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ABSTRACT

This study was conducted to investigate what and how much is presented about American culture in English courses in Japan. A review of previous studies on the same subject indicates that only textbooks for conversation courses are likely to contain substantial cultural information. For the present study, ten series of senior high school English readers are analyzed with a revised version of Joiner's evaluation form. These books are found to be linguistically, rather than culturally, oriented. Little information on American culture is presented, and what there is is not always accurate.

(Author/JB)

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# THE PRESENT SITUATION IN THE TEACHING OF AMERICAN CULTURE IN ENGLISH COURSES IN JAPAN

— Analysis of Junior and Senior High  
School English Textbooks in Japan —

Kenji Kitao

## Introduction

Although Japan and the United States have had diplomatic and commercial relations for a long time, communication and understanding between the two nations are still insufficient. More Japanese people are encountering more American people, products, information and culture on a daily basis than ever before. Thus, better understanding and communication between the citizens of the two cultures is necessary:

Communication is affected by all aspects of culture—the speakers' languages and dialects, their prior experiences and knowledge, the social restrictions on directness of speech, kinesics, etc. The Japanese and the Americans have very different cultural backgrounds and such differences are major barriers to communication between them. In the United States, the importance of teaching culture was well recognized after World War II and has become one of the two major new emphases in the teaching of foreign languages in the 1970's, the other being individualized instruction.<sup>1</sup>

American culture has been emphasized in English instruction in Japan

recently, as communication is stressed. However, no books and articles on what to teach about American culture and how to teach it are available in Japan. Very few studies in this field have been made, and none of them is based on experiment or surveys with a statistically significant number of people across wide areas of American culture.<sup>2</sup>

The writer administered questionnaires to Japanese students in the United States in order to find out how much American culture is taught in English classes in Japan, how well it is taught and what cultural problems occurred to those students. The result of the survey shows that there is little foundation for understanding and communication between Japanese and American people. The Japanese students were taught very little about American culture in English courses of any level, so their understanding of American culture was quite limited. As a result they had some problems understanding Americans and communication with them.<sup>3</sup>

The purpose of this study is to find out what is taught about American culture and how well it is taught in English courses in junior and senior high schools by examining the authorized (Mombusho-approved) English textbooks used in the classes.

### **Cultural Information and English Textbooks**

There are many ways to investigate what and how much is taught about American culture in secondary schools (junior and senior high schools from seventh to twelfth grade) in Japan, such as through examinations, observations, interviews, and other means. However, it is hard to obtain accurate, objective results since what is taught varies from place to place. The easiest approach is through the examination of English textbooks.

This procedure is valid because, as Yasuo Kurokawa has asserted,

textbooks are the most important element in school education.<sup>4</sup> All textbooks used in elementary and secondary schools must be authorized by the Ministry of Education. They are strictly based on the guidelines formulated by the Ministry of Education. Most teachers use only one such textbook and rely upon it entirely while they teach English. Therefore, textbooks are the center of English instruction and thus restrict the contents of English teaching.

Since the audio-lingual method was first adopted in junior high schools, many oral exercises have been added to English classes in addition to the usual reading and translating exercises found in most textbooks. These last two types have less influence now but are still the main focus of English instruction. In senior high schools, English teaching is based solely on textbooks. The teaching there is almost entirely reading and translating from the textbooks. Students read the textbooks very attentively, so the books do have great influence and are quite important in English classes.

In English textbooks, the teaching materials are most important in terms of culture. Teaching material is defined as "concrete educational contents selected for learners in order to accomplish their educational goals."<sup>5</sup>

Along with grammar, vocabulary, reading materials, etc., the presentation of cultural information is recognized as one of the most important aspects of English textbooks. Marcel Danesi has said that it is one of the four important broad criteria for foreign language textbooks.<sup>6</sup> Narimitsu Ahara has offered four criteria in selecting teaching materials, of which two are: "whether the teaching materials are based on daily life," and "whether they promote international understanding and communication."<sup>7</sup> Akiyoshi Shibasaki has also pointed out four types of teaching materials that are important in expediting the learning of English, the third one being material

on the cultural background of English.<sup>8</sup> The background culture of English is at least one of the four most important items contained in English teaching materials.

According to the guidelines set by the Ministry of Education, foreign language textbooks must include such items as daily life, manners and customs, stories, geography, and history of the people who speak the language as well as of other people throughout the world.<sup>9</sup> Until about ten years ago, however, this was only a matter of theory, not practice. Now teachers are beginning to pay more attention to nonlinguistic subject matter, according to the results of a questionnaire.<sup>10</sup> In addition, Atsuko Ikemiya has reported the following:

In readers of ten years ago, literature and essays occupied 70% of the teaching material, but in the latest textbooks, only 50%, and biology, geology, chemistry, biography, and problems of cities have shown up. Cultural-anthropological and sociolinguistic teaching material has been gradually introduced. However, since international exchange is getting more frequent and more intercultural communication occurs, such teaching materials should be introduced more often.<sup>11</sup>

As time has passed, more cultural materials have been included in English textbooks, and they have been emphasized more by teachers. Recently, in November, 1975, the third branch meeting of the Round Table Meeting of Improvement for English Education in Japan reported that sentence patterns and grammar had tended to be emphasized too much and reminded teachers to emphasize all five of the categories of teaching material. The first was concerned with daily life, and the fifth was intended to promote international understanding.<sup>12</sup>

People in the profession of teaching English have emphasized the importance of the inclusion of culture in English textbooks, but unfortu-

nately the books do not have much cultural information, and they are not interesting. This boring teaching material has caused the students to lose their motivation to learn English.<sup>13</sup> Culture can be one of the factors that can increase students' motivation; therefore, more interesting cultural items should be contained in English textbooks.

In this paper "culture" is defined as the knowledge and behavior that a people in the same language community have learned and share among themselves.

### Previous Studies of English Textbooks

There have been a few studies on culture in current English textbooks in Japan. One is on English conversation textbooks for senior high schools.

**Hatori's Study.** The study on English conversation textbooks was done by Hiroyoshi Hatori.<sup>14</sup> He reviewed six English conversation textbooks used in senior high schools at that time.<sup>15</sup> He compared in their inside-cover material, their appendices, the number of units, their contents, their organization, and the patterns of English usage contained therein. The Summary in Table I is limited to the first three aspects that concern culture.

Since the purpose of English conversation courses is to teach the ABC's of daily conversation in English, their subject matter is concerned with the daily life of students at home, at school, and in society.<sup>16</sup> Table I shows that all the textbooks of English conversation have more information on daily life in Britain and the United States and also more practical information than other senior high school English textbooks. Practical information means information useful for traveling around or living in those countries, such as using a telephone, traveling, using money, shopping, etc.

TABLE I  
SUMMARY OF HATORI'S STUDY

Textbooks	Inside covers		Appendix	Number of Units and Contents
	Front	Back		
<i>The Crown English Conversation</i>	Introduction of characters	Songs	A song (1 page)	15 expressions feeling judgement choice, etc.
<i>Daily Conversation</i>	Map and pictures of New York	Map and Pictures of London	2 groups of useful expressions (a) greetings, weather etc. (b) visit, telephone, in the train, etc.	40 1-12 school life 13-24 home life 25-40 social life 25-30 Britain 31-40 U. S. A.
<i>Let's Talk English</i>	Blank	Blank	New words useful expressions notes	17 "A Friendly Walk" "The Party" "In the Station and the Train,"
<i>Ted and Julie</i>	Blank	Blank	Index school life, health, showing the way, weather, etc.	20 "Ted & Julie on the Way to School" "Everybody Talks about the Weather" "It's Nice to Make Friends," etc.
<i>Oral English Workshop</i>	Situations and expressions	Gestures	Basic expressions dialogues	9
<i>English Conversation for Young People</i>	Scene at school	Introduction of characters	Index useful expressions	27 "In the Classroom" "Introducing Friends," etc.

(The table has made by this writer and its contents have translated from Hatori's.)



Hattori noted that *Oral English Workshop* has illustrations of gestures inside the back cover, but that no other English textbooks at the junior or senior high school level present nonverbal communication systematically.<sup>17</sup>

Judging from the topics Hattori cites as examples, most textbooks introduce American and British life. Students can learn from them about the background culture of English. Only *The Crown English Conversation* seems to be expression-oriented and to be constructed on the basis of frequently used expressions in daily conversations, though all the textbooks are situation-oriented and are constructed on the basis of situations that frequently occur in daily life or that learners may encounter when they visit those countries, as their appendices show. These textbooks would seem to be well designed, for culture should be taught through expressions in situations, and they offer expressions in various common situations.

English conversation courses seem to give the most cultural information, including practical information, on the senior high school level. The textbooks used in those courses have more cultural information than the other English textbooks. Their subject matter is directly concerned with daily life at home, at school, and in the society of Britain and the United States.

However, Hattori did not outline the total subject matter, so we cannot know the total cultural information in these textbooks or how accurate this information is. Moreover, since English conversation is an elective, only 1.6 percent of the students in the senior high schools use these textbooks, according to statistics from the Ministry of Education.<sup>18</sup>

This is the only study of culture in English textbooks for senior high school students that the writer has found. The writer could not find any study on culture in textbooks for English A, English B or elementary English.<sup>19</sup> However, there are a few thorough studies on culture in junior

high school English textbooks.

**Ide's and Saito's Studies.** Akiko Ide and Yasuhiro Saito have made extensive studies of culture in English textbooks at the junior high level.

TABLE 2

## SUBJECT MATTER OF ENGLISH TEXTBOOKS AT JUNIOR HIGH SCHOOLS

	New Prince			New Horizon			Total			Everybody			Blue Sky		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Objects around people	B			A			C			B			C		
Daily life	C	B	D	B	B	B	A	B	D	A	B	C	A	A	B
Manners and customs	D	D	D	C	C		D	D		D	D		D	C	
Scenes and nature	C		C			D	D	D		D	D		D	C	C
Geography, history, language		D	B	C	D		D			D	D		D	C	
Science		D	D						C		D				
Stories	D	B	B	C	B		D	B		C	B		C	B	
Ideas, imagination			D				B	C							C
Other		D					D	C							D

A = in more than half of the units

B = in more than one third of the units

C = in more than two units

D = in one or two units

Source: Akiko Ide, "Daizai to Hyōgen Keishiki [Materials and Forms of Expressions]," Eigo Kyōiku, Vol. XXI, No. 8 (October, 1972), p. 13.

Ide reviewed five textbook series, fifteen books in all,<sup>20</sup> and Saito reviewed four series of revised textbooks totaling twelve books.<sup>21</sup> The major concern of both studies was to describe what cultural information is contained in the books.

Akiko Ide made two major studies. One was to find out what subjects were contained in the textbooks and how many of them were contained in each (see results in Table 2).<sup>22</sup> She provided nine categories: (1) objects around people, (2) daily life, (3) manners and customs, (4) scenes and nature, (5) geography, history, and language, (6) science, (7) stories, (8) ideas and imagination, and (9) miscellaneous. The second study was to find out how close the cultural information in these textbooks was to the Japanese culture (see results in Table 3).<sup>23</sup>

Her first study shows that all fifteen textbooks include daily life. Yet, only four include it in more than half of the units, and four textbooks have it in fewer than one third of the units. Manners and customs are seldom introduced. Four textbooks do not mention them at all while the eight that do include them have them in only one or two units, and none of the textbooks refers to them in more than one third of the units. Geography, history, and language do not appear at all in six textbooks, and in only one textbook do they appear in more than one third of the units. Scenes and nature are not introduced at all in five textbooks, and they are not introduced in more than one third of the units in any textbook; therefore, no textbook displays much cultural information.

Table 2 shows that all textbooks use similar approaches. They move from concrete things to abstract things. In every series, objects connected with people are introduced in Book 1. The same approach is adopted in culture. Akiko Ide's second study shows this clearly. She classifies cultural

information in four major categories: (a), (b), (c) and (d). Category (a) is the same as Japanese culture, and it includes the introduction of Japanese culture which is marked (a<sup>+</sup>). Category (b) is partially overlapping with Japanese culture. Category (c) is different from Japanese culture, and things that do not exist in Japanese culture are marked (c<sup>+</sup>). Foreign culture that is not part of English speakers' normal experience is classified (d).

TABLE 3

DIFFERENCES OF CULTURAL BACKGROUNDS  
OF THEMES IN ENGLISH TEXTBOOKS

English Texts Level (Book)	New Prince			New Horizon			Total English			Everyday			Blue Sky		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Content Rating															
a <sup>+</sup>	D	D	D		D			C			D			C	
a	B	C	D	A	B	D	A	B	C	A	C	D	A	C	C
b	C	C		D	C	C	C	D		C	D		C	C	D
c	C	C		D	D		D	D		D			C	C	
c <sup>+</sup>	D	C	B	C	C		C	C	B	D	B	A	D	C	C
d		D	B	D	B		D			C	D		C	B	

A = more than 2/3 of the units

B = more than 1/3 of the units

C = more than 2 units

D = 1 or 2 units

Source: Akiko Ide, "Daizai to Hyōgen Keishiki [Materials and Forms of Expressions]," *Eigo Kyōiku*, Vol. XXI, No. 8 (October, 1972), p. 16.

As Table 3 shows, all textbooks have sequences which go from cultural information similar to that found in the Japanese culture to the cultural aspects that are new to the Japanese people. All the textbooks display Class (a) most in Book 1 and least in Book 3, and Class (c<sup>+</sup>) least in Book 1 and most in Book 3. No textbooks present aspects of other foreign cultures in Book 1. The order of introducing cultural information is very good.

However, Classes (b), (c), and (c<sup>+</sup>) do not appear often in these textbooks. Class (b) appears in less than one third of the units, and it does not appear in three textbooks. Class (c) does not appear in six textbooks; it appears in one or two units in five textbooks. Only four textbooks contain (c<sup>+</sup>) in more than one third of the units.

Akiko Ide does not explain how she did her studies, but they seem to be done by units. If one unit has even a little information, then it must have been counted. Therefore, these figures seem to indicate that these textbooks contain more cultural information than they really do. Another weak point of her study is, that she reviewed only the main body of the textbooks not the appendices, covers, etc. Furthermore, she provided only nine categories of cultural information.

Yasuhiro Saito has also made broad studies of the cultural information found in four junior high school English textbook series (see results in Table 4).<sup>24</sup> He provided fifteen categories, rather than nine. Eight categories were added: people around us, greetings, classroom English, sports, biography, international understanding, poems, and songs. He reviewed not only the lessons proper but also the inside covers, appendices, etc. (see results in Table 5).<sup>25</sup>

His first study shows that all twelve textbooks include daily life, manners, and customs. Objects around us are included in Book 1 (seventh

TABLE 4  
CONNECTIONS OF THEMES IN THE REVISED ENGLISH BOOKS

Themes	Grade: 7 (Book 1)				8 (Book 2)				9 (Book 3)			
	Textbook:				Textbook:				Textbook:			
	E	H	P	T	E	H	P	T	E	H	P	T
Objects around us	X	X	X	X								
People around us	X	X	X	X	X	X	X	X				
Daily life	X	X	X	X	X	X	X	X	X	X	X	X
Manners and customs	X	X	X	X	X	X	X	X	X	X	X	X
Greetings	X	X	X									
Classroom English		X		X								
Sports	X	X	X									
Biography					X		X		X	X	X	X
Geography, scenery, history	X	X			X	X	X		X	X		
International understanding				X	X		X		X	X	X	
Science					X		X	X		X	X	X
Observation of nature				X			X				X	X
Dramas and stories				X	X	X	X	X		X	X	X
Poems					X							
Songs					X		X		X			

E = Everyday English

H = New Horizon English Course

P = New Prince English Course

T = Total English Junior Crown Series

X = Item contained in the textbook

Source: Yasuhiro Salto, "Kaitei Kyōkashō-no Daizai to Kōsei [Subject Matters and Constructions of Revised Textbooks], "Gendai Eigo Kyōiku, Vol. 11, No.9 (December, 1974), p. 16.

TABLE 5

COMPARISON AMONG ITEMS OUTSIDE THE TEXT  
PROPER IN THE REVISED TEXTBOOKS

Themes	Grade: 7th				8th				9th				
	Textbook:	E	H	P	T	E	H	P	T	E	H	P	T
Songs		X	X	X	X	X	X		X	X	X	X	
Illustrations		X	X	X	X	X	X	X	X	X	X	X	X
Pictures of objects around us		X	X	X									
Scenery (12 months)					X								
Picture of scenes in main text								X					X
Maps						X		X					
Proverbs													X
Poems													X
Greetings					X								
Daily conversation								X					

E = *Everyday English*

H = *New Horizon English Course*

P = *New Prince English Course*

T = *Total English Junior Crown Series*

X = *Item contained in the textbook*

Source: Yasuhiro Salto, "Kaitei Kyōkasho-no Daizai to Kōsei [Subject Matters and Constructions of Revised Textbooks], "Gendai Elgo Kyōiku, Vol. 11, No.9 (December, 1974), p. 17. Partially revised by the writer.

grade) of all the series, and people around us, Books 1 and 2 (eighth grade). Dramas and stories are included in Books 2 and 3 of some but not all of the series. Biography is contained in Book 3 of all the series. However,

geography, scenery, and history are not included at all in the *Total English Junior Course Series*, and they are included in only Book 2 of the *New Prince English Course*.

Greetings are included in Book 1 in all of the series except the *Total English Junior Crown Series*, though this does include them in other sections. All of the textbooks contain songs, either in the main text or in other parts. Illustrations are contained in every book, but only two textbooks have maps. Nonverbal communication is not dealt with in any of these textbooks at all.

Saito's study shows what kind of cultural information is contained in the English textbooks at the junior high level, but it does not show how much cultural information is contained.

These two teachers' studies accurately describe the subject matter found in junior high school English textbooks. Thereby, one can begin to understand how little cultural information is contained in these textbooks. Moreover, such cultural information is twofold, being based on an overlapping of culture between Japan and the United States; on the one hand, and, on the other, on the culture unique to the United States. Therefore, one can easily understand how little of the latter is contained in these textbooks. These two studies show the outline of the types of cultural information in the textbooks, but they do not reveal how much such information is contained and whether it is accurate.

**Yoshida's study.** In a fourth study, Kazuo Yoshida compares five English textbooks at the junior high level with *L'anglais par l'illustration*, which is the most widely used English textbook in France. He made his comparison using five series of textbooks, fifteen in all, and the first three volumes of *L'anglais par l'illustration*. The major parts of his study were concerned with illustration and vocabulary in terms of culture.



He points out that the French textbook has almost twice as many pages, and many times more pictures and photos than the Japanese textbooks.<sup>26</sup> He also points out that though all the Japanese textbooks have illustrations, there are only two pages of photos (there are two or three color photos in each textbook).<sup>27</sup> Japanese textbooks have poor visual materials, and most of the culture is presented entirely in English.

Yoshida's study emphasizes vocabulary. The French textbook contains 656 words relating to home life, people, nature, social life, school life, time, and community. It contains 269 of those 656 words more than Japanese textbooks. Those 269 words are shown in Table 6.<sup>28</sup>

TABLE 6

NUMBER OF WORDS THAT APPEAR IN L'ANGLAIS PAR L'ILLUSTRATION  
BUT DO NOT APPEAR IN ANY OF THE JAPANESE TEXTBOOKS

	Number of Words
Home Life	99
People	58
Nature	55
Social Life	35
School Life	9
Time	7
Community	6
Total	269

Source: Kazue Yoshida, "France-ni okeru Eigo Kyōkashō-no Tokuchō [Characteristics of English Textbooks in France], " *Gendai Eigo Kyōiku*, Vol. 12, No.5 (August, 1975), P. 15.

Table 6 shows that 99 words about home life, 58 words about people, 55 words about nature, and 35 words about social life included in the French books are not introduced in the Japanese books. Thus we can see that Japanese textbooks lack so much vocabulary, particularly involving the home life. Among the 58 words about people that are not included, most (36) refer to occupations, as Table 7 shows.<sup>29</sup> In addition, Akiko Ide has pointed out that very few of the words that are included convey much of the culture of the English-speaking people. Of the 610 words required to be taught in junior high school English classes by the Ministry of Education, only a very few words cannot be understood without explanations of English speakers' culture.<sup>30</sup> Thus, Japanese textbooks lack much vocabulary that could convey cultural information about English speakers.

TABLE 7

## NUMBER OF WORDS CONCERNED WITH PEOPLE

	a French Textbook	b Japanese Textbook	a-b
Human Relationships	13	11	2
Family	19	14	5
Human Body	35	20	15
Occupations	58	22	36
Total	125	67	58

Source: Kazue Yoshida, "France-ni okeru Eigo Kyōkasho-no Tokuchō [Characteristics of English Textbooks in France]," *Gendai Eigo Kyōiku*, Vol. 12, No. 5 (August, 1975) p. 16. Partially revised by the writer.

It is somewhat surprising that Japanese textbooks still have few photos and pictures and have little vocabulary pertaining to cultural information. French textbooks have a number of illustrations and words that describe situations. Since all of the series of Japanese textbooks have fewer illustrations and less vocabulary than the French series, it is obvious that none of the Japanese series has as much cultural information as the French series in terms of vocabulary and illustrations.

The studies of junior high school English textbooks were concerned with the volume of cultural information. The first two dealt with subject matter and the last with illustrations and vocabulary. They were not concerned with the quality of cultural information and how accurate it was. Of course, they did not reveal whether any covert culture had been presented at all.

**Ogasawara's Study.** An examiner of textbooks at the Ministry of Education, Rinju Ogasawara, reviewed five English textbooks for seventh-grade students (Book 1) from the viewpoint of culture and customs. The reason he chose the beginning book was that he wanted to show that a great deal of culture was taught through such elementary textbooks. Therefore, the main part of his study was a discussion of how cultural information was presented and how accurate it was in each textbook.

He chose eighteen points and discussed them. These eighteen points involved names and occupational positions, conversations among American people, the use of the national flag, the use of words--*ladies and gentlemen*, *friend*, and *friendly*--greetings, men and women, sharing work at home, married students, the use of commands, house numbers, train stations, fences around houses, furniture in living rooms, class schedules, world maps, and classes of objects.<sup>31</sup> His observations were detailed so that he picked up

very small things such as words, scenes, parts of pictures, etc., and he discussed their cultural relationships.

His study revealed that each of the English textbooks provided much covert cultural information. Some of it was wrong, but it is not very obvious how much covert cultural information they contain. He shows only a few examples: there must be more examples than these of covert culture in these textbooks, and surely a great deal in Books 2 and 3 as well.

**Summary.** Through these five studies, we understand that some aspects of culture are taught in English conversation classes at senior high schools. However, the exact cultural information in these textbooks is not known, except for a few examples, and nothing concerned with English A and English B has been studied.

English teaching at the junior high level can be better understood using the last four studies. One understands what subject matter is presented through the textbooks. How much cultural information is provided by the units and by other sections apart from the main text, and how close such cultural aspects are to Japanese culture. Even if these studies do not show the exact volume of cultural information contained in the textbooks, one can estimate from the vocabulary and illustrations that there is much less cultural information than in the French textbooks. Ogasawara made it clear that even beginning textbooks contained some covert cultural information, and he discussed the accuracy of the cultural information. Therefore, we can estimate what and how much is taught about culture in English courses at junior high schools, and its accuracy.

### How to Evaluate English Textbooks in Terms of Culture

In the previous studies there were two major kinds of analyses of

English textbooks from the viewpoint of culture-objective and subjective. The objective method pointed out what cultural information was contained and described its volume-usually in terms of the number of units, words, and illustrations. The subjective method involved the author's judgment of the accuracy with which the textbooks presented cultural information, based on his experiences and his knowledge of the background culture of English. The former gives a rough idea of how much cultural information is available and its subject matter, and latter gives an indication of what covert culture is contained and how accurately the material is presented.

Both methods have drawbacks. For example, the objective method cannot show the actual volume of cultural information except in terms of the number of units. How much cultural information is contained in a single unit is not revealed. The result will only show that each unit counted has such cultural information. This method also fails to show how accurately the cultural information is presented. On the other hand, the subjective method does not show which subject matter or what kind of cultural information is contained as a whole. However it does show how accurately the material is presented in the judgment of the author. Both methods have merits and drawbacks, the strength of the one being the weakness of the other. Thus both methods should be adopted in the analysis of English textbooks.

Another shortcoming of these studies is that the writers did not explain how such subject matter categories were chosen, how criteria were established, etc. In other words, we cannot know the exact procedures of the studies.

Only a few studies show methods of analysis of cultural information in foreign-language textbooks. The writer found one study written by Elizabeth

Joiner for evaluating the cultural content of a foreign-language text.<sup>32</sup> Her study has four major sections: (1) illustration, (2) texts containing material of a cultural nature, (3) general questions relating to culture, and (4) supplementary material available from the publisher. Section I of the form for evaluation is divided into three parts. The first is about types of illustrations and their volume; the second is about the society represented by the illustrations; and the third, the subjective evaluation of cultural information in those illustrations. Section II contains three parallel parts on texts. Section III has six questions that call for examiners to give subjective answers concerned with cultural information. The last section (Section IV) is on supplementary material (see Appendix 1). The evaluation form that she presents is very long, including many vague questions that call for subjective answers. This form does not classify items regard to the culture involved; thus, a revision of this form is necessary.

Using Joiner's "Form for Evaluating the Cultural Content of Foreign Language Texts," as a basis, the writer made a new revised form for analyzing the cultural information in texts (see Appendix 2). The objective parts of Joiner's form were adopted first (Section 1, Part A, and Section 2, Part A). The former was used with only the addition of "portraits" since so many portraits appear in Japanese texts. However, contents of the latter were changed. It was divided into two divisions: type of writing and subject matter, using many categories from Walter Powell's monograph, "A Check List for American Culture"<sup>33</sup> on both of these and from Gladys G. Doty and Janet Ross's *Language and Life in the U. S. A.*<sup>34</sup> on subject matter only. This new form includes a checklist of culture with a big C, culture with a small c,<sup>35</sup> practical information, and covert culture<sup>36</sup> (see Appendix 2).

### Analysis of English Readers at Senior High Schools

The writer analyzed ten series of English readers in English B at senior high schools in Japan.<sup>37</sup> These readers are used for reading instruction in English courses. High school English readers were chosen because not many studies of high school English textbooks have been made, and these textbooks seem to contain more cultural information than do grammar and composition textbooks. In the choice of content for the readers, semantic meanings as well as grammar are considered carefully by the authors; however, in grammar and composition textbooks, sentence structures are considered, but semantic meanings receive less attention.

Basic background information for the 30 readers is shown in Table 8 (Nos. 1-8 of Appendix 2). No.1 gives the full titles of the ten reader series with their abbreviations in parentheses for convenience in latter explanations. The levels are shown as Books 1, 2, and 3 for tenth, eleventh, and twelfth grade students, respectively. No.3 lists the chief editors. No.7 shows the number of pages in each reader. No.8 shows the number of units in each reader, which does not always match the number of lessons because some lessons have two different kinds of teaching materials, so they are counted as two units.

The results of the writer's analyses are shown on Table 9 (Nos. 9-12 of Appendix 2). How much American culture is contained in each reader is described in No.9. The number listed does not mean units devoted completely to the United States, the American people, their life, or other aspects of American culture but refers to the number of units containing these elements either throughout or in part. Therefore, most of the American cultural information is found in these units.

Illustrations are very important elements of English textbooks to convey

the background culture of English speakers. All illustrations, including appendices and inside covers, are shown in No. 10, and are classified in eight categories. The figures in parentheses indicate the total number of illustrations in each category, and the figures without them show many of those are or seem to be concerned with American culture, most of which are found in the units dealing with American culture. If the illustrations are not obviously related to American culture, they are not included in those numbers without parentheses. Therefore, not all of the illustrations counted here necessarily show American culture; only the numbers listed in the upper row indicate the number of illustrations that may possibly show American culture.

Types of writing and content are shown in No. 11. If the reader contains such items, it is marked X, regardless of the importance and frequency of the type. Thus, blanks in this section mean such items are not included in the reader at all.

### Evaluation of English Readers at Senior High Schools

The chief editors of all of the readers are well-known scholars in English linguistics, English literature, and English education. The editors borrowed, adapted, or abridged American or British works and prepared notes and exercises for each unit. Such notes are mainly definitions of difficult words, and the exercises are primarily on grammar and translation.

All the readers average about 110 pages and are divided into 10 to 19 units. Less than half of the units are concerned with American culture in any way. Surprisingly, eight readers have not more than three such units.

All of the readers have illustrations in one or more of the eight classes. All have one or two pages of color photographs and reproductions, but 18



out of 30 readers do not have any color photographs of the United States. Twelve readers do have them, but they are of famous places such as Yellowstone National Park or the Grand Canyon. Only *Laurel* No.2, *New Vision* No.3, and *New Age* No.1 illustrate American school life and daily life. Some black-and-white photographs and pictures are used, but many of them are not concerned with the United States, as the numbers indicate. And even those illustrations counted as such may be doubtful as indicators of American culture. Some may have been included only for the sake of being possibly related to culture.

Not all readers are interested in showing as much of American culture as possible with illustrations. Only "*Unicorn*" and *My English* put pictures or black-and-white photographs on the inside covers. This is wasteful because Japanese textbooks cannot have many pages and cannot afford to have many illustrations in the main text under the present strict guidelines set by the Ministry of Education.

Many portraits are contained in readers, but other illustrations are not frequently contained. Only 11 of the readers have maps of a part or the whole of the United States: *Better Guide*, *Laurel*, *Vista*, and *Shorter* have no American maps in any of their volumes. Moreover, only five readers have reproductions of American things. Therefore, from the point of illustrations, American culture is not introduced well.

The main text of the readers was analyzed as to types of writing and contents. The types are divided into ten categories: dialogues, narratives, essays, letters, newspaper articles, folk tales, poems, novels, plays, and biographies. All of the readers contain essays, and most of them contain dialogues and narratives. Every series of readers has letters. Only *Better Guide* has a newspaper article. *Vista*, *New Vision*, *Shorter*, *My English*, and *Crown*

TABLE 8  
SENIOR HIGH SCHOOL ENGLISH READERS

1. Title of Text	2. Level (Book)	3. Editors	4. Publishers	5. Publication Date	7. Number of Pages	8. Number of Units
"Unicorn" English Readers ("Unicorn")	1 2 3	Narita, Seiji et al.	Bun-Eido	Feb. 25, 1974 Feb. 25, 1975 Feb. 25, 1975	112 + XXII 116 + XXVI 109 + XXIV	17 16 15
Better Guide to English Reading (Better Guide)	1 2 3	Yasui, Munoru et al.	Kaitakusha	Feb. 15, 1973 Feb. 15, 1974 Feb. 15, 1975	105 + XXII 114 + XV 103 + XV	17 15 18
The Laurel English Readers (Laurel)	1 2 3	Nakao, Kiyooki et al.	Shimizu Shohei	Feb. 15, 1973 Feb. 15, 1974 Feb. 15, 1975	115 + XXI 110 + XII 113 + XVX	19 18 15
The Vista English Readers (New Vision)	1 2 3	Saeki, Shoichi et al.	Sanseido	Mar. 15, 1973 Mar. 30, 1974 Mar. 30, 1975	115 + X 120 + X 120 + XI	15 14 14
New Vision English Readers (New Vision)	1 2 3	Tachibana, Seikan et al.	Kairyudo	Dec. 15, 1973 Dec. 5, 1974 Dec. 5, 1975	110 + XI 110 + X 106 + XI	14 12 12
The New Age Readers (New Age)	1 2 3	Otsuka, Takanobu et al.	Kenkyusha	Jan. 20, 1972 Jan. 20, 1973 Jan. 20, 1974	116 + XII 116 + XII 116 + XII	14 14 12
Shorter English Readers (Shorter)	1 2 3	Sawasaki, Kunizb et al.	Kairyudo	Dec. 5, 1975 Dec. 5, 1975 Dec. 5, 1975	117 + XI 116 + XI 118 + XI	19 13 11
My English Readers (My English)	1 2 3	Ogawa, Yoshio et al.	Obunsha	Feb. 10, 1972 Feb. 10, 1973 Feb. 10, 1974	111 + XX 113 + XXI 115 + XV	15 13 10
The Crown English Readers (Crown)	1 2 3	Nakajima, Fumio et al.	Sanseido	Mar. 15, 1975 Mar. 30, 1975 Mar. 30, 1975	105 + XVII 111 + XXI 110 + XXI	14 14 14
High Road to English Reading (High Road)	1 2 3	Sakaki, Tatsu,	Sanseido	Mar. 15, 1973 Mar. 30, 1974 Mar. 30, 1975	100 + XII 112 + XI 113 + XI	16 15 14

(No. 6 is omitted because the price is set by the Minister of Education and is unknown to the writer.)

TABLE 9  
RESULTS OF EVALUATION OF SENIOR-HIGH SCHOOL ENGLISH READERS

114 The Teaching of American Culture in English Courses

English Readers Level (Book)	Untoorth			Better Guide			Laurel			Vista			New Vision			New Age			Shorter			My English			Crown			High Road		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
9. Number of units concerning U. S.	14	6	7	6	5	9	5	7	5	4	4	2	3	3	4	5	6	6	6	1	3	8	6	3	8	7	4	6	2	3
a. i. Photographs Color	1	0	0	0	2	1	1	3	0	2	0	0	0	0	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0
ii. Photographs Black & White	5	5	2	2	0	1	2	2	3	0	0	0	2	5	7	8	4	16	3	0	0	2	3	2	0	1	2	1	1	0
b. Drawings	14	2	0	15	6	5	6	8	6	4	3	1	3	12	7	11	7	3	14	3	7	3	2	0	12	7	5	7	1	4
c. Maps	1	3	0	0	0	0	0	1	0	0	0	0	0	0	1	2	1	0	0	0	0	0	1	1	1	1	1	2	0	0
d. Cartoons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	0	0
e. Reproductions	2	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	3	0	0	1	1	0	0	0
f. Portraits	2	2	1	0	0	0	1	1	1	0	0	0	0	0	0	1	4	1	0	0	0	8	1	2	6	6	6	1	1	0
g. Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
II A. Types of Writing																														
a. Dialogues	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
b. Narratives	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
c. Essays	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
d. Letters	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
e. Newspapers																														
f. Folktales	x			x			x			x						x									x					
g. Poems	x			x	x	x	x	x	x	x						x	x	x												
h. Novels	x	x	x	x	x	x	x	x	x	x						x	x	x	x	x	x									
i. Plays	x	x	x	x												x	x	x							x					
j. Biographies	x	x	x				x	x					x			x	x	x	x	x	x	x	x	x	x			x		



TABLE 9 (Continued)

English Readers Level (Book)	Unknown			Better Guide			Laurel			Vista			New Vision			New Age			Shorter			My English			Crown			High Road		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
11B. Confront (American Culture)																														
a. Music	x												x			x	x	x				x							x	
b. Literature																														
I. Poems		x			x	x		x								x	x													
II. Novels			x		x	x	x		x					x	x					x								x	x	
III. Plays		x		x																										
c. Geography	x	x				x		x	x		x	x	x		x	x	x							x	x		x	x		
d. History						x		x																						
e. School Life	x	x	x		x	x		x	x			x	x	x		x	x													
f. Daily Life	x	x	x		x			x	x																					
g. Manners and customs	x				x	x																								
h. Communication	x																													
i. Nonverbal communication																														
j. Measurement																														
k. Time																														
l. Events	x				x	x																								
m. Transportation	x	x			(x			x		x				x	x															
n. Clothes																														
o. Sports	x					x																								
p. Money			x																											
q. Names						x																								
r. Food						x																								
12. American-Culture (Appendix)																														
a. Poems			x																											
b. Table of measurement	x	x	x		x	x	x		x	x																				

The Teaching of American Culture in English Courses



do not have much literary content. Every series except *Better Guide* and *Crown* include biographies. In summary, the readings in the textbooks are mainly essays, with some narratives, including dialogues. The higher level readers have more essays.

Contents concerned with American culture are shown in Part B of No. 12. English readers are often said to be too literature-oriented, but they do not contain much American literature. *Vista* has none, and *Crown* and *My English* have very little. American music is not well covered either, and four series do not include it at all. Geography is contained in every series, but four series do not include any American history. Even when such elements are contained, the coverage is light. Therefore, the readers provide little Culture with a big C.

Elements of culture with a small c are not displayed enough either. All of the reader series do have daily life, and all but *Vista*, *Shorter*, and *Crown* have school life, but only seven books contain manners and customs. Surprisingly, none of the readers has nonverbal communication. Measurement is not described much or well in the main text of the readers, although 13 readers have conversion tables between the American system and the metric system. It is interesting that only *My English* No. 1 includes clothing.

Insufficient overt cultural information on the American people and the United States is provided in these 30 textbooks, as the writer has explained. Some covert American culture was found in each textbook during the analysis. The identification of these elements was made subjectively. It is not easy to find them; thus, they may be ignored by teachers and students. Since the writer has not had a chance to look over the teacher's manuals, he does not know how such covert culture is taught in classrooms. However, judging from conversations with some Japanese students and from his own

experiences and background knowledge of English teachers, he finds that it is commonly ignored, while grammar and translation are emphasized.

Even in the high school English readers, which contain readings from the United States and Great Britain, there are almost no units that directly introduce the United States, her people, their life, and their culture, though such information is given on other nations. Some units cover these areas indirectly, but there are not many such units in each textbook. Also, there are few photographs and pictures that describe American culture directly. Neither are there many such units in each textbook. Section (B) of No. 11 shows that many textbooks have few American cultural elements; and even those that do present them in only a few units. Fortunately, some American covert culture is found, but not much, and it is usually ignored and not taught. In conclusion, these readers do not have much American culture with a big C, culture with a small c, practical information, or covert culture, and what little is included is not taught well. It is no wonder, then, that Japanese high school students do not learn much about American culture through these readers or through their English classes in high school.

### Summary

This study was conducted to investigate what and how much is presented about American culture in English courses in Japan. There are two main parts of this study: review of previous studies analyzing English textbooks from the viewpoint of culture and an analysis of English readers at senior high schools.

The writer reviewed five studies of senior high school English conversation textbooks and of junior high school English textbooks. The former introduced more material about Britain and the United States, their people,

and their cultures. Most of the latter contain daily life, manners and customs, but not to any great degree; these texts lack some cultural items. They use only a few illustrations and a limited vocabulary to convey cultural information. They also have some inaccurate cultural information.

The writer analyzed ten series of senior high school English readers with a revised version of Joiner's evaluation form. This study found that these textbooks are mainly linguistically oriented and not culturally oriented. Most of the readers do not have any units to describe the United States and its people or culture directly. They contain only a little American culture in just a few units. They lack some important items of American culture. They do not contain many things about America either in the main texts or other parts. Even the little cultural information that is given is not always described accurately. As a result, high school English readers contain little about Culture with a big C, culture with a small c, practical information, or the covert culture of American people, and they do not present American culture well.

#### Notes

\*This study was conducted at the University of Kansas in 1976 for the writer's doctoral dissertation.

1. Robert C. Lafayette, "Culture: An Individualized Instruction Option," in *Student Motivation and Foreign Language Teacher*, ed. by Frank M. Gritner (Skokie, Illinois: National Textbook Co., 1975), p. 81.
2. Kenji Kitao, "A Survey of the Teaching of American Culture with K. U. Japanese Students," *Doshisha Studies in English* No. 19 (August, 1978), pp. 153-154.
3. *Ibid.*, pp. 153-174.

4. Yusuo Kurokawa, "Kyōkasho-wa Ima-no mamade Yoino-ka? [Are Present Textbooks All Right?]," *Eigo Kyōiku [The English Teachers' Magazine]*, Vol. XXII, No. 10 (December, 1973), p. 26.
5. Akiyoshi Shibasaki quoted the definition of "teaching material" from *Shin Kyōiku Yōgo Jiten* [Dictionary of New Terms of Education].  
Akiyoshi Shibasaki, "Kyōzai-Kyōgu-no Ikashikata Kōkateki-na Jugyō-no tameni [How to Use Teaching Materials and Tools Effectively -for Effective Classes]," *Gendai Eigo Kyōiku [Modern English Teaching]*, Vol. 11 No. 2 (May, 1974), p. 16.
6. Marcel Danesi, "A Critical Survey of Elementary and Intermediate Italian Textbooks, 1966-1975," *The Modern Language Journal*, Vol. LX, No. 3 (March, 1976), p. 120.
7. Narimitsu Ahara, "Nani-o Mazu Oshieru-ka?: Kyōzai Sentaku-no Kijun-to Naru mono [What to Teach First: Criteria for Selection of Teaching Material]," *Gendai Eigo Kyōiku*, Vol. 13, No.4 (July, 1976), p. 12.
8. Shibasaki, op. cit., p. 16.
9. Akiko Ide, "Daizai to Hyōgen Keishiki [Materials and Forms of Expressions]," *Eigo Kyōiku*, Vol. XXI, No.8 (October, 1972), p. 15.
10. Motomichi Imura, "Chūgaku Eigo Kyōkasho Daizai-no Haikai (1) [English Textbooks at Junior High Schools: Background of Subject Matter (1)]," *Gendai Eigo Kyōiku*, Vol. 12, No.1 (April, 1975), p.38.
11. Atsuko Ikemiya, "Wagakuni-no Eigo Kyōkasho-no Mondaiten: Chūgaku Kōkō Kyōkasho-ni Tsuite [Problems of English Textbooks in Our Country: About Textbooks at Junior and Senior High Schools]," in *Tezukayama Daigaku Ronshū* [Collection of Papers at Tezukayama College], No. 11 (1976), p. 21. Citing from Tadahisa Tamashima, "Hattatsu Dankai-no Kōryō: Gendai Eigo Kyōzai-o Motomete [Considering Ages: Seeking for Teaching Material of Modern English]," *Gendai Eigo Kyōiku*, Vol. 13, No. 4 (July, 1976), p. 10.
12. Motomichi Imura, "Chūgaku Eigo Kyōkasho Daizai-no Haikai (12) [English Textbooks at Junior High Schools: Background of Subject Matter (12)]," *Gendai Eigo Kyōiku*, Vol. 12, No. 12 (March, 1976), p. 39.
13. Ahara, op. cit., p. 9.
14. Hiroyoshi Hatori, "Eigo Kaiwa Kyōkasho-o Tenken-suru [Examining English Conversation Textbooks]," *Eigo Kyōiku* Vol. XXIV, No. 2 (May, 1975), pp. 25-27.
15. Ibid., p. 25. These six English conversation textbooks are:

Kiyooki Nakao, Tetsuzo Ishiguro and Albert Peterson. *Daily Conversation*. Tokyo: Kaiyudo, 1972.



Kiyoshi Hasegawa and Richard E. Freeman. *The Crown English Conversation*. Tokyo: Sanseldo, 1972.

Tsunoo Kimura and John W. Cravens. *Ted and Julie: Conversational English in 20 Lessons*. Tokyo: Kaitakusha, 1972.

S.A. Pardon, Osamu Yamashita and Jun Sudo. *Let's Talk English*. Osaka: Osaka Kyoiku Tosho, 1973.

Kiyotada Tazaki and others. *Oral English Workshop*. Tokyo: Gakken Shoseki, 1972.

Sutesaburo Takamoto and others. *English Conversation for Young People*. Tokyo: Obunsha, 1972.

Hiroyoshi Hatori showed only the titles and publishers, and the writer added the other information from the following source:

The Institute for Research in Language Teaching, "Mombushō Kentei-zumi Eigo Kyōkasho Ichiran [List of Authorized English Textbooks by the Ministry of Education]," in *Yearbook of English Teaching in Japan: 1975*. (Tokyo: Kaitakusha, 1975), pp. 189-190.

16. Mombushō [The Ministry of Education], *Kōtōgakkō Gakushū Shidō Yōryō Kaishetsu: Gaikokugo Hen* [Explanations of the Essentials of Guidelines for Studies at High Schools: Education of Foreign Languages], (Tokyo: Tokyo Shoseki, 1972), p. 76.

17. Hatori, op. cit., p. 26.

18. Ibid., p. 25.

19. English A is for students in a vocational program, English B is for students in a liberal arts program, and shokyū eigo [elementary English] is for students who have not studied English in junior high school.

20. These five series of textbooks are:

Matsuo Inamura, and others, *New Prince English Course*. Tokyo: Kairyudo, 1971, Kiyotada Tazaki and others, *Blue Sky Books*. Tokyo: Gakken Shoseki, 1972.

William L. Clark and others, *Total English Junior Crown Series*. Tokyo: Sanseldo, 1972.

Yoshio Ogawa and others, *Everyday English*. Tokyo: Chukyo Shuppan, 1972.

Akira Ota and others, *New Horizon English Course*. Tokyo: Tokyo Shoseki, 1972.

Each series has three books for the seventh, eighth, and nine-grade students.

21. These textbooks were partially revised in 1975. This revision was less than a quarter of the entire texts, and *Blue Sky Books* were not republished then.

22. Akiko Ide, op. cit., p. 15.
23. Ibid., p. 16.
24. Yasuhiro Saito, "Kaitai Kyōkasho-no Daizai to Kōsei [Subject Matter and Constructions of Revised Textbooks]," *Gendai Eigo Kyōiku*, Vol. 11 No. 9 (December, 1974), p. 16.
25. Ibid., p. 17.
26. Kazuo Yoshida, "France-ni okeru Eigo Kyōkasho-no Tokuchō [Characteristics of English Textbooks in France]," *Gendai Eigo Kyōiku*, Vol. 12, No.5 (August, 1975), p. 14.
27. Ibid., p. 14.
28. Ibid., p. 15.
29. Ibid., p. 16.
30. Akiko Ide, "Bunka-Amiron-no Kenchi-kara--'Ikita Eigo' - eno Approach [From the Viewpoint of Cultural-Semantics--An Approach to 'Living English']," *Gendai Eigo Kyōiku*, Vol. 13, No.6 (September, 1976), p. 8.
31. Rinju Ogasawara, "Kyōkasho-ni Arawareta Bunka-Kanshū [Culture and Customs Appeared in Textbooks]," *Eigo Kyōiku*, Vol. XXI, No. 8 (October, 1972), pp. 12-14.
32. Elizabeth G. Joiner, "Evaluating the Cultural Content of Foreign Language Journal," *The Modern Language Journal* Vol. LVIII, No. 5-6 (September-October, 1974), pp. 243-244.
33. Walter Powell Allen, "A Checklist for American Culture," in *Selecting Reading Materials for Foreign Students* (Washington, D.C.: Washington Publications, 1955), pp. 17-29.
34. Gladys G. Doty and Janet Ross, *Language and Life in the U. S. A. Vol. III, Reading English* (New York: Harper and Row, 1973).
35. According to Allen and Valette, Culture with a Big C is "Achievements and contributions to civilization, art, music, literature, architecture, technology, scientific discoveries, and politics," and culture with a small c: "the behavioral patterns or life styles of the people: when and what they eat, how they make a living, the way they organize their society, the attitude they express toward friends and members of their families, how they act in different situations, which expressions they use to show approval and disapproval, the traditions they must observe and so on."  
Edward David Allen and Rebecca M. Valette, *Modern Language Classroom Techniques: A Handbook* (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 245.
36. Covert culture is culture, "which is not visible and presents difficulties even to the trained observer".

Edward T. Hall, *The Silent Language* (New York: Anchor Press, 1959), p. 60.

37. Each series has Book 1, Book 2, and Book 3 for tenth, eleventh, and twelfth grade students, respectively. Information about these books is shown in Table 8. The results of the analysis of these books are presented in Table 9.

\* In this study the writer has referred to many selections of Japanese literature. All translations in this study have been made by him, referring to Koh Masuda's *Kenkyusha's New Japanese-English Dictionary* (Tokyo: Kenkyusha, 1974). In order to keep as close as possible to the original idea in English, he has translated each selection as directly as possible. For the convenience of the readers, the writer has translated all titles of Japanese books, articles, and periodicals unless they were given English titles by authors or editors.

In the description of Japanese words, the writer again referred to the method adopted for Masuda's *Kenkyusha's New Japanese-English Dictionary* (p. xiv) and tried to transcribe them as closely as possible into English pronunciation. Borrowed words from English were given English spelling even in Japanese in order to avoid confusion. Japanese words are underscored and translations bracketed for clarification.

APPENDIX 1

JOINER'S FORM FOR EVALUATING THE CULTURAL  
CONTENT OF FOREIGN LANGUAGE TEXT

EVALUATING THE CULTURAL CONTENT OF  
FOREIGN-LANGUAGE TEXTS

Form for Evaluating the Cultural Content of Foreign-Language Texts

Title of Text: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher and Copyright date: \_\_\_\_\_

Language and Level: \_\_\_\_\_

This text is (1, 2, 3, 4, \_\_\_\_\_) in a series of \_\_\_\_\_

I. Illustrations:

A. Types of illustrations (Check those which apply.)

- 1. photographs: black and white \_\_\_\_\_  
color \_\_\_\_\_
- 2. maps \_\_\_\_\_
- 3. Facsimilies (of tickets, coins, letters, etc.) \_\_\_\_\_
- 4. cartoons and comic strips \_\_\_\_\_
- 5. reproductions of works of art \_\_\_\_\_
- 6. line drawings \_\_\_\_\_

B. Segments of society represented in illustrations

(Check those which apply.)

- 1. socio-economic levels: upper \_\_\_\_\_

- middle \_\_\_\_\_  
lower \_\_\_\_\_
2. age groups:      youth \_\_\_\_\_  
                         middle age \_\_\_\_\_  
                         old age \_\_\_\_\_
3. sex:              male \_\_\_\_\_  
                         female \_\_\_\_\_
4. life styles:      urban \_\_\_\_\_  
                         rural \_\_\_\_\_  
                         small town \_\_\_\_\_

C. Overall impression of culture created by illustrations. (Make a check mark along the line at the point between the two adjectives which best expresses your evaluation. A check halfway between the two would indicate a balance between two opposites.)

### Illustrations

authentic \_\_\_\_\_ inauthentic \_\_\_\_\_

historical \_\_\_\_\_ contemporary \_\_\_\_\_

active \_\_\_\_\_ still \_\_\_\_\_

quaint, romantic \_\_\_\_\_ realistic \_\_\_\_\_

inoffensive \_\_\_\_\_ controversial \_\_\_\_\_

representative \_\_\_\_\_ selective \_\_\_\_\_

formal \_\_\_\_\_ informal \_\_\_\_\_

attractive \_\_\_\_\_ unattractive \_\_\_\_\_  
positive \_\_\_\_\_ negative \_\_\_\_\_

II. Texts Containing Material of a Cultural Nature:

A. Types of texts (Check those which apply.)

1. dialogues "seeded" with cultural information and/or based on situations typical of the foreign culture \_\_\_\_\_
2. special cultural narratives \_\_\_\_\_
3. explanatory cultural notes \_\_\_\_\_
4. songs \_\_\_\_\_
5. poems \_\_\_\_\_
6. essays \_\_\_\_\_
7. letters \_\_\_\_\_
8. newspaper articles \_\_\_\_\_
9. jokes and anecdotes \_\_\_\_\_
10. folk tales and proverbs \_\_\_\_\_
11. fiction by reputable writers \_\_\_\_\_
12. other (please specify) \_\_\_\_\_
13. other (please specify) \_\_\_\_\_

B. Segments of society represented in texts

(Check those which apply.)

1. socio-economic levels: upper \_\_\_\_\_  
middle \_\_\_\_\_  
lower \_\_\_\_\_
2. age group: youth \_\_\_\_\_

- middle age \_\_\_\_\_  
 old age \_\_\_\_\_  
 3. sex: male \_\_\_\_\_  
 female \_\_\_\_\_  
 4. life styles: urban \_\_\_\_\_  
 rural \_\_\_\_\_  
 small town \_\_\_\_\_

C. Overall impression of culture created by texts (Make a check mark along the line at the point between the two adjectives which best expresses your evaluation. A check halfway between the two would indicate a balance between the two opposites.)

#### Texts

- lively \_\_\_\_\_ dull  
 antiquated \_\_\_\_\_ modern  
 positive \_\_\_\_\_ negative  
 genuine \_\_\_\_\_ false  
 balanced \_\_\_\_\_ biased  
 interesting \_\_\_\_\_ boring  
 fresh and original \_\_\_\_\_ stereotyped  
 superficial \_\_\_\_\_ profound  
 happy \_\_\_\_\_ sad

work \_\_\_\_\_ play

serious \_\_\_\_\_ light

### III. General Questions Relating to Culture:

1. List the foreign countries whose culture is described or illustrated in the book.
2. In your opinion would this book tend to reinforce negative stereo-types of the foreign people?  
Yes ( ) No ( )
3. Do the authors of the book seem to consider culture an integral part of language study or incidental to it?  
Integral ( ) Incidental ( )
4. Is cultural material presented in a fragmented way (bits and pieces here and there) or is it unified around patterns and themes of culture (patterns of politeness, leisure activities, family relationships, etc)?  
Fragmented ( ) Unified ( )
5. Does this book compare and contrast the foreign culture with American culture?  
Yes ( ) No ( )
6. All things considered the presentation of culture in this book is poor ( ) fair ( ) adequate ( ) good ( ) excellent ( ).

### IV. Supplementary Material Available from the Publisher:

1. Does the Teacher's Manual contain specific suggestions for the teaching of culture?  
Yes ( ) No ( )



2. List supplementary material keyed to the book such as films, filmstrips, flash cards, and the like.
3. Would your school be able to purchase these materials?  
Yes (  ) No (  )

## APPENDIX 2

### KITAO'S FORM FOR EVALUATING THE AMERICAN CULTURAL CONTENT OF ENGLISH TEXTBOOKS IN JAPAN

1. Title of the Text
2. Level
3. Authors
4. Publishers
5. Date of Publication
6. Price
7. Number of Pages
8. Number of Units
9. Number of Units Including References to America
10. Illustrations of Parts of the United States and American Things
  - a. Photographs
    - i. Color
    - ii. Black and white
  - b. Drawings
  - c. Maps
  - d. Cartoons

e. Reproductions

f. Portraits

g. Other

11. Texts Containing Material Concerning American Culture

A. Types of Writing

a. Dialogues "seeded" with cultural information and/or based on American situations

b. Narratives

c. Essays

d. Letters

e. Newspaper Articles

f. Folktales

g. Poems

h. Novel Segments

i. Plays

j. Biographies

B. Content

a. Music

b. Literature

Poems

Novels

Plays

c. Geography

d. History

e. Daily Life

f. School Life

g. Manners and Customs

## The Teaching of American Culture in English Courses

- h. Nonverbal Communication
  - i. Verbal Communication Media
  - j. Measurement
  - k. Time
  - l. Events (Annual)
  - m. Transportation
  - n. Clothes
  - o. Sports
  - p. Money
  - q. Names
  - r. Food
- 

## 12. Appendix

- a. Poems
- b. Tables of Measurements