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Two types of English
A study of English texts in Swedish middle school

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Två typer av Engelska
En studie om engeleska texter i svenska mellanstadiet

Abstract
This paper analyzes the BICS and CALP level of the GoodStuff coursebook series used in the Swedish middle school. While many Swedish students are familiar with the informal, everyday English from the television and other media sources, more formal varieties of the language are less well known. In order to progress towards more advanced studies, students need to be introduced to more formal and less contextualized language. Using the BICS and CALP framework, this paper shows that there is indeed a progression towards more cognitively demanding and less contextualized texts in coursebooks aimed at successive grades in the Swedish middle school.

Keywords
BICS, CALP, English, middle school.
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1. Introduction

We live in a country today that is surrounded by English media. It is difficult therefore for a Swedish person to pass a day without coming into contact with the English language. The Swedish syllabus from 2011 reflects this statement as follows:

The English language surrounds us in the everyday life and is used in diverse areas like politics, education and economy. Knowledge in English therefore increases the individual’s possibilities to be included in social and cultural occasions (30).

Swedish National Agency for Education [www]

With our society becoming more international and people travelling increasingly all over the world, English is assuming an increasingly important place in the school curriculum. There is however a gap regarding students’ enthusiasm for the English learned in the classroom, and the English learned informally outside school. It seems to be the case that informal, everyday English is more popular and easier for the students to apply, than the academic skills which should be in focus in school.

Swedish students are at the top of world rankings when it comes to English as a foreign/second language (EF English Profiency Index [www]). In the latest ESLC language test, Swedish students even received the same score as the students from Malta, a country where the mother tongue is English. Swedish students showed the highest proficiency ratings in the reading and listening parts where 66 and 77 percent respectively reached the highest level. In the writing part however only 28 percent reached the highest level (Swedish National Agency for Education [www]). These results could have a connection with the students’ way of learning English. The reading and listening part may be closer to the everyday English than the students are more familiar with, while the writing part could demand a more academic approach which is potentially more challenging for them.

Even though these tests showed good results, it is hard not to think about why the writing part is not as good as the other components. Could this mean that Swedish students rather prefer to learn English outside of school, or is it the result of English teachers in Sweden focusing too much on the everyday language? The Swedish LGR11 syllabus for English can by some be considered vague and confusing since it is possible to interpret it in different ways depending on who is reading it. A student’s grade therefore can vary depending on how the teacher interprets the goals of the English subject in to the classroom. Neither does the syllabus say anything about academic writing regarding grade four to six, except that the students should learn some grammatical structures. Most of the writing part in grades four to six concerns letting the students do ‘presentations, instructions, messages, stories and descriptions in coherent writing’ (Lgr 2011:32). These types of texts should be considered as everyday examples of English.

It appears that many middle school students in Sweden are keen on learning English, but not in the classroom. Some of these students prefer instead to learn English outside of school when they are playing online games, watching movies and listening to music. Even if they are learning English in this informal way, it could still lead to lower than expected grades if they are not paying attention to the more academically-oriented text genres in school. This is especially the case in the writing part. It appears also quite common that students in the sixth grade are more comfortable composing a text on an
iPad instead of writing it by hand. This could be a problem since the students could write a text in Swedish on the iPad and then translate it into English by using the Google Translate tool. With help from this application students do not have to spend so much time to write a text since they can compose most of it in Swedish, translate it into English and then addressing the spelling errors. This could be a problem in the future when these students take the National Test. This paper will look at the extent to which school course and resource books are attempting to progressively redress the balance between informal and a more academic varieties of English as a means of tackling this problem with proficiencies in English.

1.1. Aim and Research question

1.1.1. Aim
The aim of this paper is to examine if the textbooks used in middle school progressively over the course of grades 4-6 introduce more abstract, contextually-reduced language to make up for the lack of input in this area outside school. This progression in the textbooks might be seen as a movement in the direction of increasingly cognitively demanding and context-reduced texts from fourth to sixth grade.

1.1.2. Research question

- Does a standard course book in grades 4 to 6 reflect syllabus requirements to develop students’ knowledge of more cognitively demanding and context-reduced language alongside the informal English they learn outside the classroom?
1.2. Theoretical background

1.2.1. Sociology and language

In school there is a type of language spoken that might not be familiar to all students. Basil Bernstein claimed in 1971 that there are certain codes used in a language depending on which social class the speaker comes from (Bernstein 1971). It can therefore be problematic for students from a working class background to understand the language in school. The reason for this is that school has a tendency to concentrate on elaborate codes that are more familiar to students from the middle class, while working class students use restricted codes in their language (Coulmas, 2005:19; 204). This theory has been questioned due to a lack of empirical evidence, and that some students may not have known the elaborate code even if they are from middle class (Hudson, 1996:222). Another reason that was questioned in the United States was that it can not only be a child’s language ability which is predictive of low achievement in school. Bernstein’s theory has also been criticized because of the relatively few examples regarding restricted and elaborate code. The communication with the teacher however has proven to be one of the most important factors for a student’s success in school. Thus Bernstein’s theory could be promising in terms of changing the classroom language in order to be more appropriate to all students in school. (Mesthrie et al., 2000:364).

Mesthrie, Swann, Deumert & Leap (2000:354) claim that there is a difference between the language that students use regarding their social and educational surroundings. There is one type of language that is used in school, and another type that the students use when they are in their home environment with friends and family.

Language skills in school among children can vary depending on the social background they have. In school it is often required that students use the elaborate code which means that they are clear and explicit in their language. It can therefore be hard for students if they are not familiar with these skills outside school. Scholars have done tests to see if students’ language is affected by their language used home by their parents. Mesthrie et al. (ibid) found out that the language used by the parents have a huge part for children’s development of the mother tongue. If a parent uses a more developed language when speaking to their children they will have a greater chance to receive good results in school. Children that already use words that belonging to school domains could have an advantage over learners that have not used them. Apparently a parent’s language with their child had a more significant effect than then the social class in this test. The only result found regarding social class was the vocabulary range where children from higher socio-economic groups seem to know more words than those with working class backgrounds (Hudson, 1996:222-223).

Social class has a very significant effect on the language children will use. The reason for this is that children learn the language and social behavior that is needed for them to communicate in their social class. A person growing up in a working class area will most likely have used a restricted code and have limited linguistic knowledge. Bernstein claimed that restricted code is exemplified by short sentences, a lack of descriptive detail and links that are predictable between sentences. The elaborate code on the other hand uses a language that is opposite to the restricted code with a wider linguistic knowledge and more detailed sentences (Mesthrie et al. ibid:363,364).
One of the reasons why children from working class fail in school could be because they find it difficult to learn the elaborate code. This because our way of speaking is deeply rooted in our social class. If a school then tries to teach a working class child the elaborate code they are basically trying to change the child’s behavior. Changing someone’s social patterns could lead to both social and psychological consequences (Wardhaugh, 2002:335).

Bonvillain (2003:140-141;158-159) claims that there are many factors that are significant when it comes to what type of language people use when they are communicating with each other. These factors include education, income, gender, age, class, occupation and economic or social power. The way people use their language is a complex matter and cannot be measured with only these factors even though they play a major part of a person’s identity. People belonging to certain groups will use a language with words, sounds and pronunciation that are suitable and accepted for the group. Even if they use words in these groups use words that are not correct in standard English, they still follow certain rules regarding the language that are accepted in their social class. People will therefore describe things differently in a conversation depending on which class they come from because of the norms and the way they construe reality through the perspective of their social class. It is also quite common that people find it difficult to communicate with someone from another class since they use a language which they are not familiar or comfortable with. In many ways the language people use is an essential part of a person’s social class identity

Assuming that Bernstein was correct in his theory with a restricted and elaborated code there are two ways to incorporate these perspectives into the classroom. The first perspective is that it is a social convention and therefore the school and society demands the elaborate code from all students. If children do not fulfill these expectations they will receive low grades for their performances. If this is the case then teachers should be encouraged not to judge children purely on the basis of their language. The other way would be to see it as a requirement for education instead of a social convention. Some teachers consider that working class children’s restricted code imposes limitations on their knowledge worldview. There are possibilities for a person to learn to speak the language that is used by another social class. It can therefore be hard for scholars to classify the different types of non-standard varieties used in a language because they are made by a certain group of people in a specific social grouping. The people in these groups are also able to learn and adapt the language so that it fits better with people from other social classes (Trudgill, 1974:45;63;64).

In summary there seems to be a certain type of language used in school that may not apply to all students. Bernstein believed this was because of the social class the students come from where working class had access only to the restricted code, while in school they use an elaborated code suitable for the middle class students. This theory has been questioned by many scholars but most of them agree that the school uses a language that may not reach out to all children.

The next section will look in to how the English language is received in Sweden both in and outside school.
1.2.2. English in the Swedish school

Henry (2014:7,20) carried out a survey to see where Swedish students mostly learned their English. The results showed that over 50% of the students thought that they learned as much English outside of school as in the classroom. Furthermore there was a group of around 16% of the students answering that they learned almost all of their English when they were not in the school. The author claims that this was because the students are so surrounded by English language media when they are outside of school, and that they sometimes do not consider the English lessons to be relevant for them. Another possibility is that the students feel more comfortable and motivated using their English when they are using it in media contexts that are meaningful for them. The author is also concerned that this could lead to students only learning English that is immediately useful for them, and that they will then totally ignore the more academic English that is needed for a higher education.

Sundqvist (2010:95,99,104) chooses to see the possibility with extramural English which means all English the students learns outside the classroom. In her studies she found out that extramural English can strengthen students’ vocabulary and skills in the subject. There is a significant variation however on how much time students spend engaged in tasks involving English. In the survey the average time a week was about 18.4 hours, but the gap between learners using English most and least varied from 60 hours to zero. The author also noticed a major difference with the usage of extramural English regarding the genders. It seems that boys showed a stronger correlation between learning English and the types of extramural activities which they were engaged in than girls. This finding could have a connection with most of the boys playing online games where they have to both listen and talk in English.

All English media that surrounds the students today could have negative effects on the teaching and learning of English. One major factor is motivation during the lessons. Students may feel like they have no use of the type of English they learn in school because it is not useable when they are outside of school. Many students also feel like they are good in English so they do not have to work hard during the lessons, because they know they will receive good grades from the teacher. They may also feel that they only need to know the everyday English for their future. Another major problem with the English learned in the classroom is that the students will do the tasks given to them, but without any inspiration, with the bare minimum of effort. The authors mention this as two types of cultures in the English language, and it is important accordingly to build a bridge between these two so the students also learn the academic English in school (Henry, Sundqvist & Korp, 2014:23,24).

There is a significant difference therefore between school and everyday English. English usage in school is usually more focused on reading and writing while the motivation among users with the everyday English is speaking. The school also requires students to develop their cognitive skills in progressing through each grade which can mean developing reasoning and thinking in a more abstract way for them. In the early school years children experience more limited cognitive demands such as learning vocabulary items used for basic classroom objects in the classroom, while in the later years they will mostly work with higher cognitive demands like develop the language. There has always been a strong tradition in Sweden to use textbooks in English with the texts becoming more difficult after each grade. The purpose is to provide the students with
the opportunity acquire the ability to express more abstract and less context-embedded concepts in the second language, which is considered to be very important in developing an overall proficiency in the L2. The author believes that there should be a discussion whether to use these texts since they can be quite different from all the types of texts students read in media (Lundahl, 2012:48-55).

The Swedish Schools Inspectorate (2011:12-14;17) found out in their quality report that students that are good in English are often not sufficiently challenged during the lessons in school. Usually these students finish the tasks given to them quite quickly, and then receive a similar task from their teacher. Many students considered the English lesson a time when they could relax because they learn so much English outside of school that they do not need to use much of their capacity when engaged in school-based English tasks. Another problem in the report was the lack of oral English used in the classroom during the lessons. The Swedish Schools Inspectorate claims that only half of the lessons they visited had enough of spoken English from both teachers and students. The teachers also have a tendency to rely too much on the course books. Common tasks are usually answering multiple choice questions that only have one right answer. The majority of the students in the quality report found these kind of tasks dull. Another problem is the teacher’s inability to customize the lessons for the students.

The results from the quality report show that half of the lessons observed did not have enough adjustment for the students. 16% of these even received the lowest level of results. While some students consider that the tasks in the course books are easy, there are always some that do not understand them. The problem here is that these students could be stuck with a task most of the lesson until the teacher helps them. English is increasingly occupying a more central place in the Swedish society and many students spend more time with the language. During school however many students are afraid of speaking English and are not as comfortable with it as outside of school. The Swedish Schools Inspectorate believes that this is something that schools need to work on. Another problem is quality assurance because the report shows that there is a huge range between effective and ineffective teaching depending on the teacher. Assessment quality can even differ among the teachers in a school. This is an aspect that concerns the Swedish Schools Inspectorate since a student’s faith in the quality of English teaching depends on the teacher they get (The Swedish Schools Inspectorate, 2011:12,14-17,22).

The former Swedish National Agency for School Improvement (2008:19-21,49) that is now part of the Swedish National Agency for Education claims that the majority of the Swedish students are positive to the English subject, and that they are keen on learning the language. English is considered by both students and parents to be one of the most important subjects in school. Even though many students consider it very useful to learn English, it is still not on top regarding the most stimulating subject in school. The students in the 5th grade in this survey stated that English was one of the subjects they are worst at in school. Much of this is because the students feel uncomfortable when they are speaking English in the classroom. According to the Swedish National Agency for School Improvement it is very common that middle school students think it is embarrassing to speak English in front of the other classmates. One reason is that the students want their English pronunciation to be perfect right from the start. This fear usually starts when the students are around ten years old. The elementary students
however do not seem to have this fear when they are speaking English in front of each other. The middle school students seem to be more comfortable speaking English outside of school. They see it as another type of English compared to the one learned in school.

In summary Swedish students are in general positive on learning English and consider the subject important. The problem today however is that it seems to be two kinds of English; the type learned in school and the type outside of school. The majority of students today rather learn the English outside of school since they consider it to be more useful for them. Another major problem mentioned is the students’ lack of enthusiasm during the lessons. Since they are so surrounded with English media today they do not need to pay much attention in school.

The next part will focus on the extension of these ideas from L1 to L2 (foreign language acquisition, using Cummins’s (1984) theory of BICS and CALP language perspectives.

1.2.3. BICS and CALP

Cummins (1984, 2013) claims that there are two types of English that a student can learn, and they are called BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). BICS is the type of English the children learn before school. It is a basic kind of English such as answering questions and talking about subjects familiar to the child. Cummins claims this is the type of English that the students will bring with them when they start school. Even though this is a firm foundation since the children can converse without problems, it still only comprises the most basic rudiments of the language. That means that the children have only learned a limited part of the language so far. Most school-systems then spend over 12 years with their students to expand their knowledge of the language. Cummins also says that this could be similar to people learning English as a second language. They usually have no problem learning and decoding the language after a few years of practice, but they will eventually have a much smaller vocabulary than a native speaker. This means that they will have no problems using everyday English, but instead they may find it harder to understand the more academic part of the language since they have a much smaller range with words to use.

CALP on the other hand is the perspective when a person has advanced skills in the English language, and can speak or write the language in a more formal, academic context. Cummins also claims that there are three types of English that a foreigner can learn. The first one is conversation fluency that is used in the everyday English. The second area is discreet language skills which include the decoding and reading of English. Both these types can be acquired quite quickly by a learner. The third type which is academic language proficiency is more advanced, and usually takes much longer to learn than the two previous types. With academic language proficiency, a learner could read and understand more sophisticated literature involving higher level vocabulary items than are used in the everyday English (Cummins, 2013). In school the CALP level is supposed to increase after each grade with the introduction of more cognitively demanding texts (Paulston & Tucker, 2003:323).

Social class can have an important role regarding the second language acquisition. Usually children from higher socio-economic groups have a more developed CALP
proficiency than working class regarding the mother tongue. It is therefore more common that children from higher socio-economic groups reach a CALP level with a second language than working class. The CALP and BICS perspectives can also be divided into two separated language proficiencies. The first one describes a person’s ability to communicate with others depending on the context. In BICS conversations, the communication is embedded while in CALP the context is reduced. The second perspective is how cognitively demanding a conversation is. CALP communications require higher cognitive skills than BICS. There have been questions about whether a person’s intelligence has an important role in a second language acquisition or not. This is difficult because the process of measuring second language acquisition is quite complex. There have however been results showing that intelligence has a correlation with a person’s skills on formal language tests and decontextualized material. These two measured aspects are used to describe more rigorously a CALP perspective on a second language. Thus these results show that there is a correlation between a person’s intelligence and CALP skills (Ellis, 2008:316-317, 649-650).

Fig. 1. Illustration of Cummins’s (1984) proficiency from BICS to CALP.

Cummins’s model is divided in four parts. The two lower quadrants (A and C) are considered BICS and are cognitively undemanding. The difference between these two is that A is context-embedded while C is content-reduced. A typical task in the A quadrant would be a student having a face-to-face everyday conversation in the second language, while in quadrant C the student would have the conversation over the telephone instead. The two upper quadrants (B and D) are more CALP-orientated and cognitively demanding. The difference between tasks described in these quadrants is that B would have context-embedded-like activities such as social studies lessons with visuals and
graphics. D on the other hand would have tasks that are content-reduced like reading, writing or a standardized test (University of Illinois at Urbana-Champaign [www]).

Aukerman (2007:628-630) questions if it is possible to measure Cummins’s CALP. Aukerman argues that teachers can only measure CALP by students’ achievements on tests. The author also believes that levels of attainment through the perspectives of BICS and CALP can differ depending on a students’ knowledge. A student grown up on a farm will know words about farming that he/she considers easy within their immediate context (BICS), while someone grown up in a city would consider these words outside their vocabulary (CALP). If these two students should meet and start talking about farming there should be a different language experience where the city-student will find the conversation more challenging. Of course the CALP and BICS perspectives could be interchanged between the students if they were to start talking about the city. The author also says that CALP is the same as BICS when it comes to interactions and social norms. The only difference is that CALP is more based on the social interactions during the lessons in school. Cummins (2008:77) has answered these criticisms with saying that BICS and CALP are not constructed to be a tool for measure English teaching quantitatively in school. CALP can also not be based on results of test.

In summary there are two types of English proficiency for L2 learners. The first one is called BICS (Basic Interpersonal Communication Skills) and constitutes everyday English. The other variety is called CALP (Cognitive Academic Language Proficiency) and is the English used in a more academic context. Some scholars question whether the later relies too heavily on standardized tests in school, while Cummins himself says that it is not an accurate description of CALP. Having reviewed the theoretical perspectives on BICS and CALP proficiency in L2 language learning, the discussion will move on to consider more specifically the special position of English in the Swedish school system.
2. Method

The following chapter will explain how this research was done and how the results were found. This part will also explain the selection of textbooks that was needed for the paper. The method part will end with looking over ethical responsibilities and a discussion of reliability.

2.1. Selection and material

The aim of this paper is to find out if English textbooks in the middle school go towards a more CALP demanding language for the students from fourth to sixth grade. Therefore the English textbooks of the *GoodStuff* coursebook package have been used in this paper to find out results that could show a correlation. Since this paper focuses on middle school (grades 4-6) the *GoodStuff* coursebook package from grade four to six has been analyzed. These coursebooks are:

<table>
<thead>
<tr>
<th>Course Book</th>
<th>Chapter</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>GoodStuff</em> 4</td>
<td>1: Numbers/Home</td>
<td>Keay, Coombs &amp; Hoas</td>
</tr>
<tr>
<td><em>GoodStuff</em> 5</td>
<td>2: Shops/Clothes</td>
<td>Keay, Coombs &amp; Hoas</td>
</tr>
<tr>
<td><em>GoodStuff</em> A</td>
<td>7: Countries</td>
<td>Coombs, Hagvärn, Johansson &amp; Saveska Knutagård</td>
</tr>
</tbody>
</table>

Fig. 2. The course books used for this paper.

The study featured an overall review on a certain chapter from each textbook. These chapters were chosen using random numbers selected by computer. According to Denscombe (1998:33) this is called a “random selection” and means that the samples were randomly chosen from the coursebook package in question. The idea is that the selected part should be able to represent the majority of the subject if it consists with enough number.

The reason why these textbooks were chosen for this paper is because *GoodStuff* represent texts that are typical for Swedish middle school regarding vocabulary translation list, reading passage and that they follows the Swedish syllabus from 2011. My supervisor during my latest internship used these textbooks during their lessons so therefore I also had an opportunity to borrow them and analyze them for a longer time.

2.2. Data collection method and procedure

It is possible to do an empirical research by analyzing documents and still receive interesting data (Denscombe,1998:31). The texts in this paper will be analyzed chapter-wise and will be measured both alone and combined with the other texts in the chapter to calculate an average score. The measure will feature two scales from one to seven where the first scale will measure the degree of context embedding of the text where rate one is context embedded, and rate seven is context reduced. The second scale
shows how cognitively demanding the texts are. A rating of one is the lowest and will be considered cognitively undemanding on the scale, while a rating of seven is the highest and considered cognitively demanding. These rates were based on how a student reacts to the texts. The results from each text were placed in Cummins's grid with BICS and CALP proficiency and then combined to an average rate. These average rates from each chapter were then analyzed in a separate grid to see if the textbooks head towards a more ‘CALP’-orientated type of language in from fourth to sixth grade in middle school. Below is an example of how the context and cognitive scale look in the diagram with a rating of one on the left side and a rating of seven on the right side. An ‘X’ will be placed above the scale to show the rating of each text. The X below shows the result of two of a scale:

```
   X
   1 2 3 4 5 6 7
```

A rating of one on the context scale would be texts concerning topics that students are familiar with such as family, home or pets. A rating of seven on the other hand would indicate a more abstract topic that would be more removed from the student’s immediate context. The cognitive scale will be rated on the basis of how demanding a text is for a student. A shorter dialogue with shorter, simplified sentences would be a rating of one since it would not be that cognitively demanding for a student. Longer texts on the other hand with more words where the student has to read between the lines to understand the context are considered more cognitively demanding and therefore receive a higher rating on the scale. Also included is a review of one randomly chosen text from each chapter to show an example of what the texts look like in the chapters.

2.3. Ethical considerations
Since this research did not include any participants there has not been a need to take into account any ethical considerations. The whole study has been based entirely on analyzing the texts in three textbooks.

2.4. Reliability
This paper is mostly based on subjective assessments regarding these texts in the course books chapters. There is therefore a risk that these results might differ depending on who is rating them. If another researcher were to analyze these texts from GoodStuff there is a possibility that different results would show up, since opinion often varies between researchers inter-rater reliability.
3. Results

The following section will show the results of the texts from each chapter in the GoodStuff textbooks. It will also be divided into five sub-sections of which three will be focusing on each grade in middle school and the textbook used during that year. The fourth will show the average results of the three previous parts and the fifth will provide a summary.

3.1. Year Four textbook

The first chapter randomly selected in GoodStuff 4 is called Numbers/Home, and consists of eight texts.

3.1.1. Review of This is the British flag

The first text in chapter one is named This is the British flag (see appendix A) and is the text reviewed from this chapter. This is a very basic text that introduces the United Kingdom with all the countries, flags and capitals. There are only two types of phrases on the two pages. The first page has a picture of Britain and four people from each country saying where they are from. The second page shows one big and three smaller air balloons that each has a flag on it. Beside is a text telling the students what flag it is. This is the British flag text which receives a rating of one on the cognitively demanding scale, meaning that this text would not be any problem for a fourth grade student to understand. It receives a rating of two on the context scale. The reason for this is because Swedish students in fourth grade might not be familiar with Northern Ireland or the difference between England and the United Kingdom. A teacher using this text in the classroom should give a short presentation to help the students get it into a context.

3.1.2. Results of the texts in Numbers/Home

Below are the results that each text from the first chapter in GoodStuff 4 received on the context and cognitive scale.

<table>
<thead>
<tr>
<th>Texts in Numbers/Home chapter.</th>
<th>Context Scale (CE)</th>
<th>(CR)</th>
<th>Cognitively Scale (CU)</th>
<th>(CD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This is the British flag</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
<tr>
<td>2. Hi, I'm Harry</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
<tr>
<td>3. I live in Victoria Road</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>
4. What’s your phone number?

<table>
<thead>
<tr>
<th>Cognitive Scale</th>
<th>Context Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>

5. Can you come to the ramp?

<table>
<thead>
<tr>
<th>Cognitive Scale</th>
<th>Context Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>

6. I can say my ABC

<table>
<thead>
<tr>
<th>Cognitive Scale</th>
<th>Context Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>

7. I can’t find my dad

<table>
<thead>
<tr>
<th>Cognitive Scale</th>
<th>Context Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>

8. The alien

<table>
<thead>
<tr>
<th>Cognitive Scale</th>
<th>Context Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>X</td>
</tr>
</tbody>
</table>

Fig. 3. Results from Numbers/Home chapter. Most of them consisted with short dialogue texts. The Alien used words like “zoomer” and therefore it received a rate two on the context scale.

3.1.3. Numbers/Home on Cummins’s BICS and CALP grid

The first chapter showed low rates on both the cognitive and context scale as can be seen in the table above. Only text number seven (I can’t find my dad) was rated cognitively with a score of two while all the others stayed at one. Text number one and eight were the only texts that reached number two on the context scale. Below are the results placed in Cummins's CALP and BICS grid and marked as ‘X’ s.
Fig. 3. Numbers/Home texts on Cummins’s BICS and CALP grid. All of the texts ended up in the corner of context embedded and cognitively undemanding.

The average rating for chapter one Numbers/Home regarding the context scale was 1.25 and 1.125 for the cognitive scale. The grid below above suggested that all texts are context-embedded and cognitively undemanding. This means that the first chapter in GoodStuff 4 is more orientated to Cummins’s BICS perspective and is far removed from the more abstract type of English in the CALP perspective.

3.2. Year Five
The second chapter that was chosen from GoodStuff 5 was Shops/Clothes. This chapter also consists of eight texts just like the first Numbers/Home chapter from GoodStuff 4.

3.2.1. Review of Splash
The text chosen for a review in the Shops/Clothes chapter is number seven and has the title “Splash” (see appendix B). This one is more of a personal narrative centered around a boy named Kevin. The story is about a fight that starts between some students waiting for a bus to a Science Museum. This text received a rating of one on the context scale. The reason for this is because the context and subject matter would be a situation most fifth graders could relate to. On the cognitive scale, the text receives a rating of two. The text level is a point of view instead of dialogue so therefore it is more challenging.

5.2.2. Results of the texts in Shops/Clothes
The results from the texts in Shops/Clothes chapter regarding context and cognitive demand can be seen below in the table.

<table>
<thead>
<tr>
<th>Texts in Shops/Clothes chapter</th>
<th>Context Scale (CE)</th>
<th>(CR)</th>
<th>Cognitively Scale (CU)</th>
<th>(CD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brian’s nose</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>2. At the station</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>3. Hamley’s Toy Shop</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>4. I hate shopping!</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>5. At the football match</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>
6. The right game

7. Splash

8. The navigator

Fig. 4. Results from Shops/Clothes chapter. Many of the texts combined dialogue with storytelling and therefore received rates of two on the cognitively scale.

3.2.3. Shops/Clothes text on Cummins’s BICS and CALP grid

This text from GoodStuff 5 showed in general low results on both the context and cognitively scale. Only the texts At the station and At the football match received a rate two on the context scale. The other ones stayed at rate one. All the texts except Brian’s nose received a rating of two on the cognitive scale in this chapter. The grid below shows all the results from the eight texts.

Fig. 5. Shop/Clothes texts on Cummins’s BICS and CALP grid. Only text one Brian’s nose received rate one on both scales. The rest achieved a rate two on the cognitively scale.

The Shop/Clothes chapter features an average number of 1.25 on the context scale, and 1.875 on the cognitive scale. These results show that this chapter is focusing much on the BICS type of English since all texts are context embedded and not so cognitively
demanding. The results show that there is still a quite substantial distance to a more CALP-orientated level in this textbook.

### 3.3. Year Six

For *GoodStuff A* the computer randomly choose chapter seven entitled *Countries*. This textbook for the sixth grades is somewhat different from the two previous textbook chapters because the *Countries* chapter consists of only four texts and ends with a dialogue text.

#### 3.3.1. Review on *Dancing with a Guy*

The text chosen for a review in *GoodStuff A* is called “Dancing with a Guy” and is about two boys named Pete and Andy. The story takes place on 4th November, the day before Guy Fawkes Day. *Dancing with a Guy* received a rating of three on the context scale. The reason for this is because even though the text provides a short explanation of Guy Fawkes Day it does not tell why they celebrate it in England. Even if the text is quite easy to understand it can be hard for student to put it in to a context if they have not been introduced to the historical background about Guy Fawkes properly before working with the text. On the cognitive scale it receives a rating of two. The text consists of a combination of storytelling and dialogue and thus it should not be too cognitively demanding for a sixth grader.

#### 3.3.2. Results of the texts in *Countries*

The results from the Countries chapter regarding context and cognitively scale are showed below in this table.

<table>
<thead>
<tr>
<th>Texts in Countries</th>
<th>Context Scale (CE)</th>
<th>(CR)</th>
<th>Cognitively Scale (CU)</th>
<th>(CD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>The new seat</em></td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
</tr>
<tr>
<td>2. <em>Dancing with a Guy</em></td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
</tr>
<tr>
<td>3. <em>The boy who loved snakes</em></td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
</tr>
<tr>
<td>4. <em>Sheep dentist</em></td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
</tr>
<tr>
<td>5. <em>First time?</em></td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
<td>![X](1 2 3 4 5 6 7)</td>
</tr>
</tbody>
</table>

Fig. 6. Results from Countries chapter. The *First time?* dialogue was different than the other texts and could have been omitted from the analysis.
3.3.3 Countries on Cummins’s BICS and CALP grid

The *Countries* text from GoodStuff A showed quite high results on the BICS level. *The boy who loved snakes* and *Sheep dentist* were the only texts that received a rate three on both scales. The dialogue “First time?” was not as cognitively demanding or context reduced as the rest of the texts in the chapter.

The average rating from the *Countries* chapter ended up with a score of 2.4 on both the context and cognitively scale. There could be a question to whether include the First time text or not since it is just a short dialogue in the end of the chapter, and not a two page covered text like the other ones. In this research it is included since it is a text and therefore a part of the Countries chapter. Looking at the results below from the grid the majority of the texts seem to be orientated more to a BICS perspective; there are no texts which are CALP-orientated.

![Diagram of Cummins’s BICS and CALP grid]

**Fig. 7.** The *Countries* texts on Cummins’s BICS and CALP grid. In general all the text goes towards CALP except the First time dialogue.

3.4 From year four to six

In this part the results from all the chapters will be summarized and shown and then placed on Cummins’s BICS and CALP, grid to see if they are progressively a more cognitively-demanding and context-reduced orientation after each year in focus. Below are the average results that the chapters received from the context and cognitively scale.
Fig. 8. The average results from all the three chapters. The cognitively scale show a more even progress than the context scale.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Context Scale</th>
<th>Cognitively Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(CE)</td>
<td>(CR)</td>
</tr>
<tr>
<td>Numbers/Home</td>
<td>X 1 2 3 4 5 6 7</td>
<td>X 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Shops/Clothes</td>
<td>X 1 2 3 4 5 6 7</td>
<td>X 1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Countries</td>
<td>X 1 2 3 4 5 6 7</td>
<td>X 1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

Fig. 9. Results combined from the chapters, representing a closer view on the BICS part of the grid that is context embedded and cognitively undemanding. Each number represents the grade/year group in middle school.

The results shows that GoodStuff 4’s chapter Numbers/Home (4) have almost the lowest results on both the context and cognitive scales. GoodStuff 5’s chapter Shops/Clothes (5) showed similar results such as Numbers/Home. Both the chapters have the same context rating so it does not seem to be any difference regarding the context level between these two chapters. The cognitive level however shows that the Shops/Clothes chapter texts in general are one level higher than the ones in Numbers/Home. So comparing these two chapters with the scales shows that both of them have texts that are easy for students to put in to a context. The only difference is that Numbers/Home chapter has shorter dialogue texts, while the texts in Shops/Clothes are longer and also have storytelling texts. They are therefore more cognitively demanding in
Shops/Clothes. The GoodStuff A chapter Countries (6) shows a departure from the two previous texts towards a higher BICS level rating. The most significant change in the Countries chapter compared with Numbers/Home and Shops/Clothes is the context scale. The texts in the Countries chapter talks about Guy Fawkes Day, biking through the USA, a boy in Australia that likes snakes and a sheep dentist in New Zealand. Even if these texts are context embedded, they are still more reduced compared to Number/Home and Shops/Clothes since they are more concerned with the students’ familiar surroundings. The students need to pay more attention to the texts in order to understand and put them into a context. Countries however shows a similar increase on the cognitively scale like Shops/Clothes did from Numbers/Home. It seems to be the case that the cognitive level increases around 0.5 for each year in middle school.

3.5 Result Summary

In summary the results shows that all the chapters from the GoodStuff textbooks in Middle School have a general BICS orientation while at the same time revealing a progression towards CALP after each textbook. The first chapter Numbers/Home in GoodStuff 4 showed an average rate of 1.125 on both scales. The second chapter Shops/Clothes in GoodStuff 5 had an average rate of 1.875 on the cognitively scale, but the same context rate as Numbers/Home. The seventh chapter in GoodStuff A, Countries, showed in general higher results with an average rate of 2.4 on both scales.
4. Discussion

This section will discuss the results found in the previous part combined with the theoretical background, and the Swedish syllabus from 2011. It will also feature a reliability component where the results will be questioned, and a future research part where possible continuations of this paper will be examined.

4.1. Discussion of results obtained

The results from previous parts show that the textbooks are going from a BICS-orientated language towards texts that are progressively closer to a CALP perspective after each year in middle school. The greatest departure towards CALP is between the fifth and sixth grade. The Swedish syllabus from 2011 regarding English in middle school mentions in content of communication that the English teaching should be orientated towards ‘subject areas that are familiar to the students’ (Swedish National Agency for Education [www]). Another sentence from the communication part is that the English lessons should feature: ‘everyday occasions, interests, persons, places, events and activities (31)’. Comparing these two sentences to what Cummins said in the background part this must mean that the lessons in the Swedish middle school should focus on BICS-orientated English. In that case the GoodStuff textbooks used in middle school and analyzed in this paper is following the syllabus from 2011 (LGR11). Even though the textbook series makes progress towards a CALP-orientated language after each year it still remains largely directed towards the BICS language after the end of sixth grade.

The Numbers/Home chapter in GoodStuff 4 seems like a good starting chapter for fourth graders. As mentioned previously many of the texts in that chapter had the lowest of grades on both scales which means that the texts are easy to understand, since they are both context-embedded and cognitively undemanding. The majority of the texts in the Numbers/Home chapter received a rating of one on both of the scales. The average rating was 1.125 on the context and cognitive scales respectively. The chapter follows the two sentences mentioned in the previous article. Another sentence from the content of communication part in the 2011 syllabus is ‘Everyday life, ways of life and social relationships in different contexts and regions where English is used’ (National Agency for Education [www]). Since Numbers/Home focus on home environment, skateboarding and giving out your phone number this sentence from the syllabus is very suitable for the first chapter in GoodStuff 4. All the texts had areas that should be familiar to fourth graders since they focus heavily on short dialogues based on everyday communicative situations.

The Shops/Clothes chapter from GoodStuff 5 had text that were about one level higher on the cognitively scale compared to GoodStuff 4. This had a great deal to do with that these text where in general longer, and featured sentences instead of only dialogues like Numbers/Home had. Shops/Clothes however received the same average score on the context scale as Numbers/Home. Even if teaching at middle school should focus on everyday occasion like the syllabus mentioned one has to question whether the these chapters should do the same even progress on the context scale like they did on the cognitively scale. The results show that these two chapters had the same level of context.
embedded texts with the difference that the ones from *Shops/Clothes* were more cognitively demanding. This means that there is substantial progress on the context scale level from the fifth grade to the sixth, compared from the fourth to the fifth. It might have been better if the context scale for the *Shops/Clothes* chapter would have landed on an average rate on 1.875 that was the average rate of the context scale instead of 1.125. In that case the chapter would have been more accurate to the line from figure eight (page 19) that shows Cummins’s progression from BICS towards CALP. With these results it now shows that there is a quite major gap between the *Shops/Clothes* and *Countries* chapters regarding the context.

It is possible that the authors of the *GoodStuff* series wanted to keep the texts in grade five context embedded and just let the students focusing on longer text instead. The former Swedish National Agency for School Improvement did mention in the theoretical background that many students in 5th grade considered English the subject they are worst in. Therefore in that case the *Shops/Clothes* chapter might be good for these students since it is quite context embedded. Another possibility of the lack of progression on the context scale between the fourth, and fifth grade could be like Henry said in the theoretical background that many Swedish students do not consider the English in school relevant for them. By using texts that are context embedded could be an attempt to obtain the students’ attention and making into more relevant for them.

As mentioned previously the Countries in *Goodstuff A* took a bigger progression towards CALP compared to the previous analyzed chapters. The major reason for this is that the texts in Countries are in general more context-reduced than in the ones in Numbers/Home and Shops/Clothes. Two of the texts in that chapter landed on rates of three on both the context and cognitively scale, which is quite close to CALP English. The average rate on the context scale increased here from 1.25 in *Shops/Clothes* to 2.4 in Countries, and is the biggest change in figure eight (page 19). This means that the texts’ context level almost doubles to twice the value over on year in middle school between year five and six.

The cognitive level however progresses in a similar way to *Numbers/Home* that had an average rate of 1.125 to *Shops/Clothes* 1.875. The differences between these two average rates were 0.75. The *Countries* chapter in *GoodStuff A* had the average rate of 2.4 on that scale and comparing that result with Shops/Clothes the difference between these two chapters regarding the cognitively scale is 0.525. That difference is quite close to the one between Numbers/Home to Shops/Clothes. The Countries chapter would have received higher average rates on the scales if it were not for the First time dialogue that lowered the scores with rates of one on both the context and cognitively scale.

Looking at the balance between the chapters it seems that from fourth to sixth grade received the same score regarding the context and cognitive level. *Numbers/Home* had 1.125 and Countries had 2.4 on the context and cognitively scales. The *Shops/Clothes* chapter however does not have the same balance since the average rate of the context scale ended with 1.25 and the cognitively scale 1.875. The diagram below shows the results regarding the balance of the chapters.
Fig. 9. The balance of the chapters regarding the scales. Numbers/Home and Countries have the same score on both scales while Shops/Clothes are more unbalanced.

Seeing the results like in the table above the question rises whether the Shops/Clothes chapter should have included more texts that had more context reduced, so it would have done a more even progress like the cognitive scale did through the grades. It might have to do with that Shops/Clothes are the second chapter in the book. The results could have been different if it would have been a later chapter (see 4.2 Reliability).

Since the computer randomly choose an early chapter in GoodStuff 4 and a late one in GoodStuff A, there is a possibility to analyze the whole progress of GoodStuff texts from the first to the last semester in the Swedish middle school. Assuming that fourth graders will start with Numbers/Home and then use the Countries chapter during their last semester in sixth grade, the average text level will start with 1.25 on both scales and end with levels of 2.4. This means then that the progression during over the whole period of middle school would increase by 1.15 on both the context and cognitively scale from fourth to sixth grade. Lundahl mentioned in the background part that the school requires more cognitive thinking from the student after each year in school. So in that case the GoodStuff textbook series follows the Swedish school’s expectations regarding that manner. Lundahl also said that there has always been this kind of tradition in Sweden to let the students work with more difficult texts progressively throughout the school system. The question of course is whether the progression is to either non-existent or insufficient. The Swedish National Agency for Education did say in the introduction that the Swedish ninth graders did not do as well on the writing part as on the reading and listening part. This could be the effect of a progression which is insufficient in terms of the direction towards a CALP orientation.

There should be a question whether to introduce CALP earlier in school or not since none of the texts analyzed in this paper reached that level. Swedish students in ninth grade did not do so well on the writing part on the last ESLC language test compared to
the reading and listening part (National Agency of Education, [www]). The writing part is considered to be more academic, and maybe future Swedish ninth graders will do better on the test if they would work with CALP-orientated texts already in sixth grade. The Swedish Schools Inspectorate mentioned in the background part that many students consider the English learned in school is often too easy, and a time when they do not need to focus much. If the students were to work instead with some more texts that are little more out of context and more cognitively demanding they might get more interested in the subject. Lundahl on the other hand has claimed that there should be a discussion about whether to allow the students to read texts like these or not. The reason for this is that Lundahl considers that many of the texts as quite different to the ones that students encounter outside school.

In the purpose part however of the syllabus from 2011 there is a quote regarding English texts that says that “in the meeting with texts, students should be given the opportunity to develop the ability to put content in relation to their own experiences, living conditions and interests.” It might therefore be hard to work with CALP texts since it demands that texts are context reduced, and in that case does not follow the syllabus. The sentence from the syllabus however could be interpreted to mean that students should work with more texts that are context reduced, so they can increase the skills involved in reading topics outside of their immediate contextual experience.

The BICS and CALP model used in this paper could be a great help for teachers in both middle and high school. By using the scales teachers can make sure that they are using texts that are appropriate and on a right level for the grade. Since many students in Sweden do not do so well on the writing part due to the formal language requirements, knowledge from the teacher how to adjust the BICS/CALP level could be important for preparing the students for the ESLC test. The students today usually learn most of their English outside of school so the teachers could have some major benefits of using the Cummins’s BICS/CALP model. Assuming the teachers have a class during the whole of middle or high school they should have a great opportunity to adjust the texts difficulty in a right and fair progression. English teachers from middle and high school could also collaborate with each other by define BICS/CALP level that are suitable from the beginning of fourth grade to the end of ninth. Then the students will experience a more even progression regarding the academic language that might make it easier for them to apply the requirements of the ESLC test’s writing part.

The textbooks used in the Swedish schools are probably already doing this progression to a certain point. If a teacher now also has knowledge of Cummins’s BICS/CALP grid it should help the students even further to receive suitable texts for the grade or the semester they are in. This because the teacher now can omit texts that does not have the right BICS/CALP level for the grade, and add extra texts outside the textbooks if needed. This could open up some great opportunities for the teacher to find texts that requires more work for the students, but still in a subject that is interesting for them and a level suitable for the grade.

Writing is a major part in the English language that plays a major role in the Swedish society today. If students want to do a career they must be able to handle a formal English language in order to apply a higher education. With the globalization in the
world many jobs that do not require an education still require some form of English from the employees. Therefore it is important that teachers learn to analyze the English texts used in their classroom so they can prepare their students for their future.

4.2. Reliability

The reliability of this paper can be questioned since it was only one textbook series analyzed by one individual researcher. The paper shows therefore only the results from the texts in GoodStuff. Assuming that another book series would have been used it may have showed different results. The results could also have been different even with the GoodStuff textbooks. The reason for this is if two researchers had analyzed the texts there might have had different opinions regarding the context and cognitive level of the texts. In this case, results could have been presented as averages worked out by looking at the assessments of both researchers.

Another factor that could have had a major input on the results was the chapters chosen by the computer. The first chapter in GoodStuff 4 should be easy since it is quite common that the Swedish school starts with textbooks in the fourth grade. The texts should therefore be short to make it easy for the students when they are starting to use an English textbook. If the computer had randomly chosen a later chapter instead the results on Cummins’s grid might have been a little higher.

This can also be seen in GoodStuff 5 that had chapter two Shops/Clothes analyzed which also is early in the textbook. Even though the chapters in GoodStuff 5 seems to be more on the same text level compared to Good stuff 4 the later chapters have names like “Australia” that should be more context reduced for the students. If the computer had chosen that chapter instead there might would have been higher results on the context scale, and the gap between GoodStuff 5 and GoodStuff A regarding the context might have been smaller. It might also have received a progression more even like the average cognitively scale between the grades. After all the chapters chosen by the computer where consisted of two early and one late. Looking at figure eight (page19) in the result part one can assume that it seems to have a connection. The results from GoodStuff A might also have been lower if an earlier chapter would have been randomly chosen. The first chapter is called “Animals” and the text there are shorter compared to the ones in the Countries chapter. Thus the results in GoodStuff A could also have been lower. I have questioned previously about counting in the short dialogue part First time from the Countries chapter or not. If that dialogue would have been omitted the score might hav been higher.

Another major input that could have cleared the evidence more would have been to measure the all the chapters from each GoodStuff textbook to give out a more precise average rate regarding the context and cognitively scale. In that case the results would be on a more solid foundation, and not changeable depending if a text is omitted like the First time dialogue or not.
4.3. Future research

The results described in this paper open up a lot of directions regarding future researches. Since this paper only focused on middle school it would be interesting to see how the BICS and CALP levels progress upwards at junior high and high school levels. In which grade are the textbooks changing from BICS to CALP level? It would also be interesting to see if textbook authors manage to encompass a CALP level before the national tests in the ninth grade.

This paper also only analyzed textbooks from middle school. It would have been interesting to observe lessons in middle school or analyze material used to see if, and how the lessons are changing from BICS towards CALP after each year. Since textbooks are only one part of English teaching in the Swedish school system it would have been interesting to see if the other parts also are going in the same direction. The previous part questioned that it was only chosen textbooks from the *GoodStuff* series that was used in this paper. A future research project might involve textbooks from more authors and have more participants to analyze the texts which would enable more extensive conclusions to be drawn from the results.
5. Conclusion

The results obtained in this paper show that the *GoodStuff* textbooks in middle school are on a BICS level, but make increasing cognitive demands for each successive year. This suggests that the GoodStuff series used in middle school follows the broad aims of the Swedish curriculum and the syllabus from 2011 regarding English. This might help teachers reading this paper to see on what level they should expect their texts to be for a certain year grade, and help them clear out if they are making a progression towards a more abstract, academic language that they will need at high school, future studies within higher education and in employment.
References


Appendices

Appendix A: This is the British flag
This is the Scottish flag.

This is the British flag.

This is the Welsh flag.

This is the English flag.

We all live in Great Britain.
We all speak English.
Where do you live?

här, den här
- skotsk
- skotsk flag - den skotska

British – brittisk
Welsh – walesisk
English – engelsk
we – vi
all – alla

speak – tala
Great Britain – Storbritannien
where – var
you – du, ni
Appendix B: Splash

Splash

The rain is pouring down. Our class is going to the Science Museum. We are waiting for the bus. I am standing under my umbrella with Sammy and Carol.

Mark says he wants to stand under my umbrella too. I tell him there’s no room. He is very angry. But, I don’t care. Mark is not nice.

Mark tries to come under my umbrella anyway. With his muddy wellies he steps on Sammy’s brand-new white trainers. She screams at him. Mark pushes Sammy and she falls over. I punch Mark on the arm. Carol shouts, "Hey! What are you doing, Mark?"

Then Mark grabs my bag and throws it on the ground. Oh, Mark makes me so angry.

At last, we see the bus. As it stops, it drives into a puddle. There is a huge splash. Water splashes all over Mark. His jacket is dripping wet, so are his trousers. He looks miserable.

Our teacher, Mr. Matthews, puts his arm around Mark and says, "It's all right. You're OK. You're new in this class. You'll get to know the others. Things will get better.” I almost feel sorry for Mark.

Kev

|x| splash – plask
|x| The rain is pouring down.
|x| – Det hällregnar.
|x| the Science Museum – hår:
|x| Tekniska museet
|x| umbrella – paraply
|x| room – här: plats
|x| I don’t care. – Jag bryr mig inte.
|x| anyway – i alla fall
|x| muddy – lerg
|x| wellies – gummistövlar
|x| step on – trampa på
|x| brand-new – splitter ny
|x| push – knuffa
|x| punch – slå till (med knyttnäven)
|x| at last – äntligen
|x| as it stops – när den stanna
|x| puddle – vattenpöl
|x| huge – enorm
|x| huge splash – jätteplask
|x| miserable – eländig
|x| get to know – lär känn
|x| feel sorry for – tycka synd
Appendix C: Dancing with a Guy

I was eleven years old. It was November 4th. The day before Guy Fawkes. Do you know about Guy Fawkes Day? In England, on November 5th, we have a big party at night. We make a big fire and set off loads of fireworks. On top of the big fire we put a Guy. This is a man we make from old clothes and newspaper. Sometimes we use an old football for the head. We stuff the body with sawdust or anything else we can find. I know it sounds strange – to burn a man on top of a fire – but this is what we do.

Anyway, back to the story. I was eleven. It was November 4th, I went to my mate’s house for tea. His name was Pete. In his front room was a brilliant Guy.

Pete: Me and my brother made that yesterday. All day. Mum helped.
Andy: It’s brilliant.
Pete: Look what I can do.

Pete picked up the Guy. It was the same size as him. He danced around the room. He looked really funny, like he was in an old black and white film.

Andy: Let me have a go. I can dance too.

I picked up the Guy and started to dance. Then his hand fell off. And his arm. And his legs and then... his head. What a mess! There was sawdust, old clothes and other stuff everywhere.
Then Pete’s mum came in. She was really angry.

**Mum:** What the hell is going on here? What have you done?
**Andy:** It was me. I’m sorry.
**Pete:** Me too.
**Mum:** You will be sorry. Clean this up now. Then you go home.

We cleaned up the mess. Pete’s mum watched. I was so embarrassed. Then I started to go.

**Mum:** No, wait a minute. We still need a Guy before tomorrow night. You come here tomorrow morning and help Pete to make a new one. Come early. 6 am.

I know now I should say that it was a good punishment and we had a bad time. But it was great. The next day, we found loads of clothes and stuff and made a fantastic Guy. It was fun. And that night, at the big party, we told everyone we had made the Guy. Everyone thought he was really cool.

? Vilket datum infaller Guy Fawkes Day?
? Vad hände när Andy började dansa med Guy?
? Varför blev inte städningen något riktigt straff?

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**ZOOM IN**

<table>
<thead>
<tr>
<th>English</th>
<th>Swedish</th>
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<tr>
<td>set off</td>
<td>skjuta upp</td>
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<tr>
<td>loads of</td>
<td>massor av</td>
</tr>
<tr>
<td>fireworks</td>
<td>fyrverkerier</td>
</tr>
<tr>
<td>stuff</td>
<td>stoppa upp</td>
</tr>
<tr>
<td>sawdust</td>
<td>sågspän</td>
</tr>
<tr>
<td>strange</td>
<td>konstigt</td>
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<td>kompis</td>
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<td>punishment</td>
<td>straff</td>
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