

**Linnéuniversitetet**

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Independent degree project

Representations of culture in four  
EFL textbooks for Swedish upper  
secondary school

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## Abstract

This paper presents how culture is represented in four commonly used textbooks used in English education in Sweden. The purpose of this paper is to shed light on what aspects of culture that are present in textbooks so that teachers are able to compliment the parts that may be missing from the books. Previous research on this topic has been either focused on geographical representations of cultures or on attempts at creating more aware textbooks with culture in mind. The investigation was conducted by reading the four textbooks and categorizing their content using a set of definitions to aid when placing texts or exercises in their respective categories. The categories were literature, history, geography, politics, sciences, food, holidays, values and customs. The number of texts or exercises found in each category were then counted and presented to give an overview of the amounts present in the textbooks. The results of the investigation showed that out of the nine categories literature and values had the most appearances throughout the textbooks. The reason for these categories being so prominent is contributed to the current and previous syllabi as the focus has shifted from literature being frequently used to ethical consideration being more present in exercises. One thing to take away from this project is that textbooks still has room in English education as they can contain more than just texts and exercises.

## Nyckelord

Culture, Comparison, Textbook analysis.

## Table of Contents

<b>1. Introduction</b>	<b>4</b>
1.1 Aim and scope	5
<b>2. Background</b>	<b>5</b>
2.1 Culture in the old and current syllabus	5
<b>3. Theoretical background</b>	<b>8</b>
3.1 Defining culture	8
3.2 Textbook analysis	10
<b>4. Materials &amp; method</b>	<b>12</b>
4.1 Material	12
4.2 Method	14
4.3 Limitations	17
<b>5. Results</b>	<b>18</b>
5.1 Pick & Mix 1	18
5.2 Viewpoints 1	21
5.3 Blueprint A	24
5.4 Blueprint Vocational	26
<b>6. Discussion</b>	<b>29</b>
<b>7. Conclusion and pedagogical implications</b>	<b>32</b>
<b>References</b>	<b>35</b>
<b>Appendix</b>	<b>38</b>
Appendix A. Table of culture found in the textbooks	38
Appendix B. Subcategories and definitions taken from Xiao (2010)	42
Appendix C Original statements from the syllabus for English A in LPF94.	43

## 1 Introduction

An essential part of being a language teacher that goes beyond just the language is being a mediator of culture (Kramersch 1993:8). Kramersch explains that if a language is seen as a social activity culture becomes "the very core of language teaching" (1993:8-9). Kramersch emphasizes that teachers should include context, defined as language as an expression of an individual's thoughts and intentions and language as an expression of a speech community's knowledge and expectations when teaching language to properly include culture in language education (1993:9-10). However, Secru, Mendez Garcia and Castro Prieto (2004:98, 100) observed in their study that teachers tend to separate the aspect of culture from the language teaching and that it was common amongst teachers not to consider the quality of the cultural material in the textbooks they use even though the textbooks are considered valuable tools in teaching.

Previous research on how culture can be presented and taught on a global scale comes firstly from Kramersch who separated and defined two sides of culture as "Culture" and "culture" where a hierarchy has since been established: "Culture" was considered more valuable to learn and covered items such as literature, politics, and history to name a few, whereas "culture" was related to behavior, thoughts and everyday life amongst other topics (1993:218). This view of culture has been used in previous research conducted by Lee (2009), Xiao (2010) and Dehbozorgi et al. (2014), who all have made similar separations in their research regarding various forms of culture teaching. This research attests that it varies whether "Culture" or "culture" is deemed to be more important depending on when and where the books are published.

There has been previous research done on how culture is implemented into education but relatively little has been done with a Swedish perspective focusing on the different parts of culture that can be utilized. According to Nunan (2001:605), the English language has become the language of entertainment, technology, science, the internet, and many other fields. Due to this exponential growth of the usage of the language the notion of culture has become less clear as English culture no longer is bound by one single geographical location as well as by

being a world language. Clouet (2006:59) proposes that one cannot learn a language without also learning its culture, and that cultural learning is only truly meaningful if it is comparative and contrastive. Clouet further explains that cross-cultural comparisons may expose learners to new values and ideas while also altering their world-view and this comparative method of teaching can be applied to all the countries that have English as its native language (2006:59). The Swedish National Agency for Education which is responsible for the syllabus used in Sweden does not mention comparisons of cultures explicitly but comparisons are mentioned in general in the syllabus (Skolverket.se 2011). However, the syllabus states that education is supposed to stimulate the student's curiosity regarding other languages and cultures but does not specify how or what parts of culture that are supposed to be included. There is another aspect of the syllabus that could influence the way culture is presented and that is the so-called "hidden curriculum" (Lund 2017:617) which is supposed to teach values that coincides with the current political climate (Fredriksson 1981:304).

## 1.1 Aim and scope

This thesis aims to investigate how "Culture" and "culture" are realized in four commonly used textbooks in Sweden. This investigation will work towards answering the following question:

- How are elements of Culture and culture presented in Swedish EFL textbooks?

This question will be answered by using a coding scheme based on previous research to categorize the content in the books and then by explaining why the items were placed in their categories.

## 2 Background

### 2.1 Culture in the old and current syllabus

The previous syllabus for English A, under LPF94, could be seen as being mainly skill-focused based on the key statements that are being made in the "character and structure" section where it is stated that the skills writing, reading listening and speaking "gives the subjects its structure" with the topic of culture as a way of using the different skills

# Linnéuniversitetet

Kalmar Växjö

(LPF94:37). This can be seen in the statements from Skolverket regarding what is to be taught in the different courses. Looking at the syllabus from -94 (Skolverket, 1994:37) it is apparent that the focus of the education was on knowledge about English speaking countries and cultures and this knowledge was to be gained through activities using language skills. For the English A course the syllabus states that after the course has ended the student shall "...have knowledge regarding social conditions, cultural traditions and ways of life in English speaking countries and be able to use these for comparisons between cultures," (Skolverket, 1994:37-38). This is the only mention of cultures or social aspects in the goals section in this syllabus.

Looking at the quoted parts below from the course English 5 from LGY11 one can learn that students are supposed to firstly improve their usage of the language skills (Skolverket.se 2011). The syllabus from 2011 states that "Living conditions, attitudes, values, and traditions together with social, political, and cultural conditions in different contexts and from different parts of the English speaking world..." that is supposed to be worked with in tandem with the skills (Skolverket.se 2011). The same ideas about factual knowledge from the -94 syllabus are still present in LGY11 as knowledge about the English speaking world and culture is brought up as a key point. One difference is that the focus has shifted from only countries that have English as their first language to places in the world where English is "used" (Skolverket.se 2011).

In the table below parts from both syllabi referring to culture are listed. The part from LPF94 is the author's own translation of the text and the original text in Swedish can be found in Appendix C.

**Table 1. Comparison of culture in syllabus for English in LGY11 and LPF94**

LGY11	LPF94
<p>"Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feeling; relationships and ethical issues."</p> <p>"Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used. The spread of English and its position in the world."</p> <p>"Literature and other fiction."</p>	<p>"Language-skills and knowledge about culture and societies in countries that where English is spoken makes up the central parts of the education."</p> <p>"During their education the students shall be given opportunities to get familiarized with different cultures within the English speaking world. By studying literature and and experiences with other cultures the students shall gain deeper knowledge of how the English language varies in different contexts and parts of the world."</p> <p>"After the course is completed completed the students shall have knowledge about social conditions, cultural traditions and ways of life in English speaking countries and be able to use this knowledge to compare cultures ..."</p>

Skolverket.se 2011. The author's own translation of Skolverket 1994, original text can be found in Appendix C.

As seen in the table above the two syllabi have similar formulations regarding what type of culture that is to be included in the education. The most prominent similarity is that both syllabi emphasize that literature should be used to some degree. Either as a medium for experiencing cultures or as a source of knowledge about areas where the English language is being used. Worth noting here is also that LGY11 includes the aspects of thoughts and beliefs of people from different parts of the world as a part of their interpretation of culture. This notion that culture can be more than facts separates the syllabi as LPF94 places more focus on facts regarding cultures as seen in in the point where the students are supposed to have "gained knowledge about social situations, cultural traditions and ways of life in English speaking countries" (LPF94:38). The type of knowledge that is being requested in the syllabus here is seen as factual as it also asks describes how the students are supposed to be able to use

the knowledge to make comparisons between different cultures. In relation to the syllabi, it is only fitting to also bring up the hidden curriculum as it also impacts the content of the education to some degree. The hidden curriculum functions as a set of guidelines for how to foster the students by showing them which rules to follow and which values that are acceptable to express and make them into functional members of the society (Fredriksson 1981:307).

Course-books used in Sweden used to be inspected by the Swedish government before publishing between the years of 1938 and 1974 to assure the quality of the books and that the authors were truthful with what they wrote. Then came a period when published material for schools was being produced without any regulations (Elmersjö 2017:9-10). In 1991 the government re-gained the ability to inspect published material. However, the reason for this was to review the material rather than approve it. The Swedish National Agency for Education has since, unofficially, placed the duties of assuring the quality of the published books and reassuring that they coincide with the schools' common principles, curriculum, and syllabus on the working teachers. The Agency's only involvement with the current material is reviewing them after they have already been published and publishing a book review (Skolverket.se).

## **3 Theoretical background**

In this chapter literature regarding culture and previous research on culture in textbooks will be reviewed and discussed to gain insight into the field and also to help explain the definitions of culture used in this project.

### **3.1 Defining culture**

The starting point for defining culture would be with intercultural communication as this is one of the goals with language education. As stated in the current syllabus, LGY11, the goal of the subject of English is to give the students the tools needed for them to be able to communicate using the target language as well as gaining knowledge about the countries

where the target language is being used (Skolverket.se 2011). In other words, the students are supposed to train their intercultural communication and intercultural competence. This then brings up the question of what is to be viewed as a part of a culture. Lundgren (2002:29) explains how the term culture has several definitions and how one such definition breaks it down into three dimensions. The first dimension is "ideas and modes of thought as entities of the mind...concepts, propositions, values and the like which people with some social unit carry together...". The second dimension is "forms of externalization, the different ways in which meaning is made accessible to the senses...". The third and final dimension is "social distribution, the ways in which the collective cultural inventory of meaning and meaningful...is spread over a population and its social relationships" (2002:29). To summarize what Lundgren wrote here culture can be seen as the internal conception of how the world is constituted, the external way these conceptions are expressed and how they are passed on between people.

The previously mentioned view on culture has been adapted and made into separate areas defined by different parts of what can be seen as aspects of culture. One scholar that tried to define this proposed separation is Kramsch (1993). Kramsch describes how separation can be made between "Culture" with a big "C" and "culture" with a small "c" and this separation more often than not comes with the notion that one aspect is seen as more intellectual due to the connection to the finer arts. Kramsch (1993:218) made the distinction between "Culture" and "culture" where the former was seen as the more prestigious as it included theatre, literature, and music as items related to specific cultures. The second aspect from Kramsch, "culture", contained patterns of behavior, customs, and beliefs that belongs to specific groups of people in cultural communities.

A similar definition of the aspects of culture comes from Xiao who explains the definitions as "big C" culture and "little c" culture. According to Xiao "big C" culture consists of but is not limited to areas like art, literature, politics, and history to mention a few areas (2010:18). The "little c" aspect of culture does, according to Xiao's definition contain but is not limited to areas like food, values, lifestyles, and customs (2010:18). Again with these definitions used

by Xiao, there is an implicit ranking where the "big C" culture has been seen as the more important aspect as it revolves around factual areas such as history and different art forms like theatre while the "little c" aspect deals with features of everyday life.

One can notice how different scholars have different interpretations of what can be included under big "C" culture and little "c" culture. One point that seems to be constant however is that geography, history, and literature always seem to be included under big "C" culture while more philosophical aspects such as ethics, values, and lifestyles always seem to belong under little "c" culture. However, geography is a questionable category as it seems to be not as related to culture as the other categories and it's inclusion in previous research comes from ties to the grammar-translations way of teaching in which factual knowledge was a large part of the content of the education. Geography could be seen as a part of what in Sweden is called "realia" which entails more general knowledge about countries. For the purpose of this thesis the category of geography is restricted to geographical locations and groups of people in order to make the connection to culture as clear as possible.

As the current syllabus for English includes parts from all of the aforementioned aspects of both big "C" and little "c" culture it would be safe to assume that the syllabus does not value one aspect over another unlike in LPF94 where the focus seems to have been on the more "prestigious" form of culture as seen where the syllabus highlights literature and "...meetings with other forms of culture..." (my translation) as a way of identifying differences in the language that is used instead of the cultures themselves. (Skolverket 1994:37).

## 3.2 Textbook analysis

An article written by Dehbozorgi et al. (2014) discusses different aspects of culture found in textbooks. The authors describe the different aspects of big "C" and little "c" culture. Big "C" culture is referred to as more static and consists of facts, geography, history, art, and customs to mention a few of the aspects that were brought up (2014:71). Little "c" culture, on the other hand, consists of norms, beliefs and social positioning to mention a few (2014:71). The study analyzed which of the above-mentioned aspects were more prominent in the books chosen for the study by analyzing pictures, exercises and texts emulating conversations found in the

books. These pictures, exercises, and texts were then placed under categories made from the previously mentioned aspects of culture. The results of this study showed that the little "c" tended to take up more of the books' meaning that the books tended to prefer the aspects of norms and beliefs to mention a few aspects that appeared to have more presence. These aspects of culture have also been a part of a study by Alikbari (2005) in which they examined textbooks to identify if the book provided enough material to provide the students with a cultural understanding that would eventually prepare them for cultural interaction and communication. In this study, Alikbari analyzed the text within the books and used coding schemes to label sentences containing cultural references and analyzing them further. The results of this study showed that the books did not contain enough material and did not provide the students with the cultural understanding they were supposed to receive (2005:11). Similarly, Lee (2009) conducted a study revolving on how textbooks in Korea treated culture-general themes. This study showed that several of the textbooks omitted themes from non-European culture as all of the textbooks contained illustrations of people with European backgrounds with a strong focus on American culture (2009:86). Lee's study concludes with the notion that Korean textbooks tend to prioritize the big "C" culture themes as they were the most frequent (2009:92).

From a Swedish perspective, there is the work from Wilhelmson (2015) which is a literature review focusing on the geographical representation in textbooks used in language teaching at the upper secondary level. In this study, Wilhelmson concludes that attempts were made at creating textbooks that promote intercultural awareness and that overgeneralizations and stereotypical representations of culture are problems that occur in language teaching (2015:16). Another study which also was done by Wilhelmson (2016) that set out to explore the cultural geographical representations in textbooks with regards to a paradigm revolving around English as an international language. This study showed that countries where English is the native language dominated the content found in the books and that a category called "Culture as social custom" dominated the cultural content found in the books (2016:21).

## 4 Materials & method

In this section, the material that was used will be presented in order to give the reader knowledge about the layout of the books used for this project as well as the content within said books. The method is also presented and the steps taken throughout the project are also described so that the project may be replicated with the same procedures.

### 4.1 Material

The books that were used for this study were chosen because they were currently being used in classrooms at the upper secondary schools in southern Sweden. The books used were *Pick & Mix 1 Engelska 5* (2013), *Blueprint A* (2010), *Blueprint Vocational* (2011) and *Viewpoints 1* (2011). All of the books are aimed at the first course of English at the upper secondary level. This combination of books was chosen as it would give insight into the possible differences in contemporary books and how they represent culture. One book was also selected that was printed under LPF94, which is the previously used syllabus in Sweden.

*Pick & Mix 1* is written by Simon and Tove Philips and it was written with the current syllabus, LGY11, in mind. The book is divided into ten chapters which all have their separate themes, for example, the chapters called "Fabulous food" and "Culture Shock". Each chapter contains a section devoted to each of the four language skills, reading, speaking, writing and listening, as well as a section devoted to different grammatical forms. Each section then contains between three and five exercises. The authors claim that their book is a helpful tool for learners to reach the goals of English 5 by working with the themes or by focusing on specific skills (2013).

*Viewpoints 1* is written by Linda Gustafsson and Uno Wivast. The authors write in the foreword that the book was written with LGY11 in mind and that the content also can be connected to the corresponding level in the Common European Framework of Reference for Languages. The book contains five chapters. Each of the chapters contains four sections dedicated to an extract from a piece of literature that is followed by exercises surrounding the

content of the texts or any of the language skills. Each section contains six exercises. The authors also emphasize accuracy and list the various activities that are within the book (2011).

*Blueprint A* is written by Christer Lundfall, Ralf Nyström, and Jeanette Clayton. This book was written under the previous syllabus for English, LPF94, which means that it is structured around different notions of what is important for the subject of English. One such difference is the heavy focus on writing which makes up most of the exercises in the book. The foreword describes the book as an updated version with some slight alterations from the previous edition. One such alteration described by the authors is the addition of a section with content based on music. The book contains eight chapters which all contain between four and six sections that focus on one of the language skills. Each section comes with between two and four exercises. The authors also state that the language is supposed to be a tool to be used by the students (2010:6).

*Blueprint Vocational* is written by Christer Lunfall, Monica Möller and Ted Sunhede Falk. This book was written under the current syllabus LGY11. The book is written with the vocational programs in mind and is aimed to be used at those programs. Vocational programs are programs that do not prepare students for further education as they are more practical and oriented towards practical trades. This usually means that the books are lighter and on an easier level. The book contains eight chapters. Two of these chapters are special as one is dedicated to further assisting students with writing and speaking and the other is purely dedicated to grammar and these two chapters were excluded from the analysis. The remaining six chapters contain sections dedicated to language skills. These sections contain between one and six exercises. The authors make no connection to any syllabus or course in the foreword but they explain the general layout of the book (2011:7).

Worth noting is that the textbooks are relatively old as they are printed between 2010 and 2013 and their relevance can be questioned as the content quickly gets outdated. The reason for the choice of material is simply availability.

## 4.2 Method

The method used for this paper was content analysis with both qualitative and quantitative elements. The qualitative element came in the form of interpretation of the items discovered and the determination of category membership (Boreus, 2018:51). The quantitative element was the presentation of the frequency of the subcategories throughout the books (Bryman, 2016:286-288). This method is one way for the researcher to describe the relative frequency and importance of certain topics found in written texts by summarizing the text using pre-existing categories and themes (Cohen, 2011:563-564). These categories and themes are then coded, categorized, processed and counted to determine what the researcher is asking for. The choice for this method was based on the idea that it would allow me to discover themes or patterns in the books used for the project. This method allowed for the creation of categories made by the content that is found in the books as well as by the previously mentioned categories from Xiao (2010:18). The items that were found using the categories were then interpreted and analyzed by observing how culture was being presented. To gather material for analysis using this method, the first step was to create a scheme for what is to be analyzed which is grounded in previous research on the topic. This scheme consisted of a set of subcategories that were related to the aspects of culture that are listed below. The aspects big "C" culture and little "c" culture that was used for the analysis were adapted from Kramsch (1993) and the subcategories located in parenthesis below were taken from Xiao (2010:18) and Dehbozorgi et al. (2014). Xiao (2010:6) explains the types of culture as follows, big "C" culture refers to a culture that focuses on products and contributions of a society. Little "c" culture, on the other hand, refers to the "way of life" and daily living of societies. The subcategories taken from Xiao is listed below:

- Big "C" culture (literature, history, politics, geography, and sciences)
- Little "c" culture (food, holidays, customs, and values)

Xiao (2010:39-40) lists the subcategories with definitions to make the distinction easier when coding. These definitions are also used in this study to ascertain the main subject of the texts or exercises and determine which category they belong to. The definitions of the

subcategories are listed in a table in appendix B. The subcategories used when gathering the data were constructed by implementing the previously used categories of big "C" culture and little "c" culture from Kramersch (1993) and by Xiao (2010:18) who used the following subcategories, literature, politics, history, food, values and customs when processing chunks of texts looking for names of countries to determine the target culture.

The subcategories that were used for data collection were also found in Dehbozorgi et al. (2014) who analyzed pictures, dialogues and activities which signaled that the categories, big "C" culture and little "c" culture, and subcategories found in parentheses above are made up of aspects commonly found in regards to culture in English language textbooks. This would suggest that the categories can be used to explore the field of culture in textbooks and give insight into how culture can be presented in multiple ways throughout different books. The fact that the categories from Kramersch (1993) and subcategories from Xiao (2010) seem to be transferable to different studies dealing with how culture is presented would indicate that the categories could be used in other studies to test their reliability and validity.

The first step for gathering data was to read through the 29 chapters present in the books to find exercises or texts that could be connected to the aspects of culture. From this reading 80 exercises from *Blueprint A*, 101 exercises from *Viewpoints*, 106 from *Pick & Mix* and 71 from *Blueprint vocational* were scrutinized. As the access to listening material was limited, any listening exercise where the material was not written in text form in the book was disregarded. This meant that a total of 371 exercises and texts were processed to provide coverage of the books in their entirety and to find any exercises with connection to any aspect of culture. From the initial 371 items, 128 instances were found where some of the aspects of culture were present either in the form of exercises connected to texts or as standalone exercises without being connected to any text to provide context for the exercise. These exercises were then processed and put into their corresponding category in a table representing the number of items found in each book. This table can be found in Appendix A and displays the instances and their context. If a text with attached questions was found this would be counted as one

instance for the text and one for each exercise. In some cases, several exercises have been lumped together but they should all be counted as written in the appendix.

The second and final step was to analyze and interpret the items that were found with their context in mind as Cohen (2011:564) suggests that to ensure that the purpose of the text or exercise does not get removed and no additional meaning is given to it. True objectivity is however hard to achieve as the items are interpreted by the researcher and that attaches subjectivity to all decisions regarding what categories the items belong to. To reduce the level of subjectivity, the definitions listed in appendix B were used to determine category membership of the discovered items. This was done by processing the items and how they were presented in the books to determine which category they belonged to. The processing of the items was done by scrutinizing the exercises and texts that were discovered using the following questions together with the definitions in Appendix B to assess how culture is presented and determine category membership.

- Which definition fits the content of the exercise or text?
- What subcategory is presented in the exercises and texts found in the book?

An alternative method that could have been used to reach similar results is corpus analysis. This method entail the usage of corpora to analyze the circumstances surrounding the keywords used in the present study. This could have been done by using a tool called Sketch Engine which allows users to browse already established corpora or create their own to find situations in which the selected keywords are used and the frequency of the keyword categories. In this situation a personal corpora would have been created either by transcribing the texts and exercises found in the textbooks into Sketch Engine or uploading digital versions of the textbooks into Sketch Engine and then running the programme to find the frequency of the keyword categories in them as well as to some extent the context in which the keywords occur.

## 4.3 Limitations

One limitation that came from using the already established aspects from Kramersch (1993) and subcategories from Xiao (2010) and Dehbozorgi et al. (2014) was that other potential elements and categories related to culture would not be used or discovered in this study.

Another limitation was that the author did not have access to the digital additions that came with some of the used books. Due to this no listening exercises, texts or exercises that may be available online have been included in the analysis.

A third limitation regarding the book *Blueprint vocational* was that many of the larger exercises required the students to ask the teacher for a worksheet, which the author did not have access to. Because of this, only the information given in the book was used in the analysis.

## 5 Results

In this section, the books will be presented one at a time. The items under each subcategory are listed in tables that are found under each book. The items found in the books are then presented one aspect at the time beginning with the big "C" categories followed by the little "c" categories. Not all items found are brought up as examples in this chapter as similarities would make the examples repetitive.

### 5.1 Pick & Mix 1

In *Pick and Mix 1*, the instances of big "C" culture were mainly presented through exercises and these exercises tended to be heavily focused on geography and history.

**Table 2. Instances of big "C" categories found in Pick & Mix.**

Categories	(n)
Literature	0
History	8
Politics	0

# Linnéuniversitetet

Kalmar Växjö

Geography	9
Sciences	2
Total	(19)

As seen in the table above where history and geography make up the majority of the categories found under big "C" and with the sciences as the only other category being found. The exercise called "Visit our country" (2013:21) is an example of this as it asks the students to research a country of their choice and then make a presentation about the said country to the rest of the class. The directive for the presentation is to "...make more tourists come to your country." and that the students should "Use text and images..." in their presentation to make the destination more appealing. As the exercise is focused on geographical locations and the students are supposed to either use their knowledge or find new knowledge about the countries it is placed under the geography subcategory.

The geographical focus culture in this book is further seen in the chapter called "A World of Sports" where the students are faced with a text about cricket and the sport's popularity in some of the countries that used to be part of the British Empire (2013:127). As the exercise centers on countries that used to belong to the British Empire, it is deemed to belong to the geography subcategory. This chapter also contains exercises that make the students research the British Empire and its historical impact on Australia and to a certain degree New Zealand (2013:132). As this exercise deals with the history between the countries, Australia being a former prison colony, for example, qualifies this exercise to be put under the history category.

Another chapter that contained texts with a heavy focus on geographical and historical knowledge, as well as knowledge about science, is called "Plastic Surgery" (2013:147). In this chapter, there is a text accompanied by questions (2013:150-153) that explore the history of plastic surgery which is explained together with the countries in which it originated and how it later was developed further across the world. The introductory text explains what plastic surgery is placed under the sciences category as the text deals with a medical field which is part of the definitions for this category. A second text gives the historical background for

plastic surgery which puts it under the historical knowledge category as well as geographical knowledge as the text goes on to present the countries that continued and evolved the practice of plastic surgery.

**Table 3. Instances of little "c" categories found in Pick & Mix**

Categories	(n)
Food	2
Holidays	0
Customs	2
Values	8
Total	(12)

The instances of little "c" culture that was found in the exercises and texts mainly refer to the aspect of values and ethics as the content deals with morals as seen in the table above were texts or exercises dealing with values make up more than half of the instances. This is especially seen in the chapter called "Crime and Punishment" (2013:167) where the students are given questions to discuss how different crimes should be punished. The aspect of values is presented in this exercise through the act of passing judgment as the students discuss which crime is more severe. The exercises found in this chapter ask the students to several crimes according to what the students believe to be the severity of the crimes and this involves the student's sense of what is right and wrong and this is why the exercises are put under the values category (2013:169). The chapter also includes a text which explains why laws exist and also describes forgotten and "weird" laws (2013:170-173). This part is deemed as belonging to the history category as it presents historical aspects of the concept of laws and gives historical examples of what the book calls "Weird Laws".

A single exercise that was found that also heavily relies on the aspect of values came from a chapter called "Animal Rights" (2013:67) and asks the students to make moral decisions regarding medical testing on animals as well as animal rights in general. The students are faced with a text informing them about animal rights and different forms of animal abuse and

# Linnéuniversitetet

Kalmar Växjö

an example from the book is animal testing in the pharmaceutical industry together with arguments against such actions (2013:71). As this exercise engages the students thinking regarding what is right and wrong this places the exercise under the values category.

However, there were also instances where texts or exercises relating to food and customs were found in the book. One such instance was a text regarding differences in behavior in different countries (2013:10) and asks the students to reflect on any cross-cultural experiences that they may have had. This text focuses on differences in behavior in different countries which qualifies it to be put under the customs category. There is also a chapter called "Fabulous Food" containing texts and exercises that explore food and eating habits around the world (2013:47). An exercise from this chapter depicts different food cultures that are compared to each other and this exercise is therefore put under the food category (2013:59).

## 5.2 Viewpoints 1

This book has very strong connections to the literary aspect of culture as seen in the following table. This is because each chapter in the book contains one literary extract which the exercises relate to. The pieces of literature that were present in the book were extracts from novels.

**Table 4. Instances of big "C" categories found in Viewpoints 1**

Categories	(n)
Literature	19
History	5
Politics	4
Geography	1
Sciences	0
Total	(29)

# Linnéuniversitetet

Kalmar Växjö

As seen in the table a majority of the instances that were found in the book belonged under the literature category and the categories of history, geography and politics were found to be less occurring in the book. The novels that are being used in this book are therefore presumably viewed as important by authors as they chose to include them. As this book was printed under LGY11 which lists literature as a separate point instead of as a part of the culture the number of literary texts found was surprising. A possible explanation for this can be that the literary extracts are used to invoke elements of little "c" culture either in the text itself or the following exercises. All of the 18 texts found in the book are extracts taken from novels or other literary works and are put under the literature category because of this.

As literature is a category under big "C" culture the literary extracts found in the books are therefore listed under this category. The 18 extracts used in this book can be seen as products of English speaking cultures and are therefore used as representations of the cultures they come from to a certain extent in regards to language. Another finding that shows that the authors of *Viewpoints I* values literature as a means of representing culture is the specific mentions of "classics", such as "Red Riding Hood" and "The Three Little Pigs", when altered versions of them are used as reading material for an exercise (2011:104-113). Calling these stories classics could indicate that they symbolize a certain standard of writing and the usage of altered versions of the stories could be seen as the originals still having relevance in the literary world. Big "C" culture is also represented in the book by the means of a text which is about the Vietnam War (2011:145). As this text tells the story of a man during the war it is seen as a historical text and is placed under the history category.

Another instance of history found in the book was about the serial killer Aileen Wuornos and describes parts of her crime spree. As the texts explore past events they are deemed to belong to the history category.

One instance of the political aspect of big "C" culture aspect being represented in the book is with the text called "On the other side" (2011:19) which centers on a ghetto in England and the questions that follow. The text is followed by questions regarding the political changes

that would be necessary to make the ghetto a better place. As this exercise deals with the hypothetical situation where the students can enact their own policies and make decisions that affect a country it is placed under the politics category.

**Table 5. Instances of little "c" categories found in Viewpoints 1**

Categories	(n)
Food	0
Holidays	0
Customs	1
Values	16
Total	(17)

Little "c" culture in the book is mainly presented in the form of texts and exercises that deal with values with the exception of texts and exercises that deal with customs as seen in the table above. This is seen as an example in a text that deals with a former child soldier from Sierra Leone (2011:165). The text itself describes the author's story and the questions that come after the text asks the students to discuss the phenomenon of child soldiers and how other countries like Sweden can help children in similar situations. This exercise engages the student's thoughts about what is right and wrong and is placed under the values category.

Another part of the aspect of values that represents little "c" culture in *Viewpoints 1* revolves around crimes. The students encounter two texts, one about the serial killer Aileen Wuornos (2011:255) and one fictional about a person committing identity theft (2011:177). The texts are both followed by questions that ask the students to discuss and argue the severity of the crimes and if the punishment is too harsh or not harsh enough. This exercise challenges the students' perception of justice and the ethics surrounding the different punishments that are available in America and Sweden and is because of this put under the values category.

This book also does something rather interesting when it incorporates aspects from both big "C" and little "c" culture with the text "Getting It" and the exercises that follow it (2011:201-210). The text in question is an extract from the book "About a Boy" that deals

with bullying. After the text, some questions deal with the topic of bullying and asks the students to give their take on the matter which again makes the exercise fit under the values category.

## 5.3 Blueprint A

In this book literature was also very prominent which may be a result of the syllabus as it emphasizes literature and the authors made the conscious decision to include more extracts from literary works as a result.

**Table 6. Instances of big "C" categories found in Blueprint A**

Categories	(n)
Literature	7
History	2
Politics	0
Geography	3
Sciences	0
Total	(12)

As seen in the table above literature is the category that is the most prominent category found in the book, making up the majority of the instances found while history and geography only make a few appearances. This is evident with the, compared with the other books except for *Viewpoints 1*, large number of literary extracts found in the book as seen in the table above. Besides the literature category, only history and geography were present in the book. As the literary extract represents the culture from which they are from as well as displays it in the text it would then cover the literary aspect of culture.

The geographical and historical aspects are presented in the form of texts containing facts about locations and historical events. An example of this is the text called "Wages of hate" (2010:191) which is about the slave trade and apartheid in South Africa. This text provides the facts about the slave trade from a historical perspective and later narrows its focus down

to South Africa and the apartheid period of the country's history. Due to the focus on history, this text is placed under the history category.

Furthermore, there was also a text found about a tribe that invented bungee-jumping (2010:155-157). This text and the exercises that follow incorporate both the big "C" and little "c" aspect of culture. It exposes the students to historical facts as the tribe lives on an island that was once part of the British Empire and was until 1980. At the same time, it also informs about the customs of the island people as the act of bungee-jumping is explained to be a rite of passage for them which would place this text under the customs category as well. This exercise thus manages to incorporate two categories in the same text.

**Table 7. Instances of little "c" categories in Blueprint A**

Categories	(n)
Food	0
Holidays	1
Customs	1
Values	13
Total	(15)

The little "c" instances that were found in the book are mostly represented by the values category which makes up a vast majority of the instances. Holidays and customs do occur but to a lesser extent while food does not appear at all. Another instance where *Blueprint A* manages to incorporate both big "C" and little "c" culture is with the chapter called "Human Rights and Wrongs" (2010:85). This chapter explores literary extracts about crime and punishment where it combines political and geographical knowledge regarding the judicial systems of other countries with the values and morals of the students as they discuss the crimes they have read about. An exercise that was found in the previously mentioned chapter that incorporates the values aspect of little "c" culture as well as the political and geographical knowledge from big "C" culture is from a section called "Further Studies" (2010:109) where

the students are asked to research the United Nations Human Rights Charter and also research what the book refers to as "trouble spots" where children's rights are being violated. This exercise exposes the students to the different standards of living that exist in the world and the living conditions in different countries. This exercise also raises the issue of child abuse and has the students passing judgment on the phenomenon. This exercise has the students engaging themselves further with the topic of children's rights by having them visit the official website of UNICEF to learn more about the human rights charter published there and what it says about physical punishment. Because of the tie to the global reach of UNICEF, human rights and the idea to inflict change the different parts of this exercise are placed under the values, politics and geography categories.

One instance of the holiday category was also found in the book. In a text telling the fictional story of a boy on summer camp (2010:9-13). As summer camps are or at least were a prominent activity in which children in America took part in during their summer vacation this is seen as an activity commonly done on holidays. Because of this, the text is placed under the holidays' category.

## 5.4 Blueprint Vocational

As seen in the table below the instances of big "C" culture in *Blueprint Vocational* are predominantly extracts from novels being used to symbolize the culture from which they originate and serve as givers of geographical knowledge. The literature category makes more than half of the instances found in the book followed by geography which makes up roughly a third of the noted instances while history only made one appearance. Politics and sciences, however, did not make any appearances throughout this book.

**Table 8. Instances of big "C" categories found in Blueprint Vocational**

Categories	(n)
Literature	5
History	1
Politics	0

# Linnéuniversitetet

Kalmar Växjö

Geography	3
Sciences	0
Total	(9)

An example of the usage of literature is the number of extracts from the novel "The absolutely true diary of a part-time Indian" that are present in the book. In these extracts, the reader encounters geographical facts about Native Americans and the reservations they inhabit. An interesting point is that the authors use three extracts from this novel throughout the book. Using the same novel multiple times can be seen as the authors believing that the novel is a good example of English literature or that fits their target audience. The extracts are followed by questions that deal with the text itself or with outside aspects. The extracts from the novel include descriptions of differences that the protagonist who is of Native American descent experiences when transferring to a school outside of the reservation.

More instances of geographical knowledge being present in the book are in the text "Online Strangers Go IRL" (2011:18-22). This text follows a woman on a road-trip across America and the different states that she visited. This aspect of geography is presented as names of geographical locations and cities in a text that the students read. Throughout the text, the readers are given information about the states that the woman visits further providing the geographical knowledge aspect of culture and because of this, the text is placed under the geography category. On a similar note, there is an exercise as part of a "Further studies" section (2011:118) that specifically starts with the word geography and asks the students to research any states of their choice and find information regarding state capitals and largest cities in the states they choose. This exercise is also placed under the geography category.

One aspect of the historical aspect of big "C" culture being present in the book is a text about how Columbus mistook the Caribbean for India (2011:125). This text gives provides historical knowledge about Native Americans as well as geographical knowledge about the Caribbean, Spain, America, and India. This text manages to integrate both history and geography and is placed under both categories.

The instances of little "c" culture were observed to be represented in large numbers by the values category as seen in the exercises listed in the table below.

**Table 9. Instances of little "c" categories found in Blueprint Vocational**

Categories	(n)
Food	1
Holidays	0
Customs	1
Values	13
Total	(15)

Also worth noting is that besides values, customs and food were the only other little "c" categories that were found in the book. This is seen for example in the text "Even when you win you lose" (2011:114-116) and the questions that follow. This text is about a gay woman in America who got denied entrance by her school when wanting to go to prom with another girl. The questions that follow the text has the students discussing whether this could happen in Sweden or not and what the reaction of the school would be if this happened. As the text deals with beliefs regarding what is right or wrong in regards to the sexual orientation of individuals it falls under the values category.

Another example of how the values category from little "c" culture is presented in the book is through an exercise found under a "Reflect & Share" section (2011:154). This exercise deals with beauty standards that are portrayed through pop-stars and music-videos and has the students engage in discussion about what they perceive to be beautiful and their thoughts on the phenomenon. In this exercise, the students are tasked with identifying behaviors that can be damaging to some and this fits the description for the values category.

One instance where the aspect of food is presented in the book is under a "Further Studies" section (2011:172) where the students are tasked with describing typical Swedish food to

someone who has never experienced it and also learns about typical foreign dishes. The book gives examples of foreign dishes that the students are to find more information about using a worksheet provided by the teacher and other means of information gathering that exists outside of the book. This exercise is placed under the food category.

## 6 Discussion

This thesis aimed to investigate how culture is realized in currently used textbooks. The answer to this question is that both of the aspects, big "C" and little "c", were present in the books, the subcategories did, however, vary in their appearances.

**Table 10. Summary of subcategories found in the books.**

Categories	Pick & Mix %      n	Viewpoints 1 %      n	Blueprint A %      n	Blueprint Vocational %      n
Literature	0      0	41     19	26     7	21     5
History	26     8	11     5	7      2	4      1
Geography	30     8	2      1	11     3	13     3
Politics	0      0	9      4	0      0	0      0
Sciences	6      2	0      0	0      0	0      0
Food	6      2	0      0	0      0	4      1
Holidays	0      0	0      0	4      1	0      0
Values	26     8	35     16	48     13	54     13
Customs	6      2	2      1	4      1	4      1
Total	100   31	100   46	100   27	100   24

# Linnéuniversitetet

Kalmar Växjö

As seen from the 68 instances of big "C" culture listed above 31 were from the literature category which makes it the largest category from this aspect and in general. From the little "c" aspect the values category had the most instances throughout the books with 50 instances found which makes it the second largest of the categories. An interesting trend was that the values category had consistently high numbers in all of the books making it the most consistent category. This is in agreement with Wilhemson's study of cultural aspects in textbooks where she found that her category called "social issues", which is the closest related to the values categories used in this thesis, was amongst the dominating subcategories found in the books (2016:17-18). This large number of literature instances could be explained by the inclusion of a book that was written during the older syllabus, LPF94, which had literature as a point of its own to be included in the education. This can, however, be countered with the fact that a book printed under LGY11 and it too includes numerous literary extracts.

Another explanation for the high number of literature references could be that the authors felt that texts are a good medium to use when teaching English. However, none of the syllabi for the books used in this study states that the literature should or could be used as mediums in any form, as it only says that the students should "be able with good understanding to read easy contemporary literature from different English speaking countries" (LPF94:38, Skolverket.se 2011). The reason for this large amount of value-related instances in the books could be attributed to the so-called "hidden curriculum" that exists in Sweden which includes the duties of teachers of which one is shaping the students as individuals (Fredriksson 1981:304). One way of doing this could be to expose the students to exercises where they have to make up their minds about what they feel and think about the matter in the exercises or texts they encounter.

One interesting part of the table is the categories that had the lowest number of appearances. Politics, sciences, food and holidays were the least frequent categories in the books. The appearances of food and holidays are perhaps understandably low due to general interest from the authors on the subjects as food generally the same everywhere with the few regional exceptions and western societies share many holidays again with some regional differences or

due to the syllabus not requiring these subjects to be included. These general differences could have been the point of either texts or exercises dealing with food or holidays and it is one of the cases observed in this study where the exercise asks students to learn about "typical" foreign dishes. The lack of sciences and politics are however more confusing to me. As the world we currently live in is ever-evolving scientifically it is odd that major technological and scientific advances are not more prominent in the books. This could again be due to the interest of the authors or due to the syllabus not requiring it but also due to when the books were written and printed. Due to the books being printed between 2010 and 2013 there should be a plethora of advances in science that could be included in the books as content. This makes the lack of politics more intriguing as politics is specifically mentioned in the current syllabus as well as in the "hidden" syllabus which dictates that teachers should support the current political system and foster the students to become active participants in the society in which they live (Fredriksson 1981:304-307). With this in mind politics should perhaps be more prominent than it currently was in the books used for this study. The inclusion of politics could have been focused on global politics surrounding the United Nations or European Union or on differences between Sweden and other countries in regards to a political election or how laws are made to educate the students on the society they live in.

One interesting discovery in contrast to what Secru, Mendez Garcia and Castro Prieto (2004) reported about how culture seems to be separated in language education in Spain would be that in Sweden culture would appear to be incorporated into the education. This notion is supported by the exercises found in the books used for this thesis which specifically revolves around culture and asks the students to think actively about differences or similarities and then discuss for example.

Regarding the method that was used for this thesis, content analysis, there are a few aspects to comment on. Firstly is the weaknesses of the method. One weakness is the subjectivity of the researcher. As the method relies on the interpretation of words, phrases or whole texts it leaves room for the researcher's thoughts which may lead to results that will differ between researchers as they have their own subjectivity. In the case of this thesis, the subjectivity

comes into play when the items were coded and placed into their respective categories as my interpretation of context and the material itself determined where the items found were placed. One researcher may think that certain exercises should go into one category while another researcher may think differently depending on how they each interpret the context of the text or exercise and the text or exercise itself. To minimize the subjectivity when coding a set of definitions taken from Xiao (2010) were used when processing the items and determining category membership. These definitions aided in determining the core subject the text or exercise revolved around and also which category it belongs under. One way to reduce the level of subjectivity would have been to conduct an intra-coder reliability test which would have tested the coding procedure but this was not done due to time constraints and also the lack of another researcher to aid in performing the test. Secondly, the method of content analysis is probably more suitable to be used for analyzing smaller samples of text or even just words, as they would be harder to impose subjectivity to and thusly securing more objectivity. One strength with this method when applied to textbooks is the ability for the researcher to look at the material subjectively and form opinions that may be useful from a teaching perspective regarding the content of the books.

The material used for this thesis could have been chosen differently to possibly gather data from areas outside of where the author resided when gathering the material. Access to digital components that belonged to the books could potentially have garnered more material that could have been analyzed and possibly change the outcome of the thesis. Older material could also have been used to get a wider perspective on the changes that may have occurred after a new syllabus was introduced.

## **7 Conclusion and pedagogical implications**

This thesis aimed to investigate how culture is realized in four commonly used textbooks in Sweden. This thesis set out to try and answer the following question:

- How are elements of Culture and culture presented in Swedish EFL textbooks?

The answer to the question is that culture is presented through either literary extracts or exercises found in the chapter in the books and it is not uncommon that the three are incorporated in some way as seen in the results chapter. An interesting result that was found was that the most prominent category from big "C" culture was literature while from little "c" culture values was the most prominent category found in the books.

One conclusion that can be drawn from this thesis is that none of the books used prioritizes one aspect of culture more than the other. As all of the books display a fairly equal amount of both big "C" and little "c" culture this allows for a more comprehensive overview of the abstract field that is culture. Some of the books even incorporate the two main categories of culture and make them work together as seen in *Blueprint A* and *Viewpoints*. Another interesting conclusion that can be made regarding the book *Blueprint A* is that even though it was printed before the change to LGY11 it still incorporates both big "C" and little "c" culture and even incorporates the two where different aspects are used together and worked with.

This study could have been carried out differently by using a wider array of books to make the results more general instead of only applying to the four books used in this thesis. Different definitions of culture could also have been used to include more aspects that can be seen as culture, like popular culture which was excluded from this thesis. A possible area for further studies would be a more historical overview of the changes in how culture has been realized could also have been done by looking at books printed even further back than those printed under LPF94 or unrevised books from the same period.

However, a current trend worth noting amongst experienced teachers is that they abandon the use of traditional textbooks and instead assemble their own material from external sources found online instead of what the school may provide. A significant downside with teachers choosing their own material from outside sources is that the variation of cultural representation may be limited if the teachers do not have previous experience in choosing material that provides cultural representation. As one intention of this thesis is to shed light on the potential need for teachers to inspect the material they gather from outside sources as well

as take advantage of the existing textbooks as they may include aspects that the outside material does not. The analysis of content done in this theses could be adapted to be used on other materials than textbooks which could aid teachers in finding suitable material outside of what the textbooks may offer.

In regards to the pedagogical implications of this thesis, the implications are centered on textbooks and knowledge of the content of said books. Knowledge of which aspects of culture that are present in the books used also allows the teachers to complement the books by providing the aspects that may be missing from the books and brought into the education by the teacher by other means than the textbook that is being used. While the syllabus does give some directions in regards to what is to be included when it comes to culture the syllabus does also leave a great deal up to the teachers.

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## Appendix

### Appendix A. Table of culture found in the textbooks

Book	Big "C" culture	Little "c" culture
Pick & Mix	<p>Text and three exercises about backpacking in different countries. - Geography.</p> <p>An exercise called "Visit our country". - Geography</p> <p>Text about a demonstration in Oxford. - History.</p> <p>Text about the Roswell UFO site and Area 51 in America. - History.</p> <p>Text about Australia, New Zealand, and the UK. - Geography.</p> <p>Text and four questions about the rivalry between Australia and the UK in sports. -History</p> <p>Three exercises from a chapter called "Crime and Punishment" containing texts and exercises. - Geography.</p> <p>Two exercises from a chapter called "Plastic Surgery" containing questions for discussions. - Sciences</p> <p>Text about the history of plastic surgery. - History</p>	<p>A text describing behavior in different countries followed by three questions. - Customs.</p> <p>Discussion exercise about cultural differences. - Customs.</p> <p>Text and questions about eating habits around the world. - Food.</p> <p>Two exercises from a chapter about plastic surgery containing texts and exercises. - Values.</p> <p>Four exercises from a chapter called "Crime and Punishment" containing texts and exercises. - Values.</p> <p>Exercise comparing crimes against animals to crime against humans. - Values.</p> <p>Questions about illegally downloading movies. - Values.</p>

<p>Viewpoints 1</p>	<p>Extract from "Big Mouth and Ugly Girl" - Literature.</p> <p>Extract from "The Crew". - Literature.</p> <p>Extract from "Inexcusable". - Literature.</p> <p>Extract from "Doing It". - Literature.</p> <p>Extract from "Pants on Fire". - Literature.</p> <p>Extract from "The Anorak's First Kiss". - Literature.</p> <p>Extract from "Until Dark". - Literature.</p> <p>Extract from "Revolting Rhymes". - Literature.</p> <p>Extract from "The Case of the Four and Twenty Blackbirds". - Literature.</p> <p>Extract from "The Transformation of Cindy R." - Literature.</p> <p>Extract from "Boy Kills Man". - Literature.</p> <p>Extract from "The Things They Carried". - Literature.</p> <p>Extract from "Monster: The True Story." - Literature.</p> <p>Extract from "A Long Way Gone". - Literature.</p> <p>Extract from "Confessions of a Shopaholic" - Literature.</p>	<p>Text about boy suspected of crime followed by exercises. - Values.</p> <p>Exercise comparing Swedish school with American. - Customs.</p> <p>Text about a boy killing a man with a gun followed by exercises. - Values.</p> <p>Text and exercise about serial killer Aileen Wuornos. - Values.</p> <p>Text and two exercises about the morality of child soldiers in Sierra Leone. - Values.</p> <p>Text and three exercises about a woman committing identity theft to buy clothes. - Values.</p> <p>Text and four exercises about bullying. - Values.</p>
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	<p>Extract from "Hard Cash" - Literature.</p> <p>Extract from "About a Boy" - Literature.</p> <p>Extract from "The Lottery" - Literature.</p> <p>Specific references to "Red riding hood", "Humpty Dumpty" and "The three little pigs" referring to them as classics. - Literature.</p> <p>Text and three questions about a ghetto in England. - Politics.</p> <p>Text about a poor boy from Colombia describing life there. - Geography.</p> <p>Text about the Vietnam War followed by four questions. - History.</p>	
<p>Blueprint A</p>	<p>Extract from "The red notebook" - Literature.</p> <p>Extract from "Little book of Hollywood" - Literature.</p> <p>Extract from "Jennifer Government" - Literature.</p> <p>Extract from "Diving in" - Literature.</p> <p>Extract from "After the first death" - Literature.</p> <p>Extract from "We need to talk about Kevin". - Literature.</p>	<p>Four exercises from a chapter called "Human rights and wrongs" which focuses on crime and punishment. - Values.</p> <p>Text about a fictional school shooter followed by three questions. - Values.</p> <p>Text about summer camp. - Holidays.</p> <p>Question asking students to research "trouble spots" in the world</p>

	<p>Short text about the history of 3D imagery. - Literature.</p> <p>Text and question about Alaska and Canada. - Geography.</p> <p>Text taking place in Massachusetts USA. - Geography.</p> <p>Text about the islanders of Vanuatu. - History.</p> <p>Text about apartheid in South Africa. - History.</p>	<p>where children's rights are violated. - Values.</p> <p>Text about the islanders of Vanuatu. - Customs.</p> <p>Text and three exercises about woman disguising herself as a man to study gender roles and norms. - Values.</p>
<p>Blueprint Vocational</p>	<p>Extract from "Freefall". - Literature.</p> <p>Extract from "Until proven guilty". - Literature.</p> <p>Extract from "Whistling past the graveyard". - Literature</p> <p>Three extracts from "The absolutely true diary of a part-time Indian". - Literature.</p> <p>Extract from "Dear nobody". - Literature.</p> <p>Text about a woman traveling around the USA mentioning different states. - Geography.</p> <p>Extract from a novel about a killer traveling between British cities. - Geography.</p> <p>Text about an oil rig in the Gulf of Mexico. -</p>	<p>Three exercises from a chapter called "Criminals". - Values.</p> <p>Text about a man threatening a clerk with a gun. - Values.</p> <p>Exercise about laws and workplace safety. - Values.</p> <p>Text referring to how everyone in the world know that Coca Cola is American. - Food.</p> <p>Text and two questions about the pride movement around the world. - Values</p> <p>Exercise about pride from a global perspective. - Customs</p> <p>Text and three questions</p>

	<p>Geography.</p> <p>Text about Columbus mistaking the Caribbean and America for India. - History.</p>	<p>about bullying. - Values.</p> <p>Exercise about typical Swedish food. - Food.</p> <p>Exercise about beauty standards. - Values.</p>
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## Appendix B. Subcategories and definitions taken from Xiao (2010)

Subcategory	Definition	Description
Literature	Writing that is deemed to be important.	Novels, extracts or quotes.
History	Events from the past.	Text about the Korean War.
Politics	Activities involving power in public life and influence decisions that affects a country.	Legal provisions, Policies, acts of government.
Geography	Knowledge of the Earth's surface or populations.	Geographical descriptions.
Sciences	Medicinal areas, technological advances.	Plastic surgery, technology.
Food	Things that people eat.	Diets, etiquette or different types of food.
Holidays	Days when most people stay at home from work or school.	Origins of holidays, signs of holidays or particular activities on holidays.
Customs	An accepted way of behaving in a society or community.	Wedding ceremonies or rites of passage.
Values	Beliefs of what is right or wrong.	Feminism, ethics, identifying good/bad behavior.

## Appendix C Original statements from the syllabus for English A in LPF94.

"Språkfärdighet och kunskaper om kultur och samhälle i de länder där engelska talas utgör de centrala delarna av studierna."

"I undervisningen skall eleverna få tillfälle att lära känna olika kulturer i den engelskspråkiga världen. Genom studier av skönlitteratur och möten med andra kulturformer skall eleverna få fördjupade kunskaper om hur det engelska språket varierar i olika sammanhang och i skilda länder."

"Efter genomgången kurs ska eleven ha kunskaper om samhällsförhållanden, kulturtraditioner och levnadssätt i engelskspråkiga länder och kunna använda dessa för att jämföra kulturer..."