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Representations of Cultures in English-Speaking Countries – An Analysis of the Textbook Series *New Flight*

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Textbook Representations of Cultures in English-Speaking Countries:

New Flight 1, 2 and *3*

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Abstract:

The main goal of the investigation in this thesis is to find out more about how culture is dealt with in textbooks used to teach English in Norway, through revealing which cultures are represented, how they are represented and how much attention is overall given to culture. My belief is that the cultural material in textbooks focuses on only a few countries or groups, and that the presentation and information is very general.

The study is done on a textbook series used to teach English in lower secondary school in Norway, called *New Flight*. The method is quantitative and qualitative textbook analyses.

The findings show that information about culture in several different countries and groups is provided in the textbooks, but that some groups and types of cultural information clearly dominate. The analyses also show that culture is mainly presented on a national level.

As far as how culture is dealt with in English textbooks in Norway, no clear conclusions can be drawn based on this investigation as it only investigates one series of textbooks. The results of the investigation have been used to discuss the implications for the potential learning outcome of students using the books.

Learning a foreign language, and the culture that goes with it,

is one of the most useful things we can do to broaden the empathy

and imaginative sympathy and cultural outlook of children

Michael Gove

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1. INTRODUCTION

1.1   Statement of topic

The guiding document for what students are to learn through their obligatory schooling is the curriculum and the purpose of the subject English is there described as to increase communication, respect and understanding between people with different cultural backgrounds (The Norwegian Directorate for Education and Training, 2006/2013).

Textbooks have always played a central role in determining the content and methods in all subjects in Norwegian compulsory schools (Lund, 2006, p. 43), and my own experience in school has confirmed that for many teachers and learners the textbook is the main source of material for language learning. It is therefore of interest to investigate how textbooks used for teaching English represent cultures (in the study specifically cultures in English-speaking countries) as this can be used as an indication of what the students acquire of cultural knowledge.

This paper will investigate the representation of culture in the course book series *New Flight 1, 2* and *3,* a series of textbooks frequently used for teaching English in lower secondary school in Norway. The findings will be used to discuss the implications for intercultural learning.

1.2   Background

Given the central role of textbooks in classrooms they have a lot of power in determining the perception that the students get of the language and cultures that are presented. In a previous investigation Ragnhild Lund (2006) found that textbooks hold a lot of cultural content and provide valuable input when it comes to exposing students to new cultural expressions and to the diversity of cultures (p. 43). Budi Hermawan and Lia Noerkhasanah state that textbooks can be a good source for students to learn about culture, wisdoms and worldviews, and develop their cultural awareness and identity (Hermawan & Noerkhasanah, 2012, p. 49).

Language and culture are inseparable and neglecting one will consequently affect the other negatively (Dlaska, 2000, p. 250), as knowledge of language and how to use it cannot be developed without knowledge of the sociocultural contexts of the language (Atkinson, 1999,

p. 647). A lack of information and knowledge about a culture leaves us interpreting others based on our own background and cultural understanding (Kubota, 2003, p. 68), which is unfortunate as it might lead to stereotyping.

Mastering English can bring one into contact with a variety of different cultural groups, and it is therefore increasingly important to learn to appreciate different cultures and the different ways to view the world (Lund, 2006, p. 27). A major goal for language teachers is to help students develop the knowledge, attitudes and skills needed to function in various cultures and in the global community (Banks, 2001, p. 25). Having knowledge about other cultures can also help avoid conflict and misunderstandings across cultures and promote cooperation and successful relationships (Samovar, Porter, McDaniel & Roy, 2013, p. 4), which, together with it being described as the purpose of the subject English in itself, makes cultural learning in the English class very important. In other words, since culture is woven into language learning, the question is not whether or not to teach culture, but how to teach it (Nault, 2006, p. 315). The purpose of this study is to see how culture is currently represented in textbooks, which again provides an indication of how it is taught.

1.3   Research questions

The research questions in this study are designed to shed light on which cultures and what cultural information is presented in the textbooks. A quantitative analysis of this will shed light on this and how much attention is given to culture and different types of cultural content in the textbooks. A qualitative analysis will allow a closer look at the nature of the cultural content. The focus is limited to investigating cultures in English-speaking countries.

The research questions in focus are as follows:
1. What cultures are presented in *New Flight 1, 2* and *3?*
2. What kind of cultural information are learners presented with through *New Flight 1, 2* and *3*?
3. How much of the textbooks is dedicated to cultural representations?

1.4   Overview of the study

This paper will first clarify central terms related to culture and the concept of culture, as well as describe some of the previous research done on cultural representations in textbooks and provide the underlying theoretical assumptions that the investigation is based

on. This includes a clarification of the importance of varied cultural representations in order to promote intercultural learning, and the importance of intercultural competence. The topic will be related to the descriptions of culture in the national curriculum, before moving on to describing the method and design used to carry out the analysis of *New Flight*. Finally the findings will be presented and discussed with consideration to the implications that the representations of culture in the textbooks might have for the learners´ intercultural learning process. A summary and conclusion on what and how cultures in English-speaking countries are represented in *New Flight* will be provided.

2. THEORETICAL BACKGROUND

2.1   The concept of culture

Culture has various definitions depending on the context in which it is described and can therefore be difficult to define as it can manifest itself in various ways and be described on different levels. In this paper culture will be described as seen relevant for the context of language learning.

Culture can be defined as the learned and shared human patterns for day-to-day living and human interaction (Damen, 1987, p. 367). It is a collective phenomenon, and includes the "unwritten rules" learned from the environment (Hofstede, Hofstede & Minkov, 2010, p. 6). People´s values, beliefs, attitudes and behavior, together with communication practices are examples of products of culture (Samovar et al., 2013, p. 4).

There are many ways in which culture can manifest itself and according to K. Adaskou, D. Britten and B. Fahsi (1990) there are four "sorts" or aspects of culture that language teaching might involve: aesthetic aspects, sociological aspects, semantic aspects, pragmatic aspects (p. 3). These four "senses of culture" will be further described in the next section.

The next section will look at different concretizations and potential representations of culture as according to Adaskou, Britten and Fahsi´s categories (1990).

2.2   Representations of culture: four dimensions/senses of culture

Adaskou, Britten and Fahsi (1990) state that there are four sources (from now on referred to as dimensions or senses of culture) that can provide information about culture or four dimensions of culture that language teaching might involve. These four senses, which can differ from one English-speaking country to another (Adaskou et al., 1990, p. 3) are:

–   **The Aesthetic Sense:** this sense is also referred to as Culture with a capital C. It refers to representations of culture dealing with media, cinema, music and mainly literature, as commonly used to teach language (Adaskou et al., 1990, p. 3).

In textbooks this could be texts or illustrations that deal with songs, famous stories or legends, or forms of art.

–   **The Sociological Sense:** this sense, on the other hand, is called culture with a small c

and is a very extensive area. It refers to representations of culture through information about the organization of family and home life, interpersonal relations, material conditions, work and leisure, customs and institutions (Adaskou et al., 1990, p. 3).

In textbooks this could be texts or illustrations that explain how people live their lives in different cultures, from how the school system is organized, to what types of spare time activities are popular. This dimension or sense of culture is very broad, and will include a variety of cultural information such as information about cities or places in the form of facts and illustrations of famous places and people from a certain area. It can also include factual information on history and geography, as this gives insight into ways of life, customs and institutions.

– **The Semantic Sense:** this sense refers to representations of culture through the conceptual system embedded in the language and aspects such as time and space relations relating to a way of life (Adaskou et al., 1990, p. 3).

In textbooks this could be texts or illustrations that deal with a language, dialect or type of slang typical for a certain group of people.

– **The Pragmatic Sense:** this sense is also referred to as the Sociolinguistic Sense. It refers to representations of the background knowledge and social skills that make successful communication possible, such as knowledge of conventions of different genres, intonation, politeness norms, avoiding taboos and knowing interpersonal relation conventions (Adaskou et al., 1990, p. 4).

In textbooks this could be texts or illustrations that give the reader insight in to what is important when relating to and communicating with people with a certain culture. This could for example be information about formality and use of titles, such as Miss, Mrs. or Mr., or information about taboo words such as swear words or such.

Describing these four different dimensions, or senses of culture, can help concretize different ways in which culture can be represented and manifest itself and these four categories will accordingly be used to classify the sources of cultural information found in *New Flight*. The next section will look at some of the findings in previous studies of cultural representations in textbooks used for language teaching.

2.3 Previous studies of culture in textbooks

The inseparability of language and culture has become a rich source of investigation in the field of English Language Teaching (Hermawan & Noerkhasanah, 2012, p. 49), and many

researchers have investigated culture and language instruction books (see for example Hermawan & Noerkasanah 2012, Lund 2006, Nault 2006 and Sercu 2002). Some of their findings and conclusions with regards to how it would be beneficial to represent culture in order to promote intercultural learning will be presented in this section.

As section 2.2 stated, culture can be presented in a plethora of ways. Pictures and illustrations that are used in a foreign language textbook are for example found to play a part in providing students with cultural content as some may provide glimpses of everyday situations and life in a foreign country, while others may provide information about central cultural phenomena or artifacts (Lund, 2006, pp. 103-104). Lund stresses that it is important for students to be able to recognize the image (through both texts and illustrations) that textbooks present of cultures as realistic. For this to happen it is believed that diversity (both positive and negative aspects of the foreign country or culture) needs to be presented, and superficial, simplified or "glossy" descriptions need to be avoided (Lund, 2006, p. 64). In order to shed light on this the illustrations in *New Flight* will be included in the analysis.

Lund (2006) has investigated (among other textbooks) the previous edition of the *New Flight* textbooks, called *Flight,* in terms of cultural content. Her conclusions were that a more consistent treatment of culture and a less random selection of cultural representations would be beneficial (p. 234). Ka-Ming Yuen also found that content on foreign culture in English textbooks is fragmented and stereotypical, as the topics dealt with are typically related to entertainment, travel and food, i.e. providing a tourist perspective where the western world perspective is found to dominate (2011, p. 464). Obviously, information relating to entertainment, travel and food is also relevant in order to find out more about for example the way of life (i.e. the Sociological dimension of culture) in a country, and as students are likely to visit foreign countries as tourists, such information can be very useful. However, cultural information that is not as easily accessible and that deals with other aspects of life than those relevant for a tourist visiting a country is necessary to contribute to giving learners nuanced insights.

Lies Sercu (2002) also makes some recommendations for cultural content in textbooks, and requests that the cultural representations should have the potential of raising the learner's awareness of cultural differences and misunderstandings, and feelings, opinions and attitudes these differences might cause, especially in people whose intercultural competence is not well developed (p. 68). This type of cultural information is believed to typically be linked to differences in interpersonal relationships, body language, visiting conventions or ritual behavior, Moreover, these topics should cause reflection on one´s own

culture and that using a foreign language means entering a cultural world different from one's own (Sercu, 2002, p. 68). In order to develop such intercultural competence in learners, foreign-language education must use a concept of culture that adequately reflects the character of the world in which learners live. Therefore, it is imperative to make it clear to learners that other cultures, like their own, are anything but homogeneous, all-encompassing entities (2002, p. 68). Learners must also understand that commonly accepted beliefs or stereotypes about a culture may not reflect the complexity of how people actually live, communicate and how the society functions (Kubota, 2003, p. 76). In other words, extensive and nuanced cultural representations are required. These considerations for cultural representations in textbooks will be discussed in connection to the findings from *New Flight 1, 2* and *3* in section 5.

The next section will argue the importance of intercultural learning as a part of language learning, and hence, the importance of cultural representations in textbooks in promoting intercultural skills.

2.4   Culture and intercultural learning

In the same way learners need guidance and input to achieve communicative competence, they need guidance and input to achieve cultural competence. Intercultural competence has received more focus as an integral part of language learning in later times. This competence requires communication to be understood as something more than exchange of information and transfer of messages; it has to do with taking the perspective of the recipient and is key to establishing relationships (Byram, 1997, p. 3). Presenting the students with various cultural representations such as for example music (the Aesthetic Sense), customs (the Sociological Sense), distinctive terminology connected to a way of life (the Semantic Sense) and politeness norms (the Pragmatic Sense) will introduce the students to new perspectives relevant for communicating with people with different cultural backgrounds.

The term intercultural entails a meeting between members from two or more cultures, and since the learners´ own cultures can be used to create a meeting of cultures in presenting learners with texts containing cultural representations, all cultural representations become relevant for developing *inter*cultural competence.

Michael Byram focuses on knowledge, skills and attitudes when describing intercultural competence. Attitudes refer to showing an interest in the daily experience of

social groups, being interested in discovering other perspectives on interpretations of phenomena, seeking the other´s perspective, as well as being able to cope with differentness and understand differences through placing them in a cultural context. It also means engaging in conventions and rites appropriate for an outsider. Intercultural competence in the form of knowledge entails knowing about significant events and the national memory, knowing how to get in contact with other cultures, being familiar with possible sources of misunderstandings, and having an understanding of markers of national identity. Intercultural skills are the ability to interpret and relate as well as discover and interact, in other words, to be able to explain misunderstandings, overcome conflict, test generalizations and consult literature (Byram, 1997, pp. 52-63). These are the knowledge, skills and attitudes that textbooks and teaching material such as *New Flight* can promote, through presenting the learners with cultural input with consideration to the recommendations made in section 2.3.

Through the analysis of cultural representations in *New Flight,* the potential for promoting intercultural learning will be discussed. The next section will look at how culture and intercultural learning are described in the curriculum.

2.5   Culture and intercultural learning in the curriculum

The importance of intercultural learning is also reflected in the curriculum, which as mentioned in the introduction provides the teacher with instructions for what to teach as a part of the language course. In the general part of the curriculum for all teaching we find references to aims for attitudes and ethics, national identity and international consciousness. Furthermore, values such as equality and tolerance for differences in culture and customs are stressed. It also emphasizes understanding sources of conflict, reflection on cultural differences, avoiding discrimination and prejudice and learning how to be aware of features in your own culture (The Norwegian Directorate for Education and Training, 2006/2013).

The development of cultural insight is described as something which can increase communication and understanding and respect across borders. It is further stated that language and cultural competence should become a part of general education and contribute to strengthening democratic involvement and compassion, and oral, written and digital texts, movies and music are mentioned as cultural expressions which can inspire the students (The Norwegian Directorate for Education and Training, 2006/2013).

The subject English is divided into three main areas in the curriculum, where one area is specifically related to cultural aspects. Nevertheless we also find references relevant to

intercultural competence for example in the area Oral communication, through the emphasis on aims for politeness and consideration, and adapting the language to context and recipient, and using an appropriate level of formality. One of the aims is the ability to separate between positive and negative terms referring to individuals or groups of people. The area of culture refers to cultural understanding in a broad sense, with a focus on cultural expressions, understanding and respect of otherness. Other aims are, for example, being able to discuss traditions and ways of interacting in Norway and English-speaking countries, and describing and reflecting on the situation of indigenous people in English-speaking countries (The Norwegian Directorate for Education and Training, 2006/2013). Having discussed the importance of intercultural learning in the curriculum, and thereby the relevance of cultural representations in foreign language learning textbooks, the focus will now move to how the analysis of *New Flight* has been carried out.

3. METHOD AND DESIGN

3.1   Material

The research material used in this investigation of cultural representations is the textbooks *New Flight 1, 2* and *3*. *New Flight* is a set of textbooks and workbooks made for the 8th, 9th and 10th grade in Lower Secondary School in Norway, and the series was published in 2007. *New Flight 1* is made for the 8th grade, *New Flight 2* is made for the 9th grade, and *New Flight 3* for the 10th grade. The textbooks are designed to correspond with the English subject curriculum from 2006. In addition to the textbooks and workbooks, the *New Flight* series also includes a Grammar book, a CD, a teacher´s book and a webpage (one for each book), however, in order to limit the scope of this paper only the textbooks will be analyzed.

In the authors´ introduction to the textbook *New Flight 3* we read the following:

> *Culture* means that you will learn different things about life in English-speaking
> countries […]. You will learn about various themes related to most of the
> English-speaking world (Bromseth & Wigdahl, 2007, p. 5).

All three textbooks have the same organization: In the introduction to each chapter (there are eight in total in each book) there is also a list of which topics the students will learn about. These topics are divided into two columns: one for culture and one for literature, which seems promising for the amount of cultural content to be found in the book. All chapters contain four main texts dealing with different topics related to the overall theme of the chapter. Most chapters also have some shorter texts like poems, jokes, fun facts or similar information in addition to the main texts. The main texts all have follow-up questions, mostly dealing with comprehension of content and vocabulary.

3.2   Procedure

In order to investigate what cultures are represented in the *New Flight 1, 2* and *3* textbooks a quantitative analysis will be carried out. The different cultures that are presented in the books will be registered and counted in terms of frequency. This will allow for the first research question to be answered, as well as shed light on whether any cultures are more

frequently represented than others.

To learn more about the type of cultural information given in the textbooks a quantitative analysis using Adaskou, Britten and Fahsi´s four categories (1990) (see section 2.2) to classify the representations of each culture will be done. Which aspect of culture is presented will be analyzed for each culture found present. This will answer research question two, while a qualitative description of the representations will be given to reveal more about the cultural representations found.

Finally, a quantitative analysis will shed light on how much attention is overall given to cultural representations in the textbooks *New Flight 1, 2* and *3* and answer research question three. To carry out this quantitative analysis, all the texts in the textbooks´ eight chapters have been counted to find the total number of texts in *New Flight 1-3*. The total number of texts is used as a reference point, together with the count of total number of pages of text in the books. The reason why number of pages is counted in addition to number of texts is to give insight into the length (which might vary greatly from text to text) of each text. In the count of pages of text, the totality of the number of pages that the text covers, from the page where it starts, to the page where it ends has been counted, although the entire page might not be covered by text. The number of texts containing cultural content and the number of pages these texts cover will be compared to the total number of texts and pages to find out how much overall attention cultural representations are given in the textbooks.

3.3   Limitations and reliability

This analysis of *New Flight* does not deal with the workbook, website, CD or Teacher´s book belonging to the *New Flight* series. The focus is also limited to representations of cultures in English-speaking countries to limit the scope of the analysis due to the limited format of this thesis.

The tables and charts in the Findings chapter (as well as the appendices) provide a detailed overview over how the specific texts and illustrations have been classified and what characterizes them in order to increase the transparency regarding the analysis of the various texts to secure validity.

In the next chapter the findings from *New Flight 1, 2* and *3* will be presented.

4.   FINDINGS

In this chapter the findings of the different analyses will be presented. First, the findings in the textbook *New Flight 1* will be presented (section 4.1). In section 4.2 the findings from *New Flight 2* textbook will be presented, while section 4.3 shows the *New Flight 3* textbook findings. In section 4.4 the combined results for the *New Flight* series will be presented. The sections are structured as according to the three research questions.

1. What cultures are presented in *New Flight 1, 2* and *3?*
2. What kind of cultural information are learners presented with through *New Flight 1, 2* and *3*?
3. How much of the textbooks is dedicated to cultural representations?

4.1   *New Flight 1* textbook

1. What cultures are presented in the *New Flight 1* textbook?

Table no. 1: Cultures in New Flight 1

Culture	Representations	Where
Scottish	1	Chapter 1: School life
American	6	Chapter 1: School life Chapter 3: Manhattan – the heart of New York Chapter 4: Holiday and food traditions Chapter 4: I´ll have a hamburger Chapter 7: A sad day at Columbine High Chapter 7: Did you know that...
Inuit	1	Chapter 2: Only two were left
English	3	Chapter 3: Tourists – watch out! Chapter 3: Find your way in London Chapter 3: The real Londoner – the cockney
British	3	Chapter 4: Holiday and food traditions Chapter 4: Did you know that... Chapter 6: Mary Quant – the queen of mini-skirts
Australian	6	Chapter 8: Introductory illustrations Chapter 8: An Aussie in Norway Chapter 8: Kookaburra Chapter 8: Exploring New Holland Chapter 8: The Ned Kelly story Chapter 8: Did you know that...
New Zealand	4	Chapter 8: Introductory illustrations Chapter 8: The land of the long white cloud Chapter 8: New Zealand slang Chapter 8: Did you know that...
Maori	1	Chapter 8: The land of the long white cloud
Aboriginal	1	Chapter 8: Introductory illustrations

As table 1 shows *New Flight 1* includes information about culture in several different countries: the United States, Australia, New Zealand, England, Great Britain and Scotland, and native peoples: the Inuits, Maoris and Aboriginals. Most countries are represented several times in various texts, with the United States, Australia and Great Britain (as a whole) receiving most attention.

2. What kind of cultural information are learners presented with through *New Flight 1*?

Table no. 2: Dimension/sense of culture in New Flight 1

Culture	Dimension/Sense of culture	Where
Scottish	Sociological	Chapter 1: School life
American	Sociological Sociological Sociological Sociological Sociological Sociological	Chapter 1: School life Chapter 3: Manhattan – the heart of New York Chapter 4: Holiday and food traditions Chapter 4: I´ll have a hamburger Chapter 7: A sad day at Columbine High Chapter 7: Did you know that...
Inuit	Sociological	Chapter 2: Only two were left
English	Sociological Sociological Semantic	Chapter 3: Tourists – watch out! Chapter 3: Find your way in London Chapter 3: The real londoner – the cockney
British	Sociological Sociological Sociological	Chapter 4: Holiday and food traditions Chapter 4: Did you know that... Chapter 6: Mary Quant – the queen of mini-skirts
Australian	Sociological Sociological / Semantic Aesthetic Sociological Aesthetic Sociological	Chapter 8: Introductory illustrations Chapter 8: An Aussie in Norway Chapter 8: Kookaburra Chapter 8: Exploring New Holland Chapter 8: The Ned Kelly story Chapter 8: Did you know that...
New Zealand	Sociological Sociological / Aesthetic Semantic Sociological	Chapter 8: Introductory illustrations Chapter 8: The land of the long white cloud Chapter 8: New Zealand slang Chapter 8: Did you know that...
Maori	Sociological / Aesthetic	Chapter 8: The land of the long white cloud
Aboriginal	Sociological	Chapter 8: Introductory illustrations

Table 2 shows that the cultural information in *New Flight 1* varies in terms of sense or dimension of culture presented. There is sociological information about all the cultures identified in table 1, and the Sociological dimension is covered by information that ranges from input on organization of school systems, ways of life in terms of food, rules, institutions, survival, trends and spare time.

Scottish culture is presented to the students through sociological information about the school system in Scotland in a fictional text featuring a conversation between teenagers from Scotland, the United States and Norway. The illustrations that accompany the text are animated drawings of teenagers talking.

American culture is presented to the students through various representations, all relating to the Sociological dimension with input on institutions and ways of life. The American school system is presented in the same text as the Scottish school system giving the reader input on the Sociological dimension in terms of institutions. Another sociological representation presents New York through a factual text with several real pictures from famous tourist attractions in the city. American holidays and food (such as for example Thanksgiving and turkey) are presented in a fictional text with animated illustrations of different types of traditional food, while another text presents facts about the hamburger and how it has become a symbol of America, together with Coca-Cola, baseball and the flag. Social issues and gun control is presented in a factual text about the massacre at Columbine High School with authentic illustrations from different news papers reporting the events that day and a factual bullet point list.

Inuit culture is briefly presented to the readers of *New Flight 1* through a fictional text with animated illustrations of an Inuit boy with a dog on a floating island of ice. The texts describe the relationship between people and animals, with also some mention of how the Inuits gather food.

English culture is presented through various texts dealing with mainly the Sociological dimension as well. Famous tourist spots in London and typical food (such as fish and chips) are first presented in a fictional text where the plot deals with a family being tricked into buying a worthless camera on the street, then in a factual presentation of illustrations from famous tourist attractions in London, such as the Tower of London, the London Eye and Speaker´s Corner.

Some of the texts and illustrations in *New Flight 1* do not specify which area within Great Britain it deals with, and merely present "Britishness". British culture is presented through a fictional text with animated illustrations of typical dishes providing information

about holidays and food traditions in Britain. Another representation of typically British food is found in a factual bullet point list where some of the things British children enjoy on their sandwich are presented. Fashion and youth culture (i.e. ways of life) in Britain in the 1960s are presented in a factual text about the birth of the mini-skirt with authentic illustrations of the inventor of the mini-skirt.

Australian culture is presented through a number of texts in *New Flight 1* and it is the country given most varied representation in terms of different dimensions/senses of culture being presented. It is firstly introduced through a number of illustrations from famous landmarks in Australia (such as Ayers Rock and the Blue Mountains), with some short descriptions of where the pictures are taken. A bit of history is provided in the fictional text about the discovery of Australia, where the strange animals and the observations of how native Australians lived and looked is presented (i.e. ways of life), and finally some facts about climate and population (i.e. sociological information) are given in a bullet point list. Another text presents the differences between Norway and Australia in a fictional text where information about climate, school and types of animals is given.

Culture in New Zealand is presented through sociological input in introductory illustrations from famous places in New Zealand such as Wellington, followed by a factual text about the history, landscape and weather, and finally some facts about famous people from New Zealand and connections between New Zealand and Norway are given, adding to the Sociological dimension.

The Maori culture is presented through a factual text that describes how they live (i.e. sociological input). The tradition of tattooing is presented, as well as where the Maoris came from and the fact that most of them live in big cities.

Aboriginal culture in Australia is briefly mentioned in the introductory illustrations of face painting. The fact that they paint their faces and body before ritual dances is described, providing the reader with sociological information on the Aboriginal way of life.

Semantic representations are provided for England, Australia and New Zealand in texts giving input on dialects, language and typical slang. Aesthetic representations are given for Australia, New Zealand and Maoris, with input on traditional songs and legends.

A text about dialects in England gives input on the Semantic dimension of culture, through presenting the cockney dialect from East London.

One of the texts about Australia providing sociological input also provides information on language, i.e. the Semantic dimension.

Slang from New Zealand is presented in a word list giving semantic information.

The Aesthetic dimension is covered by the presentation of a traditional Australian song with an accompanying picture of the Kookaburra. A famous Australian legend is presented in another text, giving the reader input on the Aesthetic dimension in terms of literature.

Finally, for Maori and New Zealand culture, included in the factual text describing how they live, there is also a famous legend (providing aesthetic input on literature) that describes how New Zealand is believed to have been created.

Table no. 3: Frequency/occurrences of the different dimensions/senses of culture in New Flight 1

Type of cultural representation	Occurrences
Aesthetic Sense: Music, art and literature	4
Sociological Sense: social life, food, institutions, family, customs, geography, history, artifacts	22
Semantic Sense: language as relating to way of life	3
Pragmatic Sense: background knowledge about politeness, taboos etc.	0
Total number of occurrences	**29**

Table 3 shows that Sociological representations are most frequent in *New Flight 1,* but that learners are also given input on Aesthetic and Semantic dimensions of culture.

In the next section tables will be presented in order to shed light on how many of the texts and pages in *New Flight 1* contain one or more representations of culture.

3. How much of the textbook is dedicated to cultural representations in *New Flight 1*?

Table no. 4: Number of texts and pages with texts in the textbook

Number of texts[1] in the textbook	59
Number of pages with text in the textbook	124

The textbook contains 59 different texts, covering 124 pages.

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[1] Collections of different short poems about the same topic on one page is counted as one text. This is the procedure for all three books.

Table no. 5: Number of texts in total and number of texts with one or more cultural representations

Texts in total	59
Texts with cultural representations	20

Out of 59 texts, 20 contain one of more cultural representation. This equals almost 34% of the texts in the book.

Table no.6: Number of pages in total with texts and number of pages with one or more cultural representations

Pages in total	124
Pages with cultural representations	48

48 of the book´s 124 pages with texts or illustrations contain one or more cultural representations. This accounts for a total of approximately 38% of the book´s pages.

Having presented the findings from *New Flight 1* the findings from *New Flight 2* will be presented in the following section. All findings will be further discussed in chapter 5.

4.2 *New Flight 2* **textbook**

1. What cultures are presented in the *New Flight 2* textbook?

Table no. 7: Cultures in New Flight 2

Culture	Representations	Where
British	2	Chapter 1: When school`s out Chapter 4: Land of hope and glory
American	15	Chapter 1: When school`s out Chapter 3: Mail from the USA Chapter 3: Football rules Chapter 4: The border of hope Chapter 4: America Chapter 4: From rags to riches Chapter 4: Did you know that... Chapter 4: Fun to know Chapter 6: Harry Houdini Chapter 7: If you miss me at the back of the bus Chapter 7: I have a dream Chapter 8: Introduction illustrations Chapter 8: The perfect vacation Chapter 8: Surfin' USA Chapter 8: The USA - the land of fantastic names
Inuit	3	Chapter 2: Introduction Chapter 2: Inuits Chapter 2: Did you know that...
Native American	3	Chapter 2: Introduction Chapter 2: A winter in the valley Chapter 2: Did you know that...
Aboriginal	4	Chapter 2: Introduction Chapter 2: There is more inside us than you people understand Chapter 2: Signs and carving in Aboriginal language Chapter 2: Did you know that...
Maori	3	Chapter 2: Introduction Chapter 2: People of the land Chapter 2: Did you know that...
Native (general)	1	Chapter 2: Native words of wisdom
English	5	Chapter 3: Football rules Chapter 4: Jorvik, home of the Vikings Chapter 4: Fun to know Chapter 6: Charlie Chaplin Chapter 7: The suffragette movement
South African	2	Chapter 7: Nelson Mandela's long walk to freedom Chapter 7: Some facts about South Africa today
Amish	1	Chapter 8: Living in the past

As table 7 shows *New Flight 2* includes information about culture in several different countries: the United States, England, Great Britain and South-Africa, and about different

native peoples: the Aboriginals, Native Americans, Inuits and Maori. In addition, the traditional Christian fellowship, the Amish, is presented. Most countries and groups are represented several times in various texts, with the United States, England and Aboriginals receiving the most attention.

2. What kind of cultural information are learners presented with through *New Flight 2*?

Table no. 8: Dimension/sense of culture in New Flight 2

Culture	Dimension/Sense of culture	Where
British	Sociological Sociological	Chapter 1: When school`s out Chapter 4: Land of hope and glory
American	Sociological Sociological Sociological Sociological Sociological Sociological Sociological Semantic Aesthetic Sociological Sociological Sociological Sociological Sociological Sociological / Semantic	Chapter 1: When school`s out Chapter 3: Mail from the USA Chapter 3: Football rules Chapter 4: The border of hope Chapter 4: America Chapter 4: From rags to riches Chapter 4: Did you know that... Chapter 4: Fun to know Chapter 6: Harry Houdini Chapter 7: If you miss me at the back of the bus Chapter 7: I have a dream Chapter 8: Introduction illustrations Chapter 8: The perfect vacation Chapter 8: Surfin' USA Chapter 8: The USA - the land of fantastic names
Inuit	Sociological Semantic / Sociological / Aesthetic Sociological	Chapter 2: Introduction Chapter 2: Inuits Chapter 2: Did you know that...
Native American	Sociological Sociological / Aesthetic Sociological	Chapter 2: Introduction Chapter 2: A winter in the valley Chapter 2: Did you know that...
Aboriginal	Sociological Sociological Semantic Semantic	Chapter 2: Introduction Chapter 2: There is more inside us than you people understand Chapter 2: Signs and carving in Aboriginal language Chapter 2: Did you know that...
Maori	Sociological Sociological / Semantic / Aesthetic Sociological / Aesthetic	Chapter 2: Introduction Chapter 2: People of the land Chapter 2: Did you know that...
Native (general)	Sociological	Chapter 2: Native words of wisdom
English	Sociological Sociological Semantic Aesthetic Sociological	Chapter 3: Football rules Chapter 4: Jorvik, home of the Vikings Chapter 4: Fun to know Chapter 6: Charlie Chaplin Chapter 7: The suffragette movement
South African	Sociological Sociological / Semantic	Chapter 7: Nelson Mandela's long walk to freedom Chapter 7: Some facts about South Africa today
Amish	Sociological	Chapter 8: Living in the past

Table 8 shows that the cultural information in *New Flight 2* also varies in terms of sense or dimension of culture presented. There is sociological information about all the cultures identified in table 7, and the information ranges from input on spare time, sports, facts and famous places. Semantic representations are provided for the United States, Inuits, Aboriginals, Maoris, England and South Africa in texts giving input on languages, names and signs. Aesthetic representations are given for the United States, Inuit, Native American, Maoris and England with input on entertainment, art and legends.

The Sociological dimension is covered by a text about British culture, where typical spare time activities and attitudes to money are presented in a fictional text where a claim is made that money is important in the western world. This is classified as sociological input, as it deals with ways of life. The difficulties for someone immigrating to Britain from a colony in terms of being different for example in clothes and ways of life (i.e. sociological), is presented in another text. This text is also fictional and has animated illustrations of a girl who is being pointed at in the school yard and the same girl inside a typical British Telephone booth. Among other differences described in the text less colors in the streets, different food, race issues and being pointed at for being different, are mentioned.

American culture is presented through a large number of different texts, mostly dealing with the Sociological dimension. The sociological representations deal with the following: Spare time activities and attitudes towards money are presented in a fictional text, while typically American sports are presented in another text, also fictional, but with authentic illustrations of two teams playing American football. More information about popular sports is given in a factual text about football.

The idea of the American Dream is dealt with in several different texts. In a fictional text the dream for some illegal immigrants from Mexico to the United States due to poor conditions and unemployment back home is presented, and another text presents a song about the American Dream, followed by a factual text providing some history about how people lived in the United States earlier and facts about immigration to the United States through times. Finally some more facts on immigration are given in a factual bullet point list.

The sociological representations continue through input on American history on civil rights in a factual text about Rosa Parks with authentic illustrations of Rosa Parks´ mug shot, and a factual text with a simplified excerpt from Martin Luther King Jr.´s speech «I have a dream» with a picture of Martin Luther King Jr. in Washington. Moreover, famous landmarks and tourist attractions in the United States are presented in introductory illustrations of for example Mount Rushmore, the White House, the Grand Canyon and Niagara Falls to a

chapter where also famous tourist attractions are elaborated on in a fictional text with authentic illustrations Central Park and Graceland. Californian surfer culture and differences from North to West within the country are described in a text with animated illustrations of people surfing.

Inuit culture is presented through three different texts. One introduces sociological input on Inuits through authentic pictures of an Inuit woman and some short facts in an introduction describing where they live and how they survive through finding different sources of food. The last presentation of Inuit culture is found in a bullet point fact list with some more facts about how Inuits live, and some of the more modern tools such as snowmobiles that they now use.

Native American culture is also first introduced with an authentic illustration of different Native Americans in traditional outfits and some short sociological facts about where they came from and where they settled. Another text provides more information about how they live and describes how they gather food for the winter, and how work is divided between women and men. Finally some facts about their way of life and beliefs (i.e. more on the Sociological dimension) are presented in a bullet point fact list, describing traditions for youth, important symbols and animals.

Aboriginal culture is initially introduced sociologically much like Inuit and Native American culture with authentic pictures of Aboriginal men. Further representations on Aboriginal culture in *New Flight 2* include a fictional text which describes the Aboriginal way of life, living at one with nature and God (sociological input), in contrast to western modernized life and materialism. The text also describes alcohol related problems.

Maori culture is also firstly introduced through illustrations of Maoris in traditional outfits with a short explanation, and finally a bullet point fact list where how they lived (the Sociological dimension), war traditions and which body parts are considered sacred is presented.

Native cultures is as demonstrated a topic with extensive coverage in *New Flight 2* and one text provides examples of native words of wisdom about how to live at one with nature (i.e. way of life and the Sociological dimension), without specifying which native culture the words of wisdom are taken from.

English culture is presented through a factual text about the popularity of football and football culture in England. Other aspects that are presented is the culture of Vikings living in Jorvik through a factual text with authentic illustrations of the city of York and different things the Vikings manufactured (sociological input), and finally a factual text with

sociological information about the Suffragette movement dealing with women´s rights in society in England through history with real illustrations from manifestations and a picture of Emmeline Pankhurts.

South African culture is presented sociologically through a factual text about apartheid and Nelson Mandela´s fight for freedom and equality, and a factual bullet point list about South Africa today, where these topics are presented: politics, population, unemployment and HIV/Aids (more sociological input). The illustrations are authentic pictures from Cape Town.

Amish culture is presented through a fictional text with authentic illustrations of Amish people in traditional clothing, on horses and working in the field, presenting how the Amish live.

The Semantic dimension is covered by a fun fact list that provides an overview of American English words with international descent and some history behind funny place names are presented. Another text provides input on the Inuits´ names. For Aboriginal culture there are some pages with illustrations of signs and carvings in Aboriginal language and finally in the bullet point fact list there is some information about word meaning in Aboriginal language. For Maori culture the Semantic dimension is covered by information about language in one of the texts, describing how there was no written language. For England, the Semantic dimension of culture is covered by fun facts about Scandinavian words in the English language. For South Africa there is, in the bullet point fact list, information about different languages in the country.

The Aesthetic dimension is, for American culture, covered by input on entertainment in a text about Harry Houdini and his tricks, giving the reader insight into forms of art.

For Inuit Aesthetic culture there is a song about Inuit life and for Native American culture there is a famous legend, providing input on literature. For Maori culture, in the bullet point fact list there is information about their art, but this is also addressed in a longer factual text with authentic illustrations of carved wooden figures and men dancing the war dance «Haka». For England, the famous entertainer Charlie Chaplin is presented, providing information on entertainment and art.

Table no. 9: Frequency/occurrences of the different dimensions/senses of culture in New Flight 2

Type of cultural representation	Occurrences
Aesthetic Sense: Music, art and literature	6
Sociological Sense: social life, food, institutions, family, customs, geography, history, artifacts	33
Semantic Sense: language as relating to way of life	8
Pragmatic Sense: background knowledge about politeness, taboos etc.	0
Total number of occurrences	**47**

Table 9 shows that Sociological representations are by far the most frequent also in *New Flight 2,* but that learners are also given input on Aesthetic and Semantic dimensions of culture.

In the next section tables will be presented in order to shed light on how many of the texts and pages in *New Flight 2* contain one or more representations of culture.

3. How much of the textbook is dedicated to cultural representations in *New Flight 2?*

Table no. 10: Number of texts and pages with texts in the textbook

Number of texts in the textbook	63
Number of pages with text in the textbook	142

New Flight 2 contains 63 different texts, covering 142 pages.

Table no. 11: Number of texts in total and number of texts with cultural representations

Texts in total	63
Texts with cultural representations	30

Out of 63 texts, 30 contain one or more cultural representations. This accounts for around 47% of the texts.

Table no.12: Number of pages in total with texts and number of pages with cultural representations

Pages in total	142
Pages with cultural representations	86

86 of the book´s 142 pages with texts or illustrations contain one or more cultural representations. This means that the pages with cultural representation(s) cover around 60% of the book´s total number of pages.

In section 4.3 the findings from the 10th grade book *New Flight 3* will be presented.

4.3 *New Flight 3* textbook

1. What cultures are presented in the *New Flight 3* textbook?

Table no. 13: Cultures in New Flight 3

Culture	Representations	Where
American	4	Chapter 3: Boot camp for bad boys? Chapter 5: Supermarket shopper Chapter 6: Pop art / Andy Warhol Chapter 6: Today´s protest is tomorrow´s trend
United Kingdom	3	Chapter 4: Introduction illustrations Chapter 4: Is Northern Ireland finally winning the peace? Chapter 4: Facts about the United Kingdom/Facts about England
Scotland	2	Chapter 4: Going north to bonnie Scotland Chapter 4: Fionn and the Scottish giant
Ireland	1	Chapter 4: Fionn and the Scottish giant
England	1	Chapter 4: Facts about the United Kingdom/Facts about England
Former British colonies	1	Chapter 8: Introduction illustrations
Canada	1	Chapter 8: Canada – essential facts and trivia
British territories	1	Chapter 8: The last British Territories – exciting islands
English speaking world	1	Chapter 8: And the winner is ...English!

Table 13 shows that *New Flight 3* includes information about culture in the following countries/areas: the United States, the United Kingdom, Scotland, Ireland, England, Canada, as well as in former British colonies, British territories and in the English speaking world as a whole. Only the United States, the United Kingdom and Scotland are represented several times in various texts, and are the countries/areas given most attention.

2. What kind of cultural information are learners presented with through *New Flight 3*?

Table no. 14: Dimensions/sense of culture in New Flight 3

Culture	Dimension/Sense of culture	Where
American	Sociological Sociological Aesthetic Sociological / Aesthetic	Chapter 3: Boot camp for bad boys? Chapter 5: Supermarket shopper Chapter 6: Pop art / Andy Warhol Chapter 6: Today´s protest is tomorrow´s trend
United Kingdom	Sociological Sociological Sociological	Chapter 4: Introductory illustrations Chapter 4: Is Northern Ireland finally winning the peace? Chapter 4: Facts about the United Kingdom/Facts about England
Scotland	Sociological / Semantic Aesthetic	Chapter 4: Going north to bonnie Scotland Chapter 4: Fionn and the Scottish giant
Ireland	Aesthetic	Chapter 4: Fionn and the Scottish giant
England	Sociological	Chapter 4: Facts about the United Kingdom/Facts about England
Former British colonies	Sociological	Chapter 8: Introductory illustrations
Canada	Sociological / Semantic	Chapter 8: Canada – essential facts and trivia
British territories	Sociological / Semantic	Chapter 8: The last British Territories – exciting islands
English speaking world	Semantic	Chapter 8: And the winner is ...English!

Table 14 shows that the cultural information in *New Flight 3* also varies in terms of sense or dimension of culture presented. There is sociological information about all the cultures identified in table 14 apart from Ireland and the English-speaking world, and the sociological information ranges from input on institutions, trends and facts. Semantic representations are provided for Scotland, Canada, British territories and the English-speaking world in texts giving input on languages and words. Aesthetic representations are given for the United States, Scotland and Ireland with input on music, art and legends.

American culture is mostly presented through sociological input, for example in a factual text about institutions used to treat drug and behavioral problems among teenagers. There is also an illustration of a supermarket shopper who is overweight, poorly dressed and has a cigarette in her mouth, with an explanation about the artist´s message about how empty

a life centered on consuming can be. There is also a factual text with more sociological information on ways of life in terms of youth culture. How trends have changed through times in term of clothing and interests is described with authentic illustrations of young people in different outfits.

In *New Flight 3* we find several texts that represent the United Kingdom as an entity. The United Kingdom is first presented through an illustrative introduction with authentic pictures of nature and geography from around the United Kingdom. The pictures are from Corfe Castle, the Inner Hebrides and Sark Island. Moreover, there is more sociological input in a factual text with authentic illustrations from demonstrations in connection to Bloody Sunday and a picture from the Peace Prize awards. The text deals with the troubles in Northern Ireland and the history, politics and religion behind the conflict. Finally, there is a factual bullet point list of facts on geography and politics in the United Kingdom.

Scottish culture is presented through different types of cultural information. Sociological information is given in a factual text about famous landmarks, sports, geography, history and clothing with authentic illustrations from Edinburgh and the Highlands.

English culture is presented through a bullet point list of sociological facts concerning geography and politics in England.

In *New Flight 3* we find quite a few texts dealing with parts of the world referred to as former British colonies. These places are presented through introductory pictures and illustrations of tourist attractions in forsmer British colonies, such as beautiful beaches and tall mountains.

Canadian culture is presented sociologically through a factual text with authentic illustrations dealing with history, politics, geography, economy, sports and ways of life. Accompanying the text there are authentic illustrations of mountains, the "Mounties" police and ice-hockey players.

British territories: the Falkland Islands, Bermuda and Pitcairn are also presented with sociological input in a factual text with authentic illustrations of the Falkland Islands and Bermuda beaches and information about geography, ways of life and history.

The Semantic dimension is for British territories covered by a factual text giving input on language in Pitcairn. For Scottish culture, there is a text dealing with, among other things, language, describing where the old Gaelic language is spoken. Canadian culture in terms of the Semantic dimension if addressed in a factual text where the two official languages are described, as well as Canadian characteristics of English. The English-speaking world is also dealt with as an entity in *New Flight 3* in a factual text about the English language, providing

semantic input.

The Aesthetic dimension is covered in four representations. For American culture it is addressed in a factual text with authentic illustrations of Andy Warhol´s pop art, and in another text describing music through the times in the United States.

For Scottish and Irish culture aesthetic input is given in form of a famous legend from Irish mythology about a Scottish giant.

Table no.15: Frequency/occurrences of the different dimensions/senses of culture in New Flight 3

Type of cultural representation	Occurrences
Aesthetic Sense: Music, art and literature	4
Sociological Sense: social life, food, institutions, family, customs, geography, history, artifacts	11
Semantic Sense: language as relating to way of life	4
Pragmatic Sense: background knowledge about politeness, taboos etc.	0
Total number of occurrences	**18**

Table 15 shows that also in *New Flight 3* sociological information dominates, but aesthetic and semantic input is also present.

The next section will look at how much attention cultural representations are given in *New Flight 3*.

3. How much of the textbook is dedicated to cultural representations in *New Flight 3*?

Table no. 16: Number of texts and pages with texts in the textbook

Number of texts in the textbook	66
Number of pages with text in the textbook	165

New Flight 3 contains 66 different texts, covering 165 pages.

Table no. 17: Number of texts in total and number of texts with cultural representations

Texts in total	66
Texts with cultural representations	13

13 of the 66 texts contain one or more cultural representations. This accounts for around 19% of the texts in the textbook.

Table no.18: Number of pages in total with texts and number of pages with cultural representations

Pages in total	165
Pages relevant for one of the cultural aspects	43

Out of 165 pages with texts or illustrations, 43 pages contain one or more cultural representations. This accounts for around 26% of the book´s pages.

The next section will deal with the combined findings for the *New Flight* series.

4.4   *New Flight* **series**

1. What cultures are presented in *New Flight 1, 2* and *3?*

Several different cultures are presented in the *New Flight* series. Mostly, the cultures are presented as national entities, and only a few smaller groups are introduced to the users of the textbook series. When looking at the results of the analysis for all three books as one, American culture is the culture given most attention in *New Flight,* followed by the countries that the United Kingdom consists of. Native cultures in general also receive broad coverage, and Australian culture is also presented in various ways to the readers of *New Flight.* Culture in South Africa, Amish Pennsylvania, the English speaking world in general, some of the former British colonies (including Canada) and territories that are still British today (such as the Falkland Islands for example) are also given some coverage in the books.

Table no.19: Cultures in New Flight

Culture	Representations
American	25
United Kingdom	3
British	5
English	9
Scottish	3
Irish	1
British territories	1
Former British colonies	1
Canadian	1
Australian	6
New Zealand	4
Native culture (general)	1
Native American	3
Aboriginal	5
Maori	4
Inuit	4
South African	2
Amish	1
English-speaking world	1

Table 19 shows all the countries and groups given cultural coverage in the *New Flight* series. Most groups or countries are presented more than once, but the United States is by far the country given most frequent representation.

2. What kind of cultural information are learners presented with through *New Flight 1, 2* and *3*?

The cultural representations that readers of *New Flight* are exposed to are varied, even though table no. 19 and 20 show that certain countries/cultures and senses/dimensions dominate. The cultural information learners are presented with in *New Flight* is however overwhelmingly culture in the Sociological sense/dimension. Most of the cultures presented (English, Australian, New Zealand, Maori, American, Native American, Inuit, Aboriginal, South African, Scottish, Irish, Canadian, the British territories and the English-speaking world) are presented through texts or illustrations providing information about more than one sense of culture (i.e. more than the Sociological dimension). However, Native cultures in general, Amish culture, United Kingdom as a whole and the former British colonies are only presented through sociological information.

A large number of the representations have a tourist perspective where famous landmarks, tourist attractions and larger cities are presented. This information is of course relevant, and connects to the Sociological dimension of culture, in giving information that related to how they live in a certain area.

Smaller, and more likely unknown, cultures for the students are generally only briefly introduced, and the use of bullet point fact lists is quite frequent.

The representations vary between fictional and factual texts, and the illustrations range from animated and staged (general illustration that is not an authentic photograph or work of art) to authentic.

Table no. 20: Dimensions/sense of culture in New Flight

Type of cultural representation	Occurrences
Aesthetic Sense: Music, art and literature	14
Sociological Sense: social life, food, institutions, family, customs, geography, history, artifacts	66
Semantic Sense: language as relating to way of life	15
Pragmatic Sense: background knowledge about politeness, taboos etc.	0
Total number of occurrences	**95**

Table 20 shows that 66 out of 95 representations (almost 70%) deal with culture in the Sociological dimension. The Aesthetic and Semantic dimension receive almost the same amount of representations, while the Pragmatic dimension of culture is not dealt with in any representation in any of the three books.

3. How much of the textbooks is dedicated to cultural representations?

Table no. 21: Number of texts and pages with texts in the textbooks

Number of text[2] in the textbooks	188
Number of pages with text in the textbook	431

The three textbooks that make up the *New Flight* series contain 188 different texts covering 431 pages in total.

Table no. 22: Number of texts in total and number of texts with one or more cultural representations

Texts in total	188
Texts with cultural representations	63

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[2]Collections of different short poems about the same topic on one page is counted as one text. This is the procedure for all three books.

Out of the 188 texts, 63 of them contain one or more cultural representations. This accounts for 33% of the books´ texts.

Table no.23: Number of pages in total with texts and number of pages with one or more cultural representations

Pages in total	431
Pages with cultural representations	177

Out of the 431 pages in total with texts or illustrations, 177 pages contain one or more cultural representations, which accounts for approximately 41% of the books´ pages.

In chapter 5 the findings presented above will be discussed.

5. DISCUSSION

This chapter is structured according to the research questions presented in the introduction, and will mainly deal with the results for the textbook series as a whole:

1. What cultures are presented in *New Flight 1, 2* and *3?*

2. What kind of cultural information are learners presented with through *New Flight 1, 2* and *3*?

3. How much of the textbooks is dedicated to cultural representations?

In addition, the implications for intercultural learning will be discussed.

5.1   What cultures are presented in *New Flight*?

In this study, only the cultural representations from English-speaking countries have been analyzed and identified, even though any culture in the world is relevant in the subject English due to its role of lingua franca. Nevertheless, in the work of analyzing the three textbooks, very few other cultures than those registered in this thesis have been identified and therefore the findings presented in this thesis largely represent the total of cultural content in the textbook series.

As this investigation has shown, several English-speaking countries are presented in *New Flight,* but there are also several English-speaking countries not mentioned and it seems the focus is on the inner-circle countries where English is the official language, (i.e. the United States and the United Kingdom), as these are the countries that are well represented in the textbooks. In fact, 50 out of 80 countries/groups presented in *New Flight* relate to either the United States of the United Kingdom. Outer circle countries such as India, the Philippines, Nigeria also have English as an official language (Shin et al., 2011, p. 254), but outer circle countries and their cultures are significantly less (if at all) present in *New Flight*. This is unfortunate for the users of *New Flight* as there is not one target culture that comes with English, as English belongs to all those speaking it (Nault, 2006, p. 324), not just for example the British or American, making all cultures relevant for the study of English. Therefore, non-native or learners´ variants of English should not be given marginal status (Shin, Eslami & Chen, 2011, p. 255), and should also, in addition to "outer-circle" countries, be included and given attention in textbooks for learning English.

The focus on inner circle countries in *New Flight* is likely caused by the fact that the teaching of English has traditionally been linked to the United Kingdom and the United

States. Although learning about these countries and cultures is important, many claim that it is time to look into alternatives to this traditional selection of countries and cultures to teach (Lund, 2006, p. 73). Research shows that learners improve their language skills when given the chance to use the target language to express their own culture and reflect on personal experiences (Shin, et al., 2011, p. 255). The focus on the United Kingdom and the United States has perhaps lost its relevance now that students meet English and need English in contact with a large variety of different cultures around the world, but still seems to have a strong hold in *New Flight.*

The connection between the subject English and American and British cultures, stems from the assumption that national cultures are what should be central to cultural studies, but this implies an oversimplified view of how the world is organized (Holliday, 2009, p. 145). New thinking around cultures involves a blurring of national boundaries (Holliday, 2009, p. 146).

Despite this, this study shows that culture in *New Flight* is presented mainly as a national concept. 61 of 80 cultural representations in *New Flight* deal with a country or group of countries. An exception to the presentation of culture as a national concept is for example found in *New Flight 2* where many smaller groups, mainly native cultures, are given broad coverage, especially Aboriginals, Maoris, Native American (mostly also presented as one group) and Inuits.

The treatment of culture as a national concept in *New Flight* can be problematic as culture obviously relates to a societal level, not a national level, as within one nation there can be a variety of cultures. The relatively frequent representation of very general and large groups as one found in the textbooks, is incompatible with the fact that it is important to make it clear to learners that cultures (or even countries), are not homogeneous (Sercu, 2002, p. 68), something that is difficult to do when culture is being treated on a national level. Research by Holliday has also shown that people found the cultures closest to them (i.e. «small cultures»: family, work, friends) most meaningful, which allows people from different countries to transcend national cultural differences (Holliday, 2009, p. 147). This study shows that users of *New Flight* are not presented to such "smaller cultures".

In addition to noticing the national focus, it is also worth noticing, as can be seen in the different charts in chapter 4, that the contexts provided for the cultural information are at times very general, such as native cultures as a whole, or the United Kingdom as a whole. Even the English-speaking world is presented as an entity at times. It can be argued that for the purpose of teaching lower secondary school and considering the general formulations in

the curriculum (see section 2.5), giving the reader a general overview without a too specific cultural context is sufficient. Nevertheless, it can also as mentioned potentially build on a perception that a certain country or culture is homogenous and un-complex.

5.2 What kind of cultural information are learners presented with through *New Flight*?

The results of this investigation show that learners are exposed to various cultural representations throughout the three textbooks. There is a mix of fictional and factual texts, accompanied by both animated and authentic illustrations of cultural representations.

Nevertheless, the types of cultural representations found in *New Flight* are predominantly related to the Sociological dimension and input on ways of life, and no focus is dedicated to the Pragmatic dimension which deals with pragmatic knowledge about culture necessary in order to communicate successfully. This is noteworthy, as it, pragmatically speaking, might be the most useful and crucial dimension to have knowledge about when using English as a lingua franca to engage in communication with people from around the world. The lack of focus on pragmatics in *New Flight* does however concur with previous research which has shown that textbook dialogues often focus on other aspects of language learning, rather than addressing pragmatics relating to cross-cultural communication (McConachy & Hata, 2013, p. 295).

Furthermore, the reduced presence of other cultural dimensions than the Sociological entails that the concept *New Flight* emphasizes is culture as a way of life, while in fact, culture has various concepts and definitions (see section 2.1). Hermawan and Noerkhasanah (2012, p. 60) conclude their study that the integration of other cultural dimensions which involve various concepts of culture should considered in the selection of material for textbooks. While there are other cultural dimensions than the Sociological one used to present culture in *New Flight,* the clear dominance of sociological input (almost 70% of the cultural representations) makes it relevant to question whether or not various concepts of culture are sufficiently presented in *New Flight.* The Aesthetic dimension (also known as culture with a capital C) is also used as a source for cultural information for the learners using *New Flight*. For many young students, a focus on the aesthetic high-culture in terms of literature and art might seem far from their own lives and have an alienating effect when it comes to understanding and connecting with the culture of others.

Sercu (2002) emphasizes that cultural representations in textbooks should raise the

learner's awareness of cultural differences and misunderstandings, feelings, opinions and attitudes (p. 68) as Sercu believes that this kind of cultural information will be linked to differences in interpersonal relationships, body language, visiting conventions or ritual behaviour. There are representations of culture in *New Flight* that present ritual behavior, for example in native groups, but there is little representation of misunderstandings, attitudes and interpersonal relationships related to culture. Obviously, these are concepts which might be explored in the workbook, or emphasized in the Teacher´s books, which have not been analyzed in this thesis. An exception and example of a text that does address real-life issues of culture shock and the struggles to fit in in a new country and cultural setting is the text about the girl that emigrated from Trinidad to Great Britain in *New Flight 2.*

As mentioned in section 2.3 illustrations are relevant in providing glimpses of everyday situations and life in a foreign country, or in providing information about central cultural phenomena or artifacts (Lund, 2006, pp. 103-104). Several illustrations in *New Flight* do this, however, considering this recommendation, a surprising large amount of the illustrations accompanying texts with cultural textual representations are animated drawings or staged photos adding little or nothing to the cultural input of the text.

Another recommendation from section 2.3 is that learners should be able to recognize the image (through both texts and illustrations) that textbooks present of cultures as realistic. In order to achieve this, both positive and negative aspects of the foreign country or culture needs to be presented, and superficial, simplified descriptions need to be avoided (Lund, 2006, p. 64). Nevertheless, a high percentage of the authentic illustrations in *New Flight* are pictures of tourist attractions, showing the "glossy" and likely already well-known representation of a country. The "Did you know texts" which present various fun facts in bullet-point lists might contribute to the simplified representations, as very little in-depth information is given.

5.3   How much of the textbooks is dedicated to cultural representations?

About 30% of the textbook series are cultural representations. In the curriculum for English the subject is, as mentioned, divided into four main areas: Language learning, Oral communication, Written communication and Culture/society/literature. Considering the division of the subject into four areas, a 30% focus on culture seems to be a good portion. However, as all the four areas of the subject English are closely intertwined, it is not possible to separate them mathematically when speaking of focus. Naturally the texts with cultural

representations in *New Flight* also provide the learners with input on language, grammar, vocabulary, or for example different types of literature. Considering this, as well as the importance of intercultural competence, especially in the subject English, perhaps one would think culture should have an even more extensive role in textbooks such as *New Flight*, and become the content of the subject itself, much as implied in the curriculum where cultural learning is described as the purpose of the subject.

It is also worth mentioning, that the percentage of texts and pages in *New Flight* which in the findings are referred to as containing cultural representations are not necessarily focused around the cultural aspect of the text or illustration itself, and consequently requires drawing the students´ attention to the cultural aspect or identified potential of the text or illustration for exploration.

The «Did you know that» texts are for example structured through the use of various bullet-points and the cultural traditions, norms and artifacts mentioned are treated in a superficial "fun fact" manner. This might be rectified in the workbooks, but attention to the cultural aspect is not identified in the follow-up tasks in the textbooks, where focus is mainly on understanding and vocabulary. Nault claims that teachers often evaluate their students´ cultural skills on their ability to memorize facts or trivia, which inhibits students from learning the actual skills needed (Nault, 2006, p .321), something that might be encouraged through the use of bullet point lists in *New Flight* with small bits of information relating to culture, instead of more extensive, in-depth attention. In short, with the cultural representations given in *New Flight* there seems to be a focus on short-term objectives, such as knowing "some" information about culture in English-speaking countries, rather than on drawing societal and multicultural connections, such as implied relevant for the subject English in the description of the purpose of the subject (see section 2.5).

It is unexpected to see that the 10th grade textbook is the one with the smallest percentage of cultural texts/illustrations out of the three textbooks and the book in which the cultural context for many of the representations given is the broadest (i.e. The English-speaking world as a whole). One might expect that more and more complex and specific cultural material could be included as the readers´ maturity level rises, but this is not the case in the *New Flight* series.

5.4   Interpretations of results and implications for intercultural learning

As demonstrated in the previous sections of chapter 5, there are many cultural representations in the *New Flight* textbooks, but the selection of this material in terms of cultures and dimensions/senses and the facilitation of hands-on focus dealing with culture seem less intentional.

As argued previously (in section 2.2), cultural contents selected for a textbook for teaching English should have the potential of raising the learners´ awareness of possible differences and misunderstandings relating to culture, as well as how these differences may affect people whose intercultural competence is not well developed. These topics should cause reflection on one´s own culture and the general cultural differences in the world (Sercu, 2002, p. 68). Sercu argues that foreign-language education should present cultures in a way that reflects the character of the current world and make it clear that all cultures are anything but homogeneous (Sercu, 2002, p. 68). Dealing with cultural aspects when teaching English is, as argued, becoming increasingly relevant due to globalization and the use of English as a lingua franca for international and intercultural communication. However, as this investigation shows, the *New Flight* series focus very little on potential misunderstandings and on nuancing a culture beyond a national and sociological level.

Furthermore, for the international and intercultural aspects it becomes important to demonstrate how the English language can be used in meetings between people from any corner of the world, for example in encounters between language learners and non-native speakers, who use English as a lingua franca, something that Norwegian learners would be easily able to identify with, but this lacks completely in *New Flight.* The cultural representations in textbooks should also encourage the learners for real life contact with people (see Byram section 2.4 and the description of intercultural competence as among other skills, knowing how to get in contact with people from other cultures) from around the world (Lund, 2006, p. 316). Representations dealing with Norway or Norwegian culture could also help students gain better insight into their own culture, in order to develop their ability to communicate across cultural divides and contribute to their intercultural learning (Lund, 2006, p. 146).

For students to be able to develop intercultural competence, the textbooks must include references that make it possible for the reader to place the representations of culture in a specific context. The analyses carried out in this thesis show that many of the

representations dealing with culture lack a specific context, and that the context provided is very general (for example, the English-speaking world or the United Kingdom as a whole). Introductions, exercises and questions that accompany the texts can be used as ways to provide additional information related to the aspects of context and culture in the representation. This means that not only what cultural material to select, but how to present the material is important to consider in textbooks (Lund, 2006, p. 72). Looking at how the material is presented in *New Flight* could provide for an interesting follow-up study to this thesis.

My research reveals a limited scope of variation in *New Flight*´s presentation of cultures and cultural aspects, especially in terms of presenting culture as something else than a national, sociological way of life. A consequential conclusion is that the material found in the *New Flight* textbooks does not answer to Sercu´s recommendations (2002), as a limited amount of countries and cultures are given broad coverage in the textbooks, and the learners using the books are at times left with only small de-contextualized bits of information about other cultures (see section 5.2 and 5.3).

It is also important that the representations of culture provided learners do not perpetuate stereotypes and enforce prejudice. Positive images of various ethnic groups in the material are important for combating prejudice (Banks, 2001, p. 21). Some of the representations in *New Flight,* such as the illustration of the overweight shop-a-holic American woman, the focus on hamburgers as "national dish" and illegal immigration from Mexico to the United States are examples of representations in *New Flight* that run the risk of enforcing stereotypes. Elavie Ndura found that despite textbook writers´ good intentions, it is not enough presenting text selections depicting culturally diverse backgrounds, lifestyles and ideologies because these might perpetuate existing biases and stereotypes. It is therefore essential that the material is used critically and creatively (Ndura, 2004, p. 140). Teachers should use content and examples from a variety of cultures and groups to illustrate concepts, principles and theories (Banks, 2001, p. 20). The teachers using *New Flight* will need to search for material other places than in the textbooks to accomplish this ambition.

If the common assumption that the textbook is the main provider of material and determines what is taught is true, then cultural and intercultural topics, based on the *New Flight* textbooks analyses, do not seem to have an established position in the subject of English despite their demonstrated relevance.

However, no clear conclusions can be drawn in terms of intercultural learning based

on this study, as the study is very limited in scope.

The next section will discuss other challenges (than the lack of course book support) that intercultural learning faces in school.

5.5   Challenges for intercultural learning

As mentioned in previous sections, in addition to teaching culture and cultural competence, teaching intercultural competence has become increasingly relevant in foreign language teaching. It is therefore worth noticing, that the *inter*cultural perspective is not present in itself in any text in *New Flight*, it needs to be sought out by the teacher and learner in the cultural material at hand for example through comparative analysis and discussion (see section 2.4). In this section the potential reasons why there is an unclear focus on culture and no clear focus on intercultural topics in *New Flight* is discussed.

The fact that intercultural competence in itself is not an uncontroversial term, is an obvious challenge. There are several different definitions and it has been suggested that the term is so all-embracing that we should stop using it (Risager, 2000, p. 14). Ulla Lundgren requests that the theories about intercultural competence need to be specified through didactic examples, in order for the curriculum to no longer be perceived as vague (Lundgren, 2002, p. 276) and for there to be a common understanding of the term intercultural competence and how it can be treated in foreign language teaching and in textbooks.

The teacher´s own intercultural competence is another challenge for the role of intercultural learning in the English classroom, as the teacher´s intercultural competence is a life-long project (Risager, 2000, p. 14). Intercultural competence deals with dynamic processes that are ever changing, as cultures change over time and individuality plays a huge role in communication (Byram, 1997, p. 47), so everything relevant to developing intercultural competence is not necessarily teachable and it is impossible to stay "updated", not that this is necessary. The non-native teacher and learner actually have the advantage of seeing the culture from a distance (Byram, Gribkova & Starkey, 2002, p. 18). Nevertheless, it is impossible for the teacher to be completely neutral in cultural issues since also teachers are human beings that respond to culture, and it is important to reflect on how stereotypes affect teaching subconsciously (Byram, et al., 2002, p. 36). Stereotypes might be another hurdle for teachers and course book authors who want to give more attention to cultural and intercultural aspects, but they should not be ignored, rather explored (Dlaska, 2000, p. 260).

The cognitive level of maturity in each student might also be a challenge. Are 13 year olds ready for and able to develop an overarching cultural understanding that relativizes the cultural norms and values that they are in the process of learning and internalizing? It might be so that the process of becoming interculturally competent starts in school with the learning of cultural knowledge/facts (i.e. lower level skills), in order to later be able to develop and continue on the road towards higher level skills and attitudes for intercultural competence.

Teaching simpler cultural content as part of foreign language education is not uncontroversial either, however. One argument against it deals with the difficulty of the task, while another argument stresses the danger of oversimplification and of reducing other cultures to static categories that are easy to teach (Lund, 2006, p. 38). The presentation of specific cultures in foreign language textbooks has consequently been criticized several times. Some of the information provided of foreign countries is superficial, unstructured and unrealistic because only a glossy tourist picture is shown. These concerns were also central to Lund, Hermawan and Noerkhasanah and Sercu´s conclusions and have also been addressed in this thesis. These arguments are important to keep in mind while teaching culture and promoting intercultural skills through cultural content. It is important for the students to learn that communication happens between people and not between cultures, and what is true for the culture may not be true for the individual members of that culture. Nevertheless, the idea of not teaching intercultural competence, considering the potential for difficulties in understanding and conflict, seems unrealistic. Learners of English need to develop strategies to deal with the potential difficulties and promote intercultural awareness as a goal in itself (Lund, 2006, p. 60). Students can also design their own materials through for example pen-pals (Nault, 2006, p. 323) and the use of internet technology is making global cultures more accessible than ever (Nault, 2006, p. 324), perhaps limiting the importance of the textbooks. The increasingly multicultural nature of language classrooms also provides a unique opportunity in introducing cultural awareness, as many learners are already culturally experienced (Dlaska, 2000, p. 252). Further, the textbook deficiencies provide an opportunity for students to become independent in their culture learning if given training in viewing external sources critically (Dlaska, 2000, p. 256), seeing how cultural learning only can happen in a learner-centered scenario (Dlaska, 2000, p. 258), which the use of internet supports (Dlaska, 2000, p. 259).

Despite the many challenges, in recent years, increasing attention has been paid to foreign language education as a natural and important arena for the development of

intercultural awareness and intercultural skills (Lund, 2006, p. 70). The English subject curriculum has also gone through yet another revision (2013) where the focus on English as an *inter*national language of communication has become strengthened and even clearer, so the challenges for cultural and intercultural learning will likely only become more evident and more important to solve. Educators on all levels must take their responsibility of teaching with a multicultural and multiethnic perspective (Ndura, 2004, p. 131-132) with or without easily found support in the textbooks.

It would be interesting to further investigate the publishing house and editor of *New Flight´*s thoughts on the selection they have made in terms of texts in connection to intercultural learning and look closer at how the cultural representations from the textbooks are exploited in the workbooks. Textbooks have as mentioned earlier a central role in determining the content of what is taught in schools, and in terms of intercultural issues, textbooks are believed to have several roles for students (Lund, 2006, p. 46). However, no textbook alone is able to ensure that students develop intercultural awareness and there is a vast number of elements that work together in determining the outcome of a foreign language learning situation. It also is important that students know that the teacher, the textbook and the classroom are not necessary prerequisites in order for intercultural learning to take place (Lund, 2006, p. 106). Nevertheless, the strong position of textbooks in Norwegian schools indicates that the materials in the textbooks are crucial factors for the perspectives and practices in the teaching of English (Lund, 2006, p. 43), and the findings of this investigation show that (be it because of the challenges presented here or other factors) culture is presented but not contextualized or problemized, and is little varied in terms of dimension in *New Flight,* presenting a challenge for intercultural learning.

6. CONCLUSION

In this paper the representations of culture and the degree to which culture is dealt with and which cultures are well represented in *New Flight* have been presented and discussed, basing the classification of representations on Adaskou, Britten, and Fahsi´s model for different aspects of culture (1990) and employing both quantitative and qualitative analyses. The possibilities for working on intercultural competence (as according to the definition of Byram 1997) have been discussed, along with some of the challenges for doing so.

Most of the representations in *New Flight* deal with culture in the Sociological dimension, and while some attention is given to the Semantic and Aesthetic dimension, no representation is identified as dealing with the Pragmatic dimension of culture.

The conclusions are that the textbooks *New Flight 1, 2* and *3* provide many cultural representations, but that this content, in presenting different aspects of cultures from various countries and cultures around the world, is quite homogenous and much of the representations are limited to giving a tourist perspective with a national focus.

The findings also show that *New Flight* provides only a limited amount of explicit attention to culture. Culture learning however, needs to be an integral part of language teaching if it is to raise cultural awareness (Dlaska, 2000, p. 250). Consequently, my investigation concludes that the objectives for intercultural learning could be followed up more consistently in the textbooks *New Flight 1, 2* and *3*. The change from cultural to intercultural in the national curriculum, which has now become even more evident in the revision from 2013, indicates an awareness of the meeting between people from various cultures involved in language learning and a broader cultural perspective in language teaching. It will be interesting to see how the textbook writers, editors and publishers of *New Flight* incorporate this new focus into newer, future editions of the textbook series.

Education must, be not only a transmission of culture,
but also a provider of alternative views of the world
and a strengthener of the will to explore them.

Jerome Bruner

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Appendice I: Classification and specification of texts/illustrations in New Flight 1

Text	Chapter	Culture	Dimension	Pages	Comments
School Life	1	Scottish, American	Sociological	3	Fictional Animated illustrations
Only two were left	2	Inuit	Sociological	2	Fictional Animated illustrations
Tourists – watch out!	3	English	Sociological	3	Fictional Animated illustrations
Find your way in London	3	English	Sociological	3	Factual text Authentic illustrations
The real Londoner – the cockney	3	English	Semantic	1	Factual text
Manhattan – the heart of New York	3	American	Sociological	3	Factual text Authentic illustrations
Holiday and food traditions	4	American, British	Sociological	3	Fictional text Animated illustrations
I´ll have a hamburger	4	American	Sociological	2	Factual text Authentic illustrations
Did you know that	4	British	Sociological	1	Factual bullet point list
Mary Quant – the queen of mini skirts	6	British	Sociological	3	Factual text Authentic illustrations
A sad day at Columbine High School	7	American	Sociological	3	Factual text Authentic illustrations
Did you know that	7	American	Sociological	1	Factual text Authentic illustrations
Australia and New Zealand (introduction)	8	Australian New Zealand	Sociological	2	Factual comments Authentic illustrations
The land of the long white cloud	8	New Zealand Maori	Aesthetic Sociological	3	Factual text Authentic illustrations
An Aussie in Norway	8	Australian	Sociological Semantic	4	Fictional text Authentic illustrations
Kookaburra	8	Australian	Aesthetic	1	Aauthentic illustration
Exploring New Holland	8	Australian	Sociological	5	Fictional text Authentic illustrations
New Zealand slang	8	New Zealand	Semantic	1	Word list
The Ned Kelly story	8	Australian	Aesthetic	3	Factual text Authentic illustrations
Did you know that	8	Australian New Zealand	Sociological	1	Factual bullet point list Authentic illustrations

Appendice II: Classification and specification of texts/illustrations in New Flight 2

Text	Chapter	Culture	Dimension	Pages	Comments
When school´s out	1	British, American	Sociological	3	Fictional text Authentic illustrations
Native Peoples (introduction)	2	Inuit, Native American, Aboriginals, Marois	Sociological	2	Factual comments Authentic illustrations
A winter in the valley	2	Native American	Sociological Aesthetic	2	Fictional text Animated/authentic illustrations
Native words of wisedom	2	Native (general)	Sociological	1	Factual list Animated illustrations
Inuits	2	Inuit	Semantic Sociological Aesthetic	1	Factual text Animated illustrations
There is more inside us than you people understand	2	Aboriginal	Sociological	6	Fictional text Animated illustrations
Signs and carvings in Aboriginal language	2	Aboriginal	Semantic	1	Factual comments Authentic illustrations
People of the land	2	Maori	Sociological Semantic Aesthetic	5	Factual text Authentic illustrations
Did you know that	2	Native American Inuit Aboriginal Maori	Sociological Semantic Aesthetic	1	Factual list Authentic illustrations
Mail from the USA	3	American	Sociological	2	Fictional text Authentic illustrations
Football rules	3	American English	Sociological	4	Factual text Authentic illustrations
The border of hope	4	American	Sociological	1	Fictional text Authentic illustrations
America	4	American	Sociological	2	Song Authentic illustrations
From rags to riches	4	American	Sociological	5	Factual text Authentic illustrations
Did you know that	4	American	Sociological	1	Factual list Authentic illustrations
Fun to know	4	American	Semantic	1	Word list
Land of hope and glory	4	British	Sociological	4	Fictional text Animated illustrations

Appendice II: Classification and specification of text/illustrations in New Flight 2

Jorvik, home of the Vikings	4	English	Sociological	5	Factual text Authentic illustrations
Fun to know	4	English	Semantic	1	Word list
Charlie Chaplin	6	English	Aesthetic	2	Factual text Authentic illustrations
Harry Houdini	6	American	Aesthetic	2	Factual text Authentic illustrations
The suffragette movement	7	English	Sociological	3	Factual text Authentic illustrations
If you miss me at the back of the bus	7	American	Sociological	4	Factual text Authentic illustrations
I have a dream	7	American	Sociological	3	Factual text Authentic illustrations
Nelson Mandela´s long walk to freedom	7	South African	Sociological	5	Factual text Authentic illustrations
Some facts about South Africa today	7	South African	Sociological Semantic	1	Fact list Authentic illustrations
USA (introduction)	8	American	Sociological	2	Authentic illustrations
The perfect vacation	8	American	Sociological	4	Fictional text Authentic illustrations
Surfin´ USA	8	American	Sociological	4	Fictional text Animated illustrations
Living in the past	8	Amish	Sociological	5	Factual text Authentic illustrations
The USA-land of fantastic names	8	American	Semantic Sociological	3	Factual text Animated illustrations

Appendice III: Classification and specification of texts/illustrations in New Flight 3

Text	Chapter	Culture	Dimension	Pages	Comments
Boot camp for bad boys?	3	American	Sociological	3	Factual text Authentic illustrations
UK (introduction)	4	United Kingdom	Sociological	2	Authentic illustrations
Going north to bonnie Scotland	4	Scottish	Sociological Semantic	4	Factual text Authentic illustrations
Fionn and the Scottish giant	4	Scottish Irish	Aesthetic	4	Fictional text Animated illustrations
Is Northern Ireland finally winning the peace?	4	United Kingdom	Sociological	4	Factual text Authentic illustrations
Facts about the United Kingdom/England	4	United Kingdom	Sociological	1	Factual list
Supermarket shopper (illustration)	5	American	Sociological	1	Factual comment
Pop art/Andy Warhol	6	American	Aesthetic	1	Factual text Authentic illustrations
Today´s protest is tomorrow´s trend	6	American	Sociological Aesthetic	4	Factual text Authentic illustrations
British territories and former colonies (introduction)	8	British territories Former British colonies	Sociological	2	Authentic illustrations
Canada – essential trivia and facts	8	Canadian	Sociological Semantic	5	Factual text Authentic illustrations
The last British territories – exciting islands	8	Falkland Bermuda Pitcairn	Sociological Semantic	6	Factual text Authentic illustrations
And the winner is...English!	8	English-speaking world	Semantic	6	Factual text Authentic illustrations