

AN ANALYSIS OF CULTURE-RELATED CONTENT IN THE READING TEXTS OF *LIFE* (PRE-INTERMEDIATE LEVEL) STUDENT'S BOOK

May Moe Kabyar Maung*

Abstract

The purpose of this research was to investigate the culture-related content in the reading texts of *Life* (pre-intermediate level) student's book. Descriptive content analysis was used in this research. Twenty-seven reading texts from 12 units of the student's book were examined. The first step was identifying the sources of cultural information based on the theory proposed by Cortazzi and Jin (1999). The next phase involved analyzing the distribution of cultural dimensions and themes, as categorized by Moran (2001) and Böcü and Razi (2016). The findings revealed the inclusion of both target and international cultural content in the reading texts. However, cultural dimensions were unevenly distributed, with a predominance of "little C" themes such as lifestyle, custom and hobbies over "Big C" themes such as history, geography and architecture. Despite this imbalance, the reading texts offered wide-ranging topics, encouraging students to consider historical, economic, and cultural viewpoints globally.

Keywords: analysis, culture, *Life*, cultural dimensions, cultural themes

Introduction

In most parts of the world, learning a foreign language is all about learning how to truly communicate and connect with other individuals. It is becoming clear that learning a new language is not just an academic exercise, but a vital skill that enhances communication, broadens career prospects, and fosters cultural understanding. With the continued rise of globalization, English has become a lingua franca. In many EFL contexts, learners often use English to communicate with other learners of English rather than with native speakers. Consequently, English has increasingly become a tool of intercultural communication.

According to Sapir-Whorf hypothesis, our language shapes our thought processes, influencing how we think and perceive the world. According to this view, people who speak different languages experience the world from different perspectives. Whorf believed that language affects culture by influencing how its speakers think, behave and feel about the world. Given the close relationship between language and culture, embedding cultural competence into language education is crucial. Integrating cultural elements into the coursebooks is quite essential for fostering intercultural communicative competence (Arslan 2020).

Coursebooks are often viewed as the major means for students to learn English in the classroom context. To satisfy the needs of university students in Myanmar, English coursebooks from renowned international publishers such as Oxford, Cambridge, Macmillan, Pearson Education, and National Geographic Learning (NGL) have made their way into Myanmar's education system. Series of *Life Second Edition* coursebooks designed by NGL are currently used in higher education institutions for the Arts and Science students. Moreover, *Life* is an exciting six-level series that makes learning English an exploration of the world. Each level contains a student's book, a workbook and a teacher's book. It is assumed that *Life* should contribute to the development of students' intercultural communicative competence (ICC) as the series benefit from the National Geographic database which provides a wide range of global information (Razi 2012).

* Department of English, University of Yangon

Research Questions

This research aims to answer the following questions.

1. To what extent are the local and foreign cultures presented in the reading texts?
2. How are the cultural dimensions and cultural themes presented in the reading texts?
3. To what extent can the cultural content in the reading texts be used in raising the global and cultural awareness of students in the twenty-first century?

Literature Review

Culture is a dynamic, everyday practice that people engage in as they live and create their shared history. In many ESL/ELT coursebooks, culture is represented through elements like vocabulary, dialogues, images, and texts.

Sources of culture

Understanding sources of cultural information is essential for language learners when reading texts. Cortazzi and Jin (1999) stated that sources of cultural information can be traced according to source culture, target culture, and international culture. Source culture refers to the cultural information of learners' own culture. Target culture refers to the cultural information of inner circle countries where English is used as a first language such as the USA, Great Britain, New Zealand, Ireland, Australia and Canada. International culture refers to the cultural information of expanding circle countries where English is used as a foreign language such as Japan, China, Taiwan, Korea, Saudi Arabia, Indonesia, Iran, etc.

Dimensions of culture

Language is a product of the culture, and members of the culture have created the language to carry out all their cultural products, and to name the underlying cultural perspectives in all the various communities that comprise their culture. To examine the culture represented in the coursebooks, Moran (2001) proposed five dimensions of culture – products, practices, perspectives, communities, and persons.

The products of a culture involve 'artifacts', 'places', 'institutions', and 'art forms'. Practices encompass various activities categorized into 'operations', 'acts', 'scenarios', and 'lives'. 'Operations' involve using cultural products (e.g., manipulating eating utensils, shopping at the market, etc.). 'Acts' are ritualized communicative practices. 'Scenarios' refer to the extended practices organized by time, events, groups, institutions, or life cycles (e.g., holidays, daily routines, or education). 'Lives' are descriptions or stories of members of the culture, through biography and drama.

Perspectives represent the 'perceptions', 'beliefs', 'values', and 'attitudes' that shape cultural products and guide individuals and communities in their practices. Communities include the 'specific social contexts', 'circumstances', and 'groups' in which members carry out cultural practices.

Persons are the individual members who embody the culture and its communities in unique way. All persons take on a particular 'cultural identity' that both links them to and separates them from other members of the culture. One means of understanding identity is through 'life histories'. Table 1 provides a summary of Moran's (2001) five dimensions of culture.

Table 1: A brief summary of the five dimensions of culture

Dimensions	Aspects of cultural dimension
Products	Artifacts: food, documents, language, money, tools Places: buildings, cities, houses Institutions: family, law, economy, religion, education, politics Art forms: music, clothes, dancing, painting, movie, architecture
Practices	Operations: manipulation of cultural products Acts: ritualized communicative practices Scenarios: extended communicative practices Lives: stories of members of the culture
Perspectives	Perceptions: what we perceive, what we ignore; what we notice or disregard Beliefs: what we hold to be true or untrue Values: what we hold to be right/wrong, good/evil, normal/abnormal Attitudes: our frame of mind and our outlook charged with feeling or emotion
Communities	They include the specific social contexts (e.g. national cultures), circumstances (e.g. religious ceremonies), and groups (e.g. different social clubs) in which members carry out cultural practices.
Persons	Cultural identity and life history play key roles in the development of a cultural person.

Cultural themes

Culture can be categorized into two aspects: Big C culture and little C culture. Big C themes refer to formal culture, including politics, economy/business, music, social norms, literature/art, education, history, geography, architecture, and science. On the other hand, little C themes include everyday aspects of life, such as values/beliefs/attitudes, lifestyles, customs, hobbies, holidays, food, gestures/body language, celebration and transportation (Böcüa and Razi 2016).

Intercultural communicative competence

English language learners should be equipped with intercultural communication skills to actively engage in multicultural interactions. Byram (1997) suggested a model of Intercultural Communicative Competence (ICC) and it consists of five key competences: *attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness/political education*. First, *Attitudes* enable individuals to be curious about and open to other cultures. Second, learners need to gain *knowledge* about other social groups, including their products and practices, and social interactions. Third, *skills of interpreting and relating* refers to learner's ability to identify and explain cultural misunderstandings in interactions. Fourth, *skills of discovery and interaction* describe the ability to gain and apply new cultural knowledge in real-time interactions. The final component relates to the development of *critical cultural awareness/political education*, the ability to analyze one's own and other cultures based on explicit criteria.

Previous Researches

Although *Life* coursebook is used for tertiary level students in Myanmar, no research has been carried out to investigate the culture-related content in *Life* (pre-intermediate level) student's book and its role in setting up students' twenty-first century skills. One of the studies related to this research was conducted by Böcü and Razi (2016) on the evaluation of textbook series *Life* in terms of cultural components. The researchers aimed to identify elements related to 'intercultural communicative competence' in *Life* A1 and A2 levels used at the universities of Turkey. They analyzed the activities in the textbooks through a checklist focusing on source, target and international cultural elements as well as Big C and little C themes. Survey questions were used for six lecturers and 26 students. An interview was conducted to four of the six lecturers. Findings showed that the textbooks were quite good for covering a variety of cultures except source culture (Turkish), and there was overrepresentation of geography due to the textbooks' NGL content. The researchers suggested that guidance for teachers needs to be more developed for the effective implementation of textbooks in the classroom and to integrate cultural components into lessons.

Another related research was conducted by Sun-Young Kim from Mokpo National University and Jiwon Paek from Daegu University in 2015. The research investigated the representation of culture-related contents in five English textbooks for second year middle school students in South Korea from a multicultural perspective, using three broad aspects of culture: 'cultural dimensions', 'cultural categories' and 'cultural themes' as the evaluation framework. The results showed that English textbooks seriously under-represented aspects of culture as 'communities' and as 'persons'. Second, all five of the English textbooks had fewer intercultural interaction elements. Thirdly, there was an obvious imbalance representing Big C and little C themes in the textbooks. The researchers argued that English teachers need to take an important role in selecting English textbooks applicable to the teaching practices under the multicultural perspectives.

Research Methodology

This research employed a descriptive content analysis approach and the presentation of cultural content in the reading texts was investigated. The data source was *Life* (pre-intermediate level) student's book published by the National Geographic Learning. The coursebook writers are John Hughes, Helen Stephenson, and Paul Dummett. The reason for choosing *Life* as the data source was because of its new and updated contents, including original video and fresh National Geographic stories and articles. *Life* was brought to Myanmar tertiary level English curriculum as a compulsory module.

Twenty-seven reading texts from 12 units of *Life* (pre-intermediate level) student's book were used as material in this study. The units cover a range of topics, including Lifestyle (Unit 1), Competitions (Unit 2), Transport (Unit 3), Challenges (Unit 4), The Environment (Unit 5), Stages in Life (Unit 6), Work (Unit 7), Technology (Unit 8), Holidays (Unit 9), Products (Unit 10), History (Unit 11), and Nature (Unit 12). This research was limited to reading texts only because reading section provides a significant source of input for students to develop intercultural communicative competence.

In this research, two coding schemes were utilised to codify the data. The first scheme, based on Cortazzi and Jin (1999), was applied to examine the sources of culture within the text. To identify these sources, the origins of the texts were traced to specific countries.

The second scheme involved coding the texts using Moran's (2001) five cultural dimensions and the cultural themes proposed by Böcü and Razi (2016). Every reading text, regardless of length, was analysed. In addition, multiple cultural dimensions could be found within a single text. The researcher generated a main idea or context for each text, labelling it according to its cultural source, cultural dimension and cultural themes. A complete analysis of each reading text, supported by textual evidence, is provided in Appendix A.

Findings

In this section, the results from the content analysis of *Life* (pre-intermediate level) student's book were presented. Using the three aspects of culture (sources of culture, cultural dimensions and cultural themes), the cultural contents in 27 reading texts were examined.

Sources of culture

Culture and language are inseparable in teaching, and sources of cultural information play a crucial role in developing learner's intercultural communicative competence (ICC). Table 2 presents the percentage distribution of three sources of cultural information: source culture (SC), target culture (TC) and international culture (IC).

Table 2: Distribution ratio of the three sources of culture

Content	Sources of culture			Total
Reading texts	SC	TC	IC	100%
	0	9 (36 %)	16 (64 %)	

As shown in Table 2, *Life* (pre-intermediate level) student's book placed greater emphasis on target culture (TC) and international culture (IC) while the learners' own culture (Myanmar) was not presented. The student's book of *Life* (pre-intermediate level) contains 9 reading texts related to target culture information and 16 texts featuring international culture content.

Cultural dimensions

Table 3 presented the percentage and frequency of five cultural dimensions in the reading texts of *Life* (pre-intermediate level) student's book.

Table 3: The distribution of cultural dimensions

Sources of culture	Dimensions of culture					Total
	Products	Practices	Perspectives	Communities	Persons	
Target culture	5 (8.9%)	6 (10.7%)	3 (5.4%)	1 (1.8%)	3 (5.3%)	32.1%
International culture	13 (23.2%)	9 (16.1%)	7 (12.5%)	6 (10.7%)	3 (5.4%)	67.9%
Total %	18 (32.1%)	15 (26.8%)	10 (17.9%)	7 (12.5%)	6 (10.7%)	100%

The most frequently used cultural dimension was ‘Products’ which accounted for 32.1 percent of the cultural dimensions. Specifically, products associated with artifacts and places were the most frequently used such as a lesson in logos (Unit 10) and Abu Sir al Malaq in Egypt (Unit 11). Products associated with art forms were described with a small amount. For example, Unit 6 presented the celebration of Mardi Gras in different countries, highlighting famous events in New Orleans, Venice, Rio de Janeiro, and Port-of-Spain. The second most common dimension was ‘Practices’, covering the aspects of operation, acts, scenarios and lives. The percentage of practices in cultural dimensions was 26.8 percent. In Unit 1, the lives of centenarians on the island of Okinawa in Japan and their secrets to maintain good health were presented together with the image of an 89-year-old woman from Okinawa picking the seaweeds.

‘Perspectives’ made up about 17.9 percent of the cultural dimensions, helping students understand various viewpoints within a particular society. For example, the perceptions of humans who enjoy challenging puzzles like the Rubik’s cube (Unit 4) and those who try to be minimalists (Unit 10).

‘Communities’ constituted 12.5 percent of the total dimensions, while ‘Persons’ accounted for 10.7 percent. For instance, Unit 3 depicted the lives of rickshaw drivers in Kolkata and the coexisting communities within that context. In Unit 12, the life of Jane Goodall, focusing on her extensive observation of chimpanzees in the forest was portrayed as an example of the dimension of Persons.

Overall, an analysis of cultural dimensions revealed that international culture was presented more frequently than target culture. The dimensions of ‘Products’, ‘Practices’, and ‘Perspectives’ were notably prominent, accounting for 77 percent of the cultural dimensions. A clear depiction of the distribution of cultural dimensions in target culture and international culture was presented in Figure 1.

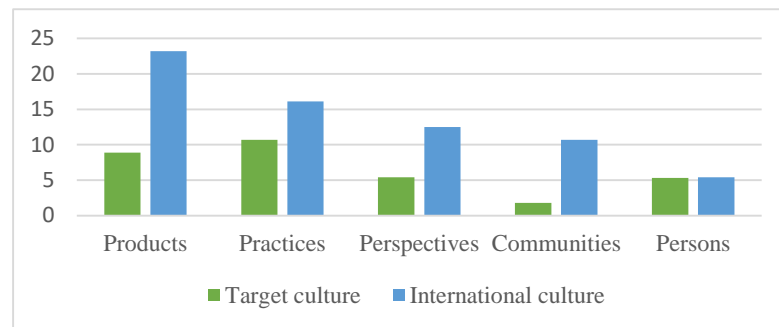


Figure 1. The distribution of cultural dimensions

Cultural themes

Two different aspects of cultural themes are described as Big C culture and little C culture. Big C refers to formal elements of culture, while little C focuses on personal aspects of everyday life. Each reading text was reviewed to assess its relation to the concept of Big C and little C, with a complete analysis available in Appendix B and C. The distribution of cultural dimensions in each theme was shown in Table 4.

Table 4: Distribution of cultural dimension in Big C and little C themes

Cultural Themes	Cultural Dimensions					Total
	Products	Practices	Perspective s	Communitie s	Person s	
Big C	11 (19%)	6 (11%)	6 (11%)	3 (5%)	-	26 (46%)
little C	7 (13%)	9 (16%)	4 (7%)	4 (7%)	6 (11%)	30 (54%)
Total	18 (32%)	15 (27%)	10 (18%)	7 (12%)	6 (11%)	56 (100%)

Big C cultural themes were primarily associated with the ‘Products’ dimension, while little C themes were more often related to ‘Practices’. ‘Perspectives’ were more prominent in Big C themes compared to little C. The dimension of ‘Persons’ was notably absent from Big C categories.

When it comes to the pattern of presenting Big C and little C, the reading texts emphasized more on little C themes. The most commonly found Big C themes included economy/business, social norms, history, geography, architecture, and science. Other Big C themes such as politics, music, literature/art, and education were not presented. The leading little C themes were values/beliefs/attitude, lifestyles, custom, hobbies, celebration, and transportation. The distribution of the most frequently found Big C and little C themes is illustrated in Figure 2, with detailed data available in Appendix A.



Figure 2. The number of the most introduced Big C and little C themes

Discussion

In this section, the results of the study were briefly discussed. More than half of the reading texts presented international culture, incorporating cultural information from countries such as Japan, South Korea, Dubai, Afghanistan, Ethiopia and Egypt. However, the cultural information of Myanmar was not included at this level. Since the mission of NGL is to “bring the world to the classroom and the classroom to life”, it helps students everywhere engage with global experiences and develop their own voices.

National Geographic content exposes Myanmar students to cultures they might not often encounter. For example, students learn about unique cultural practices, such as the coming-of-age ceremony (Unit 6) in Southern Ethiopia, where young men from the Hamar tribe must jump over a line of fifteen cows to be eligible for marriage. Upon marriage, they are also required to pay the bride’s family with thirty goats and twenty cows. Another example is the life of Bolivian wrestlers (Unit 2), which offers students a glimpse into the diversity of cultural traditions around the world.

Moreover, the analysis focused on the distribution of cultural dimensions and themes in the reading texts. The findings revealed that the cultural dimensions were unevenly distributed, with a greater emphasis placed on products and practices. It is because moving from concrete products and observable practices to the more abstract concept of perspectives can be challenging for students.

Life pre-intermediate level aligns with most of the competencies required for B1 Threshold level. At this level, students are expected to engage in basic conversations. As a result, the course material tries to cover topics that do not require effective operational proficiency. Consequently, cultural products related to politics, religion, food, language, music, education, literature/ art were not included in the reading texts.

In analyzing the cultural themes, Big C themes were found less frequently than little C themes, likely because Big C topics such as politics, education, and literature require a more advanced command of language for in-depth discussion. Under the economy/business theme, students were introduced to topics like the job opportunities provided by the gas company in Pennsylvania (Unit 7, Work) and the significance of using logos for business success (Unit 10, Products). Therefore, students could have the economic perspectives at global scale.

Little C themes offer valuable opportunities to enhance learners' intercultural communicative competence (ICC). For instance, Unit 1 explores the lifestyles of centenarians, while Unit 7 highlights the lives of twenty-first-century cowboys, fostering empathy and understanding.

It is of paramount importance for the coursebook developers to organize the content in a way to enhance international understanding. The *Life* (pre-intermediate level) student's book encourages students to question their own beliefs and practices while learning about others. This approach helps students develop skills in interpreting and relating to different cultures. For example, reading 'Twenty-first Century Cowboys' (Unit 7) can shift students' perceptions of cowboys from the romanticized Hollywood image to the reality of the American cowboy's life.

Integrating culture into the classroom is a challenging task for teachers. Ignoring reading texts in the student's book as being simply not worthy of serious struggle means living in a world divorced from reality. Without a focus on authentic texts, students miss out on understanding the relationship between language and culture. The *Life Second Edition* encourages both teachers and students to adopt an explorer's mindset, fostering curiosity and empathy towards different cultures. Understanding other cultures assists in empowering student's global awareness in the 21st century.

Teachers should create activities that demand the students to gather cultural information in the reading texts. As a learning outcome, the students are likely to gain cultural knowledge. Knowing how cultural practices are used in other countries develop their skills to achieve proper cultural behaviors. Furthermore, learners end up identifying perspectives from their own culture, which they contrast with those of others and gain cultural understanding. In addition, the critical thinking strand in *Life Second Edition* develop the ability of students to assess the validity of a text and the information they receive.

Employability is a key driving force behind the global English learning industry. In this increasingly interconnected world, employers are looking for employees with better intercultural communication skills. Moreover, maintaining cultural understanding help students adjust, fit in, live and work in other cultures. In this way, unemployment is reduced and everyone can benefit from a growing economy. This effect is directly related to SDG 8 (decent work and economic growth) and SDG 10 (reduced inequalities within and among countries).

It would be better if the teachers and students could incorporate the three new literacies of the 21st century – visual, media, and cultural literacies – into studying the cultural content in the reading texts. With the help of them, incorporating culture into the language classroom would become as natural as possible.

Conclusion and Further Suggestions

This study dealt with the culture-related content in the reading texts of the *Life* (pre-intermediate level) student's book. First, the texts were examined to determine the sources of cultural information, following Cortazzi and Jin's (1999) framework of source culture, target culture, and international culture. It was significantly found out that the reading texts cover not only British and American culture but also those of non-native English-speaking countries. Second, the study identified the cultural dimensions and themes presented in the texts, using Moran's (2001) five cultural dimensions and Böcü and Razi's (2016) Big C and little C cultural themes.

The results showed that the cultural dimensions were not equally distributed and little C themes were used more than Big C themes. Finally, the study assessed how the culture-related content in the texts contributes to raising students' global and cultural awareness in the 21st century.

In conclusion, language and culture are inseparably linked, and linguistic proficiency alone is insufficient for successful intercultural communication. To effectively incorporate culture into the foreign language classroom, greater emphasis must be placed on achieving global and cultural awareness as key learning outcomes. Teachers should design lesson plans that explicitly address cultural dimensions and promote culture-focused learning outcomes.

One suggestion for further research would be a comprehensive evaluation of the *Life Second Edition* 6-level series to provide a detailed analysis of cultural content throughout the entire series, highlighting similarities and differences. Another interesting research to conduct would be to examine how reading comprehension exercises and visual images contribute to the integration of culture in the texts.

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Data Analysis

Units	Title of reading texts	Sources of culture (Example)	Dimensions of culture	Aspects of cultural dimension	Cultural Themes (Big C/ little C)
1	How well do you sleep? (a quiz)	—	—	—	
	Secrets of a long life	IC	Products Practices	Places – Okinawa in Japan Lives – Stories of centenarians living a long life	Lifestyle/ little C
	Nature is good for you	IC	Products Perspectives	Places – national parks / Toronto / forest schools Perceptions – Some countries and cities want nature to be part of people's everyday life.	Attitude/ little C
2	Crazy competitions	TC	Practices	Group based scenarios – participating in Idiotarod and Mud Bowl Championship	Custom/ little C
	Bolivian wrestlers	IC	Products Practices Communities Persons	Places – The city of El Alto Event-based scenarios – Two female wrestlers compete. Coexisting communities – the commentator, the audience and the wrestlers associated with sport Cultural identity – life of female wrestler named Yolanda	Hobby/ little C
3	Transport solutions	TC	Products	Artifacts – monorail in New Zealand, large container ships, Hyperloop	Transportation/ little C
	The end of the road	IC	Products Practices Communities Perspectives	Places – Kolkata Lives – stories of rickshaw drivers and their way of life / Event-based scenarios – busy life in Kolkata Coexisting communities – many local people in Kolkata rely on rickshaws Perceptions – some local politicians don't like rickshaws	Geography/ Big C

Units	Title of reading texts	Sources of culture (Example)	Dimensions of culture	Aspects of cultural dimension	Cultural Themes (Big C/ little C)
4	Adventures of the year	IC	Persons	Cultural identity – the adventure stories of the mountaineer and the cyclist	Hobby/ little C
	Challenge yourself: the numbers memory challenge	IC	Products Practices Perspectives	Artifacts – the Rubik's cubes Operations – manipulating Rubik's cube Perceptions – humans love challenging themselves with puzzles like the Rubik's cube	Attitude/ little C
5	E-rubbish	IC	Products Practices Perspectives	Artifacts– e -rubbish Operations – manipulating e-rubbish Perceptions – recycling the metal can be dangerous, bad for the environment, bad for people's health.	Economy/ Big C
	A boat made of bottles	TC	Products Practices Persons	Artifacts– the Plastiki Operation – building the boat from recycled plastic Identity – David de Rothschild built Plastiki	Transportation/ little C
	A company website	TC	Products	Artifacts– different clocks made from recycled computers	Business/ Big C
6	Changing your life	TC	Practices Persons	Life-cycle based scenarios – perceptions of Rich and Amanda Ligato on their lives Cultural identity – professional people	Lifestyle/ little C
	Celebrations	IC	Products Practices Communities	Art forms – dancing, famous steel drums playing Event based scenarios – celebrating Mardi Gras in different countries National communities – people in different countries celebrate	Celebrations/ little C

Units	Title of reading texts	Sources of culture (Example)	Dimensions of culture	Aspects of cultural dimension	Cultural Themes (Big C/ little C)
	Coming of age	IC	Products Practices Perspectives Communities	Art forms – Quinceanera waltz, Seijin-no-Hi Scenarios – different to symbolize coming of age Beliefs – many people believe in coming-of-age celebrations Relationship – cultural perspectives that underline practices in Spanish, Ethiopian and Japanese communities	Custom/ little C
7	When jobs came to Pennsylvania	TC	Products Practices Perspectives	Economy – an energy company discovered gas Scenarios – Roessler, Lee and Paul earn livelihoods Perceptions – people's lives have changed	Economy/ Big C
	Twenty-first century cowboys	TC	Practices Perspectives Communities	Lives – stories of cowboys Values – they prefer the traditional cowboy culture National community – there are men who chose to become cowboys	Lifestyle/ little C
8	An explorer's blog	IC	Products Communities	Places – Karinskaya River in the region of Kamchatka Coexisting communities – the man posted about the problem in the forest and someone who knows the region gave a reply	Geography/ Big C
	Designs from nature	IC	Products	Artifacts – robots, gecko, animals and plants	Science/ Big C
9	Holiday stories	IC	Practices	Acts – the customs of giving a tip for better service in foreign country	Social norm/ Big C

Units	Title of reading texts	Sources of culture (Example)	Dimensions of culture	Aspects of cultural dimension	Cultural Themes (Big C/ little C)
	Two sides of Paris	IC	Products Practices	Places – Paris, Eiffel tower, café and restaurant, theatres and nightclubs, etc. Acts – unofficial tours of the tunnels	Architecture/ Big C
10	A lesson in logos	TC	Products	Artifacts – Apple logo	Business/ Big C
	Is stuff winning?	TC	Practices Perspectives Persons	Acts – being minimalist Perspective – some people think there is a problem with having lots of stuff in our heads. Cultural identity –Ryan Nicodemus and Joshu Fields set up minimalist website.	Attitude/ little C
11	A timeline of video gaming	IC	Products Perspectives	Artifacts – video games Perceptions – attitudes of people using video games	History/ Big C
	Stealing history	IC	Products Perspectives Communities	Places – Abu Sir al Malaq Values – It is wrong to think that stealing historical objects is a modern problem in Egypt. Coexisting communities – archaeologists discover more about Egyptian's history. Soldiers protect the ancient tombs from thieves.	History/ Big C
12	What if...?	–	–	–	–
	The life of Jane Goodall	IC	Persons	Life history – life of animal conservationist	Hobby/ little C

Big C and Cultural Dimensions

[illegible]

Appendix C

Little C and Cultural Dimensions

Cultural Themes (little C)	Cultural Dimensions				
	Products	Practices	Perspectives	Communities	Persons
Values/ Belief/ Attitude	1 (Unit 1)	1 (Unit 10)	2 (Unit 1, 10)		1 (Unit 10)
Lifestyle	1 (Unit 1)	3 (Unit 1,6,7)	1 (Unit 7)	1 (Unit 7)	1 (Unit 6)
Custom	1 (Unit 6)	2 (Unit 2, 6)	1 (Unit 6)	1 (Unit 6)	
Hobbies	1 (Unit 2)	1 (Unit 2)		1 (Unit 2)	3 (Unit 2,4,12)
Holiday					
Food					
Gesture/ Body language					
Celebration	1 (Unit 6)	1 (Unit 6)		1 (Unit 6)	
Transportation	2 (Unit 3, 5)	1 (Unit 5)			1 (Unit 5)

little C Themes Cultural Dimensions	Values/ Belief/ Attitude	Lifestyle	Custom	Hobbies	Holiday	Food	Gesture/ Body language	Celebration	Transportation	Total
Products	1	1	1	1				1	2	7
Practices	1	3	2	1				1	1	9
Perspectives	2	1	1							4
Communities		1	1	1				1		4
Persons	1	1		3					1	6