published in Vietnam, they are divided into 2 main types: those completely written and developed domestically (i.e. Global Success English 6, Friends Plus, and Explore English.) and those developed in the international version before the 2018 curriculum but now customized for the Vietnam market (i.e. English Discovery, Bloggers – Smart, Right – on!, i-Learn Smart World, and MacMillan Motivate!).

The collaborative authors that the textbook series is designed to develop students’ communicative competences through communicative activities which provide opportunities to practise skills in meaningful contexts. The goals of secondary school English include first, have basic knowledge of English language according to the curriculum. Specifically, knowledge of vocabulary, phonetics, grammar, and semantics. Second, develop evenly on all 4 language skills: listening, speaking, reading and writing. Third, have the ability to communicate at a basic level such as can communicate in common situations or can listen and understand in everyday contexts. Fourth, there is more basis for understanding the cultures of the world. Thereby
strengthening patriotism and national pride. Finally, develop relevant soft skills. Plan a learning strategy. And have the ability to promote the spirit of self – study and self – improvement in the future.

III. MATERIAL AND METHODS

1. Research approach

This research is a content analysis study to explore the culture and cultural elements in the customized and local grade 6 English textbooks. The design of this research is a descriptive qualitative study because in this study, the researcher identified how the cultural contents are spread in English textbooks for sixth graders in terms of cultural categories and cultural elements. However, this study also employs the element of quantitative research in the form of how the data are recorded in percentages. The sources of the data for this study is English textbooks for secondary school entitled The English 6 (2021), a series written by local Vietnamese authors. They are analyzed to answer the formulated research questions.

2. Materials for analysis

Although the secondary students’ books of many ELT textbook series used in a lot of secondary schools in Vietnam, two books were selected for analysis. The English 6 published by Vietnam Education Publisher and labeled to be advised by the educational publishing group Pearson. In the Global Success English 6, each volume includes 6 units. The Global Success English 6 series for secondary school students consists of student’s books, teacher’s books, and workbooks and CDs. In terms of textbook structure, each textbook for secondary school students is organized around 12 units and 4 reviews which are separated into two volumes for each semester of a school year.

3. Textbook analysis checklist for quantitative data

In terms of the process of selecting learning materials, textbooks in this case, various considerations can have particular influence. Hinkel (1999) noted it is widely acknowledged that textbooks are the main materials used in language classes. Meanwhile, in Vietnam, according to Circular 01 (January 30, 2020) of the Ministry of Education and Training, some influential factors may be involved in the process of selecting textbooks. The decision may be taken on the basis of financial issues, the power of authority such as principal can accept with a particular textbook publisher, or simply the visual appearance of the textbook which may be attractive for teachers. Considering the fact that there is no perfect textbook, the evaluation needs to be conducted. One of the concerns may focus on the cultural content attached in textbooks as the present study tries to investigate. Subsequently in the same manner, the units of analysis were categorized into the two categories initially proposed by Paige (2000) and then later used by e.g., Lee (2009), Dehbozorgi et al. (2014) and Rodríguez & Espinar (2015). To assist the analysis process, the sub – categories politics, economy/business/industry, history, geography, literature/art/film, education and music were used in the big “C” Culture − category for clarification. For the small “c” culture category, the sub-categories food, holiday/celebrations, lifestyle, customs/behavior, values/beliefs/attitudes, hobbies/leisure and clothes were used.

4. Qualitative analysis

In Vietnam, using source culture is based on Vietnamese society and Vietnamese culture, thus it gets learners familiar with the content in textbooks. The main purpose of this category of textbooks is to enable learners to talk about Vietnam to people from different countries. Besides, target culture information includes the culture of countries where English is spoken as the first language such as countries in the inner circles of Kachru’s circles of English. These textbooks of this category provide learners with cultural information about English speaking countries. Integrating target cultural data into textbooks is supposed to enhance learners’ motivation and develop their attitude toward language teaching (McKay, 2002). International cultural information relates to cultures that do not belong to source culture nor target culture. It refers to the culture of countries where English is used as a foreign or international language. In other words, it refers to the cultures of the countries in the outer circle in Kachru’s model. English is frequently used in international situations. When applying to English textbooks in Vietnam, some changes should be made to suit the context of the research. Source culture refers to Vietnamese culture, it helps learners have a closer look on their home culture while learning a foreign language, leading them to think globally, but act locally. Images referring to Vietnamese culture could be easily identified because there were a large number of visuals in the textbook series. Images in the textbooks series are mostly the prompts to elicit students’ background knowledge about the topic or illustrations for the content.
5. Research procedure

5.1 Text analysis

Based on the textbook selection votes of each member of the specialized groups of the schools. The coding schemes that were used are presented. In the analysis, the writer identified contents presented in the books as being source culture, target culture, or international culture. The page numbers are put in the checklist in order to allocate the place in which the culture type is presented within the books. After that, the occurrence numbers are counted to see how many products, persons, practices and perspectives are presented in English 6 textbook, and also the portions of source culture, target culture, and international culture.

5.2 Checklist of textbooks

The books then were analyzed to identify which parts contain cultural elements (products, persons, practices, and perspectives), which using the instrument based on Yuen (2011). Products: cultural elements that are physical, including man-made products which refer to a particular culture (e.g., historical sites, songs, folklores, books/novel, comics, inventions, foods, etc. Persons: figures or famous people (singers, poets, writers, national figures, athletes, artists, heroes) which refers to a particular culture. Practices: cultural elements in the forms of rituals, activities, and cultural practices which refer to certain cultures (e.g., holiday celebrations, ceremonies, passed traditions and so on). Perspectives: the way certain groups of people see something which differs them from other cultures (e.g., native speakers consider that giving gifts to teachers is unprofessional. Table 4 below shows how data was gathered.

IV. RESULTS AND DISCUSSION

1. Cultures introduced in Tieng Anh 6

First of all, aspects of products, persons, practices and perspectives are found in two books. Moreover, the result of total analysis of occurrences of cultures in the book Tieng Anh 6.

Source culture, target culture, international culture are all found in the book. For example, for source culture appeared almost in Section 4: Culture & Communication, Section 6: Skills 2 and Section 7: Looking Back & Project each Unit. Source culture is presented through pictures of Vietnamese students, name of people such as Nam, Hung, Nguyet, Duy, Phong, Vy, Mi, Liz, Nick, and others, maps, charts, dialogue, texts (paragraphs, reading texts, dialogues, passages, conversations, notes, …, and visual aids. That presented by name, and uniform. On dialogue above, their name are Phong, Vy, and Duy wearing secondary uniform with red scarves and talking together. Furthermore, in this textbook, in page 43, there is a map that shows District 1 of Ho Chi Minh City. Look at the map below and create an audio guide for District 1 of Ho Chi Minh City to at least three different places. For target culture, it is found in unit 9. It was represented by pictures or maps. In page 27 of English 6 volume 2, using the map to identify the location of the cities and match the cities with their landmarks. For international culture, it is found in a dialogue in unit 8 of English 6 volume 2 talking about Pelé. For example, the dialogue between teacher and Nick.

Among the cultures presented the contents about products are found most frequently. For example, in the suitable section of every Unit on this textbook is found. From the book we can see that in Unit 6, how people in different countries celebrate their New Year such as In Japan, temples ring their bells 108 times at midnight on December 31; In Spain, people try to put 12 grapes in their mouth at midnight for good luck; In Thailand, they throw water on other people to wash away bad luck. Furthermore, in Unit 8, using the words related to the topic “Sports and games”, expressing and response to congratulations or talking about what to do and what not to do at the gym. Moreover, in unit 12, there are pictures to illustrate the information of the three robots: M10, H9, and A3.
Below is Figure 4.1. It represents how the cultures are spread in Tieng Anh 6 textbook.

![Figure 4.1](image)

Source culture, target culture, international culture are found least frequency in the category of perspectives and second least in the section of practices. Actually in the category of perspectives none of these cultures are presented while in practices these cultures are found 5 times, specifically, source culture and target culture twice each and international culture one.

The number of culture types found in the book Tieng Anh 6 in the category of products as mentioned above outnumber that in other categories, that is 70 times, followed by 25 times of persons. Among source culture, target culture and international culture present in contents associated with products, source culture comes up most commonly with 47 times, followed by 16 times of target culture and 7 times of international culture. In persons, source culture is 13 times, target culture with 7 times and 5 times of international culture while in practices, source culture and target culture are the same 2 times, and once of international culture. What is worth noticing is that the number of occurrences of these culture types across Units is not equal. They are found most in Unit 8 with 17 times, while none is found in Unit 11.

2. Cultural elements presented Tieng Anh 6

The data collected from the context analyses of the textbooks. Most of the teachers discussed source culture and target culture origin with 84 times. Cultural elements consist of Education; Holiday, celebrations; Hobbies, leisure; Lifestyle are highlighted more than other cultural aspects by source culture while Literature, art, film; Lifestyle; and Hobbies, leisure are the same 4 times by target culture. Specifically, about Education, school things, type of schools and activities in each part of Unit 1 are introduced. For instance, in the getting started, part 4: Match the words with school things or part 4 of section writing: Write about your school. One surprising finding is the lifestyle. Knowledge of the way people act, interact, and talk in everyday contexts is crucial to fully understand a culture. Because it is a common perception that culture only consists of food, clothes and customs, the incorporation related to people’s everyday lifestyles are important to broaden the students’ view of what culture truly consists of (Chavez, 2002). Cultural representations related to customs/behavior were found in the textbook because customs and behavior are important aspects of a culture. These results are in line with the studies by Rodríguez & Espinar (2015) and Yuen (2011), who both concluded that the most commonly included small “c” culture – theme in the textbooks they analyzed was customs/behavior.

3. Discussion

The English 6 series include student books, student web guides and teacher web guides. There are also digital versions of every course book available. The textbooks are divided into chapters with different themes, which in turn are divided into different sections with different texts and activities related to the overall theme of the chapter. In the preface of each book, it is stated that the textbooks include content from different parts of the world and that the students using them will have the opportunity to develop their ability to discuss and reflect on living conditions, social issues and cultural features in different parts of the world. The exercises in the textbook are designed according to the levels from awareness, understanding to application suitable for each lesson topic. Therefore, helping teachers orient and design appropriate tests to assess students' foreign language ability.
ensuring the requirements of the subject. The book has interdisciplinary integrated content and other educational content.

V. CONCLUSION

This present study examined the cultural content portrayed in English textbooks used. It may be concluded that the load of culture in two textbooks were different in terms of cultural elements and cultural source. The researcher found the differences between both of textbooks. First, in English 6 textbook, Vietnamese culture becomes the dominant culture on textbook.

Since the guidance that is used to write this textbook is based on curriculum, it provides more local context in terms of learning materials. Thus, source culture is most dominantly chosen in English textbook. It is very good for teachers and students to make a better understanding in internalizing their own culture through learning a foreign language. The students also need the information about the target language culture in order to enrich their knowledge about target language culture. It is very essential for them to get to know target culture and international target culture of their target language in order to avoid culture – shocked. Therefore, this study concludes that in order to understand the culture better, each aspect of cultural elements and cultural categories should be integrated in teaching and learning materials more. Specifically, in English 6 book should be designed a culture section after each unit or a detailed cultural item for each lesson.

The researcher concludes that an English teacher has to know cultural content that represents in the textbooks and they have to introduce cultural content in the textbooks to the their students. It made the students know their culture and other culture. The cultural information presented in the textbooks is not an in depth exploration of cultural promotion. The cultural discussion is mainly in surface level. Underlying concepts and value system of local and non-local culture have not been well introduced.

Therefore, during the teaching, teachers should follow and update the circular of MOET to identify the aims of the teaching process because in the previous research, Nguyen (2018) asserted that the set of new English textbooks in Vietnam high – school, lack of references for teachers, and Leung and Andrews (2012) pointed out that limitation of materials adaptation. Nevertheless, teachers especially had difficulties in finding materials matching the required language competence in the set of new English textbooks.

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Based on the findings, the following recommendations for future research can be identified. First, this study examined only two textbooks representing many series used for teaching English at the secondary schools. Thus, further research is needed to examine other English language textbooks used for teaching English by Vietnamese or foreign authors. Second, the research should examine the ways in which English 6 textbook is used alongside other media that students and teachers are exposed to exposure to foreign people and cultures comes from a variety of different sources, such as travel abroad, media, television and from family or friends. Finally, the textbooks should index guidebook on how to teach culture so as to enhance students’ knowledge of different cultures.

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