UNIVERSIDAD DE LA RIOJA

TESIS DOCTORAL

Título
A Quantative and Qualitative Analysis of Cultural Vocabulary in Second Baccalaureate EFL Textbooks

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Facultad
Facultad de Letras y de la Educación

Titulación

Departamento
Filologías Modernas

Curso Académico

UNIVERSIDAD DE LA RIOJA
FACULTAD DE LETRAS Y DE LA EDUCACIÓN
DEPARTAMENTO DE FILOLOGÍAS MODERNAS

TESIS DOCTORAL:

A QUANTATIVE AND QUALITATIVE ANALYSIS OF CULTURAL VOCABULARY IN SECOND BACCALAUREATE EFL TEXTBOOKS

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2019

If culture was a house,
then language was the key to the front door,
and to all rooms inside.

- *Khaled Hosseini*

Acknowledgements

My highest gratitude is for my PhD supervisors for their support and guidance through this long journey. My heartfelt thanks to Dr. Andrés Canga Alonso for his encouragement, he has always offered his guidance since I was an undergraduate and I will always be grateful for his kind advice and selfless help. To my dear Dr. Rosa María Jiménez Catalán for her moral support which has kept me going ahead. She always knew how to kindly inspire and motivate me to do my best in this investigation.

I would also like to acknowledge the support of Burlington, MacMillan, Oxford University Press which provided me with the textbooks necessary to carry out this dissertation.

On a personal note, my deepest appreciation belongs to my family for their unconditional support. To my mother and my father for all the sacrifices they have made on my behalf to make this possible. To my sister for her unending support and love. To Samuel, who was a great pillar of support when it seemed this thesis would never be written. He always knew how to inspire me in the difficult times and spent countless hours by my side. To Joaquín, my beloved uncle who trusted me from the very beginning.

I would like to dedicate this thesis to my grandmother, Elena, who always taught me to persevere. I am sure you would be proud of this achievement, grandma.

Summary

The aim of this PhD dissertation is to investigate how intercultural competence is integrated in the vocabulary content of EFL materials. Although intercultural competence has been gaining ground in Foreign Language Teaching (FLT), cultural studies have paid little attention to cultural vocabulary. The present thesis is designed to fill in a gap in the studies related to the input Spanish students in second year of non-compulsory secondary education are receiving on cultural vocabulary throughout their EFL textbooks. The theoretical background deals with the key concepts to develop the study. It focuses mainly on the terms of culture and intercultural competence and how these two factors are vital in FLT. Secondly, competence models fully adaptable to FLT were selected and described in order to show the development of this concept. The third part shows the evolution of EFL materials as the main guidance for the students and how culture has been reflected on them in recent years.

In the introduction, a brief explanation of the relevance that intercultural competence has in FLT (foreign language teaching) is given. Furthermore, a justification of the importance of analysing the cultural vocabulary content of EFL textbooks and a brief description of the main objectives and methodology used in our analysis is provided.

Chapter 2 comprises the literature review where we analyse the key components and concepts for this dissertation. In this line, we focus the scope in providing detailed information about the concepts of culture and intercultural competence and how they are vital aspects for ELT (English Language teaching). Secondly, we show the evolution of intercultural competence in the last decades and we critically discuss the relevance of those intercultural competence models which may be applicable for ELT (Fantini 1995; Byram 1997; King and Baxter Magolda 2005; Deardorff 2006; Baker 2011). The third and last part of this chapter focuses the attention on how EFL textbooks have evolved regarding the inclusion of culture.

Chapter 3 refers to the main objectives of this dissertation. Here, our four research questions are defined. The first question analyses the total of cultural words included in each textbook from the sample. This makes possible to compare them in the discussion and establish whether EFL textbooks for second year of baccalaureate provide the same input in terms of quantity. The second research question attempts to define the three most and least represented topics in our sample of EFL textbooks. Our third research question was designed to evaluate the ten most frequent words in each cultural category. This will

allow us to determine the predominant topics to which students are exposed and whether or not students are being exposed to an adequate number of repetitions to facilitate the acquisition of these words. Lastly, the fourth question aims to analyse the three types of culture: target, source and international to decide which cultures are predominant and which are overlooked by EFL textbooks.

Chapter 4 describes the methodology followed in this thesis. In the first phase of the investigation, we selected eleven textbooks from twelve different high schools in La Rioja. They were selected attending to the main centres of population. Nine out of these eleven textbooks were designed to fulfil the Spanish curriculum. Secondly, all the content of the textbook (except listening activities) was analysed and cultural words were extracted to be classified. A total number of 16721 words were obtained from this first examination. They were classified on the basis of a list of cultural categories adapted from Byram and Morgan's (1994) and the CEFR (2001). Each category was carefully selected and adapted to deal with a wide range of cultural topics (e.g. *pop culture, cultural heritage, global issues*, among others). Additionally, the categories were also divided into components (*personalities* in *pop culture*, *literature and art* in *cultural heritage*, *Spanish-speaking countries* in *geography*) which allowed us to evaluate the most and least common topics in each category and gave us a deep insight into the inclusion of the three types of culture; target, source and international (Cortazzi and Jin, 1999). All in all, the analysis gave us a broader and deeper view of how cultural vocabulary is represented in the textbooks used by students of second of baccalaureate from La Rioja.

Chapter 5 reports te results obtained during the analysis of vocabulary. In general, the results show that the vocabulary content of EFL textbooks is still not the main form of introducing intercultural competence to students even when it is an effective and natural way of doing it (Williams, 1976; Wierzbicka, 1997). Our data indicate a tendency to represent those categories where it is easier to include general and broad aspects of culture (e.g. everyday living). Regarding the occurrence of the most frequent words, our data reveal a greater repetition of general topics and a lower inclusion of problematic topics or those referring to deeper aspects of culture (Hall, 1976). We also observe a lack of balance with regard to target, source and international cultures; target culture predominates whereas international cultures are at the background and source culture's explicit references are absent.

The discussion of the results in chapter 6 allows us to delimit certain tendencies in the representation of cultural vocabulary in those textbooks currently used in second of

baccalaureate. Regarding the total number of words, the books offer a similar input. Owing to the presence of B2 level textbooks in our sample, we observe a quantitative difference between these books and those which aim at B1 level. This is due to the fact that B2 books registered a higher number of words. On the other hand, the analysis of the most and least productive categories support previous studies since they reveal a tendency to generalize culture. Moreover, we found a touristic vision of target culture which is idealized. Taboo and problematic topics (e.g. politics, economy and LGTB community) are excluded. British and American references predominate in our results. In this vein, Western cultures are commonly found while other cultures (e.g Latino) and non-western (Asian) are absent. Source culture, even when most of the textbooks examined are designed following the Spanish curriculum, is still negligible.

Lastly, chapter 7 provides the conclusions of this dissertation. It was found that second baccalaureate students in La Rioja are being exposed to a number of cultural words that varies regarding the level of the textbook used in their high school. However, the input they receive regarding the level of the cultural vocabulary is not adapted to the level they are supposed to acquire. Spanish culture is not represented by EFL textbook and students are in contact with stereotypes caused by the cultural vocabulary about the target culture as it intends to idealize and make target culture more attractive. This thesis opens a wide range of possibilities for further studies. We believe cultural vocabulary needs to be deeply investigated. For this reason, a wider sample which covers different levels of education is necessary with the aim of determining the pattern that is followed by publishing houses when selecting and integrating cultural vocabulary (and its level) in their materials. Last but not least, a comparative analysis between the cultural vocabulary and the pictorial content in the books would reveal whether intercultural competence is integrated at different stages in EFL materials.

Keywords: intercultural competence, EFL textbooks, textbooks analysis, culture, vocabulary, cultural vocabulary.

Resumen

El objetivo de esta tesis es definir cómo está integrada la competencia intercultural en el vocabulario contenido en libros de texto de inglés. A pesar de que esta competencia ha cobrado importancia en la enseñanza de idiomas, los estudios culturales no prestan la atención requerida al papel fundamental del vocabulario en dicha competencia. Esta tesis está diseñada para suplir el vacío que existe en los estudios de input que reciben los estudiantes españoles de segundo de bachillerato con respecto al vocabulario cultural en libros de texto de inglés como lengua extranjera.

En la introducción se ofrece una breve explicación del porqué la competencia intercultural tiene tan gran relevancia en el panorama actual respecto a la enseñanza de idiomas. Por otro lado, se justifica la importancia de analizar el vocabulario cultural en los libros de texto de inglés y se describen brevemente los objetivos y la metodología utilizada.

El capítulo 2 aborda el marco teórico de esta tesis en la cual se ofrecen los términos claves para su desarrollo. Por ello, esta parte se centra, principalmente, en los conceptos de cultura y competencia intercultural y cómo ambos son factores clave en la enseñanza del inglés como lengua extranjera. En segundo lugar, presenta de modo critico los modelos de competencia intercultural que serán aplicables a la enseñanza del inglés y su evolución en las últimas décadas (Fantini 1995; Byram 1997; King and Baxter Magolda 2005; Deardorff 2006; Baker 2011). La tercera y última parte de este capítulo muestra la evolución del libro de texto como principal guía en la enseñanza de idiomas y cómo la cultura se ha visto relejada en los mismos en las últimas décadas, aspecto que construye el foco principal de la tesis.

El capítulo 3 alude a los objetivos principales de esta tesis. En él se definen las cuatro preguntas clave para el desarrollo de la investigación. La primera pregunta intentará abordar de una forma cuantitativa las palabras culturales incluidas en los once libros analizados para poder proceder en la discusión a una comparación de los mismos y establecer si existen diferencias o similitudes cuantitativas entre los mismos. La segunda pregunta de investigación pretende definir aquellas tres categorías culturales más y menos productivas. El principal objetivo de esta pregunta es definir a qué temas culturales se exponen los alumnos y cuales se excluyen de los contenidos de los libros de texto. La tercera pregunta se centra en las diez palabras más frecuentes de todas las categorías culturales en cada libro de texto. Mediante este análisis se establecerá, dentro de cada categoría, los temas que predominan y hasta qué punto los alumnos están siendo

expuestos a un número adecuado de repeticiones. Por último, la cuarta pregunta está dirigida al análisis de los tres tipos de cultura: meta, fuente e internacional con el fin de establecer qué tipo está más representado en los libros y qué culturales están representadas.

El capítulo 4 define la metodología utilizada para la investigación. En una primera fase del estudio se seleccionaron once libros de texto, nueve de ellos específicamente diseñados para el currículo de segundo de bachillerato en España, usados en doce institutos de La Rioja. La selección se realizó en base a los principales núcleos de población de dicha comunidad autónoma. En segundo lugar, se analizó todo el contenido (exceptuando las actividades de escucha) para extraer el vocabulario cultural. Se obtuvieron un total de 16721 palabras que fueron clasificadas en base a una lista de categorías culturales. Dicha lista fue adaptada de las propuestas por Byram y Morgan (1994) y el CEFR (2001). Cada categoría pretende abordar diferentes temas culturales (ej. *Pop culture, cultural heritage, global issues,* etc.). Por otro lado, dentro de cada categoría hemos creado subcomponentes (por ejemplo, personalities de *pop culture*, literature and art de *cultural heritage*, países hispanohablantes de *geography*) lo que ha permitido evaluar no solo aquellos temas más y menos comunes sino también conocer las tendencias en la representación del vocabulario intercultural y ofrecer una imagen detallada de la inclusión de las tres culturas: origen, meta e internacional (Cortazzi and Jin, 1999). Este análisis nos permite tener una visión interna de cómo están representadas dichas culturas, así como una visión más amplia y profunda de cómo se incluye la cultura en el vocabulario de los materiales usados en segundo de bachillerato por los alumnos riojanos.

El capítulo 5 se centra en los resultados obtenidos del análisis del vocabulario. En general, los datos recogidos muestran que el vocabulario todavía no es la principal vía de introducción de la competencia intercultural a los estudiantes incluso cuando se ha demostrado que sería una forma natural de evitar malentendidos en conversaciones entre hablantes de diferentes culturas (Williams 1976; Wierzbicka 1997). Los resultados demuestran que hay preferencia por representar aquellas categorías que puedan englobar de una forma más amplia y general temas culturales (e.g. everyday living). Respecto a la ocurrencia de las palabras más frecuentes, los datos relevaron una mayor repetición de temas generales y una menor inclusión de temas más controvertidos o que engloben temas de la cultura profunda (Hall, 1976). También se observa una falta de equilibrio en la

representación de la cultura meta, fuente e internacional ya que en la mayoría de los casos se tiende a representar la cultura meta, dejando en segundo plano las culturas internacionales y, en muchas ocasiones, evitando referencias explicitas de la cultural del alumno.

La discusión de los resultados en el capítulo 6 ha permitido delimitar ciertas tendencias respecto al vocabulario de los libros de texto que se usan actualmente en segundo de bachillerato. En cuanto al total de palabras culturales, los libros de texto ofrecen un input similar. Dado que en nuestra muestra se encontraban tres libros del texto que abarcaban un nivel B2, hemos podido observar una diferencia cuantitativa entre estos últimos y aquellos libros centrados en un nivel B1 ya que los libros del B2 tendían a incluir un número mayor de palabras culturales. Por otro lado, el análisis de las categorías más productivas nuestros resultados apoyan estudios anteriores que señalan a la generalización del vocabulario cultura, a una tendencia hacia una visión turística de la cultura meta junto con una representación idealizada de la misma. Los temas tabús o problemáticos (ej. política, economía, comunidad LGTB) quedan excluidos casi al completo. Existe un predominio del Reino Unido y América sobre el resto de culturas pertenecientes a la cultura meta. En esta línea, las culturas occidentales mayormente europeas son las más representadas dentro de los libros de texto excluyendo culturas minoritarias (latinos) u orientales (asiática y árabe). La cultura del alumno, a pesar de que la mayoría de los libros de texto están diseñados para suplir las necesidades del currículo español, sigue siendo minoritaria.

Por último, el capítulo 7 se centra en las conclusiones alcanzadas. Entre las que destacan que los alumnos de segundo de bachillerato en La Rioja están siendo expuestos a un número de palabras culturales que varía según el nivel del libro de texto que se use en su instituto. Sin embargo, el input que reciben de vocabulario cultural es bastante básico y no se adapta a su nivel de estudio. A pesar de que los materiales están producidos para el contexto español, los libros de texto incluyen escasas o ninguna referencia explícita a la cultura española. Por tanto, los aprendices están en constante contacto con estereotipos causados por el vocabulario ligado a la cultura meta que la idealiza y la intenta hacer más atractiva. Esta tesis abre un abanico de posibilidades para estudios posteriores sobre el vocabulario cultural en libros de texto. Es necesario investigar una muestra más amplia de materiales que abarquen niveles distintos y nos permita establecer de una forma más clara el patrón de inclusión que siguen las editoriales respecto al nivel y el tipo de

vocabulario cultural. Por otro lado, un análisis comparativo del vocabulario y el contenido visual del libro revelaría si la competencia intercultural está integrada a distintos niveles.

Palabras clave: competencia intercultural, análisis libros de texto, enseñanza de idiomas, cultura, vocabulario cultural y vocabulario, 2º de bachillerato.

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Chapter 1: INTRODUCTION

The developing intercultural competence in the English as a foreign language (EFL) classroom has, recently, become one of the latest aims in language. This need emerges from the realization that culture and language are intertwined, and one cannot exist without the other. A set of hidden norms, values and beliefs from specific communities are encoded in the language we speak daily, and this also occurs when intercultural communication takes place (Byram, 1997; Atkinson, 1999; Alptekin, 2002; Bush, 2007; Baker, 2011). A correct and deep treatment of intercultural competence in language teaching must be reached in order to avoid undesirable comparisons, misunderstandings, stereotypes and rejection when the students encounter the new language not only outside the classroom but also in it.

Due to the increase of multilingualism and multiculturalism in the world, intercultural competence has become one of the main concerns of EFL teachers, researchers, curriculum designers and textbook publishers. Several models of intercultural competence have been proposed with the purpose of enhancing the development of an appropriate way of teaching this competence in the EFL classroom (Fantini, 1995; Byram, 1997; Deardorff, 2006; King & Baxter Magolda, 2005; Baker 2011). Moreover, scholars have offered a thorough examination of the language curriculum from different countries, learners' and teachers' attitudes and EFL materials.

EFL materials, textbooks in particular, hold an important status in most EFL contexts since they are the main source of information in the classroom (Clavel-Arroitia & Fuster-Márquez, 2014; Bahrami 2015). They have become a tool for teachers to introduce intercultural competence in the classroom in a controlled and reliable way (Liddicoat & Scarino, 2013). Specifically, in the European market, they are designed to fulfil the Common European Framework of Reference' (CEFR) requirements in which intercultural awareness has become as important as communicative competence in their curriculum. Moreover, in Spain, schools, high-schools and official language schools are regulated by the CEFR framework for they explicitly include intercultural competence in their curriculums.

Despite the growing importance of intercultural competence (IC), recent studies have offered an insight into how intercultural communication is addressed by EFL materials and they have discovered there is still a lack of consensus in its inclusion (Risager, 1991;

Méndez García, 2000; Han & Bae, 2005; McKay, 2003; Lund, 2006; Vrbová, 2006; Nault, 2006; Wu, 2010; Lange, 2011; Yuen, 2011; Mahmood, Asghar, & Hussain, 2012; Su, 2014; Canga Alonso & Cifone Ponte, 2015; Syahri & Susanti, 2016). Debate continues about the best way of representing the three different types of culture (target, source and international) and which kind of representation of culture (high or low culture) may be the most appropriate to be introduced in the different levels of language assessment.

On the other hand, the role vocabulary plays in language proficiency has been stressed by several scholars (Bush, 2007; Jiménez Catalán & Mancebo Francisco, 2008; Criado, 2009; Helman, 2009; Hamiloglu & Mendi, 2010; Matsuoka & Hirsh, 2010; Criado & Sánchez, 2012). Additionally, the close relation between vocabulary and culture has aroused an increasing interest in researchers. Words are believed to be units of language that encode in their meanings cultural subtleties which may vary depending on the individual's background and social context (Williams, 1976; Wierzbicka, 1997; Sharifian, 2009; Sharifian, 2011). If they are not addressed correctly in the classroom and students are not aware of these changing connotations, breakdowns in communication may occur. The inclusion of cultural vocabulary in EFL materials would mean students are acquiring cultural aspects of the language naturally. With this, we could avoid the tendency in textbooks of including isolated cultural facts which result in unattractive and confusing set of lists which normally adopt an authoritative tone (Ilieva, 2000; Lund, 2006).

However, much of the research up to now has focused on the presence of culture in the visual content of the EFL textbooks (Hilliard, 2014) or in whole paragraphs were culture is present in order to classify the type of culture which is represented (Lund, 2006; Vrbová, 2006). To our knowledge, little has been done on the representation of cultural vocabulary in EFL textbooks. The inclusion of this topic in the research agenda may be essential to understand to what extent students are exposed to culture throughout understandable and acquirable content (Georgievska, 2000; Han & Bae, 2005; Mahmood, Asghar, & Hussain, 2012; Canga Alonso & Cifone Ponte, 2015).

To the best of our knowledge, no previous study has investigated the presence of cultural vocabulary in EFL textbooks used in Spain. The aim of this investigation is to assess the presence of cultural vocabulary in eleven EFL textbooks used in the second year of non-compulsory secondary education in Spain which corresponds to senior year in the US or

Sixth form college in the UK. In particular, this dissertation will address four research questions: (1) What is the cultural load of textbooks used in the last year of non-compulsory secondary education? Are there any differences or similarities in the number of cultural words contained in each textbook? (2) Considering the percentages of representation of each category in the textbook sample, which are the three most and the three least productive cultural categories? (3) Which are the ten most frequent words in each cultural category? Are these words shared by the textbooks under examination? And (4) how are the different cultures – target, source and international cultures –depicted in those different textbooks?

We aim to answer these questions by extracting, classifying and analysing the cultural vocabulary contained in the written content of EFL textbooks (thus, listening activities will be excluded). A corpus of 16721 words per textbook will be classified into two lists of cultural categories – Byram and Morgan's (1994) and CEFR's (2001) – which have been adapted and, in some cases, modified for the purpose of this study. This first classification will be followed by a classification of subcategories for a better understanding on how cultural words are represented in each textbook. In this respect, we seek to get insights into the presence of more complex or problematic concepts, the distinction between low and high culture and the references to target, source and international culture.

Therefore, this study contributes to research on cultural vocabulary by exploring and decoding the topics of vocabulary with cultural connotations represented in eleven EFL textbooks. It will also indirectly outline the perspective about society that EFL textbooks are transmitting to students by unravelling the 'hidden curriculum' and shedding light to the treatment certain topics are receiving in EFL materials and the predominance of certain cultures above others.

The overall structure of this dissertation takes the form of seven chapters. Following this first introductory chapter, chapter two is focused on providing a layout of the theoretical dimension of the research. In that chapter, we focus on the definition of culture whose lack of consensus in foreign language teaching (FLT) makes it a difficult term to define. We also review those intercultural competence models which are, in our view, fully applicable to EFL context and will shed light in the preparation of a correct methodology and during the discussion of the results. Additionally, the second section looks at the treatment that cultural content has had in EFL textbooks by reviewing a growing body of

literature. Finally, the last part of the chapter outlines the scope of this thesis by analyzing the importance of vocabulary as a cultural component and reviewing the research done up to now.

The third chapter deals with the objectives and research questions of the thesis. Chapter four describes the methodology used for this study. In addition, the procedures during the extracting and analyzing process are outlined. We provide the reader with a thorough description of the textbooks analyzed for background information. The last section provides the list of categories and the aspects considered for its development and adaptation to our study.

The fifth chapter present the findings of the research. Each section from this chapter is organized by means of the list of categories and their respective components- The percentages obtained by each textbook are explained throughout examples and figures for a better understanding.

The sixth chapter provides a discussion of the main findings. Here, we attempt to answer our four research question considering the most relevant findings and exceptions from our data.

Finally, the seven and last chapter will offer a conclusion where a brief summary and critical discussion of the findings will be offered. Here, we will highlight the main implications and contributions of the findings, the limitations of the study and some recommendations for further research work.

Chapter 2: CULTURE AND LANGUAGE

Chapter two aims at setting the theoretical background of this dissertation. It starts by providing definitions of culture and how it is conceptualized in different models (Fantini, 1995; Byram, 1997; King & Baxter Magolda, 2005; Deardorff, 2006; Baker, 2011). It also provides key concepts related to culture and intercultural competence in EFL education. Moreover, the third section deals with the important role textbooks play in EFL and how the inclusion of culture has been gaining ground in recent years. It offers an overview on the main studies focused on the cultural content offered in EFL textbooks. The last two sections present the scope of the study and highlight the importance of cultural vocabulary in EFL textbooks. The chapter concludes with a review of, to our knowledge, all those studies which have analyzed cultural vocabulary in English Learning Teaching (ELT) textbooks.

2.1. Notion of culture and classification

The concept of culture plays a vital role in the development of this thesis as it is an essential part of the notion of intercultural competence. It is present in the models of intercultural competence which have been developed throughout the last decades (Bennett, 1986; Kim, 1988; Fantini, 995; Kramsch, 1993; Byram, 1997; Deardorff, 2006; Baker, 2011). Therefore, it is necessary to start by stablishing a complete definition. Culture as a concept present in education started to gain importance during the 70s, since then, it has been regarded as a problematic concept and has been constantly evolving and suffering changes and adaptations. It is essential then, having into consideration that many attempts have been made with the purpose of providing a complete definition of this term (Williams, 1976; LeVine, 1982; Matsumoto, 1996; Spencer Oatey, 2008; Lusting & Koester, 2010).

In 1976, Williams highlighted his difficulty in defining the term culture. Together with Avruch (1998) remarked that the use of the term in several and incompatible intellectual disciplines was one of the reasons of the lack of agreement on the definition. Scholars have also pointed to the lack of consensus (Kroeber & Kluckhohn, 1952; Robinson, 1985; Apte, 1994; Morgan, 1995; Avruch, 1998; Ulrich, 2004). After a whole century of different attempts to define the term of culture, in the 1990s there was still no agreement

in its definition. Morgan (1995) and Ulrich (2004) added that the complexity of the term is more remarkable in the field of language teaching.

Regarding the definition contained in the Oxford Dictionary, culture is: "the attitudes and behaviour characteristic of a particular social group" (Maurice, 2012, p. 425). Similarly, Matsumoto (1996, p. 16) continued adding new concepts to the term: "the set of attitudes, values, beliefs, and behaviours shared by a group of people, but different for each individual, communicated from one generation to the next". Nonetheless, in our view, a more accurate definition of this term could be the one offered by Spencer Oatey who defined culture as follows:

> Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour (p. 3).

This definition provides relevant concepts for Foreign Language Teaching (FLT). Spencer Oatey (2008) became aware of the fuzziness of certain aspects of culture which makes it difficult to explain and teach as it does not have specific set of characteristics and rules that can be learnt by the student. He also added to culture the ability to influence on people's attitudes and behaviours. This is another key aspect to understand certain assumptions and behaviours which may differ from cultures and that, sometimes, may be shocking for the foreign language student.

Since the term communicative competence (CC) started to gain importance, culture began to be regarded as a crucial term in FLT. This is because one of the main objectives of language learning is to integrate language with culture (Byram, 1997; Atkinson, 1999; Alptekin, 2002; Bush, 2007; Baker, 2011). Yet, as it has previously been remarked, the lack of consensus has been an obstacle for the inclusion of culture in school curricula and its representation in ELT materials (Morgan, 1995; McKay, 2003; Ulrich, 2004).

As culture seemed to be an essential part of the communicative competence concept and its implications in FLT, the aspect of communication within the concept of culture started to gradually acquire importance. Liddicoat and Scarino (2013) remarked the vital role that the notion of culture has in the process of communication among speakers from different cultures as it includes the fact of accepting a series of assumptions and practices

which are inside a specific cultural context. As a result of this idea and because of globalization, the cultural component has become a fundamental concept in education, above all, in FLT. For example, McKay (2003) claimed the importance of culture in the pedagogical field and agreed that there is a need of agreement regarding the inclusion of culture in teaching materials and methodologies. She maintained that, as English has been "denationalized" due to globalization, source culture-focused materials should be given priority, and their authors should be responsible for the pedagogical content of textbooks in order to reduce misinterpretations and the creation of stereotypes.

LeVine (1982) gave a definition which can be fully applicable to the field of FLT; he added the concept of the relation between communication among speakers and their environment. Concretely, LeVine (1982) defined culture as a well-organized set of norms dealing with the way in which speakers of a community should "communicate with each other, think about themselves and their environments, and behave toward one another and toward objects in their environments" (p. 4). Similarly, Lusting and Koester (2010) drew our attention to the fact that culture is not innate, it is something acquired by interacting with the members of a specific community. They exemplified this with a very straight forward situation:

> Two babies born at exactly the same time in two parts of the globe may be taught to respond to physical and social stimuli in very different ways. For example, some babies are taught to smile at strangers, whereas others are taught to smile only in very specific circumstances (p. 25).

This characteristic is indeed essential for the definition of culture as it shows that this can be acquired only by interaction. In the context of FLT, communication between learners inside the classroom and interaction with the language outside the classroom is necessary in order to acquire a given culture. Nevertheless, as in normal teaching contexts, the level of interaction is not enough for students to assimilate cultural factors and develop social cultural competence. For this reason, it is fundamental the inclusion of culture as a part of the FLT process.

Regarding the English language, Nizegorodcew (2011) stressed the idea that learning English, no matter what variety the student is exposed to, implies being in contact with certain ideas, values and beliefs associated with the target culture. This whole process was also developed by Alptekin (2002) as a concept he called "enculturation" in which

the students acquire not only the new language but also the cultural framework in which that language naturally develops. In this regard, Halverson asserted that learning the culture is essential in order to "communicate with a more sensitive control of linguistic and cultural subtleties" (1985, p.328). It is important to consider that the process of becoming familiar with a new language implies encountering a wide range of cultural aspects which may be unknown and full of new associations to students. These new associations "reflect a multifaceted reality, implied meanings and symbols" (Nizegorodcew, 2011, p. 9).

Furthermore, learning a new language may make students more aware of their own culture as they can consider it from a wider perspective. They can create more general connotations of cultural concepts and acquire different ways of facing reality (Nizegorodcew, 2011; Alptekin, 2002). Hence, culture has been assigned a main role within FLT. Learning the target culture has a very positive effect on learners' attitudes towards the language and facilitates its acquisition. The reason for this is that understanding the culture is a way of, at the same time, understanding the language more easily and effectively. Similarly, the process of learning becomes more personal and attractive for students as they have more contact with real situations and real people, increasing substantially their motivation. Cheung (2001) explained that students' motivation also increases when the content they are learning is closely related to their daily life and interests so popular culture plays an important role when teaching English.

Given the power culture may have for enhancing the motivation in students, it should be regarded as an opportunity within the classroom. The introduction of elements from pop culture which may be easily recognized by young and teenage learners may awake a feeling of interest and identification with the language they are learning (Domoney & Harris, 1993; Furlong & Maynard, 1995; King, 2002). Moreover, source culture may be a way of evoking the most emotional side of the students as they feel the new language that they are learning is not separating them from their mother tongue. On the contrary, it is inviting them to talk about and express in other language the culture they were born in. Consequently, this may help build a tighter emotional bound with the new language and would lessen the feeling of rejection that may occur in FLT (Duñabeitia, 2017).

In this regard, within the term culture several distinctions may be encountered. First, it has been divided into two approaches: high culture or big C culture and low culture or small c culture (Hall, 1976; Halverson, 1985; Ulrich, 2004; Bush, 2007; Pachler & Evans,

2007; Scruton, 2012). According to Scruton (2012), high culture "is the self-consciousness of a society […] it contains the works of art, literature, scholarship and interphilosophy" (para.1) which creates a frame of reference which is shared by educated people within a community. It is closely related to geographic, historic and aesthetic factors (Halverson, 1985). Unlike high culture, low culture refers to popular culture or "pop culture" which, it is usually associated with a less educated circle of people. Pop culture is highly extended and is well-known especially among young people (Cheung, 2001; Jones, 2013).

Ulrich (2004) explained that high culture was the only focus of FLT materials' syllabi until the 1950s. This is when the communicative revolution started and with it, the ability of the learner to successfully communicate in every-day situations. It is then when more mundane topics such as hobbies, food, shopping, among others, started to gain recognition in FLT and therefore in FLT materials, especially, textbooks. We agree with the assumption that the learner should be able to communicate and, daily topics are likely to emerge in a day to day conversation. However, we believe that in an intermediate level, students should be capable of going further in a conversation and deeply aspects of culture should be provided.

A similar perspective of culture was one proposed by Hall (1976) with his distinction between surface and deep culture. These are integrated into his analogy of culture as an iceberg referred to as Cultural Iceberg. He claimed that culture is such a complex concept that the visible part of it, the aspects we can observe, resemble to the tip of an iceberg and, beneath, deep culture is hidden. Deep culture stands for those aspects of culture which are unconscious, and which are normally implicit in learning. Moreover, they are those aspects which are acquired by the individual and are difficult to change as they are deeply rooted in their traditions, behaviours and beliefs (Hall, 1976). Extending this framework to a current context, we can observe that this model of culture is fully applicable to the EFL classroom. As it has been previously mentioned, there is a tendency to promote the ability of learners to communicate. For that reason, the study and practice of daily situations to develop this ability are the most included in EFL materials and curricula (Ulrich, 2004). However, there are complex aspects such as values and beliefs that are excluded from the EFL classroom as being considered problematic or a potential source of conflict. These aspects are closely related to deep culture. When looking at Hall's model, we realize students are learning an insignificant part of the language that

will allow to establish a conversation but impede a deep understanding of implicit information.
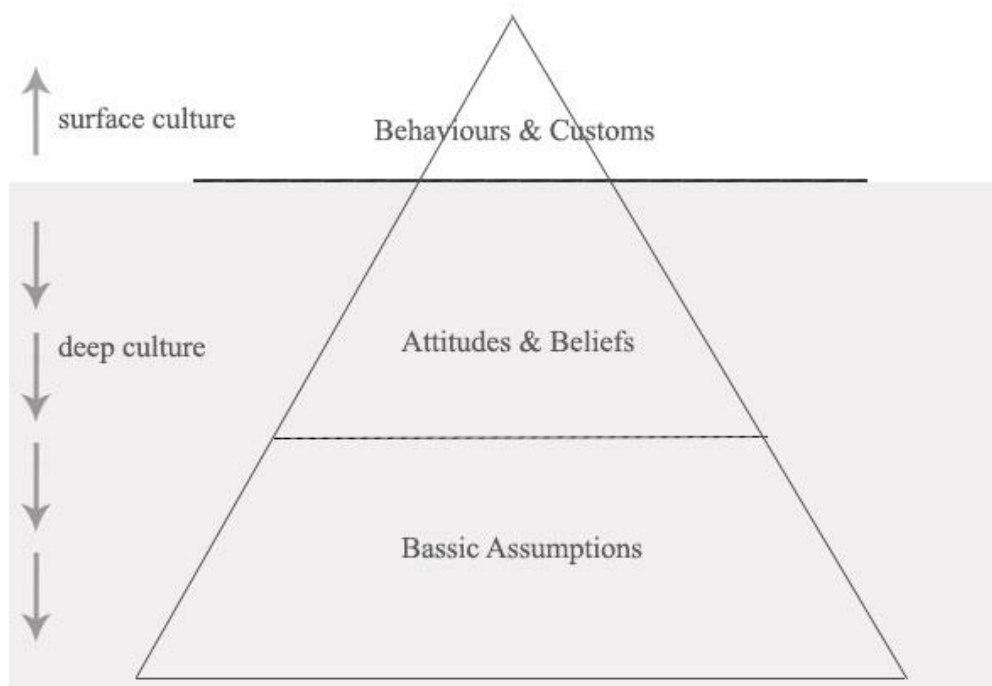
Figure 1. Hall's Cultural Iceberg Model. Adapted from Hall (1976).

There is another basic distinction between two subtypes of cultures: target and source culture (Risager, 1991; Kramsch, 1993; Byram, 1997; Risager & Chapelle, 2012). Furthermore, Cortazzi and Jin (1999) added to this 'dichotomy' a third component: international culture. Let us move to provide a brief description of each term.

In the context of FLT, source or local culture is the student's native culture. This culture refers to the behaviours, traditions and assumptions inherited by members of the same society (Sudartini, 2012). Target culture is that culture or cultures involved in the study of a language; in the case of ELT, it extends to all those countries where English is the official language. Finally, international cultures are those cultures which are neither target nor source culture. They cover all those different cultures which co-exist not only in English-speaking countries but in the rest of countries. This concept has gained relevance

in the last decades as English has become a vital communicative tool in international encounters. According to Kachru (1985; 1992) English is a linguistic tool that serves different purposes and one of them is cross-cultural communication. He used the term *World Englishes* to explain that there are as many English varieties of English as speakers from different countries. Moreover, Crystal (2002) pointed at the fact that English does not belong to a single identity and it is now so widely spoken that it is impossible to measure and control the changes the language is suffering.

For culture to be adequately integrated in FLT materials, we consider of great importance the balanced representation of target, source. The reason for this is the necessity for learners to know how to express their own values, beliefs and thoughts in the target language. Furthermore, it is necessary for them to understand other speakers' perceptions of the world. Despite this, controversy remains regarding which culture should be predominant.

Some scholars believe that local culture should be predominant in ELT teaching with the aim of promoting students' own culture (McKay, 2003; Nault, 2006; Sudartini, 2012; Chinh, 2013). McKay (2003) highlighted the importance of the inclusion of source culture topics. She believed this is necessary for the learner to be able to express facts from their own culture when they are communicating in English. Likewise, Sudartini (2012) considered focusing on target culture as counterproductive. He explained that it is fundamental for learners to conserve their nation's identity. Conflict may appear as learners may start making comparisons between their own culture and target culture. This may result in the students believing the "new culture" to be better than their own (Sudartini, 2012, p. 51). In order to avoid this, teachers should be aware of these undesirable outcomes and should promote local culture whenever is possible. Sudartini (2012) seemed to be unaware of the cruciality of target culture in languages for a correct development of intercultural competence. The objective of EFL teaching is to prepare students to effectively communicate in different situations and cultural contexts. If students are not taught to deal with different cultures (including target culture) possible misunderstandings and cultural shock may emerge from real situations. As Nault (2006) and Chinh (2013) observed incorporating source culture can be positive for learners as it may enhance motivation, yet, it should be done keeping in mind target culture. We do agree with the importance of training competent speakers who can communicate ideas from their culture but also consider of great importance the integration of target and other

cultures as the understanding of speakers' attitudes and behaviours may be conditioned by their own culture.

The term culture formed the basis in which the key concept of the present research is laid on i.e. intercultural competence. Although it was in the 1980s when the term culture started to acquire an important status in the context of FLT, it was not until the turn of the century when the term intercultural competence started to be used. Byram and Fleming (1998, p. 12) defined intercultural competence as it follows: "the ability to interact in complex cultural contexts among people who embody more than one cultural identity and language […] and the ability to reconcile or mediate between different modes present". Comparing both definitions –culture and intercultural competence– the influence as well as the differences between them are obvious. Nonetheless, Liddicoat and Scarino (2013) differentiated between cultural perspective and intercultural perspective. They argued that the cultural perspective focuses its attention on a culture which is external to the learner while the intercultural perspective integrates learners' own culture in the process of learning. This distinction is vital for ELT contexts and for our study as textbooks should be treated as a means to make Spanish EFL learners capable of understanding the importance of cultural factors in communicative processes. Students should be able to develop critical understanding of how cultures affect the way in which they speak and the way in which their interlocutor would understand the message they want to transmit.

During the past decades English has suffered a global spread, living in a globalised world creates the need for intercultural education as it is essential to communicate successfully among different cultures (Byram, 2011). This is when English as a lingua franca (ELF) may be seemed as a problem in terms of culture. English is being used for international communication and when speakers from different cultural backgrounds come together, their cultural differences may show and cause misunderstandings.

Nizegorodcew (2011) stated the existence of two views regarding culture in English as a lingua franca (ELF). The first view implies the concept of a global language destroying particular languages and as a consequence, national cultures. The second view supports the idea of learning a new language as a way of enriching students' own culture. This implies conversations between non-native speakers who may not share the same culture nor even know each other's culture. Consequently, English is no longer regarded as belonging to a group of natives but as an essential tool which is used to interact globally

and it should be given attention accordingly (Kachru, 1992; Widdowson, 1994; Alptekin, 2002; Seidlhofer, 2003; McKay, 2003; Shin, Eslami, & Chen, 2011).

Notwithstanding the still predominance of target culture in EFL teaching, there is now a growing tendency to see English as globalized language and consequently, as a non-cultural-dependent language. This raises questions such as which variety should be taught or whether culture in ESL teaching and EFL is important or not. We believe this to be an error as language is always going to be culture dependent. English is conceived to communicate globally and so, although it is a constantly changing language, it should be adhered to a variety, it should follow certain rules to facilitate communication. Allowing each country to take over the English language may create further misunderstandings (Nault, 2006). Additionally, learners must be prepared to face different type of encounters, these may be with native English speakers or not. They should, of course, be aware of restraints to be respectful and enhance communication. As we will see in the next paragraph, this can be interpreted and conceptualized as international communication.

Regarding culture in English as an International language, Sharifian (2009) used the concept of cultural conceptualizations explain. He explained that each community shares "complex systems of conceptualization" which are distinct from a group of people to another. These conceptualizations are "heterogenelly distributed" in each individual's mind and can be triggered by contacting with other communities. Moreover, Sharifian (2009) highlighted that not all the cultural conceptualizations are present in the same proportion in each member of a community. On the contrary, it is believed by the speaker that they are completely shared. This may lead to misunderstandings as speakers take for granted some cultural aspects of the English language when they are speaking to other people and do not take into consideration that even basic understanding is not universal (Sharifian, 2009).

Furthermore, Sharifian (2009) rejected the idea of a shared model of English as it has been said before, especially in the case of international communication in which both speakers may not share the same language and they are using English to communicate with each other. That is why he proposed a revised model of communication in which speakers belong to different countries; therefore, they do not share the same cultural references and the same language. In these cases, considering the model of cultural conceptualizations, speakers assume that their cultural references and background are

going to be understood by the other speaker and this is when misunderstandings take place and the efficiency of communication is affected. In order to avoid this, the speaker should be aware that their cultural conceptualizations, which are the way in which they understand the world, differ regarding their interlocutor's (Sharifian, 2009). Hence the participants should be constantly reminding themselves that "other interlocutors may not share the same schema, category or metaphor that [they are] drawing on as a frame of reference in [their] production and comprehension" (Sharifian, 2009, p. 243).

In relation to the diverse conceptualizations that speakers may have depending on their background, Alptekin (2002) noted that asking for clarification is a fundamental tool for avoiding miscommunication. He proposed that speakers should clarify when necessary the meaning or connotations a word may have which could be misunderstood by the rest of the interlocutors. Likewise, speakers who find problems understanding may ask for clarification. This makes a strong case for the previous inclusion and treatment of cultural implications and connotations of language within the classroom. If students are aware of them, they can turn to clarification when they know a possible misunderstanding may emerge.

One of the limitations with these explanations is that Sharifian (2009) did not clarify the importance of education in this context. We are aware that there can be infinite of cultural connotations hidden in words or expressions from speakers of different countries but here it is where the importance of teaching culture in EFL is essential. If speakers are aware of the cultural difference a word in English may have in relation to their own language, then it would be easier for them to adapt their cultural conceptualization to the context of the conversation. It is clear then that learners should be taught the existence of those differences. More importantly, they should consider them when having a conversation with native speakers or other learners.

In our view, albeit complex, the term *culture* in ELT could be summarized as the group of attitudes, behaviours, values and beliefs which are part of the countries in which a language is spoken. They are present in the way in which the speaker sees and faces the world that surrounds them. Therefore, it affects the language they speak involving certain meanings and connotations in the words and expressions used. Thus, culture may be a reason of misunderstanding in communication and so, it should be treated in ELT materials as a fundamental concept in order to promote communication between speakers from different social backgrounds. Its inclusion in ELT fosters language understanding

and awakes awareness of students' own culture. Its acquisition by interaction and the fact that it is not innate makes it accessible and understandable for different speakers. Caution must be taken and teachers and EFL materials should consider the aim of a harmonious balance among source, target and international culture as students are supposed to be able to express their own attitudes, values and beliefs in the new language as well as understand the others'. In this chapter, we have learnt how easily target culture, in isolation, may be the cause of rejection and how the incorporation of other cultures and students' can easily motivate them and facilitate later communication in different contexts.

In sum, this section has dealt with the complex concept of culture. It has shown its evolution and highlighted the problems its definition represents in the field of education. The most completed definitions to date have been provided and a close look to their implications in the second language teaching field has been offered. Its importance within ELT has also been exposed and explained. Main existent distinctions (high and low, deep and surface and target, source and intercultural) have been explained along with the different views and tendencies towards the inclusion of these types of culture in EFL teaching. We have also added new concepts which are key to a better understanding of culture in EFL context such as innateness (Lusting & Koester, 2010), enculturation (Alptekin, 2002) or culture conceptualization (Sharifian, 2009). In the next section, we will analyse the most influential intercultural competence models which are vital for our study.

2.2. Models of intercultural competence.

In the past decades, several attempts have been made to create a model for intercultural competence (e.g. Bennett, 1986; Kim, 1988; Fantini, 1995; Howard Hamilton, Richardson, & Shuford, 1998; Kramsch, 1993; Byram, 1997; Ting-Toomey, 1999; Deardorff, 2006; Rathje, 2007, Baker, 2011). We have endeavoured to choose those which are fully applicable to ELT. We have decided this considering the characteristics and concepts we have explained in section 2.1. Likewise, we have also considered those which have influenced the most in the Intercultural Approach (e.g. Byram's 1997) and lastly, those models which are more up-to-date (e.g. Baker's 2011).

2.2.1. Fantini cross-cultural communication's model

Fantini (1995) provided two models to illustrate how a cross-cultural communication takes place. His first model (see figure 2) is, in our view, rather theoretical since it does not propose applications in real language teaching. He limited himself to the description of processes that occur in the mind of a L2 speaker in an intercultural conversation by means of the L2. At the same time, he developed a model of co-orientation in which speakers' worldviews are present in cross-cultural communication (figure 3). Basically, his model consisted of an input- output framework in which individuals are seen differently and are affected by the external world as well as by their own culture, thoughts, language, or experiences.

He identified what he called "perceptions" as the input a speaker receives and "tangible symbols" or speech to the output a speaker produces (Fantini, 1995). In this view, each speaker behaves in a different way. Perceptions each interlocutor has about the external world are formulated in forms of thoughts or concepts during which only a mental process is required. Then, when the speaker is willing to communicate their thoughts a reformulation of these is needed in which they are organized in terms of morphology and syntax, afterwards thoughts are expressed physically. He based this process of reformulation on Chomsky's concepts of competence and performance**.**

Fantini (1995) explained that both input and output are regulated by each speaker's language; cultural backgrounds should be shared to reach a perfect understanding in communication. The process of transforming perception into thought and later into language necessitates fragmenting the speaker's integrated experience of the world so that it can be classified according to the word categories available in the speaker's mother tongue.

[External World]

Interlocutor 1
Input

Interlocutor 2
Output

selective perception
formulation of concepts/thoughts
semantic clusters
morphology/syntax
phonology/graphemes/signs/etc.

Interlocutor 1
Output

Interlocutor 2
Input
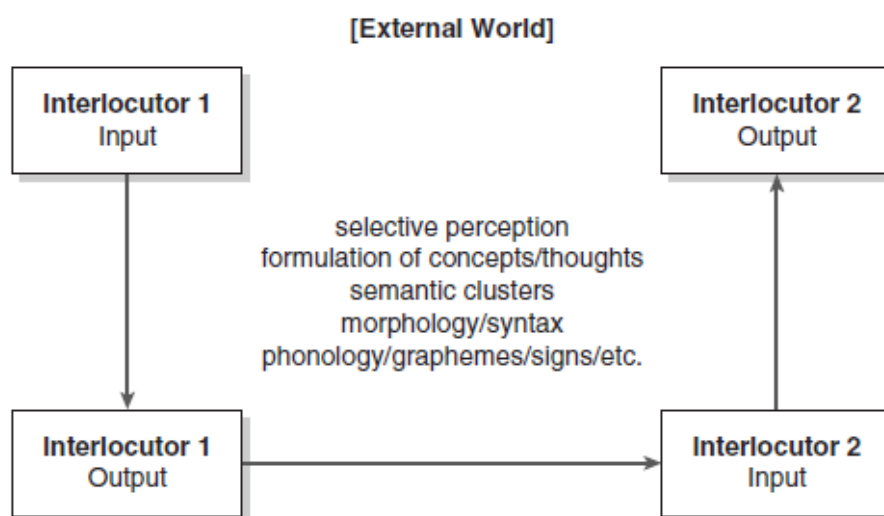
Figure 2. Fantini's models (Retrieved from Deardorff, 2006, p. 16).

Although it is believed that language carries each speaker's view of the world, Fantini (1995) claimed that it is indeed language the one which strengthens the views a speaker holds of the world. In Fantini's own words:

> the influence of language on culture and world view is called language determinism and relativity; that is, the language we acquire influences the way we construct our model of the world (hence, determinism). And if this is so, languages convey different versions of the same world (relativity). (pp. 149-150).

Moreover, he added the notions of "effectiveness" and "appropriateness". The first is always held by the speakers' perspective while the notion of appropriateness is "based on judgements from the host perspective" (Fantini, 1995, p. 150). He also highlighted that there is a substantial difference between cross-cultural communication occurring in speakers' native language or the language they have learned. He defended that language proficiency is the only solution to achieve the highest level of effectiveness and appropriateness and it expands speakers' visions of the world. In his model (figure 3), Fantini showed how the components of cross-cultural communication behave. In figure 3, the speakers are represented by two triangles. Their worldviews are distinct as they are from different cultures; the shadowed area shows where the triangles overlap. This is the

part of their shared worldviews and knowledge. Fantini defended that universal knowledge exists as a result of "our common humanity" (1995, p. 150).
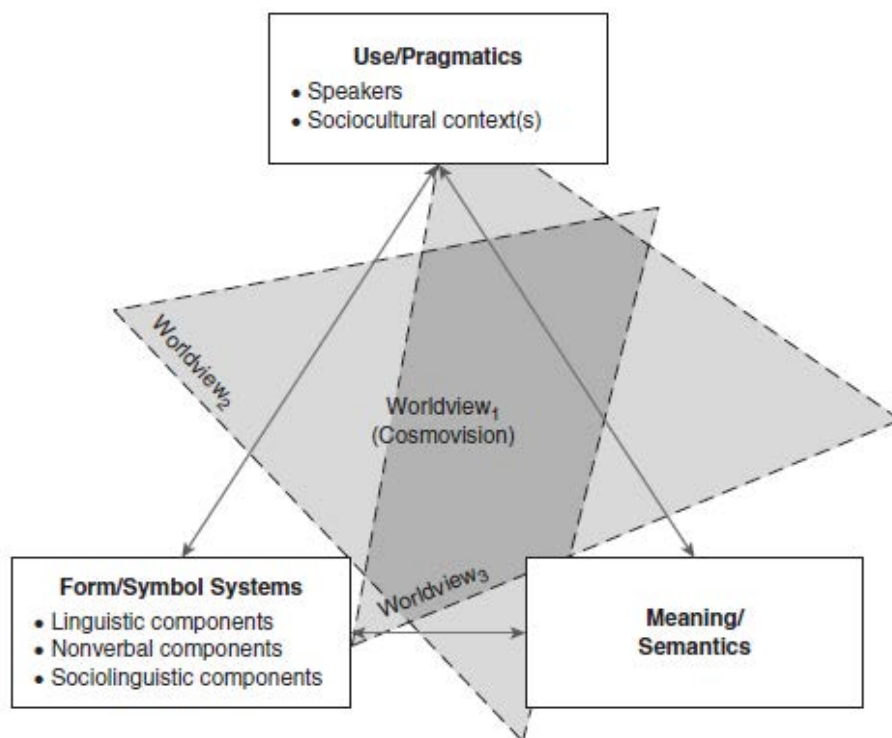
Figure 3. Fantini's model (Retrieved from Deardorff, 2006, p. 16).

All in all, Fantini (1995) proposed two models in which the acquisition of three abilities is essential for learners to communicate properly in any language. They were defined by Fantini as the abilities of (i) establishing relations; (ii) communicating without causing breakouts or misunderstandings and finally, (iii) following the norms of speech. In his view, these abilities are an essential part of intercultural and interpersonal relations. Regarding these three categories, this model presents, so far, attractive features for ELT as we have previously highlighted the relevance of these factors in the development of intercultural competence inside the classroom.

For Fantini (1995), intercultural competence, rather than native competence, should be teachers' aim. The reason is that intercultural competence allows learners to transcend

the limits of their singular world view. He claimed that these three abilities are difficult to acquire in non-native speakers' interactions due to the different conceptions and beliefs found across cultures. He saw learners' own culture (LC1) as the greatest obstacle in the way of becoming proficient in other language, especially in adults as they tend to question and judge the different perspectives that another culture may imply.

We agree with Fantini (1995) on the fact that individuals are different and are influenced by aspects such as culture, thoughts, experiences and their own language. Additionally, it stands to reason that culture may become an obstacle in ELT when it is not well-treated during the process of teaching. Fantini's models are a clear reference of how speakers from different languages will behave during a real cross-cultural communication but he does not explain what happens or should happen inside the classroom. One question that needs to be asked, however, is how teachers and textbook publishers can overcome these real limitations and how culture should be included in ELT to soften these comparisons and take advantage of source culture as a source of motivation. Fantini (1995) limited his study to the conclusion that only language proficiency can solve those problems in a cross-cultural conversation. It is undeniable that language proficiency can make a difference in cross-cultural conversations as the speaker has more tools in order to make himself understood. Yet, Fantini's argument is questionable as a non-native may be proficient in a language but can have a poor cultural background of the language due to limitations in their education. It is necessary then to take culture as an essential part of language learning and integrate it at all levels. If a student learns target and other cultures the same way they learn grammar or vocabulary, a perfect understanding in a cross-cultural conversation can be conveyed.

Having explained Fantini's major contribution to the field of intercultural competence. The next model to be described will be Byram's Intercultural Competence model which was proposed in 1997 and was a turning point in the conception of culture in EFL education.

2.2.2. Byram's Intercultural Competence model

Byram's model of intercultural competence (1997) is the most influential model on the development of intercultural competence in ESL. Byram (1997) developed a model on

communicative competence, paying attention mainly to those factors which are involved in intercultural communication. In his view, there are four factors involved in non-native interactions. First, there are those factors always present in the attitudes the speaker may acquire towards the target culture (e.g. meanings, beliefs and behaviours). These attitudes are always implicit to the interaction and they are usually negative such as stereotypes and prejudices. Byram pointed out that attitudes are a pre-condition for the interaction to be successful and called the attention to the need of considering the interlocutor's point of view rather than one's own in the interaction as, "they need to be attitudes of curiosity and openness, of readiness to suspend disbelief and judgment with respect to others' meanings, beliefs and behaviours" (1997, p. 34). Secondly, Byram pointed to the knowledge implicit in an interaction between two persons from different cultures. He described such knowledge by means of two categories: (i) knowledge about those social groups and their cultures in the speaker's own country and similar knowledge of the interlocutor's country and, (ii) knowledge about those processes of interaction at individual and societal levels. In his view, the first kind of knowledge, although its level of presence is variable, is always present in interaction. The reason for this is that as a result of the processes of socialization the individual has been through, knowledge is acquired through both: primary socialization (family) and secondary socialization (school). Furthermore this knowledge can remain conscious and unconscious and it can involve the conscious awareness of two specific features: (i) those features which are characteristic of a particular group and define and differentiate it (e.g. clothes, or modes of greeting etc) and (ii) those which come from its history, religion and values, institutions, among others. When Byram (1997, p. 36) talked about knowledge of the other speaker's country, he defined it as "rational knowledge". This knowledge is usually acquired in one's country and contrasted with that knowledge about one's own country. It can produce those unwanted stereotypes and prejudices already mentioned. Byram (1997) stated that those interactions in which individuals are aware of how they are perceived as members of different social groups are successful interactions. Although that previous knowledge is necessary for the success of an interaction, procedural knowledge – knowledge about how to behave in specific circumstances – is also required. This knowledge is strongly linked with the skills of interpretation and relation, and discovery and interaction the speaker may have towards foreign language learning. Regarding the skills of interpretation and relation, they depend on conscious and unconscious knowledge about the source and target culture and they do not need any kind of interaction

with an interlocutor as these skills can be applied to written texts. On the other hand, the skills of discovery and interaction are not based on a specific knowledge, but they help construct it by understanding beliefs, meanings and behaviours. The skill of discovery was defined by Byram (1997, p. 38) as "the ability to recognize significant phenomena in a foreign environment and to elicit their meanings and connotations, and their relationship to the phenomena". One of the ways in which the speaker discovers these phenomena may be through social interaction.

Similarly, Byram (1997) explained that the interaction skill is just the ability of the speaker to overcome those constraints of the demands of social interaction such as time and mutual perceptions. A figure (figure 4) proposed by Byram himself (1997) summarizes the main assumptions advocated in his theory:

	Skills Interpret and relate (*Savoir comprendre*)	
Knowledge of self and other; of integration: individual and societal (*savoirs*)	**Education** Political education Critical cultural awareness (*savoir's engager*)	**Attitudes** Relativising self Valuing other (*savoir être*)
	Skills Discover and/or interact (*savoir apprendre/faire*)	

Figure 4. Adapted from Byram's Intercultural Communicative Competence Model (1997, p. 34).

Byram's innovation in the field was mainly the introduction of a series of skills, knowledge and attitudes sought in the student. He pointed to negative and positive attitudes present in each student caused by culture. It is, then, necessary for the teacher to have these preconceptions in mind and address them in an effective way. In order to achieve successful communication, it is essential for students to face the new language with curiosity and openness leaving aside any kind of prejudice or stereotype. Moreover, ELT materials' main objective should be working on these aspects in class, guiding

students through explicit activities on the matter of culture and implicit content which help the teacher control the undesired comparisons and, consequently, stereotypes. This model highly contributes in our study as it is one of the first models who talks about preconceptions which can be corrected or avoided. Moreover, Byram talked about students' knowledge of certain popular or cultural topics (clothes, history, religion, values, among others) as a fundamental part of their foreign language acquisition. These topics may cause misunderstandings and prejudices if not well-addressed; therefore, those topics among others will be fully considered in our analysis.

As we have already pointed out, to date, Byram's (1997) model is still one of those with more influence in different studies and theories. After Byram's, new models regarding intercultural competence in education were published and many scholars have based their own theories in Byram's. An example of this is, Deardorff (2006), a scholar who published her study which, besides incorporating Byram's notions, added new notions to the concept of intercultural competence.

Having presented Byram's model, we also believe necessary to incorporate Deardorff's intercultural competence model (2006) into this review. This is a more up-to-date model which is based in Byram's and adds new concepts we believe are key in FLT.

2.2.3. Deardorff's Intercultural Competence model

In her study, Deardorff (2006) proposed a consensus on intercultural competence following the Delphi technique:

> This method is a process for structuring anonymous communication within a larger group of individuals in an effort to achieve consensus among group members […][This] technique can be used when there is a need for identified experts who are not geographically close to arrive at consensus on a particular issue; the structured nature of the process allows all members to contribute equally without dominance by a few (Deardorff, 2006, pp. 243-244).

Two types of questionnaires were taken by twenty-four American institutions and twenty-three nationally and internationally intercultural scholars. The first to respond to the questionnaire were the institutions which were asked to give the name of those scholars

known by their publications and research on intercultural studies. This was a requisite for her study since those scholars whose names were repeated would be chosen to complete the second step of the study.

The second part of the study consisted on three rounds. Firstly, a questionnaire collected data from the previously selected scholars about the definition of intercultural competence and the best ways of assessing it. Secondly, the twenty-three scholars were given the results on intercultural competence definitions and they had to rate it from "highly relevant/important" to "not relevant/ important to intercultural competence". In the last round, scholars as well as the institutions previously interviewed had to evaluate – by accepting or rejecting – the data collected in the second round. Based on the results obtained throughout these questionnaires, Deardorff (2006) created two visual models of intercultural competence. These models are vital for the present study as they show a consensus reached by several scholars in the field and they determined "a definition and appropriate assessment methods of intercultural competence as agreed on by a panel of internationally known intercultural scholars" (2006, p. 241). In order to represent her theory, Deardorff created two figures summing up the process of intercultural competence and how complex and continual it is; both of them depicting the same concept. As the second was more visual by means of information, we decided to choose that one to include it in this dissertation (figure 5).
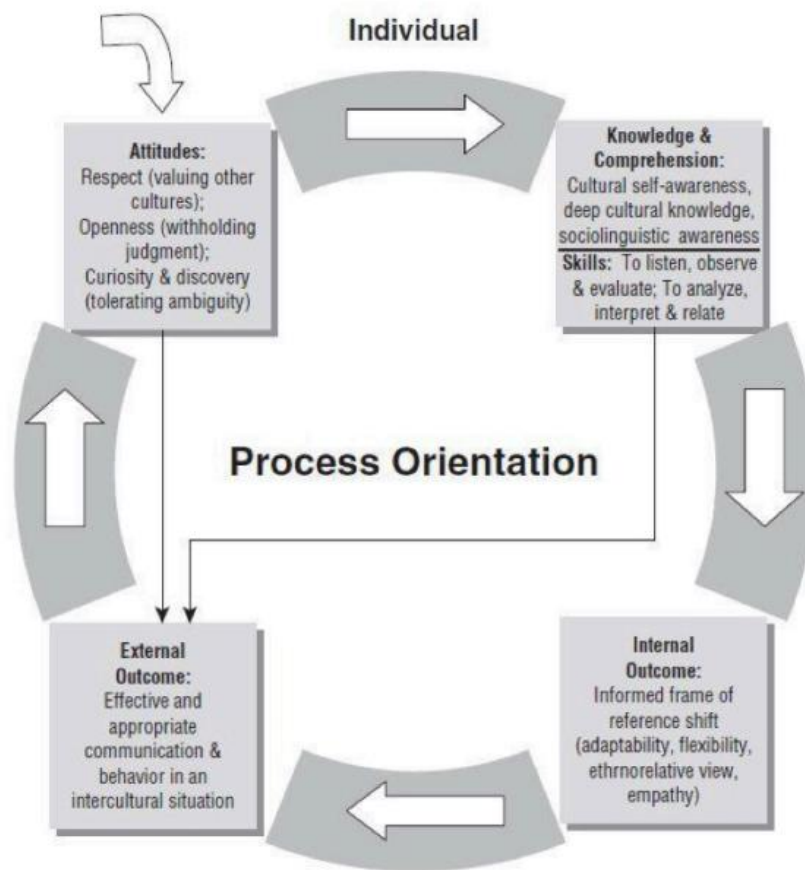
Figure 5. Deardorff's Process Model of Intercultural Competence (Deardorff, 2006).

Although Deardorff added important notions such as respect and tolerance, Byram's (1997) concepts of attitude, skills and knowledge are the foundations of her model. She (2006, p.255) claimed that her model goes from "the individual level of attitudes and personal attributes to the interactive cultural level in regard to the outcomes" and it enables the teacher or the scholar to have access to different degrees of competence as more components of the model are acquired by the learner, they will be more competent culturally speaking. In addition, Deardorff (2006) pinpointed the uniqueness of this model as it provides the concepts of internal and external outcomes; the internal change of

reference is not a requisite meanwhile the external change can be observable throughout the appropriate and effective behaviour and communication in interaction. She added to Byram's previous skills and attitudes, concepts such as motivation and respect which facilitates the creation of "internal frames" such as empathy and adaptability (2006, p. 32). She also claimed that these internal frames foretell the appropriateness and effectiveness of the speaker's performance.

Although Deardorff's model incorporates the concepts of motivation and respect which, as we previously mentioned in section 2.1, are essential in FLT. We believe in the necessity of a model which is more adaptable to the current situation of the English language. A model which not only explains how intercultural competence takes place in the students' minds but also take into account factors such as globalization and different degrees of the learning process. King and Baxter Magolda's (2005) model reflects how students reach intercultural maturity. They described the process and characteristics of each level which provides it with a great value when including and assessing culture in the classroom.

2.2.4. King and Baxter Magolda's model of Intercultural Maturity

The necessity of a model which deals with globalization is undeniable. As we have already highlighted in the previous section, English has become a vehicle of communication between uncountable cultures as globalization started to gain ground a couple of decades ago. We believe ELT materials editors and teachers should be ready to educate students on globalization and give them tools to deal with different cultural backgrounds without this causing any breakouts in communication. Regarding this, Kind and Baxter Magolda (2005) published a model of Intercultural Maturity (IM). These authors drew our attention to the fact that we are living in a globalized world; therefore, a sense of interdependence among all of its citizens has started to gain ground. People, especially those learning a new language, should be capable of making ethical decisions when facing problems occurring in diverse cultural contexts. King and Baxter Magolda believed that this fact should awaken a necessity of "producing interculturally competent citizens" (2005, p. 571). They highlighted that students who appreciate diversity are able

to understand, collaborate with and learn from others even when their cultural and racial background is different. King and Baxter Magolda defined IM as it follows:

> a multi-dimensional and consisting of a range of attributes, including understanding (the cognitive dimension), sensitive to others (the interpersonal dimension), and a sense of oneself that enables one to listen to and learn from others (intrapersonal dimension) (2005, p.574).

They argued that in order to achieve IM, educators in general should be provided with a conceptual framework in which diversity goals are defined and the process of students' progress is established. Being aware of every learning process requires a series of steps, King and Baxter Magolda (2005) proposed a multidimensional model where a description of how people develop IM as they become more aware and understanding is provided (see table 1).

This model contains three levels (see table 1) in which the aforementioned dimensions (i.e. Initial, Intermediate and Mature Level of Development) are integrated: in the Initial Level, regarding the Cognitive Development, the student is judgemental; for that reason, they are liable to classify knowledge as right or wrong. They create a resistance to challenge their own beliefs. Moreover, when comparing their own culture to others, any difference seems to be considered as wrong instead of just different. The Intrapersonal Development is also still rigid; hence, there is still a lack of understanding of other cultures and their own. Students are not fully aware of their own identity, values and beliefs. The most striking fact of this level is that any difference perceived regarding students own language or culture is considered as a threat towards their own language or culture. With reference to the Interpersonal Identity, students tend to relate with people they perceive as similar culturally speaking. Moreover, King and Baxter Magolda claimed that at this level, students show "egocentric standards to judge cultural differences ("that's not how my family celebrates that holiday") or to judge social policy issues ("what's in it for me?")" (2005, p. 580). Again, values in other cultures are perceived as wrong or even ignorant. In addition, there is a lack of understanding of abstract concepts (e.g. community or society).

Conversely, in the Intermediate Level a more flexible view is held. The existence of multiple perspectives is accepted and knowledge is regarded as uncertain; no longer is knowledge considered as imposed and authoritative. The speaker relies on their personal process to reach knowledge. Moreover, their views of the world expand, and the speaker is more open-minded accepting differences. The intrapersonal development also shows outstanding differences. As speakers are more aware of the existence of different cultures, their sense of individuality changes. A process of self-exploration of own values and beliefs starts and the recognition of other cultures as legitimate emerges. At the same time, the speaker allows their own cultural values to be more visible to others.

Finally, in this Intermediate Phase, the interpersonal development is broadened as well. The speaker now is capable to keep a successful interaction with those who belong to different cultures thanks to their capacity of understand more abstract concepts. Now the speaker acknowledges the existence of social systems and multiple perspectives are likely to be found in an intercultural communication. King and Baxter Magolda underlined that "students show an early awareness of these systems as social/cultural constructions that include not only social expectations that are codified in law, but also social conventions and community rules governing behaviour" (2005, p. 580).

IM is reached when students are at the last stage or Mature Level of Development. Regarding the cognitive development, students are able to adapt their behaviour and views of the world using different cultural frames. This is possible due to the judgments made by the speaker and it is derived from "personal experience, evidence from other sources, and other's experience." (King & Baxter Magolda, 2005, p. 576). In the intrapersonal development there are also noticeable changes. The speaker consider a global context and they are completely aware of other cultures, therefore, culturally-sensitive and prepared for making decisions during intercultural interactions. Lastly, in the third or Interpersonal dimension, the speaker is competent enough to maintain "meaningful, interdependent relationships with diverse others." (King & Baxter Magolda, 2005, p. 576). Moreover, the speaker is capable not only of understanding cultural differences but also of appreciating them.

The main weakness in King and Baxter Magolda's study (2005) is that they make no attempt to apply their model to a real educational situation. Instead, they review previous literature on how theoretical frameworks on IM can be applied to practical situations in education. They conclude that further study should be done on the matter and scholars

should attempt to answer what practices can promote intercultural maturity, which ones can integrate lessons and students' experience and what kind of experiences improve the development of IM. It is undeniable that this model provides an insight into the different phases and benefits of intercultural education have on students. Moreover, it establishes the development of IM in students as a need. Although it is a general model and can be applied to different subjects, it is useful in FLT, especially English. As King and Baxter Magolda (2005) highlighted in their paper, IM is essential for the globalized world we live in and, as it has been discussed in the previous section, globalization is a key factor in ELT. Reaching a reasonable level of maturity concerning intercultural communication in English must be a goal in any classroom as it is going to facilitate understanding and communication in most of interactions students are likely to maintain in real life. Table 1 provides the characteristics of each level of development depending on the domain (cognitive, intrapersonal and interpersonal).

Table 1. *King and Baxter Magolda's model (2005)*

Domain of Development	Initial Level of Development	Intermediate Level of Development	Mature Level of Development

Cognitive	• Often shows naivety about other cultures and cultural practices, but expresses excitement and curiosity upon discovering cultural differences.
	• Shows some recognition that multiple perspectives exist, but still holds on to old ways of knowing by:
	  o Minimizing differences
	  o Framing differences in simplistic, categorical terms
	  o Struggles with how to sort through multiple perspectives
		• Shows development of a more complex view of culture.
		• Some consider political and historical context of one's views.
		• Shows beginning awareness and acceptance of uncertainty and multiple perspectives
		• Is trying to understand areas of similarity and difference.
		• Some try to engage in perspective-taking and/or display emotional empathy.
		• Shows appreciation rather than fear of differences
		• Is able to shift from accepting authority's knowledge claims to personal processes for adopting knowledge claims.
		• Develops own means for sorting through and adopting cultural knowledge.
		• Some start to see social structures as complex and socially constructed.
		• Greater awareness of disparities as constructed.
			• Is able to consciously shift perspectives and behaviours into an alternative cultural worldview.
			• Is able to use multiple cultural frames.

Intrapersonal	• Shows an evolving sense of identity • Engages in early exploration • Some begin to consider intersections of their own identities • Emerging tension between internal and external views of self • May or may not see other cultural views as valid	• Shows sense of identity distinct from others' perceptions • Tension between external and internal definition prompts self-exploration of values, racial identity, and beliefs • Uses cultural immersion as a forum for exploring other cultures • Is aware of other cultures, but is also immersed in one's own culture • Recognizes legitimacy of other cultures	• Considers collective identities (e.g., Pan-Asian) and interest in coalition building • Shows capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context • Integrates aspects of self into one's identity • Displays integrated social identities and understands that multiple social identities are part of self and others

Domain of Development	Initial Level of Development	Intermediate Level of Development	Mature Level of Development
		• Engages in active exploration of values and identity by: o Examining privilege, experiencing feelings of tension o Considering variation within identity group as they explore identity (e.g., cultural vs. religious view of Judaism) o Thinking of identity in broader contexts (e.g., global) o Developing a deeper sense of pride in one's own culture • Feels tension emerge during identity exploration • Tries to evaluate external and internal definitions related to identity • Is not always able to buffer external pressures, but can consider how one manages these pressures	•
Interpersonal	• Is willing to suspend judgment when interacting with others across difference. • Sense of self is often overshadowed by need for approval from others • Strong focus on not. making mistakes or doing something "wrong" that would displease others. • Begins to recognize that social structures exist and may influence social interactions.	• Is willing to interact with others across differences and refrain from judgment • Some try to minimize the differences and focus on similarities • Relies on interdependent relations in which multiple perspectives exist (but are not coordinated) • Self is often overshadowed by need for others' approval • Efforts to gain approval reflect an increased understanding of and sensitivity to culturally situated needs and expectations • Some avoid discussing difficult topics that highlight differences • Begins to explore how social systems affect group norms and intergroup relations	• Shows capacity to engage in meaningful, interdependent relationships with diverse others that are grounded in an understanding of and appreciation for human differences • Understands how individual and community practices affect social systems • Is willing to work for the rights of others • Working for others' rights is grounded in motivation to promote social justice • Builds relationships because of differences rather than in spite of them • Shows appreciation for diversity • Sees the value of interdependent relationships across differences • May negatively judge those who are perceived as somewhat narrow-minded or culturally insensitive • Understands society as an organized entity that shapes social interactions and creates social inequalities

Notes: this table was retrieved and adapted from King and Baxter Magolda (2005)

Similar to this model, Baker (2011) proposed an approach aimed to enhance cultural awareness, in which globalization is also a key aspect. He also proposed a model based on different levels in which intercultural awareness is included and the process of developing this awareness is described.

2.2.5. Baker's model cultural awareness

In this model, Baker (2011) integrated globalization as a key component of cultural awareness. In our view, his model is a necessary tool raising awareness between the existent relationship between English as a lingua franca and cultures. As it has been said before, the current status of English in this globalized world today requires a new approach regarding culture. In Baker's own words: this is "a model of the knowledge, skills and attitudes needed to communicate through English in diverse global contexts" (Baker, 2011, p.197). He assumed that no longer is English linked to a particular society or community as a result of its status of lingua franca. He even offered a new definition of intercultural communication based on the understanding of the role of cultures inside communication. He claimed that students should be aware of the different forms, practices and frames of references in intercultural competence and should have skills in order to take these concepts into practice.

In his model, Baker tried to enumerate the different components of Intercultural awareness as the relationships between them are highlighted. He distinguished three levels of cultural awareness (figure 6). Level one is the "Basic Cultural Awareness" which is the general knowledge speakers have of the role of cultures on languages, especially of their own culture and how this affects communication, behaviour, beliefs and values. Baker claimed that speakers at this level are aware of the existence of a great variety of different cultures. They are also able to make comparisons between their own culture and others'; generalizations and stereotypes may emerge at this level as the comparisons occurring may be superficial and highlights differences rather than common features (Baker, 2011, p. 204). As students reach the next level of awareness or "the Advanced Cultural Awareness" level, they are able to understand better the cultural frames they are using as they are learning and speaking another language. Although culture is regarded as a plausible source of misunderstandings and communication breakdowns, at this stage,

learners are capable of predicting and, thus, avoiding them. Moreover, they are also aware of stereotypes so that generalizations are normally avoided. Finally, during the third level or "intercultural awareness" level, the learner is fully conscious of the complexity of cultures, but they understand that intercultural communication may not be affected by these cultures. In Baker's words: "there is also an understanding of the liminal and emergent nature of much intercultural communication through English as a global lingua franca" (2011, p. 205). This third level is important for the concept of intercultural competence as learners reach a point in which they do not see English in reference to a specific native speaker's community but a set of dynamic interactions within global communities.

For the purpose of the current investigation, Baker's (2011) thorough model is of great value. It is fully applicable to ELT and it differentiates the phases of an English learner and helps us to locate the level at which the students of the textbooks analysed may be. Moreover, it is useful to understand how miscommunication and stereotypes emerge and at what stages they are common.

Conceptual intercultural awareness

Practice orientated intercultural awareness

Level 1 - Basic cultural awareness
A general awareness of the role of cultures on our own and 'others' communication

An awareness of culture as a set of shared behaviours, beliefs, values and world views.

An awareness of the role culturally based contexts play in any interpretation of meaning.

An awareness of our own culturally induced behaviour, values and beliefs and an awareness of others' culturally induced behaviour, values and beliefs.

The ability to articulate our own cultural perspective.

An awareness of similarities and differences between cultures at a general level.

The ability to compare cultures at a general level.

Level 2 - Advanced cultural awareness
An awareness of the complexity of cultures

An awareness of the relative nature of cultural norms.

An awareness of individuals as members of cultural groups *and* many other social groups.

An awareness of multiple voices or perspective-s within any cultural grouping.

An awareness that cultural understand-ing is provisional and open to revision.

The ability to move beyond the cultural generalisations and stereotypes that may be a feature of initial interaction in intercultural communication.

The ability to compare and mediate between cultures at a specific level, and an awareness of possibilities for mismatch and miscommunication between specific cultures.

A detailed awareness of common ground between specific cultures as well as an awareness of possibilities for mismatch and miscommunication between specific cultures.

Level 3 - Intercultural awareness
An awareness of the role of cultures in intercultural communication

An awareness of culturally based frames of reference, forms and communicative practices as being related both to specific cultures and also as emergent and dynamic in intercultural communication.

A capacity to negotiate and mediate between different emergent culturally and contextually grounded communication modes and frames of reference based on the above understanding of culture in intercultural communication.

Figure 6. Baker's model (2011).

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In sum, this section has focused on a selection of five models of intercultural competence which we believe can be easily adapted to the current study and related to the context of ELT. These models help us fully understand the concept of intercultural competence and reflect it on ELT. Fantini's (1995) showed how intercultural competence works in terms of the speaker's mind; the mental processes which are necessary to achieve a successful intercultural communication. We agree with his claim of the existence of universal knowledge which is always present in intercultural communication. This universal knowledge is shared by speakers of different communities and do not lead to misunderstandings in communication. However, a great part of the speaker's knowledge is based on their culture, language and experiences. Although Fantini (1995) claimed that language proficiency is necessary in order to overcome these difficulties in conversation, we believe intercultural communication can be successful when students have been previously prepared to be aware of the existence of these differences, to know these differences and to be open-minded towards them. A theory which supports our beliefs is Byram's (1997), he claimed that students should have a series of skills to communicate in intercultural contexts. He stated students should be able to develop the skills of interpretation, relation, discovery and interaction to overcome difficulties. Moreover, Byram's model describes background knowledge which may be conscious (e.g. acquired at school) or unconscious (e.g. acquired in the family). This knowledge is about features certain communities may have (clothes, religion, housing, greetings or values) and it can be taught. On the other hand, Byram talked about learners' attitudes towards the language and its culture; these should be of curiosity and openness to avoid stereotypes. Deardorff's (2006) model followed Byram's adding a new concept of respect towards the new language and its culture. She also considered motivation as an essential part of language learning.

As globalization is a key for FLT, two models were selected in which globalization plays a main role: King and Baxter Magolda's (2005) and Baker's (2011). Regarding the first, King and Baxter Magolda were able to extract the different levels of cultural understanding a student experiences when learning a new language. Their model is useful as it enables us to locate our students in one of the three stages and predict what types of outcomes we can expect. In terms of our study and teaching cultural vocabulary, these stages can be taken into consideration when it comes to the kind of vocabulary textbooks should contain and how it should be treated. Similarly, Baker (2011) offered a three level

model in which he represents the different stages of cultural awareness. In this model key factors such as stereotypes are treated. The excellent examination of learners' stages provided by Baker (2011) showed us when and how stereotypes are produced and how learners overcome them.

The following section of this dissertation will discuss the attention that cultural content has received in FLT textbooks along the past few decades as researchers and scholars became conscious that FLT textbooks are windows to other cultures.

2.2. Cultural content in textbooks: an overview

Textbooks do not only contain explicit information about the field they are meant to cover, they tend to implicitly represent wider ideas. In this way, FLT textbooks are windows through the culture of the language they are representing. As Byram and Risager stated:

> language organizes and expresses a whole range of cultural information and interpretations of concepts and ways of life that have acquired their specific form as part of the development of the specific community of language users. In this sense language contains culture; it carries its culture with it (1999, p. 147).

Culture in language teaching should receive proper treatment not only by the teacher but also by the textbooks used in the classroom. Textbooks are not just a mere source of knowledge but the representation that students have of different societies and their respective values. As Schissler (1990, p. 81) noted "textbooks convey a global understanding of history and of the rules of society as well as norms of living with other people". In this regard, Cortazzi and Jin claimed that "textbooks can be a teacher, a map, a resource, a trainer, an authority, a de-skiller and an ideology" (1999, pp. 199-200). Consequently, if used properly, textbooks should be considered as a potential tool in the assessment of the so needed intercultural competence in the classroom.

Textbooks are also a controlled tool appropriate to be used in a FLT classroom, meaning that students are not going to suffer a cultural shock as they come across the new culture as it is introduced to them in a controlled and rationalized way. Kramsch (1993) discussed the difficulties inherent in teaching a foreign language which implies the encounter with a new culture. This new culture, as it is different, it is also a potential source of conflict

and misunderstanding; once it interacts with the student's own culture, it can generate communication breakdowns and misinterpretations among learners and native speakers. Hence, teachers must be aware of the importance of the difficulties that teaching culture within the context of a foreign language implies and they should be addressed with caution in order to avoid the previously mentioned misunderstandings.

This is important especially in the cases in which the culture of the target and the source language present striking differences, therefore comparisons are more likely to occur. Take as an example the case of English teaching in an Asian country, as Eastern and Western cultures are utterly distinct, students are prone to establish comparisons with their own cultures. Sometimes this may lead to undesirable comparisons in which stereotypes may emerge. This approach should be taken cautiously as it also has disadvantages since being too rigid is also seen as a bad procedure in teaching culture (Sercu, Bandura, Castro, Davcheva, Laskaridou, Lundgren, Méndez García, & Ryan, 2005). Therefore, the cultural content in textbooks should be addressed with caution yet bearing in mind that there is no such a "correct" way of representing target, source and international culture (Ulrich, 2004). The question researchers continue asking is if there is an accurate way of representing culture in textbooks. However, there is not a direct answer. It is undeniable that learning a new language and therefore its culture in the context of a classroom has limitations. For this reason, teachers, textbook publishers and authors should attempt to provide learners with skills and adequate tools and resources so that they will be able to face a new culture by themselves once guidance disappears.

Similarly, in an initial work in this field, Halverson (1985) established the concept of "ethnocentric" students. He observed that the vast majority of English students studied English from a monolingual and monocultural background. Consequently, students were more critical and judgemental towards the language they were learning. Although there are countries in which this concept may still be a reality, this is not the case of Spain. Most students still come from a monolingual family but the increase of immigration during the past two decades and globalization make it a country with a rich cultural background. In Lusting and Koester's words: "[in today's world] your experience involves intercultural communication" (2010, p. 2).

On the other hand, it is widely accepted that in the vast majority of textbooks, especially in those internationally produced, there is a tendency to have a bigger representation of the target culture within the book. Alptekin (1993) gave three reasons why this is a

common practice: (i) it is more economic for textbooks publishers to produce one edition of their textbooks globally; (ii) authors of these kind of textbooks are usually English native speakers who will always tend to include their own culture; (iii) historically, there has been this tendency of emphasising the target-language's culture over the rest of cultures.Similarly, Méndez García (2005) highlighted the need of students to get familiar with the most important characteristics and behaviours of the target society, being in contact with the target language will promote a sense of empathy and respect, will help create reflexive knowledge about students' own culture and will foster intercultural communication. Nevertheless, the representation of target culture in FLT is unrealistic as it gives a very limited view of this culture. The underlying approach within EFL textbooks is usually limited to American and British cultures as the main representation of target culture (Matsuda, 2002). Nonetheless, it is widely accepted that students should be in contact with different varieties and different accents as English is becoming a 'world language' (Wandel, 2002, p. 264).

With respect to the role of textbooks in EFL teaching, several studies determine they are the only resource teachers have access to in the classroom (Clavel- Arroitia & Fuster-Márquez, 2014; Bahrami, 2015). Textbooks are also sometimes the only source of cultural elements in the classroom (Bahrami, 2015). At the same time, textbooks should also provide teachers with a guide on how their cultural context should be taught and assessed. However, in a survey conducted by Bahrami (2015), fifty English teachers were asked to answer a set of questions about culture in ELT textbooks. The results showed that the vast majority of teachers think that textbooks do not include enough information on how cultural context should be tackled in class.

In the last decades a considerable amount of literature has been published on the analysis of textbooks in general and current tendencies in the analysis of textbooks and its purpose have been established. However, the importance of textbooks and how they influence students' foreign language learning have not always been an object of study. It was just after the First World War when nations all over the world started to seek ways of fighting stereotypes and xenophobia which were really rooted in people's minds and provoked such a violent conflict. The League of Nations decided that these issues should have been tackled from the very foundations of society: education. They realized that textbooks used incited national prejudices (Pingel, 2010). However, it was not until the fifties when the UNESCO started to organize several seminars to correct factual errors in already

published textbooks and "to develop an awareness of the multiplicity of regions and cultures in our world, an awareness which was not duly reflected in textbooks, particularly in those of the so-called industrialized nations" (Pingel, 2010, p. 12). Although FLT textbooks did not receive enough attention in such programs, in the field of research, consciousness about this issue started to raise and some papers about problems in FLT materials started to be published (Pfeiffer, 1977; Cunningsworth, 1984).

In the sixties, "cross cultural communication and understanding" (Lessard- Clouston, 1997) became an important part of language teaching, and with it, small c culture or low culture started to make its way in FLT. In the 70s the fact of learning a language by studying isolated chunks of words and grammar was left behind as language started to be considered an act of communication. This was due to the emerging term: Communicative Competence, coined by Hymes in 1966. As a result, social rules and culture-based content started to be noticed as vital parts of FLT and, as communication became the main goal of FTL, languages started to be learnt by speaking and understanding them (Bahrami, 2015). However, Pulverness (1996 seen in Cobett) observed that in the 70s English was still culture-independent:

> English was seen as a means of communication which should not be bound to culturally-specific conditions of use, but should be easily transferable to any cultural setting. Authenticity was a key quality, but only insofar as it provided reliable models of language in use. Content was important as a source of motivation, but it was seen as equally important to avoid material which might be regarded as 'culture bound' (1996, p. 7 as cited in Cobett, 2003).

In 1988, the International Consultation with a view to Recommending Criteria for Improving the Study of Major Problems of Mankind and their presentation in School Curricula and Textbooks took place at the Georg Eckert Institute where all-over-the-world textbook researchers met. There, it was pointed out that language teaching textbooks "shape the image their students have of Europe in general and of former colonial powers in particular" (Pingel, 2010, p. 76).

In 2001, the CEFR was established by the Council of Europe and it served as a common basis for the elaboration of textbooks:

It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set (p. 1).

As it was established in the CEFR (2001), textbook publishers should use this as a guide for the creation of FLT textbooks. In accordance with the CEFR, learning a language means also learning its culture as some of the fundamental competences that the student must master are related to culture. This document insisted on the idea that the foreign language learner should develop interculturality. The learner should acquire intercultural skills and know-how (savoir-faire) which includes social skills, living skills, vocational and professional skills and leisure skills. The CEFR also determined that students should acquire the ability to relate the target and source culture, create a "cultural sensitivity" within each student and help them create strategies to contact with people from other cultures, the ability to avoid misunderstandings and stereotypes in intercultural communication. (2001, pp, 104-105).

Finally, it also claimed that communicative language competence should include the linguistic, sociolinguistic and pragmatic component. Regarding the sociolinguistic competence, the CEFR highlighted that language communication within different cultures is affected by the sociolinguistic component. Therefore, social conventions affecting both languages should be taught in foreign language courses.

After all these official conferences and programs, textbook researchers started gradually to pay more attention to FLT textbooks. Numerous of published studies conveyed the idea of culture and its context as an essential part of the successful acquisition of the foreign language (Bennett, 1986; Byram, 1989; Byram & Esarte-Sarries, 1991; Kramsch, 1993; Corbett, 2003; Hinkel, 2005). As a consequence, along the past decades it has been emphasized that textbooks or any type of teaching material should provide information about the language and culture that is being learned (Brosh, 1997; Sercu et al., 2005; Gray, 2010b; Liddicoat & Scarino, 2013; Risager & Chapelle, 2012; Bahrami, 2015).

It was during the 20th century when culture started to appear in textbooks as a general introduction to the life of native speakers (Gray 2010b). Risager and Chapelle agreed with the idea that textbooks provide learners "with their first authoritative glimpses of the

target culture" (2012, p. 1). Textbooks were regarded as a friendly tool to support the inclusion of culture in classrooms. The potential discomfort the contact with new cultures may cause is mitigated by controlled and moderate cultural hints in EFL textbooks (Liddicoat & Scarino, p. 2013). Additional support for this view comes from Brosh (1997) who claimed the main role that textbooks play in the guidance of the student especially when it comes to cultural components:

> Language classroom observation indicates that content and direction of lesson, and in particular cultural content, are strongly influenced by the language textbook available to both teacher and students. Textbooks […] are considered to be one of the most important instructional tools for most language teachers and a central source of information about a foreign culture" (p. 311).

Regarding this representation culture has in EFL teaching, there is a growing body of evidence to suggest that culture is still not adequately included in EFL textbooks (Halverson, 1985; Sercu et al. , 2005; Bahrami, 2015). Sercu et al. (2005) blamed textbooks of being too rigid, especially when representing the foreign culture. In her analysis, she also focused on Spain and she pinpointed that textbooks are an essential part of ELT in this country. They are principally the only source the teacher has for adding cultural content to their curriculum. The fact that 91.18% of Spanish participants admitted the need of using other kind of materials in order to cover the teaching of the foreign culture suggests the lack of coverage of cultural content has in EFL textbooks, especially in Spanish EFL textbooks.

Bahrami (2015) years later, carried out a survey in which fifty ESL teachers answered a total of twenty-five questions closely related to the cultural content on the textbooks they were using. The most striking results showed there is still poor treatment given to culture in ELT textbooks. 34% of teachers thought that textbooks give limited or no information and instruction to the teachers in order to use and assess the cultural content of the textbooks. On the other hand, 62% of the teachers disagreed with the idea that "textbooks provide sufficient details and information about the cultural topics" for both teachers and students (p.132). Teachers were also aware of the overgeneralization culture is suffering in EFL textbooks. This is crucial in the context of ELT in the context of Spanish classrooms. Although exceptions may exist, Spanish teachers in official education are not English native speakers. Consequently, they should be familiarized with the culture within the English language and they need guidance in teaching it since, as it has been

previously explained, it is easy to fall into stereotypes or create confusion among students. In addition, Halverson (1985) observed that textbooks have a lot of weaknesses when representing culture. Among them, there is a tendency to cover a lot of different topics but at a rather superficial level. Thus, students may end up being acquainted with different topics but without acquiring verbal expertise in any of them which makes it difficult to communicatee and express more complex ideas.

Regarding the source of cultural information that students have in their textbooks, it is claimed by a large number of scholars that real texts play a vital role in the development of a more accurate view of the target language and its culture (Bennett, 1986; Risager,1991; Starkey, 1991; Kramsch, 1993; Sercu et al., 2005; Clavel-Arroitia & Fuster- Marquéz, 2014). Moreover, real texts which strictly depend on context can also let the learner observe the natural development of language in different contexts of use. However, because of the rigid nature of textbooks, the use of authentic texts, especially at lower levels, is almost non-existent (Sercu et al., 2005). Texts in comprehension activities are likely to be adapted so that they facilitate comprehension. Likewise, texts are usually shortened as most of them are too long to be included entirely (Sinclair, 2004; Clavel-Arroitia & Fuster- Márquez, 2014). In a study conducted by Clavel-Arroitia and Fuster-Márquez (2014), this commonly done adaptation was proved to be prejudicial for culture as advanced and culture-related vocabulary is being suppressed from textbooks. Consequently, Clavel-Arroitia and Fuster-Márquez (2014) claimed that some varieties of English, particularly those that involve formal language or advanced vocabulary, are not included in textbooks and a lot of important connotations are also lost. Moreover, in their article they exemplified the use of a text in a textbook extracted from a blog written by a Spanish-speaking blogger who used the words *mesero* and *salsa de tomate* in his blog entry about a Mexican restaurant. The textbook replaced these words the English word: "waiter" and "ketchup". By doing this, the connotative meaning as well as the register of the source culture were lost.

To create a consensus regarding the cultural content in EFL textbooks. Some scholars have attempted to make a list of topics whose inclusion should be essential in EFL textbooks so as to cover culture in an efficient way. In 1964, Brooks published a book whose main purpose was to examine what should be involved in learning to use a language. In his view, the main objective of a teacher is to get the learner to use the language as native speakers do, so they will be able to communicate directly with them

and study its corresponding literature and society. In this book, Brooks added a list with the main topics for cultural studies. Among the list, topics such as politeness, verbal taboos, school and greetings (Brooks, 1964). Dunnett, Dubin and Lezberg (1986) pointed to the explicitness of an intercultural perspective in an English language course throughout activities that promote cultural understanding. They also produced a list conceived for teaching American culture. The list covers topics such as ethnicity in the USA, attitudes toward other cultures, among others (1986).

Risager (1991) also published a list based on four different categories whose main purpose was to help in the performance of cultural content analysis of FLT textbooks. The first category is the micro level which has to do with daily life activities. The macro level is centred in social issues, politics and history. Lastly, the third level is called international and intercultural issues and finally, both the style and viewpoint of the author are evaluated in the last category.

Similarly, Byram and Morgan (1994) also included a list of cultural themes that can serve for a cultural content analysis of textbooks. They included topics such as social interaction, stereotypes and national identity. Furthermore, in the CEFR (2001) a list of those characteristics which are proper of a European society and, as a consequence, part of the cultural knowledge of that society is facilitated as well. This list also included values, beliefs and attitudes (this encompasses politics, national identity and history) and social conventions.

Finally, Sercu et al. (2005) added a list in her study which also covers main topics that should be found in FLT textbooks. The topics refer to international relations, ethnic and social groups, history and politics.

Attention should be paid to the fact that almost all these lists coincide in some of their topics such as daily life activities, historical and political issues, stereotypes and attitudes and social groups and social interaction. In relation to this, Adaskou, Britten and Fahsi, (1990) divided culture in ELT materials into four categories: (i) aesthetic which includes information about the arts; (ii) sociological in which information about everyday life events can be found; (iii) semantic which relates to the idea of how words and concepts are related to different ways of life; and (iv) pragmatic in which concepts such as politeness or rhetorical conventions are included.

This section has provided an overview on how culture in textbooks has evolved throughout the last two decades and how the CEFR (2001) has served the purpose of establishing a standard for the publication of textbooks within the European Union. We have highlighted the importance of textbooks as the main source of information and representation students are exposed to regarding other cultures. We have also discussed how textbooks are a controlled tool to address problematic concepts and avoid undesirable comparisons and stereotypes in classrooms. Moreover, we have focused on the main tendencies in textbook publishing such as avoiding the use of authentic texts which usually affects the inclusion of cultural vocabulary or connotations. Lastly, in this section, we have offered an overview on the list of topics some scholars proposed by scholars so as to facilitate the classification of cultural topics inside FLT. This last aspect treated in this section is a key part in our dissertation as it gives us the basis for the compilation of our own list. As we will see in chapter four, this list will be used to classify the cultural vocabulary contained in the sample of textbooks which will be analysed in our study. Closely related to this section, the next part of this dissertation will focus on a review of studies of cultural content in FLT textbooks.

2.3. Studies on the cultural content in FLT textbooks

Textbook research became a crucial part in the development and improvement of teaching materials, and the intercultural approach started to be an issue which required the attention of teaching materials publishers and teachers along the past decades. Hence, the intercultural analysis of FLT textbooks has become a tendency. However, several studies which were conducted in different countries have revealed that the cultural component in EFL textbooks has not received enough attention by textbooks publishers (Risager,1991; Méndez García, 2000; Vrbová, 2006, Wu, 2010; Lange, 2011; Yuen, 2011).

We have observed a growing trend of thorough revision of EFL material in non-Western cultures (Wu, 2010; Yuen, 2011; Abdollahzadeh & Baniasad, 2010; Su, 2014; Tajeddin & Teimournezhad, 2014; Böcü & Razi, 2016; Syahri & Susanti, 2016). The representation of source culture is the main concerned of these studies. It is by no means an exaggeration to state that international cultures are marginalized in EFL textbooks. There is an excessive exposure to Western values and beliefs which may considerably

differ by those encountered in non-western countries (Lund, 2006; Yuen, 2011; Su, 2014; Hilliard, 2014; Gobert, 2015). In this section, textbook studies will be organized geographically in order to shed light to the importance that cultural analysis of English textbooks has had in both, Western and Esarten cultures.

In relation to Western cultures, Risager (1991) conducted a detailed study on ELT textbooks used in Scandinavia at the beginner level basing her analysis on her four categories as guide for the assessment of intercultural competence (micro level, macro level, international and intercultural issues and point of the view and style of the author). This scholar found that information about the target culture which can be too provocative or conflictive- such as religion or politics- was avoided in textbooks. Furthermore, she demonstrated a tendency applicable to any foreign language textbook for beginners. This consisted on the introduction of broader social and historical information and contrastive considerations regarding the target and the source culture at low levels. She claimed that this was due to the fact that in most European countries, the vast majority of those students that had chosen a language as an optional subject did not continue with it after a couple of years. Therefore, elementary textbooks presented a broader view of cultural facts. This tendency tried to avoid stereotypes in students who did not intent to follow their studies on that language and culture. She also found that in modern textbooks the age groups were spread and there was more representation of elderly people (older than 50) and young children. There was also a tendency of representing young adults in isolation what she called "individualization" as there was a clear difference between the representation of young adults in their nuclear family in textbooks in the 60s and 70s and the young tourist who was interested in travelling. She claimed that, in modern textbooks, middle class characters living in urban areas were predominant. And the only social interactions appreciated in the dialogues contained in the textbooks happened in spare time or consumption situations.

In a related vein, Lund (2006) in his content analysis of four English textbooks used in Norway drew our attention to the lack of guidance regarding the use of English as to facilitate the student the task to adapt to different linguistic situations which are conveyed by different contexts and cultural conventions. He analysed all fictional and non-functional texts contained in the four textbooks. His major findings pointed at a predominance of English-speaking countries. He claimed that there was a clear tendency in textbooks for educating students on English-speaking countries culture (target culture).

His findings also showed some inconsistencies in the treatment of culture in the follow-up activities of the texts. Although relevant cultural information about the authors or historical background was sometimes provided, activities focusing on the texts did not delve into them missing the opportunity to develop the socio-cultural competence.

Similarly, Vrbová (2006) examined the cultural component of three textbooks used in Czech primary schools. Here, the same tendency than in previous studies was shown since social and political perspectives were almost completely avoided. However, according to her results, the textbooks selected did not represent either source or target culture. This scholar also noted the fact that linguistic features which are necessary in order to develop the students' competence in intercultural communication were clearly insufficient in all the books analysed.

Following a different approach, Weninger and Kiss (2013) conducted an analysis of two locally-produced textbooks used in Hungary. In their study they criticised the tendency to analyse cultural content on textbooks following a quantitative method. They maintained that this form of analysis is objectifying culture. Such concept, in the view, is impossible to quantify objectively and accurately owing to its abstract and subjective nature. They hold the view that a semiotic approach could be a more appropriate way to examine culture in EFL textbooks. To this end, their approach was mainly qualitative, so they selected several striking examples and they analysed them. Their object of analysis were the texts and images contained in the textbooks. They justify their selection on the grounds that in the context of a classroom, guided semiosis occurs, and students relate the pictures they see in their textbooks with what they are reading. Their main objective was to highlight the relationship between text, image, meaning and task within teaching materials and how these can contain potential cultural meanings. They concluded that both textbooks included pieces of cultural information (i.e. famous people, different nationalities); nevertheless, they remarked that these cultural glimpses were not enough and when they happened, there was not enough treatment in the follow-up activities.

Méndez García (2000) conducted an exhaustive examination of thirteen English textbooks used in first and second year of high school in Spain. She based her study on Risager's (1991) four groups and findings previously mentioned in this section. Méndez García (2000) analysed a total of thirteen textbooks from different well-known publishing houses – including Oxford University Press, Burlington, Richmond and Cambridge which are some of the publishing houses of the textbooks studied in this research. This scholar

reached several important conclusions regarding the treatment of the intercultural component in these textbooks. She claimed that the cultural content in all the books was general, foreign cultures appeared in isolation and there were not enough comparisons with students' own culture. When there were comparisons between cultures, they focused on their differences instead of the similarities and they stressed the existence of stereotypes. She concluded that the cultural component in relation with the linguistic component was still at the background.

Çelik and Erbay (2013) evaluated three textbooks locally-produced in Turkey. It was a series of textbooks used at elementary level which is widely used in that country. They conducted a descriptive content analysis considering four cultural categories: (i) products (literary works, art, food, education, laws, religions, dwellings); (ii) practices (daily life and rituals), (iii) perspectives (beliefs and values) and (iv) persons (celebrities, historical characters, fictitious characters among others). They concluded that the findings related to practices and perspectives were the least significant in the textbooks. They blamed this lack of inclusion to the young age of the students for whom these textbooks were designed. They pointed out to the inclusion of topics which may be attractive for students such as famous people and travelling. Western society was, once again, exalted by EFL textbooks and they also noticed visibility of Asian countries. We agree with the explanations these scholars give to the presence of these topics over more abstract ones. However, we believe it is very much an oversimplification to include religion within the same category as food or art. It seems not well founded that such a controversial topic as religion was treated with the same perspective as food, whose spread thanks to globalization and migratory movements has connected worldwide cuisines (Inglis, 2010; Buettner, 2013; Wenning, 2016; Thoms, 2011; Chen, 2017).

Toprak and Aksoyalp (2015) sought for a deep analysis of target culture in seventeen EFL textbooks used in Turkey at different levels in secondary education. They claimed these textbooks belonged to popular publishing houses such as Cambridge University Press and Oxford Press. They excluded from their analysis grammar sections and vocabulary lists. Four topics were examined: environment, sports, medicine and literature. Their results were organized by means of: (i) a simple mention, (ii) a depiction and (iii) a display. Topics shared by target culture such as Christmas were excluded. Their results showed an outstanding presence of British and American components. Australia also showed a significant presence while Canada and New Zealand were scarcely included. They found

this trend at all levels. They attributed these results to a historically view of American and Britain as the main figures represented English language. They also pointed out to the role America has in the worldwide economy and technology. To our knowledge, this is the only study in which environment was analysed as a cultural component. Such topic may be culturally dependent as its conception may change from culture to culture. Additionally, Ide (2018) pointed at environment as a new incorporation in textbooks with the aim of promoting environmental education.

Lee (2009) conducted a content analysis of three EFL textbooks used in Korean high schools. Once more, all the materials were produced locally, and their authors were Korean. His main goal was to analyse how the Western world and the Western cultures were represented in EFL textbooks. He examined all those parts of the textbooks in which non-Koreans and non-Korean cultures were included and grouped them together according to the theme. Lee (2009) evaluated elements from low and high culture: artists and works of arts and the explanations that accompanied these works and elements from pop culture. Although being created by Korean authors, the textbooks contained a great amount of information about target culture. In fact, among his most important findings we would highlight the presence of Western art over non-Western art. Western music and literature were highly present in textbooks and they were surrounded by positive adjectives. However, Lee (2009) found the opposite regarding the inclusion of non-Western arts as they were included without admiration (lack in positive adjectives). Western's popular culture was encountered in all the textbooks in large proportions, especially from the USA. Lee concluded that American culture was highly present in EFL textbooks as an "entertaining lifestyle". He also suggested that Western's traditions, language and culture were regarded as superior and "more valuable" (2009, p.10).

Similarly, Hilliard (2014) performed a quantitative analysis of the visuals, topics and listening material of four textbooks for adult English learners. Her choice of textbooks was carefully made in order not to select textbooks which were specific for certain contexts or groups. She followed Risager's (1991), Sercu et al.'s (2005) and Gray's (2010b) frameworks to evaluate the content. Some of her findings revealed a lack in deep cultural content as all the topics were general, superficial or reinforce a positive view of the target culture. A tourist point of view was always included as a positive and attractive part of target culture. Hilliard (2014) found that the Western world was overrepresented in textbooks, results that were in line with Lee's (2009). She found that Caucasian

ethnicity was predominant in all the EFL textbooks being African, Asian or Latino ethnicities marginalized. Closely related to this, she also stated that textbooks ignore minorities. Her findings also showed textbooks tend to avoid conflictive topics.

In a related vein, in 2004, McGrath did an exhaustive analysis of women roles in educational materials. Although his findings were remarkable, we will consider only one as we think it was relevant to our present study. He found that single-parenthood was virtually invisible in textbooks and stereotypes of family relationships and the role of women within these were still predominant in textbooks.

Many of the studies from West Asia were focused in Iran where there is a big concerned about what kind of cultural representations students are receiving from EFL materials. The study by Abdollahzadeh and Baniasad (2010) was centred in the speaking and reading texts as well as the images in four textbooks from beginner to advanced level. The purpose of their research was to ascertain the ideologies to which students are exposed. They concluded that the higher the level the higher the presence of ideologies, most of them related to Western cultures while Islamic values were absent. They also found consumerism and sexism to be significantly present in all the textbooks to some extent. They argued against Western countries being treated as superior. As their findings also revealed, there was an obvious advantage attributed to English language which may be in line with representing a positive view of the language. To support this, they alluded to the large presence of the US in form of success (actors, musicians, writers, sportsmen, among others) while the negative side of American society was lessened to the minimum.

Rajabi and Ketabi (2012) examined four commonly used textbooks in Iran. These textbooks were from well-known publishing houses such as Oxford University Press, Cambridge University Press and Pearson. One of them, *Headway*, has been used in Spain for the last years. They aimed to examine four dimensions strongly linked to culture. These dimensions were: (i) the Aesthetic sense or big C culture; (ii) the sociological sense or small c culture; (iii) the pragmatic sense and (iv) the semantic sense (Rajabi & Ketabi, 2012). Guided by this objective, they selected the part of the textbooks which were prone to contain these kinds of information. They analysed mainly the reading activities, writing tasks, communication-related activities and lexis, especially idioms. Their main goal was to establish which dimensions were more present in English textbooks by measuring the frequency in which these dimensions occurred in the previously mentioned activities. The findings showed that the pragmatic or sociolinguistic dimension was the most

predominant throughout the textbooks. This dimension is fully related to the speaker's social skills and background knowledge. As Rajabi and Ketabi claimed textbooks should centre their attention in language conventions and teach the students social norms. It is common to find these conventions within their activities, especially speaking and writing activities. One of the most striking conclusions to which they arrived was their sample of textbooks were centred on source culture as local culture was included in the form of texts about "local festival and dances" (Rajabi & Ketabi, 2012, p. 710). On the other hand, Rajabi and Ketabi (2012) made reference to this concept of disassociation and they pinpointed to the status of English as a Lingua Franca as one of the main reasons why English is no longer linked to a specific culture. As a result, the ability of learners to express their own culture is making ESL teaching a more local culture specific.

Tajeddin and Teimournezhad (2014) looked at internationally and locally-produced intermediate EFL textbooks to compare how representative is culture in both. Their study was also focused on Iran (Abdollahzadeh & Baniasad, 2010; Rajabi & Ketabi, 2012). They justified their election of intermediate levels on the grounds that beginner levels would be very limited in cultural content as their main objective might be introducing the language basis. They examined the culture at two levels: aesthetic (pop culture and literature) and sociological (everyday life, family, customs and institutions). Their first finding was related to an unbalanced representation of different type of cultures, an obvious difference between the locally-produced textbook and the international one was encountered but unexpected. In the local textbook, neutral cultural terms were predominant, followed by international and target cultures. They found source culture to be the last represented. In the internationally-produced textbook target culture was the second with more representation being surpassed by international culture. Neutral elements and source culture were the worst represented. They reported high culture elements and pop culture were normally attributed to international culture. They confessed to be surprised by the lack of inclusion of source culture in a textbook which was locally-produced

Similarly, Wu (2010) conducted a quantitative analysis of three textbooks used in China at university level. He reasserted the tendency of avoiding political and socio-political contents and including famous individuals instead. In fact, he found that 72.22% of the texts focused on public and famous individuals. Some of their analyses not only demonstrated that the cultural component was insufficient but also the fact that when

textbooks paid attention to culture there was a tendency to create stereotypes. He concluded that the student was provided with some aspects of the target culture– which were in most occasions modified— and they accepted them as true and did not attempt to question them. This may lead to the construction of negative or even positive stereotypes. Neither of them is good since they create a preconceived image of the aforesaid culture.

Yuen (2011) analysed two textbooks also used in Chin, this time at secondary education. He claimed for the existence of an imbalance in the selection of resources which led to a fragmented content regarding the cultural component in textbooks. In his study, he also observed the tendency of providing the student with a more commercial and popular view about the target country by including topics related to entertainment or famous individuals instead of focusing on "more abstract perspectives such as equality" (2011, p. 464). This tendency was also observed by Siddiqie (2011). This scholar performed an analysis of a textbook series at the secondary and higher secondary level in Bangladesh. This study showed stereotyped views of different cultures by not providing up-to-date information, oversimplifying or generalizing information. This generalization or oversimplification has also been put forward in previous studies (Méndez García, 2000; Vrbová, 2006; Su, 2014). In this respect, Risager (1991) also found an oversimplification of the cultural content. She even referred to an 'infantilization' of the content. Yuen (2011) characterized EFL textbooks' cultural content as 'superficial'. In the same way, Méndez García (2000) and Weninger and Kiss (2013), as Halverson previously did in 1985, agreed that there was still a tendency in textbooks to isolate culture, in other words, textbooks main activities normally lacked in cultural-integrated activities. In fact, they show culture in "isolated (and sometimes seemingly random) cultural practices or figures" (Weninger & Kiss, 2013, p. 17). This could be a problematic practice as it may reinforce stereotypes.

An evaluation and comparison of ESL used in the US and EFL textbooks used in Taiwan was done by Yen (2000) in his doctoral thesis. By means of a content analysis, he centred his attention in cultural and social representations in pictures and reading activities contained in those textbooks. For our study, Yen's focus is valuable as he investigated social identity in order to examine the representation of race, profession, gender, age and disability. He found the predominance of Western society in EFL textbooks. Furthermore, he criticised the high presence of White Europeans against the rest of races. Referring to employment, textbooks tended to depict positive image.

Su (2014) examined six textbooks locally produced and widely used in Taiwan by high-school students at different levels. He analysed the topics from each unit and paragraphs paying exclusive attention to the regions and countries mentioned. Su's findings (2014) confirmed that the US was overrepresented in the textbooks used in Taiwan as 50% of the content mentioned this country whereas other English-speaking countries were underrepresented in comparison. He observed there was an Americanization of pop culture content and high culture was represented as specific of Western countries. These results were supported by Lappainen's (2011). Caucasian males were empowered by textbooks content while ethnic backgrounds were completely absent. There was tendency to avoid problematic concepts and an overgeneralization of culture. One of his most relevant findings was the poor treatment other cultures such as South America or Arabic cultures receive. Su (2014) concluded that locally produced textbooks kept over-representing Western society and target culture. Lastly, his results demonstrated that's students were presented the English language as a tool that would provide them with good employment prospects and 'prosperity'.

Support for this las idea was found in Yen's (2000) and Gray's (2002; 2010a) findings. Gray (2010a) argued that jobs were given an idealized view in EFL textbooks and he blamed the status of the English language as a 'brand' for that. He introduced the concept of 'branding' of English. This concept refers to a series of benefits commonly associated to the English language. Owing to this series of benefits, English language has become a brand whose promises of a brighter future attracts millions of students (Gray, 2010a, pp. 729-730). Students started to create full positive associations for the language as the exposure to unrealistic or 'idealized' aspects was constant. Textbooks represented 'the kind of lifestyle students [might] aspire to and which […] would motivate them in their language learning' (Gray, 2010a, p. 730). EFL textbooks' content, then, revolves around positive and aspirational aspects as a way of enhancing motivation for the language.

On the other hand, Syahri and Susanti (2016) analysed a series of locally-produced textbooks so as to classify how target and source cultures were introduced to Indonesian students. These textbooks were used at a secondary education level. They did both: a content analysis of paragraphs and pictorial analysis. One of the major finding was that the content displayed in the pictures disagreed with the cultural content in the paragraphs. They realized that local culture was more present in paragraphs. However, target culture proved to be the highest in the visual content of six of the textbooks. They concluded that

textbooks were showing a growing interest in representing local culture. They claimed for a balance in the representation of those two cultures and agreed that culture, in general, was poorly represented in most of the cases.

Ilieva (2000) analysed one textbook used in an ESL classroom for adults in Canada. In her study, she employed a critical discourse analysis and tried to answer several research questions, being the one of more interest if the texts allowed students to explore and negotiate their own culture experiences in the new Canadian environment (2000, p. 60). She remarked students were given a commercial view of Canada as they were encouraged to consume and shopping. Middle-class and their consumer habits were the most represented. Her findings pointed to a prevalence of target cultural aspects in the textbooks, in other words, the authors' views. Moreover, they led her to believe that, since the tone maintained by the textbook was rather authoritative, it did not allow the students to make comparisons with their own experiences. These results should be treated with caution as her study was only based in one textbook used in Canada. Such a small sample does not allow us to extrapolate these results. However, we can hypothesize, as these results are in accordance to other authors', that middle-class may be highly represented in EFL textbooks (Risager,1991; Cunningsworth, 1995; Arikan, 2005; Ait Bouzid, 2016).

Gómez Rodríguez (2015) analyzed the cultural content of three EFL textbooks used in many countries. They were from international publishing houses and they covered three different levels (basic, intermediate and advanced levels). All the activities from the three textbooks were examined so as to establish to what extent surface and deep culture were present in EFL textbooks. He claimed that surface culture only showed a positive and shallow image of different cultures, specially target culture and supported the inclusion of deep culture as a way of presenting the reality, changeability and complexity of culture. He evaluated different aspects in each textbook such as holidays and celebrations, touristic places and geographical places, food, celebrities and entertainment, customs and traditions and historical facts and literature. His main findings revealed that the diverse cultural topics included in textbooks addressed an ideal perspective of the target culture. Interculturality was not promoted by textbooks as the general information that they provide did not prepare the student for realistic encounters with different cultures. Deep culture was barely included in those textbooks whose level was higher (intermediate and advanced) and totally ignored at the basic levels. Tourism as a way of positively representing cultures was encountered in his analysis and corroborated what other authors

have previously pointed out (Byram & Esarte-Sarries, 1991; Gray, 2010b; Hilliard, 2014). He also concluded that teachers were obliged to include intercultural competence with extra materials as textbooks did not facilitate the incorporation of the so needed deep culture. We concede that Gómez Rodríguez (2015) was correct about the necessity of more deep culture inclusion. However, being deep culture a synonym of *problematic* for EFL textbooks since it may cause rejection in the classroom, this statement should be taken with caution. From the perspective of the textbooks' level, we found acceptable the solely inclusion of surface culture in basic textbooks. We believe in King and Baxter Magolda's (2005) and Baker's (2013) theories in which they establish that levels of acceptance and self-knowledge occur at different stages. EFL materials at basic levels should avoid the inclusion of highly controversial topics that may cause a cultural shock or rejection. All the same, the fact that basic level textbooks added information about important festivals, unknown or popular geographical locations and articles about typical cuisines was significant.

Chao (2011) focused on a well-known international EFL textbook in order to evaluate its cultural content. His analysis focused on the main texts of the textbook in search for words, pictures, and ideas and codified everything together under two classifications: (i) the Five dimensions of culture and (ii) the main categories of culture and carried out a content analysis. He found that more than a half of the content classified was related to pop culture. There was an outstanding presence of celebrities or historical figures representative of target culture. They evaluated Taiwanese and Chinese culture and discovered it was poorly treated. It was completely excluded of reading activities and it had a small representation in form of pictures. International cultures were represented by Europe and Latin America. This last result was expected to be contradicted by our results. As we expect Latin America to have a very low inclusion in those textbooks designed for the European market.

As far as the representation of different cultures in FLT textbooks is concerned, Kramsch (1993) stated that there should be a balance between the representation of the target and the source culture. The UNESCO (Pingel 2010) and the CEFR (2001) encouraged international understanding throughout textbooks by representing different cultures in a balanced way. In other words, textbooks should include three types of culture: target culture, source culture and international cultures (Cortazzi & Jin, 1999; Ilieva, 2000; Taş, 2010). Nonetheless, according to this recommendation and the studies above mentioned,

textbooks do not usually offer an appropriate cultural view as most cultures are stereotyped, ignored while some others are exalted. Different content analyses of English textbooks have also shown the existence of disequilibrium in cultural representation. The tendency found by several studies points out to a predominance of the target culture; being the source culture as well as other cultures very limited (Méndez García, 2000; Vrbová, 2006; Hamiloglu & Mendi, 2010; Yuen, 2011). Yuen (2011) went further and stated that there is an evident lack of balance regarding the cover that English-speaking countries receive comparing it with the treatment of other cultures as African or Asian.

Rajabi and Ketabi's (2013) showed that local or source culture was explicitly included in textbooks used in Iran. Moreover, in their study of two textbooks globally used, Böcü and Razi (2016) found a great representation of international cultures in the textbooks analysed and a tendency to overgeneralize source culture. However, they argued that source culture was addressed but there was not specific mention to students' culture, only invitations for students to compare their culture to others. The publishing house of these textbooks is key to understand the high inclusion of international cultures. The sample used belonged to *National Geographic,* so it stands to reason the inclusion of different cultures was larger than other textbooks. In addition to this, Méndez García (2000) found in her dissertation that there was little representation of Spanish culture in the textbooks used in secondary school and when there is a reference, stereotypes predominate.

As a result, although a high exposure to target culture facilitates the process of "enculturation" highlighted by Alptekin (2002), it may provoke a rejection in those whose native culture is strikingly different from the target culture (Hamiloglu & Mendi, 2010; Yuen, 2011). This may also affect the capacity that a student is supposed to acquire regarding the CEFR in order to assimilate and understand other cultures by comparing them to their own or to another.

Yet, these findings are not extended throughout the rest of studies. In our view, it can be asserted that the general trend in ELT textbooks is to isolate international cultures, avoid comparisons and focus on source culture in ELT. All these studies are useful in order to draw a map of the main tendencies throughout Europe, Asia and some American countries. Nevertheless, the vast majority of the studies were conducted in a very small scale and the samples taken, except in the case of Méndez García (2000), are not enough in order to reach conclusive generalizations.

We believe that the significant overexposure to target culture in EFL textbooks is causing EFL materials to be monotonous and centred in Western cultures. One shortcoming from this limitation is the noteworthy differences which may be encountered by students from non-western countries where customs, religions and even every day routines may significantly differ one from another (Nault, 2006). Non-Western governments and scholars are realizing this limitation in internationally-published EFL textbooks and they are seeking solutions. One of which has been gaining ground in later years in the production of local materials which foster the inclusion of source culture (McKay, 2004; Nault, 2006).

Vrbová (2006) made a distinction between international and locally-produced textbooks. Moreover, she remarked that those which are international tend to concentrate on the target culture and leave the source culture aside as they are produced for a wider market while locally-produced textbooks tend to contain more information about the source culture. However, her view has been challenged by other scholars (Tajeddin & Teimournezhad, 2004; Lee, 2009; Su, 2014) whose studies revealed that, even being locally produced, EFL textbooks tend to overrepresent Western cultures (2009). Nault (2006) also criticized this practice as students may only be exposed to cultures, they already know which can result in rejection when the time comes to use English in a real international context. Nault (2006) admitted that this may have some benefits. Students will feel more relaxed as they will have the opportunity to discuss familiar topics. This will result in the decreasing of anxiety the encounters with a totally unknown culture and language may cause.

The study conducted by Méndez García (2000) allows us to understand the general outlook of the textbooks used at both levels of non-compulsory secondary education in Spain. Nevertheless, the general trend may have changed as more than fifteen years have passed. For this reason, our study will be focused only on the last year of non-compulsory secondary education by means of eleven textbooks used in a particular region of Spain. Likewise, we will focus our aim on the vocabulary contained in reading, writing and vocabulary activities. Our analysis will be based on a list of cultural categories and cultural-related vocabulary will be counted. This will allow us to have a broader perspective and a record of the kind of culture which is predominant, the topics which are more recurrent, and those which are usually omitted because of their controversial nature.

A great part of the studies examined, regardless of the country in which they were conducted, pointed at a radical decision of excluding problematic and taboo topic from EFL textbooks (locally and internationally published). This is a topic that has been gaining great interest by scholars in recent decades (Porcaro, 2004; Thornbury, 2010; Keturi & Lehmonen, 2011; Gobert, 2015; Halina, 2018). The 'vanilla content' EFL textbooks offer has been concluded as a discouraging method in ELT (Porcaro, 2004, p. 39). It is believed that EFL textbooks content is being kept infantilized and dull in order to protect students' own culture; those topics which may be seen as outrageously disrespectful by some cultures, such as LGBT[1] content relationships before marriage and even pork, may be considered as normal by others (Gray, 2013; Thornbury, 2002; Thornbury, 2010). However, they are totally banned from textbooks in an attempt to be competent in international markets. These common taboo topics are called PARSNIP[2] by EFL textbook publishers (Thornbury, 2010). Another classification of taboo topics in foreign language classrooms was offered by MacAndrew and Martínez: "(1) taboos such as swearing, talking about death and prostitution; (2) serious issues such as racism and genetic engineering and (3) personal matters such as appearance, hygiene and nudity" (2001, p. 4).

It is no wonder why non-Western researchers are claiming for a more source culture-focused content in their EFL textbooks. Common topics included in EFL textbooks such as Christmas holidays or superstitions may be offensive for other cultures and religions such as Islam. According to Gobert (2015), Muslim can be offended even by the allusion to the consumption of pork. On the other hand, Halina (2018) defended the moderate inclusion of taboo topics in order to educate the students in those cultural aspects which may enormously differ from cultures and it would be positive to work on slang and double meanings, so the students become more competent in the language. Moreover, she pointed out to the motivational load these topics may have in the classroom. We partly agree with Halina (2018) on the motivational side of taboo topics. Additionally, in our view, taboo topics should be included in a respectful way as they may offend some students, but they must be regarded as a piece of basic information about cultural aspects of the language. EFL textbooks which introduce these topics will be educating on respect

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[1] Lesbians, gays, bisexual and trans.
[2] Politics, alcohol, religion, sex, narcotics, -isms and pork

and non-judgmental views. Two values that will be essential when real communication occurs.

In sum, the purpose of this section was to provide an updated review of the studies published so far on culture content in English textbooks. All the studies previously mentioned in this section have been summarized in annexe 1 which is included in annexes section. The main results alongside their characteristics are display in the table for the sake of clarity.

The predominance of target culture over the rest of cultures was supported by most studies. In general, most scholars agreed on the poor treatment source and international cultures are receiving (international cultures). We could observe a major concern for this topic in non-Western societies. Scholars considered a poor inclusion of source culture may result in a cultural shock as their customs, traditions, values and belief radically differ from those shared by Western countries. In the same line with this argument, when international cultures were represented, a high presence of Western cultures (mostly European countries) was undeniable in both locally and internationally-produced textbooks. Pictures and content were dominated by the Caucasian race (Su, 2014; Hilliard, 2014). We also observed a considerable ambiguity with regard to the overrepresentation of target culture, as some studies pointed out to a high representation of American culture whereas in others British culture was the most included. By considering the geographical location of each study, we hypothesize there may be a bigger inclusion of American figures in those textbooks used in Asian countries while in Europe there may be a tendency to represent British culture. this may be subjected to the main variety of English textbooks are representing. In the case of our study, we expect to find British culture as the most representative English-speaking country's culture as most of our textbook sample is directed to the European market and believe other English-speaking countries to be mostly invisible (Matsuda, 2002).

Additionally, we noticed a trend of providing learners with general information by oversimplifying the cultural content. A positive viewpoint towards target culture was also encouraged by appealing to the students' interests, representing a touristic point of view and transforming the English into a brand with positive and aspirational connotations (Gray 2010a). It stands to reason then that EFL textbooks adopt the practice of avoiding those controversial topics that may cause discomfort in the classroom and cause negative associations to the new language. As a result, popular culture (or c culture) was found to

be predominant as a way of minimizing conflictive topics. Moreover, some words are considered taboo for EFL textbooks and textbooks publishers even have a term to refer to them 'PARSNIP'. In the light of the above-mentioned arguments, we expect to find a very restricted introduction of taboo topics.

Having reviewed the general representation of culture in textbooks and highlighted the main tendencies found in textbooks used in Western and Eastern countries, in the following section we move on to address the importance of vocabulary in the development of IC in English textbooks.

2.4. Importance and presence of cultural vocabulary in ELT textbooks

Vocabulary is essential for the development of the necessary competence to be proficient in a language. However, decades ago, other linguistic aspects such as grammar and phonology were more central in FLT (Richards, 1976; Zimmerman, 1997). It was in 1980s when lexicographical research begun and produced a great change in language teaching syllabus. A rethinking on what language's nature and the role played by vocabulary in language has started to gain ground (Zimmerman, 1997). Scholars have realized the impact that vocabulary has in the level of proficiency of a student. Helman (2009) pointed out that those learners with a limited vocabulary repertory find more difficulties when reading texts. He supported his view in different studies claiming the positive effects that vocabulary acquisition has in language learning, particularly in reading comprehension and writing production (Verhoeven, 1990; Jiménez, García, & Pearson, 1996; Nagy, 1995; Hu & Nation, 2000).

In recent years, the study of vocabulary content in ELT textbooks has become a tendency. As discussed in section 2.3., textbooks are the main tool a teacher has in language teaching; consequently, they are also the main vocabulary provider a student has. The selection of vocabulary and the activities related to it have become the main focus of scholars' attention and a large and growing body of literature has investigated this issue (Miranda García, 1990; Hadley, 2001; Bush, 2007; Jiménez Catalán & Mancebo, Francisco 2008; Criado, 2009; Hamiloglu & Mendi, 2010; Matsuoka & Hirsh, 2010; Criado & Sánchez, 2012). On the other hand, the input the learner receives and the number of occurrences of the words they are supposed to learn are essential for

vocabulary acquisition (Baddeley, 1990; Nation, 2001). Nation (2001) stressed the importance of spaced repetition and its effects in long term memory. However, he claimed it is not an easy task to establish the exact number of repetitions that are needed for a word to be learnt. While Saragi, Nation and Meister (1978) established an average of sixteen encounters with a word in order to learn it, Webb (2007) found that at least ten repetitions are necessary to learn a new word. Finally, Nation established the number of repetitions in twelve as he claimed twelve encounters with the same word promotes "several dictionary look-ups, several unassisted retrievals, and an opportunity to meet each word in a wide range of variety contexts" (2014, p. 3).

Moreover, the relation between vocabulary and culture has been stressed as both are proved to be an essential part of FLT so that students can communicate effectively. In fact, scholars agree on how vocabulary is a representation of culture (Williams, 1976; Wierzbicka, 1997; Halverson, 1985; Hadley, 2001; Bennett, Grossberg & Morris, 2005; Bush, 2007; Sharifian, 2009; Sharifian, 2011). Despite its importance, it is believed that the relation between vocabulary and culture is commonly absent or it is inadequately addressed in the classroom (Halverson, 1985).

On the other hand, the study of vocabulary through culture may be beneficial as students usually feel overwhelmed when presented with endless lists of isolated vocabulary. However, relating vocabulary with its cultural background may facilitate its acquisition as it will provide them with appropriate "criteria which correlate with given social situations" (Halverson, 1985).

In 1976, Williams published his book *Keywords: A vocabulary of Culture and Society*, claiming that this was neither a dictionary nor a glossary. It was indeed a "record of the inquiry into a vocabulary: a shared body or words and meanings […] in English, of the practices and institutions which we group as culture and society" (1976, p. 15). He maintained that words were different in each language not only in their form, but in their meaning since they were affected significantly by the feelings, ideas and experiences that were shared by the community in which they occurred. On their part, Bennett, Grossberg and Morris (2005) offered an updated version of Williams' work that expanded the old terms with new connotations and added new keywords.

Far from being a glossary, Wierzbicka's (1997) work was a description on how words were affected by the cultural contexts in which they were situated and how each culture

seems to have a series of key words which represent them. In addition, Wierzbicka (1997) demonstrated that they allowed analysing and explaining the culture to which they belong. On the other hand, in the CEFR (2001), it was exposed that the cognitive organization of vocabulary and expressions were given by cultural features of those communities the speaker had been in contact with. Moreover, the lexicon was a linguistic form where the influence of culture could be more noticeable, and words can encode "culturally contexted conceptual systems" (Liddicoat & Scarino, 2013, p. 28). Furthermore, Wierzbicka (1997) claimed that the meanings of words from different languages are different as they are a reflection of ways of living and thinking of a specific community; therefore, they provide hints to understand culture.

As words carry a great load of meaning and connotations, their incorrect use or the lack of understanding or familiarity with the culture that surrounded them can lead to a misunderstanding in conversation and even provoke a breakdown in communication (Dimitrijevic, 1977). In order to emphasise the view of vocabulary being an essential part in IC and vice versa, Bush (2007) gave several examples of French words which a student can fully understand only being aware of French culture. Thus, he exemplified:

> Consider a few other examples. A French pâtisserie in no way resembles a typical American iced cake. Nor does a small hôtel in Paris look like a Holiday Inn. And almost no French fromage is like cheddar or even close to mozzarella, the closest that most American students have come to "foreign" cheese. (2007, p. 730)

He also added the importance of culture in more complex aspects of vocabulary such as idioms, which were deeply rooted in the language's culture and imaginary (Duquette, 1995; Boers & Demecheleer, 2001; Bush, 2007; Rajabi & Ketabi, 2012; Baker, 2011). Bush (2007) suggested that the best way of treating cultural vocabulary in classrooms was introducing it by means of images. Closely related to this, Koop's (1991) conducted a survey which showed that 73% of teachers asked their students to analyse in class the images which supported vocabulary within textbooks in order to extract cultural information.

In his concept of cultural conceptualizations, Sharifian (2009; 2011) gave vocabulary a great importance regarding culture. As a reference, he used the cultural associations that

can be found in common words in Australia regarding Aboriginal English and Australian English (Sharifian, 2009). He claimed that words such as "family" or "home" can have striking and subtle differences regarding the speaker (Sharifian, 2009, p. 245). Thus, in Aboriginal English, the word "home" means be gathered with your extended family whereas in Australian English could mean to be in a building (Sharifian, 2009). Although his main objective was not to measure in which proportions these cultural connotations are treated in textbooks, his conclusions and the application of cultural conceptualizations are of great importance as they allow us to reach a better explanation for the role vocabulary has in intercultural communication In this respect, Schleicher (1997) published an article in which he analysed the greetings and the gestures which accompanied them in Yorùbá, an African language. With her study, she demonstrated that there was considerable cultural information and connotations hidden even in the most basic forms of communications of a language and, as a consequence, they need to be properly approached in classroom contexts.

Finally, Albader (2007) explored the general selection of vocabulary in English textbooks in Kuwait and how this was affected by culture. He did not carry out an exhaustive analysis of the lexis which was contained in a particular textbook but focused on the treatment that vocabulary normally received in Kuwait textbooks. They were adapted to the socio-cultural environment of the country and, as a matter of fact, pictures in textbooks were carefully selected in order to represent Islamic values and traditions and vocabulary seemed to have the same rigorous treatment. In his study, the role of an open mind when it comes to teach a language which develops in a different culture background was emphasized. He also highlighted the difficulty that Arabian English learners had to face when learning a word because those words usually had inherent cultural information – beliefs, values and customs— with which students were not familiar. For this reason, the teacher's duty is to explain cultural connotations thoroughly.

Having introduced the close relation between culture and vocabulary. Next section will deal with those studies whose scope was to evaluate the cultural vocabulary contained in EFL textbooks.

2.4.1. Content analysis of cultural vocabulary

Taking into consideration the important role that culture has regarding vocabulary, little research has been done on the matter. To our knowledge, only four studies based on the content analysis of the culture-related vocabulary of English textbooks have been published to date (Georgievska, 2000; Han & Bae, 2005; Mahmood, Asghar, & Hussain 2012; Canga Alonso & Cifone Ponte, 2015).

Georgievska (2000) conducted an analysis of two textbooks: the first had been locally produced and was used by secondary English students in Macedonia. The second textbook was the internationally used *Headway Intermediate*. In order to compare both books, she offered a general description of the treatment of their cultural component and then, she analysed them separately following Byram and Morgan's list (1994) and Risager's (1991) four category criteria (see section 2.3.). Her findings proved that both had gaps regarding socio-cultural vocabulary and when good opportunities of vocabulary related to culture were given, cultural connotations were not specified. A major criticism of Georgievska's work is the sampling she selected was very limited, general conclusions cannot be reached out of only two textbooks. It is true that international-produced textbooks tend to coincide in the treatment of culture. However, little research has been done regarding locally-produced textbooks. Generally speaking and, as Georgievska concluded, locally-produce materials tend to give more attention to the source language. This tendency should be analysed in a major scale in order to generalize. Moreover, more data about how these textbooks treat target and international culture should be given.

Han and Bae (2005) analysed the vocabulary items contained in exercises from ten English textbooks used at high school and university level in China. Five of them were used at university and were written by native speakers. However, the other five textbooks were used in high school and written by non-native speakers. The authors aimed to evaluate the difference in cultural content between textbooks written by native and non-native English speakers. To this end, they developed six categories: three of them made reference to culture with capital C – Institutions, Arts and Major Achievements, and Places and History– and the other three to culture with a small c – Social Identities, Individual Persons and Ways of Life, and Stereotypes (2005, p. 58). Among their main findings, the target language was the most present in both kind of textbooks although in

those written by non-natives there are more references to source culture. Moreover, they highlighted the lack of balance between cultural elements from culture with capital C and culture with a small c being the first more popular especially in those textbooks written by native authors.

Mahmood, Asghar and Hussain (2012) also followed Byram and Morgan's (1994) model of exploration of cultural content to carry out a quantitative content analysis of an English as a Second Language (ESL) textbook in Pakistan. The main aim of their analysis was to establish which culture was predominant in the textbook and if there were references to learners' native culture. In order to do so, the frequency of cultural words was determined and presented in percentages showing that just 2,084% of the words were culture-related. The lack of information about the students' native culture was their main concern and they claimed that textbooks should represent just the target culture and avoid representing international cultures.

The most recent study was carried out by Canga Alonso and Cifone Ponte (2015). They elaborated a list of cultural categories based on Byram and Morgan (1994) and the CEFR (2001) with the aim of classifying the vocabulary contained in two textbooks from two different levels of Spanish secondary education. The main findings indicated a lack of balance between the content of cultural words between both textbooks. Their data also showed a tendency to avoid controversial topics such as politics or religion in textbooks and a preference for culture with c topics such as tourism and famous characters. Moreover, it also confirmed the tendency for textbooks to represent the target culture rather than the local culture. However, as the authors admitted, two textbooks were a very limited number in order to make generalizations.

This section has addressed the issue of the attention intercultural competence has received in terms of vocabulary during the last decades. We have showed how vocabulary is not only an essential part of FLT but also a complex aspect of intercultural competence. The relation between these two has been pointed out as a key factor for a successful communication. Moreover, the systematic and periodic acquisition of vocabulary is essential in order to promote the development of communicative competences. An incorrect use of certain words, when it comes to intercultural communication, can cause misunderstandings in speech. When the vocabulary is limited, problems to communicate effectively appear. The meanings of the words speakers utter are closely related to experiences and ways of living of the communities in which they are used so they

normally carry a more complex and deep meaning (Williams 1976; Wierzbicka 1997). However, students tend to directly relate vocabulary to their own language as they usually look for a direct translation and avoid complex definitions.

On the other hand, in this section, we have provided all those studies that, to our knowledge, have analysed cultural vocabulary content in English textbooks (Georgievska, 2000; Han & Bae, 2005; Mahmood, Asghar, & Hussain 2012; Canga Alonso & Cifone Ponte, 2015). In general, the four studies concluded that the target culture is usually highly present in textbooks, especially in those internationally-produced. Most studies did not focus on international culture except for Canga Alonso and Cifone Ponte's (2015) who concluded there is not a correct balance among the three cultures – source, target and international. Han and Bae (2005) and Canga Alonso and Cifone Ponte (2015) agreed that textbooks are inclined to include popular culture (c culture) instead of controversial topics (politics or religion) and high culture (Arts, history or institutions).

Our review of the literature evinces that although being a key component of language proficiency, to date, limited attention seems to have been paid to cultural lexicon and, there is an avenue for research in this field. Topics such as the treatment of source, target and international culture in textbooks have not been properly addressed so far. Moreover, the largest study conducted on cultural vocabulary in textbooks was the one by Han and Bae (2005) who used ten textbooks used in China. At European level, following the CEFR (2001), to our knowledge, not a single study has been published in which the sampling has exceeded two textbooks. For this reason, generalizations regarding the treatment of cultural vocabulary in textbooks cannot be made yet. In the next section, the main objectives along with the research questions of this thesis will be outlined.

Chapter 3: OBJECTIVES AND RESEARCH QUESTIONS

The main objective of this thesis is to evaluate the cultural vocabulary contained in EFL textbooks used in the last year of non-compulsory education. As it has been stated in the previous section, the cultural component in FLT is essential in order to achieve language proficiency. It has gained importance in recent years since globalization started to take place. However, intercultural competence is still poorly-treated by textbooks publishers, teachers and researchers as there is still not consensus when it comes to its treatment in classrooms (Risager,1991; Yuen, 2011; Canga Alonso & Cifone Ponte, 2015). If not well addressed, speakers' poor cultural background regarding the target and international cultures is likely to lead to misinterpretations and breakdowns in conversation.

Many scholars have pointed the role of vocabulary in language proficiency (Hu & Nation, 2000; Hadley, 2001; Jiménez Catalán & Mancebo Francisco, 2008; Criado, 2009; Criado & Sánchez, 2012). During the last decades more attention has been paid to vocabulary and its role in FLT as restrictions in vocabulary knowledge may lead to lack of understanding and limitations in conversation. Analogies between culture and vocabulary in ELT are evident as they have both been historically treated as a secondary component of ELT until recent years. Previous research has provided insights on the scarce inclusion of both components as related elements in ELT materials (Georgievska, 2000; Han & Bae, 2005; Mahmood, Asghar, & Hussain, 2012; Canga Alonso & Cifone Ponte, 2015). In view of this situation and regarding the need of further research on the cultural component representation in the vocabulary content of EFL materials – concretely in textbooks; this thesis will investigate how these two key components of FLT are represented and integrated in textbooks. To this end, we will use a list of cultural categories based on Byram and Morgan's (1994) and CEFR (2001) (see section 4) which will enable us to classify the cultural vocabulary. Therefore, the research questions guiding this study are the following:

RQ1 - What is the cultural load of textbooks used in the last year of non-compulsory secondary education? Are there any differences or similarities in the number of cultural words contained in each textbook?

RQ2 - Considering the percentages of representation of each category in the textbook sample, which are the three most and the three least productive cultural categories?

RQ3 - Which are the ten most frequent words in each cultural category? Are these words shared by the textbooks under examination?

RQ4 - How are the different cultures – target, source and international cultures – addressed in those different textbooks?

The following sections will deal with the aforementioned questions. For the sake of clarity, each question will be explained in four separated sections. We will provide a detailed description of each question and we will support each question with the background literature. The expected results will be stated as well.

3.1. RQ1. What is the cultural load of textbooks used in the last year of non-compulsory secondary education? Are there any differences or similarities in the number of cultural words contained in each textbook?

By means of this question, we intend to determine if there is a quantitative balance among the results obtained in the analysis of all the textbooks. In order to assess the way in which culture is represented in EFL textbooks, a quantitative analysis will be applied to measure the total amount of cultural words contained in these textbooks and the amount of words belonging to each of the cultural categories. This will allow us to evaluate critically how culture is presented and addressed in EFL materials and if there is any already existent consensus regarding the presence of cultural words when publishing EFL textbooks.

We expect a balance in terms of the total amount of cultural words contained in the corpus of textbooks since all of them are designed for intermediate students (B1) following the CEFR (2001) except three of them (*Aspire, New English file* and *Advanced Contrast*). In these three textbooks which are classified as B2, we expect the cultural component to be higher for two reasons: (i) the level of the textbook is higher and we believe that Baker's (2013) and King and Baxter Magolda's (2005) models, in which the distinction of intercultural competence is made by levels of competence, are fully applicable to the level of the textbook and, (ii) the textbooks have more content and, therefore, more words.

Nearly all of them (except, again, *Aspire* and *New English File*) are focused on the necessary content for students to successfully pass the EBAU[3]. As a consequence, the amount of vocabulary input should be balanced. They also claim to follow the current Spanish curriculum of contents and the CEFR where Intercultural Competence is stablished as one of the main objectives.

In addition, the textbooks analyzed were published by selected publishing houses: Oxford University Press, Macmillan, Heinle, Richmond and Burlington and we have at least two samples of each publishing house (except for Heinle and Richmond). As a result, the comparison will be possible and valid as most textbooks were made for the same purpose. We also expect those textbooks from the same publishing houses have a similar amount of cultural words.

3.2. RQ2 Considering the percentages of representation of each category in the textbook sample, which are the three most and the three least productive cultural categories?

By means of this question, we attempt to describe the main tendencies regarding the cultural vocabulary included in our sample of EFL textbooks. First, a thorough classification of the vocabulary obtained in the analysis will be attempted in terms of cultural categories. This list of categories was collected out of a thorough consideration of previous existent lists (Byram & Morgan, 1994; CEFR, 2001) and studies (Risager,1991).

Secondly, by examining the percentages obtained we will be able to define those categories, therefore topics, which are most popular in EFL textbooks. The data obtained in each category will be compared. Our main objective here is to determine those categories with more presence in EFL textbooks at this level. As in the case of the previous research question, we expect to find a pattern in the corpus of textbooks in terms of the most and least represented categories.

However, we expect to find a sharp difference among the concentration of words within each category due to the conflictive nature of some of the categories. Vocabulary related

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[3] *Evaluación del Bachillerato para el Acceso a la Universidad* is an exam students must do to have access to Spanish University education.

to *everyday topics, pop culture* and *geography* to be the main focus of cultural vocabulary in EFL textbooks.

As previous research stated EFL textbooks promote students' interests and a tourist view of culture. For instance, Ulrich (2004) highlighted that in recent years the desire to include content that facilitates the communication in every-day situations has been granting importance to topics related to every-day conversations. Moreover, FLT textbooks are mostly addressed to a young public, specially the current corpus we are analysing which are addressed to students of last year of non-compulsory secondary education so students' average age may vary between seventeen and eighteen. This makes topics such as celebrities, films, social networking and pop music-related topics a central part of textbooks' vocabulary focus. Therefore, we expect low culture categories and topics to be more present in textbooks than high culture ones (Han & Bae, 2005; Wu, 2010; Yuen, 2011; Canga & Cifone Ponte, 2015).

As other studies have shown, EFL textbooks tend to show a touristic perspective (Risager,1991; Byram & Esarte-Sarries, 1991; Gray, 2010b; Wu, 2010; Yuen, 2011; Hilliard, 2014; Gómez Rodríguez, 2015). Because of this, high results in *geography* are also expected.

On the other hand, this question will allow us to determine those conflictive topics which are avoided by EFL materials. As the literature has shown, although cultural content in FLT classrooms is established in the CEFR (2001); there are some tendencies deeply rooted when it comes to the cultural content in textbooks. There is no doubt that there are some topics which are more popular in FLT materials as they are considered as common knowledge among the youngest market or they will not be the cause of conflicts inside the classroom. These topics are normally associated to *popular culture* and *daily life* (Cheung 2001; Jones 2013). We also observed that the overgeneralization of culture is a common practice in EFL textbooks (Weninger & Kiss, 2013; Su, 2014; Hilliard, 2014). Risager (1991) even talked about an excessive 'infantilization' of EFL textbooks' content while Yuen (2011) and Gómez Rodríguez (2015) classified EFL textbooks' content as superficial.

This may be a consequence of the inclination of textbook publishers to omit controversial topics such as political, religious or socio-political topics in other to avoid potential misunderstandings, comparisons or discomfort in the classroom (Risager,1991; Ilieva,

2000; Vrbová, 2006; Wu, 2010; Keturi & Lehmonen, 2001; Liddicoat & Scarino, 2013; Canga Alonso & Cifone Ponte, 2015). Thus, we expect a very low percentage of words belonging to certain categories such as society and politics, worldwide issues or values and beliefs. Our objective here is to determine those vocabulary topics which are not included in EFL textbooks for this reason. As previous studies have proved these topics are closely related to society and politics (Vrbová, 2006; Wu, 2010; Canga Alonso & Cifone Ponte, 2015). However, we believe these topics are actually included but there might be a tendency to generalize and simplify the content in order to avoid undesirable reactions and opinions in the classroom. For that reason, our goal is to further and establish the concrete socio-political and 'taboo' words which tend to be overlooked.

Having said this, we also expect these categories to vary from those textbooks that cover a B1 level to those which are designed to fulfil a B2 level as the level of cultural maturity is supposed to be higher. Everyday topics should have a weaker representation while those topics cover deeper cultural aspects should be more highlighted in those textbooks.

3.3. RQ3. Which are the ten most frequent words in each cultural category? Are these words shared by the textbooks analyzed?

Based on the lists we will obtain after processing all the vocabulary and classifying them in form of categories, we decided to examine the ten more frequent words of each category in the eleven textbooks. Once we exposed the relevance of repetition in learning new words in the previous chapter (Saragi, Nation, & Meister, 1978; Baddeley, 1990; Nation, 2001; Webb, 2007; Nation, 2014), we consider of great importance paying attention to the most repeated words in each category.

According to Nation (2014) words which are repeated in a text are more prone to receive greater attention and to be acquired by learners. Moreover, it is essential to investigate whether the students are acquiring the intercultural competence throughout the vocabulary input these textbooks offer. The aim of this comparison will be to establish the similarities and differences in the vocabulary learners are being exposed to. Taking into account the level and the purpose of these textbooks, we are convinced the results will coincide in terms of topics and words.

We will also compare these words in terms of difficulty as we are interested in finding out if learners are in contact with cultural words according to their level. In doing so, we would also like to determine whether students from different high schools in La Rioja are being exposed and are learning the same vocabulary or if, in contrast, their learning is being affected by the EFL materials they are using.

As the literature review has showed, cultural content may be subjected to the level of the textbook. For this reason, we are also interested in finding out if learners are acquiring cultural words according to their level (B1 in most cases) or they are being exposed to more basic cultural words. With this in mind, we will compare the words obtained in the frequency lists with the vocabulary lists provided by Cambridge for A2 and B1 level (Cambridge English, 2012) This will allow us to establish the level of the cultural vocabulary B1 students are being exposed to.

3.4. RQ4. How are the different cultures – target, source and international cultures – addressed in those different textbooks?

Lastly, with this question we aim to ascertain the representation of different cultures in ELT. As the literature has allowed us to conclude, the proportional inclusion of all kinds of cultures and their correct treatment is essential for the correct acquisition of intercultural competence. Previous studies have demonstrated target culture tends to be the predominant culture in almost all EFL textbooks (Alptekin, 1993; Méndez García, 2000; Han & Bae, 2005; Vrbová, 2006; Hamiloglu & Mendi, 2010; Yuen, 2011; Canga Alonso & Cifone Ponte, 2015). Moreover, some authors criticize an unbalance inside target culture representation as America and England are exalted whereas other English-speaking countries are hardly represented (Matsuda, 2002; Su, 2014).

If source culture is included in textbooks in large proportions, these textbooks are very likely to be locally-produced (Georgievska, 2000; Vrbová, 2006). However, this is not always the case (Su, 2014; Lee, 2009) and we have to take into consideration that this may only be applicable to textbooks produced in Western countries as it was proved by Lee (2009). Lastly, international culture has been proved to be represented in isolation and, generally, Europe has the highest presence (Méndez García, 2000; Mahmood, Asghar & Hussain, 2012; Canga Alonso & Cifone Ponte, 2015). Not only will the

classification of cultural vocabulary allow us to measure its presence in EFL materials, but it will provide a better insight in terms of how the different cultures are represented; if there are some tendencies shared by all the textbooks analysed and which categories are more prone to have more intercultural representation.

In order to analyse this component, a selection of those categories prone to contain words related to the three different types of culture will be done. This choosing process will be based on Yuen's study which reported different cultures were more visible in topics related to 'products, practices, perspectives or persons' (2011, p. 462). As a consequence, we will focus our attention on the component *food* from *everyday living; personalities, music, brands* and *sport* from *pop culture;* the entire category of *geography; personalities, events with tradition, history and mythology* and *literature and art* from *cultural heritage; national identity; institutions and organizations* and, *traditions and folklore.*

Having explained the research questions, the next section will focus on describing the methodology followed during the analysis of the corpus of textbooks as well as the cultural vocabulary classified by means of a list of cultural categories.

Chapter 4: METHODOLOGY

As it was shown in the last section, there is little research on cultural competence regarding vocabulary. When it has been done, the textbook sample has been minimal. For this reason, we have selected a bigger sample of textbooks used in the second year of non-compulsory secondary education. The aim of the present study is to analyse the cultural vocabulary content extracted from eleven EFL textbooks used in Spain. This section will be centred on the description of the textbooks analysed, the presentation and description of the list of cultural categories used to classify the vocabulary and finally, a description of other materials and tools involved in the process of extraction and classification.

The central focus of this doctoral thesis is the cultural vocabulary content of those textbooks used in the second year of non-compulsory secondary education in Spain. The decision of analysing this stage of learning was made because this year of secondary education is the highest level of secondary education a student can aspire to, thus, an intermediate level of proficiency in English (B1 or B2 depending on the program) is the level Spanish students are required when they finish secondary education. Moreover, it is the level of the test of access to university. So it is seems reasonable to explore the cultural vocabulary they have been exposed to in the ELT materials they have used in their EFL sessions. As other studies showed (Risager,1991; Abdollahzadeh & Baniasad, 2010; Gómez Rodríguez, 2015), intermediate levels are prone to have more cultural content that elementary levels. Intermediate level students should have a better awareness of their own culture and the existence of other cultures than students at a basic level. Since students at this level are mature enough to understand how culture affects communication, textbooks content tends to be more complex culturally speaking in contrast to basic levels. Students should be able to comprehend the effects culture causes in communication and overcome stereotypes (Baker, 2011). Moreover, basing our arguments on Baker's model, at intermediate levels, textbooks should introduce topics which awake this awareness.

Our study focused on La Rioja, a region of the north of Spain. The majority of the textbooks analysed were from the capital city of La Rioja. However, to achieve a balanced view of the vocabulary content students from second year of Baccalaureate are supposed to acquire, one high school from each of the five most important centre of population in La Rioja were selected for this study. Six out of the eleven textbooks were used in seven public secondary schools in Logroño. The rest of them were used in other important cities of this autonomous community: Arnedo, Calahorra, Nájera, Alfaro and Haro (see figure 7). These cities are big enough to have at least one high school. Furthermore, the great

majority of second year of baccalaureate students from these high schools will continue their studies at the University of La Rioja which is located in Logroño.

Figure 7. *Map of La Rioja with the focus of population selected for the study*

Specific criteria for the evaluation of these students, and therefore, the evaluation of EFL textbooks' content, have also been considered. As it is stablished by 26th of June 2015, implementing Law 21/1997, the second year of compulsory education in La Rioja must include the following content in their foreign language curriculum, among others:

- Sociocultural and sociolinguistics aspects.
- Social conventions and norms.
- Customs and values, beliefs and attitudes.
- Output and input related to personal and social relationships, intercultural communication, history and culture.
- Social conventions predominant in the target culture and knowledge of those most relevant cultural events (e.g. historical events and literature and arts).

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- Use of body language.
- Exchange of opinions and beliefs.[4]

On the other hand, this law stablishes those aspects which are prone to be evaluated during the school year:

- The student must be able to understand a formal conversation on different opinions about specific topics which are linked to their speciality,
- Understand the main ideas and relevant details during extensive conferences and seminars of certain difficulty about academic and professional topics related to their field.
- Make use of the intercultural competence in order to produce proper written texts which adjust to sociocultural and sociolinguistics aspects. All this regarding the target culture, showing knowledge about costumes, values and beliefs and being able to overcome stereotypes and differences.
- The student must be able to avoid misunderstandings which can lead to conflictive situations when using the language.[4]

In this section, we have explained the factors taking into consideration to determine the scope of this dissertation. Moreover, we have narrowed the geographical scope by focusing only in a northern region of Spain, La Rioja. Lastly, we have justified our study by providing the specific criteria found in La Rioja's foreign language curriculum. In next section we will provide further description of the textbook sample used in the analysis.

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[4] Translated from https://www.larioja.org/edu-orden-academica/es/bachillerato/implantacion-lomce-bachillerato.ficheros/888186-Decreto21-2015%2Cde%2026%20junio%20curr%C3%ADculo%20Bachillerato.pdf (consulted 15/05/2019)

4.1. Textbooks sample

Since the textbooks analysed are from different and well-known publishing houses which follow the CEFR (2001): *MacMillan*, *Oxford University Press*, *Burlington* and *Heinle*, establishing a comparison among some of the main publishing houses in the ELT textbooks market will be possible. On the other hand, the information about the textbooks used in the different secondary schools was obtained on each secondary school's webpage or by making telephone calls to these schools. Table below (table 3) provides information about each textbook along with the year of publication, level and number of units.

Table 2. *EFL Textbooks Sample Classified by Publishing House, Year of Publication, Level and Number of Units*

Textbook	Publishing house	Year of publication	Level	Units
Advanced Contrast	Burlington	2013	B2	7
Viewpoints	Burlington	2010	B1	6
New English File	Oxford	2008	B2	7
Aspire	Heinle	2013	B2	10
Move on	Oxford	2012	B1	6
Top marks	Burlington	2007	B1	6
Upgrade	Macmillan	2010	B1	6
Distinction	Oxford	2008	B1	8
Definitions	Macmillan	2008	B1	6
InGear	Richmond	2010	B1	6
Over to you	Oxford	2013	B1	7

Most of these textbooks are specifically designed to be used during the last stage of non-compulsory secondary education. This level is the Spanish equivalent to senior year in the US or Sixth form college in the UK. For this reason, they are designed considering the age of students at this stage of education who are around seventeen and eighteen years

old. The exception was found in *New English File* by *Oxford*, also used in other language teaching programs as in Logroño Official Language Schools and *Aspire* by *Heinle*.

For the sake of clarity, in some tables and graphs where the space is limited the textbooks will be referred to as: *Advanced Contrast* (AC), *Viewpoints* (VP), *New English File* (NEF), *Aspire* (AS), *Move on* (MO), *Top Marks* (T M), *Upgrade* (UG), *Distinction* (DT), *Definition* (DF), *InGear* (IG) and *Over to you* (OTY).

Having specified the textbook sample, in next sections we will offer a description of the content of each textbook analysed. The sections will be organized by publishing houses.

4.1.1. MacMillan textbooks

Definitions and *Upgrade* are both published by MacMillan. *Upgrade* is a more up-do-date textbook as it was published in 2010. They claimed to be addressed to baccalaureate students, thus, we expected the content to coincide in terms of vocabulary topics. As table 4 shows, both textbooks differ in some important aspects regarding their content. First, the inner organization of the units are similar. However, *Upgrade's* units provide the students with a last section focused on CLIL or society and culture. This may depend on the fact that *Upgrade* was more recently published. We expect this factor to affect positively to the total amount of cultural words in this textbook. This may also cause a big difference between both textbooks despite being produced by the same publishing house.

Table 3. *Description of MacMillan Textbooks*

	MacMillan textbooks	
	Definitions	Upgrade
Zero Unit		X
Set of exams*	x	X
Inner organization of each unit	• Vocabulary • Reading • Grammar • Pronunciation • Listening • Speaking • Writing	• Grammar • Vocabulary • Reading • Listening • Speaking • Writing • CLIL/ society and Culture
Vocabulary topics	• Inventions and technology • Law, order and obligation • Gender gap • Media • Emotions • Globalization	• Media and means of communication • Crime, justice and obligaction • Health and health tourism • Consumerism (e.g. shopping) • Travel • Jobs

Notes: *following the EBAU model

On the other hand, we can observe both textbooks share some topics such as media and crime and justice. Nevertheless, *Upgrade* refers to more common topics such as travel, jobs and consumerism which may be related to daily topics and the capacity of students to communicate in day to day conversations (Ulrich, 2004). On the other hand, some of the topics provided by *Definitions* (e.g. gender gap, emotions and globalization) may open a window for the discussion of topics centered in a deeper side of culture (Hall, 1976).

In the light of the above, these two textbooks present both qualitative and quantitative similarities and differences. The amount of cultural information may vary from book to book (as *Upgrade* devotes a whole section to cultural factors) whereas students who are working with *Definitions* may be presented with topics which may belong to a deeper side of culture.

4.1.2. Oxford textbooks

Distinction, Move on, Over to you and *New English File* are published by Oxford University Press. Three of these textbooks are addressed to baccalaureate Spanish students. However, *New English File* is focused on B2 level and it can be used for different purposes. For this reason, we expect this textbook to highly differ with the rest in terms of vocabulary topics and quantity of cultural words.

Table 4. *Description of Oxford textbooks*

	Oxford textbooks	
	Distinction	Move On
Zero Unit	x	X
Set of exams*		X
Inner organization of each unit	• Reading • Grammar • Vocabulary • Listening • Speaking • Writing • Progress Check	• Reading • Grammar • Vocabulary • Writing • Listening • Speaking • Progress Check
Vocabulary topics	• Education • Relationships • Travel and holidays • Crime and justice • Environment and consumerism • Food and diet • Personality (adjectives) • Jobs and working routines	• Stages of life/ age • Personality (adjectives) • Extreme sports • Lifestyle habits (diet) • Education • Consumerism and social status • Values and beliefs • Media
	Over to you	New English File
Zero Unit		
Set of exams*	x	
Inner organization of each unit	• Grammar • Vocabulary • Reading • Listening • Speaking • Writing • Exam skills	• A (grammar) • B (vocabulary) • C (pronunciation) • Practical English • Writing • Revise and check
Vocabulary topics	• Food • Festivals and celebrations • Crime and justice • Fashion • Ethics • Eating habits • Politics, community and society	• Music and media • Personality (adjectives) • Health and science • Means of transport • History and politics • Fashion • Animals • Crime and punishment • Varieties of English

Notes: *following the EBAU model

In table 5 we can observe that the inner organization of the units does not differ significantly. All the textbooks address the main skills (grammar, vocabulary, reading, listening, speaking and writing). However, in three of them (*Distinction, Move on* and *New English File*) students are provided with a progress check section. On the other hand, *New English File* also has a practical English section which is not present in the rest of books.

In terms of vocabulary topics, we observe a big difference among all of them. The textbooks addressed to baccalaureate students focus their content on day to day topics such as education, food, jobs and lifestyle. This is again an evidence of Ulrich's (2004) claims of EFL content focus on developing students' abilities to communicate effectively in everyday situations. Although in *New English File* the topics differ from the rest, there is also a great presence of day to day topics such as music, media, means of transport and fashion. Remarkable is the presence of more controversial topics, among them politics and society or ethics in *Over to you*. This may result in more cultural vocabulary related to problematic topics which are commonly avoided (Canga Alonso & Cifone Ponte, 2015). This is also the case of *New English File* in which there is a topic related to history and politics.

All in all, we believe in terms of quantity, *Distinction*, *Move on* and *Over to you* will present similar results. Similarly, *New English File* is expected to have a higher number of cultural words when the classification is done. However, we believe *Over to you* may show qualitative differences as vocabulary topics are more related to high and deep culture (Hall, 1976).

4.1.3. Burlington textbooks

Advanced Contrast, *Top Marks* and *Viewpoints* are published by Burlington. The three of them attempt to prepare the students for the EBAU with the pertinent content. Nevertheless, *Advanced Contrast* claims to be a tool for preparing official exams such as First Certificate in English (FCE). For this reason, this textbook is from a higher level than the rest of textbooks from this publishing house.

Table 5. *Description of the content of Burlington textbooks*

	Burlington textbooks		
	Advanced contrast	Top Marks	Viewpoints
Zero Unit	x	x	
Set of exams*		x	x
Inner organization of each unit	• Reading • Vocabulary • Grammar • Listening • Speaking • Writing • Advanced language • Language consolidation	• Reading • Grammar • Vocabulary • Listening • Pronunciation • Speaking • Writing	• Reading • Vocabulary • Grammar • Listening • Speaking • Writing • Life skills
Vocabulary topics	• Language and communication • Finances • Advertisement • Fame and celebrities • Environment • Jobs • Personality (adjectives) • Driving	• New technologies • Education • English varieties • Food • Music and art • English varieties	• Fame and celebrities • Environment • Technology • Physical description • Family • Consumerism

Notes: *following the EBAU model

As table 6 shows, the inner organization of each textbook is similar. All of them cover essential language skills and only *Advanced Contrast* and *Viewpoints* add extra sections devoted to communicative skills and, in the case of *Advanced Contrast,* a language consolidation providing the student with some exercises applicable to FCE exam. Moreover, only *Advanced Contrast* devotes a whole unit at the end with six reading activities which are centered on some diverse cultural aspects such as public transport in different cities around the world or the Super Bowl.

Regarding the vocabulary topics the student is exposed to, they vary from book to book. Although daily topics are the most common in the sample, some topics may go deeper in aspects that may be a potential source of cultural discussion and cultural vocabulary such as environment (*Advanced Contrast* and *Viewpoints*), family (*Viewpoints*) and Finances (*Advanced Contrast*).

In our view, *Advanced Contrast* would differ significantly in the total amount of cultural words as it is focused on a higher level (B2). We do not expect the vocabulary extracted from this book to be of great cultural value as a great part of the topics refer to daily situations. In regard to *Viewpoints* and *Top Marks*, the content we expect to find is vocabulary related to low culture (celebrities and music) and surface culture (Hall, 1976).

4.1.4. *Heinle textbooks*

Aspire is the only textbook in the sample published by Heinle. This textbook has exclusive National Geographic content which makes us think it can have a great load of cultural content. By observing table 7, this textbook seems to be very complete in terms of cultural content as it is the only textbook from the sample in which culture is included as another skill to be acquired as it is established in the CEFR (2001).

On the other side, this textbook is not specifically designed for baccalaureate students. In fact, it focuses on a higher level (B2) and it can be used for different purposes. The vocabulary topics contained in the textbook are of great cultural value as they cover daily situations (e.g. food, jobs, communities) but it also refers to high culture (art) and controversial topics (immigration and society).

Table 6. *Description of the content of Heinle textbooks*

Heinle textbooks	
	Aspire
Zero Unit Set of exams	x
Inner organization of each unit	- Grammar - Vocabulary - Reading and listening - Speaking and writing - culture
Vocabulary topics	- Art - Environment - Immigration - Charities - Technology - Population - Food - Education - Festivals - Stages of life and relationships - Jobs and personality (adjectives) - Community and society

Taking into consideration the points aforementioned, we expect this textbook to remarkably differ from the rest of textbooks quantitatively and qualitatively speaking. This textbook may contain the highest load of cultural vocabulary as it explicitly adds culture as a skill in each unit and it may present the student with a wider variety of cultural topics.

4.1.5. Richmond textbooks

InGear is the only textbook from the sample produced by Richmond. It is specifically designed for the baccalaureate curriculum. As it is shown in table 8, its inner organization covers all of the required skills and does not add any section devoted to culture as in the case of some previous textbooks. In terms of vocabulary topics, the textbook covers a wide variety of topics with potential implications for culture. However, at first sight, it lacks topics that may focus on high culture or deep aspects of culture (Hall, 1976).

Table 7. *Description of the content of Richmond textbooks*

Richmond textbooks	
	InGear
Zero Unit	x
Set of exams*	x
Inner organization of each unit	- Reading - Vocabulary - Grammar - Listening - Speaking - Writing
Vocabulary topics	- Daily routines - Holidays - Family - Fashion (+ body art) - Webaholism - New technologies - Inventions and discoveries - Superstitions - Career paths - Education
Notes: *following the EBAU model	

Having reviewed the content of the textbooks from the sample, in the next section we will present our list of cultural categories which will allow us not only to measure how many cultural words these textbooks contain but also how culture is represented in term of cultural topics and in terms of what type of culture – target, source or international – the student is most exposed to.

4.2. List of categories

As we mentioned in chapter 3, our objective is to analyse how culture is represented in EFL textbook. We do not only want to offer a quantitative analysis of the words contained in our textbook sample; we also seek for providing a vision of how culture is presented to students in term of vocabulary. With this in mind, we needed a classification of the cultural vocabulary extracted by means of topics with the aim of establishing their cultural nature. For this reason, a list of cultural-related topics was designed. Its design was based mainly on Byram and Morgan's (1994) and the CEFR's (2001) lists – both previously explained in Chapter 2. We created a hierarchy inside each category which will allow us to establish the main tends regarding cultural vocabulary.

Table 9 shows the list of eleven categories; these are divided at the same time in a total of forty seven components that will give us a more detailed view of the type of topics which are more recurrent in EFL textbooks as well as those which tend to be ignored. Moreover, each of the components are divided in sections. These sections will be essential to classify certain vocabulary topics in terms of type of culture or general or specific.

Table 8. *Categories for the Classification of Cultural Words*

Category	Components
Everyday living	Food *1) Target culture* *2) Source culture* *3) International culture* Jobs *1) Highly-regarded* *2) Common jobs* *3) Artistic jobs* Education *1) Target* *2) Source* *3) International* *4) Private* *5) General* Leisure time *1) Holidays* *2) Cultural activities* *3) Target culture* *4) General*
Cultural heritage	personalities *1) target culture* *2) source culture* *3) international culture* history & mythology *1) target culture* *2) source culture* *3) international culture* literature & arts *1) target culture* *2) source culture* *3) international culture* monuments and landmarks *1) target culture* *2) source culture* *international culture* events with tradition *1) target culture* *2) source culture* *3) international culture*
National identity	English-speaking nationalities / languages. Non-English speaking nationalities / languages. Spanish-speaking nationalities / languages.

categories	components
Society	Family 1) *Traditional* 2) *Non-traditional* Community 1) *Traditional* 2) *Multicultural society* 3) *Age* Socio-economic status 1) *Low status* 2) *High status* 3) *Problematic concepts* Law and rights 1) *Crimes* 2) *Laws* 3) *Rights* Social issues 1) *Health* 2) *Gangs* 3) *Behaviours* 4) *Discrimination* 5) *Others* Social movements and politics 1) *Social movements* 2) *Politics* 3) *Problematic concepts*
Pop culture	Famous personalities 1) *Target culture* 2) *Source culture* 3) *International culture* Music 1) *Target culture* 2) *Source culture* 3) *International culture* Sport 1) *Target culture* 2) *Source culture* 3) *International culture* Brands 1) *Target culture* 2) *Source culture* 3) *International culture* Media 1) *Target culture* 2) *Source culture* 3) *International culture* The internet and technology Others
Worldwide issues	Environmental issues Economy Global problems

Category	Components
Institutions & organizations	Governmental institutions *1) Target* *2) Source* *3) international* Educational institutions *1) Target* *2) Source* *3) international* Charities and NGOs Sports organizations Others (military institutions and banks).
Social interaction	Greetings & farewells Politeness Emotion Body language
Values & beliefs	Religion Values Superstitions
Traditions & costumes	Folklore and rituals 1) Target 2) Source 3) International Festivities and important dates *1) Target* *2) Source* *3) international* Clothes for celebrations 1) Target 2) Source 3) international

The first category title – *everyday living* – was taken from CEFR (2001). We adopted some of its characteristics from the CEFR as well. 'Food and drink, meal times' (2001, p.102) are under the component of *food*. 'Leisure activities (hobbies, sports, reading habits […])' (2001, p. 102) will be evaluated as *leisure time*. *Jobs* was proved by the literature to be an important cultural factor in EFL textbooks (Gray 2010a; Su 2014). Thus, we added employment as part of this category. Moreover, in this component working hours and practices will also be taken into account as they are also included in the CEFR. Education habits and its structure are considered an important part of everyday life in different cultures (Byram & Morgan, 1994); thus, we created the component of *education* to classify general aspects of education. However, official institutions will be classified in *institutions and organizations*.

Cultural heritage consists of a mixture of Byram and Morgan's *national history* and *national cultural heritage* (1994). From the first, we took the examination of historical facts whereas from the second we created the component of *personalities* to evaluate historical figures from different cultures present in EFL textbooks.

National identity was made with the aim of classifying different nationalities and languages. This category will exclusively evaluate the presence of target, source and international culture and will allow us to define that aspect of travel guide EFL textbooks tend to acquire mentioned by previous studies (Risager, 1991; Yuen, 2011; Hilliard, 2014; Gómez Rodríguez, 2015). The results obtained here will be complemented by the *geography* category.

We decided to add the category of *pop culture* to evaluate one big aspect of culture which has been believed to be the centre of EFL textbooks' content (Domoney & Harris, 1993; Furlong & Maynard, 1995; King, 2002; Su, 2014). In this component we wanted to evaluate famous personalities from pop culture; this aspect is included inside the category of *national cultural heritage* in Byram and Morgan's (1994). *Music* and *media* were extracted from the CEFR's *values, beliefs and attitudes* (2001). We wanted to include *brands* as a way of evaluating the consumerism world found in EFL textbooks highlighted by Ilieva (2006) and Abdollahzadeh and Baniasad (2010). With this, we attempt to evaluate if this consumer view is applicable to all the cultures or is only limited to target culture. We found relevant for this category to add a component which will let us to evaluate *technology and the internet* as it is a growing sector and it was unthinkable in Byram and Morgan's (1994) and quite dispensable in the CEFR (2001). The components of *others* will allow us classify words that may belong to pop culture but cannot be classified in other components as it is the case of body art.

Social interaction and *geography* were straightforwardly extracted from Byram and Morgan (1994). The first category was designed to evaluate the 'conventions of verbal and non-verbal behaviour in social interaction' (1994, p. 51). *Body language* was also included in the CEFR (2001). *Geography* will classify the geographical locations contained in the EFL textbooks and they will be ordered into target, source and international.

To classify global problems which are not covered in any of the other categories, we developed the category *worldwide issues*. This will give us insight into how global problems such as the environment or politics represented in EFL textbooks.

Institutions and organizations was based in Byram and Morgan's (1994) socio-political organizations. However, we decided to add educational, sport, military institutions, charities and banks to cover a wider view of socio-political institutions.

Our category of *society* was also adapted from *social identity and social groups* and *beliefs and behaviours* (Byram & Morgan, 1994). We took *social class* and *ethnic minority* from the first category and *behaviours* from the second. We decided to add the component of *family* as this was highlighted as an important part of culture by Risager (1991) and it is inside the *intrapersonal relations* category from the CEFR (2001). *Social movements and politics* and *social issues* were added to evaluate problematic problems inside this category.

Some of the aspects from our category of *values and beliefs* were taken from the CEFR as for instance 'religion' (2001, p. 103). We decided to add superstitions in an attempt to evaluate one of the taboo topics included in PARSNIP (Thornbury, 2010). Values will let us observe the inclusion of morality in EFL textbooks.

Finally*, Traditions and customs* was based on the CEFR's category (2001): *ritual behaviour*. They considered religious rites, birth and marriage, death and celebrations and festivals as an essential part of cultures.

Having explained the origin of each category and the importance of each topic. We will move on to the description of the procedures we followed to analyse the data obtained from the examination of the textbooks.

4.3. Data analysis

To determine whether the intercultural component is present in the different textbooks, an exhaustive classification of cultural-related vocabulary contained mainly in the texts of each textbook was carried out. Data management and analysis was performed by classifying and obtaining quantities and percentages using Microsoft Excel© and WordSmith©. First, Microsoft Excel© allowed us to type all the words encountered in

the textbooks and classified them by categories. The next step was to process these data with WordSmith© in order to obtain the classification by categories. Each classification was done separately in order to obtain different quantities and percentages from each textbook so we could proceed to compare them in the discussion. This software allowed us to obtain the total amount of words within in each category and the frequency of these words. On the other hand, the classification by components and sections was done manually by analysing each category by textbook previously processed by WordSmith©.

In sum, the purpose of this chapter was to provide a description of the methodology that will be follow in the analysis. First, the selection of textbooks has been presented and the reason for their inclusion in this analysis has been pointed out. We proceeded to describe each textbook in terms of their publishing house and their content. With respect to the proceedings in the analysis, we have described the list of categories and components which will be used in order to classify the vocabulary content of the textbooks. We have justified the selection of each category in terms of its importance for this study. Lastly, we have referred to the software which will be used to classify and create the lists for its further study.

In the section that follows, the results obtained from the study will be presented. The forthcoming chapter will be organized by sections, each of them focuses on answering the research questions established in Chapter 3.

Chapter 5: RESULTS

This chapter will present the reader with the results of the analysis. For the sake of clarity, it will be divided into four sections. Each will be ordered by answering to the research questions. In this section, especial attention will be paid to: (i) the total number of cultural words contained in each textbook; (ii) those three categories with more and less results classified, (iii) the ten most frequent words in each category and (iv) those categories and sections that evaluate the inclusion of the three types of culture.

The first section of this chapter will deal with the total amount of cultural words extracted from each textbook. They will be organized by the highest to the lowest and by the level of the textbook. The second section will show the classification by categories. Percentages regarding each category will be presented; by doing this we will be able to establish those categories with the highest and lowest representation. The third section will be focused on presenting the ten words with highest frequency. This section will be organized by means of categories. Regarding each category, a table will be provided where those ten words from each textbook will be displayed. Finally, the last section will look into those categories or components which are focused on the three types of culture in order to evaluate its presence later in the discussion.

5.1. Total number of cultural words

In RQ1 we aimed at identifying the cultural content of the textbooks and whether there are any similarities or differences regarding the total of words classified. The corpus consists of 16721 tokens. The graph below (figure 8) shows the distribution of the total of words per textbook. It contains the distribution of words according to the categories used in this dissertation. Out of the sum of each category, the total number of cultural words in each textbook was calculated

Cultural vocabulary in terms of categories

	Advanced	Viewpoints	NEF	Aspire	Move On	Top Marks	Upgrade	Distinction	Definitions	Ingear	Over to you
■ Everyday living	645	422	541	998	536	554	482	661	400	204	407
■ Pop culture	394	266	220	193	186	181	153	106	95	74	66
■ Society	262	322	349	319	261	236	267	403	318	158	280
■ Cultural Heritage	57	27	167	220	73	18	19	7	45	83	55
■ National Identity	122	26	129	169	55	143	30	34	61	69	136
■ Geography	245	124	154	351	166	141	80	112	108	143	161
■ Institutions	49	19	21	100	47	22	45	41	50	14	47
■ Social Interaction	35	55	78	45	41	39	32	58	27	22	21
■ Worldwide issues	73	64	12	87	49	11	27	61	47	8	26
■ Beliefs	12	8	56	32	19	3	11	13	25	80	28
■ Traditions	44	41	60	138	24	24	19	26	26	69	101
Total	1938	1374	1787	2652	1457	1372	1165	1522	1202	924	1328

Figure 8. Total Amount of Cultural Vocabulary in Terms of Categories

Considering the level of each textbook[5], the average of total words was calculated. In the table below (table 10) the total amounts of words are organized by textbook and level. The quantities are presented in descending order by level and the average corresponding to the two levels has been calculated. For those textbooks with a B1 level, the average amount of cultural words was 1293. On the other hand, for those whose level is B2, the average is noticeable higher: 2125. The total average of the whole sample was 1520. As it can be observed in table 10, the concentration of intercultural words is around this number in most textbooks.

Table 9. *Total of Words Obtained in The Analysis of Each EFL Textbook*

Textbook	Total of words	Level	Average
Aspire	2652	B2	
Advanced Contrast	1938	B2	2125
New English File	1787	B2	
Distinction	1522	B1	
Move on	1457	B1	
Viewpoints	1374	B1	
Top marks	1372	B1	1293
Over to you	1328	B1	
Definitions	1202	B1	
Upgrade	1165	B1	
InGear	924	B1	

Regarding those textbooks with higher level (B2), *Aspire* was above the average by more than 500 words. The other two textbooks were below the average. However, *Advanced Contrast* was the book which was the closest to the average. *New English File* obtained the lowest results within the level.

Five textbooks – *Distinction, Move On, Viewpoints, Top Marks and Over to you* – were above this average (≥ 35 words). Below the average we encountered *Definitions*, *Upgrade*

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[5] As it has been mentioned in the methodology section, there are three textbooks – *Aspire*, *Advanced Contrast* and *New English File* – which are above the required level

and *InGear*. Remarkable was the case of *InGear* which had only 924 tokens. When the B1 textbook with more content – *Distinction* – was compared with this textbook, the results showed a significant difference between them both (= 598 words). It can be claimed that *Definitions* and *Over to you* were the ones with the closest results to the average within the B1 level textbooks.

In contrast, the results indicated a sharp difference between the average of words from those textbooks from the B2 level and those from the B1 the B2 (832). The difference was emphasized when we compare the textbook with more words classified and the one with the lowest amount of words (=1728).

This section has highlighted the main results obtained regarding the total amount of cultural words in each textbook. We have obtained the average of total number of cultural words and we have pointed out at those textbooks which are closer to the average. Moreover, we have also found those textbooks which are over and under that average. On the other side, a distinction between those textbooks covering a B1 level and those covering a B2 level has been done in terms of the total amount of cultural words classified in the analysis. In the forthcoming section, we will determine those three categories which are common and those three which tend to be excluded from EFL textbooks.

5.2. Cultural categories

By means of the RQ 2 we aimed at classifying those three most productive categories and those three least productive categories in EFL textbooks. As explained in the methodology section (see chapter 4), this study intends to classify the cultural words into eleven categories. In this section, we will report the percentages obtained for each category and we will proceed to compare the percentages from each textbook as to determine whether there are similarities or differences among them. This will allow us to trace the main tendencies regarding the cultural vocabulary later in the discussion.

As shown in figure 9, there is a coincidence among the textbooks regarding the most frequent categories. *Everyday living* was the category with more words classified in the analysis of the whole sample of books with no exception whereas *values and beliefs* was the category with less representation in seven out of the eleven textbooks.
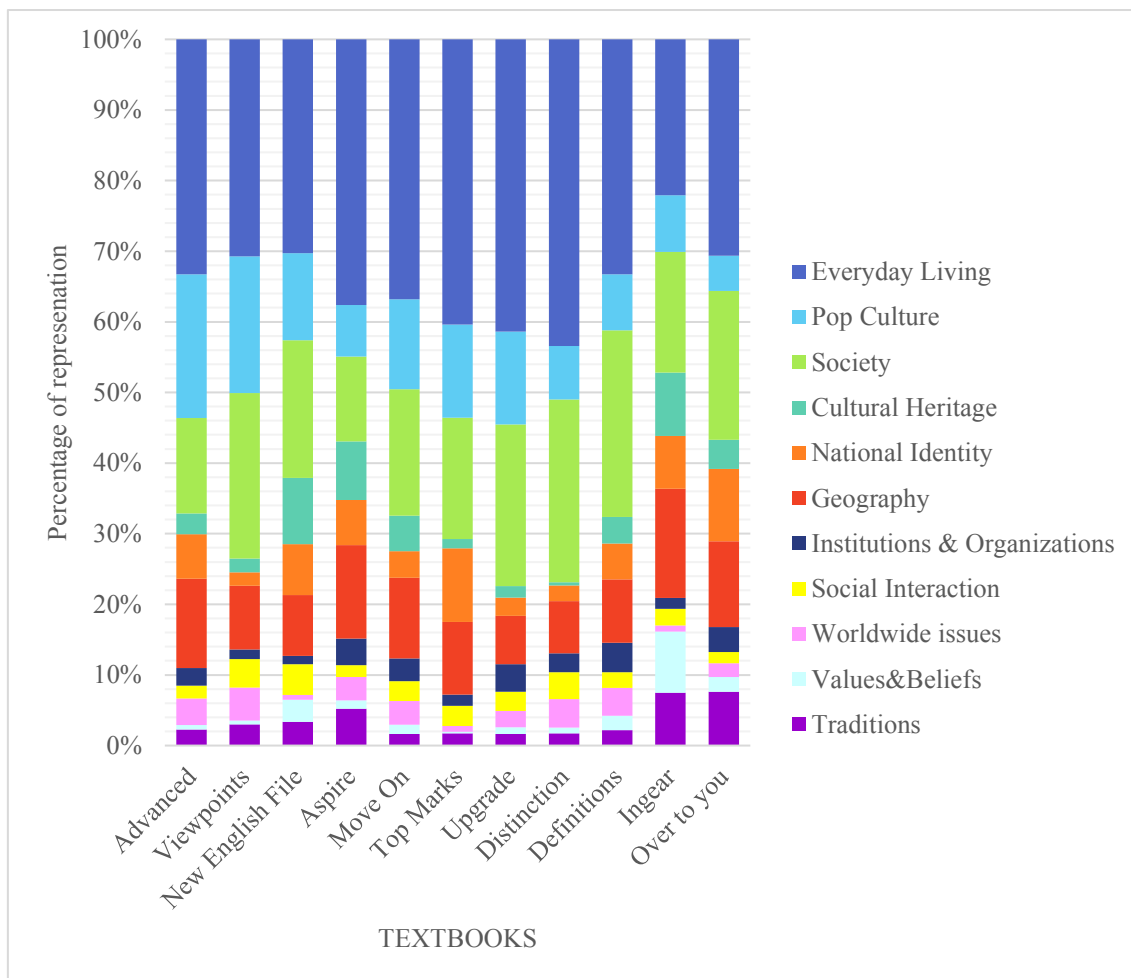
Figure 9. *Representation of Intercultural vocabulary in terms of percentage*

The figure above (figure 9) also agrees with the first top category (everyday living). However, the results varied considerably in each textbook. Although most textbooks coincide in the three top categories, the three categories with the lowest results showed an inconsistency. We found it difficult to rank the three least represented categories as we found them to vary from book to book. Initially, this did not allow us to determine which categories were the least representative of cultural vocabulary. For this reason, we had to obtain the average percentage of each category to delimit those categories with the lowest results (see table 11).

Table 10. *Average Percentage per Category*

Categories	Average %
Everyday living	34.534%
Society	19.788%
Pop culture	11.478%
Geography	10.545%
National identity	5.779%
Cultural heritage	4.348%
Traditions	3.435%
Social interaction	2.754%
Worldwide issues	2.691%
Institutions	2.678%
Beliefs	1.974%

As can be observed from the percentages obtained (table 11), more than a half of the cultural content of all the textbooks, except for *InGear*, was concentrated in *everyday living*, *society* and *pop culture*. This means that less than half of the content will be distributed among the remaining eight categories. Those categories with less content classified varied considerably depending on the textbook. Nevertheless, the average percentage revealed that *values and beliefs*, *worldwide issues* and *institutions and organizations* were those with the lowest percentage.

Next, we will focus on the three most and least most productive categories. We will describe how they are represented in the sample. They will be addressed in decreasing order.

Everyday living

This category showed the highest concentration of words in all the textbooks including those which are not specifically designed to satisfy the second of baccalaureate curriculum and aim at a higher level (B2). The average percentage indicated this category represented a third of the cultural content. In ten of the eleven textbooks this category represents more than a third of the total of cultural words from the textbooks. The exception was found in *In Gear* (22.01%); however, *Everyday living* was still the category with the highest percentage in this textbook.

There were three textbooks – *Distinction*, *Upgrade* and *Top Marks* – where this category represented about 40% of the cultural words. This was followed by *Aspire* and *Move on*, where we observed a slightly lower concentration of cultural words (around 35%). In five out of the eleven textbooks –*Advanced Contrast*, *Definitions*, *Over to you*, *New English File* and *Viewpoints* – about 30% of the cultural words were classified into this category. The percentage of difference between the textbook with the highest results (*Distinction*) and *InGear* was 21.35%. However, this must be taken as an exception as the difference in percentage among the rest of textbooks was remarkably lower ($\leq 11.1\%$).

Society

As can be observed in table 11 (p.108), this was the second category with more words. It represented around a fourth of the cultural content of textbooks. It was the second highest in nine out of the eleven textbooks. It is remarkable that *society* was the second category with the highest result classified in those textbooks which were specifically designed for second year of baccalaureate students. However, *Aspire* and *Advanced Contrast* whose focus is a B2 level, were the exception as society was not the second most productive category. In these textbooks, the representation was slightly over 10% which differed from the textbooks by other publishing houses whose results were around 20%. As far as *Distinction* and *Definitions* were concerned, the cultural words were approximately 25%. Similarly, in *Viewpoints*, *Upgrade*, *Over to you* and *New English File* – the percentage of cultural words was around 20%. In three textbooks – *Move on*, *Top Marks* and *InGear* – the results obtained were slightly higher than a 15%. The percentage of difference between the textbook with the highest result (*Distinction*) and the one with the lowest (*Aspire*) was 14.45%. Since the percentage of difference in the remaining nine textbooks mentioned was not remarkably different ($\leq 12.19\%$), it can be assumed this category was not equally represented in terms of quantity in most textbooks although it is the second most productive in the sample. We now move on to *pop culture*, the third category with more representation.

Pop culture

The average percentage obtained was slightly over 10%. Similar to the case of *society*, in two of those textbooks which were not designed for fulfilling the second year of baccalaureate's curriculum this category was not among the three categories with the

highest representation. The category occupied the second position in *Advanced Contrast*, and the third one in six out of eleven textbooks (*Viewpoints*, *Top Marks*, *Upgrade*, *Move on*, *New English File* and *Distinction*). *Advanced Contrast* was the textbook with the highest results in this category, together with *Viewpoints* their results amounted to around 20%. In four of the textbooks – *Top Marks*, *Upgrade*, *Move on* and *New English File* – the results were just under 15%. In *Distinction*, this percentage was rather low as it was below 10%. In *Definitions* and *InGear*, this category was the fourth with more content classified and the percentage of concentration was around 8%. Exceptions were found in *Aspire* and *Over to you* where *pop culture* was not even the fourth category with results which were well under 10%. The percentage of difference between the textbook with the largest percentage (*Advanced Contrast*) and the one with the smallest (*Over to you*) reached 15.36%. The percentage of difference among the remaining textbooks (≤12.08) is not moderate so this category was not equally distributed either.

Values and beliefs

This category was the one with less results classified in seven out of the eleven textbooks (*Definitions*, *Aspire*, *Move on*, *Upgrade*, *Advanced Contrast* and *Viewpoints*). It was also the category with less results in two out of the three B2 textbooks. The percentage of representation was negligible in these textbooks as it was kept under 2% in all the textbooks mentioned. Considering the results from these textbooks, the difference of percentage obtained was insignificant (1.5%). Unexpectedly, in *InGear*, this category was the fourth category with more content classified. It was slightly below 10%. Despite being a category with low results in most textbooks, the percentage of difference between the textbook with the highest results (*InGear*) and the one with the lowest results (*Top Marks*) was 8.73%. However, this should be taken as an exception as when comparing the rest of results, the percentage of difference is rather low (≤ 2.55%).

Institutions and organizations

This was a category with marginal percentages of representation. It was the second category with the smallest concentration of words in *InGear, Viewpoints* and *New English File.* Similarly, this category in five out of the eleven textbooks – *Aspire, Over to you*,

Move on, *Advanced Contrast* and *Top Marks* – the percentage of concentration was also remarkably low (less than 4%). In three textbooks the percentage of representation was under 1.5%. When considering the difference of percentage between the highest percentage (obtained in *Definitions*) and the smallest (*New English File*), we realized that the representation of this category tends to be balanced as the percentage obtained was low (3.74%).

Worldwide Issues

This was the third category with less results classified. The average percentage obtained in this category was very similar to the one obtained in the previous category mentioned (2.71%). We also found three textbooks – *Viewpoints, Distinction* and *Definitions*– where the percentage of concentration was slightly over 4% of the total results. In other three textbooks – *Advanced Contrast*, *Aspire* and *Move on* – the results concentrated in this category made up over 3.5% of the total. In *Upgrade* and *Over to you,* this percentage was around 2%. On the other hand, in *InGear*, *Top Marks* and *New English file*, this percentage was not higher than 1%. When considering the results obtained in this textbook with the highest amount of words concentrated in this category and the textbook with the lowest, we obtained a difference of 3.99%.

We can observe that the percentage of difference obtained in the categories with the least representation show little disagreement among the textbooks. However, those categories with the highest results are less balanced and the percentage of difference is bigger.

This section allowed us to determine the categories with the highest and lowest results in the analysis. These results will let us establish the main tendencies in the representation of cultural vocabulary in EFL textbooks. In the next section, we will focus on those ten words with the highest frequency in each textbook and category with the aim of establishing whether there is a consensus regarding the vocabulary the students are learning. We will also determine if there is coincidence in the level of difficulty and the cultural words students are more exposed to.

5.3. Most frequent words in the cultural categories

Now, we will address research question number three, which aims to determine the ten most frequent words in the sample by means of the cultural categories described in section 4.2. The results will be provided by means of a table per category where the ten most frequent words in each textbook will be displayed. Their number of occurrences will be shown alongside in decreasing order. In the tables, we will exclude the words which only appeared once in the textbooks. The tables will be organized from the most productive category (*everyday living*) to the least (*Worldwide issues*). Lastly, we will focus on the level of the vocabulary contained in the lists by comparing it with Cambridge's vocabulary list for A2 and B1 levels (Cambridge English, 2012).

Everyday living

In table 12, the ten most repeated words in the category *everyday living* are displayed. There is an extra word in *Viewpoints*, *New English File* and *Over to you* as the number of occurrences of the tenth word in the list was shared with other words. Regarding the occurrence, we can observe the words in this category generally had a very high frequency. *Aspire* was the textbook with the highest number of occurrences in the first positions while *New English File* showed the lowest number of frequencies. The word *school* upped to the first position in five of the textbooks and it was among the top three in five more. On the other hand, the word *job* was the second more frequent word in the category in three textbooks and it was among the most frequent three in other four textbooks. A closer look at table 12 allowed us to establish those topics with more representation in the lists. We can observe a great inclusion of words related to the world of work and education in most textbooks.

Table 11. *Ten Most Frequent Words in Everyday Living*

					Textbooks						
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Job (39)	School (32)	WatchTV (14)	Job (72)	School (48)	School (47)	Job (57)	School (47)	University (28)	University (28)	School (36)
School (35)	Paparazzi (17)	Music (13)	University (61)	Job (23)	Music (26)	Music (37)	Holiday (40)	School (17)	School (12)	Party (12)
College (23)	Business (13)	School (13)	Business (33)	Film (22)	Job (25)	Shopping (28)	Job (27)	Job (15)	Scientist (8)	Schools (12)
Business (17)	Job (13)	Doctor (12)	Music (32)	University (22)	University (23)	Travel (24)	Teacher (14)	Journalist (14)	Party (6)	Teacher (12)
WatchTV (16)	Shopping (13)	Scientist (12)	Jobs (22)	Music (14)	Teacher (22)	School (21)	University (12)	Scientist (13)	College (5)	Scholarship (10)
Singer (14)	Trip (10)	Business (11)	School (22)	Films (13)	Doctor (13)	WatchTV (15)	Business (11)	Holiday (12)	Football (5)	Football (8)
Teacher (13)	Singer (9)	Job (11)	Education (15)	Party (13)	Film (13)	Jobs (14)	Lawyer (10)	Party (10)	Holiday (5)	Scientists (8)
University (13)	Trainers (9)	Judge (10)	Holiday (14)	Teacher (13)	Gap year (13)	Party (12)	Party (10)	Basketball (9)	Part-time job (5)	Teachers (8)
Yearbook (13)	Writer (8)	Journey (8)	WatchTV(14)	Sport (12)	Shopping (10)	Journalist (11)	Doctor (9)	Reporter (7)	Teacher (5)	Music (7)
Film (12)	Sales assistant (7)	Shopping (8)	Artists (13)	Jobs (11)	Trip (10)	Holiday (9)	College (8)	Sports (7)		Shopping (7)
	Teacher (7)	Sport (8)								Writer (7)

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Society

The next category to be analyzed was *Society*. In this category, we had to include more than ten words in *Advanced Contrast, Viewpoints, New English File, Aspire, Move on Definitions* and *InGear* since the number of occurrences of the tenth token was repeated in more words within the category. As can be observed in table 13, words ranked in the first positions showed a remarkable number of occurrences. *Children* was the most frequent word in six of the textbooks and it can be claimed that the number of occurrences was similar in most textbooks (around 25). Moreover, *parents* and *teenagers* were also at the top three in six textbooks. If we take a closer look at table 13, it shows that those words related to the topic *family* had a high frequency in the textbooks analyzed. The representation of words related to *law and crime* within the most frequent words was moderate and it had no presence in two of the textbooks (*Viewpoints* and *InGear*). Moreover, the data showed a tendency to avoid a high occurrence of words related to *social issues* and *social movements and politics* as their presence was scarce in the lists. *Aspire* and *Definitions* were the two textbooks with more representation of these topics among their ten most frequent words.

Table 12. *Ten Most Frequent Words in Society*

					Textbooks					
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Children (30)	Children (35)	Children (24)	Children (35)	Parents (24)	Children (30)	Teenagers (44)	Rules (77)	Teenagers (36)	Children (26)	Parents (23)
Father (26)	Parents (35)	Court (19)	Family (18)	Rules (23)	Teenagers (25)	Crime (16)	Children (25)	Neighbours (15)	Sister (8)	Teenagers (21)
Law (13)	Child (15)	Family (14)	Immigrants (17)	Children (15)	Parents (23)	Parents (14)	Teenagers (15)	Parents (13)	Brother (6)	Family (15)
Parents (11)	Dad (14)	Married (14)	Child (12)	Brother (12)	Family (14)	Law (11)	Parents (14)	Antisocial (10)	Blended family (5)	Society (13)
Illegal (10)	Brother (10)	Wife (13)	Parents (9)	Teenagers (12)	Child (12)	Children (10)	Crime (13)	Children (10)	Cousin (5)	Prison (10)
Family (8)	Family (10)	Parents (12)	Father (7)	Mother (8)	Father (11)	Prison (8)	Mugger (11)	Mother (10)	Teenager (5)	Court (8)
Rights (7)	Father (10)	Brother (10)	Families (6)	Dad (7)	Adults (8)	Discrimination (7)	Sister (10)	Antisocial behavior (9)	Divorce (4)	Crime (8)
Child (6)	Sister (10)	Father (10)	Immigration (5)	Mum (6)	Mother (7)	Politicians (7)	Family (9)	Prison (8)	Father (4)	Immigrants (7)
Environmentalist (6)	Childhood (8)	Husband (9)	Law (5)	Politics (6)	Teenager (7)	Teenage (7)	WEEE[1] (9)	Gender gap (7)	Mother (4)	Neighbour (6)
Mum (6)	Mother (8)	Mother (9)	Emigrate (4)	Grandparents (5)	Rules (6)	Mum (6)	ASBO[2] (8)	Law (7)	Politicians (4)	Law (5)
Son (6)	Son (8)	Rules (9)	Illegal (4)	Illegal (5)			First born children (8)	Society (7)	Same sex unions (4)	
Teenagers (6)			Illegally (4)	Sister (5)						
			Neighbours (4)							
			Political (4)							
			Race (4)							

[1]Waste Electrical and Electronic Equipment Directive (law).
[2]Antisocial behavior

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Pop culture

Regarding *pop culture*, the ten most frequent words are displayed in table 14. In *Aspire, Move on, Distinction, Definitions, InGear* and *Over to you* it was necessary to include more than ten words in the table as the number of occurrences of the word in the tenth position was the same in more tokens in the ranking. Unlike the previous categories, this table shows a lack of consensus in the top three words in the ranking of occurrences. Moreover, the number of occurrences is remarkably lower compared to the aforementioned categories, with the exception of *Advanced Contrast*, *Viewpoints* and *New English File*. Occurrences were especially low in *Over to you*. From table 14 it is also observable that those words with the highest number of occurrences were mainly general words related to music, media or fame. *Personalities* and *music* are some components from *pop culture* which were scarcely included in the top ten most frequent words with some exceptions such as *Lady Gaga* (*Advanced Contrast*), *Jack Johnson* (*Aspire*), *ABBA* (*New English File*), Jamie Oliver (*Distinction*). A noteworthy fact related to this finding was the presence of personalities from the target culture. Lastly, the data in table 14 also showed an increasing inclusion of words related to technology and the internet in the most recently published textbooks (*Advanced Contrast, Viewpoints, Upgrade, InGear* and *Over to you*).

Table 13. *Ten Most Frequent Words in Popular Culture*

Textbooks										
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Lady Gaga (26)	Streetview (23)	Abba (19)	Concert (13)	Celebrities (14)	Band (13)	YouTube (15)	Adidas (9)	Concert (8)	Tattoo (8)	London Marathon (4)
Concert (17)	Celebrities (20)	Barbie (15)	BBC (10)	Celebrity (7)	Blogs (13)	Blog (10)	Chatroom (6)	Famous (6)	Webaholism (6)	Robot (4)
Elvish* (15)	Freecycle (13)	Agnetha (7)	Documentary (9)	Famous (7)	Lifeplus (10)	Festivals (10)	Jamie (6)	Bands (5)	Marks&Spencer (4)	Six degrees Of separation (4)
Celebrities (13)	Fame (9)	Famous people (7)	Ongala (6)	Festivals (6)	Space invaders (10)	Festival (8)	Jamie Oliver (6)	Big Brother (5)	Bodyart (3)	Concert (3)
Celebrity (13)	Fans (9)	Bjorn (6)	Band (5)	Tour de France (5)	Tribute bands (8)	Famous (7)	Famous (5)	Videogames (5)	Pachinko (3)	Famous (3)
Superbowl (9)	Blog (8)	Album (5)	Graffiti (6)	Rasmussen (4)	Concert (6)	Band (6)	Adidasler (3)	Chindogu (4)	Piercing (3)	Lycra (3)
Disney English Centre (7)	Famous (8)	Richard Mcdonalds (5)	Fan (5)	Big Brother (3)	Pop music (6)	Twitter (6)	Dance music (3)	Fans (4)	Tattoos (3)	Tattoo (3)
Facebook (7)	Celebrity (7)	Concert (4)	Music piracy (4)	Drama (3)	Bands (5)	Bands (5)	Bono (2)	Lifestraw (4)	The Simpsons (3)	Androids (2)
Fans (7)	Google's streetview (7)	Famous (4)	POPmusic(3)	Eurostar (3)	Rap (4)	Concert (4)	Celebrities (2)	Computer games (3)	Blog (2)	Blog (2)
Steve Jobs (7)	Twitter (7)	Magazine (4)	Famous (3)	Fans (3)	Tribute band (4)	Fan (4)	Celebrity (2)	Reality (3)	Cyberspace (2)	Change.org (2)
			Jack Johnson (3)	Music festival (3)			Documentary (2)	Ronaldinho (3)	Ears pierced (2)	Evolution (2)
			Magazine (3)	Secondlife (3)			Popstars (2)		iPhone (2)	Kellogg (2)
			Na'vi (3)	The Chicago White Sox (3)			Single (2)		Tattoing (2)	Seventeen (2)
			Science fiction (3)	Wimblendon (3)						
			Thematrix (3)							
			TV series (3)							
			West is West (3)							

*Popular language from *The Lord of the Rings* used by their fans

Cultural heritage

Table 15 shows the words with more occurrences in the category of *cultural heritage*. In *Aspire, Move on, Distinction* and *InGear* more than ten words were added to the ranking as the number of occurrences of the last word coincided with more words in the category. Similar to the case of *pop culture*, in *cultural heritage* the words with more occurrences did not coincide in the textbooks. Unlike *pop culture*, table 15 shows how proper names from personalities were a common finding and were among the top three results in the frequency lists. Historical figures, artists or famous authors were found in the first three positions in eight textbooks. As it was the case of *personalities* in *pop culture,* a great part of them belong to the target culture. Such was the case of *Shakespeare* (*New English File*), *Banksy* (*Aspire*), or *Charles Dickens* (*Over to you*). Remarkably, *Shakespeare* was the only word that was repeated in the frequency rank. We found it in *Advanced Contrast, New English File* and *Aspire* in different grades of frequency. On the other hand, *Over to you* and *Aspire* were the only textbooks with presence of the source culture within the most frequent words.

Table 14. *Ten Most Frequent Words in Cultural Heritage*

Textbooks										
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Pirate (9) Pirates (8) Tolkien (5) Olympics (4) Trollope (3) Shakespeare (2) The Lord of the Rings (2)	Encyclopedia (5); The end of overreacting (book); (3) The Kite Runner; (book) (3) Viking (3) Heiress (2) Natural History Museum (2)	King (15) Shakespeare (10) Henry VII (5) Nobleman (5) Anne Boleyn (4) Katherine Howard (4) Prince (4) Cranmer (3) Hamlet (3) Henry V (3) King Arthur (3) King Henry (3) MacBeth (3) Oscar Wilde (3)	Banksy (10) Cox (10) Chopin (7) Blechacz (4) World War II (4) Ancient Civilizations (3) Aurora Robson (3) Big Bang (3) Earth from the air (3) Einstein (3) Horrible histories (book) (3) Mercator (3) Nicolas García Uriburu 3 Orson Welles (3) Brian Cox (3) Rafal Blechacz (3) Shakespeare (3) Tate modern (3) The Time Machine (3) The war of the worlds (3)	Mandela (7) Moai (6) Diana (4) Einstein (3) Nelson Mandela (3) Armstrong (2) Beijing Olympics (2) Bornonablueday (2) Dodi (2) English Civil War (2) Moonlanding (2) Olympics (2) Terracotta Army (2) Terracotta Warrior (2)	Mozart (3) Pompeii (3)	Bill Bryson (2) Marco Polo (2) Roberto Saviano (2)	Sherlock Holmes (2) Pride and Prejudice (2) King Kong (book) (1) Louvre (1) Prado (1)	Romeo and Juliet (4) Victorian (4) Archimedes (2) Classic Art (2) Cupid (2) Einstein (2) Emperor (2)	British Museum (10) Parthenon marbles (9) Acropolis museum (6) Acropolis (4) Ancientrome (3) Queen Victoria (3) Ancient tribes (2) Dan Brown (2) Heraclitus (2) Monalisa (2) Ottoman Empire (2) The essential guide to university life (2) Vermeer (2)	Olympics (8) Dickens (4) Charles Dickens (3) Yolanda Domínguez (3) Cervantes (2) Hephaestus (2) Krelcapek (2) Lloyd Scott (2) The Olympics (2) US president (2)

National identity

The ten most frequent of the words contained in the category *national identity* ae listed in decreasing order in table 16. More than ten words were included in *Advanced Contrast, Top Marks* and *Over to you* as the number of occurrences of the last word in the ranking coincide with more terms in the list. As shown in the table, the word *English* was in the first position in seven textbooks with a remarkable number of occurrences in most textbooks. Additionally, it was in the second and third position in the ranking of occurrences in other three textbooks. The only exception was found in *Upgrade*. The occurrence of the words *American* and *British* varied considerably; being the word *British* the one with more occurrences in most textbooks. *Spanish* had scarce presence in the ranking of frequency; it was only found in six of the textbooks with lower occurrence than those that referred to target culture.

Table 15. *Ten Most Frequent Words in National Identity*

	Textbooks									
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
English (26)	British (12)	English (33)	British (33)	English (13)	English (46)	American (5)	English (16)	British (13)	English (20)	English (37)
American (10)	French (5)	American (23)	English (20)	British (8)	British (11)	British (4)	American (4)	American (8)	British (6)	Spanglish (15)
Spanish (9)	English(3)	British (16)	American (12)	Rapanui (7)	French (10)	Foreign (4)	Spanish (4)	English (8)	Greek (4)	British (9)
Chinese (8)	Japanese (3)	French (11)	Chinese (9)	Dutch (3)	Chinese (9)	Europeans (3)	British (3)	Chinese (5)	Chinese (3)	American (6)
French (5)		German (5)	European (6)	European (3)	Italian (9)	Spanish (3)	French (2)	French (4)	European (2)	Nonnative (6)
Italian (5)		Norwegian (4)	French (6)	Italian (3)	American (8)	French (2)		Irish (4)	Greeks (2)	Spanish (5)
Americans (4)		Swedish (4)	German (6)	German (2)	Parisians (6)			Spanish (3)	Japanese (2)	Global Language (3)
British (4)		Foreign (3)	Greek (5)		Spanish (6)			European (2)	Scottish (2)	Italian (3)
British English (4)		Nationality (3)	Americans (4)		African (3)			Greek (2)	Spaniards (2)	Native (3)
Mother tongue (4)		Swiss (3)	Navajo (4)		German (3)				Tahitian (2)	Australian (2)
Russian (4)					Japanese (3)					Britons (2)
										Chinese (2)
										Dialects (2)
										English speaker (2)
										European (2)
										German (2)
										Kuukthayorre (2)
										Mother tongue (2)
										Pakistani (2)
										Scottish (2)
										US English (2)
										Yiddish (2)

Geography

The ranking of the ten most frequent words in the category of *geography* is given in table 17. It was needed to include extra words in *Advanced Contrast, Viewpoints, Aspire, Move on, Upgrade, Definitions, InGear* and *Over to you* as the number of occurrences of the word in tenth position was the same in more terms from the list. Once again there seemed to be an agreement regarding the words occupying the first positions in the ranking. Remarkably, in five of the books, geographic locations from the target culture occupied the top three positions. In the rest of textbooks there was at least one location from target culture in the top three positions. Only in three textbooks (*Advanced Contrast, Distinction* and *Definitions*) one of these locations is in the USA. This tendency was repeated throughout the whole list being target culture's locations the most predominant in the ranking. When taking a closer look at table 17, we realized the source culture was present in seven textbooks. However, the number of occurrences of these locations were around 6 in most cases.

Table 16. *Ten Most Frequent Words in Geography*

				Textbooks						
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
China (13)	Vauban (11)	London (17)	The UK (35)	The UK (15)	China (12)	Britain (15)	The UK (8)	USA (12)	The UK (28)	Britain (10)
United States (11)	The UK (9)	Britain (5)	Bhutan (14)	London (10)	London (12)	London (6)	London (7)	Europe (9)	London (15)	England (8)
London (10)	France (4)	England (5)	Britain (12)	Britain (7)	Africa (8)	Nigeria (5)	The USA (6)	Scotland (9)	Edinburgh (13)	London (8)
The UK (7)	London (4)	America (4)	Ellis Island (12)	Spain (6)	England (8)	Abroad (4)	The Everest (5)	The UK (8)	Spain (8)	USA (7)
The US (7)	Mt. Everest (4)	The UK (4)	The USA (11)	Easter Island (5)	Japan (8)	Spain (4)	New York (5)	Africa (7)	Athens (7)	The UK (6)
Chicago (6)	Pacific (4)	Oxford (4)	London (9)	Paris (5)	Italy (7)	The UK (4)	England (4)	China (7)	Italy (5)	The US (6)
England (6)	The USA (4)	Cambridge (3)	Europe (7)	South Africa (5)	Paris (5)	USA (4)	France (4)	Britain (5)	Greece (4)	New York (5)
Great Barrier Reef (6)	United States (4)	Edinburgh (3)	New York (7)	Japan (4)	Europe (4)	The US (3)	Cornwall (3)	France (5)	The USA (4)	Abroad (4)
Spain (6)	Abroad (3)	Europe (3)	Uluru (7)	Somers town (4)	Queen's town (4)	Europe (2)	Madrid (3)	England (4)	Bali (3)	Europe (4)
India (5)	Afghanistan (3)	France (3)	America (6)	Abroad (3)	United States (4)	France (2)	St Helen's road (3)	Germany (3)	Britain (3)	Istanbul (4)
Kansas (5)	Asia (3)	Japan (3)	Australia (6)	Amsterdam (3)		Greece (2)		Spain (3)	Canada (3)	Spain (4)
Queensland (5)	Britain (3)	Piccadilly (3)	France (6)	Bristol (3)		Lisbon (2)			India (3)	
The United States (5)	Japan (3)	The US (3)	New York City (6)	China (3)		Liverpool (2)			Japan (3)	
USA (5)	New York (3)		Spain (6)	England (3)		Madrid (2)			Scotland (3)	
	North America (3)			France (3)		Naples (2)				
	The United States (3)			Scotland (3)		The UK (2)				
				The US (3)						
				The USA (3)						

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Institutions and organizations

In table 18 the ten most frequent words within the category of *Institutions and organizations* are displayed. More than ten words were to be added in *Aspire* as the number of occurrences of the tenth word in the ranking coincide with other elements from the list. The number of occurrences in this category was remarkably low in the whole ranking except for the first positions in some textbooks (*Advanced Contrast, Aspire, Move on, Upgrade* and *Definitions).* Table 18 shows that *government* was the word with the highest frequency in six textbooks. In addition, this word was encountered in second and third position in other four textbooks. *Police* was also in the top three in eight of the textbooks. The results classified in table 18 show us a tendency to include general words related to *institutions and organizations*. Official institutions and organizations appear in some textbooks but their number of occurrences was negligible. Take as an example *Greenpeace* in *Aspire* (4), *FIFA* in *Definitions* (3) or *Stanford University* in *Over to you* (2).

Table 17. *Ten Most Frequent Words in Institutions and Organizations*

Textbooks										
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Government (12)	Charity (6)	The police (8)	Government (17)	Government (19)	Police (8)	Police (14)	Police (11)	Government (20)	Government (4)	Government (9)
Brown (8)	Greenpeace (4)		UCLA (7)	Charity (5)	Government (4)	Government (11)	Government (10)	Police (10)	UK government (2)	Charity (7)
Police (7)	Government (2)		Charity (6)	Police (4)	Florence university (2)	Charity (5)	Charity (7)	FIFA (3)	Stanford (2)	Police (7)
Deutsche bank (3)	University of North Carolina (2)		Doctors without borders (4)	Brit School (3)	Oxford University (2)	NAFDAC (4)	Canonmills Secondary School (2)	UNICEF (3)		Burnham grammar school (3)
Charity (2)			MSF (4)	Amnesty International (2)		Parliament (2)	Charities (2)	British Government (2)		Oxfam (3)
FIFA (2)			Police (4)	British government (2)				MIT (2)		Stanford university (2)
Government ministry (2)			Venezuelan Youth Orchestra (4)	Lance Armstrong Foundation (2)				NBA (2)		
			Greenpeace (3)							
			Worldwild life fund (3)							
			Charities (2)							
			Governments (2)							
			International NGOs (2)							
			Johnson Ohana Charitable Foundation (2)							
			Medicins sans frontiers (2)							
			NASA (2)							
			NGO (2)							
			University of Birmingham (2)							
			University of California (2)							

Table 19 shows the top ten most frequent words in our sample of textbooks. Only *New English* File had extra words included in the list as the number of frequency of the word occupying the tenth position was found in more than one word. Firstly, we can observe that the number of occurrences was remarkably low in comparison to some of the previous categories. From the data, it can be claimed that there was consensus on the type of words represented. *Farewells and greetings* were the most common type of words in the rankings displayed in table 19. On the other hand, words related to politeness were also common in the ranking of most frequent words in most textbooks with the exception of *InGear*. Words denoting emotions such as onomatopoeias, expressions of surprise or interjections were scarcely found in the list. The textbook with more words of this type was *Distinction (e.g. wow!, oh dear!)*.

Table 18. *Ten Most Frequent Words in Social Interaction*

Textbooks										
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Well… (4)	Please (7)	Hello (5)	Sorry (15)	Hi (5)	Sorry (5)	Hi (5)	Well… (7)	Yours sincerely (4)	Hi (3)	Best wishes (2)
Goodbye (3)	Hi (3)	Dear (4)	Hello (4)	Hello (3)	Yours faithfully (4)	Please (4)	Hmm (5)	Dear (3)	Dear sir (2)	Dear sir (2)
Dear Sir (2)	I'm sorry (3)	Best wishes (3)	Thank you (3)	I look forward to hearing from you (3)	Dear sir (2)	Goodbye (3)	Hello (4)	Ms. (2)	See you soon (2)	Madam (2)
Hi (2)	Thank you (3)	Excuse me (3)	Can I help you? (2)	Goodbye (2)	Madam (2)	Dear sir or madam (2)	Hi (4)	Regards (2)		Yours faithfully (2)
Madam (2)	Good to see you (2)	Hi (3)	Hi (2)	How's it going (2)	Pardon (2)	Madam (2)	Really? (4)	Yours faithfully (2)		
What's up? (2)	Hello (2)	Sorry (3)	I'm afraid (2)	Sorry (2)	Really (2)	Yours faithfully (2)	Sorry (4)			
Yours faithfully (2)	Thanks (2)	I'm sorry but (2)	I'm sorry (2)	Thanks (2)			Great! (3)			
	Write back soon (2)	Love, (2)	OK, see you then (2)				Oh dear (2)			
	Yours faithfully (2)	Please (2)					Wow (2)			
		Pleased to meet you (2)					Yours faithfully (2)			
		Really? (2)								
		Regards (2)								
		See you (2)								

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Table 20 displays the lists of the ten most frequent words in the category *worldwide issues*. More than ten words were added in *Viewpoints*, *Aspire* and *Move on* as their frequency coincided with the tenth word. A general look at the table allowed us to say that the number of occurrences in most textbooks was rather low even in the first positions. The first positions showed an agreement on representing words related to the topic of the environment. In fact, these words occupied at least one of the first three positions in all the textbooks. *Environment* was the word with the highest number of occurrences in four textbooks. A closer look at table 20 revealed that environmental issues remained the most frequent topic in the rest of the positions. More problematic issues such as *poverty* or *war* could be found in the list, but their number of occurrences was low. Such is the case of *refugee* which was only present in two textbooks (*Aspire* and *Over to you*) and whose number of occurrences amounted to 2 in both.

Table 19. Ten Most Frequent Words in Worldwide Issues

					Textbooks						
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Global warming (15)	Environment (14)	Bankrupt (2)	Environment (6)	War (6)	Environment (2)	Human rights (5)	Environment (14)	Globalization (19)	(*)	Obesity (6)
Environment (13)	Global warming (7)	Ecosystem (2)	Climate change (5)	Environment (4)	Obesity (2)	Deforestation (4)	Pollution (9)	Pollution (3)		Environment (3)
Pollution (6)	Pollution (6)		Pollution (5)	Global warming (4)	Pollution (2)	Poverty (4)	Global warming (5)	Poorer countries (3)		Corporal punishment (2)
Environmental (3)	Obesity (3)		Slaves (5)	GM food (4)		Environment (3)	Developing countries (3)	Poorer parts (3)		Refugee camp (2)
Poverty (3)	Carbon footprint (2)		Endangered species (4)	Civil war (3)			Environmental (3)	Environment (2)		Refugees (2)
Environmental issue (2)	Child labour (2)		Poverty (4)	Extinction (3)			Carbon emissions (2)	International crisis (2)		Scafisti (2)
Global issues (2)	Child obesity (2)		Endangered (3)	Obesity (3)			Environment (2)	Poor areas (2)		
Greenhouse effect (2)	Deforestation (2)		Civil war (2)	Starvation (3)			Poorer countries (2)			
	Greenhouse effect (2)		Developed countries (2)	Climate change (2)			Starving (2)			
	Greenhouse gases (2)		Developing world (2)	GM (2)						
	Litter (2)		Economy (2)	Human rights (2)						
	War (2)		Environmental issues (2)	Terrorist (2)						
			Global warming (2)							
			Humanitarian aid (2)							
			Human rights (2)							
			Industrial pollutants (2)							
			Refugee (2)							
			Overpopulation (2)							
			War (2)							
			Water pollution (2)							

(*)No words classified with a frequency higher than 1.

Values and beliefs

The ten more frequent words in the category of *values and beliefs* are included in table 21. Extra words had to be added only in *InGear* where the number of occurrences of the tenth word coincided with more terms which belonged to the category. Although table 21 shows lack of agreement in the words included in this category, we can observe a common pattern regarding the topic of these words. Firstly, it had a very low number of occurrences in all the cases. The only exception was found in *InGear* where the occurrences were high in the first positions. On the other hand, *superstitions* were found in the first position in five of the eleven textbooks while *values* occupied this position in three of the textbooks. The word *freedom* was found in five of the textbooks among the first three positions. *Religion* had no presence in the frequency list in almost half of the textbook sample. There was almost equal number of occurrences in all of those words related to religion and none of them surpassed three occurrences with the only exception of *God* in *New English File*. Moreover, words with more frequency related to religion were mainly Christian as for instance *archbishop* and *church* (*New English File*) or *miracles* (*Distinction*). The exception was found in *Advanced Contrast* where *Pachamama*[6] and its translation, *mother nature,* occupied the first and second position respectively.

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[6] *The Pachamama* is the highest divinity of the Andean people since she is concerned with fertility, plenty, the feminine, generosity and ripening crops, besides providing protection (consulted online on 02/06/2019: https://info.handicraft-bolivia.com/Pachamama-Mother-Earth-a346-sm116)

Table 20. *Ten Most Frequent Words in Values and Beliefs*

					Textbooks					
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
Pachamama (3) Mother nature (2)	Sixth sense (4)	Telepathy (7) God (5) Paranormal (3) Premonition (3) UFO (3) Archbishop (2) Clairvoyant (2) Ghost (2) Church (2)	UFO (7) Freedom (3) Prayers (3) Aliens (2) Independence (2) Justice (2)	Freedom (3) Religion (3) Extremist (2) Fairies (2) God (2)	(*)	Freedom (5) Religious (2)	Horoscope (4) Freedom (2) Miracles (2)	Freedom (4) Liberty (4) Dishonest (2) Fair (2) Respect (2) Sincere (2) Unfair (2) Unfaithful (2)	Fengshui (17) Superstitious (7) Horoscope (6) Superstition (6) Black cat (5) Church (4) Walk under ladder (4) Friday thirteen (3) Broken mirror (2) Fortune telling (2) Four leaf clover (2) Rabbits foot (2) Spilt salt (2)	Blant lies (4) Justice (4) Sixth sense (3)

(*)No words classified with a frequency higher than 1.

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Traditions and Festivities

Table 22 shows the lists of frequency of the category *traditions and festivities*. It can be observed that the number of occurrences was rare in the first positions in most textbooks. When taking a closer look, most cultural traditions or important dates were related to rites and ceremonies (e.g. wedding). However, there was a general trend to avoid the inclusion of specific ceremonies. Exceptions to this were found in *InGear* (e.g. Mehndi) and *Aspire* (e.g. Czech wedding) where we found some rituals specific of international cultures. On the other hand, *Christmas* and other Christian traditions were among the top ten most frequent words in eight textbooks. We could also observe a general dominance of Western traditions as the most frequent words in this category.

Table 21. *Ten Most Frequent Words in Traditions and Festivities*

	Textbooks									
AC	VP	NEF	AS	MO	TM	UG	DT	DF	IG	OTY
TLAP day (8)	Culture (5)	Birthday (10)	Culture (9)	Birthday (4)	Christmas (4)	Birthday (5)	Date (6)	Get married (4)	Wedding (12)	Festival (8)
Birthday (5)	Sherjangi (5)	Wedding (9)	Bride (8)	Christmas (2)	Prom (4)	Culture (4)	Birthday (2)	St Valentines (4)	Birthday (9)	Festivals (8)
April's fool (3)	Wedding (5)	Marriage (8)	Groom (7)	Easter (2)	Wedding (4)	Sari (3)	Birthdays (2)	Blind date (2)	Get married (6)	Valentine's day (7)
Traditional (3)	Get married (3)	Fengshui (7)	Wedding (7)	Father	Birthday (3)	Getting married (2)	Christmas (2)	Culture (2)	Christmas (5)	Kilts (6)
Christmas (2)	Birthday (2)	Christmas (4)	Weddings (7)	Christmas (2)	Celebration (3)		Dating (2)	Cultures (2)	Kilts (5)	Halloween (5)
Feast of the Holy innocents (2)	British etiquette (2)	Bestman (2)	Cultures (6)	Marry (2)			Greeting cards (2)	First date (2)	Bride (3)	Traditions (5)
Marriage (2)	Celebration (2)		Earth hour (6)				Wedding (2)		Groom (3)	Celebrations (4)
New Year (2)	Fiancé (2)		Marriage (5)						Henna (3)	Get married (4)
New Year's day (2)	Marry (2)		Getting married (4)						Bestman (2)	Culture (3)
Quadrille (2)			Birthday (3)						Fresher's week (2)	St. George's day (3)
Western tradition (2)			Ceremony (3)						Got married (2)	
			Civil ceremonies (3)						Halloween (2)	
			Czech wedding (3)						Mehndi (2)	
			Dragon Boat Festival (3)							
			Festival (3)							

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An important issue with implications for the teaching of culture at different educational stages is the identification of the level of the words related to culture in textbooks. With the end of establishing the level of vocabulary included in the categories, we consulted Cambridge's vocabulary lists for A2[7] and B1 levels[8]. We selected those categories in which proper names of people, places and brands are less prone to appear. This comparative analysis among our lists of frequency and Cambridge's vocabulary lists allowed us to establish the level of the cultural vocabulary in our sample. We conducted the analysis in *everyday living, society, worldwide issues, values and beliefs* and *traditions*.

The table below (table 23) shows a comparative analysis of the vocabulary level contained in the lists of frequency we have previously described. We concentrated on the words belonging to those textbooks which cover B1 level (intermediate textbooks) and those focused on B2 level (upper intermediate textbooks). We compared all the words with the two Cambridge's lists to classify the vocabulary by A2, B1 and other levels. Cambridge does not offer upper-intermediate and advanced lists so the vocabulary which was not found in these two lists was classified as *others*.

When comparing *everyday living,* we observed very similar results in both type of textbooks. There was an excessive inclusion of basic vocabulary in intermediate and upper intermediate textbooks. Similarly, *society* showed similar results. However, there was a higher concentration of words belonging to B1 and other levels in this category. Remarkably, textbooks from B1 showed more words from other levels than upper-intermediate materials. In *traditions*, *worldwide issues* and *beliefs,* this tendency changed. We observed a decrease in A2 vocabulary in both type of textbooks and there was an increase in vocabulary from both B1 and other levels.

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[7] KET list: https://www.cambridgeenglish.org/Images/22105-ket-vocabulary-list.pdf
[8] PET list: https://www.cambridgeenglish.org/Images/84669-pet-vocabulary-list.pdf

Table 22. *Analysis of the Vocabulary Level of the Tenth More Frequent Words Based on Cambridge's Lists of Vocabulary*

	Intermediate textbooks			Upper intermediate textbooks		
	A2	*B1*	*others*	*A2*	*B1*	*others*
Everyday living	*73.33%*	*16.67%*	*10%*	*75%*	*15%*	*5%*
Society	*39.47%*	*18.42%*	*42.10%*	*55.55%*	*18.51%*	*25.92%*
Traditions	*20.69%*	*24.14%*	*55.17%*	*9.52%*	*33.33%*	*57.14%*
Worldwide issues	*0%*	*9.68%*	*90.32%*	*0%*	*15.38%*	*84.61%*
Beliefs	*6.66%*	*16.66%*	*76.66%*	*0%*	*6.25%*	*93.75%*

In this section we displayed the ten most frequent words in each category. Some general trends were found related to the topics the most frequent words cover. Some categories such as *everyday living* and *society* indicated a preference for general topics related to daily life. There was a general avoidance of repetition of words with negative connotations. Moreover, some Christian references were observed in *traditions and festivities* and *values and beliefs*. On the other hand, we observed that the numbers of occurrences of the words encountered in the categories with more results classified are higher than in those with the lowest results. Additionally, we conducted a comparative analysis taking between our frequency lists and Cambridge's vocabulary lists to determine the level of the vocabulary learners and being exposed to. We were especially interested in discovering if the level of vocabulary was remarkably different between B1 and B2 EFL textbooks. In the following section, we will reveal the data obtained in certain categories and components that will allow us to discriminate among the three type of cultures later in the discussion.

5.4. Target, source and international culture in the cultural categories

With a view of gaining insight in how the different cultures are represented, this section will report the results obtained from the analysis of target, source and international culture in some of the cultural categories. As we pointed out in the methodology chapter, we selected certain categories and components which reflected how the three types of culture were represented in the textbooks.

As we already explained in chapter 3, this section will only look into the component *food* from *everyday living; personalities, music, brands* and *sport* from *pop culture;* the entire

category of *geography; personalities, events with tradition, history and mythology* and *literature and art* from *cultural heritage; national identity; institutions and organizations* and, *traditions and folklore.* For the sake of clarity and to assess the internal representation of each culture, a table where the main cultures (target: American, British and other English-speaking cultures; international: European, African, Asian and others; and source culture: Spain and Latin America) will be displayed following each category. The following coding will be used: (x) most represented, x represented and black space for small or no representation. Later, in the discussion, this analysis will let us establish how the three types of cultures are treated by EFL textbooks and whether their presence in the materials is balanced or not.

Everyday living

Food

There was a great number of relevant differences when comparing all the textbooks. As presented in table 24, there was unbalance not only in the total number of words that refer to general food but also in the quantity of cultural words, contrary to our initial expectations. Table 24 reveals that words contained in this component were mainly general words related to food, they did not belong to a specific culture, so they were not to be classified as so.

Table 23. *Comparison between General Words Related to Food and Cultural Words*

Textbooks	Total	Cultural words
Aspire	80	26
New English file	135	23
Distinction	123	40
Advanced	32	7
Top marks	113	13
Over to you	223	38
Move on	65	5
Upgrade	13	4
Viewpoints	70	9
Definitions	6	0
InGear	44	4

Once the classification of only cultural words was done, we proceeded to classify the words by means of type of culture. Figure 10 is a graphic representation of how the three cultures were reflected within the component. We could also observe that presence of each culture varied considerably from book to book. As shown in the figure, there was a prominent representation of international culture in most textbooks except for *Definitions* and *Advanced Contrast* where we did not find terms related to international cuisines. Outstandingly, international culture was the only type of culture present in *Viewpoints* and *InGear*.
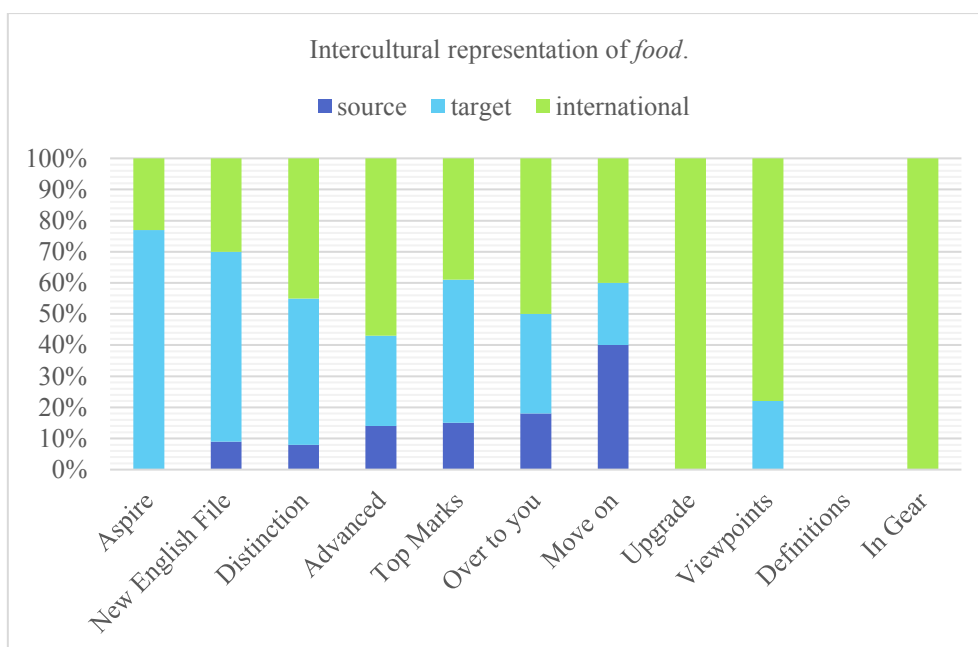
Figure 10. Intercultural Representation of Food.

The target culture was highly present in eight out of the eleven textbooks. However, there was an imbalance in its inclusion. The highest results were found in *Advanced Contrast, Aspire* and *New English File*. While, unexpectedly, no attention was paid to this type of culture in *Definitions*, *Upgrade* and *InGear*. As for the inclusion of source culture, figure 10 indicates that this was the most under-represented type of culture. It had presence only in half of the textbook sample. *Move on* was the only textbook to show similar results in the target and source culture.

In table 25 we can observe the inner division of target culture was not balanced. In most books, American and British cultures were the only representation of the target culture. Other cultures such as Australian, Canadian or Scottish were not included. The only exception was found in *New English File* where we found inclusion of Scottish cuisine. Regarding international culture, this was also out of proportion and the data showed students were not exposed to a variety of international cultures regarding food. African or South American cultures (where Spanish is not spoken) were totally ignored. It can be claimed that there was a balanced between European and Asian cuisines. Lastly, Spanish culture thrived over Latin American cultures were partially represented.

Table 24. *Inclusion of the Three Cultures in the Food Component*

| Textbook | Target | | | International | | | | Source | |
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x		(x)				(x)	
Viewpoints	(x)			(x)		x			
NEF	x	(x)	x	(x)		x		(x)	
Aspire	(x)	x		(x)		x			
Move on		(x)		(x)				(x)	x
Top Marks	x	(x)		x		(x)		(x)	
Upgrade						(x)			
Distinction	(x)	x		x		(x)		(x)	x
Definitions									
InGear				(x)					
Over to you		(x)		x		(x)		x	(x)

Pop culture

Personalities

As shown in figure 11, findings regarding personalities revealed this component was not well represented in term of cultures. As it can be observed, the target culture had great inclusion in all of the textbooks. The implications here are obvious since such a high content meant the rest of the cultures were under-represented in comparison.
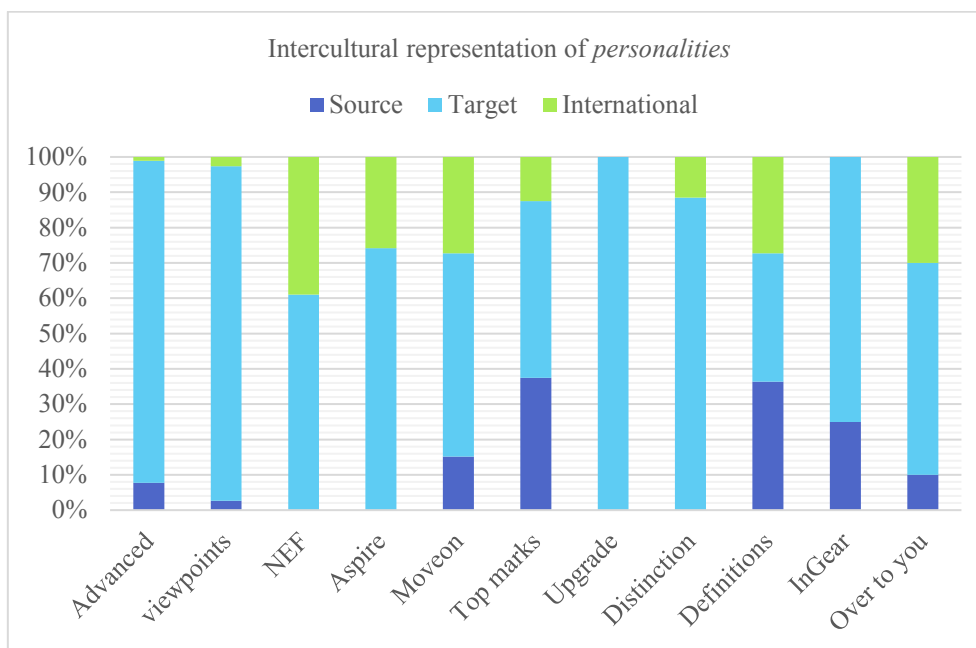
Figure 11. Intercultural Representation of Personalities.

From the graph above it can be claimed that the source culture was poorly treated. It was only represented in seven out of the eleven textbooks (*In Gear, Top Marks, Definitions, Move on, Over to you, Advanced* and *Viewpoints*). However, its presence was still small in comparison to target culture. Worth noting was the fact that the students' culture was completely omitted by four out of the eleven textbooks. As for international cultures, they had presence in nine of the textbooks. Nevertheless, in most textbooks, its inclusion was not remarkable. We can conclude that *Definitions* was the most equilibrated textbook as the three cultures were treated equally; all of them were around 25%.

Table 26 indicates that, as far as the target culture was concerned, the most common nationality encountered was American as it was present in all the textbooks. As for British personalities, they were included in nine textbooks. There was little representation of other English-speaking cultures. Nationalities such as Australian and Canadian were barely found; or completely absent as in the case of Irish and Scottish. As for international individuals, the data revealed that there was a tendency to include European nationalities. The inclusion of African, Asian or other nationalities did not follow a specific pattern and seemed to be random and overlooked. Finally, Spanish culture was once again the most represented in the textbooks. However, in *InGear* and *Over to you,* we observed only Latin American personalities.

Table 25. *Inclusion of the Three Cultures in the component Personalities*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x	x			(x)		(x)	
Viewpoints	(x)	x					(x)	(x)	
NEF	(x)	x		(x)					
Aspire	(x)	x		(x)					
Move on	(x)			(x)		x		(x)	x
Top Marks	(x)		x				(x)	(x)	
Upgrade	(x)	x	x						
Distinction	x	(x)		(x)					
Definitions	(x)				(x)		(x)	(x)	
In Gear	(x)	x							(x)
Over to you	x	(x)		(x)	(x)				(x)

Music

When analyzing the three types of cultures contained in the component music, it was found that they were not equally included. However, a tendency to represent the target culture and disregard source culture was found.

Figure 12. *Intercultural Representation of Music*
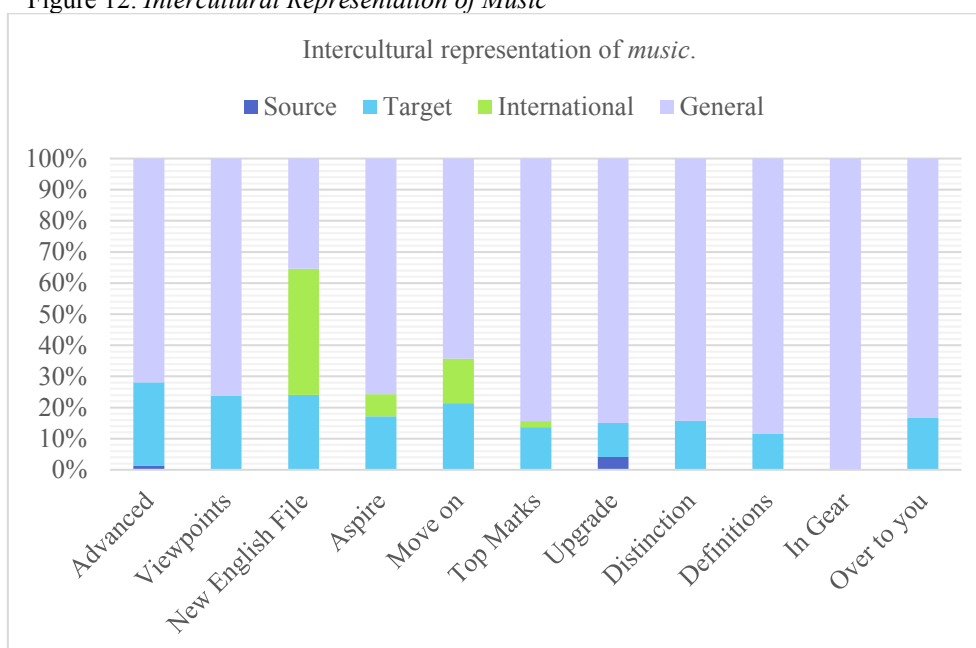
In this component, all the words obtained showed a cultural load; however, most of them were classified as general (e.g. concert, pop band, music festival, among others.) and did not belong to a specific culture. From the figure above (figure 12), it can be stated that target culture was the only culture present in all the textbooks with the exception of *InGear*. Moreover, the results indicated that the cultural load was similar in all the sample. International and source culture were under-represented or overlooked in most textbooks. International culture was observed in four textbooks, having great presence in *New English File*. Source culture was found in negligible percentages in *Advanced Contrast* and *Upgrade*.

The internal representation of the three cultures (as shown in table 27) revealed the target culture was mainly portrayed by American. This culture had a remarkable presence in nine of the textbooks. It was followed by British culture which had a noticeable presence in seven textbooks. No mention was made to other target cultures in all the textbooks except for *Top Marks* where we found a slight representation of Australian bands. International culture was focused on European cultures. However, African was the only international culture present in *Aspire*. Lastly, source culture was only represented by Spanish culture.

Table 26. *Inclusion of the Three Cultures in the Subcomponent Music*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x						(x)	
Viewpoints	(x)								
NEF	(x)	x		(x)					
Aspire	(x)	x			(x)				
Move on	x	(x)		(x)					
Top Marks	(x)	x	x	(x)					
Upgrade	(X)	x						(x)	
Distinction	(x)	x							
Definitions	(x)								
In Gear									
Over to you		(x)							

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Sport

Regarding sport, the graph below (figure 13) shows substantial differences among the textbooks. Not only were there textbooks in which this subcomponent was totally disregarded – *New English File, Aspire, Upgrade* and *In Gear* – but there was not a common trend when it came to the treatment of different types of cultures. The results proved a clear preference for including general words as it had a remarkable representation in five out of the textbooks.
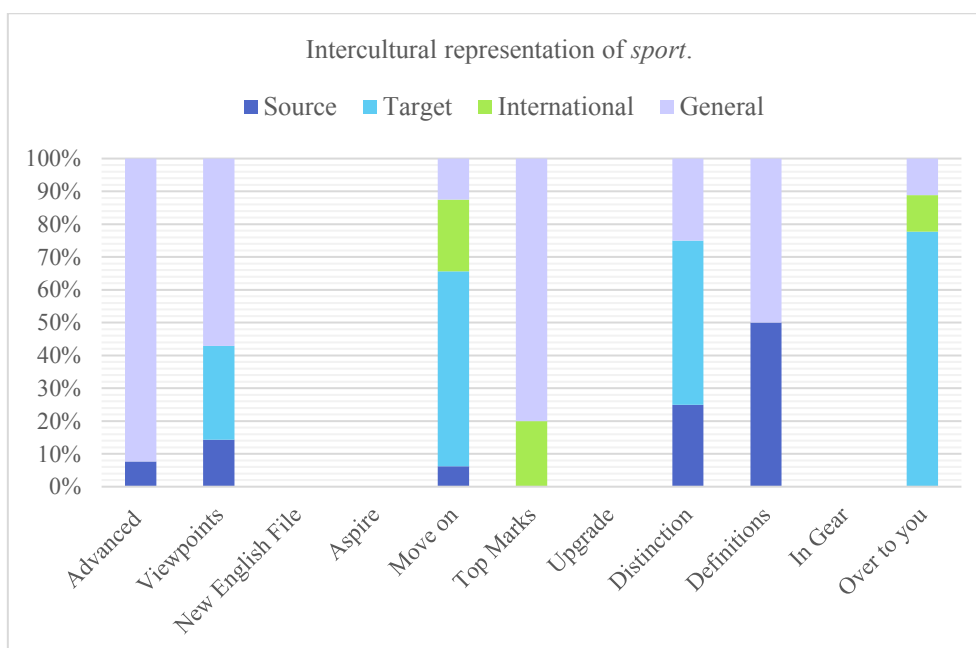
Figure 13. Intercultural Representation of Sport.

The inclusion of target culture was off balance as it appeared in different proportions only in four out of the seven textbooks. Surprisingly, this time, source culture was encountered in more textbooks than target culture. However, its percentage was rather small in three of them (*Viewpoints*, *Advanced Contrast* and *Move on*). Worth noting was the case of *Definitions* since source culture's percentage of representation hit 50% of the words contained in the subcomponent. International culture was present in only three textbooks in balanced proportions. There was only one book where the three cultures were found (*Move on*).

As shown in table 28, the target culture was predominated by British references. As for international culture, European allusions where the only present in those three textbooks

where it had representation (*Move on, Top Marks* and *Over to you*). Lastly, Spanish culture was the only culture observed portraying source culture.

Table 27. *Inclusion of the Three Cultures in the Component Sports*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)								
Viewpoints		(x)						(x)	
NEF									
Aspire									
Move on	x	(x)		(x)				(x)	
Top Marks				(x)					
Upgrade									
Distinction		(x)						(x)	
Definitions								(x)	
InGear									
Over to you		(x)	x	(x)					

Brands

The next component to be analyzed was *brands*. The figure below (figure 14) indicates the target culture was the most represented type of culture whereas source and international culture followed very different patterns.

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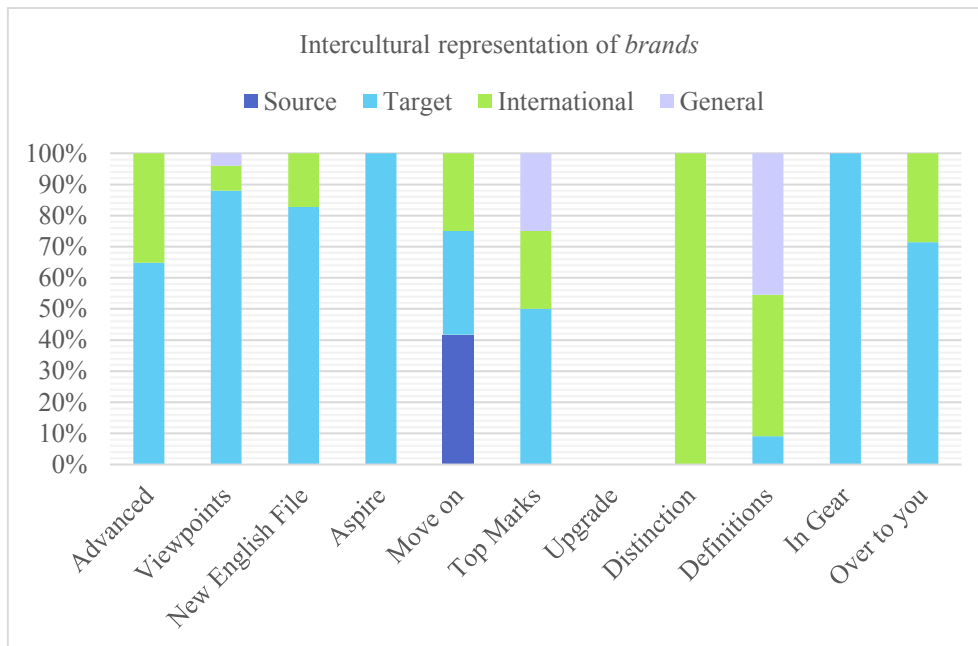
Figure 14. Intercultural Representation of Brands

Despite poor results encountered in *Definitions, Upgrade* and *Distinction*, target culture was observed to be predominant regarding *brands* as it had a representation over a 50% in seven of the books. Although less represented, international culture was also found to be in high proportions in most textbooks. It is worth noting that it was the only culture that appeared in *Distinction* and *Definitions* and it was not found in *InGear*. Source culture was again the most affected type of culture as it was only encountered in *Move on*.

The internal depiction of the three type of cultures (see table 28) revealed the target culture was mainly represented by American brands. Only in four textbooks there was representation of both British and American culture. No mention was made to other cultures *w*ithin the target culture in this component. As for international cultures, they were mainly represented by European brands. However, we observed a great occurrence of Asian brands in *Advanced Contrast*, *Viewpoints* and *Definitions*. Lastly, Spanish culture was, once again, the only culture with exemplifications inside source culture.

Table 28. *Inclusion of the Three Cultures in the Component Brands*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)			(x)		x			
Viewpoints	(x)			(x)		x			
NEF	(x)			(x)					
Aspire	(x)	x		(x)					
Move on	(x)	x		(x)				(x)	
Top Marks	(x)			(x)					
Upgrade									
Distinction				(x)					
Definitions				x		(x)			
In Gear	x	(x)							
Over to you	(x)			(x)					

Media

Media was another popular part of the category *pop culture*. It was among the three components with more results in seven out of the eleven textbooks. From the graph below (figure 15), it can be assumed that the trend was to represent general terms refered to media. These were the cases of *reality show* (*Move on, Definitions,Viewpoints, Aspire*), *TV show* (*Advanced Contrast, Distinction*) or *Quiz show* (*Over to you*). General vocabulary, yet cultural, it was highly significant in specially three textbooks: *Top Marks*, *Upgrade* and *Distinction*. In all the aforementioned materials, this kind of words represented more than a 75% of the terms represented in the component. Therefore, it should be said that those words which were representative of specific cultures (target, source and international) were rather negligible in comparison.
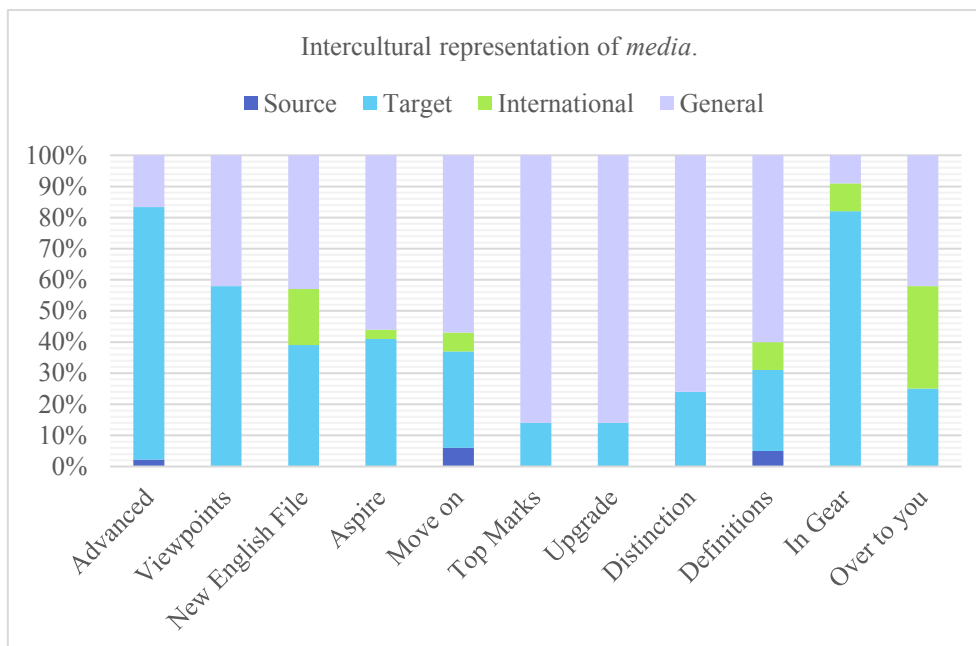
Figure 15. Intercultural Representation of Media

The target culture was a significant part of this component in most textbooks under scrutiny. It had an outstanding presence in *Advanced Contrast* and *InGear*. In some others like *Move on, Over to you* and *Distinctions* target culture stroke a right balance as it was around 20% of the content, giving space for the inclusion of general words and other types of cultures.Once more, textbooks tended to ignore source culture. It was only observed in three out of the eleven textbooks (*Move on, Definitions* and *Advanced*) but its representation was rather small (less than 6%). International culture was found in half of the sample. Yet, it was poorly included in most of them.

As seen in table 29, American culture prevailed over the rest of target cultures. British culture also had an outstanding presence in most books. As for international culture, European TV shows, films or paper media was predominant in two books (*New English File and Aspire*). While Asian cultures also had inclusion in *Move on* and *Definitions*. Lastly, source culture was, once more, only represented by Spanish references.

Table 29. *Inclusion of the Three Cultures in the Component Media*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x						(x)	
Viewpoints	(x)	x							
NEF	(x)	x	x	(x)					
Aspire	(x)			(x)					
Move on	(x)	x	x			(x)		(x)	
Top Marks		(x)							
Upgrade		(x)							
Distinction	(x)	x							
Definitions		(x)	x			(x)		(x)	
In Gear	(x)	x					x		
Over to you	(x)	x	x				x		

Geography

This category allowed us to examine in depth the presence of different geographic locations in EFL textbooks. When it came to geography, there was a striking balance among all the textbooks. From the graph below (figure 16), it can be said that English-speaking locations were the most frequent. International culture also showed a similar tendency and it was equally represented in the whole sample. Locations where Spanish was spoken showed the lowest percentages. The results revealed that the general trend was to keep its representation under 10%. Although the component *others* was more general (as it contained words such as *Europe*), the results encountered surpassed the *Spanish-speaking countries* in five out of the eleven textbooks.
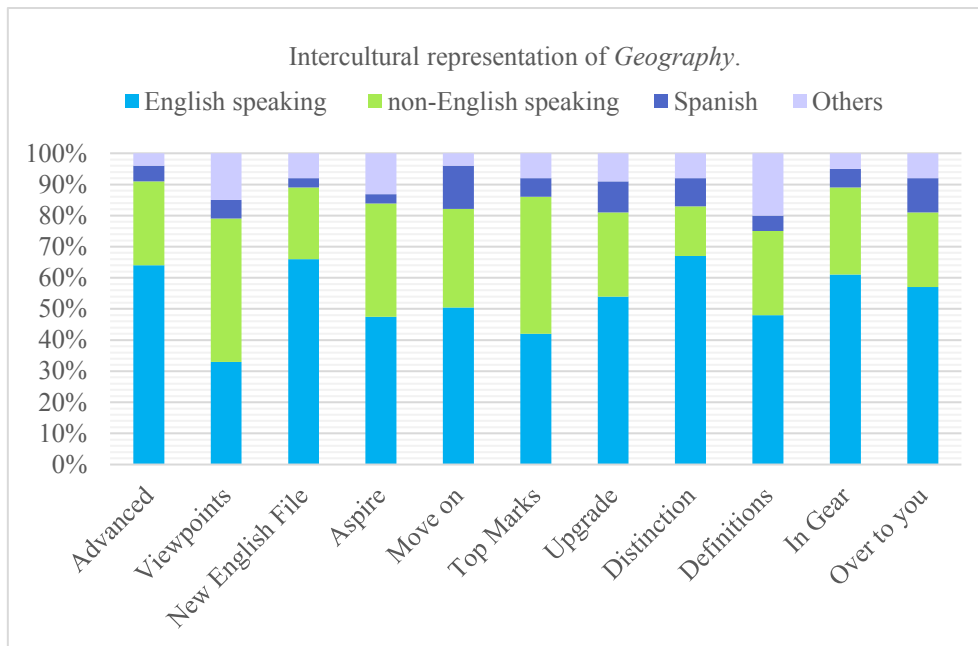
Figure 16. Intercultural Representation of Geography

As it can be observed in the table below (table 30), the UK was predominant within the target culture. There were some important exceptions which were worth noting as the fact that America was the country with the highest representation in two of the textbooks. Furthermore, *Upgrade* did not have any representation of other English-speaking countries.

There was a clear tendency to include European countries. The presence of Asian countries was an unexpected result as it was strong in most textbooks with the solely exception of *Upgrade*. Asian countries were, in fact, the most common in four out of the eleven textbooks. African countries were hardly present in most materials, it showed negligible percentages in most books. However, *Upgrade* was, once more, an exception as it had a noteworthy representation of this continent. Oceania and South America were the most affected continents. Central and South American countries where Spanish was not spoken were also poorly included or had no representation.

With regard to source culture, the inclination was to represent locations within Spain. This country was the only example of source culture provided to students in *Definitions* and *InGear*. Only in four textbooks – *New English File, Viewpoints, Aspire* and *Advanced Contrast*—there was a noticeable presence of Latin America countries. *Advanced Contrast* was the only book in which the presence of both (Spain and Latin American countries) was equally important.

Table 30. *Inclusion of the Three Cultures in the Component Geography*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x	x	x	x	(x)		(x)	(x)
Viewpoints	(x)	x	x	(x)	x	x		(x)	x
NEF	x	(x)	x	(x)	x	x		x	(x)
Aspire	x	(x)	x	x	x	(x)	x	x	(x)
Move on	x	(x)	x	(x)	x	x	x	(x)	x
Top Marks	x	(x)	x	x	x	(x)		(x)	x
Upgrade	x	(x)		(x)	x	x		(x)	x
Distinction	x	(x)	x	(x)	x	x		(x)	x
Definitions	x	(x)	x	(x)		x	x	(x)	
In Gear	x	(x)	x	(x)		x	x	(x)	
Over to you	x	(x)	x	x	x	(x)		(x)	x

Cultural heritage

Personalities

Our results showed a strong representation of intellectuals and artists from international and the target culture. As seen in figure 17, in *Over to you, Upgrade* and *Move on* both types of cultures tended to appear in a balanced way. However, it is apparent from the graph (figure 17) that the general representation of the three cultures was not balanced in either of the textbooks except for *Over to you*. Source culture was found in five out of the eleven textbooks and it was overlooked in most cases. A section of others was added to encompass those words which were representative of cultural heritage (e.g. knights) but did not belong to a specific culture.
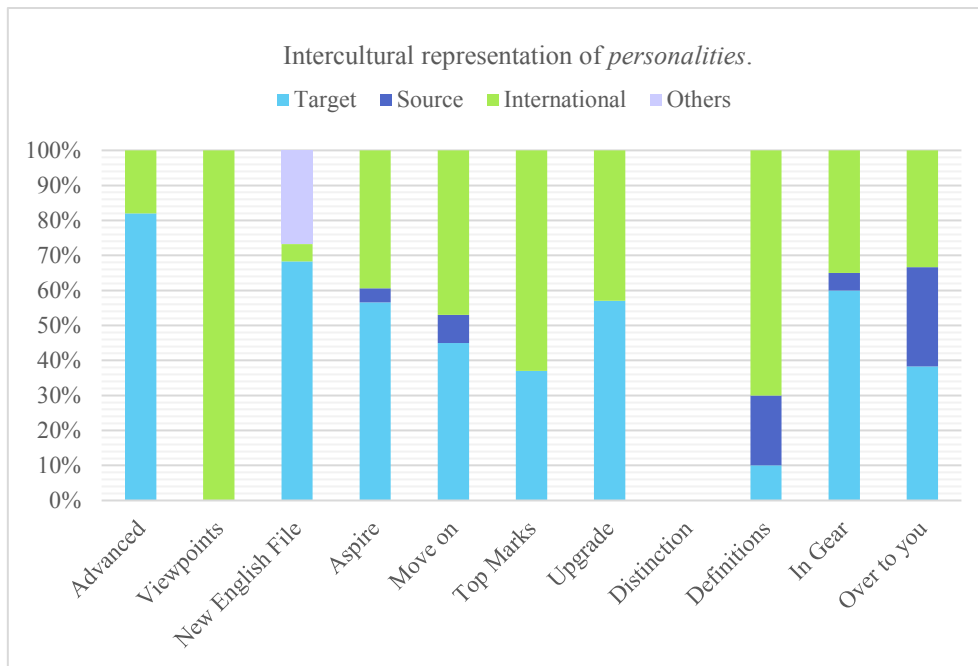
Figure 17. Intercultural Representation of personalities

Regarding the inner representation of each type of culture. Table 31 shows American and British cultures as predominant within this component. As for intellectuals and artists, there was a preference for British nationality. American also had an outstanding role, however, references to this nationality were more moderated in comparison. As far as international culture was concerned, we must lay stress on the fact that European cultures were the most frequent. Our initial expectations were to find small presence of African and Asian historical figures and intellectuals in the sample. However, exceptions were encountered in the analysis as books such as *Viewpoints* or *Move on* seemed to give space for these personalities. Other international cultures were totally ignored in most materials, having a slight representation in *Aspire*. Regarding source culture, Spanish personalities were the most common in four out of the five textbooks. Latin American cultures had presence in only two textbooks from the sample.

Table 31. *Inclusion of personalities from the Three Types of Cultures*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	x	(x)		(x)					
Viewpoints						(x)			
NEF	x	(x)		(x)					
Aspire	(x)	x		(x)				x	(x)
Move on	x	(x)		x	(x)	x		(x)	x
Top Marks	(x)	(x)	(x)	(x)					
Upgrade	(x)	x	x	(x)		x			
Distinction									
Definitions	(x)	(x)		(x)	x	x		(x)	
In Gear	x	(x)		(x)		x		(x)	
Over to you	(x)	x		(x)		x		(x)	

Literature and arts

As shown in figure 18, there was a tendency for the content related to *literature and arts* to be exclusively linked to the target culture. This culture had a remarkable role in this component. Surprisingly, it was the only type of culture representing *literature and arts* in five of the textbooks (*Viewpoints, New English File, Top Marks, Upgrade* and *Distinction*).
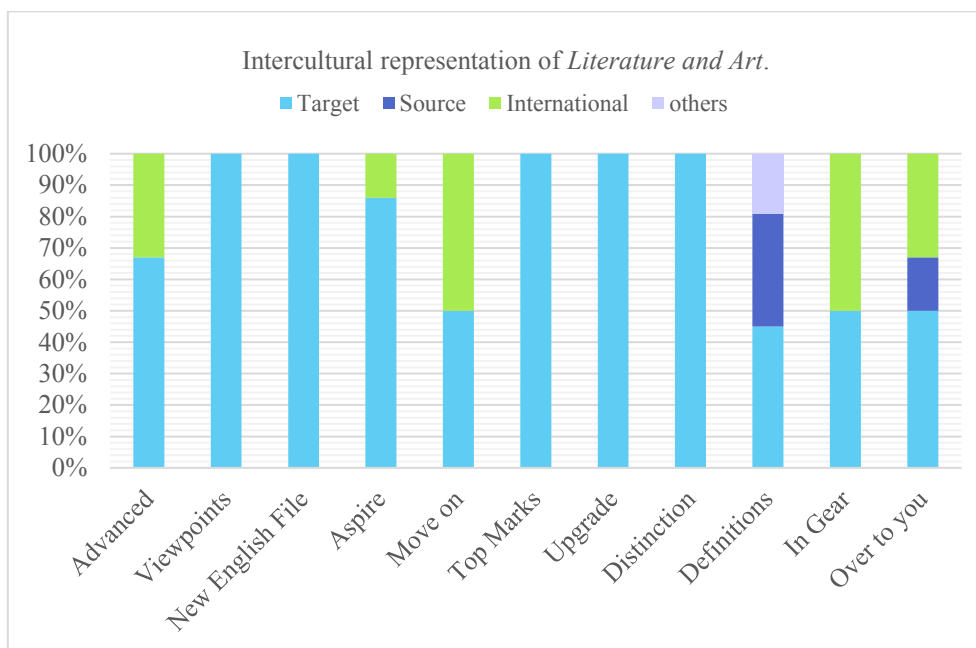
Figure 18. Intercultural Representation of Literature and Art

Our results revealed a limited inclusion of international culture as it only occurred in five books. In two of them, its representation was strong (*Move on* and *InGear*) as it amounted to 50% of the content. Again, source culture was the most affected as it was only present in two of the textbooks (*Definitions* and *Over to you*). Surprisingly, in *Definitions*, this type of culture appeared in similar proportions to the target culture.

In table 32, it is observable that British culture predominated in all sample whereas American culture had an outstanding presence only in two textbooks (*Aspire* and *Over to you*). However, more than a half of the textbooks did not include American culture. Other English-speaking cultures were totally absent except for *Viewpoints* where there was significant references to vocabulary related to literature and arts from other target culture's countries. International culture was not encountered in all the materials. European forms of literature and arts were the only depicted in the sample. Source culture was poorly treated in general. It was overlooked by the great part of the materials and in those books where it was included, only vocabulary related to Spanish culture was mentioned.

Table 32. *Inclusion of the Three Types of Cultures in Literature and Art*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	x	(x)		(x)					
Viewpoints	x	(x)	x						
NEF		(x)							
Aspire	(x)	x		(x)					
Move on		(x)		(x)					
Top Marks		(x)							
Upgrade		(x)							
Distinction	x	(x)							
Definitions		(x)						(x)	
In Gear		(x)		(x)					
Over to you	(x)	x		(x)				(x)	

History and mythology

In the analysis of *history and mythology* there was an imbalance in the inclusion of the three type of cultures. The findings (figure 19) revealed that source culture was absent in terms of historical facts. This time, the target culture was also out of balance, its inclusion did not follow any pattern as it varied considerably from book to book. Remarkably, it was the most represented culture in two of the textbooks (*Move on* and *Definitions*). Lastly, international culture was the one with the highest results in most books.
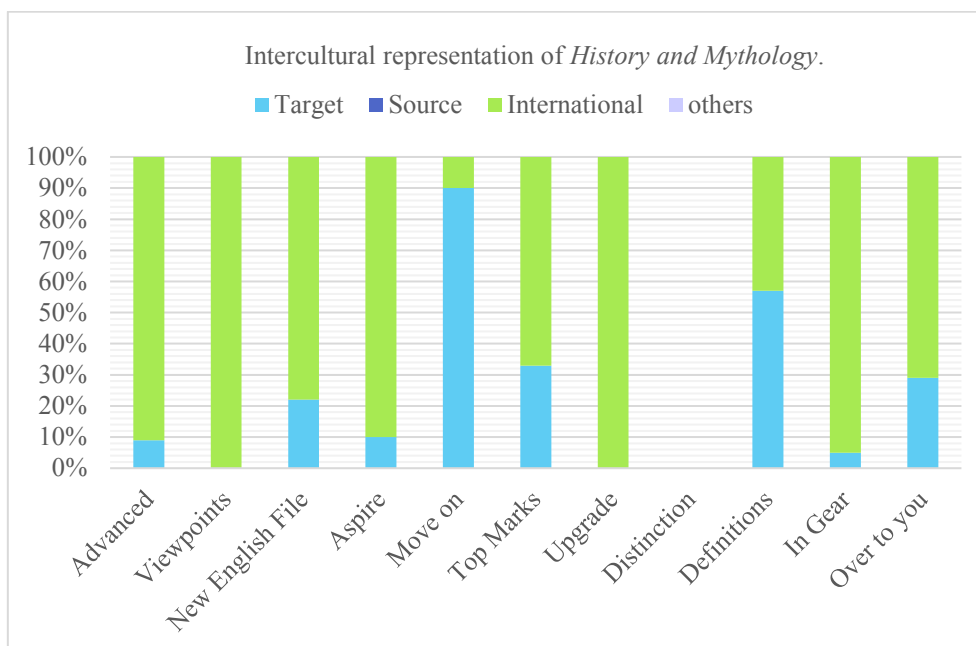
Figure 19. Intercultural Representation of History and Mythology

The predominant target culture was the British in most textbooks. American and other target cultures had no representation in the sample. Regarding international culture, the tendency of exalting European culture was present in most textbook. However, it is important to remark 'others' in this case was referred to ancient civilizations which were encountered in some books and we considered to be 'others'.

Table 333. *Inclusion of the Three Types of Cultures in History and Mythology*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)								
Viewpoints							(x)		
NEF		(x)		(x)			x		
Aspire	x	(x)		(x)			x		
Move on	(x)	(x)		(x)					
Top Marks	x	(x)		(x)		x			
Upgrade							(x)		
Distinction									
Definitions		(x)		(x)					
In Gear	(x)			(x)			(x)		
Over to you		(x)		(x)					

Monuments and landmarks

In *monuments and landmarks*, the target culture predominated in the results (see figure 20). Nevertheless, in some cases this component did not have any kind of cultural representation (*Advanced Contrast, Upgrade* and *Over to you*). International culture was not included in a balance way in the sample as the results were inconsistent from book to book. As a general trend, source culture was not represented by famous landmarks. It was only observed in *Move on* and *Distinction* and, the percentage of representation was totally off balance in comparison.
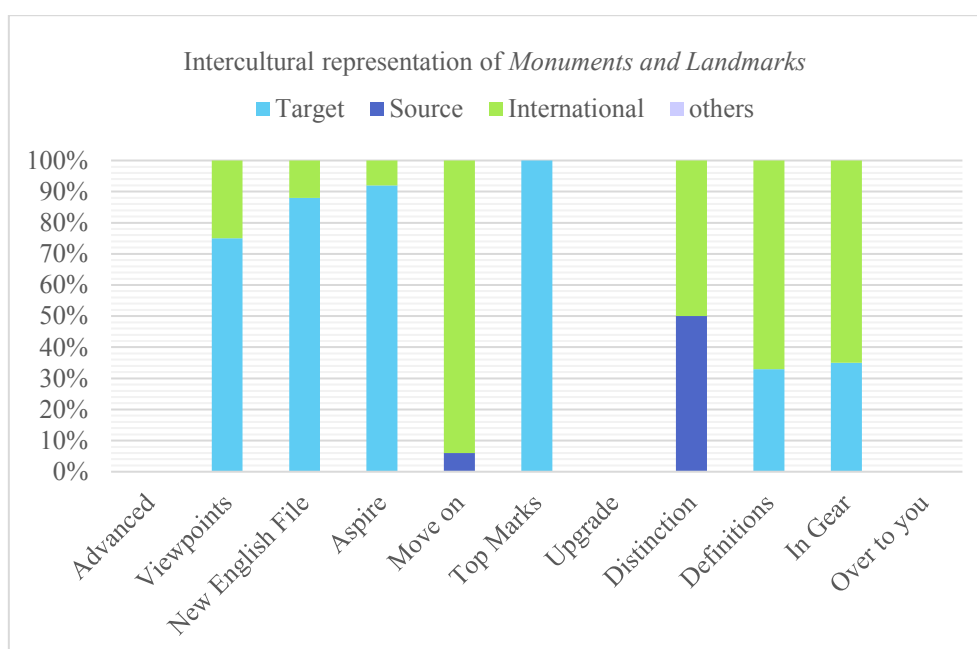
Figure 20. Intercultural Representation of Monuments and Landmarks

Regarding target culture, monuments located in the UK were the most frequently included in the materials while America was left aside by several textbooks (as shown in table 34). There were not mention to any other English-speaking countries in any of the books. As for international culture, European countries were, once again, the most common. Although some exceptions were encountered in *Aspire* and *Move on* where Asian and Oceanian cultures were highly represented. Source culture was almost forgotten. In those textbooks where it was found, Spanish culture predominated.

Table 344. *Intercultural Representation of Monuments and Landmarks*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced Viewpoints		(x)		(x)					
NEF		(x)		(x)					
Aspire	x	(x)				(x)			
Move on						(x)	x	(x)	
Top Marks	(x)								
Upgrade Distinction				(x)				(x)	
Definitions	(x)			x		x			
InGear		(x)		(x)					
Over to you									

National identity

As the data below demonstrate (figure 21), this category has representation of the three type of cultures in most textbooks. The target culture was the one with more content with few exceptions (*Move on* and *InGear*). International culture was also balanced as it showed a similar inclusion in the sample. As for source culture, our results indicated that there was not allusion to the student's culture in most materials.
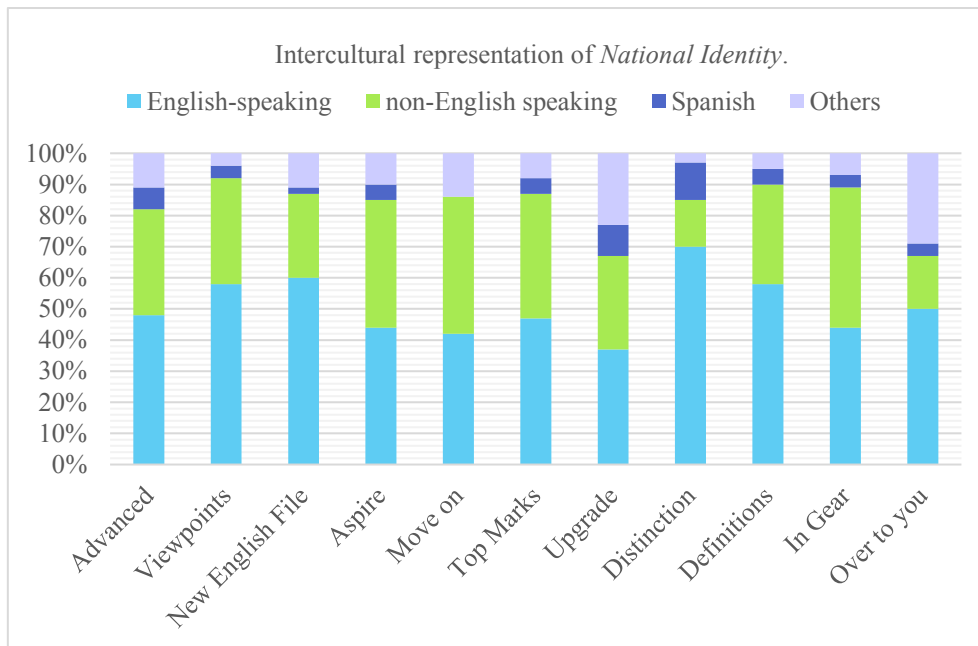
Figure 21. Intercultural Representation of National Identity

The component of *others* encompassed words such as *Mediterranean men* or *European* where more than one language may be implied – including English and Spanish. It was relatively balanced in all the books and its occurrence tended to be rather low. Yet, this component had more results classified than *Spanish-speaking* component.

As seen in table 35, the target culture prevailed in the sample. Nationalities referring to the UK were the most included. American also had a great presence. However, there were three textbooks in which it was excluded or poorly represented. Regarding international culture, European nationalities were the highest represented in all the textbooks with no exception. Asian nationalities also had a noticeable role in eight textbooks while African and other international nationalities tended to be excluded. Although source culture appeared in all the books, most words referred to the language itself. In relation to nationalities, its inclusion seemed to be random as no pattern was observable.

Table 35. *Representation of the Three Cultures in National Identity*

Textbook	Target				International			Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	x	x	(x)	x	x	x	(x)	
Viewpoints		(x)		(x)		x	x		x
NEF	x	x		(x)		x		(x)	
Aspire	x	(x)	x	(x)		x			(x)
Move on	x	(x)	x	(x)		x			
Top Marks	x	(x)	x	(x)	x	x	x		
Upgrade	(x)	(x)		(x)	x	x			
Distinction	(x)	x	x	(x)	x	x			
Definitions	x	(x)	x	(x)		x			
In Gear	x	(x)		(x)					
Over to you	x	(x)	x	(x)	x	x	x		

Institutions and organizations

Educational institutions

The graph below (figure 22) shows textbooks tended to contain educational institutions from the target culture and avoid other cultures. Therefore, the intercultural component was not fairly represented in either of the books. Lastly, source culture had presence in only two textbooks. Its representation in both was totally unbalanced. While in *Upgrade*, 100% of the results were related to source culture, in *Aspire* its appearance was weak.
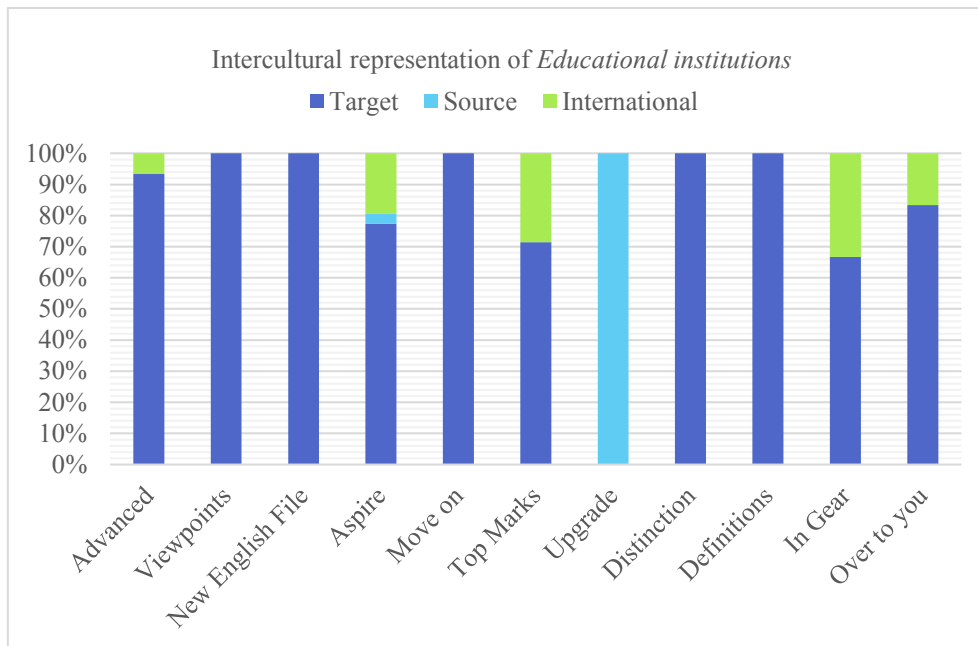
Figure 22. *Intercultural Representation of Educational Institutions*

As for the internal organization of each culture in this component, we found American universities and education in general played a remarkable role in our sample of textbooks while British universities were present to a lesser extent. European education predominated in those books in which international culture was referred to. As for source culture, this was forgotten in the vast majority of the cases. The two exceptions were random mentions to certain institutions (e.g. University of Madrid in Upgrade).

Table 36. *Inclusion of the Three Types of Cultures in Institutions and Organizations*

Textbook	Target			International				Source	
	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)			(x)					
Viewpoints	(x)	x							
NEF	x	(x)	x						
Aspire	(x)	x	x	(x)					(x)
Move on	x	(x)							
Top Marks	x	(x)		(x)					
Upgrade								(x)	
Distinction	x	(x)							
Definitions	(x)								
InGear	(x)			(x)					
Over to you	(x)	x		(x)					

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Traditions and important dates

Folklore and rituals

Regarding the representation of *folklore and rituals* (see figure 23), traditions *shared by cultures* or general terms referring to traditions were observed in all the textbooks in significant proportions. These traditions were shared by, at least, two of the three different cultures. For this reason, we were not able to classify them in only one of the sections. Explicit reference to specific cultures in this component was not frequent. The results pointed out to a moderate inclusion of international culture in more than half of the textbooks. Both the target and source culture were poorly exemplified within this component.
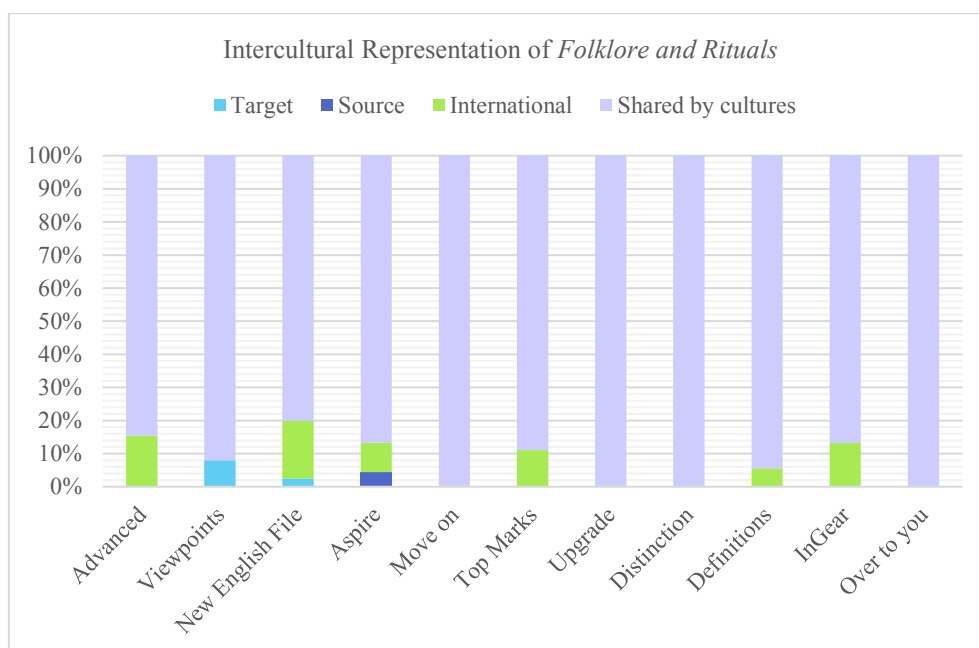
Figure 23. Intercultural Representation of Folklore and Rituals

The inner representation of each culture in this component was more defined as most folklore aspects and rituals included in the textbooks were shared by all the countries within a culture (e.g. marriage). For that reason, the table below (table 37) only shows those folklore or rituals which are distinctive from a specific country. As we can observe, the target culture's rituals and folklore are dominated by American aspects. We also

observed inclusion of Asian and African's rituals in textbooks. Source culture was overlooked, and Spanish culture was the only one mentioned in *Over to you*.

Table 37. *Inclusion of the Three Types of Cultures in Folklore and rituals*

	Target			International				Source	
Textbook	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced				(x)					
Viewpoints		(x)							
NEF		(x)				(x)			
Aspire				(x)				x	(x)
Move on									
Top Marks				(x)					
Upgrade									
Distinction									
Definitions						(x)			
InGear						(x)			
Over to you									

Festivities and important dates

This component showed similar results to *folklore and rituals*. When it came to represent festivities or important dates, there was a tendency to include occasions which are relevant in different cultures (figure 24). Moreover, a tendency to represent Christian festivities and celebrations was observed. Because of this, the three type of cultures were not explicitly referred to five textbooks. The target culture was highly included in *Advanced Contrast* and *Top Marks*.
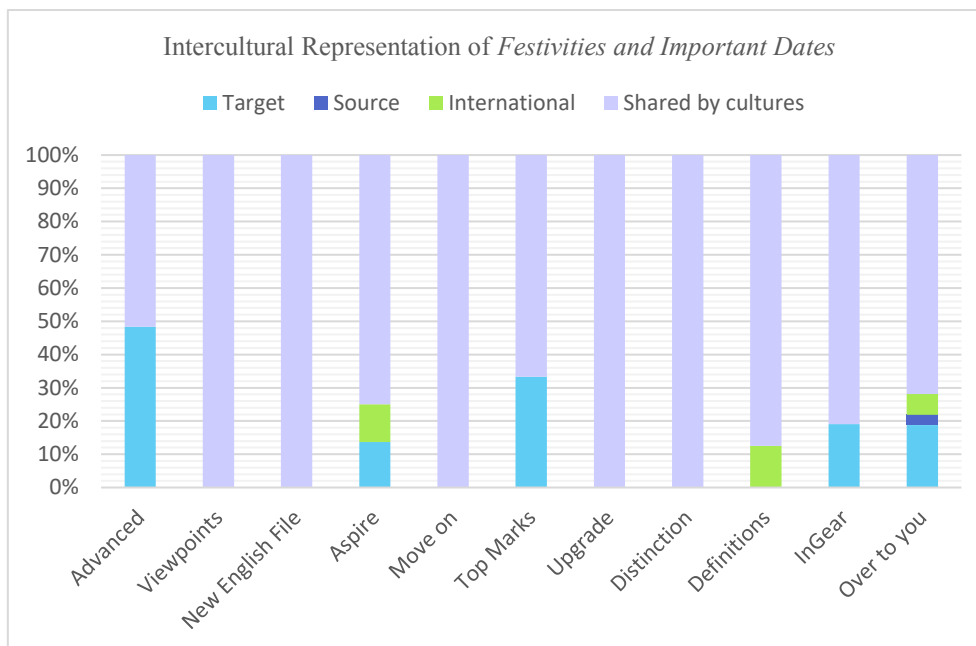
Figure 24. Intercultural Representation of Festivities and Important Dates

In festivities and important dates the most commonly mentioned target culture was the American. International culture had random mentions in only three books (*Aspire, Definitions* and *Over to you*). In two of them, exclusive mention to Indian festivities was found. As for source culture, *Over to you* was the only textbook which included a few glimpses to Spanish important dates.

Table 38. *Inclusion of the Three Types of Cultures in Festivities and important dates*

	Target			International				Source	
Textbook	Am.	Br.	O.	Eu.	Af.	As.	O.	Spain	Latin America
Advanced	(x)	(x)							
Viewpoints									
NEF									
Aspire	(x)		x			(x)			
Move on									
Top Marks	(x)								
Upgrade									
Distinction									
Definitions				(x)					
InGear	(x)	(x)							
Over to you		(x)				(x)		(x)	

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This last section has focused on the results obtained in certain categories which allowed us to classify the vocabulary attending to the type of culture depicted in the vocabulary. The following section will deal with the discussion of these results.

Chapter 6: DISCUSSION

As the literature review has highlighted, culture is specific to a social group. It can modify the way in which a speaker uses their language by adding implications and connotations to their words that only those from that their social group will recognize. More importantly, culture is not innate (Lusting & Koester, 2010). Thus, it can be taught in the EFL classrooms to overcome the potential difficulties and misunderstandings that can emerge through intercultural communication. Its correct instruction and acceptation by the students should be a priority as it is necessary to satisfy a proper communication among speakers from different cultural backgrounds (target, source and international culture).

The first chapter of this thesis has shown that, despite having demonstrated to be equally important to grammar structures, pronunciation and vocabulary, intercultural competence is still not a priority in EFL classrooms. Teachers claim they do not have any previous knowledge to tackle this competence. In addition, due to lack of time, especially in compulsory education, teachers would rather focus on textbook content and the contents established by the law. The problem arises when EFL materials do not satisfy the need of information and content teachers require (Risager,1991; Méndez García, 2000; Vrbová, 2006; Wu, 2010; Yuen, 2011; Bahrimi, 2015; Canga & Cifone Ponte, 2015) and intercultural competence is overshadowed by other contents, so that it becomes marginally treated in most EFL courses.

Furthermore, in order to achieve second language proficiency, vocabulary is essential. As we have already mentioned, vocabulary is also one of the main parts of the language affected by culture as it may present the most striking differences in connotations. However, little research has been done on the matter (Georgievska, 2000; Han & Bae, 2005; Mahmood, Asghar, & Hussain, 2012; Canga & Cifone Ponte, 2015).

With *the first question of this research*, we aimed to evaluate the vocabulary load contained in eleven textbooks of the last year non-compulsory secondary education in La Rioja. We also sought to determine if there was a consensus among books when including this type of vocabulary.

The current study found that, as we predicted, once calculated the average of words for B1 and B2 level textbooks, most materials registered similar quantities (see table 10, p. 104). Despite this, there was a remarkable difference in cultural load in the vocabulary among those textbooks which belong to a B2 level and those which aim at B1.

These results were not a surprise since the books examined are used at the same level of education for the same purpose (second year of non-compulsory secondary education). Besides this, they are used within the same Autonomous community, La Rioja. The contents teachers must include in their classes and the items they must evaluate are regulated by law. Moreover, intercultural competence is included in these laws and it is an essential part for acquiring B1 level as it is specified in the CEFR (2001). Regarding their design, all the B1 textbooks claim to be specifically designed to fulfil the second year of baccalaureate curriculum by providing the students and teachers with the necessary content. As one would expect, the textbooks which are designed for an upper-intermediate level (*Aspire, Advanced Contrast* and *New English File*) registered a higher amount of cultural words.

In some textbooks we found exceptions which were significant. Although *Advanced Contrast* was designed for baccalaureate students, as it is claimed in the information they provide, it covers a B2 level. This can be explained by the fact that certain high-schools in Spain offer a bilingual program, so they have an upper-intermediate level of English. Nonetheless, the high school in which this textbook is used in the North of Spain is not subscribed to this program. In addition, *Advanced contrast* does not specify if it is suitable for this type of high-school or for bilingual programs. This makes the textbook both, more competitive as it can cover both markets but also ambiguous since the purpose of the book is not specified. The question here may be why this high-school decided to choose this textbook over the others which adequate better to their students' level and necessities.

On top of this, the amount of words registered in *Aspire* and *InGear* were unexpected. *Aspire* registered the highest number of cultural words in the analysis. In fact, it was 24.78% above the average in B2 textbooks. As for *InGear,* this book contained the lowest quantity of cultural words; 39.21% below the average in B1 textbooks.

Concerning *Aspire*, there might be several possible explanations for this result. This textbook is not designed for *Bachillerato*. It only claims to make a transition from B1 to B2 level, but it can be used in any EFL program. It is common knowledge that *National Geographic* is highly associated with culture and this is not any different with their EFL textbooks. As they claim on their website, the aim of the textbooks is to bring the world to the classroom and give students what "they need to develop their own voice in English,

and to be successful global citizens"[9]. This result is in line with the findings of Böcü and Razi (2016) who evaluated another series by National Geographic and discovered a great amount of cultural content even when the textbooks evaluated were designed for beginners.

As for *InGear*, the results obtained in this book were the lowest of the sample. Attending to its design, it is addressed to baccalaureate students. It provides six units of content which is like the rest of textbooks from the level. Therefore, this discrepancy could be attributed to the publishing house. It is published by Richmond. Despite being a well-known Spanish EFL publishing house, the lack of more textbooks from it in our analysis limited us in reaching to definitive conclusions.

With these findings we could infer that culture was similarly included in terms of quantity in EFL textbooks when these are addressed to a specific level and purpose. Exceptions may emerge, but they may be attributed to the publishing house. Besides, by observing the different average quantities obtained for each level, it was assumed that the inclusion of cultural words is proportional to the level of the textbook. This finding further supports the idea of Canga and Cifone Ponte (2015) and Abdollahzadeh and Baniasad (2010) who found cultural content increases with the level of the book.

The *second research question* was set out to identify and quantify those categories with the highest and the lowest representation in our sample. Considering the results obtained by examining how the categories were represented, we identified some of the main tendencies in cultural vocabulary shared by EFL materials.

Our data indicated that mundane topics were the most frequent regardless of the textbook. *Everyday living* was the category with the highest load of words. Topics related to popular culture were also relevant in the results as this category was the third most represented in half of the sample. These two findings are consistent with those of Risager (1991); Wu (2010), Yuen (2011), and Canga Alonso and Cifone Ponte (2015) who concluded in their textbook's analysis that daily topics and popular culture are the most common in EFL materials. Further support to this finding was found in Sercu, Méndez García and Castro Prieto (2004). These scholars conducted a survey in which teachers chose the most

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[9] https://eltngl.com/about/elt/ (accessed 19/02/19).

recurrent cultural topics in their lessons. Most participants agreed that 'daily life and routines' as well as 'youth culture' were the most popular (2004: 98).

Everyday living revealed a great exposure of the student to vocabulary related to travelling, tourism and cultural activities (e.g. going to the museum). These types of activities may be widely included as they are accepted to provide the language with a positive view (Gray 2002; Hilliard 2014). This result could be explained by the fact that textbook publishers constantly make the effort to include attractive activities that may stimulate the student and the acquisition of the language. Travelling brings positive connotations to the English language as students associate the capability of speaking a language with travelling to the place where it is spoken. In this regard, previous scholars have pointed at a touristic vision of textbooks and how this facilitates a positive image of English (Risager, 1991; Byram and Esarte-Sarries 1991; Gray 2010b; Hilliard 2014; Gómez Rodríguez 2015; Raigón Rodríguez). This touristic view in EFL materials was branded as 'stereotyped' by Raigón Rodríguez (2018). Furthermore, our data revealed a great concentration of results in the category of *geography* – the fourth category with more results classified (see table 11, p 107). This finding could be also accounted for the touristic point of view promoted in EFL materials. Our results are also in line with Risager's (1991) and Canga and Cifone Ponte (2015) as they both found in their analysis of EFL textbooks a great input of different geographical information. This fact gives the EFL textbooks almost a 'tourist guide' appearance and reinforce the importance of tourism in EFL learning (Risager, 1991).

It can be assumed that the most recurrent categories in EFL textbooks were those strictly related with students' interests (*pop culture*) and a simpler view of culture (*everyday living* and *geography*). This is consistent with other scholars' findings (Risager, 1991; Wu 2010; Yuen 2011; Canga Alonso and Cifone Ponte 2015). Likewise, our results support Ulrich's (2004) idea of communicative competence gaining relevance and importance given to the ability of the learner to be able to talk about everyday situations and Gómez Rodríguez's (2015) findings about surface culture being deeply rooted in EFL textbooks' content. Furthermore, it can be claimed that the tendency to include everyday topics does not decrease when the level of the textbook is higher; as our data showed those B2 textbooks from the sample achieved similar results in *everyday living* to the rest of the sample.

Additionally, elements from high culture such as the category of *cultural heritage* seem to be overlooked by textbooks publishers and, therefore, marginally included. As for the prevalence of low culture over high culture. We decided to contrast two categories as the biggest representation of high and low culture in our analysis: *pop culture* and *cultural heritage*. The comparison of the data obtained in these two categories indicated that there was not a correct balance in their representation. *Pop culture* was one of the categories with the highest results while *cultural heritage* did not show a big percentage of representation in most books. In other words, EFL textbooks may give more value to facts from low culture. Wu (2010) found this prominence of low culture over high culture content in EFL materials. Moreover, Gómez Rodríguez (2015) suggested this lack of deep cultural aspects does not improves in higher levels and insisted in the relevance of this element in the correct acquisition of intercultural competence. However, there is an irrefutable tendency in EFL textbooks to seek for closeness and connection to students' interests. As we have pointed out in the literature review, it is essential in the process of learning a new language to establish emotional bounds between the students and the language they are learning (Duñabeitia 2017). In this respect, Furlong and Maynard's (1995) proposed to make educational materials more appealing to students' interests would develop their motivation. In the same vein, Domoney and Harris (1993), Cheung (2001) and King (2002) suggested including popular culture in the EFL classroom in order to improve students' motivation. Cheung (2001) added that pop culture can satisfy some of the students' social and emotional needs as they are in constant contact with it and can establish those emotional bounds mentioned by Duñabeitia (2017).

It stands to reason why EFL textbooks tend to include topics that may establish a connection between what students are supposed to learn (the language) and their cultural background knowledge and their likes. Our study provided additional support to this tendency as the high results classified in *pop culture* made it one of the most recurring topics in EFL textbooks. *Famous personalities* and *music* (including bands and popular musical events) were the topics with more relevance within the category in the textbook sample. These results are in line with the ones found by Lee's (2009), Gómez Rodriguez's (2015) and Canga Alsonso and Cifone Ponte's (2015) in their analysis of cultural elements in EFL textbooks. There are several possible explanations for the high inclusion of famous people in EFL textbooks. One of the most important reasons is the students' acceptance of these topics. As Hollywood is regarded as the biggest example of success

and fame, famous actors might be a role model for most teenagers. Additionally, the exposure students receive to the film industry is considerable, therefore they can easily recognize these actors and associate them with positive features such as success and power. They are also the most familiar faces they associate to English language as well; as the American film industry is one of the biggest in the market. Once more, motivation and a desire of closeness might be key in the inclusion of these words. In this line of argument, the efforts of EFL textbooks to build positive associations around was also argued by Gray (2010a). He pointed at the branding of English, a concept that refers to the commercial side of the ELT industry in which EFL textbooks' content tries to be persuasive and convince students about the benefits of learning the new language through positive associations. In addition, previous scholars have agreed with the functionality of pop culture in EFL teaching as an engaging tool because of the effect it causes in the students' willingness and emotions (Cheung 2001).

However, in our view, this has a limitation and a contra-productive effect. By doing this, EFL textbooks are limiting their time of usability inside the classroom. The speed at which everything is changing in this globalized world is making EFL textbooks to be obsolete regarding pop culture in less than a year. Ionita, Pastae and Gaitanaru (2012) already warned in their study about the short lifespan of their content. Although EFL publishers may consider the inclusion of these topics as a positive fact, we disagree. High-schools do not tend to update their textbooks every year, in fact, there are textbooks in our sample that were published more than 6 years ago and are still used at high-schools. This difference can produce a gap between the student and the content of the textbook as they may not recognize a great part of the cultural references in it. Students may regard the textbook as obsolete and may create undesirable associations between this content and the English language.

On the contrary, our findings revealed that *cultural heritage* is barely promoted by EFL textbook. As discussed in the foregoing paragraphs, its poor inclusion is a recurring practice by EFL textbook publishers (Wu 2010; Weninger and Kiss 2013; Canga and Cifone Ponte 2015; Gómez Rodríguez 2015). Furthermore, these results are in line with Risager's (1991) who already found historical information was not provided in EFL textbooks. This poor treatment *cultural heritage* receives within EFL textbooks can result in students' lack of awareness of topics that may be essential for their intercultural competence development (Gómez Rodríguez 2015). *Literature and arts* and *history and*

mythology were scarcely provided in EFL textbooks; this may be unfortunate as these topics have a great potential to work on the cultural component in the classroom. In this vein, Sercu, Méndez García and Castro Prieto's results (2004) reported teachers uncommonly focus their attention of history or literature to teach culture in the classroom. As this sample of EFL textbooks were created bearing in mind a specific audience, those topics related to literature and arts, history or mythology might have been disregarded because of several reasons. Firstly, the lack of familiarization of students with these topics may result in the lack of information about some historical facts and artistic tendencies by EFL materials. Secondly, there is the fact that these topics are not usually considered necessary to develop communicative competence as they are not prone to be discussed in day to day conversations (Ulrich 2004). And lastly, historical facts, figures, art and literature may be regarded as boring facts by students. Students may associate these topics to other subjects so they can cause rejection in the classroom. This vision may have been confirmed by the opinions Prats Cuevas (2017) collected from secondary school students who saw history as boring and useless. Once again, emotions and positive associations may be playing an important role in the design of EFL materials.

The data obtained from *pop culture* also showed a technological revolution in EFL textbooks. As we have samples with different years of publication, we could see that those textbooks belonging to 2010 – *Viewpoints, Upgrade* and *InGear* – had a larger representation of Internet and Technology than the textbooks published years earlier. This may have been caused by the technological revolution that took place in 2009 and 2010 (Sutter, 2009). As the internet and technology started to gain ground in the domestic field, people were starting to experience a revolution. The first tactile smartphones were available, social networks were gaining followers, low-priced netbooks reached the market, GPS were accessible throughout our mobile phones, 3D films were projected at local cinemas, among other revolutionary inventions that were, for the first time, easily accessible for everybody (Sutter, 2009). This revolution was clearly reflected in our textbook sample in those books published in 2010. A tendency to normalize these concepts and to lose their strong presence in textbooks was observed in later textbooks. It can be assumed that revolutions, especially those revolving around the young public, may be reflected in EFL textbooks' content. To the best of our knowledge, no other authors have previously found data to support our results with further evidence.

Another category that was among the most common ones was *society*. These results were unexpected as many problematic issues were included in this category. One possible explanation to this result may be linked to its components. As we explained in the methodology chapter (4), *society* consisted of six components and some of them were prone to include conflictive topics (e.g. law and rights or social issues). Yet, those topics which registered more content were *family* and *community*. Subjects which are neutral and, in general, do not cause conflictive situations in the classroom.

The words registered in these two components also revealed interesting results for our study. When *family* was scrutinized, we observed the content was dominated by words referring to traditional nuclear families. This concept of traditional family seems to be a defining feature of EFL textbooks. Certain studies have already pointed out to the EFL textbooks' preference to portray nuclear families in their visual and written content (Risager,1991). However, we were hoping our results to disagree to some extent to hers as more than 25 years have passed since her analysis. We found a stigmatization of certain non-traditional models of family. Our data revealed students are exposed to words related to traditional families whereas non-traditional models of family (e.g. single parents, same-sex families and non-biological relatives) are given the treatment of conflictive. Even more common non-traditional forms of families such as divorced parents or non-biological parents are occasionally included in thematic reading activities. Words referring to the death of a relative (e.g. widowhood) were excluded from the content. MacAndrew and Martínez (2001) already emphasized the topic of death as taboo for EFL textbooks. In the same line, terms related to divorce and non-biological relatives were also given the treatment of problematic as they were sporadically included by a small part of the textbooks examined. On the other hand, vocabulary related to adoption was equally treated as same-sex families as it was excluded from the content except for *InGear's*.

These findings support previous research on the portrayal of single-parent families in educational materials. McGrath's (2004) study covered different educational stages and subjects, his conclusions pointed out a poorly inclusion of single-parent family in textbooks. In this fashion, Gray and Morton (2018) criticized textbooks' content for being too rigid in this aspect and completely avoid the representation of LGBT families. A possible explanation to this result is the current status of taboo these topics still hold. Traditional families are still considered to be an example to follow and non-traditional families may be a deviation of that example. As a matter of fact, these types of families

are not only stigmatized by society but also by certain religions (Thornbury 2002). With this in mind, EFL textbook publishers may prefer to opt for neutral content to avoid uncomfortable or conflictive situations in the classroom. For this reason, as Thornbury (2002) claimed, this trend may be difficult to change or eradicate.

InGear was the only book to contradict these results as proved by its strong representation of non-traditional families. In fact, in this book, there is a unit called *family* and it has a reading activity called *Types of Family*. This may account for the considerable number of words referring to single-sex family, child free couple and single parent. However, this does not explain why this textbook includes words considered taboo in others. Yet, this textbook was the only one in which a balance in the integration of different types of families was observed. Moreover, it was also *InGear* the only textbook to include in their representation of community less conventional views such as *lesbian* or *gay*. As we only had a book from Richmond we cannot compare these findings with other textbooks from the same publishing house. A larger sample would have allowed us to establish whether the inclusion of such controversial topics is common in their textbooks. This calls for the need to conduct further research as to ascertain whether this tendency is confirmed or not.

Another important characteristic of EFL textbooks extracted from *society* was a noticeable trend of portraying young ages in their content. Adults were depicted as an extrinsic figure as if these textbooks were only addressed to teenagers. Our results are in tandem with those reported by Risager (1991), Cunningsworth (1995), Arikan (2005) who have demonstrated the minor role elderly people have in EFL textbooks In fact, Risager (1991) believed this may be caused by the adaptation of EFL textbooks to the potential student. However, our findings partly disagree with Risager's as our sample included two textbooks which do not claim to be addressed exclusively for high school students. Yet, they do follow the same pattern. This leads to the conclusion that it is a common practice among EFL textbooks publisher to address their content to a young sector of the population. This may also be corroborated by other results obtained in this study as the high presence of *pop culture* and the exclusion of certain topics which may be problematic for certain ages but can be assumed by adults.

Risager's (1991) argument of the content of textbooks being adapted to the intended audience may be reflected in our findings related to jobs. It was observed that jobs and words related to working life were recurrent in most the textbooks. Moreover, our data showed that educational institutions were also popular in all the EFL textbooks analyzed,

especially prestigious universities. A possible explanation for these results may be the audience of the books. As they are addressed to second of baccalaureate students, this might be considered as an attempt by publishing houses to appeal to students' main interests. This is the last stage of education before having access to university and the clear majority of students may be considering their future career path. Including vocabulary concerning jobs can be a great method to create debates in the classroom and an opportunity for students to talk about their main interests and preferences. This type of content was defined as 'aspirational' for students by Gray (2010a: 730).

In the light of the above, we expected jobs related to the arts to be treated with more attention as the textbooks in our sample are designed for teenagers and young people in general. Artistic jobs related to design are more popular and more accepted than decades ago. They are prestigious and normally carried out by creative and innovative people. However, the poor inclusion of this component may be due to the year of publication of some textbooks. As we have already mentioned, some of these textbooks are still used but they were published more than ten years ago. With the technological revolution our society is experiencing, jobs related to the arts, and more specifically technological arts (e.g. graphic designer, youtuber, etc.), are gaining ground among teenagers. In fact, a study conducted by Fedele, Aran Ramspott and Suau (2018) revealed teenagers are more attracted by creative jobs such as those related to the arts (e.g. actor or singer) and interactive media. This argument may serve an explanation for artistic jobs being more present in *Advanced* and *Aspire* which were published in 2013 and *Viewpoints* and *InGear*, published in 2010.

There is another key point to consider regarding the representation of jobs in EFL textbooks: the great presence of common over high-regarded or artistic jobs in our findings. Historically, there has always been a tendency to represent middle class society in EFL textbooks (Risager, 1991; Cunningsworth 1995; Arikan 2005; Ait Bouzid 2016). As a matter of fact, Gray (2010b: 156) emphasized the 'glorification' of middle class in global textbooks. However, this does not explain why explicit reference to middle class was totally absent in our sample except for *Top Marks*. A likely explanation for these results is the fact that explicit mention to social status may be considered as a potential source of conflict or discrimination (Risager, 1991). Therefore, textbook publishers may prefer to include middle class by referring to those jobs associated to this group of population.

The *socio-economic status* component was marginally represented in all the EFL textbooks examined. As an explicit source of conflict, textbooks seem to treat this topic with caution and do not include much vocabulary content related to this. When taking a closer look at the sections of this component we could see a distorted reality. Textbooks, with the intention of hiding social reality, provide the student with inconsistencies. In fact, during the analysis, we could observe each textbook may stand for a different view regarding socio-economic status. Our data provided clear evidence that textbooks prefer explicitly representing high-status while low socio-economic status is practically invisible in EFL textbooks. We also found a great inclusion of highly-regarded jobs in some of the textbooks. There is a possible explanation for these results. All these textbooks have some units that can facilitate the inclusion of this type of jobs and may contribute to the exclusion of others. In *New English file*, *Upgrade* and *Definitions* there is exclusively a unit for treating the topic of justice, crimes and punishment which can lead to the inclusion of highly-regarded positions in these fields (e.g. lawyer, judge, attorney, etc.). On the other hand, *Upgrade* and *New English File* include a unit about health and health services in which occupations related to medical jobs and the healthcare industry were encountered. Also, in *InGear* and *Upgrade* we found a unit exclusively dedicated to jobs which can also be responsible for these results. Moreover, in *InGear* and *New English file* also contain units that address vocabulary related to technological and scientific jobs.

New English file and *InGear* represented society as belonging to the rich. In these two textbooks society implicitly and explicitly emphasized a wealthy side of society. These findings supported the results obtained in the component jobs where highly regarded jobs were the most represented. However, we found the contrary in *Upgrade*. In this textbook, all the results concerning socio-economic status depicted an impoverished society while the results in jobs proved otherwise. Although *Definitions* was also among those textbooks which opted for representing a high-status society in the component jobs, in this component, they strike a balance between the two as in the category of society words related to low status were encountered. We found *Advanced Contrast* to be also balanced in the representation of socio-economic status.

These previous results are similar to those attained by Arikan (2005:37) who complained about "the lowest classes and the marginal [being] invisible whereas celebrities and the rich are given as success stories". By the same token, Gray (2010a) pointed out to the

tendency of including celebrities and successful personalities with the intention of providing a positive view of English for students. Textbook publishers want to reflect an image of success and idealized world of work that can help build positive associations to English language (Gray 2010a). Abdollahzadeh and Baniasad (2010) went further on this idea and accused textbooks for promoting the superiority of English. They found this is an ideology frequently reflected in EFL materials which constantly attempt to show the benefits of learning the language.

Regarding the vocabulary classified as *social issues* in *society,* vocabulary related to migratory movements and races was almost absent. The results obtained in this component were negligible in most textbooks with the solely exception of *Aspire*, where a multicultural society carried more weight in the category. There were two cases – *Upgrade* and *Distinction* – where vocabulary representing a multicultural society was not even present in the results. Ethnic groups were not represented in any textbook with the only exception of *Aspire*. The high presence of this component in *Aspire* may be explained in terms of the publishing house. *Heinle's* textbooks provide the student with National Geographic's content which facilitates the inclusion of a more diverse and multicultural society because of the nature of its reading activities and content in general. Similarly, Arikan (2005) who also observed a lack of inclusion of different ethnicities and races in her analysis of visual material contained in EFL textbooks. In contrast, our data also showed words related to migrations were the most encountered in all the textbooks. Risager (1991) mentioned in her analysis a growing tendency to represent immigrants in the world of work reflected in EFL materials. Yet, its weak representation in our results makes us assume migrations are given the treatment of a problematic topic.

In addition to this, our results reported a correlation in the inclusion of social issues related to discrimination, gangs and racist behaviours with the presence of different races or ethnic groups. The inclusion of these topics seemed to indicate that multiracial societies are presented throughout a negative point of view in EFL textbooks. However, this is merely speculation and there is need of further research to confirm if there is truly a link between the representation of multiracial societies with the presence of negative behaviours (e.g. racism) and undesirable outcomes (e.g. gangs). It is important to bear in mind that these results might only be applied to the inclusion of vocabulary and may not be translatable to the visual content of EFL materials. However, it would be consistent with the results obtained by Hilliard (2014) in her analysis of the visual content of EFL

textbooks where she found an overexposure to Caucasians in pictures. Similarly, Risager (1991) reported that reference to immigrations were encountered in some pictures in textbooks and there were limit inclusion of these issues in the text. Additionally, in his PhD dissertation, Yen (2000) discussed how this rigid and unrealistic view of society does not "accurately reflect the diversity of […] society" and it may be one of the main causes of stereotypes in EFL textbooks where social reality related to migratory movements and races is not represented (2000, p. iii). We can conclude international textbooks opt for representing Westerns in their textbooks. There may be some possible explanations to this outcome. In the vocabulary content, our data showed there was not a predilection to represent a specific race. Textbook publishers may prefer to keep a neutral tone regarding the representation of ethnic groups. However, this view is contradicted by Hillard's (2014) findings. This inconsistency may be due to the inclusion of explicit words denominating races (e.g. Latinos or black people) may be considered as contemptuous and discriminatory by some students, especially when images are supporting Caucasian race as predominant (Hilliard, 2014). The exception to this was found in *Aspire* in which 35.85% of the words contained in the component community represent a multiracial society.

The stimulating view of tourism already mentioned and population movements with touristic purpose is then, completely opposed to how multicultural societies were portrayed in EFL textbooks. We discovered positive connotations and an encouraging view when EFL textbooks include tourism in their content. The presence of these words was outstanding in all the sample. In contrast, we could observe how a multiracial society and migratory movements are completely obscured in EFL textbooks' content. Negative behaviours associated to these movements were present in three of the four textbooks with inclusion of ethnic groups and races.

On the other hand, those categories that may cause misunderstandings in the classroom or undesirable comparisons because of the high load of cultural content they may own were excluded from the content of all the textbooks analyzed. This leads us to the same view of Gómez Rodríguez (2015) who believed deep culture is avoided by EFL textbooks. Previous EFL textbooks' cultural content analysis have proved these EFL materials are designed to avoid controversial topics (Risager, 1991; Ilieva, 2000; Vrbová, 2006; Weninger & Kiss, 2013; Su 2014; Canga Alonso & Cifone Ponte, 2015). Textbooks have always been concerned with including what Porcaro called 'vanilla content' (2004,

p. 39). Textbooks policies of keeping neutral content for the purpose of reaching a wider audience result in simplistic content that evade those topics related to politics, religion, war, poverty, and conflict in general. Thereupon, the EFL classroom does not become a place of debate and "meaningful and potentially engaging topics are automatically eliminated from classroom discourse" (Halina 2018: 270).

This issue was also reflected in the fact that some problematic categories were some of the least productive. Those three categories with the lowest percentage of representation in most textbooks were *values and beliefs*, *institutions and organizations* and *worldwide issues*. However, *traditions, social interaction* and *cultural heritage* also registered very low results in the analysis. This implies that categories with potential inclusion of deep culture (e.g. traditions, values and beliefs) are treated superficially and barely included in EFL textbooks. Even trivial topics which may appear inoffensive to the readers' eyes, are considered a potential source of conflict by EFL textbooks. Hence, they are excluded from their content. We found that what textbooks considered "problematic" goes beyond controversial topics related to politics and religion. In fact, almost all the categories have proved to foster any kind of problematic concepts that are avoided by most textbooks from the sample. This finding may shed some light to Sercu, Méndez García and Castro Prieto (2004) who conducted a survey where EFL teachers admitted not to treat topics such as 'tradition and folklore' and 'values and belief'. Bearing in mind some scholars pointed at textbooks as the only source some teachers have in the classroom (Clavel-Arroitia & Fuster-Márquez, 2014; Bahrami, 2015). There is every reason to believe then, if this topic is not widely included in them, that teachers will not focus on these aspects.

Surprisingly, our data showed an overall rejection by EFL textbooks to topics closely related to those aspects of culture which can be easily understood and enjoyed by other cultures. This is closely encompassed in the extended inclination to provide neutral or general cultural vocabulary as to avoid conflicts. However, this fact does not explain why simple surface culture is sometimes also moderately included in EFL textbooks. This was the case of *food* or *leisure time*.

Regarding the component *food*. The percentages of cultural words related to food were insignificant even when this topic has a great potential when it comes to the inclusion culture inside the classroom. Globalization has helped with the inclusion of different kinds of food and ingredients from worldwide cuisines and most students can no longer distinguish between what belongs to other cultures or theirs (Inglis, 2010). Globalization,

for better or worse, is making the boundaries between certain cuisines fuzzy. This makes the topic of food widely accepted by students and, in most cases, does not allow it to be a potential cause of discomfort or conflict in the classroom. For this reason, textbooks may be missing a great opportunity of treating different cultures from a point of view that will not interfere with students' preconceptions. The type of cultures represented within this component will be addressed in the last part of the discussion. On the negative side, we recognize food can also cause difficulties in EFL learning. As we explored in the literature review, textbooks publishers use a term to refer to taboo topics which must be avoided in EFL textbooks content. This was PARSNIP which referred to content related to "politics, alcohol, religion, sex, narcotics, -isms and pork" (Thornbury, 2010). Strikingly, pork is being treated with the same severity as sex or drugs because of its status of forbidden by the Holy Quran. In the same way, Al Saloom (2012) emphasised how most cultures have some type of food that may be regarded as taboo. He provided the example of cow meat in Hinduism or dogs and cats for Western society.

Moreover, we found it to be a topic which can easily cause repulsion and rejection by students, so it is always addressed carefully by EFL textbooks. Living in a globalized world means being in contact with certain aspects of international cultures and international cuisines have always attracted people, especially younger generations who are used to travelling and exploring new experiences. Food is universally accepted as something that brings people together and, despite depending on each person' taste, it is considered as a privilege to try new dishes. Nevertheless, there are concepts which can provoke rejection by certain cultures. For example, *Definitions* was the only textbook where we found problematic concepts related to food (e.g. fried insects, frog legs and sheep brains). These kinds of food, specially fried insects, that may be considered as typical in certain cultures (Asian and some Latin American countries), may cause a feeling of rejection in Western cultures. For this reason, we can assume EFL textbooks avert the inclusion of this kind of dishes.

Despite these facts, in most textbooks words such as 'hamburger' or 'beef' were found even when they can be seen as a sacrilege by certain religions (Hinduism). However, they were widely included, and they were not treated with the same consideration as the aforementioned words. These results reaffirmed our assertion that EFL textbooks which belong to international publishing houses are designed by means of the Western world and for Western students. A similar finding was reported by Gómez Rodríguez (2015)

who examined a listening activity in which the fact that in Hindu homes is forbidden to eat beef is mentioned. He talked about the fact that more background knowledge (e.g. religious, political or economic) should be provided to the students so they can understand the reason why these social norms exist. This is a way of introducing deep culture into EFL teaching. We do agree with Gómez Rodríguez' vision and believe that the inclusion of these deep culture glimpses would make EFL textbooks more competent internationally as the Western culture would not be the only one depicted, but they would be a source of cultural and language knowledge for any speaker no matter what cultural background they hold. This might eliminate the necessity of publishing textbooks which only aim to represent target culture in non-western countries which find the cultural shock in EFL textbooks to be excessive (McKay, 2004; Nault, 2006; Lee, 2009).

From the results classified in the different categories, it could be assumed that those categories and information which may cause any type of discomfort in the classroom are usually avoided. Following the classification of taboo topics provided by MacAndrew and Martínez (2001) specified in chapter two: "(1) taboos such as swearing, talking about death and prostitution; (2) serious issues such as racism and genetic engineering and (3) personal matters such as appearance, hygiene and nudity." (MacAndrew & Martínez, 2001, p. 4). EFL textbooks do not include these types of words although some exceptions were encountered in the analysis.

Regarding the first category: "swearing words, death and prostitution" (MacAndrew & Martínez, 2001, p. 4), the only topic which could be observed in the cultural categories was death. Our data reported little reference to this topic in the component in regard with *family* in *society*. Words related to widowhood were only encountered in *Viewpoints*. On the other hand, in the component social issues (*health* component), vocabulary related to serious illnesses was totally excluded in the sample.

While students receive enough exposure to minor crimes in the textbooks. Major crimes were sporadically included in *Advanced Contrast, New English File, Aspire, Upgrade, Distinction* and *Over to you*. The existence of these types of words may be consistent with the inclusion of specific units in these textbooks to treat vocabulary related to law and crimes. This was the case of five out of the seven textbooks. These major crimes were related to murderers which, again, are included in MacAndrew and Martínez' classification of taboo topics (2001). Controversial legislations that may provoke a feeling

of rejection to other cultures such as capital punishment were also completely avoided in most textbooks and receive some mentions in *Over to you* and *New English File*.

The second category: "serious issues such as racism and genetic engineering" is very open and needs more specification (MacAndrew & Martínez, 2001, p. 4). However, by exploring MacAndrew and Martínez's book: *Taboos and Issues* (2001), we could encounter more examples that let us narrow the scope. Serious issues may be those related to sexuality, mental illnesses and drugs. Our data showed negligible presence of these topics. Nonetheless, as these may be considered taboo topics, their solely presence was relevant. Racism had a significant presence as it was found in several textbooks. These topics seemed to be more relevant in more recently published textbooks. In the light of this, we hypothesize about a greater inclusion of words related to racism in EFL textbooks with the aim of making students aware of this current issue. As for mental illnesses, they were not addressed in any of the EFL textbooks while drugs were present in half of the sample. This seems to indicate that although it is still a strong taboo topic, it had representation in our sample. The tendency here may be otherwise and its presence may be decreasing in recently published textbooks. Although there was a slight allusion to drugs in some textbooks, drug-related offences are totally avoided. Currently controversial topics such as domestic violence were also avoided by textbooks with the solely exception of *Upgrade*.

Regarding sexual orientation, this topic was treated with special attention by EFL textbook publishers. Content related to LGBT community was the most affected as its representation in textbooks was basically non-existent. As we already explained, the only textbook in which explicit mention to sexual orientation was observed was *InGear* (e.g. single sex families, gay or lesbian). In the rest of the textbook sample, there was not a single reference to sexuality. This supports the argument of Thornbury (2002, p. 36) who hoped "it may be some before we see overt gay content, for example, in internationally marketed EFL materials". However, more than 15 years later, its inclusion is still avoided. The current finding seems to be consistent with Gray's (2013) and Lee's (2011). Both authors referred to the invisibility of this collective in EFL textbooks. Remarkably, one of the textbooks scrutinized by Gray (2013) was *New English file*. After the analysis, he found that there was a notable "avoidance of any mention of homosexuality" in EFL materials (2013, p. 49).

Lastly, the third classification offered by MacAndrew and Martínez (2001, p. 4): "personal matters such as appearance, hygiene and nudity" can be defined as a strong taboo topic in EFL textbooks as there was not any evidence of vocabulary related to these topics in our data.

Apart from taboo topics, we observed a general avoidance of certain topics that may cause rejection when they emerge in cross-cultural communication. These problematic topics may cause discomfort, comparisons and distancing from the target language. As a result, they might be regarded as dangerous and be excluded from EFL teaching contexts. Additionally, these themes may be closely related to culture since what it may be appropriate in one culture can be seen as offensive or embarrassing in others (Keturi & Lehmonen, 2011; Gobert, 2015).

In the components of *everyday living: jobs* and *education,* either problematic words or those words that can allude to deep culture were mostly avoided. Regarding *jobs*, vocabulary related to retirement, unemployment, redundancy and working conditions were excluded or marginally treated in most textbooks. There were two textbooks (*Move on* and *Top Marks*) where words related to these topics were not found. Likewise, the analysis of EFL textbooks by Risager (1991) corroborated the lack of inclusion of topics related to unemployment. Furthermore, this scholar also observed that female underemployment was specially averted. Our data reported topics that may entail a conflict such as low salary or having two jobs are more common. Once again, EFL textbooks seem to neutralize problems by including words with a less strong connotation. Take the example of having a part-time job which may lead to the need of having two jobs, this may mean lack of quality employment or it may simply mean a very low income. These are only some connotations that word may have; they can also be controversial in the classroom and explicit mention to these topics, as our data shows, it is totally excluded from the content. Thereupon, its implicit inclusion by means of words that can soften students' reaction is preferred. These results are in line with the findings of Gray (2010a) who found in his analysis that EFL textbooks frequently ignore problems, such as unemployment. His explanation was again related to the idealized view that EFL textbook offer the students. Gray (2010a) argued that textbooks may offer the students the kind of life they may aspire to by providing them with 'inspirational' content (2010a, p. 730). In this view, Su (2014) also suggested that EFL textbooks try to reinforce the image of English as an ability that will improve employment prospects and prosperity.

Noteworthy is the fact that words such as *housewife* were also given the status of conflictive and did not receive any mention in most books. Our results disagree with Kim (2012) who examined textbooks used in middle school in South Korea and found stereotypical images of women being displayed as housewives.

Concerning *education*, we previously talked about the differences between private and public education. In fact, private education was treated with caution in our sample and it was mostly introduced by references to scholarships or uniforms. Our findings agree with Abdollahzadeh and Baniasad's findings (2010). These scholars concluded that textbooks rarely refer to topics related to illiteracy. A problem, they say, still common in American society that is avoided in order to keep an idealized image of target culture.

Regarding *law and rights*, *social movements* and *politics and social issues*, problematic concepts that may cause any kind of conflict were totally ignored by EFL textbooks. Students are usually exposed to carefully selected vocabulary regarding social problems that may cause disconformity in the classroom. The most common practice is, then, to diminish or overgeneralize the content. Once more, they do not go beyond general topics in an effort to leave socio-political topics of discussion out of the classroom. This lends weight to the argument that EFL textbooks try to represent an ideal, however totally distorted, view of society (Gray, 2010a; Abdollahzadeh & Baniasad, 2010).

As it was the case with *education*, public and private health system were rarely included under those terms. Textbooks tend to prefer the use of indirect words (e.g. insurance) to refer to such difference. Even then, mentions to public system were only encountered in two textbooks (*New English file* and *Move on*). Whereas, private health system was found in three textbooks (*Advanced Contrast*, *New English File* and *Upgrade*). As it can be observed, these topics, although also limited, are more common in textbooks belonging to B2 level. We found a concordance of our results with those of Mahmood, Asghar and Hussain (2012). These scholars already pointed out to the lack of inclusion of issues related to health care in EFL textbooks.

The results obtained in the category of *society* also allow us to claim that EFL textbooks tend to portray an unrealistic view of society. Previous analysis of EFL textbooks have shown that they hold an unrealistic image of English in their attempt to represent only a positive view of the language (Hilliard, 2014; Gómez Rodríguez, 2015; López Jiménez & Abello Contesse, 2015). In our view, textbooks are becoming an artificial artefact used

in the classrooms. This fact is distancing students from reality in an attempt to cause positive emotions linked to the language as these emotions can be beneficial for students' learning process (Duñabeitia, 2017). Yet, they may cause the opposite effect. On the negative side, they may not be creating any kind of emotional bound. Instead, they may only be appealing to students' likes and hobbies and to positive aspects of society which, at the end, may be changeable and superfluous. Evocative topics are not usually included either, and engaging debates are doubtfully to be promoted by EFL textbooks' content (Halina, 2018). Our data showed that students are not in contact with real topics. On the contrary, they are in constant contact with an unrealistic society and superficial problems related to travelling or school. López Jiménez and Abello Contesse (2015) emphasized EFL textbooks portray this idealistic image where Caucasian adolescents from middle or upper middle class live in a world lacking in difficulties and problems. This model, which may be explicitly and implicitly present in books, benefits the emergence of stereotypes.

This assertion is supported by several findings from our analysis. *Law and rights* registered important percentages of representation in most textbooks except for *InGear*. One of the most relevant finding was the existent unbalance in favour of rights and laws in EFL textbooks. Law, punishments and rights were overrepresented in comparison to crimes in more than two thirds of the textbooks. In *Viewpoints, Top Marks, Upgrade* and *Over to you* the representation of crimes and law were completely balanced. A contradictory pattern was not found in the analysis so, predictably, this may be a generalized pattern in EFL textbooks and may be translatable to most foreign language textbooks. Nevertheless, to our knowledge, there are not studies that evaluate this dichotomy in EFL textbooks so results may be taken with caution.

On the other hand, problems related to *economy* were not reported. Generally, there was a very limited inclusion of these words but when they were present, they were distant from the students' reality. Words such as *poverty* and *poor country* were openly included in EFL textbooks despite being problematic. However, in the last statistics taken in 2017, only 9.7% of the people in La Rioja were at risk of poverty[10]. For this reason, at least in the case of our study, this topic may be far away from the students' own reality or the social reality in the students' country. However, more current topics or reference to the social reality the students are facing such as *economic crisis* are only mentioned in three

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[10] https://countryeconomy.com/demography/at-risk-poverty/spain-autonomous-communities/la-rioja (accessed 06/07/19).

textbooks. We tried to associate this lack of vocabulary with the year of publication of each textbook. Nonetheless, in 2008 the worst financial crisis since 1929 took place[11]. All the textbooks with the only exception of *Top Marks* were published in 2008 or years later. Yet, not a single reference was found related to this issue.

Similarly, there was not a clear tendency in textbooks regarding their representation of charities or NGOs as they were differently represented in several textbooks. The results showed an inclination to treat this component with moderation in EFL materials. Our results coincide with those reported by Abdollahzadh and Baniasad (2010) who also reported the positive representation of charities in their analysis. The sporadic inclusion of charities can be interpreted as another attempt to represent a fair society and it provides a glimpse into the positive side of the problem: the good human nature and the willingness to help those in need. Mahmood, Asghar and Hussain (2012) found in their analysis that the textbook provided thee student with the acronym RSPCA[12] without explaining the meaning. This may have been an attempt of the textbook of leaving the teacher with the role of deciding whether they wanted to explain this in detail and go deeper in the topic of NGOs. This is also observable in the category *values and beliefs*. Values and principles were included in all the textbooks from our sample; however, immoral issues were present in six out of the eleven textbooks (*Advanced Contrast, New English File, Aspire, Definitions, InGear* and *Over to you*). Once again, this might be an attempt to separate students from topics with problematic meanings and connotations.

All in all, these findings showed an interesting aspect of EFL textbooks: their portrayal of an idealistic and utopian society where all the inhabitants live in harmony and peace. For every crime there is a punishment, or everything seems to be in order because of the law. A society where there are not traces of economic problems or they are regarded as something belonging to underdeveloped countries. Homelessness seems to be represented as something sporadic in society and charities are present as a representation of the good side of socio-economic difficulties. These results are in line with Abdollahzadh and Baniasad's findings (2010). Their findings, as ours, suggested EFL textbooks try to portray an ideal society so readers' associate this society with the target's society.

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[11] https://www.thebalance.com/2008-financial-crisis-3305679 (accessed 03/03/2019).
[12] Royal Society for the Prevention of Cruelty to Animals.

At this stage of their education, students are in search for interests that let them express themselves and their opinions. EFL textbooks should include engaging topics to whet their appetite for real situations. If the EFL classroom offered them that opportunity, that emotional bound with the language described by Duñabeitia (2017) would be stronger. Their age allows them to critically interpret their content they are exposed to as something trivial (e.g. hobbies, their favourite food and clothes among others). They may associate this triviality and, in certain way uselessness of the topics, to the language. The foreign language may be seen as a useless tool that only let them talk about simple topics. Since students are not able to express their opinions on relevant and close-to-reality topics, they find themselves lost in a real communication when the topics are more realistic or related to current affairs which can frustrate them in their learning journey.

In the same vein, problematic concepts were mostly non-existent in the category of *pop culture*. However, we could observe the tendency to avoid certain topics which may be fully integrated in the students' everyday life, yet, they are, sometimes, stigmatized by society. This is the case of body art and street art. As we explained in chapter 4, the component *others* was necessary regarding *pop culture* as it let us classify vocabulary that was absent in most textbooks. The variability of the central topic of these words may be related to reading activities. Its presence also seemed to be conditioned to the year of publication as in those textbooks from 2010, 2012 and 2013 are the ones with content in this component. However, their significance was found to be very small in all of them. One important result to emerge from this component was the great presence of vocabulary related to body art in *InGear*. Words such as *piercing* or *tattooing* were among the terms registered in this component.

Inside the component *history and mythology*, we already pointed out the small inclusion of historical facts in EFL textbooks. However, EFL textbook' content specially ban those aspects from history that can cause a feeling of discomfort in the classroom or may reinforce stereotypes. There was a blanket avoidance in EFL textbooks to vocabulary related to war, colonization, historic conspiracy and, historic governments and nations. In accordance with the present results previous studies have demonstrated that very little reference to historic events of this nature is added in EFL materials (Wesinger & Kiss, 2013; Siegel, 2014; Canga Alonso & Cifone Ponte, 2015). The inclusion of current armed conflicts or mention to weapons of mass destruction (e.g. nuclear bomb) followed this same tendency. Cambridge English (2012) warns teachers and textbooks publishers that

sensitive topics are completely banned from their examinations. They explicitly mention war and politics as those aspects to be excluded. Prejudices and stereotypes that may arise from these topics may be the main cause of their exclusion. Even when most of the textbooks in our sample are specifically designed for Spain, they are prone to be used in multicultural environments due to the increasing number of immigrants[13]. For this reason, a general avoidance for these topics seems to be comprehensible (Pingel, 2010). Notwithstanding this fact, Kulchytska's (2000) findings demonstrated what textbook publishers call 'problematic topics' might be a source of motivation in the classroom. She asked her students to write the table of contents of their ideal EFL textbook and found they chose topics such as 'The World after World War II", "People's values", "AIDS" and "Women and Society" among others.

Our results also pointed out a growing tendency of including *environmental issues*. Textbooks showed a tendency to represent environmental issues for distinct reasons. Environmental education is at its peak and its higher inclusion is observed in those textbooks which were recently published (*Advanced, Viewpoints, InGear, Aspire* and *Move on*). Climate change is a worrying topic and education is trying to include reference to it as an attempt to illustrate students on the matter. In fact, textbooks are being regarded as a tool to promote environmental education among young students (Ide, 2018).

As we have previously discussed in the literature review, textbooks are promoting the communicative competence and aspects of surface culture related to daily and trivial topics, products in general, are regarded as vital when it comes to communication. As we argued before, trivial topics are essential in everyday communication. However, we also claim as necessary a relativization of its inclusion. Notwithstanding its relevance, deep culture should be considered as vital for understanding more complex aspects within a conversation. Its gradual inclusion in the different stages of learning is essential in order to be in contact with certain cultural aspects students should be aware of in order to avoid misunderstandings or miscommunication. These aspects are totally related to deep culture or the Hidden Dimension of culture (Hall, 1976).

In accordance to those intercultural competence models previously described in our literature review, intercultural competence should be developed by levels. Hence, it

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[13] There were 4.943.627 resident immigrants in Spain at the end of 2013; being 11.68% younger than 20 (data extracted from http://extranjeros.mitramiss.gob.es/es/Estadisticas/operaciones/con-certificado/201312/index.html).

should be adapted to the level of the language. As the students acquire more skills in the language, their cultural awareness should also increase for the purpose of eventually reaching proficiency. In essence, we truly believe intermediate level students should develop an intermediate level of intercultural communication as well (King & Baxter Magolda, 2005; Baker, 2011). Intermediate level textbooks should foster a more complex and profound communication between speakers from different cultures. At this level, students should be able to be aware of different variety of perspectives, avoid judgment and start to understand how different societies and their values affect their social norms and relations (King & Baxter Magolda, 2005). For this reason, we were hoping for a larger inclusion of aspects related to deep culture. Yet, our findings revealed the opposite tendency.

As for our *third research question*, we sought to find the ten most frequent words in each cultural category. Our main objective was to establish if these words were different or were shared by all the textbooks. Furthermore, we were interested in determining whether the level of the more frequent words were similar in the sample.

Regarding the occurrences of the words. We observed that the most productive categories (*everyday living*, *society* and *pop culture*) also registered the words with more frequency. They were also the categories with more general and simple words in the ranking along with *institutions and organizations* and *traditions and festivities*.

As we explained in the literature review, several encounters with the new words facilitate their acquisition (Saragi, Nation, & Meister, 1978; Baddeley, 1990; Nation, 2001; Webb, 2007; Nation, 2014). However, our data showed simple general words were more likely to occur with higher frequency than vocabulary related to deep or high cultural aspects. Under those circumstances, our data may have confirmed that students are acquiring those words from *everyday living* and *society* and some words related to target culture in *geography* and *national identity* which registered more than 12 occurrences. We support our findings with Nation (2014) who stipulated that this number is enough as it promotes "several dictionary look-ups, several unassisted retrievals, and an opportunity to meet each word in a wide range of variety contexts" (p.3). In accordance to Nation's (2014) claims, in the rest of the categories the number of occurrences may be limiting the learning of most words.

Although our data reported the inclusion of everyday topics may be equally important in both levels. The results obtained in the frequency lists revealed the number of occurrences of deep culture aspects (e.g. cultural heritage, worldwide issues or values and beliefs) were higher in B2 textbooks. We must clarify these topics are still limited in both levels. However, we observed a tendency of increasing their repetition in those textbooks. A possible explanation to this is the level of maturity learners are supposed to have reached at this stage of learning (King & Baxter Magolda, 2005). As students may be more cultural aware, the introduction of more complex topics may be more noticeable and may be repeated with highest frequency in the textbooks. In this line, Gómez Rodríguez (2015) reported a slightly higher inclusion of deep culture aspects in intermediate levels in comparison to basic level textbooks. Nevertheless, this author did not focus his attention to the frequency of these topics.

On the other hand, as we highlighted in the results section, we consulted Cambridge's vocabulary lists for A2[14] and B1 levels[15] to determine the level of the vocabulary contained in our frequency lists. We also wanted to discover if there were remarkable differences between those textbooks that cover a B1 level and those designed for B2 level. Our initial expectations were to find a high presence of B1 level vocabulary in both B1 and B2 textbooks.

The first remarkable finding was a statement contained in both documents that warns the reader that:

> Cambridge English examinations must not contain anything that might offend or upset candidates, potentially affect their performance or distract them during the examination. A number of 'sensitive' topics are considered unsuitable for use in *Preliminary and Preliminary for Schools*, for example war and politics, and vocabulary relating to these is not included in the Preliminary and Preliminary for Schools Vocabulary List (Cambridge English, 2012, p. 3).

This means that, at least for those textbooks that cover a A2 and B1 level, the leader of English language examinations worldwide advises teachers, exam preparators and, probably editors to avoid the inclusion of these topics in class as they are not going to be exam's subject. This may indicate why these topics were so scarce to find in EFL textbooks that cover these levels. One may speculate whether this is applicable to further

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[14] KET list: https://www.cambridgeenglish.org/Images/22105-ket-vocabulary-list.pdf
[15] PET list: https://www.cambridgeenglish.org/Images/84669-pet-vocabulary-list.pdf

levels as Cambridge do not provide vocabulary lists for higher intermediate and advanced levels. Although the frequency of this type of words was rather low and not enough for the learners to acquire them (Nation, 2001), words related to war were found in some textbooks in our analysis. However, textbooks such as *Advanced Contrast* or *InGear* did not register this type of words.

Furthermore, the comparative analysis we conducted among our lists of frequency and Cambridge's vocabulary lists allowed us to establish the level of the vocabulary present in our lists. Indeed, those categories which may contain more problematic words (*values and beliefs, worldwide issues* and *traditions*) showed remarkably results classified in the section *others*, created to classify words that were not present in Cambridge's lists. We speculate this vocabulary may belong to B2 level since problematic categories (e.g. *traditions*, *worldwide issues* and *belief)* contained a great number of words that did not appear in Cambridge's lists (p. 134). As we have previously pointed out, based on King and Baxter Magolda's model (2005), cultural vocabulary related to deep and high aspects of culture may be more present in upper levels of teaching.

In a similar vein, our results also showed a tendency to stress the importance of general and basic cultural words. When analyzing the words classified in the frequency lists, we observed an overgeneralization of culture. This data concord with previous research of cultural aspects of EFL materials (Risager,1991; Méndez García, 2000; Wu, 2010; Siddiqie, 2011; Yuen, 2011; Hilliard, 2014; López Jiménez & Abello Contesse, 2015). In our view, simple and general cultural vocabulary is usually disguised as cultural words. The inclusion of these general terms was found in both daily and problematic topics.

Firstly, as one can expect, overgeneralization was found in problematic categories. In the lists of frequency, we could observe the inclusion of words such as *politics* or *government*. These words referred to general topics so they have vague meanings that can take the form the student wants to give them (e.g. political party). However, specific political institutions such as proper names of political parties were basically absent in most textbooks. The only exception was encountered in *Move on* where we found the Spanish political party: *Partido Popular* which had only one occurrence. This, however, was not a pattern applicable to other textbooks neither was it a tendency in this textbook.

There may be two possible explanations for this result. One is in line with the previous assumption that generalization is a common practice in EFL textbooks regarding culture

representation (Méndez García, 2000; Siddiqie, 2011; Yuen, 2011; Hilliard, 2014). On the other hand, there is a general avoidance to getting closer to some taboo topics this vocabulary may bring up within the classroom such as religion and social status as it would be the case of education and political views and ideologies. This explanation of results might be in line with Halina's (2018); this scholar complained about the limitation of topics that may be considered as interesting and may engage students because they may generate taboo subjects. Additionally, this lack of taboo words may also be motivated by globally examination institutions such as Cambridge which avoid the inclusion of these topics for being potentially distracting (Cambridge English, 2012).

However, this view of taboo topics being simplified by textbooks to avoid discomfort was also contradicted by our results. We found that harmless common cultural aspects were also simplified by textbooks publishers as well. Such are the cases of *everyday living, folklore and rituals* and *festivities and important dates.* Although we were expecting to find a great amount of cultural vocabulary related to these topics, the reverse was true. Words made reference to general shared by cultures aspects.

In the first place, the examination of *everyday living* revealed interesting results in this respect. In our data, all the textbooks registered simplistic vocabulary related to the world of work and education. Moreover, textbooks publishers seemed to limit their content to some common sports (e.g. football or basketball) and passive hobbies (e.g. watching TV or listening to music). Dehbozorgi, Amalsaleh and Kafipour (2014) also highlighted hobbies such as reading books and watching TV as the main examples students encounter in their textbooks. This content may become dull and monotonous, as there is a lack of inclusion of activities that can break with the routine and attract students' interests. Students cannot identify most of the hobbies as theirs and cannot express their real passions. Even when the topic can be motivating for students and can facilitate communication as Ulrich (2004) highlighted, we believe textbooks do not exploit this. Take the example of hobbies, we suggest the inclusion of more eye-catching activities like extreme sports or unknown hobbies from other cultures that may awake curiosity as a possible solution to this problem. In this line, Gómez Rodríguez (2015) found in his analysis that advanced textbooks are prone to include more 'unusual hobbies'. However, he did not observe the inclusion of this type of hobbies in basic and intermediate level textbooks. His finding may suggest these activities are more commonly included at more advanced levels as the vocabulary content of these textbooks is usually based on

frequency lists (Schmitt & Dunham, 1999; Okamoto, 2015). As a result, owing to the lower frequency of these words (e.g. parachuting, bungee jumping), these words are prone to be included as advanced vocabulary. Our frequency lists also supported the tendency we highlighted before to include words related to travelling. General terms related to a touristic view (e.g. *travel*, *trips* or *holiday*) were frequent in our list providing further support to other authors' views (Risager,1991; Byram & Esarte-Sarries, 1991; Gray, 2010b; Hilliard, 2014; Gómez Rodríguez, 2015).

As for *education*, the analysis of the data revealed that general terms to describe education were highly included in EFL textbooks. However, more concerning topics such as the difference between private and public education were almost absent. There was little inclusion of private education; this was mostly related to the granting of scholarships and wearing uniforms. EFL textbooks showed a tendency to include broad concepts such as *school* or *university* and they avoid making such distinction as this may be related to social status or religious beliefs.

The case of oversimplication of food has already been criticized by Clavel- Arroitia and Fuster-Márquez (2014, p.132) who defined this tendency as prejudicial for culture. Their example of the word 'salsa de tomate' being changed for 'ketchup' in a textbook (for further explanation of this example see chapter 2, p. 48) is in line with our findings. Maybe textbooks prefer to adapt difficult dishes that may appear in their original texts for general words that may be understood by everybody even when cultural connotations are lost in translation. These findings corroborate Risager's (1991) who found a simplification of the cultural content. However, she claimed oversimplification and generalizations usually occur at basic levels. Our expectations were that this basic vocabulary would evolve into a more complex one in our textbook sample as they are designed for an intermediate level. Yet, our data revealed that this tendency found by Risager (1991) might be spreading to intermediate levels as well even in those textbooks which cover an upper intermediate level.

EFL textbooks showed a preference for those festivities or folklore which are partly shared by cultures. A limitation of their content by representing only those aspects that can be shared by more than one culture was observed. A reason for this could be the avoidance of further conflict in the classroom. We could observe that traditions specific from certain cultures were scarce in the list of frequency (table 22, p. 132). We encountered most of the traditions or rituals with several occurrences in the textbooks

were exclusively related to Western traditions while those traditions embraced by specific communities are excluded from the list.

From our data it can be assumed that textbooks are leaving it to the collective imaginary of the concept to create new conceptions and judgments. That is to say, the inclusion of these general words can be taken from different perspectives regarding the cultural background of the student. For instance, referring to the topic of education, in the case of the Spanish market, in Spain education is free for everybody. There are also private schools and private universities mostly Catholic which are available as options. However, the concept of education is regarded as a symbol of quality accessible for everybody and the possibility of choosing private education is only one option regarding their preferences. However, if we take the context of America where quality education is private, their image of education will be totally different, and it will have different connotations. Depending on the collective imagery, general words related to education will be associated with certain ideas. These are the dangers of overgeneralizations as conflicts may emerge as preconceptions and stereotypes are being shaped by comparison without the correct guidance inside the classroom. It is encouraging to compare these findings with Sharifian's (2009) concept of conceptualizations. He believed speakers from different cultures do not share the same cultural references. We should encourage students to be aware of these differences so they do not take for granted some aspects that can cause misunderstanding. Similarly, Siddiqie (2011) and Sercu et al. (2005) blamed the rigidity and oversimplification of these topics as they may result in emerging stereotypes. Moreover, Byram's (1997) intercultural model called for cultural awareness in the classroom. He claimed for explicit perspectives, practices and criteria from one's own and others' culture so as to achieve the aforementioned concept of cultural awareness. If textbooks only limit their content to general words, students will not be directly exposed to different cultures' values and beliefs, customs, or traditions. Comparison should be done to show that those beliefs are not strange anymore. This would help students start to move on from Baker's Basic Cultural Awareness (2011) to the next level which will allow them to understand the differences and be aware of stereotypes.

Currently, it is widely accepted that culture aspects are an essential part to include in EFL teaching. Some scholars have attributed this overgeneralization to the avoidance of taboo topics (Risager,1991; Hilliard, 2014). In contrast, our data reported that this tendency may

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have spread to all kind of topics, not only those which can cause misunderstanding and discomfort. In our view, this may be a reminiscence in EFL textbooks to previous tendencies when communicative competence began to be the main goal in ELT. As Pulverness (1996) explained, decades ago textbook publishers used to eradicate any type of cultural content as it was commonly believed teaching a specific part of culture was an impediment for communication to occur in any kind of cultural-setting. We do believe general words are essential in order to reach a correct learning and achieve communicative competence (Ulrich, 2004). Additionally, when used correctly, general cultural words can generate debates in the classroom and can be a good source of moderate and implicit cultural inclusion. Yet, this should be applicable only at basic stages when students should reach what Baker (2011) called basic cultural awareness. Equally important should be deeper aspects of culture so that the learner become a competence speaker in cross-cultural communication (Hall, 1976; Fantini, 1995; Nault, 2006; Gómez Rodríguez, 2015). However, our data seemed to highlight that textbooks may be leaving the decision of including deeper culture aspects to the teachers' judgment. Our hypothesis may be in line with Bahrami's (2015) findings. This author conducted a survey in which the participants were EFL teachers. His results reported that more than a half of the survey respondent thought textbooks do not provide enough information about cultural topics. Moreover, they agreed textbooks do not offer enough variety of topics and cultural aspects are not included in every unit. It is important to realize this option of leaving specifications of culture for the teacher may be a good way of introducing culture in specialized courses but not in high schools where teachers must follow a specific curriculum and they trust textbooks to introduce all the necessary contents. These time and curriculum constraints were previously highlighted in a study conducted by Sercu, Carmen Méndez García and Castro Prieto (2004, p. 95). These scholars investigated on the attitudes that teachers hold towards culture in different countries. In accordance to Spanish teachers: "few hours assigned to teaching of English […], curricular requirements, lack of suitable materials" among others complicate the task of adding cultural aspects to their sessions.

We also speculate that this might be a consequence of the reflection in the content of the authors' own views (Alpetkin, 1993; Ilieva, 2000; Nault, 2006). These may be limited to their own culture and may ignore others. This fact could explain why simple topics such as food or traditions are also dominated by this simplistic point of view as authors may

reflect traditions and food shared by Western cultures as a result of their familiarization with them. The implicit reflection of the author' views was also suggested by Ilieva (2000) as one of the main causes of a predominant perspective in EFL materials.

Another result that emerged from the analysis of our lists of frequency was the approach social norms related to communication receive in EFL textbooks (table 19, p. 126). First of all, the number of occurrences within this category were rather low We found a general lack of integration of body language which is essential in intercultural competence (CEFR, 2001). We also found that greetings and farewells are merely included with the purpose of teaching students academically accepted norms to create politically correct academic content (writing letters). This fact might be caused by the inclusion of formal writing as an essential part of English assessment.

Another remarkable feature observed in our analysis of this list of frequency was the inclusion of Christian subtleties in secular EFL textbooks. There was an undeniable attempt to represent a secular society. In general terms, our data showed how *values and beliefs* and *traditions* are poorly treated by EFL textbooks. More concretely, concerning the explicit or implicit representation of religions, EFL textbooks tried to remain neutral by representing a secular society. In order to achieve such a goal, their content seem to be carefully selected with the aim of avoiding any religious belief. This was the case of *values and beliefs*. In this category, our data (table 21, p. 130) revealed how the number of occurrences of words related to religion was negligible in most textbooks. Additionally, from the results it can be claimed that explicit mention to specific religions was avoided. When allusion to religion was encountered, general or neutral words may predominate as they may be shared by different religions (e.g. God). Allusions to other religions were mostly absent in our frequency lists. Islam and Judaism were only present in two textbooks. Atheism was present in two other textbooks. However, they were barely mentioned. Moreover, traditions related to other religions were ignored by EFL textbooks as we only found presence of traditions linked to Hinduism in *InGear* and *Over to you.* This finding is in agreement with the study conducted by Cheng and Beigi (2012). Their textbook analysis in Iran revealed there is a tendency to exclude minority religions in EFL materials. Although their analysis focused on locally-produced textbooks in Iran, they found Islam predominated the content while other religions that coexist in the region were totally forgotten.

When considering the main religions encountered in our analysis, we could detect the inclusion of Christianity as the predominant religion in the textbook sample. Moreover, our data reported Christian traditions were present in all the textbooks while other religions' traditions were completely excluded. Moreover, Christian traditions could be found in the list of frequency in nine of the eleven textbooks (see table 22, p. 132). Our results support Yen's (2000) who found in his analysis a separation between EFL textbooks and religion. He found a very limited presence of neutral words (e.g. God) and found 'decontextualized' Christianity elements such as Christmas (p. 140). This can also be accounted for the dominance of Western world in EFL materials (McKay, 2004). These "slips" in the introduction of Christian beliefs and traditions may be also explained by the fact that internationally produced textbooks and those from our sample are written by Western authors. Similar findings were encountered by Shin, Eslami and Chen (2011) whose analysis revealed a strong presence of Western Christian traditions such as Christmas, Valentine's Day, and Easter. The inclusion of this type of vocabulary may purely be the reflection of the authors' own beliefs and traditions (Alpetkin, 1993; Ilieva, 2000; Nault, 2006). In the light of this, it is no wonder why some countries are starting to use locally produced textbooks written by source language's speakers (Matsuda, 2002; McKay, 2004). According to Nault (2006) this prevalence of target culture's religion might "present serious dilemmas in the language classroom. Images and concepts that appear natural or harmless to the average Western reader, for example, may be viewed as intrusive and/or demeaning by people from other backgrounds" (2006, p. 322).

Another further point to make with regard to the lists of frequency is the shown tendency to magnify the Western world. When representing geographical locations, nationalities and languages, English-speaking countries were the most depicted in most textbooks. In fact, in *National Identity* (table 16, p. 120), our lists of frequency revealed how English nationalities occupied the first top positions in all the textbooks with no exception. The representation of other nationalities and non-English speaking locations were shadowed by these results. This proves that different cultures and races are integrated to different degrees in EFL textbooks. Although this issue will be explained further in this chapter, it is essential to point out the poor representation of African, South American and Oceanian countries. Our data shows an overexposure to Caucasian ethnic group while other races rarely featured in EFL textbooks. Even when the role of culture in EFT in a globalized world, textbooks show an explicit preference for including a Western society dominated

by Europeans. Our results are in line with Çelik and Erbay's (2016), Su (2014) and Yen's (2000). In this respect, Hilliard's (2014) found that the representation of Caucasian ethnicity was remarkably stronger in comparison to Asian, African and Latino. She also concluded that textbooks emphasize English-speaking countries as all the dialogues and visuals textbooks include take place in them. Compared to her findings, our results also showed a strong presence of Asians in the vocabulary linked to *geography* and *national identity*.

A possible explanation for this new emerging tendency in EFL textbooks is as follows. Hilliard's (2014) sample of textbooks went from 2003 to 2011 being the newest of the textbooks the one with more Asian inclusion. In our textbook sample, those three with the highest representation of Asia in the *geography* category were *Advanced Contrast*, *Aspire* and *Over to you*, the three of them were published in 2013. This inclusion of Asian cultures, at least regarding to surface culture, might come from the need of competing in the blooming market where the tendency comes marked by governmental policies. Asian countries are supporting the creation of their own materials to reflect in a greater degree local culture (McKay, 2004; Nault, 2006; Lee, 2009). However, other analysis centred on locally produced EFL materials demonstrated that Western views are still predominant even in those textbooks locally produced (Lee, 2009; Su, 2014).

This last finding leads us to the *last question of this study* which sought to determine how intercultural competence (or the three cultures) was included in EFL textbooks. As previously mentioned in the literature review, there is a strong relation between the representation of target, source and international cultures and a balance should be reached in order to encourage the correct assimilation of intercultural competence and provide the students with enough tools to be a competent intercultural speaker. We examined the presence of these three types of cultures with the end of establishing how they are present in EFL textbooks.

The distinction between target, source and international culture was not done in all the categories neither in every component. This was due to the fact we did not expect any type of culture to be visible in the components. However, we will comment the exceptions we encountered. As we have done along the dissertation, we will discuss the presence of target, source and international cultures by categories. We will separate each culture as well. For the sake of clarity, we will also group *geography* and *national identity* and, *pop*

culture and *heritage culture* as we consider these categories may be related to some extent and their results may complement each other.

Out data showed that everyday topics which carry any type of cultural load were dominated by target culture. This study confirms previous research on EFL materials and how target culture is still the predominant view in EFL. (Ilieva, 2000; Alpetkin, 2002; Han & Bae 2005; Lund, 2006; Vrbová, 2006; Nault, 2006; Abdollahzadeh & Baniasad, 2010; Méndez García, 2005; Wu, 2010; Chao, 2011; Yuen, 2011; Weninger & Kiss, 2013; Su, 2014; Canga Alonso & Cifone Ponte, 2015; Böcü & Razi, 2016). In fact, Han & Bae (2005) reported in their analysis of cultural vocabulary that target culture was the most frequently found in their study. International culture was the second most represented culture and showed to be moderately included in some categories whereas source culture was practically negligible.

Our results revealed target culture personalities from *pop culture* and *cultural heritage* predominate in EFL materials. In broad strokes, the data obtained from comparing the components of *individuals* and *music* (where we found bands) from *pop culture* and *individuals* from *cultural heritage* let us claim that target culture was overrepresented in most textbooks in comparison to the other two types of culture. This accords with earlier observations which showed that elements from pop culture and high culture are usually dominated by target culture (Lee, 2009; Lappanien, 2011; Chao, 2011; Yuen, 2011; Su, 2014; Canga Alonso & Cifone Ponte, 2015). In this regard, different studies conducted by Lee (2009); Chao (2011), Yuen (2011) found personalities from target culture's pop culture predominated over famous personalities from other cultures. Furthermore, Lee (2009) also added that historical personalities also have a main role in EFL materials, and they are normally represented with admiration. In the same vein, Abdollahzadeh and Baniasad (2010) concluded USA's hegemony is reflected in the high inclusion of famous personalities from the country.

This striking presence of American elements from *pop culture* may suggest an Americanization of EFL textbooks' elements (Lappainen, 2011; Su, 2014). In fact, our results may point at a tendency to *Hollywoodize* their content. We observed in our results aspects from TV shows and American films: what can represent better American culture than *cheerleading* during high school years, going to a *drama club* as an extracurricular activity or attending to *American football* matches? This Americanization of EFL textbooks is not a new concept; it was already suggested by Su (2014) in his cultural

analysis of EFL materials. He argued there is a clear favouritism for American culture in all the components from popular culture. These results along with this tendency of Americanize book's content may be explained by the search of motivating content. Target culture, specifically American (e.g. actors and actresses, bands and films) are well-known and accepted by students as they are an important part of current popular culture. As Toprak and Aksoyalp (2015) remarked, globalization has also affected the American condition in worldwide pop culture as American film industry is one of the biggest and its popularization has been attributed to the spread of the world-wide-web media. In the same vein, Farhi and Rosenfield (1998) defended that teenagers are surrounded by American culture and they claimed that in today's world they 'have passports to two different worlds – to their own culture and to [American]". Additionally, the superior status America has in the economy, commerce and politics could be the reason why the US is so prominent in EFL textbooks (Farhi & Rosenfield, 1998; Toprak & Aksoyalp, 2015).

Our data also showed that this tendency may be spreading to daily aspects. Firstly, Jobs which may be associated with American culture such as cheerleader (in *Advanced Contrast*), forest ranger (in *Upgrade*) and FBI agents (in *New English File*) were encountered. Similarly, in *leisure time*, there was solely presence of target culture. Yet, its presence was negligible and only limited to four textbooks. Once again, most of the words encountered were characteristic of the American culture. They were also highly stereotypical such as cheerleading (in *Advanced Contrast*) or American football (in *Over to you*). Textbooks incline to include stereotypical views of daily target culture' lives. Secondly, Additionally, the tendency to remain neutral in daily aspects such as jobs and leisure activities makes the previous results more significant as they are the only glimpses students get to see from daily aspects of target culture in their textbooks.

There was evidence to support the hypothesis that visible stereotypes build the basis of EFL textbooks when representing target culture. Examination of the components *media* and *literature and arts* revealed that textbooks choose to enhance target culture's creative side and depict them as producers of intellectual content; in both components target culture was the main focus (Lee, 2009; Adbollahzadeh & Baniasad, 2010). As for *media*, our results showed how American TV and film industry had a relevant presence in most textbooks while other varieties, including British, were overshadowed. Nonetheless, regarding paper media and news, EFL textbooks opted for emphasizing the press world

as dominated by the British. Similarly, our findings reported British forms of art and literature were the great focus of all the textbooks with very few exceptions – *Move on, Aspire* and *Over to you* – where America was the most represented. These findings suggested that American culture was being attributed to low culture by representing this culture as highly connected exclusively to pop culture while British culture seemed to be idealized and reserved for a more intellectual elite. In this regard, this finding may serve as an explanation for Erin Carrie's (2017) results. She conducted a survey about students' attitudes toward the British and American varieties in term of accents. This scholar found a preference for Spanish students to have an RP accent as this may be synonym of 'status and prestige'.

In the light of the above, our findings challenge Abdollahzadeh and Baniasad's (2010) view on how EFL textbooks promote the US superiority. Nevertheless, we agree on their view of the US being one of the most represented countries within the target culture at least when it comes to represent mundane (e.g. everyday living) and pop culture aspects. Méndez García (2000) also found in her analysis a large incorporation of the UK and the US in EFL textbooks and she mentioned the UK as the most predominant English-speaking country in her analysis. In contrast to this, our results, at least from the quantitate analysis of cultural vocabulary, indicate there is a significant difference between the representation of both countries depending on the type of culture (low and high) which is being displayed.

Our data showed a big representation of the target culture's university system. We found inclusion of both American and British cultures. These results can be complemented with those found by Lee (2011). This scholar found education in EFL textbook being dominated by target culture's views. He also observed many positive connotations linked to target culture's educational system, especially American.

American consumerism was another view that may have emerged from our data as we demonstrated *brands* in *pop culture* is dominated by target culture. It is important to notice that America is highlighted by most textbooks in this component; American world-known brands are deeply rooted in EFL textbooks' content showing the consumer side of society and linking it to America. This tendency for representing a consumer target society was also pointed out by Ilieva (2000) and Toprak and Aksoyalp (2015). In fact, Toprak and Aksoyalp (2015) claimed world-wide brands and consumer society is a remarkable feature of American culture.

The category of *geography* gave us insight into the geographical representation of English-speaking countries. In other words, the representation English students have of the Inner Circle (Kachru, 1985). Students are over-exposed to locations within the British confinements and other English-speaking countries are being minimized, almost looked down on by EFL textbooks. In *geography* and *national identity*, American and British locations received great attention in EFL materials while the rest of English-speaking countries were completely negligible. The same scenario was found regarding *national identity* where British views prevailed over the American and the visibility of other varieties was totally limited or ignored by EFL textbooks. This view may be related to the tendency of exalting a touristic view in EFL textbooks (Byram & Esarte-Sarries, 1991; Gray, 2010b; Hilliard, 2014; Gómez Rodríguez, 2015). However, we can observe from the data obtained, this touristic view is substantially limited to target culture, concretely British territory. In this view, Hilliard (2014) found target culture is magnified as a touristic destination by providing the students with glimpses of famous landmarks. Canga Alonso and Cifone Ponte (2015) also studied the category of geography regarding the vocabulary content in EFL materials. They reported this category was predominated by British locations in textbooks used at different levels of secondary education.

The US and the British, independently of what type of culture they represent, are usually the main focus of EFL textbooks. The result of this is the poorly inclusion other varieties within the target culture received (e.g. Australian, Scottish, Canadian, etc.). These findings are consistent with Chapelle's (2009) and Toprak and Aksoyalp's (2015). They agreed on the significant exclusion other countries from the Inner Circle suffer in the representation of target culture in EFL textbooks. This is also in line with other authors' perspectives on the high status American and British culture hold in EFL textbooks (Nault, 2006). He complained about the homogenization of English cultures in EFL materials and EFL teaching and how this 'US-UK- centric viewpoints […] do a great disservice to the millions of English speakers' in the Inner and Outer Circle (2006, p. 316). Toprak and Aksoyalp (2015) drew the attention to the limitation in knowledge students are receiving about target culture and how this deficiency is affecting negatively their acquisition of intercultural competence. Similarly, for Wandel (2002) EFL teaching should promote the inclusion of 'non-mainstream cultures' to educate students on different perspectives and lessen misunderstandings (p. 265). Moreover, Matsuda (2002)

believed this shortcoming is also affecting the views students hold on other English varieties.

There are many plausible explanations for the predominance of target culture in EFL materials. It stands to reason that target culture is essential in order to acquire intercultural competence. We totally agree with Méndez García's (2005) summary about the importance of target culture. Moreover, Alpetkin (2002) attempted to account for the dominant status of target culture within EFL context. We partly agree with him in the fact that authors' views may be reflected in the content and internationally published textbooks try to include more aspects from target culture in order to maximise their market prospects (as including other type of cultures may limit their market options). However, these views do not explain why other English-speaking countries are so minimized in content. In fact, some aspects highlighted by these scholars contradict this last result. We believe in the historical and economic reasons for the US and Britain being a vital part and the main representation of English. In this vein, Kachru (1992) suggested the power these two states hold is an 'immense economic advantage of English to the countries in the Inner Circle, particularly Britain and the United States' (p. 9). We also attribute this hegemony in EFL materials to the power of Cambridge exams and TOEFL have within the EFL market. These companies of EFL examinations have monopolized the market of EFL exams[16].

Regarding the representation of *international culture*. Previous studies have suggested international culture is usually poorly addressed by EFL textbooks and more should be done in order to include intercultural aspects (Lund, 2006; Wu, 2010). This tendency is starting to change as it has been shown by more recent studies where international cultures proved to be gaining ground in their representation in EFL materials (Tajedding & Teimournezhad, 2014; Böcü & Razi, 2016).

Our results revealed that international cultures were the second type of culture with more presence in the EFL textbooks sample. This finding agrees with Tajedding and Teimournezhad (2014) who also found international culture to be the second most present in locally produced textbook from their sample. In their study, they also encountered international cultures to be the most present in those textbooks which are designed for the

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[16] Cambridge Examinations are taken by 800.000 students annually (https://www.cambridgeinternational.org/about-us/what-we-do/facts-and-figures/) and TOEFL examinations have been taken by more than 35 million people from all over the world (https://www.ets.org/toefl/ibt/about).

international market. This was remarked by Böcü and Razi (2016) as well. It is worth mention that Böcü and Razi' (2016) analysis was carried out on textbooks designed with National Geographic content just like *Aspire* where we observed an effort for including different types of international cultures. However, our results do not support this last finding since the textbooks which are designed for an international market (*New English File* and *Aspire*) contained more target culture content.

During our quantitative analysis, international culture registered a strong presence. Yet, due to an overrepresentation of target culture, international cultures were overlooked in most occasions or unbalanced when it concerns to the three types of culture. This lack of balance was previously highlighted in other studies (Yuen, 2011; Canga Alonso & Cifone Ponte, 2015). Besides, as we have already discussed before, there is a tendency to enhance European cultures and overshadow non-western cultures. Asian individuals from *pop culture* were more present in three of the more recently published textbooks what may support our assumption of a growing tendency of representing Asians and Asian culture in new EFL textbooks as we previously discussed.

Since the early 90s EFL textbooks were characterized for the great information about geographical locations they stored (Risager,1991). The fact that *geography* and *national identity* were also dominated by European locations and nationalities further support the idea of European-centred materials. Our results are in tandem with those of (Lund, 2006; Chao, 2011; Yuen, 2011; Su, 2014) who also detected this exaltation of European cultures. Similarly, we also found that there is an increasing tendency for underrepresenting Asian and continents historically marginalized such as South America, Africa and Oceania. It is encouraging to compare these results with the findings of previous work. In this vein, Su (2010) already identified this problem. In his findings, he discovered Asia was the second continent with more representation in EFL textbooks. Moreover, he complained about the marginalization suffered by African and Arabic cultures. This marginalization has been encountered in most studies evaluating international culture (Yuen, 2011; Su, 2014; Hilliard, 2014). In this vein, Taylor-Mendes (2009) complaint about how racial stereotypes were present in EFL materials used in Brazil. His results reported African-American people were represented as inferior in comparison to Caucasians. However, our results seem to disagree with Song's (2013). In his study of South Korean textbooks, he found textbooks facilitate the integration of

'diverse cultures and intercultural understanding'. He observed the presence of a wide variety characters from outer circle countries.

In our view, the fact that European countries receive such an exalting treatment within EFL materials may imply a status of superiority over others. Chao (2011) observed this issue and suggested the hypothesis of Europeans and Western people in general are represented as more intelligent and talented. We partly agree with his vision as we observed in our data a tendency to exclude thinkers, artists or writers from Africa, Oceania, America and even Asia. However, we reject the idea of EFL textbooks' implications of non-westerner's lack of talent. Its lack of inclusion may be related to the constant desire of textbooks publishers of motivating and exposing the student to content they are familiar with. Yet, implicitly they are depicting a sense of superiority of Westerners (Hilliard, 2014). This may be taken with caution as further research should be conducted in order to support this view.

Initially, our data revealed international food prevailed in the books. The main explanation for this fact may be globalization since there was a strong presence of European (especially Italian) and Asian cuisine. Asian cuisine has been popularized in recent years and aspects such as globalization, Asian migration to America and British colonies in some Asian countries have been key to its spread. First, a good explanation for their noticeable presence over other cultures in EFL textbooks is that Asian dishes, especially Indian, are settled in British food culture. An explanation to this may be found in Buettner's (2013) claims about British colonies and the important quantity of migration Great Britain has received from Asian countries. Similarly, Chen (2017) explained how Asian migration to America in the mid-19th century brought this cuisine to America as their dishes were welcomed and acquired by natives and other immigrants who appreciated the new flavours and ingredients. The spread to the rest of the world is a mere result of globalization (Wenning, 2016). Moreover, globalization and migratory movements were also key in the spread of Italian cuisine. Also important was the spread usage of tomato which became popular after the Second World War when numerous brands started to echo in the European market of ready-made food and some other dishes such as pizza arrived in Europe throughout America (Thoms, 2011). To our knowledge, there are not studies centred in how the types of culture are reflected in the inclusion of food in EFL materials. However, Celik and Erbay (2013) analysed the presence of products of EFL textbooks used in Turkey. Their results showed international foods were

highly present in their content. Song (2013) suggested that intercultural interactions are commonly linked to food in EFL textbooks and some of the textbooks from his sample revealed the inclusion of food was strongly related to a great variety of countries Italy, Japan, India among others.

However, globalization may be also making the edges between cultures fuzzy; specially when it comes to food. We are normalizing dishes from other cultures and acquiring them as ours, meanwhile, in the process, some ingredients or some basic steps in preparation may differ from the original recipe. This makes it hard to attribute certain worldwide-spread dishes (e.g. hamburger or pizza) to specific cuisines. Sharifian's (2009; 2011) conceptualizations play a fundamental role here where the basic knowledge of a certain dish is shared but its conception may vary to different degrees depending on the context. As a case in point, consider pizza. Is a fine dough pizza covered with vegetables and olive oil an Italian delicatessen? Or is it a thick dough cover in tons of bacon, cheese and bad quality tomato sauce being baked in most fast food restaurants' kitchens in America? Such differences make it hard to attribute these results to international cultures, as they may belong to target or source culture as well.

In our view, maybe by introducing those well-known dishes, EFL textbooks are again generalizing and not including a specific culture. This also may be a way of introducing cultures so that they are accepted by students as they do not see these dishes as funny or unknown. If this is the case, we can claim international culture is barely included in textbooks as there are limitless options for EFL textbook publishers to; yet, they keep choosing those which can be internationally recognized (e.g. pizza, noodles, pasta, curry, among others.). If we accept this premise as true, despite being timidly included in three textbooks and excluded in other three, it can be claimed target culture is the most represented in the EFL materials analysed since these dishes may be deep rooted in target culture's cuisines.

Being nine of the textbooks specifically produced for the Spanish educational context, we were expecting a bigger explicit introduction of the source culture, especially Spanish culture. Nevertheless, our data revealed that this type of culture was the most affected. Not only was it marginalized but also it was completely excluded from certain textbooks depending on the category. In view of this result, there is a large growing body of literature in how source culture is present in EFL materials that support our findings

(Vrbová, 2006; Nault, 2006; McKay, 2004; Chao, 2011; Tajeddin & Teimournezhad, 2014; Canga Alonso & Cifone Ponte, 2015; Böcü & Razi, 2016).

An important result to highlight is the lack of inclusion of source culture in regard to high culture. In the component *literature and arts* and *historical individuals* source culture was scarcely present. When source culture was observed, it was mainly represented by Spanish culture. There are some hypotheses that may emerge from this result. First, the lack of inclusion of Latino culture in the rest of textbooks may be explained by the fact they are produced for the Spanish public. Hence, EFL textbooks publishers may prefer to include more allusions to the students' own culture. However, in her textbook analysis, Hilliard (2014) also concluded Latino culture was overlooked by the visual content in EFL textbooks.

On the other hand, the treatment of inferiority towards source culture; as it was excluded from intellectual forms of art. Secondly, a discrimination of Latino cultures as inferior to Spanish culture. Caution must be taken when interpreting these results as Latino culture was slightly more represented in internationally produced textbooks such as *Aspire* and further study must be done to determine their role in EFL textbooks. However, National Geographic content may be the explanation to this result.

Explanations for the poor inclusion of source culture have been offered in several studies. We agree with Tajedding and Teimournezhad's (2014) complaints for the poor inclusion of source culture in those textbooks which are internationally produced. However, they did not find a reasonable answer for the treatment of exclusion they found in locally-published textbooks. Our expectations were to find a bigger representation of source culture as most textbooks claim to be specifically design for the Spanish market. However, we agree Méndez García (2000) when she called into question the truth of those claims as her findings revealed allusion to students' own culture without explicitly address that culture. This scholar found that EFL textbooks used in second year of baccalaureate foster comparisons and invite the students to discuss their own culture but do not specify or make explicitly reference to that culture. The indirect allusion to students' culture without being specific was also observed by Böcü and Razi (2016). Consequently, we are incline to believe these textbooks are either internationally published or they are not thought with a specific learner in mind. Although their content is designed as an international textbook, they only adapt the explanations to the learners'

language and add mock exams following the guideline specified in the Spanish curriculum.

A possible explanation for these findings regarding source culture may be our sample of textbooks were designed bearing in mind the European market. Although Spain was not addressed properly as source culture, it was included as part of the European supremacy in EFL textbooks. However, Latin America has previously be described as prominent in textbooks which are designed for the Asian market (Chao, 2011). This may account for the more significant, although still negligible, presence of Latin American hints of culture in *Aspire*.

Having discussed the results we obtained by answering our four research questions, we will proceed to next chapter where the conclusions obtained in the analysis will be drawn.

Chapter 7: CONCLUSIONS

The present thesis dissertation was designed to fill in a gap in the input Spanish students in second year of non-compulsory secondary education are receiving on cultural vocabulary throughout their EFL textbooks. With a view of doing this, we conducted a vocabulary analysis on eleven textbooks which were representative of the main focuses of population from La Rioja.

Overall, this thesis has shown cultural vocabulary is still at the background in relation to other contents. Especially, we have provided evidence about the lack of integration culture has in EFL textbooks used in second year of non-compulsory secondary education. This is happening even when sociocultural and sociolinguistics aspects, and intercultural competence should be a compulsory part of the EFL textbooks' syllabi as required by the official foreign language curriculum and the CEFR (2001). Moreover, our literature review has highlighted how cultural aspects of vocabulary are essential to the development of the student's language proficiency. On the one hand, several studies have demonstrated it would be a natural and easy way of achieving the so-called cultural competence. Moreover, cultural vocabulary may be key to overcome breakdowns in communication; a skill which is expected in competent speakers. Another point to consider is the evidence provided in this study which supports the fact that when culture is not well addressed in EFL textbooks, stereotypes may emerge. These stereotyped conceptions about the language and its native speakers may have negative effects on students' attitudes towards the language itself. Furthermore, it could affect their motivation and their interest in learning. In this fashion, motivation has been proved to be key in foreign language acquisition and culture may play a crucial role in promoting it in EFL classrooms. This is due to the fact the versatility culture has as it can be adapted to a wide range of topics.

The first research question allowed us to conclude that, although exceptions may emerge, there seems to be a consensus in the total amount of cultural words. With this, we can claim students from second year of baccalaureate in La Rioja are receiving a similar input in terms of quantity the quantity of cultural vocabulary. However, we found this exposure may be unbalanced as there seems not to be consensus in the level of the book used by La Rioja high schools. This may have consequence not only on the level of the students (which may be higher in those schools where B2 level books are being used) but also in their intercultural component as we demonstrated that the content of cultural vocabulary increases with the level of the book.

As for our second research question, students may be exposed to a high input of cultural words. However, the ones that happened with higher frequency are commonly general cultural words which are lower in level. We can affirm second year baccalaureate students in La Rioja are receiving a very basic input of cultural words. The vast majority of these words are below the level required so students are being instructed in too simplistic and generalized cultural aspects which should be fomented in lower levels (A1-A2). EFL materials do provide vocabulary from deeper aspects of culture. However, this type of words were found to such low levels of frequency that students do not receive the need exposure to acquire them (Nation, 2001; 2014).

In the same view, cultural vocabulary addressing deep or high aspects of culture are overlooked by EFL textbooks. Content related to popular culture aspects (c culture) are more common as they are the main approach for the introduction of other cultures for students, specially target culture. Additionally, students from La Rioja are presented with an idealized society as there is a remarkable lack of taboo or problematic topics. Under those circumstances, EFL textbooks may be projecting certain views of the English language that can be stereotyped, deceitful and even confusing for EFL students. We found target culture is idealized and its society is built based on the hegemony of English as a language and as a brand. Moreover, the attempt of textbooks to avoid problematic or taboo topics may cause the contrary desired effect. We demonstrated that this constant attempt to remain neutral is impossible to achieve. Forthwith, western ideas or target culture values are staining textbook's content due to their authors' views being implicit or explicit part of the content. A clear example of this is the reflection of Christian values and traditions in supposedly laic textbooks. This may tip the scales in favour of this religion causing a feeling of discomfort in learners whose religion differs.

From our third research question we concluded that Spanish culture is disregarded in EFL textbooks used in second year of baccalaureate in La Rioja. Even when some textbooks are produced specifically for the Spanish content as it was the case of our sample, source culture is excluded or not given enough attention. Although textbooks claim to be designed for a specific curriculum, culture is not being considered in their design. Textbooks do not integrate different cultures in their content, non-western cultures are completely ignored. When included, it is insignificant as its number of occurrences is limited. Latino, African or non-western cultures are also excluded from the content. With

this, textbooks are fomenting unequal and stereotyped society dominated by target culture where they give more voice to white western individuals.

Furthermore, students are exposed to a stereotyped target culture in the vocabulary content of EFL materials. Our category of *pop culture* showed an Americanization of its content as American culture aspects predominated in the results. However, *cultural heritage,* the more sophisticated aspect of culture was frequently represented by British culture. Associations to American and British culture may be stereotyping the image students have about both cultures.

All these conclusions may be relevant to researchers, educators, EFL textbook publishers and publishing houses. As for researchers, this study has enhanced our understanding of culture inside the vocabulary and allowed us to establish comparisons and correlations regarding each type of culture. It also gave us a broader but at the same time, deeper picture of how EFL textbooks include culture in their vocabulary. Our main findings may contribute towards a better understanding of how EFL textbooks include and treat what it is established in the CEFR (2001) and Spanish secondary educational curriculum regarding the intercultural competence. Moreover, it opens a window to future research that should focused on cross-national studies involving complete series of textbooks used by different autonomous communities which allow to evaluate different levels and stablish if the exposure students receive is increasing together with the level. Furthermore, a comparative analysis of cultural vocabulary and the pictures displayed in the textbooks may be of great help in understanding if there is a correlation between visual content and words. Additionally, further investigation should be conducted about the representation of the different cultures through the vocabulary and the words that surround them (e.g. adjectives) as we have reported important stereotypes are present in them. This may provide an interest view on how Spanish students are being presented the rest of cultures. With this aim our study provides researchers with a carefully elaborated list of categories that will allow them to classify cultural vocabulary in detail.

Regarding educators, this study has shed light on the importance of the correct choice of textbook. Our results demonstrated that there are actually some textbooks (e.g. *Aspire* and *InGear*) which actually broadly include some aspects of culture which are usually absent in the rest. Therefore, evaluating the textbook beforehand and choosing one in which culture is well addressed not only by vocabulary but also by the pictorial content may be key for the inclusion of intercultural competence in their lessons. This is important as we

have shown that sometimes due to time constrains, teachers are not able to introduce extra materials. Hence, cultural aspects are forgotten.

As we have pointed out, motivation is essential in EFL education and incorporating culture to the lessons may appeal to the students' interest. The integration of their own culture while working on a different one could be beneficial for them as they would realize they can speak about aspects they already know even when they are not shared by other speakers. In the same way, controversial topics should be addressed with caution. However, we believe some taboo topics can wake the interest of students and may be motivating. We recommend teachers to check the book edited by MacAndrew and Martínez. (2001): *Taboo and Issues* where they guide the teacher on how to introduce some taboo topics in their lessons. They also provide some useful activities to do so in a controlled way.

Regarding textbook publishers, as we have hypothesized, cultural content in international textbooks may be conditioned by the authors' views on target culture. This fact is limiting EFL textbooks' content to the view these authors' hold of their world. What is more, it causes the poor inclusion of other cultures even in the case of target culture which most of the times is predominated by one single view (American or British) In fact, some countries are starting to produce their own books in which local authors are hired with the aim of promoting source culture in EFL materials' content. Our proposal for publishing houses is to integrate editors from different cultures in the designing of the textbooks. This will expand the views reflected on the book and will provide textbooks with a wide range of cultural glimpses about different societies.

To our knowledge, this is the first study reporting a quantifiable consensus in the amount of cultural vocabulary which is introduced to the students in same purpose EFL textbooks in Spain. Furthermore, it is the first in conducting a content analysis that does not only focus on a series of general categories but encompasses different topics. Several components within each category were created so they will permit us to evaluate the treatment each concrete topic inside the categories receives in EFL textbooks. Furthermore, different types of cultures were evaluated by topics and not by categories (except *geography* and *national identity*) which shed light on the representation each culture has in EFL materials. We also added sections that allowed to stablish the presence of the most representative countries or continents inside each form of culture. Moreover, it is also the first study that analyses the most frequent words contained in the categories

used to collect the cultural vocabulary and examine their cultural connotations and their level regarding Cambridge's lists of vocabulary.

Finally, several limitations need to be considered. First, this study was focused on an autonomous community in Spain at one specific level of education. Our textbook sample was restricted as EFL textbooks used in Spanish secondary schools are specifically designed to be used in those contexts although some exceptions were described. Although these exceptions proved most results to be applicable to internationally all-purpose textbooks, the findings may not be fully-applicable to internationally designed textbooks. Secondly, by covering textbooks addressed to intermediate levels, our results may not be applicable to textbooks for elementary or advanced stages.

Additionally, we have evaluated all the visible written context in EFL textbooks but there are still 'hidden' contents such as listening activities. Further study should focus on them to get a broader picture of the vocabulary input the student receives. Moreover, the analysis of culture can cover other aspects included in textbooks such as implicit ideologies and visual material included which students are constantly in contact with.

On the other hand, further study is needed to verify our conclusions on the balance regarding the total number of cultural words among the textbooks. Having the total amount of words contained in the textbooks beforehand would have enabled us to specify the representation of the cultural words they student are being exposed to with the general input they are receiving.

Further work needs to be done to establish the relations between the textbooks from the same publishing house. As we have already pointed out *Aspire* and *InGear* were textbooks from two different publishing houses from which we did not have other samples to establish correlations. The analysis of more textbooks from Heinle and Richmond in order to compare results would enable us to define if the results reported follow a pattern. We must remember, these textbooks registered a wide quantity of surprising results (e.g. *InGear* was the only textbook fostering the inclusion of GLBT community; *Aspire* registered the highest inclusion of words related to migration or marginalized cultures such as Latin American).

Chapter 8. REFERENCES

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ANNEXES

Annexe 1. *Summary of studies carried on in different countries to evaluate cultural content in EFL textbooks*

Author	Year	Country	Nº Books	Level	Focus on	Analysis	Main results
Risager	1990	Scandinavia	Unknown	Beginner	Cultural representation	Four group categories	• General cultural facts – neutral style • Focus on young people • Middle class • Nuclear families • Touristic view • Avoidance of socio-political topics • Infantilization • Absence of religion
Ilieva	2000	Canada	1	Adult learners	Texts from different units	Critical discourse	• Positive view • No conflicts • Mere cultural facts • Consumerism • Middle-class • Authoritative tone • Target culture
Méndez García	2000	Spain	13	Secondary education	Topics	Content analysis	• Presence of source culture • Lack of consensus • Cultural exclusion in exam materials • General cultural facts • Isolation of foreign cultures • No comparisons
Yen	2000	Taiwan and America	2 series	ESL and EFL Secondary education	Reading and pictures	Content analysis	• Western society as predominant • ESL depicted more immigrants than EFL textbooks. • Employment as positive
Lund	2006	Norway	4	Secondary education	Reading and listening	Discourse analysis- qualitative approach	• Cultural facts • High culture of America and Britain • United Kingdom and America as predominant • Taget culture • Lack of different cultures • Appeal to students' interests • Western reader • Western context • Avoid conflicts and challenging topics

Vrbová	2006	Czech Republic	3	Primary education	Topics		• General information • No source culture • Lack of controversial and challenging topics • British culture is predominant • No treatment of stereotypes • No taboo topics • Lack of political issues • Some historical perspectives
Lee	2009	Korea	3	Secondary-education	Selection of texts		• Target culture • Western context • Western popular culture and literature • Neutral non-Westerner art • American culture highly present • Western traditions, language and culture represented as superior
Abdollahzadeh and Baniasad	2010	Iran	4	Beginners-Advanced	Ideologies	Content analysis and pictorial analysis	• No Islamic values • Consumerism & sexism • Superiority of English language • Positive view of target culture • US culture as superior • No negative side of America
Wu	2010	China	3	University level	Texts and activities	Quantitative analysis	• Realistic picture of target culture • Authors' views

							• Target culture predominant • Other English-speaking countries are not introduced (only America) • No comparisons • A lot of geography inclusion • Lack of Big C.
Chao	2011	Globally used textbooks focused on Taiwan and China	1	Secondary education	Texts, pictures and ideas	Content analysis	• High presence of pop culture • High presence of celebrities and historical figures from target culture • Poor treatment of source culture • Source culture was more present in pictures • Europe centred • America Latina was significatively present
Yuen	2011	China	2	Secondary education	Texts	Quantitative analysis	• Imbalance among different cultures • Target culture predominant • Asian and African are the least represented • Pop culture is highly included • Touristic view – travelling • Superficial content • More individuals from Western society • Appeals to students' interests
Rajabi and Ketabi	2012	Iran	4	Different levels	Reading, writing and idioms	Descriptive study	• English is more localized in local-produced EFL textbooks • Acceptance of Western values • No comparisons

Çelik and Erbay	2013	Turkey	3	Elementary school	Images and readings	Descriptive content analysis	• Balance in the representation of source, target and international cultures. • Target is still predominant. • Europe is the most represented • Glimpses of Asia • Exclusion of Africa • Values and beliefs poorly included • Preference for pop culture • Travelling highly depicted
Toprak and Aksoyalp	2015	Turkey	17	All levels	Target culture content excluding shared traditions, grammar activities and vocabulary lists	Content analysis	• America and Britain as the main representation of target culture • New Zealand, Australia and Canada are an excluded part of target culture.
Weninger and Kiss	2013	Hungary	2	Beginner	Striking examples	Semiotic approach	• Static culture – series of facts • Target culture is predominant • Simplification of culture • Stereotypes are reinforced
Su	2014	Taiwan	6	Secondary education			• Limited varieties • The US and the UK are the most represented • Asia is the second continent with more representation • Over-generalization of culture • High culture in Western world • Arabic and Africans are almost absent • Ethnic backgrounds not included • Americanization • Conflicts are avoided

Hilliard	2014	Globally used textbooks	4	Intermediate	Texts, pictures and listening activities		• General topics • Caucasians are most represented • Poor representation of Latino and African cultures • Touristic viewpoint • No taboo • Superficial culture • Western viewpoint • oversimplification
Tajeddin and Teimournezhad	2014	Iran	2	Intermediate			• Little source culture • International representation of pop culture • Target culture dominated by America and Britain • No customs from source culture nor pop culture
Gómez Rodriguez	2015	Globally used. Focus on Colombia	3	3 levels: beginner, intermediate and advanced	Reading		• Positive/ ideal perspective of target culture • Target culture exalted • Shallow image of cultures • Touristic view
Böcü and Razi	2016	Globally used textbooks from National Geographic	2	Beginner		Quantitative and qualitative analysis	• Target culture as predominant but not overly represented • Little source culture • Wide variety of international cultures
Syahri and Susanti	2016	Indonesia	9 series	Secondary education	Paragraphs and pictures	Content analysis	• Pictures promote target culture • High inclusion of local content in locally produced textbooks • A need of a balance

		645
Total		
Category		*Everyday living*
Textbook		*Advanced Contrast*

N	Word	Freq.
1	JOB	39
2	SCHOOL	35
3	COLLEGE	23
4	BUSINESS	17
5	WATCHTV	16
6	SINGER	14
7	TEACHER	13
8	UNIVERSITY	13
9	YEARBOOK	13
10	FILM	12
11	JOBS	12
12	SCHOOLS	10
13	TEACHERS	9
14	WRITER	8
15	YEARBOOKS	8
16	EDUCATION	7
17	MUSIC	7
18	TRIP	7
19	CAREER	6
20	CRITICS	6
21	FOOTBALL	6
22	PARTY	6
23	ACTRESS	5
24	CHEERLEADING	5
25	FIRED	5
26	HOLIDAY	5
27	SALARY	5
28	SECONDARYSCHOOL	5
29	ARTISTS	4
30	BOSS	4
31	CHEERLEADERS	4
32	DEGREE	4
33	JUDGES	4
34	MANAGER	4
35	MUSICAL	4
36	SCRABBLE	4
37	SHOPKEEPER	4
38	SHOPKEEPERS	4
39	SINGERS	4
40	TRAVEL	4
41	UNIVERSITIES	4
42	ACTORS	3
43	BA	3
44	COMMUTERS	3
45	DANCE	3
46	FAMILYBUSINESS	3
47	GOLF	3
48	PIANO	3
49	POLICEMAN	3

50	PROFESSOR	3
51	SPORTS	3
52	TOURISTS	3
53	TRAVELLING	3
54	ADMINISTRATORS	2
55	ASTRONAUT	2
56	AUTHOR	2
57	BASKETBALL	2
58	CARETAKER	2
59	CHEF	2
60	CLASSTRIPS	2
61	CLERK	2
62	COMPUTERTECHNICIAN	2
63	CYCLING	2
64	DOCTOR	2
65	EDUCATORS	2
66	EMPLOYER	2
67	FREELANCE	2
68	FULLTIME	2
69	GRAPHICDESIGNER	2
70	HIGHSCHOOL	2
71	HIKING	2
72	HOLIDAYS	2
73	HUNTING	2
74	JOURNALISTS	2
75	JOURNEY	2
76	JUDGE	2
77	LIBRARY	2
78	MUSICIAN	2
79	PASTA	2
80	POLICEOFFICER	2
81	POPSINGER	2
82	REPORTER	2
83	SELFEMPLOYED	2
84	SHOPPING	2
85	SPORT	2
86	SPORTSEVENTS	2
87	SPORTSTEAMS	2
88	STEADYJOB	2
89	SUMMERHOLIDAY	2
90	TEA	2
91	TEAMPLAYER	2
92	TOURNAMENT	2
93	UNIVERSITYFEES	2
94	WRITERS	2
95	ACTOR	1
96	ACTRESSES	1
97	ADVERTISERS	1
98	AFTERSCHOOLCLUBS	1
99	ATHLETE	1
100	ATHLETES	1
101	AUTHORS	1
102	BABYSITTING	1
103	BACKPACKING	1
104	BADEGREE	1
105	BADEGREES	1

106	BALLET	1
107	BANANACAKE	1
108	BASEBALLPLAYER	1
109	BICYCLESHARING	1
110	BICYCLING	1
111	BIKER	1
112	BIKESHARING	1
113	BIKING	1
114	BLACKMUSICIANS	1
115	BRITISHSCHOOLS	1
116	BUSINESSMANAGEMENT	1
117	BUSINESSPEOPLE	1
118	CAMPCOUNSELLOR	1
119	CAMPING	1
120	CAMPINGTRIPS	1
121	CAREERS	1
122	CARMECHANICS	1
123	CARTRIP	1
124	CHILDACTOR	1
125	CLASSROOMS	1
126	COLLEAGUE	1
127	COLLEGES	1
128	COMMUTER	1
129	COMPOSER	1
130	COMPUTERANALYST	1
131	COOKING	1
132	COUNSELLOR	1
133	COURSES	1
134	CYCLISTS	1
135	CYRLISTS	1
136	DEGREES	1
137	DELIVERYBOY	1
138	DENTALHYGIENIST	1
139	DEPARTMENTMANAGER	1
140	DOCTORS	1
141	DRAMACLUB	1
142	DRIVINGSCHOOL	1
143	EDUCATE	1
144	EDUCATED	1
145	EDUCATIONAL	1
146	ELECTRICIANS	1
147	EMPLOYEE	1
148	EMPLOYEES	1
149	ENGLISHSCRABBLE	1
150	ENGLISHTEACHER	1
151	ENTERTAINER	1
152	FILMCLUB	1
153	FILMCRITICS	1
154	FILMMAKERS	1
155	FIREFIGHTER	1
156	FISHING	1
157	FOOTBALL	1
158	FOOTBALLMATCH	1
159	FULLTIMEJOB	1
160	FULLTIMEJOBS	1
161	GAMBLING	1

162	GAPYEAR	1
163	GOCAMPING	1
164	GUITAR	1
165	GUITARIST	1
166	GUITARS	1
167	GYMNAST	1
168	GYMNASTICS	1
169	HAIRDRESSERS	1
170	HAMBURGERS	1
171	HEADMASTER	1
172	HEADTEACHER	1
173	HIKE	1
174	HOBBY	1
175	JUNIORSCHOOLS	1
176	LABORATORYTECHNICIAN	1
177	LANGUAGETEACHER	1
178	LAWYER	1
179	LIFTING	1
180	MAKEUPARTIST	1
181	MANAGEMENTPOSITIONS	1
182	MATCH	1
183	MODEL	1
184	MUSICIAL	1
185	MUSICRETAILERS	1
186	MUSICTEACHER	1
187	NIGHTLIFE	1
188	OFFICIALS	1
189	ONTHEJOBTRAINING	1
190	PAPARAZZI	1
191	PARADE	1
192	PARAMEDIC	1
193	PARTIES	1
194	PARTTIMEJOBS	1
195	PARTTMEJOBS	1
196	PERSONALSTYLIST	1
197	PERSONALTRAINER	1
198	PHOTOGRAPHER	1
199	PHOTOGRAPHERS	1
200	PICNIC	1
201	POPSINGERS	1
202	PRIMARYSCHOOL	1
203	PRIVATECOLLEGES	1
204	PRIVATEEDUCATION	1
205	PRIVATESCHOOL	1
206	PUBLICCOLLEGES	1
207	RACQUETBALL	1
208	RECEPTIONIST	1
209	RELAX	1
210	REPORTERS	1
211	RESEARCHERS	1
212	REVIEWER	1
213	ROCKCLIMBING	1
214	RUSSIANSTUDENT	1
215	SAILORS	1
216	SCHOLARSHIP	1
217	SCHOOLAUDITORIUM	1

218	SCHOOLBUS	1
219	SCHOOLBUSES	1
220	SCHOOLHOUSE	1
221	SCHOOLLIBRARY	1
222	SCHOOLYARD	1
223	SCHOOLYEAR	1
224	SCIENTIST	1
225	SECONDARYSCHOOLS	1
226	SECRETARY	1
227	SHIFTS	1
228	SHOPPINGTRIP	1
229	SNORKELING	1
230	SPORTMEN	1
231	SPORTSMATCH	1
232	SPORTSTOURNAMENT	1
233	SUMMERCAMP	1
234	SURFING	1
235	TEAMPLAYERS	1
236	THEATRE	1
237	TIMECONSUMINGJOB	1
238	TOURGUIDE	1
239	TOURISM	1
240	TRAINER	1
241	TRAINING	1
242	TRANSLATOR	1
243	TRAVELLED	1
244	TRAVELS	1
245	TVNETWORKS	1
246	UNEMPLOYMENT	1
247	UNIVERSITYDEGREE	1
248	UNIVERSITYEDUCATION	1
249	UNIVERSITYGRADUATES	1
250	UNIVERSITYSTUDIES	1
251	WAITER	1
252	WINE	1

Total		407	
Category		*Everyday living*	
Textbook		*Over to you*	

N	Word	Freq.
1	SCHOOL	36
2	PARTY	12
3	SCHOOLS	12
4	TEACHER	12
5	SCHOLARSHIP	10
6	FOOTBALL	8
7	SCIENTISTS	8
8	TEACHERS	8
9	MUSIC	7
10	SHOPPING	7
11	WRITER	7
12	DOCTORS	6
13	HOBBY	6
14	COOKING	5
15	SHOPASSISTANT	5
16	BRITISHSCHOOLS	4
17	CYCLING	4
18	CYCLIST	4
19	DRESSMAKER	4
20	FILM	4
21	JOB	4
22	PRIMARYSCHOOL	4
23	PSYCHOLOGIST	4
24	SCIENTIST	4
25	SPORTS	4
26	SPORTSPEOPLE	4
27	UNIVERSITY	4
28	BASKETBALL	3
29	BUSINESS	3
30	BUSINESSES	3
31	CIVILSERVANT	3
32	DEPUTY	3
33	JOBS	3
34	JUDGE	3
35	LIBRARY	3
36	OFFICEWORKER	3
37	SPORT	3
38	THEORIST	3
39	TRIP	3
40	TV	3
41	ARCHITECTS	2
42	BRITISHFOOD	2
43	CHICKENTIKKAMASALA	2
44	COACHES	2
45	CYCLISTS	2
46	FILMS	2
47	FRESHERS	2
48	HEADMASTER	2
49	HEADTEACHER	2

50	LOCALEDUCATIONAUTHORITY	2
51	MARATHON	2
52	PARTTIME	2
53	PARTTIMEJOB	2
54	PASTA	2
55	PIZZA	2
56	PIZZAS	2
57	POLICEOFFICER	2
58	PRESENTER	2
59	RESEARCHER	2
60	RUNNER	2
61	SCHOOLCONCERT	2
62	SCHOOLLUNCHES	2
63	SCHOOLMEALS	2
64	SCHOOLTERM	2
65	SPAGHETTIBOLOGNESE	2
66	STOCKBROKER	2
67	TRAVEL	2
68	TRAVELLING	2
69	UNIFORMS	2
70	ACTOR	1
71	AMERICANFOOTBALL	1
72	AMERICANSCHOOL	1
73	ARTIST	1
74	ATHLETES	1
75	BACKEDCHIPS	1
76	BAKING	1
77	BANKERS	1
78	BARBER	1
79	BARBERS	1
80	BASKETBALLCOACH	1
81	BASKETBALLTEAM	1
82	BIKERS	1
83	BOILEDEGGWITHTOAST	1
84	BRATWURST	1
85	BRITISHBREAKFAST	1
86	BRITISHSCHOOLUNIFORM	1
87	BURRITO	1
88	CANTERERS	1
89	CATERERS	1
90	CHEF	1
91	CHICKENNUGGETS	1
92	CHOCOLATECHIPPANCAKES	1
93	CHURRASCOCONCHIMICHURRI	1
94	CIVILENGINEER	1
95	COLLEGE	1
96	CURRY	1
97	DANCING	1
98	DESIGNER	1
99	DEPUTYHEADTEACHER	1
100	DESIGNER	1
101	DIRECTOR	1
102	DOCTOR	1
103	DOGTRAINERS	1
104	EDUCATION	1
105	ENGINEERS	1

106	EXCHANGEPROGRAMME	1
107	FAJITA	1
108	FANCYDRESSPARTY	1
109	FARMER	1
110	FASHIONBUSINESS	1
111	FISHING	1
112	FOREIGNHOLIDAYS	1
113	FOREIGNMARKETS	1
114	FORENSICSCIENTISTS	1
115	FRISHANDCHIPS	1
116	GAPYEAR	1
117	GAPYEARS	1
118	EDITALIANSTYLEBRUSCHETTA	1
119	HAIRDRESSER	1
120	HAMBURGER	1
121	HAMBURGERS	1
122	HIGHSCHOOLSTATUS	1
123	HOLIDAYS	1
124	INTERNATIONALBUSINESS	1
125	ITALIANMEAL	1
126	JOBINTERVIEWS	1
127	JOURNALISTS	1
128	LAWYERS	1
129	LEGGINGS	1
130	LINGUIST	1
131	MANAGER	1
132	MEDICS	1
133	MEXICANFOOD	1
134	MUSICPRODUCERS	1
135	NUTRITIONIST	1
136	PARTIME	1
137	PATATASBRAVAS	1
138	PLAYWRIGHT	1
139	POLICEOFFICERS	1
140	PROFESSOR	1
141	QUESADILLA	1
142	RACING	1
143	RELAXATION	1
144	REPAIRER'S	1
145	RESEARCHERS	1
146	ROASTEDCARROTS	1
147	RUNNERS	1
148	RUNOUTDOORS	1
149	SAILOR	1
150	SALARIES	1
151	SCHOOLAUTHORITIES	1
152	SCHOOLBAG	1
153	SCHOOLLIBRARY	1
154	SCHOOLOFFICIALS	1
155	SCHOOLTRIPS	1
156	SCHOOLUNIFORM	1
157	SCIENCETEACHERS	1
158	SCRAMBLEDEGG	1
159	SECONDARYSCHOOL	1
160	SECONDJOB	1
161	SEMINAR	1

Basic Statistics		
Total		204
Category		*Everyday living*
Textbook		*InGear*

N	Word	Freq.
1	UNIVERSITY	28
2	SCHOOL	12
3	SCIENTIST	8
4	PARTY	6
5	COLLEGE	5
6	FOOTBALL	5
7	HOLIDAY	5
8	PARTTIMEJOB	5
9	TEACHER	5
10	DEGREE	4
11	BUSINESS	3
12	COOKING	3
13	PHILOSOPHER	3
14	ARTIST	2
15	CAMPING	2
16	CAMPUS	2
17	CARAVAN	2
18	COUNSELLOR	2
19	DOCTOR	2
20	EDUCATION	2
21	FARMER	2
22	GUITAR	2
23	HAIRDRESSER	2
24	JOB	2
25	MODEL	2
26	PIANO	2
27	PIZZA	2
28	RUNNING	2
29	SECONDARYSCHOOL	2
30	SHOPPING	2
31	TOURIST	2
32	TRAVELLING	2
33	TRIP	2
34	UNIFORMS	2
35	ASTROLOGER	1
36	ASTRONOMER	1
37	BASKETBALL	1
38	BOSS	1
39	BUSDRIVER	1
40	CAPPUCCINO	1
41	DRUM	1
42	ELECTRICIAN	1
43	EMPLOYERS	1
44	FILMSTAR	1
45	FIRSTYEARSTUDENT	1
46	FREETIME	1
47	FULLTIME	1
48	GAMBLING	1
49	GRANT	1

50	HEADTEACHER	1
51	HIGHSCHOOL	1
52	HOLIDAYS	1
53	HOSPITALNURSE	1
54	LIBRARIAN	1
55	MASTERSDEGREE	1
56	MUSICIAN	1
57	NEUROSCIENTIST	1
58	ORGANICFARMER	1
59	OVERTIME	1
60	PHD	1
61	PHOTOGRAPHER	1
62	POSTGRADUATERESEARCHER	1
63	PRIMARYSCHOOL	1
64	PROFESSIONALPAINTER	1
65	PROFESSOR	1
66	PSYCHOLOGIST	1
67	PUBLICHOLIDAY	1
68	PUBLICSCHOOL	1
69	RELAX	1
70	SAILOR	1
71	SALARY	1
72	SALESASSISTANT	1
73	SCHOLARS	1
74	SCHOOLCOUNSELLOR	1
75	SCHOOLUNIFORM	1
76	SECONDYEARUNDERGRADUATE	1
77	SHOPING	1
78	SIGHTSEEING	1
79	SINGLESEXSCHOOL	1
80	SKIING	1
81	SMARTCLOTHERS	1
82	SPORT	1
83	SPORTS	1
84	SURFING	1
85	SURPRISEPARTY	1
86	SWIMMING	1
87	TATOOARTIST	1
88	TATOOIST	1
89	TAXIDRIVER	1
90	TENT	1
91	TIRAMISU	1
92	TRAINER	1
93	TRUMPET	1
94	TUTOR	1
95	UNDERGRADUATE	1
96	UNI	1
97	UNIVERISITYQUALIFICATIONS	1
98	UNIVERISTYDEGREE	1
99	UNIVERSTITY	1
100	UNIVERSTIY	1
101	UNIVRTSITY	1
102	VIOLIN	1
103	WATCHINGTV	1
104	YOGA	1

	WordSmith Tools	
Total		400
Category		*Everyday Living*
Textbook		*Definitions*

N	Word	Freq.
1	UNIVERSITY	28
2	SCHOOL	17
3	JOB	15
4	JOURNALIST	14
5	SCIENTIST	13
6	HOLIDAY	12
7	PARTY	10
8	BASKETBALL	9
9	REPORTER	7
10	SPORTS	7
11	MUSIC	6
12	DOCTOR	6
13	ERASMUS	6
14	FOOTBALL	6
15	INVENTOR	6
16	MUSIC	6
17	BUSINESS	5
18	EDUCATION	5
19	FISHER	5
20	PARTTIME	5
21	PHOTOGRAPHER	5
22	TEACHER	5
23	ATHLETE	4
24	DJS	4
25	MARATHON	4
26	MUSICIAN	4
27	PRODUCERS	4
28	SPORT	4
29	TV	4
30	ANTHROPOLIST	3
31	COLLEGE	3
32	DEGREE	3
33	EMPLOYERS	3
34	HOLIDAYS	3
35	JOBS	3
36	PUB	3
37	RESEARCHERS	3
38	SINGER	3
39	SUMMERJOB	3
40	UNIFORM	3
41	AEROBICS	2
42	ARCHITECTS	2
43	BANKER	2
44	BUSINESSPERSON	2
45	BUSINESSWOMAN	2
46	CAMPUS	2
47	CAREER	2
48	CLIMBING	2
49	COLLEAGUE	2
50	DREAMJOB	2

51	EDITOR	2
52	EDITORS	2
53	EXERCISE	2
54	FOOTBALLER	2
55	FREETIME	2
56	HOBBY	2
57	MECHANIC	2
58	MUSICCRITICS	2
59	MUSICIANS	2
60	PARTTIMEJOB	2
61	PIANO	2
62	PLAYERS	2
63	PROFESSOR	2
64	RETIRED	2
65	RUNNING	2
66	SUMMERCAMP	2
67	TENNIS	2
68	UNIVERSITYDEGREE	2
69	WAGE	2
70	WORKERS	2
71	WRITER	2
72	ACTRESS	1
73	ARTIST	1
74	BASKETBALLCOURT	1
75	BIOLOGISTS	1
76	CANOEING	1
77	CHEMISTS	1
78	COACH	1
79	DANCE	1
80	DEGREEATUNIVERSITY	1
81	DIPLOMA	1
82	DOCTORS	1
83	ECONOMIST	1
84	EDUCATIONALSTUDY	1
85	EMPLOYEERS	1
86	ERASMUSPROJECT	1
87	ERASMUSSTUDENTS	1
88	EXECUTIVES	1
89	FAIR	1
90	FARMER	1
91	FEMALEFOOTBALL	1
92	FEMALEFOOTBALLER	1
93	FEMALESCIENTIST	1
94	FISHING	1
95	FULLTIME	1
96	FULLTIMEJOB	1
97	GLOBALMUSIC	1
98	GUIDE	1
99	GYMNASTIC	1
100	INDUSTRY	1
101	INTERNATIONALBUSINESS	1
102	INVENTORS	1
103	JOURNEY	1
104	JOURNEYS	1
105	LINGUIST	1
106	LOCKSMITH	1

107	LOWCOST	1
108	MATCH	1
109	MODEL	1
110	MOVIE	1
111	PARTTIMEJOBS	1
112	PARTTIMEJON	1
113	PICNIC	1
114	POPSTAR	1
115	POTTERYCOURSE	1
116	PROFESSIONALS	1
117	PSYCHOLOGISTS	1
118	RADIODJS	1
119	REFEREE	1
120	ROCKCLIMBING	1
121	RUGBY	1
122	SALARY	1
123	SCHOOLTRIP	1
124	SCIENTISTS	1
125	SENSATIONALIST	1
126	SHOPASSISTANT	1
127	SHOPPING	1
128	SOCIOLOGISTS	1
129	SPECIALIST	1
130	SPOKEPERSON	1
131	SPORTSWOMEN	1
132	SPORTWOMEN	1
133	SUMMERSCHOOL	1
134	TOURISM	1
135	TOURIST	1
136	TRAVELLING	1
137	TREKKING	1
138	TVPRODUCER	1
139	TVPRODUCERS	1
140	TYPIST	1
141	UNIVERSITIES	1
142	UNIVERSITYCOURSE	1
143	UNIVERSITYDEGREES	1
144	VIDEOGAMEDEVELOPERS	1
145	WATCHINGTV	1
146	WOMEN'SSPORT	1
147	YOUNGARTISTS	1
148	SCIENTIST	1
149	WAGES	1
150	PSYCHOLOGIST	1

	WordSmith Tools		
Total		661	
Category		*Everyday Living*	
Textbook		*Distinction*	
N	**Word**	**Freq.**	
1	SCHOOL	47	
2	HOLIDAY	40	
3	JOB	27	
4	TEACHER	14	
5	UNIVERSITY	12	
6	BUSINESS	11	
7	LAWYER	10	
8	PARTY	10	
9	DOCTOR	9	
10	COLLEGE	8	
11	POLICEOFFICER	8	
12	SINGLESEXSCHOOL	8	
13	WATCHTV	8	
14	EXAMINERS	7	
15	SHOPPING	7	
16	SPORT	7	
17	TEACHERS	7	
18	CHEF	6	
19	CLIMBERS	6	
20	EDUCATION	6	
21	FOOTBALL	6	
22	JUDGE	6	
23	MANAGER	6	
24	PARTTIME	6	
25	SCHOOLDINNERS	6	
26	CLIMBING	5	
27	DETECTIVE	5	
28	EXERCISE	5	
29	FILM	5	
30	INTERVIEWER	5	
31	SCHOOLS	5	
32	TRIP	5	
33	CLIMB	4	
34	HOLIDAYS	4	
35	PRESENTER	4	
36	SIGHTSEEING	4	
37	SPICY	4	
38	SPORTS	4	
39	TRAVEL	4	
40	WRESTLING	4	
41	BASKETBALL	3	
42	DIVING	3	
43	FILMMAKER	3	
44	FREETIME	3	
45	FULLTIME	3	
46	JOURNALIST	3	
47	JOURNEY	3	
48	LIBRARY	3	
49	MODEL	3	
50	SAILING	3	
51	SALESASSISTANT	3	

52	SCIENTISTS	3
53	SKI	3
54	SNOWBOARDING	3
55	SURFING	3
56	TAXIDRIVER	3
57	BUSINESSES	2
58	CAREER	2
59	CATERINGCOLLEGE	2
60	CHEESEBURGER	2
61	CHICKENWINGS	2
62	CLIMBER	2
63	COMPUTERPROGRAMMER	2
64	COOKING	2
65	DEGREE	2
66	DESIGNER	2
67	ELECTRICIAN	2
68	ENTREPRENEURS	2
69	FARMER	2
70	FISHING	2
71	FROGSLEGS	2
72	HOBBIES	2
73	JOBS	2
74	MANUFACTURERS	2
75	MOUNTAINBIKE	2
76	MUSIC	2
77	ONLINESHOP	2
78	PARTIES	2
79	PLAYINGFOOTBALL	2
80	POSTCARDS	2
81	PRIMARYSCHOOL	2
82	PSYCHOLOGIST	2
83	SALARY	2
84	SANDYATCHING	2
85	SCHOOLDINNER	2
86	SCHOOLUNIFORM	2
87	SCHOOLUNIFORMS	2
88	SCULPTORS	2
89	SHEEPBRAINS	2
90	SKIING	2
91	SKILESSONS	2
92	STAR	2
93	SUNBATHE	2
94	TEENAGEJUDGE	2
95	TOURIST	2
96	TOURITS	2
97	TRAINEE	2
98	TRAVELLED	2
99	TRAVELLING	2
100	TREKKING	2
101	UNIFORM	2
102	VET	2
103	WRITER	2
104	AAPLEPIE	1
105	ACTRESS	1
106	ALEVEL	1
107	ALEVELEXAMS	1

108	ALEVELS	1
109	APPLEPIE	1
110	ARTCOLLEGE	1
111	ASSISTANT	1
112	AUPAIR	1
113	BALLOONIST	1
114	BEACHHOLIDAY	1
115	BIKES	1
116	BROWNIE	1
117	BUNGEEJUMPING	1
118	BUSINESSCOLLEGE	1
119	BUSINESSMEN	1
120	CHEESECAKE	1
121	CHEFS	1
122	CLASSMATE	1
123	CLASSMATES	1
124	CLIMB	1
125	COEDUCATIONALSCHOOL	1
126	COLLEAGUES	1
127	COOKERYPROGRAMME	1
128	COURSEBOOKS	1
129	CURRY	1
130	DETECTIVES	1
131	DIRECTOR	1
132	DOCTORS	1
133	DRAMASCHOOL	1
134	EDUCATE	1
135	ENGINEER	1
136	ENGLISHBREAKFAST	1
137	EXAMINER	1
138	EXCURSION	1
139	EXCURSIONS	1
140	EXERCISING	1
141	FAJITAS	1
142	FASHIONEDITORS	1
143	FILMS	1
144	FISHCHIPS	1
145	FOOTBALLCLUB	1
146	FREEEDUCATION	1
147	FRIEDGRASSHOPPERS	1
148	FRIEDINSECTS	1
149	FRUITSELLER	1
150	GOSHOPPING	1
151	GOSKIING	1
152	GRILLEDFAJITAS	1
153	GUITARIST	1
154	HAMBURGER	1
155	HAMBURGERS	1
156	HAMBURGERSANDCHIPS	1
157	HARDWORKING	1
158	HEADTEACHER	1
159	HIKING	1
160	HOLIDAYCAMPS	1
161	HOTDOGS	1
162	HOTFUDGEBROWNIE	1
163	JOG	1

164	JUDGES	1
165	LECTURE	1
166	LECTURES	1
167	MARINEBIOLOGIST	1
168	MEDIAPRESENTER	1
169	MEDITERRANEANCOOKING	1
170	MIXEDSCHOOLS	1
171	MOUNTAINBIKING	1
172	MOUNTAINGUIDE	1
173	MOVIE	1
174	MUSICCLUB	1
175	OFFICER	1
176	OFFROADRIDES	1
177	PAELLA	1
178	PARTTIMEJOB	1
179	PASSPORT	1
180	PHOTOGRAPHER	1
181	PIANO	1
182	PIE	1
183	PIZZA	1
184	PIZZAS	1
185	PLAYINGSPORT	1
186	PLAYSPORT	1
187	PLUMBER	1
188	PLUMBERS	1
189	POLICEDETECTIVE	1
190	POSTMAN	1
191	PSYCHOLOGISTS	1
192	PUDDING	1
193	RACINGDRIVER	1
194	READING	1
195	RELAX	1
196	RELAXING	1
197	RELIGIOUSSCHOOL	1
198	REPORTERS	1
199	RESEARCHER	1
200	RESEARCHERS	1
201	ROCKCLIMBING	1
202	ROCKSACK	1
203	RUNNING	1
204	SAILINGTRIPS	1
205	SALES	1
206	SCHOODINNERS	1
207	SCHOOEXAMS	1
208	SCHOOLCHILDREN	1
209	SCHOOLEXAMS	1
210	SCHOOLGIRL	1
211	SCHOOLHALL	1
212	SCHOOLMAGAZINE	1
213	SCHOOLTEACHER	1
214	SCHOOLTRIP	1
215	SCUBADIVING	1
216	SECONDARYSCHOOL	1
217	SECURITYSTAFF	1
218	SEMINARS	1
219	SHOPMANAGER	1

220	SINGER	1
221	SKATEBOARDING	1
222	SKIDIVING	1
223	SKIINGHOLIDAY	1
224	SKILOPES	1
225	SKIS	1
226	SKYDIVING	1
227	SLICEOFPIE	1
228	SNAILS	1
229	SPECTACLES	1
230	SPORTEVENTS	1
231	SPORTPEOPLE	1
232	SPORTSINSTRUCTOR	1
233	SPORTSTARS	1
234	STATISTICIAN	1
235	SUBJECTS	1
236	SUITCASE	1
237	SUMMERHOLIDAYS	1
238	SUNBATHING	1
239	SUNGLASSES	1
240	SUPERMODEL	1
241	SURVIVALINSTRUCTOR	1
242	TAVELLED	1
243	TEA	1
244	TEAM	1
245	TELEVISIONPRESENTER	1
246	TENNIS	1
247	TOURISTS	1
248	TRAINEEMANAGER	1
249	TRAINEEPHOTOGRAPHER	1
250	TRAINING	1
251	TRANSLATOR	1
252	TRAVELLERS	1
253	TRIPS	1
254	TRUCKDRIVER	1
255	TVPRODUCER	1
256	UNNIVERSITY	1
257	VISITORS	1
258	VOYAGE	1
259	WAITER	1
260	WATCHEDTV	1
261	WATER	1
262	WATERSPORTS	1
263	WHATCHINGTV	1
264	WINDSURF	1
265	WORK	1
266	WRITERS	1
267	YATCHING	1

Basic Statistics	
Total	482
Category	*Everyday living*
Textbook	*Upgrade*

N	Word	Freq.
1	JOB	57
2	MUSIC	37
3	SHOPPING	28
4	TRAVEL	24
5	SCHOOL	21
6	WATCHTV	15
7	JOBS	14
8	PARTY	12
9	JOURNALIST	11
10	HOLIDAY	9
11	DOCTOR	8
12	TRIP	8
13	UNIVERSITY	8
14	JUDGE	7
15	SALARY	7
16	BUSINESS	6
17	GAPYEAR	6
18	PSYCHOLOGIST	6
19	TEACHER	6
20	JOURNEY	5
21	ACTOR	4
22	COLLEGE	4
23	DOCTORS	4
24	FOOTBALL	4
25	PARTIES	4
26	SCIENTIST	4
27	SINGER	4
28	TOURISM	4
29	TRAVELLING	4
30	EMPLOYERS	3
31	FILM	3
32	FILMS	3
33	HOLIDAYS	3
34	MANAGER	3
35	PARTTIMEJOB	3
36	READING	3
37	SINGERS	3
38	SURF	3
39	TOURISTS	3
40	TRAVELLERS	3
41	AUTHOR	2
42	CURRY	2
43	DIRECTOR	2
44	EDITOR	2
45	EMPLOYER	2
46	FREETIME	2
47	HOLIDAYMAKERS	2
48	JOURNALISTS	2
49	MUSICAL	2

50	NURSES	2
51	PARTTIME	2
52	PHARMACIST	2
53	PRIMARYSCHOOL	2
54	PRODUCER	2
55	PROFESSOR	2
56	REPORTER	2
57	SCIENTISTS	2
58	SPICYFOOD	2
59	SURGEONS	2
60	UNEMPLOYED	2
61	WATCHINGTV	2
62	ACTRESS	1
63	ARTIST	1
64	BASKETBALL	1
65	BODYGUARD	1
66	BOSS	1
67	BUSINESSWOMAN	1
68	CAMP	1
69	CAMPERS	1
70	CANOEING	1
71	CAREERSADVISOR	1
72	COMICACTRESS	1
73	COMPULSORYEDUCATION	1
74	CRITICS	1
75	CYCLIST	1
76	DANCER	1
77	DEGREE	1
78	DENTIST	1
79	DESIGNER	1
80	DESIGNERJOB	1
81	DETECTIVE	1
82	EDUCATION	1
83	ENGINEER	1
84	EXTREMESPORTS	1
85	FASHINGDESIGNER	1
86	FILMMAKERS	1
87	FOREIGNTRAVEL	1
88	FORESTRANGER	1
89	FREEEDUCATION	1
90	FULLTIME	1
91	FULLTIMEEMPLOYMENT	1
92	FULLTIMEJOB	1
93	HAIRDRESSER	1
94	HIKING	1
95	HOLIDAYABROAD	1
96	JOBHUNTING	1
97	JOBMARKET	1
98	JOBSMARKET	1
99	LAWYER	1
100	LEADSINGER	1
101	NEWSPAPEREDITORS	1
102	NEWSREADER	1
103	ONLINEMEDIA	1
104	PARTTIMEJOBS	1
105	PERFORMERS	1

106	PHILOSOPHER	1
107	PIANO	1
108	PLASTICSURGEONS	1
109	PLUMBER	1
110	POLICEMAN	1
111	POLICEMEN	1
112	PRESENTER	1
113	RADIOPRESENTERS	1
114	RECEPTIONIST	1
115	REEDUCATION	1
116	REPORTERS	1
117	RESEARCHERS	1
118	SALARIES	1
119	SCHOOLING	1
120	SCHOOLS	1
121	SIGHTSEERS	1
122	SPECIALIST	1
123	SUMMERCAMP	1
124	SURGEON	1
125	SWIMMING	1
126	TOURIST	1
127	TRAINER	1
128	TRAINERS	1
129	TRAVELAGENT	1
130	TRAVELAGENTS	1
131	TRAVELGUIDE	1
132	TRAVELMARKET	1
133	TRAVELWRITERS	1
134	UNEMPLOYMENT	1
135	UNIFORM	1
136	UNIVERSITYCOUNSELLOR	1
137	WAGE	1

Total	554
Category	*Everyday living*
Textbook	*Top Marks*

N	Word	Freq.
1	SCHOOL	47
2	MUSIC	26
3	JOB	25
4	UNIVERSITY	23
5	TEACHER	22
6	DOCTOR	13
7	FILM	13
8	GAPYEAR	13
9	SHOPPING	10
10	TRIP	10
11	PARTY	9
12	TV	9
13	WRITER	9
14	SPORT	8
15	JOBS	7
16	SWIMMING	7
17	FILMS	6
18	RESEARCHERS	6
19	SCHOOLS	6
20	TRAVEL	6
21	TRAVELLING	6
22	BOARDINGSCHOOL	5
23	EDUCATION	5
24	SCIENTIST	5
25	SINGER	5
26	TEACHERS	5
27	AUTHOR	4
28	BUSINESS	4
29	EXTREMESPORTS	4
30	HOLIDAY	4
31	MUSICIANS	4
32	PARK	4
33	SECRETARY	4
34	ACTOR	3
35	BOSS	3
36	CAMP	3
37	DOCTORS	3
38	EMPLOYER	3
39	GOSHOPPING	3
40	HEADMISTRESS	3
41	HIGHSCHOOL	3
42	HOLIDAYS	3
43	SECURITYGUARD	3
44	SHOPKEEPER	3
45	SINGERS	3
46	SURFING	3
47	TEA	3

48	WAITRESS	3
49	ARTIST	2
50	BACHILLERATO	2
51	BASKETBALL	2
52	BUSINESSTRIP	2
53	CAMPERS	2
54	CLUB	2
55	CRITICS	2
56	DESIGNER	2
57	EMPLOYERS	2
58	FARMERS	2
59	HAMBURGER	2
60	LIBRARY	2
61	OPERASINGER	2
62	PAPPARAZZI	2
63	REPORTER	2
64	SECONDARYSCHOOL	2
65	SERVANT	2
66	SKI	2
67	SPORTS	2
68	THERAPIST	2
69	TOURISTS	2
70	TRAVELLED	2
71	UNIVERSITIES	2
72	WAITER	2
73	WINE	2
74	ACCOUNTANT	1
75	ACTRESS	1
76	ADVENTURESPORTS	1
77	ARCHITECT	1
78	ARCHIVIST	1
79	ARTDEGREE	1
80	ARTSCHOOL	1
81	ATHETES	1
82	BADEGREE	1
83	BAKER	1
84	BALLOONING	1
85	BASEBALL	1
86	BASEBALLPLAYER	1
87	BIKE	1
88	BIOLOGIST	1
89	BRITISHEDUCATIONALSYSTEM	1
90	BURGEEJUMPING	1
91	BUSINESSEXECUTIVE	1
92	BUSINESSMAN	1
93	BUSINESSMEN	1
94	CARDGAMES	1
95	CHESS	1
96	CHINESEFOOD	1
97	CLASSICALMUSICIANS	1
98	CLIMBER	1
99	COCONUTS	1
100	COMERCE	1
101	COMPUTERPROGRAMMER	1
102	CONDUCTOR	1
103	COOK	1

104	CRUICES	1
105	CYCLING	1
106	DANCE	1
107	DANCER	1
108	DANCING	1
109	DESIGNERS	1
110	DETECTIVE	1
111	DIETICIAN	1
112	DIETICIANS	1
113	DOGWALKER	1
114	EDUCATORS	1
115	ELECTRICIAN	1
116	ENGINEER	1
117	ENGLISHTEACHER	1
118	ENTREPRENEURS	1
119	EXERCISE	1
120	FACTORY	1
121	FAIR	1
122	FARMER	1
123	FASHIONDESIGNER	1
124	FILMMAKER	1
125	FILMMAKERS	1
126	FOOTBALL	1
127	FOREIGNTRAVEL	1
128	FREETIME	1
129	GAPYEARS	1
130	GOCAMPING	1
131	GRADUATION	1
132	GYM	1
133	HERBALTEA	1
134	HIKES	1
135	HOBBIES	1
136	ICESKATING	1
137	INTERNETSHOPPING	1
138	ITALIANFOOD	1
139	LANGUAGESCHOOL	1
140	MANAGER	1
141	MATRON	1
142	MECHANIC	1
143	MUSICIAN	1
144	MUSICIAN	1
145	NANNY	1
146	ONLINESHOP	1
147	PARTIES	1
148	PIANO	1
149	PILOT	1
150	PIZZA	1
151	PLAYERS	1
152	POLICEOFFICER	1
153	PRESENTER	1
154	PROFESSIONALCHEF	1
155	PROFESSOR	1
156	PSYCHOLOGIST	1
157	RAFTING	1
158	RESEARCHER	1
159	RUNNING	1

160	SAFARI	1
161	SAILING	1
162	SALARIES	1
163	SALARY	1
164	SALESAGENT	1
165	SALESASSISTANT	1
166	SCHOOLHOLIDAYS	1
167	SCHOOLLIFE	1
168	SCHOOLUNIFORM	1
169	SCIENTISTS	1
170	SENIOR	1
171	SKYDIVING	1
172	SLEEPINGBAGS	1
173	SNOWBOARDING	1
174	SOIALMAKER	1
175	SONGWRITER	1
176	SOYA	1
177	STAFF	1
178	STUDENTDORMITORIES	1
179	SUMMERCAMP	1
180	SUMMERCAMPING	1
181	SWIMMER	1
182	TEAMSPORTS	1
183	TELEVISION	1
184	TENNIS	1
185	TRAVELDESTINATIONS	1
186	TRAVELLERS	1
187	TRAVELS	1
188	TRIVIA	1
189	TUITION	1
190	TUITIONFREE	1
191	UNIFORM	1
192	UNIVERSITYDEGREE	1
193	WEATHERMAN	1
194	WINEMAKERS	1
195	WRITERS	1
196	YOGA	1
197	YOUNGTRAVELLERS	1

Basic Statistics		
Total		536
Max		*Everyday Living*
Min		*Move on*

N	Word	Freq.
1	SCHOOL	48
2	JOB	23
3	FILM	22
4	UNIVERSITY	22
5	MUSIC	14
6	FILMS	13
7	PARTY	13
8	TEACHER	13
9	SPORT	12
10	JOBS	11
11	SWIMMING	10
12	TENNIS	9
13	EDUCATION	8
14	FREERUNNING	8
15	SCIENTISTS	8
16	TELEVISION	8
17	TV	8
18	BUSINESS	7
19	PAPARAZZI	7
20	BASEBALL	6
21	FOOTBALL	6
22	HOLIDAY	6
23	TRIP	6
24	EXERCISE	5
25	JOURNALIST	5
26	SPORTS	5
27	TEACHERS	5
28	UNIFORMS	5
29	ACTOR	4
30	CLIMBING	4
31	SCHOOLS	4
32	SHOPPING	4
33	TRAVEL	4
34	ASTRONAUT	3
35	BUNGEEJUMP	3
36	CYCLING	3
37	CYCLIST	3
38	DIRECTORS	3
39	DOCTOR	3
40	EDITOR	3
41	FOREIGNCORRESPONDENT	3
42	FREERUNNERS	3
43	MARATHON	3
44	PAPARAZZO	3
45	RUGBY	3
46	SAILING	3
47	SCHOOLLEAVING	3
48	SCHOOLUNIFORM	3
49	SINGER	3

50	TRAVELLING	3
51	UNIFORM	3
52	WORKERS	3
53	AUTHOR	2
54	BACKPACKING	2
55	BUSINESSES	2
56	BUSINESSMAN	2
57	CLERK	2
58	DEGREE	2
59	DENTIST	2
60	ENTREPRENEURS	2
61	GAPYEAR	2
62	GOLF	2
63	HEALTHCLUB	2
64	JOGGING	2
65	KITESURFING	2
66	MOUNTAINBIKE	2
67	PARKOUR	2
68	PARTTIMEJOB	2
69	PASTA	2
70	PICNIC	2
71	POSTGRADUATE	2
72	PROFESSOR	2
73	PSYCHOLOGISTS	2
74	SCUBADIVING	2
75	WATCHINGTV	2
76	WORKER	2
77	ZOO	2
78	ADVENTUREHOLIDAYS	1
79	AGRICULTURALIST	1
80	ALEVEL	1
81	ALEVELSTUDIES	1
82	ARCHEOLOGIST	1
83	ARTIST	1
84	ATHLETICS	1
85	AVOCADO	1
86	BEACHHOLIDAY	1
87	BLINDDATE	1
88	BOARDINGSCHOOL	1
89	BODYGUARDS	1
90	BUSDRIVER	1
91	CAMERAMAN	1
92	CAMPING	1
93	CAREER	1
94	CHEF	1
95	CHORIZO	1
96	CINEMAGOERS	1
97	CLIFFJUMPING	1
98	COLLEGE	1
99	COMEDIANS	1
100	COMPULSARYEDUCATION	1
101	CORRESPONDENT	1
102	CRICKET	1
103	DESIGNER	1
104	DIVING	1
105	DOCTORS	1

106	EDUCATED	1
107	ENTREPRENEUR	1
108	EXTREMEACTIVITIES	1
109	EXTREMESPORTS	1
110	FILMMAKERS	1
111	GRADUATED	1
112	GUITAR	1
113	HOBBIES	1
114	HOLIDAYMAKER	1
115	HOLIDAYS	1
116	HORSERACING	1
117	ICEHOCKEY	1
118	INTERVIEWER	1
119	LAWYER	1
120	LEADACTOR	1
121	MASTER	1
122	MERCHANDISERS	1
123	MOTORRACING	1
124	MOVIE	1
125	OPTICIAN	1
126	PARACHUTEJUMP	1
127	PHOTOGRAPHER	1
128	PIANO	1
129	PILOT	1
130	PINGPONG	1
131	PLAYINGTRUANT	1
132	PRIMARYSCHOOLTEACHER	1
133	PRIVATEGIRLSSCHOOL	1
134	PSYCHOTHERAPIST	1
135	RACINGDRIVER	1
136	REFEREE	1
137	ROWING	1
138	SALESASSISTANT	1
139	SCHOOLFEES	1
140	SCHOOLGYM	1
141	SCHOOLMANAGEMENT	1
142	SCHOOLUNIFORMS	1
143	SCHOOOL	1
144	SCIENTIST	1
145	SPORTSWOMAN	1
146	SURFING	1
147	SURGEON	1
148	SWEETS	1
149	TABLETENNIS	1
150	TAKEREGULAREXERCISE	1
151	TEAPARTY	1
152	TELEVISIONPRODUCER	1
153	TENCHOCOLATERABBITS	1
154	TENNISPLAYERS	1
155	THRILLSEEKING	1
156	THRILLSEEKINGACTIVITIES	1
157	TOURIST	1
158	TRAVELAGENT	1
159	TREK	1
160	TREKKING	1
161	TRUANT	1

	WordSmith Tools		
Total **Category** **Textbook**	998 *Everyday living* *Aspire*		

N	Word	Freq.
1	JOB	72
2	UNIVERSITY	61
3	BUSINESS	33
4	MUSIC	32
5	JOBS	22
6	SCHOOL	22
7	EDUCATION	15
8	HOLIDAY	14
9	WATCHTV	14
10	ARTISTS	13
11	COLLEGE	13
12	FILM	13
13	TELEVISION	13
14	FISHERMEN	10
15	MARSHMALLOW	10
16	TRAVEL	10
17	WRITER	10
18	ASTRONAUTS	9
19	ERASMUS	9
20	MUSICIAN	8
21	SCIENTISTS	8
22	TEACHER	8
23	ACTORS	7
24	FISHING	7
25	JOURNEY	7
26	SALARY	7
27	SCHOOLS	7
28	TOURISM	7
29	TRAVELLED	7
30	DANCING	6
31	PLAY	6
32	HUNTER	5
33	MUSICAL	5
34	PHOTOGRAPHER	5
35	SHOPPING	5
36	TEACHERS	5
37	TRIP	5
38	UNIVERSITIES	5
39	ACTOR	4
40	CAREER	4
41	COLLEAGUES	4
42	DEGREE	4
43	DOCTOR	4
44	DOCTORS	4
45	EMPLOYEE	4
46	ENTREPRENEURS	4
47	EXCHANGE	4
48	FLIGHTATTENDANT	4

49	JOURNALIST	4
50	LIBRARY	4
51	LIFEGUARDS	4
52	TRAVELLING	4
53	TUITION	4
54	WORKERS	4
55	ARTIST	3
56	BOSS	3
57	COOKING	3
58	CRITICS	3
59	DETECTIVES	3
60	ECONOMIST	3
61	FARMER	3
62	HERPETOLOGIST	3
63	HISTORIANS	3
64	HOLIDAYS	3
65	HUNTING	3
66	LEISURETIME	3
67	MANAGER	3
68	NOVELIST	3
69	OPERA	3
70	PARTTIME	3
71	PHYSICIST	3
72	POET	3
73	TV	3
74	PSYCHOLOGIST	3
75	PUBLICHOLIDAYS	3
76	SCHOLARSHIP	3
77	SCHOOLLEAVERS	3
78	SHOPASSISTANT	3
79	STUDENTLOAN	3
80	UNDERGRADUATES	3
81	ACADEMICQUALIFICATIONS	2
82	ARCHEOLOGIST	2
83	ASSISTANTMANAGER	2
84	BUSINESSES	2
85	CAMPUS	2
86	CAREERPATH	2
87	CAREERPROSPECTS	2
88	CLIMBING	2
89	CONSULAROFFICIAL	2
90	DANCERS	2
91	DEGREES	2
92	DESIGNER	2
93	EMPLOYEES	2
94	EMPLOYER	2
95	ENTERPRENEURS	2
96	EXPLORER	2
97	FANCYDRESSPARTY	2
98	FAREWELLPARTY	2
99	FARMING	2
100	FILMS	2
101	FREETIME	2
102	FULLTIME	2
103	GEOTOURISM	2
104	GEOTRAVELLER	2

105	GRADUATE	2
106	GRANT	2
107	HAIRDRESSER	2
108	HEADTEACHER	2
109	HOBBIES	2
110	INSPECTOR	2
111	JOURNALISTS	2
112	MASTERSDEGREE	2
113	MUSICIANS	2
114	OFFICER	2
115	PARADE	2
116	PARTY	2
117	PERFORMERS	2
118	PHOTOGRAPHERS	2
119	PIANIST	2
120	PIANO	2
121	PICNIC	2
122	PROFESSOR	2
123	PUBLICHOLIDAY	2
124	SCHOOLCHILDREN	2
125	SCIENCEFICTIONWRITERS	2
126	SCIENTIST	2
127	SPACETRAVEL	2
128	SPAGUETTI	2
129	SPORT	2
130	STREETPARTY	2
131	SWIMMING	2
132	TENNIS	2
133	TOURISTS	2
134	TRAVELLERS	2
135	UNDERGRADUATE	2
136	UNEMPLOYED	2
137	VOCATIONALCOURSES	2
138	VOCATIONALDEGREES	2
139	WRITERS	2
140	ACCOUNTANT	1
141	ACROBATS	1
142	ADVISER	1
143	ADVISOR	1
144	AMERICANCOLLEGE	1
145	AMERICANFOOD	1
146	AMERICANUNIVERSITY	1
147	ANTHROPOLOGIST	1
148	APPLICATIONFORM	1
149	APPRENTICE	1
150	APPRENTICECARPENTER	1
151	APPRENTICES	1
152	ARCHAEOLOGISTS	1
153	ARTCRITICS	1
154	ASSISTANT	1
155	ASSISTANTSALESMANAGER	1
156	ASTRONOMER	1
157	AUTHOR	1
158	BACHELOROFSCIENCE	1
159	BALLET	1
160	BANKADVISER	1

161	BARBECUE	1
162	BARBECUES	1
163	BEAUTYTHERAPIST	1
164	BIOLOGIST	1
165	BRITISHEATINGHABITS	1
166	BRITISHFOOD	1
167	BRITISHUNIVERSITY	1
168	BUILDERS	1
169	BUSINESSLEADERS	1
170	CAMP	1
171	CAMPINGTRIP	1
172	CAREERADVISER	1
173	CAREERS	1
174	CAREERSADVISER	1
175	CASTINGDIRECTOR	1
176	CHEF	1
177	CHIEF	1
178	CHOREOGRAPHER	1
179	CLASSMATES	1
180	CLIMBERS	1
181	COURSE	1
182	COURSES	1
183	CRAFTMEN	1
184	CRICKETMATCHES	1
185	CRUISE	1
186	CUPOFTEA	1
187	CYCLING	1
188	DENTIST	1
189	DIRECTOR	1
190	DJ	1
191	DOCTOROFPHILOSOPHY	1
192	DOCUMENTARYMAKER	1
193	DRAMATICS	1
194	DRUMMER	1
195	EDITORS	1
196	EDUCATE	1
197	EDUCATED	1
198	EDUCATING	1
199	ONALEXCHANGEPROGRAMME	1
200	EDUCATIONALTRIPS	1
201	EDUCATIONCOURSE	1
202	EDUCATIONSYSTEM	1
203	ELECTRICIANS	1
204	EMPLOYED	1
205	EMPLOYEERS	1
206	EMPLOYMENT	1
207	ENGINEER	1
208	ENGINEERS	1
209	EXCHANGEUNIVERSITY	1
210	EXHIBITION	1
211	EXHIBITIONS	1
212	FACULTIES	1
213	FARMER	1
214	FILMDIRECTOR	1
215	FILMMAKERS	1
216	FOOTBALLGAME	1

217	FOSTEREDEDUCATION	1
218	FREELANCERS	1
219	FULLTIMEWORKERS	1
220	GARAGESALES	1
221	GEOLOGIST	1
222	GOLFCOURSE	1
223	GOLFCOURSES	1
224	GORIDING	1
225	GOSHOPPING	1
226	GOVERNMENTOFFICIALS	1
227	GRADUATED	1
228	GRADUATES	1
229	GRAFFITIARTIST	1
230	GUITARIST	1
231	HIGHEREDUCATION	1
232	HIGHSCHOOL	1
233	HOUSEWARMINGPARTY	1
234	INSPECTORS	1
235	INTERNATIONALSTUDENTS	1
236	INVENTOR	1
237	JAZZMUSICIAN	1
238	JOBMARKET	1
239	KAYAKING	1
240	KEBABS	1
241	LABOURER	1
242	LABOURMARKET	1
243	LAWSCHOOL	1
244	LAWYER	1
245	LAWYERS	1
246	LECTUREHALL	1
247	LECTURES	1
248	LEISURE	1
249	LIVEMUSIC	1
250	LOCALFARMERS	1
251	LONGJOURNEY	1
252	MAJORDEGREE	1
253	MANAGERS	1
254	MBA	1
255	MEDICALSCHOOL	1
256	MIME	1
257	MINORDEGREE	1
258	MULTIMEDIADESIGNERS	1
259	MUSICALCAREER	1
260	MUSICALCHAIRS	1
261	MUSICALINSTRUMENT	1
262	MUSICALS	1
263	MUSICCAREER	1
264	MUSICINDUSTRY	1
265	MUSICONLINE	1
266	NANOSCIENTIST	1
267	NIGHTLIFE	1
268	OPERASINGER	1
269	PAINTER	1
270	PANCAKE	1
271	PARADES	1
272	PARTIES	1

273	PARTTIMEJOBS	1
274	PARTTIMEWORK	1
275	PHD	1
276	PIANORECITAL	1
277	PLAYINGFOOTBALL	1
278	PLUMBERS	1
279	POLICEOFFICER	1
280	POPMUSICIAN	1
281	POSTGRADUATE	1
282	POSTGRADUATEDEGREE	1
283	POTTERY	1
284	PRESENTERS	1
285	PRIMARYSCHOOLTEACHER	1
286	PROFESSIONALDEGREE	1
287	TV	1
288	PUBLICEMPLOYEES	1
289	PUBLICSECTOR	1
290	PUBLICSECTORJOBS	1
291	PUBLICSETORJOBS	1
292	QUANTITYSURVEYORS	1
293	RESEARCHER	1
294	RESIDENCE	1
295	RESTORTER	1
296	RICEBALL	1
297	RICECAKES	1
298	RIDERS	1
299	RUCKSACK	1
300	SAILING	1
301	SALARIES	1
302	SALESASSISTANT	1
303	SALESMAN	1
304	SCENICARTISTS	1
305	SCHOOLCANTEEN	1
306	SCHOOLPARTIES	1
307	SCHOOLPLAY	1
308	SCUBADIVING	1
309	SENIORMANAGEMENT	1
310	SHOPING	1
311	SINGER	1
312	SLEEPINGBAG	1
313	SNORKELLING	1
314	SNORKELTRIPS	1
315	SONGWRITER	1
316	SPACETOURISM	1
317	SPECIALIST	1
318	SPORTINGCOMPETITIONS	1
319	SPORTINGEVENT	1
320	SPORTINGEVENTS	1
321	SPORTS	1
322	STREETARTIST	1
323	STUDENT	1
324	STUDYINGABROAD	1
325	SUMMERHOLIDAYS	1
326	TAILOR	1
327	TAILORS	1
328	TAKEAWAY	1

329	TAKEAWAYMEAL	1
330	TAXIBOATDRIVER	1
331	TEA	1
332	TECHNICIANS	1
333	TELEVISIONPRESENTER	1
334	TENNISINSTRUCTOR	1
335	THEATREJOB	1
336	THEDEAN	1
337	TOURIST	1
338	TOUROPERATOR	1
339	TRADITIONALEDUCATION	1
340	TRAVELLER	1
341	TRAVELWRITER	1
342	TRIPS	1
343	TUITIONFEES	1
344	TURISTATTRACTION	1
345	TVPRESENTER	1
346	UNDERGRADUATEDEGREE	1
347	UNDERGRADUATEEDUCATION	1
348	UNDERGRADUATEMAJOR	1
349	UNDERGRADUATESMAJORS	1
350	UNIVERSITYACCOMMODATION	1
351	UNIVERSITYDEGREE	1
352	UNIVERSITYEDUATION	1
353	UNIVERSITYEDUCATION	1
354	UNIVERSITYGRADUATES	1
355	UNIVERSITYLIFE	1
356	VIOLIN	1
357	VOCATIONALJOB	1
358	WAGE	1
359	WAGES	1
360	WORKINGHOURS	1
361	WRESTLE	1
362	ZONGZIFOOD	1

Total	541
Max	*Everyday Living*
Min	*NEF*

N	Word	Freq.
1	TV	14
2	MUSIC	13
3	SCHOOL	13
4	DOCTOR	12
5	SCIENTIST	12
6	BUSINESS	11
7	JOB	11
8	JUDGE	10
9	JOURNEY	8
10	SHOPPING	8
11	SPORT	8
12	FILM	7
13	HOLIDAY	7
14	JOBS	7
15	JOURNALIST	7
16	MUSICAL	7
17	TEACHER	7
18	DESIGNER	6
19	PARTY	6
20	KEYBOARD	5
21	SHOPASSISTANT	5
22	SPORTS	5
23	TRAVELLING	5
24	COMEDIAN	4
25	FILMS	4
26	FOOTBALL	4
27	HOLIDAYS	4
28	HOUSEWORK	4
29	HUNTING	4
30	TEA	4
31	WRITER	4
32	CABDRIVER	3
33	CARJOURNEY	3
34	COLLEGE	3
35	DENTIST	3
36	DIRECTOROFSTUDIES	3
37	DOCTORS	3
38	EDUCATED	3
39	EDUCATION	3
40	HOBBY	3
41	INTERVIEWER	3
42	JURORS	3
43	MANAGER	3
44	MANUFACTURER	3
45	MONEYLENDER	3
46	PHOTOGRAPHERS	3
47	PSYCHOLOGIST	3
48	PSYCHOLOGISTS	3
49	SCIENTISTS	3

50	SINGER	3
51	SLEEPINGBAG	3
52	SUMMERCOURSES	3
53	TENNIS	3
54	TRAINERS	3
55	TRAVEL	3
56	UNIVERSITY	3
57	WATCHINGTV	3
58	YOGA	3
59	ACTOR	2
60	ACTORS	2
61	CAMP	2
62	CHEMIST	2
63	CHEMISTS	2
64	CLIMBERS	2
65	CLIMBMOUNTAINS	2
66	COLLEAGUES	2
67	COOKING	2
68	CUPOFTEA	2
69	DANCER	2
70	DANCING	2
71	DVD	2
72	EMPLOYMENT	2
73	ENGINEER	2
74	ENGLISHTEACHER	2
75	FIREFIGHTER	2
76	FOREMAN	2
77	FREETIME	2
78	GRANT	2
79	LANGUAGESCHOOL	2
80	LAWYER	2
81	LAWYERS	2
82	MATCH	2
83	OFFICIAL	2
84	PHYSICIST	2
85	PSYCHIATRIST	2
86	PSYCHOANALYST	2
87	RESEARCHER	2
88	RESEARCHERS	2
89	SECRETARY	2
90	SLEDGES	2
91	SWIMMING	2
92	TEACHERS	2
93	TENT	2
94	TOURIST	2
95	TRIP	2
96	ACTING	1
97	ACTRESS	1
98	ADVENTURESPORTS	1
99	ARCHITECT	1
100	ATHLETES	1
101	BAKERS	1
102	BANKMANAGERS	1
103	BASKETBALLPLAYERS	1
104	BIOLOGIST	1
105	BRITISHFOOD	1

106	BUISNESSGUEST	1
107	BUNGEEJUMPING	1
108	BUSINESSMANAGER	1
109	BUTCHERS	1
110	CARTOONIST	1
111	CD	1
112	CHEF	1
113	CLIMBER	1
114	CLINICALPSYCHOLOGISTS	1
115	CLUMBING	1
116	COMPANYDIRECTOR	1
117	COMPOSER	1
118	COURSE	1
119	COURSES	1
120	COURTMANAGER	1
121	ITCARDCOMPANYEXECUTIVES	1
122	CRUISE	1
123	CURRY	1
124	CUSTOMSOFFICIAL	1
125	CYCLIST	1
126	DESIGNERSPECIALIST	1
127	DRESSMAKERS	1
128	DRINKINGTEA	1
129	DRIVER	1
130	DRYCLEANERS	1
131	EMPLOYEE	1
132	EMPLOYERS	1
133	ENOURMOUSSALARIES	1
134	EXCURSION	1
135	FAMILYDOCTOR	1
136	FARMER	1
137	FBIAGENTS	1
138	FOOTBALLERS	1
139	FOOTBALLMATCH	1
140	FOREIGNTRIPS	1
141	FRENCHCUISINE	1
142	RENCHINFLUENCEDBRASERIE	1
143	GAMBLING	1
144	GINSENG	1
145	GOSHOPPING	1
146	GUITAR	1
147	HAIRDRESSER	1
148	HAMBURGER	1
149	HEADMASTER	1
150	HIGHSALARIES	1
151	HISTORIANS	1
152	HITCHHIKING	1
153	HOMEOPATHICDOCTOR	1
154	HORSERACING	1
155	HOUSEWIFE	1
156	HUMOROUSBOOKS	1
157	HYPNOTIST	1
158	INTEPRETER	1
159	INTERPRETER	1
160	ITALIANRESTAURANT	1
161	JOGGING	1

162	JUROR	1
163	LEADINGACTOR	1
164	LEISURE	1
165	MANAGEMENTSPECIALIST	1
166	MANGOES	1
167	MARATHON	1
168	MECHANIC	1
169	MEDICALCOLLEGE	1
170	MEDICALRESEARCHER	1
171	MENTALATHLETE	1
172	MINORITYSPORTS	1
173	MODEL	1
174	MUSICALS	1
175	MUSICBUSINESS	1
176	MUSICIAN	1
177	NEWSREADER	1
178	NOVELIST	1
179	NOVELS	1
180	NURSE	1
181	OFFICER	1
182	OPERASINGER	1
183	OPTICIANS	1
184	ORTHOPAEDICSPECIALIST	1
185	PAPPARAZZI	1
186	PARACHUTEJUMP	1
187	PARTTIME	1
188	PIANO	1
189	PLACEMENTTEST	1
190	PLAYER	1
191	POET	1
192	POLICEOFFICER	1
193	POLICEOFFICERS	1
194	POPSINGER	1
195	POPSINGERS	1
196	POPSTARS	1
197	POSTMAN	1
198	PRIVATEINVESTIGATORS	1
199	PROFESSIONALSPORTS	1
200	PROFESSOR	1
201	PSICOLOGIST	1
202	PUBLICHOLIDAYS	1
203	RACEORGANIZERS	1
204	RADIODJ	1
205	RADIOPRODUCER	1
206	RAFTING	1
207	READING	1
208	RECEPCIONIST	1
209	REPETITIVEJOBS	1
210	RESEARCHSTUDENT	1
211	RETIRE	1
212	RETIRING	1
213	RUGBY	1
214	RUNNER	1
215	RUNNING	1
216	SAFARI	1
217	SALARIES	1

	Wordsmith Tools	WordSmith Tools --Everyday Living Viewpoints

Total Category Textbook		422 Everyday living viewpoints

N	Word	Freq.
1	SCHOOL	32
2	PAPARAZZI	17
3	BUSINESS	13
4	JOB	13
5	SHOPPING	13
7	TRIP	10
8	SINGER	9
9	TRAINERS	9
11	WRITER	8
12	SALESASSISTANT	7
13	TEACHER	7
15	MUSIC	6
16	PARTY	6
17	STAR	6
18	UNIVERSITY	6
19	HOLIDAYS	5
22	TRAVELLERS	5
23	WATCHTV	5
24	CRITICS	4
27	RESEARCHERS	4
29	ADVENTURETRAVEL	3
31	DANCING	3
32	DOCTOR	3
33	FILMS	3
34	FOOTBALL	3
35	FREETIME	3
36	HOLIDAY	3
38	MUSICIAN	3
39	PIZZA	3
40	SALARIES	3
41	SHOPASSISTANT	3
42	SPORT	3
44	TRAVEL	3
45	VOYAGE	3
46	ADVENTUREHOLIDAYS	2
47	AUPAIR	2
49	BODYGUARD	2
50	BODYGUARDS	2
51	CAMPING	2
53	CLIMBING	2
56	CONTRATOR	2
57	COURSE	2
60	DRAMA	2
62	DVD	2
63	EDUCATED	2
64	EDUCATION	2
65	EMPLOYEES	2
67	FILM	2
68	FILMSTAR	2

69	FILMSTARS	2
70	FIRSTAIDCOURSE	2
72	FISHERMEN	2
74	HOBBIES	2
79	JOBS	2
80	JUDGE	2
81	LOCALLIBRARY	2
82	PHOTOGRAPHERS	2
83	PIANO	2
85	PROFESSOR	2
87	REFEREE	2
88	REPORTER	2
90	SAILORS	2
93	SCHOOLATHLETICSTEAM	2
95	SECRETARY	2
98	SOYA	2
99	SUMMERSCHOOL	2
100	SURFING	2
105	WRITERS	2
107	ACTRESS	1
108	ADVENTURETRAVELLERS	1
110	ARTIST	1
112	ASSISTANT	1
113	ATHLETES	1
114	AUTHOR	1
116	BASKETBALL	1
121	BORDYGUARD	1
126	CAMELTREKS	1
127	CAMERAMEN	1
128	CELEBRITIESPARTIES	1
135	CINNAMONBUN	1
139	COACH	1
140	COMMITTEE	1
141	COMPANY	1
142	COMPETITION	1
143	COMPOSER	1
144	COOKING	1
145	COURSES	1
147	DANCE	1
148	DANCER	1
149	DENTIST	1
150	DESIGNER	1
159	EDITOR	1
160	EDUCATORS	1
161	ELECTRICGUITAR	1
162	EMPLOYEE	1
163	EMPLOYERS	1
164	ENGINEER	1
166	EXERCISE	1
168	FAIR	1
170	FAMILYRESORT	1
171	FAMILYTRIP	1
172	FARMER	1
177	FISHERMAN	1
179	FOODMAKERS	1
180	FOODMANUFACTURERS	1

181	FOOTBALLPLAYER	1
184	GALAPARTY	1
185	GAPYEAR	1
186	GOCAMPING	1
187	GOSKIING	1
193	HIGHLEVELJOB	1
194	HIKE	1
195	HOMEWORK	1
198	HUNTING	1
199	IDEALHOLIDAY	1
200	INTERVIEWER	1
201	JEEPTOURS	1
203	JOURNALIST	1
204	JOURNEY	1
205	JUDGES	1
206	JUNIOSALESPEOPLE	1
207	LAWYER	1
209	LOCALFARMERS	1
210	LOWERINCOME	1
215	MODEL	1
218	MUSICIANS	1
222	OCEANOGRAPHERS	1
225	ONTHEJOBTRAINING	1
226	OPERA	1
229	PARTIES	1
230	PARTYHOPPING	1
231	PASTA	1
232	PEDIATRICIAN	1
235	PHOTOGRAPHER	1
236	PIZZAS	1
237	PLAYERS	1
238	POET	1
239	POLICEMAN	1
241	POPCULTUREANALYST	1
242	PRIVATEBUILDERS	1
244	PROFESSIONALACTOR	1
245	PROFESSIONALDANCER	1
246	PROMOTION	1
252	REPORTERS	1
253	RETIRED	1
255	RUNNERS	1
256	RUNNING	1
257	SALARY	1
259	SAXOPHONES	1
260	SCHOLARSHIP	1
261	SCHOOLPROJECT	1
262	SCHOOLS	1
263	SCIENTIST	1
264	SCIENTISTS	1
265	SEATRIP	1
266	SECRETARIALJOB	1
267	SERVANT	1
270	SHOPKEEPER	1
271	SHOPKEEPERS	1
274	SHOPPINGONLINE	1
275	SHOPPINGTRIPS	1

277	SINGING	1
278	SLEEPINGBAG	1
281	SOCCER	1
282	SOCCERTEAM	1
283	SOCIALSCIENTIST	1
286	SOURPICKLES	1
287	SOYAFARMERS	1
288	SOYAGROWER	1
289	SPORTINGEVENT	1
290	SPORTS	1
291	SPORTSEVENT	1
292	SPORTSPLAYER	1
293	SPORTSTARS	1
295	STARATHLETE	1
300	SUMMERHOLIDAY	1
301	SUPERMODEL	1
302	SUPERSTAR	1
303	SWIMMING	1
304	TEACHERS	1
305	TECHNICIAN	1
306	TENNIS	1
307	THEAGENT	1
308	THEATREGROUP	1
309	THEATRICALPERFORMANCE	1
311	TOURIST	1
312	TOUROPERATORS	1
315	TROPICALHOLIDAYS	1
316	TRUMPETS	1
319	UNDERPAYING	1
322	WAITER	1
323	WAITRESS	1
324	WATCHINGTV	1
325	WATCHTV	1
326	WELLEDUCATED	1

	WordSmith Tools	
Total		35
Category		*SocialInteraction*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	WELL	4
2	GOODBYE	3
3	DEARSIR	2
4	HI	2
5	MADAM	2
6	WHATSUP	2
7	YOURSFAITHFULLY	2
8	ABSOLUTELY	1
9	BODYLANGUAGE	1
10	BYE	1
11	DEARSIRMADAM	1
12	HELLO	1
13	HOWWASIT	1
14	IHAVETOGO	1
15	ITWASBRILLIANT	1
16	LOTSOFHUGS	1
17	OHCOMEON	1
18	RIGHT	1
19	SEEYOULATER	1
20	THANKS	1
21	THATSFANTASTIC	1
22	THATSGOOD	1
23	THATSGREAT	1
24	WHATEVER	1
25	WRITESOON	1

	WordSmith Tools	
Total		21
Category		*Social Interaction*
Textbook		*Over to you*

N	Word	Freq.
1	BESTWISHES	2
2	DEARSIR	2
3	MADAM	2
4	YOURSFAITHFULLY	2
5	DEARMR	1
6	EXCUSEME	1
7	HI	1
8	HITHERE	1
9	IDIDNTCATCHTHAT	1
10	IMSORRY	1
11	LOVE	1
12	MRS	1
13	MS	1
14	SAYINGGOODBYE	1
15	SORRY	1
16	THANKS	1
17	YOURSSINCERELY	1

	WordSmith Tools	
Total		22
Category		*Social Interaction*
Textbook		*Ingear*

N	Word	Freq.
1	HI	3
2	DEARSIR	2
3	SEEYOUSOON	2
4	BESTWISHES	1
5	DAIRMADAM	1
6	DEAR	1
7	DEARMADAM	1
8	DEARMR	1
9	HELLOTHERE	1
10	HOWAREYOU	1
11	LOVE	1
12	PARDON	1
13	SORRY	1
14	THANKFOR	1
15	THANKSFOR	1
16	WRITEBACKSOON	1
17	YOURSFAITHFULLY	1
18	YOURSSINCERELY	1

	WordSmith Tools	
Total		27
Category		*Social Interaction*
Textbook		*Definitions*

N	Word	Freq.
1	YOURSSINCERELY	4
2	DEAR	3
3	MS	2
4	REGARDS	2
5	YOURSFAITHFULLY	2
6	BYE	1
7	DEARMISS	1
8	DEARMR	1
9	DEARMRS	1
10	GREETING	1
11	GREETINGS	1
12	HELLO	1
13	HI	1
14	MADAM	1
15	MISS	1
16	MR	1
17	MRS	1
18	SIR	1
19	SORRY	1

	WordSmith Tools	
Total		58
Category		*Social Interaction*
Textbook		*Distinction*

N	Word	Freq.
1	WELL	7
2	HMM	5
3	HELLO	4
4	HI	4
5	REALLY	4
6	SORRY	4
7	GREAT	3
10	OHDEAR	2
14	WOW	2
16	YOURSFAITHFULLY	2
18	ACTUALLY	1
19	AH	1
20	BEQUIETPLEASESTOP	1
21	COMEON	1
23	DEARMR	1
24	DONTWORRY	1
29	GREATTHANKS	1
31	HEY	1
32	HEYWHATSUP	1
33	HOWAREYOU	1
39	IMSORRY	1
46	IWASWONDERING	1
48	MS	1
49	NOWAY	1
50	OH	1
51	RIGHTTHANKYOU	1
52	SEEYOUTHERE	1
53	SHALLWE	1
55	THANKYOU	1
59	WAVING	1
68	YOURSSINCERELY	1

	WordSmith Tools		
Total		32	
Category		*Social Interaction*	
Textbook		*Upgrade*	

N	Word	Freq.
1	HI	5
2	PLEASE	4
3	GOODBYE	3
4	DEARSIRORMADAM	2
5	MADAM	2
6	YOURSFAITHFULLY	2
7	BYE	1
8	DEAR	1
9	DEARSIR	1
10	DROPMEALINE	1
11	HELLO	1
12	HOWAREYOUDOING	1
13	IMSORRY	1
14	LOVE	1
15	SEEYOU	1
16	SIR	1
17	TAKECARE	1
18	X	1
19	YOURSFAITHPULLY	1
20	YOURSSINCERELY	1

	WordSmith Tools	
Total		39
Category		*Social Interaction*
Textbook		*Top Marks*

N	Word	Freq.
1	SORRY	5
2	YOURSFAITHFULLY	4
3	DEARSIR	2
4	MADAM	2
5	PARDON	2
6	REALLY	2
7	COULDYOUREPEATTHAT	1
8	DEAR	1
9	DEARMADAM	1
10	DEARMR	1
11	DONTYOUREALISE	1
12	GENTLEMAN	1
13	GOODBYE	1
14	GREETING	1
15	GRETING	1
16	HOORAY	1
17	IMSORRY	1
18	MMM	1
19	MMMTHATSAGOODQUESTION	1
20	MR	1
21	MRS	1
22	MS	1
23	NOTHANKYOU	1
24	PLEASE	1
25	SIR	1
26	THANKS	1
27	WELL	1
28	YOURSSINCERELY	1

	WordSmith Tools	
Total		41
Category		*Social Interaction*
Textbook		*Move On*

N	Word	Freq.
1	HI	5
2	HELLO	3
3	RWARDTOHEARINGFROMYOU	3
4	GOODBYE	2
5	HOWSITGOING	2
7	SORRY	2
8	THANKS	2
9	ALLTHEBEST	1
10	AREYOUOK	1
12	BESTWISHES	1
13	CHEERS	1
14	DEARSIRMADAM	1
17	FORMALGREETING	1
18	GREETINGS	1
19	HITHERE	1
20	HOPEALLSWELL	1
21	HOWABOUTYOU	1
22	HOWSLIFE	1
25	IMSORRY	1
29	LOTSOFLOVE	1
30	LOVE	1
32	OHDEAR	1
33	REALLY	1
34	TAKECARE	1
35	THANKYOU	1
38	WELCOME	1
40	WRITEBACKSOON	1
41	WRITESOON	1
44	YOURSFAITHFULLY	1

	WordSmith Tools	
Total		45
Category		*Social Interaction*
Textbook		*Aspire*

N	Word	Freq.
1	SORRY	15
2	HELLO	4
3	THANKYOU	3
4	CANIHELPYOU	2
5	HI	2
6	IMAFRAID	2
7	IMSORRY	2
8	OKSEEYOUTHEN	2
9	\NIASKYOUABOUTSOMETHING	1
10	DEAR	1
11	ER	1
12	GOODBYE	1
13	HELLOTHISIS	1
14	OHHI	1
15	OHISEE	1
16	OHTHATSASHAME	1
17	PLEASE	1
18	REALLY	1
19	SHAKEHANDS	1
20	WELL	1
21	YOURSSINCERELY	1

	WordSmith Tools	
Total		78
Category		*Social Interaction*
Textbook		*New English File*

N	Word	Freq.
1	HELLO	5
2	DEAR	4
3	BESTWISHES	3
4	EXCUSEME	3
5	HI	3
6	SORRY	3
7	IMSORRYBUT	2
8	LOVE	2
9	PLEASE	2
10	PLEASEDTOMEETYOU	2
11	REALLY	2
12	REGARDS	2
13	SEEYOU	2
14	BLESSYOU	1
15	BYE	1
16	CANI	1
17	CANIHELPYOU	1
18	CANYOU	1
19	COULDI	1
20	COULDIHAVE	1
21	COULDYOU	1
22	DOYOUMINDIFI	1
23	DOYOUTHINKICOULD	1
24	DOYOUTHINKYOUCOULD	1
25	GOODAFTERNOON	1
26	GOODBYE	1
27	GOODMORNING	1
28	HAVEANICEDAY	1
29	HELPYOURSELF	1
30	HOPETOHEARFROMYOUSOON	1
31	HOPEYOUREWELL	1
32	HOPINGTOHEARFROMYOU	1
33	HOWDOYOUDO	1
34	IDRATHERYOUDIDNT	1
35	IHAVETOGO	1
36	IMSORRY	1
37	IMSORRYIHAVENTWRITTEN	1
38	IMTERRIBLYSORRY	1
39	IMVERYSORRY	1
40	SGREATTOHEARINGFROMYOU	1
41	IWASREALLYSORRYTOHEAR	1
42	LOTOFLOVE	1
43	LOVETOYOU	1
44	MAYI	1
45	NICETOMEETYOU	1
46	NOTHANKS	1
47	SORRYICANT	1
48	SORRYIMLATE	1
49	THANKS	1

50	THATSGREAT	1
51	WELL	1
52	WHATAPITY	1
53	WOULDYOUMIND	1
54	WOW	1
55	WRITESOON	1
56	SHAKE YOUR HAND	1

	WordSmith Tools	
Total		55
Category		*Social Interaction*
Textbook		*Viewpoints*

N	Word	Freq.
1	PLEASE	7
2	HI	3
3	IMSORRY	3
4	THANKYOU	3
5	GOODTOSEEYOU	2
6	HELLO	2
7	THANKS	2
8	WRITEBACKSOON	2
9	YOURSFAITHFULLY	2
10	ACTUALLY	1
11	DEAR	1
12	DEARSIRORMADAM	1
13	GREETING	1
14	GUESSWHAT	1
15	HAVEANICEDAY	1
16	HEY	1
17	HOWHAVEYOUBEEN	1
18	HOWSEVERYTHING	1
19	IDSAYTHATIMSORRY	1
20	ILLSEEYOUAROUND	1
21	IMAFRAID	1
22	IMALRIGHT	1
23	VASGREATHEARINGFROMYOU	1
24	MMM	1
25	MS	1
26	NOTREALLY	1
27	OHCOMEON	1
28	OHIDBETTERGO	1
29	OHYEAH	1
30	SEEYOU	1
31	SHOOKHANDS	1
32	SORRY	1
33	THATSGREAT	1
34	WEARESORRY	1
35	WELL	1
36	YEAHSEEYOUROUND	1
37	YOUCANTBESERIOUS	1
38	YOURSSINCERELY	1

	WordSmith Tools	
Total		394
Category		*PopularCulture*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	LADYGAGA	26
2	CONCERT	17
3	ELVISH	15
4	CELEBRITIES	13
5	CELEBRITY	13
6	SUPERBOWL	9
7	DISNEYENGLISHCENTRE	7
8	FACEBOOK	7
9	FANS	7
10	STEVEJOBS	7
11	BAVARIA	6
12	HALLOFFAME	6
13	DISNEY	5
14	SIMLISH	5
15	ADIDAS	4
16	BAND	4
17	CONCERTS	4
18	ELVISPRESLEY	4
19	FAMOUS	4
20	GLEE	4
21	GOOGLE	4
22	MCDONALDS	4
23	MICHAELJORDAN	4
24	ADELE	3
25	ANGLOVILLE	3
26	BANDS	3
27	BLOG	3
28	BOOKBIKE	3
29	BRITNEYSPEARS	3
30	ELVIS	3
31	HARDROCKCAFÉ	3
32	IDOL	3
33	JUSTINBIEBER	3
34	KPOP	3
35	LIKEFACEBOOK	3
36	MICKEYMOUSE	3
37	PEPSI	3
38	ROCKANDROLLHALLOFFAME	3
39	YOUTUBE	3
40	ADMETER	2
41	ALBUM	2
42	BIGBROTHER	2
43	BLUES	2
44	BUDWEISER	2
45	CAREERFORU	2
46	COCACOLA	2
47	ENRIQUE	2
48	ENRIQUEIGLESIAS	2
49	HAUSOFGAGA	2

50	HITS	2
51	IPHONE	2
52	ITUNES	2
53	NUCLEARINFANT	2
54	PURPLENIGHTS	2
55	REEBOK	2
56	RIHANNA	2
57	ROCKMUSIC	2
58	SAMPHILLIPS	2
59	SOCIALNETWORKING	2
60	SUNRECORDS	2
61	SUPERSTARS	2
62	THESIMS	2
63	WALKOFFAME	2
64	ADAMLAMBERT	1
65	AMERICANIDOL	1
66	AMYWINEHOUSE	1
67	APPLE	1
68	APPLECOMPUTERS	1
69	AVATAR	1
70	BACKTOBLACK	1
71	BALLADS	1
72	BARREFEAELI	1
73	BBC	1
74	BBKING	1
75	BEATLES	1
76	BENJAMINHERSON	1
77	BEYONCE	1
78	BEYONCÉ	1
79	BLACKMUSIC	1
80	BLOGS	1
81	BLUESMUSIC	1
82	BORNTHISWAY	1
83	BRUNOMARS	1
84	CAPTAINJACKSPARROW	1
85	CHRISBROWN	1
86	CHRISTINAAGUILERA	1
87	CREATEBLOGS	1
88	DAVIDBECKHAM	1
89	DELLLAPTOPS	1
90	DEPECHEMODE	1
91	DISCHEYSCHOOLS	1
92	DISNEYCHARACTERS	1
93	DISNEYLANDTHEMEPARK	1
94	DONALDDUCK	1
95	DORITOS	1
96	ECOARK	1
97	EWING	1
98	EXCEL	1
99	FAME	1
100	FAMOUSPEOPLE	1
101	FAN	1
102	FANPAGE	1
103	GEORGECLOONEY	1
104	GRAMMYAWARDS	1
105	GREASE	1

106	GUINESSRECORD	1
107	HILARYDUFF	1
108	HIPHOP	1
109	HIT	1
110	HUMMERJEEPS	1
111	INTERLINGUA	1
112	IPOD	1
113	JACKSPARROW	1
114	JAYZ	1
115	JEFFDECK	1
116	JENNIFERLOPEZ	1
117	JIMIHENDRIX	1
118	JOHNLENNON	1
119	JOHNNYCASH	1
120	JOHNNYDEPP	1
121	JULIO	1
122	JULIOIGLESIAS	1
123	KEITH	1
124	KINGOFLATINPOP	1
125	KLINGON	1
126	KPOPBAND	1
127	KPOPBANDS	1
128	KPOPCONCERT	1
129	LADYGAGAFAN	1
130	LEONARDODICAPRIO	1
131	LITTLEMONSTERS	1
132	MAGAZINE	1
133	MUSICFESTIVAL	1
134	NICKIMINAJ	1
135	NIKE	1
136	NIKON	1
137	OPERACIONTRIUNFO	1
138	OPRAHWINFREY	1
139	PAPAJULIO	1
140	PAULMACCARTNEY	1
141	PHOTOSHOP	1
142	PINK	1
143	PODCASTS	1
144	POP	1
145	RINGOSTARR	1
146	ROCKANDROLL	1
147	ROCKSTARS	1
148	SAMSUNG	1
149	SOCIALNETWORKS	1
150	SOMEONELIKEYOU	1
151	SUPERSTAR	1
152	TALKSHOW	1
153	THAT'SALLRIGHTMAMASONG	1
154	THEBEATLES	1
155	THEBLACKEYEDPEAS	1
156	THEGRAMMY	1
157	THEGREATTYPOHUNT	1
158	THELITTLEMERMAID	1
159	THEOSCAR	1
160	TIPPEX	1
161	TITANIC	1

162	SFORMERSDARKOFTHEMOON	1
163	TWITTER	1
164	USATODAY	1
165	VOLKSWAGEN	1
166	WILLROGERS	1
167	WILLWRIGHT	1
168	WORD	1
169	WORLDCUP	1
170	RLDSCRABBLECHAMPIONSHIP	1
171	YOUTUBECLIPS	1
172	GWENT	2
173	WORLDCUP	2
174	TVSHOW	3
175	SHOWFILM	1
176	MUSICALTV	1
177	SHOW	2

Total	66	
Category	*Popular Culture*	
Textbook	*Over to you*	

N	Word	Freq.
1	LONDONMARATHON	4
2	ROBOT	4
3	SIXDEGREESOFSEPARATION	4
4	CONCERT	3
5	FAMOUS	3
6	LYCRA	3
7	TATTOO	3
8	ANDROIDS	2
9	BLOG	2
10	CHANGEORG	2
11	EVOLUTION	2
12	KELLOGG	2
13	SEVENTEEN	2
14	BBC	1
15	BJÖRNBORG	1
16	BLOGGER	1
17	BODYPIERCING	1
18	CELEBRITIES	1
19	CHANEL	1
20	COLDPLAY	1
21	CYNTHIALENNON	1
22	EUROMILLIONS	1
23	FANATICS	1
24	FILMFESTIVAL	1
25	GAZETTEWEEKENDMAGAZINE	1
26	JAMIEOLIVER	1
27	JOHNLENNON	1
28	LILYSIMONS	1
29	MAGAZINE	1
30	MARIONJONES	1
31	MICHAELPHELPS	1
32	NATIONALGEOGRAPHIC	1
33	POP	1
34	POPMUSIC	1
35	QUIZSHOW	1
36	ROSIERUIZ	1
37	SEVENTEENMAGAZINE	1
38	TATTOOS	1
39	TENNISGRANDSLAM	1
40	THEEDINBURGHMAGAZINE	1
41	TOURDEFRANCE	1
42	YOKOONO	1
43	MANCHESTERUNITED	1

Total		74
Category		*Popular Culture*
Textbook		*Ingear*

N	Word	Freq.
1	TATTOO	8
2	WEBAHOLISM	6
3	MARKSSPENCER	4
4	BODYART	3
5	PACHINKO	3
6	TATTOOS	3
7	THESIMPSONS	3
8	BLOG	2
9	CYBERSPACE	2
10	EARSPIERCED	2
11	IPHONE	2
12	PIERCING	3
13	TATTOING	2
14	APPLE	1
15	ARCADEGAMES	1
16	BELLYBOTTONPIERCED	1
17	BRITAINSGOTTALENT	1
18	CHATROOM	1
19	COLINKBLACK	1
20	CONCERT	1
21	ELVISPRESLEY	1
22	FASHION	1
23	GUINESSWORLDRECORD	1
24	HACKER	1
25	HOMER	1
26	IPOD	1
27	LADYHAWKE	1
28	LISASIMPSON	1
29	MUSIC	1
30	MUSICFESTIVALS	1
31	NATIONALGEOGRAPHIC	1
32	NEDFLANDERS	1
33	NOSEPIERCED	1
34	NOSERING	1
35	SALSA	1
36	SLUMDOGMILLIONAIRE	1
37	TATOO	1
38	TATOOING	1
39	TATTOOING	1
40	TONGUEPIRCING	1
41	WEBTWO	1
42	WOODYALLEN	1
43	AMATO	1
44	SOAP	1

	WordSmith Tools	
Total Category Textbook		95 *Popular Culture Definitions*

N	Word	Freq.
1	CONCERT	8
2	FAMOUS	6
3	BANDS	5
4	BIGBROTHER	5
5	VIDEOGAMES	5
6	CHINDOGU	4
7	FANS	4
8	LIFESTRAW	4
9	COMPUTERGAMES	3
10	REALITY	3
11	RONALDINHO	3
12	BAND	2
13	BBC	2
14	BLOG	2
15	DOWNLOAD	2
16	LOROUPE	2
17	REALITYSHOWS	2
18	SCIFI	2
19	AMAYAVALDEMORO	1
20	BILLGATES	1
21	BOLLYWOD	1
22	CLARKKENT	1
23	DATINGWEBSITES	1
24	FUJITSU	1
25	GAMES	1
26	GIRLTALK	1
27	GLOBALMUSIC	1
28	GOOGLE	1
29	GRAFFITI	1
30	INTERNETDATING	1
31	JAMESBOND	1
32	JAPANESECARTOON	1
33	JAVIERBARDEM	1
34	MARILYNMONROE	1
35	MARKANTONY	1
36	MEGASTAR	1
37	NAOMICAMPBELL	1
38	OKGO	1
39	PAUGASOL	1
40	PELE	1
41	RECORDS	1
42	SONY	1
43	SOULMUSIC	1
44	SPANISHFOOTBALLLEAGUE	1
45	THEEVENINGTIMES	1
46	THESUNDAY	1
47	THESUNDAYSUPPLEMENTS	1
48	THETIMES	1
49	WORLDCUP	1

	WordSmith Tools	
Total Category Textbook		106 *Popular Culture* *Distinction*

N	Word	Freq.
1	ADIDAS	9
2	CHATROOM	6
3	JAMIE	6
4	JAMIEOLIVER	6
5	FAMOUS	5
6	ADIDASLER	3
7	DANCEMUSIC	3
8	BONO	2
9	CELEBRITIES	2
10	CELEBRITY	2
11	DOCUMENTARY	2
12	POPSTARS	2
13	SINGLE	2
14	CHATTING	1
15	ATKINSDIET	1
16	BANDS	1
17	BARCA	1
18	BRIGHTONFASHIONSHOW	1
19	CARTOONCHARACTERS	1
20	CARTOONS	1
21	CHARLOTTECHURCH	1
22	CHAT	1
23	CHELSEA	1
24	COMPUTERGAMES	1
25	CONCERT	1
26	EIGHTIES	1
27	ERIKWEIHENMAYER	1
28	FAMOUSPERSON	1
29	FOOTBALLFAN	1
30	FREECYCLEORG	1
31	GERIHALLIWELL	1
32	GIDIET	1
33	HARRYPOTTER	1
34	HIPHOP	1
35	KEIRAKNIGHTLEY	1
36	KIMCATTRALL	1
37	KINGKONG	1
38	LIVEAIDCONCERT	1
39	MAGAZINE	1
40	MANCHESTERUNITED	1
41	MATTDAMON	1
42	MUSICSHOWS	1
43	NINETIES	1
44	NOKIA	1
45	ONLINERELATIONSHIP	1
46	PAULDAVIDHEWSON	1
47	POPCONCERT	1
48	POPCONCERTS	1
49	POPSINGERS	1

50	POPSTAR	1
51	SOPHIEDAH	1
52	THEJOSHUATREE	1
53	THENAKEDCHEF	1
54	UTWO	1
55	VENUSWILLIAMS	1
56	WALLACEANDGROMIT	1
57	BIRMINGHAMGAZETTE	1
58	TVPROGRAMME	1
59	TVSHOW	1
60	FANTASY	1
61	HORRORFILMS	1
62	HORROR	1
63	COMEDY	1
64	ACTIONFILM	1
65	DRAMA	1
66	ROMANTICFILM	1
67	SOAP	1
68	THRILLER	1
69	HIPHOP	1

	WordSmith Tools		

Total		153	
Category		*Popular Culture*	
Textbook		*Upgrade*	

N	Word	Freq.	
1	YOUTUBE	15	
2	BLOG	10	
3	FESTIVALS	10	
4	FESTIVAL	8	
5	FAMOUS	7	
6	BAND	6	
7	TWITTER	6	
8	BANDS	5	
9	CONCERT	4	
10	FAN	4	
11	CELEBRITY	3	
12	FESTIVALGOERS	3	
13	GLASTONBURY	3	
14	HEAVYMETALFANS	3	
15	LIVEMUSIC	3	
16	MICHAELJACKSON	3	
17	AMARAL	2	
18	BLOGGING	2	
19	CELEBRITIES	2	
20	CONCERTS	2	
21	COUNTRY	2	
22	DANCEFANS	2	
23	FANS	2	
24	INDIEMUSIC	2	
25	MAGAZINE	2	
26	MUSICEVENTS	2	
27	POP	2	
28	SOCIALNETWORK	2	
29	ALBUM	1	
30	ANDYWARHOL	1	
31	BBC	1	
32	BLOGPOST	1	
33	BLUES	1	
34	CHATSHOW	1	
35	CHATSHOWS	1	
36	COMPUTERGAMES	1	
37	DOWNLOAD	1	
38	EDUARDSTANLEY	1	
39	FAME	1	
40	GREENERFESTIVAL	1	
41	INDIEFANS	1	
42	KATYPERRY	1	
43	KINGOFPOP	1	
44	LAQUINTAESTACIÓN	1	
45	LILLYTOMLIN	1	
46	LIVECONCERTS	1	
47	LLCOOLJ	1	
48	MUSICFESTIVALS	1	
49	OKGO	1	

50	OPENAIRCONCERT	1
51	PAULSPENSE	1
52	PODCAST	1
53	POPMUSIC	1
54	REGGAE	1
55	ROCK	1
56	SHAHEENJAFARGHOLI	1
57	SNOWPATROL	1
58	SUSANBOYLE	1
59	TALENTSHOW	1
60	TEENMAGAZINES	1
61	THEBIGGREENGATHERING	1
62	THECUP	1
63	THEKILLERS	1
64	WESTERNMUSIC	1

Total		181
Category		*Popular Culture*
Textbook		*Top Marks*

N	Word	Freq.
1	BAND	13
2	BLOGS	13
3	LIFEPLUS	10
4	SPACEINVADERS	10
5	TRIBUTEBANDS	8
6	CONCERT	6
7	POPMUSIC	6
8	BANDS	5
9	RAP	4
10	TRIBUTEBAND	4
11	CELEBRITY	3
12	COMPUTERGAMES	3
13	FAMOUS	3
14	FANS	3
15	HARDROCK	3
16	LEDZEPAGAIN	3
17	ROCK	3
18	ROCKMUSIC	3
19	ROCKSTARS	3
20	ALBUM	2
21	ALBUMS	2
22	BANDMEMBERS	2
23	CHAMPIONSHIP	2
24	COMPUTERGAME	2
25	CROSSOVERMUSIC	2
26	IPOD	2
27	PINKFLOYD	2
28	PINKVOYD	2
29	ROCKBAND	2
30	ROLL	2
31	VIRUS	2
32	ABBA	1
33	ACTIONFILMS	1
34	ALANISMOREORLESS	1
35	ALIENINVADERS	1
36	ASAPAPOWELL	1
37	ATOMICKITTE	1
38	BJORNAGAIN	1
39	BRITNEYBABY	1
40	BRUCESPRINGTEEN	1
41	BURGERKING	1
42	CADILLAC	1
43	CELEBRITIES	1
44	CHATROOM	1
45	COMPUTER	1
46	COMPUTERSGAME	1
47	CONCERTS	1
48	DAVIDBISBAL	1
49	EMINEM	1

50	FERNANDOALONSO	1
51	FOOTBALLWORLDCUP	1
52	GUCCI	1
53	HARRYPOTTER	1
54	HIPHOP	1
55	KYLIEINVOGUE	1
56	KYLIEMINOGUE	1
57	LOVEBUG	1
58	MTV	1
59	MUSICMAGAZINE	1
60	MUSICSHOP	1
61	ORIGINALBAND	1
62	PENELOPECRUZ	1
63	POPULARARTIST	1
64	PUNK	1
65	RADIOHORSPOT	1
66	RAPMUSIC	1
67	RAPSONGS	1
68	REDHOTCHILIPEPPERS	1
69	ROCKANDROLL	1
70	ROCKANDROLLBAND	1
71	ROCKFESTIVALS	1
72	ROCKGROUPS	1
73	THEBEATLES	1
74	TOMCRUISE	1
75	TOURDEFRANCE	1
76	TRIBUTESBANDS	1
77	TRUBUTEMUSICIANS	1
78	VIDEOCLIP	1
79	VIDEOGAME	1
80	WORLDCHAMPION	1
81	DOCUMENTARY	1
82	DRAMA	1

Total		186
Category		*Popular Culture*
Textbook		*Move On*

N	Word	Freq.	Lemmas	Set
1	CELEBRITIES	14		
2	CELEBRITY	7		
3	FAMOUS	7		
4	FESTIVALS	6		
5	TOURDEFRANC	5		
6	RASMUSSEN	4		
7	BIGBROTHER	3		
8	DRAMA	3		
9	EUROSTAR	3		
10	FANS	3		
11	MUSICFESTIVAL	3		
12	SECONDLIFE	3		
13	THECHICAGOWHITESOX	3		
14	WIMBLENDON	3		
15	ALBUM	2		
16	AMYWINEHOUSE	2		
17	AVATAR	2		
18	BBC	2		
19	BOSTONMARATHON	2		
20	CONCERT	2		
21	DOCUMENTARY	2		
22	EBAY	2		
23	FESTIVAL	2		
24	FIFAWORLDCUP	2		
25	GOSSIPMAGAZINE	2		
26	LANCEARMSTRONG	2		
27	MANCHESTERUNITED	2		
28	MICROSOFT	2		
29	PORTAVENTURA	2		
30	QUESTFORTHEFEST	2		
31	RAFAELNADAL	2		
32	REALITYSHOW	2		
33	ROSIERUIZ	2		
34	TATTOO	2		
35	THEBLACKSOX	2		
36	THEDAILYTRIBUNE	2		
37	THEMONGOLRALLY	2		
38	TMOBILE	2		
39	XBOX	2		
40	ARSENAL	1		
41	BENJOHNSON	1		
42	BILLGATES	1		
43	BLOG	1		
44	BRITISHFESTIVALS	1		
45	CASINOROYALE	1		
46	CELEBRITYMAGAZINES	1		
47	CHATSHOW	1		
48	CHELSEA	1		
49	CHICAGOBLACKSOX	1		

50	CINCINNATIREDS	1
51	CITROEN	1
52	DANICAPATRICK	1
53	DANIELRADCLIFFE	1
54	DRAGONKHAN	1
55	DWAINCHAMBERS	1
56	ECKO	1
57	ELIJAHWOOD	1
58	ELPAIS	1
59	ELVISPRESLEY	1
60	EUROPEANFESTIVALS	1
61	FESTIVALFAN	1
62	FILMFESTIVAL	1
63	FORMULAONE	1
64	FOUCAN	1
65	GOLDFRAPP	1
66	GOOGLE	1
67	HOLLYWOOD	1
68	IPOD	1
69	JANKOVIC	1
70	KINGSOFLEON	1
71	LEONALEWIS	1
72	MARIASHARAPOVA	1
73	MARIONJONES	1
74	MCDONALDS	1
75	MIDDLESBROUGH	1
76	NADAL	1
77	NARNIA	1
78	NEWYORKMARATHON	1
79	OSASUNA	1
80	RALPHLAUREN	1
81	REALMADRID	1
82	ROGERBANNISTER	1
83	ROGERFEDERER	1
84	RONALDINHO	1
85	SEBASTIENFOUCAN	1
86	SERENA	1
87	SERENAWILLIAMS	1
88	SHANEMCGOWAN	1
89	SPIDERMAN	1
90	SPORTINGTIMESMAGAZINE	1
91	SUNDAYSUPPLEMENTS	1
92	TATTOOS	1
93	THEKOOKS	1
94	THELORDOFTHERINGS	1
95	THEREDS	1
96	THESUN	1
97	TOMDALEY	1
98	UKFESTIVALS	1
99	VANS	1
100	VINOKOUROV	1
101	VODAFONE	1
102	WILLSMITH	1
103	YOUSOYBEA	1
104	CHATSHOW	1
105	HORROR FILM	1

106	REALITYSHOW	1
107	TVPROGRAMMES	1
108	TVSERIES	1

Total		193
Category		*Popular Culture*
Textbook		*Aspire*

N	Word	Freq.
1	CONCERT	13
2	BBC	10
3	DOCUMENTARY	9
4	ONGALA	6
5	BAND	5
6	GRAFFITI	6
7	POPMUSIC	3
8	FAN	5
9	MUSICPIRACY	4
10	FAMOUS	3
11	JACKJOHNSON	3
12	MAGAZINE	3
13	NAVI	3
14	SCIENCEFICTION	3
15	THEMATRIX	3
16	TVSERIES	3
17	WESTISWEST	3
18	BRADPITT	2
19	CANSFESTIVAL	2
99	DRAMA	2
16	EDWARDNORTON	2
17	FAMOUSPEOPLE	2
18	HOME	2
19	JAMIEOLIVER	2
20	JASONMRAZ	2
21	LEONARDODICAPRIO	2
22	MAGAZINES	2
23	OWENWILSON	2
24	RAP	2
25	REMMYONGALA	2
26	SUPERMATIMILA	2
27	THELOSTTRIBEOFTHEAMAZON	2
28	TOUR	2
29	ALBUM	1
30	ANCIENTALIENS	1
31	ARENA	1
32	ASHERROTH	1
33	AVATAR	1
34	BANDS	1
35	BILLGATES	1
36	BLOGS	1
37	BROADWAY	1
38	BROWNIEHAWKEYE	1
39	CELEBRETIES	1
40	CELEBRITIES	1
41	CELEBRITY	1
42	CHESTERFRENCH	1
43	COMPUTERGAME	1
44	CONCERTS	1

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45	DAMEHELENMIRREN	1
46	ELLIEGOULDING	1
47	EMMAARTERTON	1
48	FALLOUTBOY	1
49	GIG	1
50	HIPHOPMUSIC	1
51	IFWALLSCOULDTALK	1
52	ILLEGALDOWNLOADING	1
53	JIMCARREY	1
54	MARYPOPPINS	1
55	MCDONALDS	1
56	MONTBLANCPENS	1
57	MUSICFESTIVALS	1
58	PANICATTHEDISCO	1
59	PINKFLOYD	1
60	POP	1
61	POPGROUP	1
62	POPULARCULTURE	1
63	SCARLETTJOHANSON	1
64	SCHAEFFERPENS	1
65	STARTREK	1
66	STEVEJOBS	1
67	STEVENSPIELBERG	1
68	STOMP	1
69	TAKINGBACKSUNDAY	1
70	TESCOVALUE	1
71	THEALLAMERICANREJECT	1
72	THEBBC	1
73	THEHISTORYCHANNEL	1
74	THELIONKING	1
75	THEMINISTRYOFFOOD	1
76	THESYDNEYMORNINGHERALD	1
77	TIMETEAM	1
78	VENUE	1
79	WEEZER	1
80	WESTENDMUSICAL	1
81	ONDERSOFTHESOLARSYSTEM	1
82	WONDERSOFTHEUNIVERSE	1
83	ORCHESTRA	1
84	STREETART	1
86	SCIENCEFICTION	1
87	SCIENCEFICTIONFILMS	1
88	SHORTFILM	1
89	SERIES	1
90	REALITYTV	1
91	TVSHOW	1
92	TVPROGRAMME	1
93	TVCOMEDIES	1
94	TVDOCUMENTARY	1
95	CARTOONS	1
100	PLAYS	2
101	SHOW	2
102	CLASSICALPLAYS	1
103	DOCUMENTARYFILM	1
104	PANTOMIME	1
105	FICTION	1

| 106 | JAZZ | 1 |
| 107 | MODERNPLAYS | 1 |

Total		220
Category		*Popular Culture*
Textbook		*New English File*

N	Word	Freq.
1	ABBA	19
2	BARBIE	15
3	AGNETHAABBA	7
4	FAMOUSPEOPLE	7
5	BJORN	6
6	ALBUM	5
7	RICHARDMCDONALDS	5
8	CONCERT	4
9	FAMOUS	4
10	MAGAZINE	4
11	MAMMAMIA	3
12	POP	3
13	AMERICANPIESONG	2
14	ANNIELENOX	2
15	ANNIFRIDABBA	2
16	ATUNE	2
17	BENNYABBA	2
18	DANCINGQUEEN	2
19	FESTFOLKER	2
20	LANDROVER	2
21	NINETIES	2
22	QUEEN	2
23	ROCKANDROLL	2
24	SIXTIES	2
25	SOAPOPERA	2
26	THEWINNERTAKESITALL	2
27	TOURING	2
28	WATERLOO	2
29	WEWILLROCKYOU	2
30	WOODYALLEN	2
31	YOURESOVAIN	2
32	#	1
33	AGNETH	1
34	AHIT	1
35	ARMANI	1
36	ASTERIX	1
37	BARBIEDOLL	1
38	BARTSIMPSON	1
39	BIGMAC	1
40	BILLBRYSONWRITER	1
41	BJORNULVAEUS	1
42	BONO	1
43	BRADPITT	1
44	BUDDYHOLLY	1
45	CARTOONCHARACTER	1
46	CARYNJOHNSON	1
47	CELEBRITY	1
48	CHANEL	1
49	CHARLIEBROWN	1

50	CHARLIESANGELS	1
51	CHESSMUSICAL	1
52	CHEVY	1
53	CLAUDIASCHIFFER	1
54	COMPUTERGAMES	1
55	CONCERTTOUR	1
56	DAILYMAIL	1
57	DAVIDBOWIE	1
58	DONALDDUCK	1
59	DONMCLEAN	1
60	DUSTINGHOFFMAN	1
61	ELTONJOHN	1
62	EUROVISION	1
63	EUROVISIONSONGCONTEST	1
64	FAMOUSPERSON	1
65	FAN	1
66	FANS	1
67	FERNANDOABBASSONG	1
68	FIFTIES	1
69	FOYLES	1
70	FREDDIEMERCURY	1
71	FRIENDS	1
72	GREATESTHITSABBA	1
73	GROUPS	1
74	GUINNESSBOOKOFRECORDS	1
75	GWYNETHPALTROW	1
76	HELLOMAGAZINE	1
77	HMV	1
78	HOSPITALSOAPOPERA	1
79	ISADORADUNCAN	1
80	ITSMYPARTYSONG	1
81	IWILLSURVIVESONG	1
82	JACKDAWSON	1
83	JANESEYMOUR	1
84	JOHNCLEESECOMEDIAN	1
85	JOHNNYDEPP	1
86	KEIRAKNIGHTLEY	1
87	KEN	1
88	KNOWINGMEKNOWINGYOU	1
89	LAURENCEOLIVIER	1
90	LEONADORDICAPRIO	1
91	LIVEPERFORMANCE	1
92	MADONNA	1
93	MARKSPENCERS	1
94	MARXBROTHERS	1
95	MCDONALDSBROTHERS	1
96	MEGRYAN	1
97	MURIELSWEDDING	1
98	MUSICMAGAZINE	1
99	MYWAYSONG	1
100	NEWALBUM	1
101	PAULHEWSON	1
102	PHOEBE	1
103	POPGROUP	1
104	POPGROUPS	1
105	POPMUSIC	1

106	PRISCILLAABBAFILM	1
107	PRIVATEINVESTIGATIONSONG	1
108	QUEENOFTHEDESERT	1
109	RECORDS	1
110	SCOTCHHOUSE	1
111	SEANCONNERY	1
112	SEVENTIES	1
113	SINGLE	1
114	SPORTTODAY	1
115	STANDBYMESONG	1
116	THEOSCAR	1
117	THEWINNDERTAKESITALL	1
118	TOMCRUISE	1
119	TOPGUN	1
120	TOUR	1
121	TOYAHWILCOXSINGER	1
122	TRIVIALPURSUIT	1
123	TUNES	1
124	TVPERSONALITIES	1
125	VERSACE	1
126	WALTDISNEY	1
127	WATERSTONES	1
128	WHOOPIGOLDBERG	1
129	WINONARYDER	1
130	WONDERFULTONIGHTSONG	1
131	YVESSAINTLAURENT	1

Total Category Textbook	266
	Popular Culture
	Viewpoints

N	Word	Freq.
1	STREETVIEW	23
2	CELEBRITIES	20
3	FREECYCLE	13
4	FAME	9
5	FANS	9
6	BLOG	8
7	FAMOUS	8
8	CELEBRITY	7
9	GOOGLESTREETVIEW	7
10	TWITTER	7
11	CONCERT	6
12	DALEAIR	6
13	GOOGLE	6
14	FACEBOOK	5
15	PARISHILTON	4
16	BATT	3
17	BEINGFAMOUS	3
18	DEMETERFRAGANCES	3
19	MCDONALDS	3
20	MIKEBATTCOMPOSER	3
21	WIKIPEDIA	3
22	AMYWINEHOUSE	2
23	BLACKBERRY	2
24	BLOGGING	2
25	BOYLE	2
26	BRADPITT	2
27	CELEBFORADAY	2
28	DRAMA	2
29	FESTIVAL	2
30	FOOTBALLFANS	2
31	GOOGLED	2
32	IDOL	2
33	JAZZ	2
34	MAGIBON	2
35	REALITYTV	2
36	ROCKANDROLL	2
37	SOCIALNETWORKINGSITES	2
38	SONY	2
39	SUPERDRUG	2
40	SUSANBOYLE	2
41	ADIDAS	1
42	ALBUM	1
43	ALBUMS	1
44	AMAZON	1
45	ANDRESINIESTA	1
46	BEYONCE	1
47	BOCH	1
48	BRUCEWILLIS	1
49	CELEBFOURADAY	1

50	CELEBRITYCULTURE	1
51	CELINEDION	1
52	CHELSEA	1
53	CHRISTINAAGUILERA	1
54	CLASSICALGRAFFITI	1
55	COMPUTERGAMES	1
56	CRISTIANORONALDO	1
57	DRPHIL	1
58	EBAY	1
59	ELLENPAGE	1
60	FAMOUSPEOPLE	1
61	FAN	1
62	FOLLOWERS	1
63	GEORGELUCAS	1
64	GRAMMYAWARDS	1
65	HILTONHOTEL	1
66	HUGHGRANT	1
67	HULLCITY	1
68	JAZZBAND	1
69	JENNIFERANISTON	1
70	JENNIFERLOPEZ	1
71	JOHNCAGE	1
72	JOHNNYDEPP	1
73	JUNO	1
74	MADONA	1
75	MADONNA	1
76	MAGAZINES	1
77	MANDMSWEETS	1
78	MICHAELJACKSON	1
79	MSNMESSENGER	1
80	MTV	1
81	MYSPACE	1
82	NAOMICAMPBELL	1
83	NIKE	1
84	NIKERUNNINGLOUNGE	1
85	ONLINESOCIALISING	1
86	OPRAH	1
87	OPRAHWINFREY	1
88	PIRATESOFTHECARIBBEAN	1
89	REALITYSHOW	1
90	REALMADRID	1
91	SOCIALNETWORKING	1
92	SOLOCD	1
93	SONG	1
94	NTTOBEAROCKANDROLLSTAR	1
95	TATTOO	1
96	THEBYRDS	1
97	THEINCREDIBLES	1
98	THELIONKING	1
99	THEMIRROR	1
100	TOMCRUISE	1
101	TOYSTORY	1
102	TWEETS	1
103	TWITTERING	1
104	VIDEOGAMES	1
105	VILLEROY	1

106	WALMART	1
107	WORLDCUP	1
108	YAHOO	1
109	YOUTUBE	1
110	CLASSICALMUSIC	1
111	SHOW	1
112	TVSHOW	1

Total	57
Category	*Cultural Heritage*
Textbook	*AdvancedContrast*

N	Word	Freq.
1	PIRATE	9
2	PIRATES	8
3	TOLKIEN	5
4	OLYMPICS	4
5	TROLLOPE	3
6	SHAKESPEARE	2
7	THELORDOFTHERINGS	2
8	ALEXHALEYAUTHOR	1
9	AMERICANSPACEWALK	1
10	ANCIENTPERSIA	1
11	BEETHOVEN	1
12	ESPERANTO	1
13	HAYDN	1
14	JRRTOLKIEN	1
15	KATHRYNSULLIVAN	1
16	LORDOFTHERINGS	1
17	MOZART	1
18	OLYMPIC	1
19	OLYMPICGAMES	1
20	ROOTS	1
21	ROOTSBOOK	1
22	SUMMEROLYMPICS	1
23	THECARNIVALOFTHEANIMALS	1
24	THENOBELPRIZE	1
25	THENORMANS	1
26	THERITEOFSPRING	1
27	THESURPRISESYMPHONY	1
28	TOWEROFBABEL	1
29	TREASUREISLAND	1
30	WINTEROLYMPICS	1
31	ZIGZIGLAR	1

Total		55
Category		*Cultural Heritage*
Textbook		*Over to you*

N	Word	Freq.
1	OLYMPICS	8
2	DICKENS	4
3	CHARLESDICKENS	3
4	YOLANDADOMINGUEZ	3
5	CERVANTES	2
6	HEPHAESTUS	2
7	KRELCAPEKAUTHOR	2
8	LLOYDSCOTT	2
9	THEOLYMPICS	2
10	USPRESIDENT	2
11	BLACKBREADNOVEL	1
12	GEORGEBUSH	1
13	GEORGEBUSHSENIOR	1
14	GEORGEORWELL	1
15	GUYFAWKES	1
16	HOMER	1
17	ILLIAD	1
18	MADHATTER	1
19	MARKTWAIN	1
20	NDERSTANDINGTHEINTERNET	1
21	NINETEENEIGHTYFOUR	1
22	OBAMA	1
23	OSSUM'SUNIVERSALROBBOTS	1
24	SECONDWORLDWAR	1
25	SHAKESPEARE	1
26	SOVIETUNION	2
27	STVALENTINE	1
28	VALENTINE	1
29	VICTORIAN	1
30	VICTORIANS	1
31	MEHMED	1
32	LONDONOLYMPICS	2
33	SYDNEYOLYMPICS	1

Total	83
Category	*Cultural Heritage*
Textbook	*Ingear*

N	Word	Freq.
1	BRITISHMUSEUM	10
2	PARTHENONMARBLES	9
3	ACROPOLISMUSEUM	6
4	ACROPOLIS	4
5	ANCIENTROME	3
6	QUEENVICTORIA	3
7	ANCIENTTRIBES	2
8	DANBROWN	2
9	HERACLITUS	2
10	MONALISA	2
11	OTTOMANEMPIRE	2
12	ITIALGUIDETOUNIVERSITYLIFE	2
13	VERMEER	2
14	ALEXANDERGRAHAMBELL	1
15	ANCIENTART	1
16	ANCIENTCULTURES	1
17	ANCIENTEGYPT	1
18	APOLLO	1
19	BRONZEAGE	1
20	DUKE	1
21	EDINGBURGHCASTLE	1
22	EGYPTIANMUMMY	1
23	GOYA	1
24	GREEKNEOCLASSICALSTYLE	1
25	JAVEGOODALL	1
26	JOHANNESGUTENBERG	1
27	KEMPTONBUNTON	1
28	LOVRE	1
29	MARIANDONOVAN	1
30	MILLENIUMNOVELS	1
31	ATIONALGLLERYOFSCOTLAND	1
32	NEOLITHICTIMES	1
33	OLYMPICGAMES	1
34	ÖTZI	1
35	PARTHENON	1
36	PRINCEALBERT	1
37	SALVINOD	1
38	SIRALEXANDERFLEMING	1
39	SLAVES	1
40	STATUEOFSTINNOCENT	1
41	THEICEMAN	1
42	TOMASALVAEDISON	1
43	TSAILUN	1
44	VATICAN	1
45	VINCENZOPERUGGIA	1
46	WILBURANDORVILLEWRIGHT	1
47	OTTOMAN	1

Total		45
Category		*Cultural Heritage*
Textbook		*Definitions*

N	Word	Freq.
1	ROMEOANDJULIET	4
2	VICTORIAN	4
3	ARCHIMEDES	2
4	CLASSICART	2
5	CUPID	2
6	EINSTEIN	2
7	EMPEROR	2
8	ALBERTEINSTEIN	1
9	ALFREDNOBEL	1
10	AUNGSANSUUKYI	1
11	CAPULET	1
12	CATHOLICKINGS	1
13	CLEOPATRA	1
14	DIEGODEMARCILLA	1
15	EDUARDPUNSET	1
16	EIFFELTOWER	1
17	ELVIAJEDELAMOR	1
18	HELENOFTROY	1
19	ISABELDESEGURA	1
20	LOVERSOFTERUEL	1
21	MARIECURIE	1
22	MIGUELDECERVANTES	1
23	NELSONMANDELS	1
24	NOBELPEACEPRIZE	1
25	NOBELPRIZE	1
26	OLYMPICS	1
27	ORSONWELLES	1
28	PUNSET	1
29	SHAHJAHAN	1
30	SHAKESPEARE	1
31	STATUEOFLIBERTY	1
32	SYDNEYOLYMPICS	1
33	TAJMAHAL	1
34	THEORYOFRELATIVITY	1

	WordSmith Tools	
Total		7
Category		*Cultural Heritage*
Textbook		*Distinction*

N	Word	Freq.
1	SHERLOCKHOLMES	2
2	PRIDEANDPREJUDICE	2
3	KINGKONG	1
4	LOUVRE	1
5	PRADO	1

Total		19
Category		*Cultural Heritage*
Textbook		*Upgrade*

N	Word	Freq.
1	BILLBRYSON	2
2	MARCOPOLO	2
3	ROBERTOSAVIANO	2
4	ABRAHAMLINCOLN	1
5	AUNGSANSUUKYI	1
6	BARACKOBAMA	1
7	BRAMSTOKER	1
8	DAGOBERTRUNES	1
9	DRACULA	1
10	GULLIVERSTRAVELS	1
11	HAMLET	1
12	JONATHANSURFT	1
13	NOBELPEACEPRIZE	1
14	SENECA	1
15	STONEAGE	1
16	USPRESIDENT	1

Total		18
Category		*Cultural Heritage*
Textbook		*Top Marks*

N	Word	Freq.
1	MOZART	3
2	POMPEII	3
3	ENGLISHLITERATURE	1
4	FRANCESBURNETT	1
5	JOYCE	1
6	LEONARDODAVINCI	1
7	METROPOLITAN	1
8	MYLITTLEPRINCESS	1
9	OLYMPICS	1
10	ROALDDAHL	1
11	SECONDWORLDWAR	1
12	VICTORIANCLOTHES	1
13	VICTORIANTIMES	1
14	VIVALDI	1

Total		73
Category		*Cultural Heritage*
Textbook		*Move On*

N	Word	Freq.
1	MANDELA	7
2	MOAI	6
3	DIANA	4
4	EINSTEIN	3
5	NELSONMANDELA	3
6	ARMSTRONG	2
7	BEIJINGOLYMPICS	2
8	BORNONABLUEDAY	2
9	DODI	2
10	ENGLISHCIVILWAR	2
11	MOONLANDING	2
12	OLYMPICS	2
13	TERRACOTTAARMY	2
14	TERRACOTTAWARRIOR	2
15	ABRAHAMLINCOLN	1
16	APOLLOMOONLANDING	1
17	BRITISHROYALFAMILY	1
18	DALAILAMA	1
19	DALÍ	1
20	DIANA'SDEATH	1
21	FRIDAKAHLO	1
22	GAUDÍ	1
23	GERMANOLYMPICS	1
24	GREATWALLOFCHINA	1
25	HARRY	1
26	JOHNLOGIEBAIRD	1
27	LAGIOCONDA	1
28	LEONARDODAVINCI	1
29	MICHELANGELO	1
30	MOAISTATUES	1
31	NEILARMSTRONG	1
32	NINEELEVENATTACK	1
33	PABLOPICASSO	1
34	PRERAPHAELITES	1
35	PRINCECHARLES	1
36	PRINCEHARRY	1
37	PRINCESSDIANA	1
38	PRINCESWILLIAM	1
39	QINSHIHUANGDI	1
40	ROYALFAMILY	1
41	ROYALPLOT	1
42	TERRACOTTASOLDIER	1
43	TERRACOTTASOLDIERS	1
44	TERRACOTTAWARRIORS	1
45	THELASTSUPPER	1
46	THESAGRADAFAMILIA	1

Total		220
Category		*Cultural Heritage*
Textbook		*Aspire*

N	Word	Freq.
1	BANKSY	10
2	COX	10
3	CHOPIN	7
4	WORLDWARII	4
5	BLECHACZ	4
6	ANCIENTCIVILIZATIONS	3
7	AURORAROBSON	3
8	BIGBANG	3
9	EARTHFROMTHEAIR	3
10	EINSTEIN	3
11	HORRIBLEHISTORIES	3
12	MERCATOR	3
13	NICOLASGARCIAURIBURU	3
14	ORSONWELLES	3
15	PROFESSORBRIANCOX	3
16	RAFALBLECHACZ	3
17	SHAKESPEARE	3
18	TATEMODERN	3
19	THETIMEMACHINE	3
20	THEWAROFTHEWORLDS	3
21	AMERIGOVESPUCCI	2
22	ANCIENTGREECE	2
23	BABYLONIAN	2
24	BACHPARTITA	2
25	BEETHOVEN	2
26	BRAVENEWWORLD	2
27	HOMOSAPIENS	2
28	ICEAGE	2
29	MARKTWAIN	2
30	MARSHALLSAHLINS	2
31	NEOLITHIC	2
32	NIETZSCHE	2
33	PLACIDODOMINGO	2
34	PTOLEMY	2
35	THEHORSEBOY	2
36	TITHONUS	2
37	YANN	2
38	ABRAHAMMASLOW	1
39	AGATHACHRISTIE	1
40	ALDOUSHUXLEY	1
41	AMANDABRADLEY	1
42	AMSTRONG	1
43	ANCIENTRUINS	1
44	ARISTOTLE	1
45	BABYLON	1
46	BACH	1
47	BIGBEN	1
48	BRITISHCOLONISTS	1
49	BRITISHCOLONY	1

50	BRUCEHEEZEN	1
51	CAPEK	1
52	CHARLIEPARKER	1
53	CHUCKPALAHWIUK	1
54	COLLINS	1
55	DARKAGES	1
56	DAVIDBAILY	1
57	DAVIDDOUBILET	1
58	DAVIDHUGHES	1
59	EARLIESTCIVILIZATIONS	1
60	ENCYCLOPAEDIA	1
61	ERICAJONG	1
62	EURASIA	1
63	GEORGESANTANYANA	1
64	GERARDUSMERCATOR	1
65	GONDWANA	1
66	GREEKMYTHOLOGY	1
67	HEEZEN	1
68	HENRYLOUSMENCKEN	1
69	HIGHPROFILELANDMARKS	1
70	HUNTERGATHERERS	1
71	INDUSCIVILISATION	1
72	INDUSTRIALAGE	1
73	INFORMATIONAGE	1
74	JOHNFKENNEDY	1
75	JOHNGRIBBIN	1
76	KARELCAPEK	1
77	KIMSTANLEYROBINSON	1
78	KINHUBBARD	1
79	LAUGHNOW	1
80	LAURASIA	1
81	LEONARDODAVINCI	1
82	MARIETHARP	1
83	MELOSITHIC	1
84	MESOPOTAMIA	1
85	MIGRATIONMUSEUM	1
86	MIKEGRIFFIN	1
87	MONALISA	1
88	MONUMENTS	1
89	MORLOCK	1
90	MOZART	1
91	MOZARTSONATA	1
92	MUSEUMOFMODERNART	1
93	NAPOLEON	1
94	NATIONALGALLERY	1
95	NATIVEABORIGENES	1
96	NEWSTONEAGE	1
97	NOBELPEACEPRIZE	1
98	NORMANINVASIONS	1
99	OSGEMEOS	1
100	PALEOLITHIC	1
101	PANGEA	1
102	PANNOTIA	1
103	PREHISTORY	1
104	PRESIDENTGEORGEBUSH	1
105	PRESIDENTOBAMA	1

106	QUYUAN	1
107	RANDOLPHSBOURNE	1
108	ROBERTBROUNING	1
109	RODINIA	1
110	SIXEART	1
111	SPINOZA	1
112	STEPHENPLAGEMANN	1
113	STONEAGE	1
114	TAJMAHAL	1
115	TERRYDEARY	1
116	THEAMERICAS	1
117	THEAWESOMEEGYPTIANS	1
118	THEBRONZEAGE	1
119	THEGROOMYGREEKS	1
120	THEIRONAGE	1
121	THEJUPITEREFFECT	1
122	THEMIDDLEAGES	1
123	THEMOUSETRAP	1
124	THESOVIETUNION	1
125	THESOVIETVENERA	1
126	THETEMPEST	1
127	THEVILEVICTORIANS	1
128	TWYLATHARP	1
129	USPRESIDENT	1
130	USRR	1
131	VIKING	1
132	WELLES	1
133	WEMBLEYSTADIUM	1
134	WILLIAMRALPHINGE	1
135	WILLIAMSHAKESPEARE	1
136	YANNARTHURBERTRAND	1
137	YANNARTHUSBERTRAND	1
138	ROMANS	2
139	THEANGLES	1
140	THEJUTES	1
141	THESAXONS	1
142	BUCKINGHAM	1

Total		167
Category		*Cultural Heritage*
Textbook		*New English File*

N	Word	Freq.
1	KING	15
2	SHAKESPEARE	10
3	HENRYVII	5
4	NOBLEMAN	5
5	ANNEBOLEYN	4
6	KATHERINEHOWARD	4
7	PRINCE	4
8	CRANMER	3
9	HAMLET	3
10	HENRYV	3
11	KINGARTHUR	3
12	KINGHENRY	3
13	MACBETH	3
14	OSCARWILDE	3
15	ANNEOFCLEVES	2
16	CARDIFFCROWNCOURT	2
17	CATHERINEOFARAGON	2
18	ENCYCLOPAEDIA	2
19	GUINEVERE	2
20	HEIR	2
21	KINGLEAR	2
22	KNIGHTSOFTHEROUNDTABLE	2
23	LANCELOT	2
24	PRINCESSMARYSAPIEHA	2
25	QUEEN	2
26	ROYALALBERTHALL	2
27	THEKING	2
28	THEMERCHANTOFVENICE	2
29	TOWEROFLONDON	2
30	ANCIENTGREEKS	1
31	ANGLOSAXONS	1
32	ANIDEALHUSBAND	1
33	ARTHUR	1
34	BRITISHMUSEUM	1
35	CAMELOT	1
36	CAPTAINROBERTSCOTT	1
37	CATHERINE	1
38	DEATHOFARTHUR	1
39	DOMINIONTHEATRE	1
40	DUKES	1
41	ENGLISHKING	1
42	EXCALIBUR	1
43	FRANCISDEREHAM	1
44	FRENCHREVOLUTION	1
45	GARYLARSON	1
46	GLOBE	1
47	GLOBETHEATRE	1
48	GONEWITHTHEWIND	1
49	GORILLASINTHEMIST	1

50	HARRYPRINCE	1
51	HENRYVIII	1
52	HERMAJESTYS	1
53	HOWARDJACOBSONWRITER	1
54	JEROMEKJEROME	1
55	JRRTOLKIEN	1
56	JULIET	1
57	JULIUSCAESAR	1
58	KATHERINEPARR	1
59	KINGOFSCOTLAND	1
60	KINGS	1
61	KNIGHT	1
62	KNIGHTS	1
63	KURTVONNEGUT	1
64	LADYMACBETH	1
65	LADYWINDERMERESFAN	1
66	LONDONBRIDGE	1
67	LORDALFREDDOUGLAS	1
68	LORDARMSTRONG	1
69	LOUISXV	1
70	MADAMMETUSSAUD	1
71	OLDSOVIETUNION	1
72	PARISOPERAHOUSE	1
73	’OSTREVOLUTIONARYFRANCE	1
74	POSTWARBABYBOOM	1
75	PREHISTORIC	1
76	PREHISTORICTIMES	1
77	PRINCEOFWALES	1
78	PRINCESS	1
79	QUEENANNE	1
80	QUEENSTHEATRE	1
81	ROMEOANDJULIET	1
82	SARATEASDALE	1
83	SHAKESPEAREAN	1
84	SIRLANCELOT	1
85	SIRWALTERSCOTT	1
86	STJAMESPALACE	1
87	IPORTANCEOFBEINGEARNEST	1
88	THEPICTUREOFDORIANGRAY	1
89	THEPILLARSOFTHEEARTH	1
90	THEPOPE	1
91	THOMASCULPEPER	1
92	THOMASMALORY	1
93	TOWERHILL	1
94	VERSAILLES	1
95	VICTORHUGO	1
96	VICTORIANTIMES	1
97	WILDE	1
98	WILLIAMPRINCE	1

Total		27
Category		*Cultural Heritage*
Textbook		*Viewpoints*

N	Word	Freq.
1	ENCYCLOPEDIA	5
2	THEENDOFOVERREACTING	3
3	THEKITERUNNER	3
4	VIKING	3
5	HEIRESS	2
6	NATURALHISTORYMUSEUM	2
7	CITYMUSEUMOFSTOCKHOLM	1
8	EGYPTIANMUMMY	1
9	HAFEZ	1
10	HAMLET	1
11	IMPERIALWARMUSEUM	1
12	KHAYYAM	1
13	LASTCHILDINTHEWOODS	1
14	RUMI	1
15	iFORGODOTANDROSECRANTZ	1

	WordSmith Tools	
Total		122
Category		*National Identity*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	ENGLISH	26
2	AMERICAN	10
3	SPANISH	9
4	CHINESE	8
5	FRENCH	5
6	ITALIAN	5
7	AMERICANS	4
8	BRITISH	4
9	BRITISHENGLISH	4
10	MOTHERTONGUE	4
11	RUSSIAN	4
12	EUROPEAN	3
13	BOLIVIANS	2
14	ENGLISHSPEAKERS	2
15	FINNISH	2
16	GERMAN	2
17	INDIANS	2
18	LATIN	2
19	POLISH	2
20	USENGLISH	2
21	ACCENT	1
22	AMERICANENGLISH	1
23	AUSTRALIAN	1
24	CANADIAN	1
25	DUTCH	1
26	ENGLISHLANGUAGE	1
27	INDIAN	1
28	INTERNATIONALLANGUAGE	1
29	JAPANESE	1
30	NATIVEENGLISHSPEAKER	1
31	NATIVESPEAKER	1
32	NATIVESPEAKERS	1
33	NONNATIVESPEAKERS	1
34	OLDENGLISH	1
35	PESOCOINS	1
36	SWEDISH	1
37	TAGALOG	1
38	UKRAINIAN	1
39	VIETNAMESE	1
40	WELSH	1

	WordSmith Tools		
Total		136	
Category		*National Identity*	
Textbook		*Over to you*	

N	Word	Freq.
1	ENGLISH	37
2	SPANGLISH	15
3	BRITISH	9
4	AMERICAN	6
5	NONNATIVE	6
6	SPANISH	5
7	GLOBALLANGUAGE	3
8	ITALIAN	3
9	NATIVE	3
10	AUSTRALIAN	2
11	BRITONS	2
12	CHINESE	2
13	DIALECTS	2
14	ENGLISHSPEAKER	2
15	EUROPEAN	2
16	GERMAN	2
17	KUUKTHAYORRE	2
18	MOTHERTONGUE	2
19	PAKISTANI	2
20	SCOTTISH	2
21	USENGLISH	2
22	YIDDISH	2
23	ACCENTS	1
24	AFGHAN	1
25	AFGHANS	1
26	AFRICANAMERICAN	1
27	AMERICANS	1
28	ARABSPEAKING	1
29	BILINGUAL	1
30	BILINGUALSPEAKERS	1
31	CATALANS	1
32	DIALECT	1
33	EGYPTIAN	1
34	FOREIGNLANGUAGE	1
35	FRENCH	1
36	GALICIAN	1
37	IDENTITY	1
38	IRISH	1
39	MEXICANAMERICAN	1
40	NEWYORKER	1
41	PORTUGUESE	1
42	PUERTORICAN	1
43	ROMAN	1
44	SCOTS	1
45	WESTERN	1

Total		69
Category		*National Identity*
Textbook		*Ingear*

N	Word	Freq.
1	ENGLISH	20
2	BRITISH	6
3	GREEK	4
4	CHINESE	3
5	EUROPEAN	2
6	GREEKS	2
7	JAPANESE	2
8	SCOTTISH	2
9	SPANIARDS	2
10	TAHITIAN	2
11	AFRICAN	1
12	AMERICANE	1
13	ASIAN	1
14	ATHENIAN	1
15	BRAZILIAN	1
16	DUTCH	1
17	EUROS	1
18	FARSI	1
19	FOREIGN	1
20	FRENCH	1
21	GERMAN	1
22	HAWAIIAN	1
23	IRANIAN	1
24	ITALIAN	1
25	LATIN	1
26	LONDONER	1
27	PALESTINIAN	1
28	POLISH	1
29	PORTUGUESE	1
30	PUNJABI	1
31	SPANISH	1
32	TRIBAL	1
33	TURKISH	1
34	URDU	1

Total		61
Category		*National Identity*
Textbook		*Definitions*

N	Word	Freq.
1	BRITISH	13
2	AMERICAN	8
3	ENGLISH	8
4	CHINESE	5
5	FRENCH	4
6	IRISH	4
7	SPANISH	3
8	EUROPEAN	2
9	GREEK	2
10	AMERIAN	1
11	BELGIANS	1
12	BRAZILIAN	1
13	FOREIGNERS	1
14	GERMAN	1
15	ITALIAN	1
16	JAPANESE	1
17	MANDARIN	1
18	NATIVE	1
19	NIGGERIAN	1
20	RUSSIAN	1
21	SCOTTISH	1

Total	34
Category	*National Identity*
Textbook	*Distinction*

N	Word	Freq.
1	ENGLISH	16
2	AMERICAN	4
3	SPANISH	4
4	BRITISH	3
5	FRENCH	2
6	ACCENT	1
7	ALBANIAN	1
8	CANADIAN	1
9	ITALIAN	1
10	KOSOVAN	1

Total		30	
Category		*National Identity*	
Textbook		*Upgrade*	

N	Word	Freq.
1	AMERICAN	5
2	BRITISH	4
3	FOREIGN	4
4	EUROPEANS	3
5	SPANISH	3
6	FRENCH	2
7	ASIANS	1
8	BRITON	1
9	CHINESE	1
10	ENGLISH	1
11	GERMAN	1
12	ITALIAN	1
13	KOREAN	1
14	ROMAN	1
15	TRANSYLVANIAN	1

	WordSmith Tools	
Total		143
Category		*National Identity*
Textbook		*Top Marks*

N	Word	Freq.
1	ENGLISH	46
2	BRITISH	11
3	FRENCH	10
4	CHINESE	9
5	ITALIAN	9
6	AMERICAN	8
7	PARISIANS	6
8	SPANISH	6
9	AFRICAN	3
10	GERMAN	3
11	JAPANESE	3
12	ACCENT	2
13	ARABIC	2
14	FINNISH	2
15	NATIVE	2
16	RUSSIAN	2
17	AUSTRALIAN	1
18	ENGLISHLAGUAGE	1
19	EUROPEANS	1
20	FOREIGNER	1
21	FOREIGNLANGUAGE	1
22	FOREIGNLANGUAGES	1
23	FRECH	1
24	GREEK	1
25	HINDI	1
26	JAMAICAN	1
27	LONDONERS	1
28	NATIVESPEAKERS	1
29	NONCHINESE	1
30	POMPEIAN	1
31	PORTUGUESE	1
32	SPANISHSPEAKING	1
33	SWAHILI	1
34	SWEDISH	1
35	WESTERNERS	1

Total	55	
Category	*National Identity*	
Textbook	*Move On*	

N	Word	Freq.
1	ENGLISH	13
2	BRITISH	8
3	RAPANUI	7
4	DUTCH	3
5	EUROPEAN	3
6	ITALIAN	3
7	GERMAN	2
8	AUSTRALIAN	1
9	CARIBBEAN	1
10	EUROPEANS	1
11	FOREIGN	1
12	FOREIGNLANGUAGE	1
13	FRENCH	1
14	GERMANBORN	1
15	JAPANESE	1
16	KOREAN	1
17	POLISH	1
18	PORTUGUESE	1
19	RUSSIANS	1
20	SWEDISH	1
21	SWISS	1
22	USCITIZEN	1
23	USFLAG	1

	WordSmith Tools	
Total		169
Category		*National Identity*
Textbook		*Aspire*

N	Word	Freq.
1	BRITISH	33
2	ENGLISH	20
3	AMERICAN	12
4	CHINESE	9
5	EUROPEAN	6
6	FRENCH	6
7	GERMAN	6
8	GREEK	5
9	AMERICANS	4
10	NAVAJO	4
11	ABORIGENES	3
12	IRISH	3
13	ITALIAN	3
14	MEXICANS	3
15	PAKISTANI	3
16	AFRICAN	2
17	AUSTRALIANS	2
18	BANGLADESHI	2
19	CAMBODIAN	2
20	CANADIANS	2
21	CYRILLIC	2
22	CZECH	2
23	MEDITERRANEANMEN	2
24	NATIONALITY	2
25	ROOTS	2
26	AFRICANS	1
27	ASIAN	1
28	ASIANPERSONS	1
29	AUSTRALIAN	1
30	CANADIAN	1
31	DIFFERENTNATIONALITIES	1
32	EGYPTIANS	1
33	FLAG	1
34	FOREIGN	1
35	FOREIGNBORNPERSON	1
36	FOREIGNER	1
37	FRENCHMAN	1
38	GAUCHOS	1
39	HISPANIC	1
40	INDIAN	1
41	INDONESIAN	1
42	ITALIANS	1
43	LATINOORIGIN	1
44	LEBANESE	1
45	NATIONALITIES	1
46	POLES	1
47	PORTUGUESE	1
48	ROMAN	1
49	SCANDINAVIANS	1

50	SIBERIAN	1
51	SOUTHAMERICAN	1
52	SWAHILI	1
53	SWEDISH	1
54	VENEZUELAN	1

	WordSmith Tools	
Total		129
Category		*National Identity*
Textbook		New English File

N	Word	Freq.
1	ENGLISH	33
2	AMERICAN	23
3	BRITISH	16
4	FRENCH	11
5	GERMAN	5
6	NORWEGIAN	4
7	SWEDISH	4
8	FOREIGN	3
9	NATIONALITY	3
10	SWISS	3
11	FOREIGNLANGUAGE	2
12	NATIONALITIES	2
13	ABROAD	1
14	BRITAIN	1
15	CHINESE	1
16	ENGLISHMAN	1
17	EUROPEAN	1
18	FRENCHMAN	1
19	GREEK	1
20	HALFENGLISH	1
21	HALFITALIAN	1
22	ITALIANS	1
23	NATIVE	1
24	NATIVESPEAKERS	1
25	POLES	1
26	SCANDINAVIAN	1
27	SCOTTISH	1
28	SIGNLANGUAGE	1
29	SPANIARDS	1
30	SPANISH	1
31	UNGARIANS	1
32	WELSH	1

	WordSmith Tools	
Total		26
Category		*National Identity*
Textbook		*Viewpoints*

N	Word	Freq.
1	BRITISH	12
2	FRENCH	5
3	ENGLISH	3
4	JAPANESE	3
5	FOREIGN	1
6	GERMAN	1
7	SPANISH	1

	WordSmith Tools	
Total		245
Category		*Geography*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	CHINA	13
2	UNITEDSTATES	11
3	LONDON	10
4	THEUK	7
5	US	7
6	CHICAGO	6
7	ENGLAND	6
8	GREATBARRIERREEF	6
9	SPAIN	6
10	INDIA	5
11	KANSAS	5
12	QUEENSLAND	5
13	THEUNITEDSTATES	5
14	USA	5
15	AMERICA	4
16	BRITAIN	4
17	DENMARK	4
18	EUROPE	4
19	FRANCE	4
20	UTAH	4
21	AMSTERDAM	3
22	GERMANY	3
23	HOLLYWOOD	3
24	ITALY	3
25	JAPAN	3
26	NEWYORK	3
27	UK	3
28	VIETNAM	3
29	ABROAD	2
30	ARIZONA	2
31	BELLSTREET	2
32	BOLIVIA	2
33	CALIFORNIA	2
34	GLASGOW	2
35	GRANDCANYON	2
36	NEWYORKCITY	2
37	OHIO	2
38	PARIS	2
39	PORTSMOUTH	2
40	SCOTLAND	2
41	SHANGAI	2
42	SOUTHAFRICA	2
43	SWITZERLAND	2
44	THEUS	2
45	THEUSA	2
46	ABERFOYLE	1
47	AFRICA	1
48	ALABAMA	1
49	ARCHES	1

50	ATLANTA	1
51	AUSTRALIA	1
52	BALKANS	1
53	BEIJING	1
54	BIRMINGHAM	1
55	CAMBODIA	1
56	CANYONLANDS	1
57	CARPI	1
58	CLEVELAND	1
59	COPENHAGEN	1
60	CORNWALL	1
61	CRESTLANE	1
62	DISTRICTOFVAIL	1
63	ETHIOPIA	1
64	FINLAND	1
65	FLORIDA	1
66	GUATEMALA	1
67	HAMMEL	1
68	HAMMELROAD	1
69	INDIANA	1
70	ISRAEL	1
71	JOHANNESBURG	1
72	KENSINGTONROAD	1
73	KENYA	1
74	KILBYROAD	1
75	KINGSNORTH	1
76	KOREA	1
77	LIMA	1
78	LIVERPOOL	1
79	LOSANGELES	1
80	MANCHESTER	1
81	MEXICO	1
82	MIAMI	1
83	MONTREAL	1
84	MYKONOS	1
85	NEWCASTLE	1
86	NEWJERSEY	1
87	NIAGARAFALLS	1
88	OKLAHOMA	1
89	OREGON	1
90	PERU	1
91	PHOENIX	1
92	PORTLAND	1
93	REEF	1
94	RUSIA	1
95	SALTLAKECITY	1
96	SANFRANCISCO	1
97	SAUDIARABIA	1
98	SOMALIA	1
99	SOUTHAMERICA	1
100	SOUTHDAKOTA	1
101	SOUTHPOLE	1
102	STOCKHOLM	1
103	TAIWAN	1
104	THEGREATBARRIERREEF	1
105	THEUNITEDKINGDOM	1

106	TOKYO	1
107	TULSA	1
108	TURIN	1
109	WALES	1
110	WASHINGTONDC	1
111	WESTEREUROPE	1

	WordSmith Tools	

Total		161
Category		*Geography*
Textbook		*Over to you*

N	Word	Freq.
1	BRITAIN	10
2	ENGLAND	8
3	LONDON	8
4	USA	7
5	THEUK	6
6	THEUS	6
7	NEWYORK	5
8	ABROAD	4
9	EUROPE	4
10	ISTANBUL	4
11	SPAIN	4
12	ARARATMOUNTAINS	3
13	BOSTON	3
14	CANADA	3
15	ITALY	3
16	SCOTLAND	3
17	AFRICA	2
18	AMERICA	2
19	AUSTRALIA	2
20	BARCELONA	2
21	CAIRO	2
22	CALIFORNIA	2
23	CATALONIA	2
24	CHINA	2
25	COLORADO	2
26	INDIA	2
27	MADRID	2
28	MANCHESTER	2
29	AFGHANISTAN	1
30	ASIA	1
31	BOSNIA	1
32	BRAZIL	1
33	CHICAGO	1
34	CHILE	1
35	COVENTRY	1
36	EASTAFRICA	1
37	EDINBURGH	1
38	EGYPT	1
39	FLORIDA	1
40	FRANCE	1
41	GHANA	1
42	GLASGOW	1
43	GREECE	1
44	HAICHENG	1
45	IRAN	1
46	IRELAND	1
47	KABUL	1
48	KENYA	1
49	LATINAMERICA	1

50	LIVERPOOL	1
51	LOSANGELES	1
52	MEXICO	1
53	MIAMI	1
54	MOROCCO	1
55	NAIROBI	1
56	NEBRASKA	1
57	NORTHERNPAKISTAN	1
58	NYAMWARE	1
59	PAKISTAN	1
60	PAMPLONA	1
61	PARIS	1
62	PESHAWAR	1
63	POLAND	1
64	REGENTSTREET	1
65	REGION	1
66	SANTIAGO	1
67	SAUDIARABIA	1
68	SIENA	1
69	SINGAPORE	1
70	SOUTHAMERICA	1
71	TAJIKISTAN	1
72	TANZANIA	1
73	THEAMERICAS	1
74	THEUNITEDSTATES	1
75	TOKYO	1
76	TURKEY	1
77	USSTATE	1
78	USSTATES	1
79	VALENCIA	1
80	VENICE	1
81	WALSGRAVEROAD	1
82	WALTONSTREET	1
83	WEST	1
84	CAMDENTOWN	1

	WordSmith Tools	
Total		143
Category	*Geography*	
Textbook	*Ingear*	

N	Word	Freq.
1	THEUK	28
2	LONDON	15
3	EDINGBURGH	13
4	SPAIN	8
5	ATHENS	7
6	ITALY	5
7	GREECE	4
8	USA	4
9	BALI	3
10	BRITAIN	3
11	CANADA	3
12	INDIA	3
13	JAPAN	3
14	SCOTLAND	3
15	DUBLIN	2
16	EUROPE	2
17	FRANCE	2
18	ITALIANALPS	2
19	MEDITERRANEAN	2
20	NEWTOWN	2
21	AMAZON	1
22	AMERICA	1
23	AMRITSAR	1
24	BEIJING	1
25	BELGIUM	1
26	BOSTON	1
27	BRAZIL	1
28	CENTRALAMERICA	1
29	CHINA	1
30	DELHI	1
31	EASTENDLONDON	1
32	ENGLAND	1
33	GALWAY	1
34	GORT	1
35	HACKNEY	1
36	HEIDELBERG	1
37	MANCHESTER	1
38	NETHERLANDS	1
39	NORTHWESTENGLAND	1
40	NORWAY	1
41	OLDTOWN	1
42	PALERMO	1
43	PARIS	1
44	POLYNESIA	1
45	QUEBEC	1
46	SOUTHAFRICA	1
47	SOUTHAMERICA	1
48	SWITZERLAND	1
49	TEXAS	1

	WordSmith Tools	
Total Category Textbook		108
	Geography Definitions	

N	Word	Freq.
1	USA	12
2	EUROPE	9
3	SCOTLAND	9
4	THEUK	8
5	AFRICA	7
6	CHINA	7
7	BRITAIN	5
8	FRANCE	5
9	ENGLAND	4
10	GERMANY	3
11	SPAIN	3
12	AMERICA	2
13	CANADA	2
14	NORTHAMERICA	2
15	PARIS	2
16	ASIA	1
17	BANGLADESH	1
18	BEIJING	1
19	BRAZIL	1
20	CARIBBEAN	1
21	DUBLIN	1
22	EDINBURGH	1
23	EUROPEAN	1
24	EUROPEANUNION	1
25	HOLLAND	1
26	INDIA	1
27	MANCHESTER	1
28	MASSACHUSSETS	1
29	NEWCASTLE	1
30	NEWYORKCITY	1
31	POLAND	1
32	POLYNESIA	1
33	PORTUGAL	1
34	ROMANIA	1
35	SEATLE	1
36	SEVILLE	1
37	SKIBOCASTLE	1
38	SWITZERLAND	1
39	TERUEL	1
40	TIBERT	1
41	TURKEY	1
42	WALES	1
43	WESTERNEUROPE	1

Total Category Textbook		Geography Distinction	112

N	Word	Freq.
1	THEUK	8
2	LONDON	7
3	THEUSA	5
4	EVEREST	5
5	NEWYORK	5
6	ENGLAND	4
7	FRANCE	4
8	CORNWALL	3
9	MADRID	3
10	STHELEN'SROAD	3
11	ALASKA	2
12	AMERICA	2
13	BIRDSVILLE	2
14	BIRMINGHAM	2
15	CALIFORNIA	2
16	HARLEM	2
17	MANCHESTER	2
18	MEXICO	2
19	QUEENSTOWN	2
20	SCOTLAND	2
21	ABROAD	1
22	AFRICA	1
23	ANTARCTIC	1
24	ANTARCTICA	1
25	ARKANSAS	1
26	AUSTRALIA	1
27	BARCELONA	1
28	BENEL	1
29	BERLIN	1
30	BRITAIN	1
31	CARIBBEAN	1
32	CARIBBEANISLANDS	1
33	CATSFORD	1
34	CATSFORDAIRPORT	1
35	CHICAGO	1
36	COLORADO	1
37	COSTABRAVA	1
38	COSTADELSOL	1
39	DELPHINSTREET	1
40	DUBLIN	1
41	EDGBOSTON	1
42	EDINBURGH	1
43	ESSEX	1
44	EUROPE	1
45	FLORIDA	1
46	GERMANY	1
47	GLASGOW	1
48	IRELAND	1
49	ITALY	1

50	LA	1
51	MILAN	1
52	PARIS	1
53	SALAMANCA	1
54	SHOTOVERCANYON	1
55	SIDMOUTHSTREET	1
56	SOUTHAMERICA	1
57	SPAIN	1
58	THAILAND	1
59	UK	1
60	USA	1
61	WESTENCOUNTRIES	1
62	WESTERNCOUNTRIES	1
63	WESTERNNIGERIA	1
64	WESTSUSSEX	1
65	WHITEHORSEROAD	1

	WordSmith Tools	
Total **Category** **Textbook**		80 *Geography* *Upgrade*

N	Word	Freq.
1	BRITAIN	15
2	LONDON	6
3	NIGERIA	5
4	ABROAD	4
5	SPAIN	4
6	THEUK	4
7	USA	4
8	EUROPE	2
9	FRANCE	2
10	GREECE	2
11	LISBON	2
12	LIVERPOOL	2
13	MADRID	2
14	NAPLES	2
15	UK	2
16	US	2
17	BENICASSIM	1
18	DENMARK	1
19	ENGLAND	1
20	FLORIDA	1
21	GERMANY	1
22	GUTENBERG	1
23	HAWAII	1
24	HUDSONRIVER	1
25	HUNGARY	1
26	ITALY	1
27	KENYA	1
28	MANCHESTER	1
29	MILAN	1
30	NY	1
31	OVERSEAS	1
32	PARIS	1
33	PERU	1
34	THEUS	1
35	TOKYO	1
36	UNITEDSTATES	1

Total		141
Category		*Geography*
Textbook		*Top Marks*

N	Word	Freq.
1	CHINA	12
2	LONDON	12
3	AFRICA	8
4	ENGLAND	8
5	JAPAN	8
6	ITALY	7
7	PARIS	5
8	EUROPE	4
9	QUEENSTOWN	4
10	UNITEDSTATES	4
11	INDIA	3
12	SPAIN	3
13	ASIA	2
14	BRITAIN	2
15	BULGARIA	2
16	FRANCE	2
17	KOREA	2
18	LOSANGELES	2
19	MUMBAI	2
20	REPTON	2
21	SWITZERLAND	2
22	TENERIFE	2
23	THAILAND	2
24	THEUSA	2
25	USA	2
26	ABROAD	1
27	ANKARA	1
28	ARCTIC	1
29	ARGENTINA	1
30	ATHEN	1
31	AUSTRALIA	1
32	AYLESBURY	1
33	BANGKOK	1
34	BOSTON	1
35	BRIMINGHAM	1
36	CANADA	1
37	CHICAGO	1
38	DELHI	1
39	ECOTAFRICA	1
40	FOREIGNCOUNTRY	1
41	GREECE	1
42	HAWAII	1
43	HYANNIS	1
44	IRELAND	1
45	KENT	1
46	LATINAMERICA	1
47	LIVERPOOL	1
48	MADRID	1
49	MEXICO	1

50	MOMBASA	1
51	MOSCOW	1
52	RHODEISLAND	1
53	SANFRANCISCO	1
54	SANTIAGO	1
55	THEUK	1
56	TOKYO	1
57	TUSCANY	1
58	UK	1
59	WATERLOOSTATION	1
60	WERONA	1
61	WESTMINSTER	1
62	ZEALANDSSOUTHEM	1

	WordSmith Tools	
Total Category Textbook		166
	Geography	
	Move On	

N	Word	Freq.
1	THEUK	14
2	LONDON	10
3	BRITAIN	7
4	SPAIN	6
5	EASTERISLAND	5
6	PARIS	5
7	SOUTHAFRICA	5
8	JAPAN	4
9	SOMERSTOWN	4
10	ABROAD	3
11	AMSTERDAM	3
12	BRISTOL	3
13	CHINA	3
14	ENGLAND	3
15	FRANCE	3
16	SCOTLAND	3
17	THEUS	3
18	THEUSA	3
19	BARCELONA	2
20	BENICASSIM	2
21	CANADA	2
22	CHILE	2
23	EDINBURGH	2
24	EUROPE	2
25	HAMMARBYSJOSTAD	2
26	KENYA	2
27	NEVADADESERT	2
28	NEWYORK	2
29	SOUTHLONDON	2
30	TEXAS	2
31	US	2
32	AFRICA	1
33	AMAZONJUNGLE	1
34	ANDALUSIA	1
35	ARGENTINA	1
36	AUSTRALIA	1
37	AUSTRIA	1
38	BALI	1
39	BERLIN	1
40	BORNEO	1
41	BRAZIL	1
42	CANALSTREET	1
43	CATALUNYA	1
44	CHARLESSTREET	1
45	CHICAGO	1
46	CUBA	1
47	DORCHESTER	1
48	GERMANY	1
49	GIRONA	1

50	GLASGOW	1
51	GREATBRITAIN	1
52	HUNGARY	1
53	INDIA	1
54	IRAN	1
55	LEICESTER	1
56	LIMA	1
57	LIVERPOOL	1
58	MALLORCA	1
59	MONGOLIA	1
60	MOUNTEVEREST	1
61	MUNICH	1
62	NEPAL	1
63	NETHERLANDS	1
64	PAKISTAN	1
65	PERU	1
66	RANORARAKU	1
67	REDSEA	1
68	RIO	1
69	RIODEJANEIRO	1
70	ROME	1
71	SOUTHEASTASIA	1
72	STPANCRAS	1
73	SUBSAHARANAFRICA	1
74	SUMATRA	1
75	SWINDERBY	1
76	SWITZERLAND	1
77	UGANDA	1
78	UK	1
79	ULANBATOR	1
80	USA	1
81	VALENCIA	1
82	VANCOUVER	1
83	XI'AN	1
84	SWEDEN	1

	WordSmith Tools		
Total **Category** **Textbook**		*Geography* *Aspire*	351

N	Word	Freq.
1	THEUK	35
2	BHUTAN	14
3	BRITAIN	12
4	ELLISISLAND	12
5	THEUSA	11
6	LONDON	9
7	EUROPE	7
8	NEWYORK	7
9	ULURU	7
10	AMERICA	6
11	AUSTRALIA	6
12	FRANCE	6
13	NEWYORKCITY	6
14	SPAIN	6
15	BANGLADESH	5
16	CHINA	5
17	PAKISTAN	5
18	SOUTHAMERICA	5
19	ABROAD	4
20	ASIA	4
21	INDIA	4
22	IRELAND	4
23	ITALY	4
24	KENYA	4
25	PHVENTSHOLING	4
26	POLAND	4
27	SYDNEY	4
28	VENICE	4
29	BORDERS	3
30	BRITISHISLES	3
31	CAMBODIA	3
32	ENGLAND	3
33	GERMANY	3
34	GREECE	3
35	SWEDEN	3
36	USA	3
37	AFRICA	2
38	DARESSALAAM	2
39	DEVON	2
40	EGYPT	2
41	EU	2
42	EVEREST	2
43	HARLEM	2
44	JAPAN	2
45	KENNEDYCENTRE	2
46	LOSANGELES	2
47	MIDDLEEAST	2
48	PARIS	2
49	PIAZZASANMARCO	2

50	ROTHERHAM	2
51	SCOTLAND	2
52	THEEU	2
53	UNITEDSTATES	2
54	AFGHANISTAN	1
55	ALBANIA	1
56	ANGOLA	1
57	ANTARCTICA	1
58	ARGENTINA	1
59	ARIZONA	1
60	ARKANSAS	1
61	BALI	1
62	BANGKOK	1
63	BRISTOL	1
64	BUENOSAIRES	1
65	BULGARIA	1
66	CANARIAS	1
67	CARACAS	1
68	CARDAMOMMOUNTAINS	1
69	CARIBBEAN	1
70	CARNAC	1
71	:NTRALEUROPEANCONTINENT	1
72	CHICAGO	1
73	CHINASEA	1
74	CROATIA	1
75	:MORATICREPUBLICOFCONGO	1
76	DHAKA	1
77	EASTAFRICA	1
78	EASTEREUROPE	1
79	EASTINDIES	1
80	EUPHRATES	1
81	GALICIA	1
82	GLENCANYON	1
83	GRANDCANAL	1
84	HAWAII	1
85	HIMALAYAS	1
86	HUNGARY	1
87	IDAHO	1
88	INDIANAPOLIS	1
89	INDIANOCEAN	1
90	INDUSRIVERVALLEY	1
91	IRAQ	1
92	ISLANDOFTHIRA	1
93	KOREA	1
94	LASVEGAS	1
95	LATINAMERICA	1
96	LINCOLN'SINN	1
97	MAASAIMARA	1
98	MAASAIMARARESERVE	1
99	MALAYSIA	1
100	MEDITERRANEANSEA	1
101	MILAN	1
102	MONGOLIA	1
103	MOUNTFUJI	1
104	MOUNTSAINTHELENS	1
105	NEWJERSEY	1

106	NEWZEALAND	1
107	NORTHEASTWALES	1
108	NORTHERNENGLAND	1
109	NORTHERNGREECE	1
110	OVERSEAS	1
111	PORTUGAL	1
112	REDSEA	1
113	REGENTSTREET	1
114	REPUBLICOFCHINA	1
115	ROMANIA	1
116	RUSSIA	1
117	SANTORINI	1
118	SAOPAULO	1
119	SERBIA	1
120	SIBERIANFOREST	1
121	SINGAPORE	1
122	SOMALIA	1
123	SOUTHKOREA	1
124	SOUTHPACIFIC	1
125	SRILANKA	1
126	SWITZERLAND	1
127	SYDNEYHARBOUR	1
128	TAIWAN	1
129	TANZANIA	1
130	THEBALKANS	1
131	THECARIBBEAN	1
132	THEMAHAYPENINSULA	1
133	THENORTHPOLE	1
134	TIGRIS	1
135	TORQUAY	1
136	UGANDA	1
137	UKRAINE	1
138	VIETNAM	1
139	WALES	1
140	WELLSWOOD	1
141	WESTERNZAMBIA	1
142	ZIMBABUE	1

Total Category Textbook		154
		Geography
		New English File

N	Word	Freq.
1	LONDON	17
2	BRITAIN	5
3	ENGLAND	5
4	AMERICA	4
5	OXFORD	4
6	THEUK	4
7	CAMBRIDGE	3
8	EDINBURGH	3
9	EUROPE	3
10	FRANCE	3
11	JAPAN	3
12	PICCADILLY	3
13	US	3
14	ANKARA	2
15	AUSTRALIA	2
16	BONDSTREET	2
17	BRAZIL	2
18	DUBLIN	2
19	HAMPSTEAD	2
20	NUREMBERG	2
21	SCOTLAND	2
22	THEPOLE	2
23	TOTTEHAMCOURTROAD	2
24	USA	2
25	WALES	2
26	ABERDEEN	1
27	ALABAMA	1
28	BAVARIA	1
29	BOSTON	1
30	BRIGHTON	1
31	BRISTOL	1
32	BRITIAN	1
33	CALIFORNIA	1
34	CAMDENPASSAGE	1
35	CARDIFF	1
36	CATANIA	1
37	CAVENDISHSTREET	1
38	CENTRALLONDON	1
39	CHAMONIX	1
40	CONSTANTINEROAD	1
41	CORNWALL	1
42	COVENTGARDEN	1
43	COVENTRYSTREET	1
44	DENVER	1
45	ECUADOR	1
46	ENNISKILLEN	1
47	EU	1
48	EUCOUNTRIES	1
49	FRENCHALPS	1

50	GATWICK	1
51	GENEVA	1
52	GERMANY	1
53	GOTHENBURG	1
54	GUINEA	1
55	HAYMARKET	1
56	HEATHROW	1
57	INDIA	1
58	ITALY	1
59	KENSINGTONHIGHSTREET	1
60	KENTUCKY	1
61	KINGSROAD	1
62	KNIGHTSBRIDGE	1
63	LOGANAIRPORT	1
64	LUCERNE	1
65	MOSCOW	1
66	NORTHLONDON	1
67	OXFORDSTREET	1
68	POLAND	1
69	PUSHKINSQUARE	1
70	QUITO	1
71	REGENTSTREET	1
72	SANBERNARDINO	1
73	SEVILLE	1
74	SHAFTESBURYAVE	1
75	SICILY	1
76	SIULAGRANDE	1
77	SOUTH	1
78	SOUTHCOAST	1
79	SOUTHOFFRANCE	1
80	SOUTHPOLE	1
81	SOUTHWEST	1
82	STATIONROAD	1
83	SWITZERLAND	1
84	THEALPS	1
85	THEANDES	1
86	THESTATES	1
87	TRAFALGARSQUARE	1
88	TURKEY	1
89	VENICE	1
90	VICTORIA	1
91	WESTERNEUROPE	1
92	WESTERNHEMISPHERE	1
93	WESTFACEOFSIULAGRANDE	1
94	ZURICH	1
95	SWEDEN	1

Total		124	
Category		*Geography*	
Textbook		*Viewpoints*	

N	Word	Freq.	
1	VAUBAN	11	
2	THEUK	9	
3	FRANCE	4	
4	LONDON	4	
5	MTEVEREST	4	
6	PACIFIC	4	
7	THEUSA	4	
8	UNITEDSTATES	4	
9	ABROAD	3	
10	AFGHANISTAN	3	
11	ASIA	3	
12	BRITAIN	3	
13	JAPAN	3	
14	NEWYORK	3	
15	NORTHAMERICA	3	
16	THEUNITEDSTATES	3	
17	CALIFORNIA	2	
18	ENGLAND	2	
19	GREATBRITAIN	2	
20	INDIA	2	
21	ITALY	2	
22	PACIFICOCEAN	2	
23	SOUTHAMERICA	2	
24	SPAIN	2	
25	TEHRAN	2	
26	THEPACIFICOCEAN	2	
27	AFRICA	1	
28	AFRICANCOAST	1	
29	ALASKA	1	
30	ALGERIA	1	
31	AMAZON	1	
32	AMERICA	1	
33	AUSTIN	1	
34	AUSTRALIA	1	
35	BIRMINGHAM	1	
36	BRAZIL	1	
37	BRIGHTON	1	
38	CALIFORNIACOAST	1	
39	COPENHAGEN	1	
40	CYPRUS	1	
41	EQUATOR	1	
42	EUROPE	1	
43	FREIGBURG	1	
44	GRONINGEN	1	
45	HAWAII	1	
46	HOLLAND	1	
47	IFIELD	1	
48	KABUL	1	
49	MARSEILLES	1	

50	MASSACHUSETS	1
51	MEXICO	1
52	NETHERLANDS	1
53	NEWZEALAND	1
54	PATAGONIA	1
55	SANDIEGO	1
56	SINGAPORE	1
57	SUSSEX	1
58	TEXAS	1
59	TOKYO	1
60	UTAH	1
61	WALNUTLAVE	1
62	WESTERNWORLD	1

	WordSmith Tools	

Total		49
Category		*Institutions&Organizations*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	GOVERNMENT	12
2	BROWN	8
3	POLICE	7
4	DEUTSCHEBANK	3
5	CHARITY	2
6	FIFA	2
7	GOVERNMENTMINISTRY	2
8	AMNESTYINTERNATIONAL	1
9	BRITISHGOVERNMENT	1
10	BROWNUNIVERSITY	1
11	CSI	1
12	ETON	1
13	GOVERNMENTS	1
14	GREENPEACE	1
15	KENTUNIVERSITY	1
16	ROBINHOODFOUNDATION	1
17	UNESCO	1
18	UNIVERSITYOFBRIGHTON	1
19	UNIVERSITYOFSALFORD	1
20	UNIVERSITYOFUTAH	1

Total		47
Category		*Institutions&Organizations*
Textbook		*Over to you*

N	Word	Freq.
1	GOVERNMENT	9
2	CHARITY	7
3	POLICE	7
4	BURNHAMGRAMMARSCHOOL	3
5	OXFAM	3
6	STANFORDUNIVERSITY	2
7	BRITISHGOVERNMENT	1
8	CHARITIES	1
9	COLLEGEJEANMONNET	1
10	GOVERNMENTS	1
11	GREEKNAVY	1
12	GREEKPOLICE	1
13	ITALIANPOLICE	1
14	WERMERIONSCHOOLDISTRICT	1
15	OAKWOODSCHOOL	1
16	PENNSYLVANIAUNIVERSITY	1
17	TURKISHARMY	1
18	UKGOVERNMENT	1
19	UNESCO	1
20	UNIVERSITYOFILLINOIS	1
21	UNIVERSITYOFLONDON	1
22	USGOVERNMENT	1

Total	14
Category	*Institutions&Organizations*
Textbook	*Ingear*

N	Word	Freq.
1	GOVERNMENT	4
2	UKGOVERNMENT	2
3	STANFORD	2
4	BRITISHGOVERNMENT	1
5	EARTHIRELAND	1
6	EARTHSCOTLAND	1
7	EARTHUK	1
8	LOCALGOVERNMENT	1
9	UNESCO	1

	WordSmith Tools	

Total		50
Category		*Institutions&Organizations*
Textbook		*Definitions*

N	Word	Freq.
1	GOVERNMENT	20
2	POLICE	10
3	FIFA	3
4	UNICEF	3
5	BRITISHGOVERNMENT	2
6	MIT	2
7	NBA	2
8	ACADEMYOFSCIENCES	1
9	CSI	1
10	GRAMEENBANK	1
11	LOROUPEPEACEFOUNDATION	1
12	SACHUSETTSINSTITUTEOFTECHNOLOGY	1
13	REPORTERSWITHOUTBORDERS	1
14	UNITEDNATIONS	1
15	EN'SNATIONALBASKETBALLASSOCIATION	1

Total		41
Category		*Institutions&Organizations*
Textbook		*Distinction*

N	Word	Freq.
1	POLICE	11
2	GOVERNMENT	10
3	CHARITY	7
4	CANONMILLSECONDARY	2
5	CHARITIES	2
6	CAMBRIDGEUNIVERSITY	1
7	MANCHESTERUNIVERSITY	1
8	ʾRESTONSECONDARYSCHOOL	1
9	UNICEF	1
10	UNITEDNATIONS	1
11	UNIVERSITYOFCALIFORNIA	1
12	WESTONGREENSCHOOL	1
13	WESTONPARKSCHOOL	1
14	PARLIAMENT	1

Total	45
Category	*Institutions&Organizations*
Textbook	*Upgrade*

N	Word	Freq.
1	POLICE	14
2	GOVERNMENT	11
3	CHARITY	5
4	NAFDAC	4
5	PARLIAMENT	2
6	GOVERNMENTAGENCY	1
7	INTERPOL	1
8	MEDICACOUNCIL	1
9	NASA	1
10	NATIONALTRUST	1
11	IONALINSTITUTEFORTHEDEAF	1
12	SCOTLANDYARD	1
13	UKGOVERNMENT	1
14	UNIVERSITYOFMADRID	1

Total		22
Category		*Institutions&Organizations*
Textbook		*Top Marks*

N	Word	Freq.
1	POLICE	8
2	GOVERNMENT	4
3	FLORENCE UNIVERSITY	2
4	OXFORDUNIVERSITY	2
5	CAMBRIDGE	1
6	CHARITIES	1
7	FBI	1
8	RALBUREAUOFINVESTIGATION	1
9	HARVARDUNIVERSITY	1
10	OXFORD	1

Total		47
Category		*Institutions&Organizations*
Textbook		*Move On*

N	Word	Freq.
1	GOVERNMENT	19
2	CHARITY	5
3	POLICE	4
4	BRITSCHOOL	3
5	AMNESTYINTERNATIONAL	2
6	BRITISHGOVERNMENT	2
7	NCEARMSTRONGFOUNDATION	2
8	BRISTOLUNIVERSITY	1
9	CAMBRIDGEUNIVERSITY	1
10	CANCERCHARITY	1
11	EDINBURGHUNIVERSITY	1
12	EXETERUNIVERSITY	1
13	NEWCASTLEUNIVERSITY	1
14	PHILADELPHIAUNIVERSITY	1
15	SCOTTISHGOVERNMENT	1
16	THEBRITISHSECRETSERVICE	1
17	USGOVERNMENT	1

Total		100
Category		*Institutions&Organizations*
Textbook		*Aspire*

N	Word	Freq.
1	GOVERNMENT	17
2	UCLA	7
3	CHARITY	6
4	DOCTORSWITHOUTBORDERS	4
5	MSF	4
6	POLICE	4
7	NEZUELANYOUTHORCHESTRA	4
8	GREENPEACE	3
9	WORLDWILDLIFEFUND	3
10	CHARITIES	2
11	GOVERNMENTS	2
12	INTERNATIONALNGOS	2
13	ANACHARITABLEFOUNDATION	2
14	MEDICINSSANSFRONTIERES	2
15	NASA	2
16	NGO	2
17	UNIVERSITYOFBIRMINGHAM	2
18	UNIVERSITYOFCALIFORNIA	2
19	ABERDEENUNIVERSITY	1
20	AMNESTYINTERNATIONAL	1
21	BIRMINGHAMUNIVERSITY	1
22	BRISTOLUNIVERSITY	1
23	CHARITABLE	1
24	CHARITABLEORGANIZATIONS	1
25	COLUMBIA	1
26	COLUMBIAUNIVERSITY	1
27	COMMONWEALTH	1
28	CONGRESS	1
29	CORNELLUNIVERSITY	1
30	DUBLINCITYUNIVERSITY	1
31	EUROPEANPARLIAMENT	1
32	NAANDFLORAINTERNATIONAL	1
33	GOODPLANET	1
34	GRANCESECONDARYSCHOOL	1
35	LIVERPOOLUNIVERSITY	1
36	MICHIGANUNIVERSITY	1
37	NATIONALUNIONOFSTUDENTS	1
38	OXFORDUNIVERISTY	1
39	STANDFORDUNIVERSITY	1
40	STUDENTUNION	1
41	UNICEF	1
42	UNITEDNATIONS	1
43	UNITEDNATIONSUNIVERSITY	1
44	UNIVERSITYOFALABAMA	1
45	UNIVERSITYOFMANCHESTER	1
46	UNIVERSITYOFMUNICH	1
47	USGOVERNMENT	1
48	WWF	1

	WordSmith Tools	
Total		21
Category		*Institutions&Organizations*
Textbook		*New English File*

N	Word	Freq.
1	THEPOLICE	8
2	GEORGIASTATEUNIVERSITY	1
3	GOVERNMENT	1
4	HUDDERSFIELDUNIVERSITY	1
5	LIVERPOOLUNIVERSITY	1
6	NEWZELANDPARLAIMENT	1
7	OXFORDUNIVERSITY	1
8	PARLIAMENT	1
9	TRINITYCOLLEGE	1
10	UNIVERSITYOFCALIFORNIA	1
11	NIVERSITYOFHERTFORDSHIRE	1
12	UNIVERSITYOFLONDON	1
13	UNIVESITYOFCALIFORNIA	1
14	USSECRETSERVICE	1

	WordSmith Tools		
Total		19	
Category		*Institutions&Organizations*	
Textbook		*Viewpoints*	

N	**Word**	**Freq.**
1	CHARITY	6
2	GREENPEACE	4
3	GOVERNMENT	2
4	ּIVERSITYOFNORTHCAROLINA	2
5	DONATIONS	1
6	ּIRONMENTALORGANIZATIONS	1
7	ּTMISSOURISTATEUNIVERSITY	1
8	TOWNPLANNINGDEPARTMENT	1
9	PARLIAMENT	1

Total		262
Category		*Society*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	CHILDREN	30
2	FATHER	26
3	LAW	13
4	PARENTS	11
5	ILLEGAL	10
6	FAMILY	8
7	RIGHTS	7
8	CHILD	6
9	ENVIRONMENTALIST	6
10	MUM	6
11	SON	6
12	TEENAGERS	6
13	KIDS	5
14	MOTHER	5
15	SOCIETY	5
16	DAUGHTER	4
17	PRIMEMINISTER	4
18	COURT	3
19	ENVIRONMENTALISTS	3
20	GRANDMOTHER	3
21	NEIGHBOURS	3
22	TEENS	3
23	VOLUNTEER	3
24	COUSIN	2
25	CRIME	2
26	DAD	2
27	LAWS	2
28	LEGAL	2
29	MARRIED	2
30	MOTHERS	2
31	NEIGHBOURHOOD	2
32	NEIGHBOURHOODS	2
33	PARENT	2
34	POOR	2
35	PRESIDENT	2
36	PRISON	2
37	SUBURBS	2
38	TEENAGER	2
39	URBAN	2
40	VOLUNTEERS	2
41	WEALTHY	2
42	WIFE	2
43	YOUNGMAN	2
44	ACTIVIST	1
45	ADULTS	1
46	BASICRIGHTS	1
47	HERIGHTSOFMOTHERNATURE	1
48	BRITISHACTIVIST	1
49	BROTHER	1

50	CIVICAFFAIRS	1
51	COMMUNITY	1
52	DISCRIMINATION	1
53	ECOLOGIST	1
54	EMERGENCYSERIVCES	1
55	FAMILIES	1
56	IMMIGRANT	1
57	GANGS	1
58	GRANDPARENTS	1
59	ILLEGALLY	1
60	LEGALLY	1
61	LEGALRIGHTS	1
62	MIDDLECLASS	1
63	MINISTER	1
64	NEIGHBOUR	1
65	NEPHEW	1
66	PEACFULPROTESTS	1
67	PICKPOCKETS	1
68	POLITICIAN	1
69	POLITICS	1
70	RACES	1
71	RESIDENTS	1
72	REVOLUTIONARY	1
73	RIGHTSOFWATER	1
74	RIOT	1
75	RURAL	1
76	SERIOUSCRIME	1
77	SHELTER	1
78	SINGLEMOTHER	1
79	SISTER	1
80	SNOBBY	1
81	SOCIALISING	1
82	SOCIALNORM	1
83	SOCIALWORK	1
84	TAX	1
85	TEENAGE	1
86	URBANAREAS	1
87	URBANISATION	1
88	VOLUNTERED	1
89	YOUNGCHILDREN	1

Total		280
Category		*Society*
Textbook		*Over to you*

N	Word	Freq.
1	PARENTS	23
2	TEENAGERS	21
3	FAMILY	15
4	SOCIETY	13
5	PRISON	10
6	COURT	8
7	CRIME	8
8	IMMIGRANTS	7
9	NEIGHBOURS	6
10	LAW	5
11	ADULTS	4
12	CHILDREN	4
13	FAMILYSHELTER	4
14	ALCOHOL	3
15	BULLYING	3
16	CHILD	3
17	CRIMES	3
18	FAMILIES	3
19	GRANDMOTHER	3
20	ILLEGAL	3
21	MUM	3
22	PRESIDENT	3
23	SOLDIERS	3
24	ACTIVISM	2
25	BROTHER	2
26	CIVILLAW	2
27	COMMUNITYSERVICE	2
28	CRIMESCENE	2
29	CRIMINAL	2
30	DAD	2
31	DAUGHTER	2
32	DEATHPENALTY	2
33	ETHICAL ISSUES	2
34	ETHICAL PROBLEMS	2
35	FATHER	2
36	HOMELESS	2
37	HOMELESSPEOPLE	2
38	IMMIGRANT	2
39	IMMIGRATION	2
40	MILITARY	2
41	MINISTRYOFEDUCATION	2
42	MOTHER	2
43	MOTHERS	2
44	MURDER	2
45	MURDERERS	2
46	NEIGHBOUR	2
47	POLITICALPARTIES	2
48	RICH	2
49	RICHPEOPLE	2

50	RIGHTS	2
51	RIOTS	2
52	RULES	2
53	SISTER	2
54	SOCIALGROUP	2
55	TEENAGE	2
56	URBAN	2
57	ADULT	1
58	AUNT	1
59	AUTHORITIES	1
60	BROTHERS	1
61	CHILDHOOD	1
62	COMMUNITY	1
63	CRIMINALRECORD	1
64	CRIMINALS	1
65	DEMOCRACY	1
66	DIVERSITY	1
67	ECONOMICDIFFICULTIES	1
68	EMIGRATE	1
69	EMIGRATED	1
70	EMIGRATING	1
71	EMIGRATION	1
72	EQUALRIGHTS	1
73	FINANCIALCRIMES	1
74	FORMERPRESIDENT	1
75	GENDEREQUALITY	1
76	GREATGREATGRANDFATHER	1
77	HIGHSOCIALSTATUS	1
78	ILLEGALY	1
79	JOINTHEARMY	1
80	LAWS	1
81	LEGAL	1
82	LIFEIMPRISONMENT	1
83	LOCAL	1
84	MANIFESTOS	1
85	MILITARYTRAINING	1
86	NEIGHBOURHOOD	1
87	OFFENDER	1
88	OFFENDERS	1
89	POLICIES	1
90	POLITICAL	1
91	POLITICIAN	1
92	POLITICIANS	1
93	POLITICS	1
94	POOR	1
95	POPULARMOVEMENT	1
96	PRESIDENTIALELECTIONS	1
97	PRIMEMINISTER	1
98	PRIMERMINISTER	1
99	PROTEST	1
100	RACISM	1
101	RIOTER	1
102	RIOTERS	1
103	SEGREGATION	1
104	SEXIST	1
105	SOCIALCIRCLE	1

Total		158
Category	*Society*	
Textbook	*Ingear*	

N	Word	Freq.
1	CHILDREN	26
2	SISTER	8
3	BROTHER	6
4	BLENDEDFAMILY	5
5	COUSIN	5
6	TEENAGER	5
7	DIVORCE	4
8	FATHER	4
9	MOTHER	4
10	POLITICIANS	4
11	SAMESEXUNIONS	4
12	ADULT	3
13	DAD	3
14	ILLEGAL	3
15	MARRIED	3
16	UNCLE	3
17	AUNT	2
18	BROTHERINLAW	2
19	CHILDFREEFAM	2
20	EXTENDEDFAMILY	2
21	HUSBAND	2
22	KIDS	2
23	MOM	2
24	NUCLEARFAM	2
25	POLITICS	2
26	REBEL	2
27	RIGHTS	2
28	SINGLEPARENT	2
29	SISTERINLAW	2
30	TRADITIONALFAMILY	2
31	ADOPTED	1
32	BROTHERS	1
33	CHILD	1
34	CHILDFREECOUPLE	1
35	CLAN	1
36	COLOUR	1
37	CRIMINALS	1
38	DAUGHTER	1
39	FOSTERSIBLINGS	1
40	GAY	1
41	GAYMARRIAGES	1
42	GRANDFATHER	1
43	GRANDPARENTS	1
44	GRANDSON	1
45	HALFBROTHER	1
46	HALFSISTER	1
47	JAIL	1
48	LEGAL	1
49	LESBIAN	1

50	MOTHERINLAW	1
51	MULTICULTURALIS	1
52	MUM	1
53	NEIGHBOURS	1
54	NEPHEW	1
55	NIECE	1
56	NONTRADITIONALFAMILY	1
57	ONLYCHILD	1
58	PARENTS	1
59	PROTEST	1
60	RACE	1
61	RICH	1
62	SAMESEXFAM	1
63	SINGLEPARENTFAM	1
64	SOCIALEXCLUSION	1
65	STATUS	1
66	STEPFATHER	1
67	UNMARRIEDCOUPLES	1
68	YOUNGSTER	1
69	YOUNGSTERS	1
70	YOUTH	1

	WordSmith Tools		
Total		318	
Category		*Society*	
Textbook		*Definitions*	

N	Word	Freq.	
1	TEENAGERS	36	
2	NEIGHBOURS	15	
3	PARENTS	13	
4	ANTISOCIAL	10	
5	CHILDREN	10	
6	MOTHER	10	
7	ANTISOCIALBEHAVIOUR	9	
8	PRISON	8	
9	GENDERGAP	7	
10	LAW	7	
11	SOCIETY	7	
12	THELAW	6	
13	WIFE	6	
14	KIDS	5	
15	BROTHER	5	
16	CRIME	5	
17	GENDERBARRIERS	5	
18	TEENS	5	
19	MARRIED	4	
20	MUM	4	
21	HUSBAND	4	
22	POOR	4	
23	RICH	4	
24	SISTER	4	
25	TEENAGER	4	
26	ADULTS	4	
27	AUTHORITIES	3	
28	BULLYING	3	
29	GENDERBARRIER	3	
30	ILLEGAL	3	
31	LOCALECONOMIES	3	
32	POLITICIAN	3	
33	POLITICIANS	3	
34	PRESIDENT	3	
35	PRIMEMINISTER	3	
36	RACIST	3	
37	ADOLESCENCE	2	
38	ADULT	3	
39	COMMUNITIES	2	
40	DAD	2	
41	DIVERSITY	2	
42	FAMILY	2	
43	FATHER	2	
44	GRANDMOTHER	2	
45	GRANNY	2	
46	MILLIONAIRE	2	
47	NEIGHBOUR	2	
48	NEIGHBOURHOODS	2	
49	RIGHTS	2	

50	RULES	2
51	SOLDIERS	2
52	TEENAGE	2
53	TEENAGECHILDREN	2
54	YOUNGPEOPLE	2
55	ANTISMOKINGLEGISLATION	1
56	ANTISOCIALACTIVITIES	1
57	BREAKTHELAW	1
58	CIVILRIGHTS	1
59	COMMUNITY	1
60	CRIMINALGANGS	1
61	DAUGHTER	1
62	DEMOCRATIC	1
63	DISRUPTIVEBEHAVIOUR	1
64	DRUNK	1
65	ECONOMICDIFFERENCE	1
66	FOREIGNERS	1
67	GANGS	1
68	GENDERDIFFERENCES	1
69	GOVERNMENTPOLICY	1
70	GRANDPARENTS	1
71	HUMBLEBACKGROUNDS	1
72	LAWS	1
73	LEGAL	1
74	LOCALAUTHORITIES	1
75	LOWABIDINGCITIZENS	1
76	MIGRANTWORKERS	1
77	MINISTER	1
78	MOTHERS	1
79	NEIGHBOURHOOD	1
80	POORPEOPLE	1
81	RIGHT	1
82	RULE	1
83	SACIST	1
84	SEXIST	1
85	SHOPLIFTER	1
86	SMOKINGLEGISLATION	1
87	SOCIALNORM	1
88	SOCIALROLES	1
89	SON	1
90	TEEN	1
91	THERICH	1
92	UNCLE	1
93	WESTERNSOCIETIES	1
94	YOUTHS	1
95	VOLUNTEER	2
96	VOLUNTARYWORK	1
97	COURT	1
98	MARRIEDCOUPPLES	1
99	NEWLYMARRIED	1
100	SEXIST	1
101	GENDERGAP	1
102	FEMALEROLES	2

Total		403
Category	*Society*	
Textbook	*Distinction*	

N	Word	Freq.
1	RULES	77
2	CHILDREN	25
3	TEENAGERS	15
4	PARENTS	14
5	CRIME	13
6	MUGGER	11
7	SISTER	10
8	FAMILY	9
9	WEEE	9
10	ASBO	8
11	FIRSTBORNCHILDREN	8
12	TEENCOURTS	8
13	CRIMINAL	7
14	COURT	6
15	LATERBORNCHILDREN	6
16	LAW	6
17	MUM	6
18	PRISON	6
19	ANTISOCIALBEHAVIOUR	5
20	BROTHER	5
21	BURGLAR	4
22	DAD	4
23	MURDER	4
24	TEENAGE	4
25	TEENCOURT	4
26	ADULTCOURTS	3
27	BULLYING	3
28	BURGLARY	3
29	CRIMES	3
30	FAMILIES	3
31	LAWS	3
32	OFFENDERS	3
33	SISTERS	3
34	TEENS	3
35	VANDALISM	3
36	ADULTS	2
37	ALCOHOL	2
38	AUNT	2
39	BROTHERS	2
40	COMMUNITYSERVICE	2
41	DRUGS	2
42	ILLEGAL	2
43	JURY	2
44	KIDNAPPING	2
45	MOTHER	2
46	MUGGING	2
47	ROBBERY	2
48	SHOPLIFTING	2
49	TEENAGER	2

50	THEFT	2
51	VANDALIZING	2
52	ADULT	1
53	ADULTCOURT	1
54	ALCOHOLISM	1
55	ANTIWAR	1
56	BULGLARY	1
57	BULLIED	1
58	BULLY	1
59	BURGLE	1
60	BURGLED	1
61	CAREHOME	1
62	CHILD	1
63	COMMUNITY	1
64	COUNSELLING	1
65	COURTS	1
66	COUSIN	1
67	CRIMELEVELS	1
68	CRIMINALS	1
69	DAUGHTER	1
70	EDUCATIONMINISTER	1
71	ELDERLY	1
72	FAMILYBACKGROUND	1
73	FATHER	1
74	FIRSTBORNCHILD	1
75	FIRSTTIMEOFFENDERS	1
76	GENDERGAP	1
77	GRANDMOTHER	1
78	GRANDPARENTS	1
79	LEGAL	1
80	LICENSINGLAWS	1
81	MEMBEROFPARLIAMENT	1
82	MIDDLEAGED	1
83	MIDTEENS	1
84	MILLIONAIRES	1
85	MINORCRIMES	1
86	NEIGHBOUR	1
87	NEIGHBOURS	1
88	OFFENDER	1
89	POLITICALDEMONSTRATIONS	1
90	POORER	1
91	PROTESTS	1
92	ROBBER	1
93	SERIOUSCRIMES	1
94	SERVICE	1
95	SHOPLIFTED	1
96	SHOPLIFTER	1
97	SHOPLIFTERS	1
98	SOCIABLE	1
99	SON	1
100	TEENAGECOURTS	1
101	TEENAGECRIMINALS	1
102	TEENAGEOFFENDERS	1
103	TEENJURIES	1
104	TEENJURY	1
105	THELAW	1

106	THIEF	1
107	VANDAL	1
108	VANDALIZE	1
109	WEALTHIEST	1
110	WITNESS	1
111	YOUNGER	1
112	YOUNGOFFENDERS	1
113	MARRIED	2
114	REMARRIED	1
115	ACTIVIST	1
116	ENVIRONMENTALACTIVIST	1
117	ENVIRONMENTALIST	1

	WordSmith Tools	
Total		267
Category	*Society*	
Textbook	*Upgrade*	

N	Word	Freq.
1	TEENAGERS	44
2	CRIME	16
3	PARENTS	14
4	LAW	11
5	CHILDREN	10
6	PRISON	8
7	DISCRIMINATION	7
8	POLITICIANS	7
9	TEENAGE	7
10	MUM	6
11	CRIMES	5
12	JURY	5
13	KIDS	5
14	SISTER	5
15	SOCIETY	5
16	COURT	4
17	COURTS	4
18	TEENAGER	4
19	CHILD	3
20	CRIMINALS	3
21	DRUGS	3
22	FATHER	3
23	RURAL	3
24	TEENCOURTS	3
25	BROTHER	2
26	DEMOCRACY	2
27	FAMILY	2
28	GRANDFATHER	2
29	ILLEGAL	2
30	NEIGHBOUR	2
31	OFFENDERS	2
32	PRESIDENT	2
33	PRIMEMINISTER	2
34	RULES	2
35	SMUGGLERS	2
36	TEEN	2
37	TEENCOURT	2
38	URBAN	2
39	ADULTS	1
40	ANTISOCIALBEHAVIOUR	1
41	BRIBES	1
42	BULLYING	1
43	BURGLE	1
44	CIVILRIGHTS	1
45	CORRUPTION	1
46	DAD	1
47	DEEPROOTEDSOCIALISSUE	1
48	DEMOCRATICALLY	1
49	DISCRIMINATORY	2

50	DOMESTICVIDENCE	1
51	DRUGRELATEDOFFENCES	1
52	ENVIROMENTALIST	1
53	GANG	1
54	GANGCULTURE	1
55	GANGS	1
56	GRANDAD	1
57	GRANDDAD	1
58	HEALTHCARE	1
59	HEALTHCARECENTRES	1
60	HEALTHCARESERVICES	1
61	HEALTHMINISTER	1
62	HEALTHTOURISM	1
63	HEATLHCENTRE	1
64	HELATHCARE	1
65	JURORS	1
66	LAWS	1
67	MUG	1
68	MURDER	1
69	OUTLAW	1
70	POLITICIAN	1
71	POLITICS	1
72	POOREST	1
73	PORTAUTHORITIES	1
74	PRISONS	1
75	RACISM	1
76	RELATIVES	1
77	RIGHTS	1
78	ROB	1
79	ROBBERIES	1
80	ROBBERY	1
81	SMUGGLING	1
82	SOCIALISSUES	1
83	SOCIALPRESSURE	1
84	TEENS	1
85	THEFT	1
86	THETEENAGE	1
87	THIEVES	1
88	VIOLENCE	1
89	MARRIED	1
90	COURT	1
91	HIPPIE	1

	WordSmith Tools		
Total			236
Category		*Society*	
Textbook		*Top Marks*	

N	Word	Freq.
1	CHILDREN	30
2	TEENAGERS	25
3	PARENTS	23
4	FAMILY	14
5	CHILD	12
6	FATHER	11
7	ADULTS	8
8	MOTHER	7
9	TEENAGER	7
10	RULES	6
11	BROTHER	4
12	NEIGHBOURHOOD	4
13	COMMUNITY	3
14	DAUGHTER	3
15	FOREIGN	3
16	HOODIEBAND	3
17	HUSBAND	3
18	NEIGHBOURS	3
19	PRISIONERS	3
20	RICH	3
21	BROTHERS	2
22	CRIME	2
23	CRIMERATE	2
24	CRIMES	2
25	CRIMINAL	2
26	DELIQUENTS	2
27	GRANDFATHER	2
28	ILLEGAL	2
29	IMMIGRANTS	2
30	LOCAL	2
31	MIDDLECLASS	2
32	MUM	2
33	SISTER	2
34	SOCIAL	2
35	ADULT	1
36	AUNT	1
37	BLACK	1
38	CRIMINALS	1
39	DAD	1
40	DELINQUENTS	1
41	DICTATOR	1
42	FAMILIES	1
43	GOBROKE	1
44	GRANDMOTHER	1
45	IMMMIGRANTS	1
46	KIDS	1
47	MAGNATE	1
48	OFFENCES	1
49	OFFENDERS	1

50	POLITICIAN	1
51	PRIMEMINISTER	1
52	RACISM	1
53	RULE	1
54	SNOB	1
55	SOCIALIZING	1
56	SOCIALPROBLEMS	1
57	SOCIETY	1
58	TEENAGE	1
59	TEENS	1
60	UNCLE	1
61	YOUNGOFFENDERS	1
62	PRISON	1
63	PRISONS	1
64	MARRIED	4

	WordSmith Tools	

Total		261
Category		*Society*
Textbook		*Move On*

N	Word	Freq.
1	PARENTS	24
2	RULES	23
3	CHILDREN	15
4	BROTHER	12
5	TEENAGERS	12
6	MOTHER	8
7	DAD	7
8	MUM	6
9	POLITICS	6
10	GRANDPARENTS	5
11	ILLEGAL	5
12	SISTER	5
13	FAMILY	4
14	NEIGHBOUR	4
15	PRIMEMINISTER	4
16	PRISON	4
17	SOCIETY	4
18	TEENAGE	4
19	FATHER	3
20	GRANDMOTHER	3
21	HOMELESS	3
22	LAW	3
23	LAWS	3
24	POLITICIAN	3
25	SOCIALISM	3
26	ADULT	2
27	AGERESTRICTION	2
28	BROTHERS	2
29	BURGLAR	2
30	CHILD	2
31	CHILDHOOD	2
32	COUSIN	2
33	DRUGS	2
34	ENVIRONMENTALIST	2
35	KIDS	2
36	LEFTWING	2
37	MINISTER	2
38	NOUVEAURICH	2
39	PARENT	2
40	POLITICALPARTY	2
41	PRESIDENT	2
42	RICH	2
43	TEENS	2
44	VOTINGAGE	2
45	ACTIVIST	1
46	AGELAWS	1
47	ANARCHY	1
48	ANTISMOKINGLAWS	1
49	ARISTOCRATID	1

50	BULLY	1
51	CHILLDHOOD	1
52	CRIME	1
53	CRIMINALOFFENCE	1
54	ECONOMIC	1
55	ELDERLYPEOPLE	1
56	ELECTEDPRESIDENT	1
57	ELECTION	1
58	FAMILIES	1
59	GENDERGAP	1
60	GRANDFATHER	1
61	ILLEGALLY	1
62	IMMIGRANTS	1
63	LEGAL	1
64	LEGALAGE	1
65	LEGALAGES	1
66	LEGALLY	1
67	LOCALELECTION	1
68	MINISTRYOFEDUCATION	1
69	MUGGED	1
70	NEIGHBOURS	1
71	OUTANDDOWN	1
72	PARLIAMENTARIANS	1
73	POLITICAL	1
74	POLITICALBELIEFS	1
75	POLITICALISSUES	1
76	PRIMEMINISER	1
77	RACISM	1
78	RICHPEOPLE	1
79	RIGHTS	1
80	RIGHTTOVOTE	1
81	RIGHTWING	1
82	ROYALISTS	1
83	SENIORPOLITICIANS	1
84	STEPFATHER	1
85	TEENAGER	1
86	THEPOOR	1
87	THERICH	1
88	URBAN	1
89	VOTE	1
90	WEALTHY	1
91	WELLOFF	1
92	WIFE	1
93	WIVES	1
94	YOUNGPEOPLE	1

Total		319
Category	*Society*	
Textbook	*Aspire*	

N	Word	Freq.
1	CHILDREN	35
2	FAMILY	18
3	IMMIGRANTS	17
4	CHILD	12
5	PARENTS	9
6	FATHER	7
7	FAMILIES	6
8	IMMIGRATION	5
9	LAW	5
10	EMIGRATE	4
11	ILLEGAL	4
12	ILLEGALY	4
13	NEIGHBOURS	4
14	POLITICAL	4
15	RACE	4
16	ADULT	3
17	ADULTHOOD	3
18	DAD	3
19	EMIGRANTS	3
20	ETHNICITY	3
21	GRANDMOTHER	3
22	KID	3
23	KIDS	3
24	LEGAL	3
25	MOTHER	3
26	SECONDGENERATIONIMMIGRANT	3
27	SISTER	3
28	SOCIETY	3
29	WIFE	3
30	ADOLESCENCE	2
31	BROTHER	2
32	CHILDHOOD	2
33	COMMUNITIES	2
34	CRIMINALS	2
35	DISCRIMINATION	2
36	EMIGRATING	2
37	IMMIGRATIONLAW	2
38	LAWS	2
39	LEGALRIGHTS	2
40	LIFEEXPECTANCY	2
41	ECOLOGIST	2
42	MIGRATION	2
43	MILLIONAIRES	2
44	NEIGHBOUR	2
45	PENSIONFUNDS	2
46	POLITICALMESSAGE	2
47	POLITICS	2
48	POOR	2
49	RACES	2

50	RICH	2
51	RULES	2
52	RURAL	2
53	SOCIALLIFE	2
54	SOCIALSKILLS	2
55	SON	2
56	TEENAGERS	2
57	AGINGOFPOPULATION	1
58	ANTISEMITISM	1
59	ASSIMILATION	1
60	BACKGROUNDS	1
61	BLACKPERSONS	1
62	BRIBERY	1
63	BULLYING	1
64	CAPITALISTIC	1
65	CENSORSHIP	1
66	COMMUNIST	1
67	COMUNISM	1
68	CONSERVATIVESOCIETY	1
69	COPYRIGHTLAWS	1
70	COUNCIL	1
71	COURT	1
72	CRIMINAL	1
73	DAUGHTERS	1
74	DETENTIONCENTRE	1
75	DRUGDEALERS	1
76	CONOMICANDSOCIALCHANGE	1
77	ECONOMICMIGRANT	1
78	EMIGRATION	1
79	ETHNICGROUP	1
80	EXTENDEDFAMILY	1
81	FAMILYTREE	1
82	FAMILYTREES	1
83	FIRSTGENERATIONIMMIGRANT	1
84	GANGSTA	1
85	GENERATION	1
86	GRANDFATHER	1
87	HEALTHCARE	1
88	ILLEGALCOPYRIGHT	1
89	IMMIGRANT	1
90	IMMIGRATE	1
91	INFANCY	1
92	INSURANCE	1
93	INTEGRATION	1
94	LIFEOFCRIMES	1
95	LUXURY	1
96	MIGRANTS	1
97	MIGRATED	1
98	MILITARYPOWERS	1
99	MULTICULTURALSOCIETY	1
100	MURDERERS	1
101	NEIGHBOURHOODS	1
102	OFFENDER	1
103	OFFENDERS	1
104	OLDERGENERATIONS	1
105	ITICALANDNATIONALPOLICIES	1

106	POLITICALBORDERS	1
107	POLITICIANS	1
108	POORER	1
109	PRIMITVECOMMUNITIES	1
110	RACIALPREJUDICE	1
111	RADICAL	1
112	RELATIVES	1
113	RESTRICTIVELAWS	1
114	RICHER	1
115	ROBBERS	1
116	RURALSETTINGS	1
117	SLUM	1
118	SOCIAL	1
119	SOCIALACTIVITIES	1
120	SOCIALANDPOLITICALISSUES	1
121	SOCIALBASIS	1
122	SOCIALINSURANCE	1
123	SOCIETIES	1
124	SUBURBS	1
125	TEENAGE	1
126	TEENAGER	1
127	TEENS	1
128	THEFT	1
129	THIEVES	1
130	TREELINE	1
131	TRIBES	1
132	VANDALS	1
133	WAVESOFIMMIGRATION	1
134	WEALTHY	1
135	WESTERNSOCIETY	1
136	WHITEPERSONS	1
137	WIVES	1
138	YOUNGSTERS	1
139	MARRIED	1
140	DIVORCE	1
141	LOAN	1

Total		349
Category	*Society*	
Textbook	*New English File*	

N	Word	Freq.
1	CHILDREN	24
2	COURT	19
3	FAMILY	14
4	MARRIED	14
5	WIFE	13
6	PARENTS	12
7	BROTHER	10
8	FATHER	10
9	HUSBAND	9
10	MOTHER	9
11	RULES	9
12	JURY	8
13	CRIME	7
14	DAUGHTER	7
15	SISTER	7
16	SOCIETY	7
17	CHILD	6
18	NEIGHBOUR	6
19	POLITICS	6
20	CHILDHOOD	5
21	PRISON	4
22	TEENAGER	4
23	BLACKMAIL	3
24	BRIBERY	3
25	IMMIGRATION	3
26	JAIL	3
27	JAILED	3
28	NEIGHBOURS	3
29	RELATIVE	3
30	SON	3
31	WIVES	3
32	BROTHERS	2
33	BURGLAR	2
34	DICTATORSHIP	2
35	GENDERDIFFERENCE	2
36	LEFTWING	2
37	POLITICALPARTIES	2
38	POLITICIAN	2
39	PUBLICMEDICINE	2
40	SHOPLIFTER	2
41	SISTERS	2
42	UNCLE	2
43	VEREDICT	2
44	WEALTH	2
45	ANTISMOKINGLAWS	1
46	BEABLETOVOTE	1
47	CANNABIS	1
48	CAPITALPUNISHMENT	1
49	COUSIN	1

50	CRIMINALS	1
51	CRIMINALTRIALS	1
52	DEFENDANT	1
53	DICTATOR	1
54	DISCRIMINATION	1
55	DRUG	1
56	DRUGS	1
57	EARLYTWENTIES	1
58	ECSTASY	1
59	ENGLISHFAMILY	1
60	EXHUSBAND	1
61	EXWIFE	1
62	FHEFT	1
63	FINE	1
64	FRENCHHEALTHSERVICE	1
65	HEALTHSERVICES	1
66	HOSTFAMILY	1
67	HUMANRIGHTS	1
68	HUSBANDS	1
69	ILLEGAL	1
70	IMPRISONMENT	1
71	LATETHIRTIES	1
72	LAW	1
73	LEGALIZED	1
74	MARRIED	1
75	MIDDLEAGED	1
76	MIDFORTIES	1
77	MODERNSOCIETY	1
78	MOTHERINLAW	1
79	MP	1
80	NEPHEW	1
81	PICKPOCKET	1
82	PM	1
83	POLITICAL	1
84	POLITICALLEADERS	1
85	POLITICIAL	1
86	PRESIDENT	1
87	PRIMEMINISTER	1
88	PRITAVEMEDICINE	1
89	PRIVATEMEDICINE	1
90	PUBLICHEALTHSERVICE	1
91	REBEL	1
92	REPUBLIC	1
93	RESIDENTIALAREA	1
94	RICH	1
95	RICHER	1
96	RIGHT	1
97	RIGHTS	1
98	RIGHTWING	1
99	ROBBER	1
100	ROBBERS	1
101	ROBBERY	1
102	SEXUALDISCRIMINATION	1
103	SHOPLIFTERS	1
104	SISTTER	1
105	SOCIALISSUES	1

106	SOFTDRUGS	1
107	STEPFATHER	1
108	TEENAGE	1
109	TEENS	1
110	TELEVISEDTRIALS	1
111	THIEF	1
112	THIEVES	1
113	TRIAL	1
114	VAT	1
115	VERDICT	1
116	DIVORCE	3
117	REMARRIED	1
118	SEPARATED	1
119	SEPARATION	1
120	POLITICIAN	1
121	SOLDIER	1
122	HOST FAMILY	3
123	VOLUNTEER	4

	WordSmith Tools		
Total Category Textbook		*Society Viewpoints*	322

N	Word	Freq.
1	CHILDREN	35
2	PARENTS	35
3	CHILD	15
4	DAD	14
5	BROTHER	10
6	FAMILY	10
7	FATHER	10
8	SISTER	10
9	CHILDHOOD	8
10	MOTHER	8
11	SON	8
12	NEIGHBOURHOOD	7
13	SIBLINGS	6
14	BROTHERS	4
15	GRANDMOTHER	4
16	HUSBAND	4
17	PARENT	4
18	RESIDENTS	4
19	TEENAGERS	4
20	WIFE	4
21	ADULT	3
22	BURGLAR	3
23	COUSIN	3
24	DRUGS	3
25	FAMILIES	3
26	LAW	3
27	NEIGHBOURS	3
28	RULES	3
29	SISTERS	3
30	WEALTHY	3
31	ADULTS	2
32	AUNT	2
33	BROTHERINLAW	2
34	DAUGHTER	2
35	GRANDPA	2
36	GRANDPARENTS	2
37	KIDS	2
38	NEIGHBOUR	2
39	ONLYCHILD	2
40	RICH	2
41	SIBLING	2
42	SPOUSE	2
43	SUBURB	2
44	TEENS	2
45	THIEVES	2
46	UNCLE	2
47	VOTE	2
48	WEALTH	2
49	ACTIVITST	1

50	ALCOHOL	1
51	ALCOHOLISM	1
52	AUNTS	1
53	BURGLARS	1
54	COCAINE	1
55	COMMUNITY	1
56	COUNCIL	1
57	COURT	1
58	COUSINS	1
59	CRIMES	1
60	DEBTS	1
61	DRUGADDICTION	1
62	ENVIRONEMNTALACTIVIST	1
63	ENVIRONMENTALACTIVIST	1
64	ENVIRONMENTALIST	1
65	FAMILYMEMBERS	1
66	GRANDFATHER	1
67	GREATGRANDFATHER	1
68	GREATGRANDMOTHER	1
69	IMMIGRATED	1
70	IMMIGRATES	1
71	INFANT	1
72	LOCALCOUNCIL	1
73	MUM	1
74	NEPHEW	1
75	NIECE	1
76	ONECHILDFAMILY	1
77	ORPHANAGE	1
78	POLITICAL	1
79	POLITICS	1
80	PRESIDENT	1
81	PROTEST	1
82	PROTESTS	1
83	RICHES	1
84	SCANDALOUSBEHAVIOUR	1
85	SINGLECHILD	1
86	SNOB	1
87	SOCIALISE	1
88	SOCIALLIFE	1
89	SOCIETY	1
90	STATUSSYMBOL	1
91	TEEN	1
92	TEENAGE	1
93	UNCLES	1
94	VANDALS	1
95	WIDOW	1
96	WOMENSRIGHTS	1
97	DIVORCE	1
98	DIVORCED	1
99	MARRIED	1
100	UNMARRIED	1

Total		73
Category		*WWISSUES*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	GLOBALWARMING	15
2	ENVIRONMENT	13
3	POLLUTION	6
4	ENVIRONMENTAL	3
5	POVERTY	3
6	ENVIRONMENTALISSUE	2
7	GLOBALISSUES	2
8	GREENHOUSEEFFECT	2
9	AIRPOLLUTION	1
10	BLACKFARMWORKER	1
11	CONSERVATION	1
12	CRISIS	1
13	DEFORESTATION	1
14	DROUGHTS	1
15	ENDANGEREDSPECIES	1
16	ENVIROMENTALPROBLEMS	1
17	ENVIRONMENTALDAMAGE	1
18	ENVIRONMENTALDEPRESSION	1
19	ENVIRONMENTALPROBLEMS	1
20	FLOODINGS	1
21	GLOBALFOODCRISIS	1
22	HUMANITARIAN	1
23	HUNGER	1
24	NATURALCATASTROPHE	1
25	OVERPOPULATED	1
26	OVERPOPULATION	1
27	POLLUTANTS	1
28	POLLUTIONFREE	1
29	SMOG	1
30	TIGERHUNTING	1
31	WATERSHORTAGE	1
32	ENVIRONMENT	1
33	ECONOMICCRISIS	1
34	ECONOMICPROBLEMS	1
35	ECONOMY	1

	WordSmith Tools	
Total		26
Category		*WWISSUES*
Textbook		*Over to you*

N	Word	Freq.
1	OBESITY	6
2	ENVIRONMENT	3
3	CORPORALPUNISHMENT	2
4	REFUGEECAMP	2
5	REFUGEES	2
6	SCAFISTI	2
7	ALBANIANMAFIA	1
8	CHILDLABOUR	1
9	GLOBALIZED	1
10	HUNGER	1
11	SLAVERY	1
12	SLAVES	1
13	TERRORISM	1
14	TERRORISTATTACKS	1
15	TORTURE	1

	WordSmith Tools		
Total			8
Category		WWISSUES	
Textbook		*Ingear*	

N	Word	Freq.
1	ECONOMICCRISIS	1
2	ECONOMICPROBLEMS	1
3	ENVIRONMENT	1
4	ENVIRONMENTALCONDITIONS	1
5	ENVIRONMENTALIST	1
6	GLOBALIZATION	1
7	GOBALWARMING	1
8	POLLUTION	1

	WordSmith Tools		
Total		47	
Category		*WWISSUES*	
Textbook		*Definitions*	

N	Word	Freq.
1	GLOBALIZATION	19
2	POLLUTION	3
3	POORERCOUNTRIES	3
4	POORERPARTS	3
5	ENVIRONMENT	2
6	INTERNATIONALCRISIS	2
7	POORAREAS	2
8	BARRIERS	1
9	DISASTERAREA	1
10	ENVIROMENTALDAMAGE	1
11	GLOBAL	1
12	GLOBALIZE	1
13	ILLEGALFACTORY	1
14	INTERNATIONALTRADE	1
15	NUCLEARBOMB	1
16	PIRACY	1
17	DEVELOPEDCOUNTRIES	1
18	DEVELOPINGWORLD	1
19	RICHCOUNTRIES	1
20	ECONOMY	1

Total		61
Category	*WWISSUES*	
Textbook	*Distinction*	

N	Word	Freq.
1	ENVIRONMENT	14
2	POLLUTION	9
3	GLOBALWARMING	5
4	DEVELOPINGCOUNTRIES	3
5	ENVIRONMENTAL	3
6	CARBONEMISSIONS	2
7	ENVIROMENT	2
8	POORERCOUNTRIES	2
9	STARVING	2
10	ANTIGLOBALIZATIONMOVEMENT	1
11	BIODEGRADABLE	1
12	CHILDEXPLOITATION	1
13	CHILDLABOUR	1
14	CLIMATECHANGE	1
15	ENVIRONMENTS	1
16	ENVIRONMNET	1
17	ENVIRONMNETALPROBLEMS	1
18	EXPLOITINGCHILDREN	1
19	FAMINEVICTIMS	1
20	OZONELAYER	1
21	POLLUTETHELANDSCAPE	1
22	PULLUTION	1
23	TOXICWASTE	1
24	WAR	1
25	POVERTY	1
26	RICHERCOUNTRIES	1
27	THIRDWORLD	1
28	REFUGEES	1

Total		27
Category		*WWISSUES*
Textbook		*Upgrade*

N	Word	Freq.
1	HUMANRIGHTS	5
2	DEFORESTATION	4
3	POVERTY	4
4	ENVIRONMENT	3
5	IRONMENTALCONSEQUENCES	1
6	ENVIRONMENTALISM	1
7	GLOBALECONOMICCRISIS	1
8	GLOBALWARMING	1
9	RIGHTS	1
10	SLAVERY	1
11	TERRORISM	1
12	TRAFFIKINGIMMIGRANTS	1
13	WOMEN'SNIGHTS	1
14	POORCOUNTRIES	1
15	POORERCOUNTRIES	1

Total		11
Category	*WWISSUES*	
Textbook	*Top Marks*	

N	Word	Freq.
1	ENVIRONMENT	2
2	OBESITY	2
3	POLLUTION	2
4	POLLUTE	1
5	WARS	1
6	POORCOUNTRIES	1
7	RIGHCOUNTRIES	1
8	HUMANRIGHTS	1

Total		49
Category		*WWISSUES*
Textbook		*Move On*

N	Word	Freq.
1	WAR	6
2	ENVIRONMENT	4
3	GLOBALWARMING	4
4	GMFOOD	4
5	CIVILWAR	3
6	EXTINCTION	3
7	OBESITY	3
8	STARVATION	3
9	CLIMATECHANGE	2
10	GM	2
11	HUMANRIGHTS	2
12	TERRORIST	2
13	ANTIWAR	1
14	CHILDLABOUR	1
15	ENDANGEREDANIMALS	1
16	GENETICALLYMODIFIEDFOOD	1
17	GMFOODS	1
18	SUICIDEBOMBER	1
19	TERRORISTATTACKS	1
20	THEENVIRONMENT	1
21	ENVIRONMENT	1
22	CAPITALISM	1
23	POVERTY	1

Total		87
Category		*WWISSUES*
Textbook		*Aspire*

N	Word	Freq.
1	ENVIRONMENT	6
2	CLIMATECHANGE	5
3	POLLUTION	5
4	SLAVES	5
5	ENDANGEREDSPECIES	4
6	POVERTY	4
7	ENDANGERED	3
8	CIVILWAR	2
9	DEVELOPEDCOUNTRIES	2
10	DEVELOPINGWORLD	2
11	ECONOMY	2
12	ENVIRONMENTALISSUES	2
13	GLOBALWARMING	2
14	HUMANITARIANAID	2
15	HUMANRIGHTS	2
16	INDUSTRIALPOLLUTANTS	2
17	REFUGEE	2
18	OVERPOPULATION	2
19	WAR	2
20	WATERPOLLUTION	2
21	ARMEDCONFLICT	1
22	CONSERVATION	1
23	DROUGHT	1
24	DYINGOFHUNGER	1
25	NVIRONMENTALCAMPAIGNING	1
26	ENVIRONMENTALCAUSES	1
27	ENVIRONMENTALDAMAGE	1
28	ENVIRONMENTALNEWS	1
29	ENVIRONMENTALPROBLEMS	1
30	ENVIRONMENTALPROTECTION	1
31	FAMINE	1
32	GLOBALISATION	1
33	GLOBALPOVERTY	1
34	GREENHOUSEGASES	1
35	MEDICALAID	1
36	NATURECONSERVATION	1
37	NUCLEARWEAPONS	1
38	OBESITY	1
39	OVERPOPULATED	1
40	POLLUTING	1
41	POPULATIONDECLINE	1
42	PULLUTION	1
43	REFUGEES	1
44	WORLDWARI	1
45	DEVELOPEDWORLD	1
46	DEVELOPINGCOUNTRIES	1
47	ECONOMICSHOCK	1
48	ECONOMICEXPLOITATION	1
49	ERPRIVILEDGEBACKGROUNDS	1

Total	12
Category	*WWISSUES*
Textbook	*New English File*

N	Word	Freq.
1	BANKRUPT	2
2	ECOSYSTEM	2
3	CRISIS	1
4	ENVIRONMENT	1
5	OBESITY	1
6	POLLUTION	1
7	TERRORISM	1
8	TERRORIST	1
9	FINANCIALLOST	1
10	CAPITALISM	1

Total		64
Category	*WWISSUES*	
Textbook	*Viewpoints*	

N	Word	Freq.
1	ENVIRONMENT	14
2	GLOBALWARMING	7
3	POLLUTION	6
4	OBESITY	3
5	CARBONFOOTPRINT	2
6	CHILDLABOUR	2
7	CHILDOBESITY	2
8	DEFORESTATION	2
9	GREENHOUSEEFFECT	2
10	GREENHOUSEGASES	2
11	LITTER	2
12	WAR	2
13	AIRPOLLUTION	1
14	CLIMATECHANGE	1
15	DAMAGECLIMATE	1
16	DAMAGEENVIRONMENT	1
17	DESTROYINGRAINFOREST	1
18	ENVIRONMENTALNIGHTMARE	1
19	HARMINGENVIRONMENT	1
20	POLLUTEDWORLD	1
21	RECYCLE	1
22	REFUGEES	1
23	RENEWABLEENERGY	1
24	SMOG	1
25	TEENOBESITY	1
26	THIRDWORLD	1
27	WASTE	1
28	WATERPOLLUTION	1
29	ECONOMY	1
30	POORAREAS	1

Total		12	
Category		*Values&Beliefs*	
Textbook		*AdvancedContrast*	

N	Word	Freq.
1	PACHAMAMA	3
2	MOTHERNATURE	2
3	BLESSINGS	1
4	FREEDOM	1
5	GODDESS	1
6	IGNORANCE	1
7	MOTHEREARTHGODDESS	1
8	PREJUDICE	1
9	RELIGIONS	1

	WordSmith Tools	
Total		28
Category		*Values&Beliefs*
Textbook		*Over to you*

N	Word	Freq.
1	BLANTLIES	4
2	JUSTICE	4
3	SIXTHSENSE	3
4	CHRISTIAN	1
5	CHURCH	1
6	DEJAVU	1
7	FREEDOM	1
8	FREEDOMOFEXPRESSION	1
9	FREEDOMOFSPEECH	1
10	JEWS	1
11	LOYALTY	1
12	MONKS	1
13	MUSLIM	1
14	NONCHRISTIAN	1
15	PATRONSAINTSDAY	1
16	PREJUDICE	1
17	RELIGION	1
18	RELIGIOUSBELIEFS	1
19	RELIGIOUSGROUPS	1
20	TOLERANCE	1

	WordSmith Tools	
Total		80
Category		*Values&Beliefs*
Textbook		*Ingear*

N	Word	Freq.
1	FENGSHUI	17
2	SUPERSTITIOUS	7
3	HOROSCOPE	6
4	SUPERSTITION	6
5	BLACKCAT	5
6	CHURCH	4
7	WALKUNDERLADDER	4
8	FRIDAYTHIRTEEN	3
9	BROKENMIRROR	2
10	FORTUNETELLING	2
11	FOURLEAFCLOVER	2
12	RABBITSFOOT	2
13	SPILTSALT	2
14	ARIES	1
15	ASTROLOGY	1
16	BIBLE	1
17	BREAKAMIRROR	1
18	CHRISTIAN	1
19	CROSSFINGERS	1
20	FORTUNETELLER	1
21	GISTWENTYFOURTWENTYTWO	1
22	GHOST	1
23	GOD	1
24	HORSESHOE	1
25	INMORTALITY	1
26	MORAL	1
27	OPENANUMBRELLAINAHOUSE	1
28	PALMREADERS	1
29	SUPERTITIOUSBELIEFS	1
30	TOLERANCE	1
31	TOLERANT	1

Total		25
Category		*Values&Beliefs*
Textbook		*Definitions*

N	Word	Freq.
1	FREEDOM	4
2	LIBERTY	4
3	DISHONEST	2
4	FAIR	2
5	RESPECT	2
6	SINCERE	2
7	UNFAIR	2
8	UNFAITHFUL	2
9	CHRISTIAN	1
10	CHURCH	1
11	EQUALITY	1
12	PRIEST	1
13	TOLERANT	1

	WordSmith Tools	
Total		13
Category		*Values&Beliefs*
Textbook		*Distinction*

N	Word	Freq.
1	HOROSCOPE	4
2	FREEDOM	2
3	MIRACLES	2
4	ARIES	1
5	ARQUARIUS	1
6	INDEPENDENT	1
7	JUSTICE	1
8	LOVEATFIRSTSIGHT	1

	WordSmith Tools		
Total		11	
Category		*Values&Beliefs*	
Textbook		*Upgrade*	

N	Word	Freq.
1	FREEDOM	5
2	RELIGIOUS	2
3	JUSTICE	1
4	MASS	1
5	MORALISSUES	1
6	PEACE	1

	WordSmith Tools		
Total			3
Category		*Values&Beliefs*	
Textbook		*Top Marks*	

N	Word	Freq.
1	FREEDOM	1
2	GHOST	1
3	PATRIOT	1

	WordSmith Tools		
Total		19	
Category		*Values&Beliefs*	
Textbook		*Move On*	

N	Word	Freq.
1	FREEDOM	3
2	RELIGION	3
3	EXTREMIST	2
4	FAIRIES	2
5	GOD	2
6	AGNOSTIC	1
7	ANCESTORS	1
8	ATHEIST	1
9	CHURCH	1
10	FAIRY	1
11	GODS	1
12	PRAY	1

	WordSmith Tools	
Total		32
Category		*Values&Beliefs*
Textbook		*Aspire*

N	Word	Freq.
1	UFO	7
2	FREEDOM	3
3	PRAYERS	3
4	ALIENS	2
5	INDEPENDENCE	2
6	JUSTICE	2
7	ALIEN	1
8	ANCESTRALBEINGS	1
9	CHURCH	1
10	CROPCIRCLES	1
11	IMMORAL	1
12	IMMORTALITY	1
13	INDEPENDENT	1
14	NONRELIGIOUS	1
15	RELIGION	1
16	RELIGIOUSBELIEFS	1
17	RELIGIOUSSYMBOLS	1
18	SPIRITUAL	1
19	TELEPATHIC	1

	WordSmith Tools	
Total		56
Category		*Values&Beliefs*
Textbook		*New English File*

N	Word	Freq.
1	TELEPATHY	7
2	GOD	5
3	PARANORMAL	3
4	PREMONITION	3
5	UFO	3
6	ARCHBISHOP	2
7	CLAIRVOYANT	2
8	GHOST	2
9	CHURCH	2
10	AMERICANVALUES	1
11	ANCESTOR	1
12	BIBLE	1
13	CATHOLICCHURCH	1
14	DEMORALIZED	1
15	FAITH	1
16	FATHER	1
17	HOLYGHOST	1
18	IMMORAL	1
19	IMMORALBEHAVIOUR	1
20	IMMORALITY	1
21	JUSTICE	1
22	MORAL	1
23	MORTAL	1
24	PARANORMALEXPERIENCE	1
25	PRAYER	1
26	RELIGIOUS	1
27	SCEPTICAL	1
28	SIGHTINGS	1
29	SON	1
30	SPIRITS	1
31	SUPERNATURAL	1
32	TELEPATHIC	1
33	THOMASMOORESAINT	1
34	TOLERANCE	1
35	WITCHES	1
36	GODS	1

	WordSmith Tools	
Total		8
Category		*Values&Beliefs*
Textbook		*Viewpoints*

N	Word	Freq.
1	SIXTHSENSE	4
2	GOD	1
3	LOYAL	1
4	MAGICALPOWERS	1
5	MORAL	1

Total		44
Category		*Traditions&Festivities*
Textbook		*AdvancedContrast*

N	Word	Freq.
1	TLAPDAY	8
2	BIRTHDAY	5
3	APRILSFOOL	3
4	TRADITIONAL	3
5	CHRISTMAS	2
6	FEASTOFTHEHOLYINNOCENTS	2
7	MARRIAGE	2
8	NEWYEAR	2
9	NEWYEARSDAY	2
10	QUADRILLE	2
11	WESTERNTRADITION	2
12	ALLFOOLS	1
13	APRILFOOLSDAY	1
14	DECORATEATREE	1
15	FESTIVEMEAL	1
16	FIACÉ	1
17	STREETCARNIVALS	1
18	TALKLIKEAPIRATEDAY	1
19	TLAP	1
20	TRADITIONALDANCE	1
21	WEDDING	1
22	WEDDINGS	1

Total		101
Category		*Traditions&Festivities*
Textbook		*Over to you*

N	Word	Freq.
1	FESTIVAL	8
2	FESTIVALS	8
3	VALENTINESDAY	7
4	KILTS	6
5	HALLOWEEN	5
6	CELEBRATIONS	4
7	GETMARRIED	4
8	TRADITIONS	5
9	CULTURE	3
10	STGEORGESDAY	3
11	BONFIRENIGHT	2
12	CULTURES	2
13	DIWALI	2
14	LOCALCUSTOMS	2
15	LOCALFESTIVALS	2
16	VALENTINESCARD	2
17	BIRTHDAY	1
18	CARNIVAL	1
19	CELEBRATION	1
20	CHRISTMAS	1
21	CULTURAL	1
22	FANCYDRESSCUTOMES	1
23	FATHERCHRISTMAS	1
24	FESTIVALFRINGE	1
25	GOTMARRIED	1
26	ILPALIO	1
27	IMPORTEDFESTIVALS	1
28	INTERNATIONALFESTIVAL	1
29	INTERNATIONALFESTIVALS	1
30	LENT	1
31	LOCALFESTIVAL	1
32	LOCALNATIONALFESTIVALS	1
33	MASKS	1
34	MAYDAY	1
35	MULTICULTURALFESTIVAL	1
36	NEWCUTURES	1
37	NOTTINGHILLCARNIVAL	1
38	POPULARCELEBRATION	1
39	POPULARFESTIVAL	1
40	PROCESSIONS	1
41	RELIGIOUSFESTIVAL	1
42	RUNNINGINFRONTOFBULLS	1
43	SANFERMIN	1
44	SECULARFESTIVAL	1
45	TRADITION	1
46	TRADITIONAL	1
47	TRADITIONALFESTIVAL	1
48	VALENTINE	1
49	WEDDING	1

50	WEDDINGDRESS	1
51	WORLDBPOKDAY	1
52	CHRISTIANTRADITION	1

	WordSmith Tools	WordSmith Tools --INGEAR TRADITIONS
Basic Statistics		
Total		69
Category		*Traditions&Festivities*
Textbook		*Ingear*

N	Word	Freq.
1	WEDDING	12
2	BIRTHDAY	9
3	GETMARRIED	6
4	CHRISTMAS	5
5	KILTS	5
6	BRIDE	3
7	GROOM	3
8	HENNA	3
9	BESTMAN	2
10	FRESHER'SWEEK	2
11	GOTMARRIED	2
12	HALLOWEENPARTY	2
13	MEHNDI	2
14	ANNIVERSARYPARTY	1
15	ARRANGEDMARRIAGE	1
16	ASIANWEDDING	1
17	BRIDES	1
18	CEREMONY	1
19	RGHINTERNATIONALFESTIVAL	1
20	FAMILYNAME	1
21	GERMARRIED	1
22	GROOMS	1
23	MAIDENNAME	1
24	MEHNDICEREMONY	1
25	REMARRIAGE	1

Total	26
Category	*Traditions&Festivities*
Textbook	*Definitions*

N	Word	Freq.
1	GETMARRIED	4
2	STVALENTINES	4
3	BLINDDATE	2
4	CULTURE	2
5	CULTURES	2
6	FIRSTDATE	2
7	ANNIVERSARY	1
8	BIRTHDAY	1
9	DATE	1
10	FERTILITYFESTIVAL	1
11	FOLKLORE	1
12	HONEYMOON	1
13	HUSBAND	1
14	LUPERCALIA	1
15	MARRIAGE	1
16	NEWYEARSRESOLUTION	1

Total		26
Category		*Traditions&Festivities*
Textbook		*Distinction*

N	Word	Freq.
1	DATE	6
2	BIRTHDAY	2
3	BIRTHDAYS	2
4	CHRISTMAS	2
5	DATING	2
6	GREETINGCARDS	2
7	WEDDING	2
8	BIRTHDAYCARD	1
9	CULTURE	1
10	ENGAGED	1
11	FIRSTDATE	1
12	FUNERAL	1
13	GETMARRIED	1
14	MARRIAGE	1
15	VALENTINESDAY	1

Total	19
Category	*Traditions&Festivities*
Textbook	*Upgrade*

N	Word	Freq.
1	BIRTHDAY	5
2	SARI	3
3	CULTURE	4
4	GETTINGMARRIED	2
5	EIGHTEENTHBIRTHDAY	1
6	GODFATHER	1
7	NEWYEAR'SEVE	1
8	TOWNCRIER	1
9	WEDDING	1

Total		24
Category		*Traditions&Festivities*
Textbook		*Top Marks*

N	Word	Freq.
1	CHRISTMAS	4
2	PROM	4
3	WEDDING	4
4	BIRTHDAY	3
5	CELEBRATION	3
6	ENGAGED	1
7	FRENCHCULTURE	1
8	GETMARRIED	1
9	LOTTERY	1
10	MARRY	1
11	SENIORPROM	1

Total	24
Category	*Traditions&Festivities*
Textbook	*Move On*

N	Word	Freq.
1	BIRTHDAY	4
2	CHRISTMAS	2
3	EASTER	2
4	FATHERCHRISTMAS	2
5	MARRY	2
6	BIRTHDAYS	1
7	BURIAL	1
8	CARNIVAL	1
9	CHRISTMASDAY	1
10	CULTURES	1
11	EASTERDAY	1
12	GETMARRIED	1
13	GETTINGMARRIED	1
14	LOTTERY	1
15	REMARRY	1
16	WORLDJUMPDAY	1
17	LOCHNESSMONSTER	1

Total		138
Category		*Traditions&Festivities*
Textbook		*Aspire*

N	Word	Freq.
1	CULTURE	9
2	BRIDE	8
3	GROOM	7
4	WEDDING	7
5	WEDDINGS	7
6	CULTURES	6
7	EARTHHOUR	6
8	MARRIAGE	5
9	GETTINGMARRIED	4
10	BIRTHDAY	3
11	CEREMONY	3
12	CIVILCEREMONIES	3
13	CZECHWEDDING	3
14	DRAGONBOATFESTIVAL	3
15	FESTIVAL	3
16	BIRTHDAYS	2
17	BRIDESMAID	2
18	ENGAGEMENT	2
19	FRESHERSWEEK	2
20	MOTHERSDAY	2
21	NEWCULTURE	2
22	NEWYEARSDAY	2
23	TRADITION	2
24	TRADITIONALWEDDING	2
25	AMERICANINDEPENDEDAY	1
26	AUSTRALIADAY	1
27	BANKHOLIDAY	1
28	BESTMAN	1
29	BIRTHDAYPARTY	1
30	BRAIDSMAID	1
31	BRIDES	1
32	CARNIVAL	1
33	CARNIVALQUEEN	1
34	COMMUNION	1
35	CONFETTI	1
36	CULTURALDIFFERENCES	1
37	CULTURALIDENTITY	1
38	DRAGONS	1
39	DUANWUFESTIVAL	1
40	FATHERSDAY	1
41	FESTIVALS	1
42	GETMARRIED	1
43	GOODLUCKRITUAL	1
44	HIGHSCHOOLPROM	1
45	INDEPENDENCEDAY	1
46	ITERNATIONALCHILDRENSDAY	1
47	INTERNATIONALWOMENSDAY	1
48	KITEFESTIVAL	1
49	LABOURDAY	1

50	MAZURKA	1
51	QUINCEAÑERA	1
52	RICE	1
53	RINGS	1
54	RITEOFPASSAGE	1
55	RITUALS	1
56	STPATRICKSDAY	1
57	THANKSGIVING	1
58	THROWPEAS	1
59	TRADITIONS	1
60	WEDDINGCAKE	1
61	WEDDINGDRESS	1
62	WEDDINGRECEPTION	1
63	WEDDINGVOWS	1
64	WORLDENVIRONMENTDAY	1
65	TRADITIONS	1
66	RITUALS	1
67	FESTIVALS	1

Total	60
Category	*Traditions&Festivities*
Textbook	*New English File*

N	Word	Freq.
1	BIRTHDAY	10
2	WEDDING	9
3	MARRIAGE	8
4	FENGSHUI	7
5	CHRISTMAS	4
6	BESTMAN	2
7	CEREMONY	1
8	CHINESEMEDICINE	1
9	CHRISTMASTREE	1
10	CULTURE	1
11	EASTER	1
12	ENGAGED	1
13	FATHERCHRISTMAS	1
14	GETMARRIED	1
15	GLOBALCELEBRATIONS	1
16	GREENSLEEVES	1
17	HONEYMOON	1
18	MAIDENNAME	1
19	MARIED	1
20	MARRIAGES	1
21	MARRIES	1
22	MARRY	1
23	MARRYINGS	1
24	REMARRIED	1
25	REMARRIAGE	1
26	TRADITIONAL	1

Total		41
Category		*Traditions&Festivities*
Textbook		*Viewpoints*

N	Word	Freq.
1	CULTURE	5
2	SHERJANGI	5
3	WEDDING	5
4	GETMARRIED	3
5	BIRTHDAY	2
6	BRITISHETIQUETTE	2
7	CELEBRATION	2
8	FIANCE	2
9	MARRY	2
10	BATTLEOFPOEMS	1
11	BRIDE	1
12	CHRISTMASTREE	1
13	CULTURES	1
14	ENGAGED	1
15	FIANCEE	1
16	MARRIAGE	1
17	MARRIAGES	1
18	MOTHERSDAY	1
19	VALENTINESDAY	1
20	WEDDINGDRESS	1
21	WEDDINGRING	1
22	EASTER	1

Conclusión

La presente tesis doctoral intenta cubrir la carencia de estudios sobre el vocabulario cultural de los libros de texto de inglés como lengua extranjera en segundo de bachillerato. Para ello, se realizó un análisis del vocabulario cultural de once libros de texto que eran representativos de los principales núcleos de población de La Rioja.

En general, esta tesis ha demostrado que el vocabulario cultural ocupa un segundo plano en relación con otros contenidos incluidos en los libros de texto de este nivel educativo. Especialmente, se ha comprobado que la cultura no está muy integrada en los libros de texto analizados. A pesar de que los aspectos socioculturales y sociolingüísticos y la competencia intercultural deben ser una parte obligatoria de los planes de estudio de 2º de bachillerato tal como se manifiesta en el currículo y el MCER (2001). Además, nuestra revisión de la literatura ha destacado cómo los aspectos culturales del vocabulario son esenciales para el desarrollo de la competencia lingüística del estudiante. Por un lado, varios estudios han demostrado que su integración en el aula constituye una forma natural y sencilla de adquirir la competencia intercultural. Por otro lado, el vocabulario cultural puede ser clave para superar los problemas de comunicación entre los hablantes. Asimismo, este estudio pone de manifiesto el hecho de que cuando la cultura no se aborda adecuadamente en los libros de texto se puede dar lugar a la creación de estereotipos. Estas concepciones estereotipadas sobre el idioma y sus hablantes nativos pueden tener efectos negativos en las actitudes del estudiantado hacia el idioma que aprende. Además, podría afectar a su motivación y su interés por aprender. De esta manera, se ha demostrado que la motivación es clave en la adquisición de idiomas extranjeros y la cultura puede jugar un papel crucial en su promoción en las aulas de inglés como lengua extranjera debido a la versatilidad que aporta la cultura al aprendizaje de una lengua.

La primera pregunta de investigación nos permite concluir que, aunque pueden surgir excepciones, parece haber un consenso en la cantidad total de palabras culturales incluidas en los libros de texto. Por ello, se puede afirmar que los estudiantes de segundo de bachillerato en La Rioja están recibiendo un input similar en términos de cantidad de vocabulario cultural. Sin embargo, esta exposición al vocabulario cultural puede ser desequilibrada ya que no parece haber consenso entre el nivel de los materiales utilizados en los institutos de La Rioja, puesto que oscilan entre el B1 y el B2. Esta variabilidad puede tener consecuencias no solo en el nivel de los estudiantes (que puede ser mayor en aquellos centros educativos donde se utilizan libros de nivel B2) sino también en su

componente intercultural, ya que nuestro análisis parece demostrar que el contenido del vocabulario cultural aumenta con el nivel del libro de texto.

En lo que respecta a la segunda pregunta de investigación, a pesar de estar expuestos a un alto número de palabras culturales, aquellas que ocurren con mayor frecuencia son palabras culturales generales. Por ello, se puede afirmar que los estudiantes de segundo de bachillerato de La Rioja están recibiendo un input muy básico de palabras culturales. La mayoría de estas palabras están por debajo del nivel requerido, por lo que los estudiantes reciben instrucciones sobre aspectos culturales demasiado simples y generalizados que deben fomentarse en los niveles más bajos (A1-A2). Nuestro análisis indica que los temas que se refieren a la cultura profunda presentan niveles de frecuencia muy bajos que dificultan su correcta adquisición (Nation, 2001; 2014).

Los libros de texto, en general, omiten el vocabulario cultural que aborda aspectos profundos o altos de la cultura (*high culture*). El contenido relacionado con los aspectos de la cultura popular (cultura con c) es más común, puesto que es el enfoque principal para la introducción de otras culturas, especialmente la cultura meta. Además, los libros de texto analizados presentan una sociedad idealizada, ya que hay una notable falta de temas tabú o problemáticos. Por ello, los materiales estudiados pueden transmitir imágenes estereotipadas, engañosas e incluso confusas de la cultura meta. El estudio, también, revela que dicha cultura está idealizada y que su sociedad se construye sobre la base de la hegemonía del inglés como lengua y como marca. Además, la omisión de temas problemáticos o tabúes puede causar un efecto contrario al deseado. El intento de las editoriales por producir un contenido neutro en sus materiales parece difícil de conseguir ya que en él se reflejan ideas occidentales y valores de la cultura meta. Un claro ejemplo es el reflejo de los valores y tradiciones cristianas en libros de texto, supuestamente, laicos. Este resultado puede favorecer a esta religión sobre otras (por ejemplo: musulmana), pudiendo provocar una sensación de incomodidad en los alumnos de religiones más minoritarias.

De nuestra tercera pregunta de investigación, se puede concluir que la cultura española no se toma en cuenta en los libros de texto de EFL utilizados en segundo de bachillerato en La Rioja, a pesar de que algunos libros de texto se producen específicamente para el sistema educativo español. Además, se observa que aunque los libros de texto deben estar diseñados para un plan de estudios específico, no se tiene demasiado en cuenta a la cultura en su diseño final. Por otro lado, los libros de texto no integran culturas diferentes en su contenido. Así, las culturas no occidentales o son completamente ignoradas o cuando se

incluyen su presencia es muy escasa ya que su número de ocurrencias es limitado. Por todas estas razones, los libros de texto están fomentando una sociedad desigual y estereotipada dominada por la cultura meta, donde se da más voz a los individuos blancos occidentales.

Además, los estudiantes están expuestos a una cultura meta estereotipada. Así, la cultura pop muestra una americanización de su contenido. Sin embargo, el patrimonio cultural, se representa a través de la cultura británica. Las asociaciones con la cultura estadounidense y británica pueden ser estereotipos de la imagen que los estudiantes tienen sobre ambas culturas.

Estos resultados son relevantes para investigadores, profesorado, editores de libros de texto de inglés como lengua extranjera y editoriales. En cuanto a los investigadores, este estudio ha mejorado la comprensión de la cultura dentro del vocabulario y ha permitido establecer comparaciones y correlaciones con respecto a cada tipo de cultura. También aporta una imagen más amplia, pero al mismo tiempo más profunda de cómo los libros de texto de inglés como lengua extranjera incluyen la cultura en su vocabulario. Nuestros principales hallazgos pueden contribuir a una mejor comprensión de cómo los libros de texto incluyen y tratan lo que se establece en el MCER (2001) y el currículum de segundo de bachillerato con respecto a la competencia intercultural. Además, abre una ventana para futuras investigaciones que deberían centrarse en estudios comparativos con series completas de libros de texto utilizados en diferentes comunidades autónomas que permiten evaluar diferentes niveles y establecer si la exposición que reciben los estudiantes aumenta junto con el nivel. Un análisis comparativo del vocabulario cultural y las imágenes que se muestran en los libros de texto puede ser de gran ayuda para comprender si existe una correlación entre el contenido visual y las palabras. Por otro lado, se debe realizar una investigación adicional sobre la representación de las diferentes culturas a través del vocabulario y las palabras que las rodean (por ejemplo, adjetivos), ya que se ha constatado la existencia de estereotipos. Este hecho puede resultar de interés para mostrar cómo se presentan los estudiantes españoles al resto de culturas. Con este objetivo, el presente estudio proporciona a los investigadores una lista de categorías cuidadosamente elaborada que les permitirá clasificar, con detalle, el vocabulario cultural.

En lo que respecta al profesorado, esta tesis ha arrojado luz sobre la importancia de la correcta elección del libro de texto. Nuestros resultados demuestran que existen libros de texto (por ejemplo, *Aspire* e *InGear)* que, en general, incluyen algunos aspectos de la

cultura que, generalmente, están ausentes en el resto de la muestra. Por lo tanto, evaluar el libro de texto de antemano y elegir uno en el que la cultura esté bien representada no solo por el vocabulario sino también por el contenido pictórico puede ser clave para la inclusión de la competencia intercultural en sus aulas. Esta elección no es trivial, puesto que se ha confirmado que a veces, debido a limitaciones de tiempo, los profesores no pueden introducir materiales adicionales, de ahí que se olviden de los aspectos culturales. La motivación es esencial para el aprendizaje del inglés como lengua extranjera, por lo que la incorporación de la cultura en el aula puede atraer el interés de los estudiantes. La integración de su propia cultura mientras trabajan en el conocimiento de otra cultura, ya sea meta o internacional, podría ser beneficiosa para su aprendizaje puesto que se darían cuenta de que pueden hablar sobre aspectos que ya conocen, incluso cuando no son compartidos por otros oradores. De la misma manera, los temas controvertidos deben abordarse con cautela. Sin embargo, creemos que algunos temas tabúes pueden despertar el interés de los estudiantes y pueden ser motivadores. Por ello, se recomienda al profesorado que revise el libro editado por MacAndrew y Martínez. (2001) donde se aportan pautas sobre cómo introducir algunos temas tabú en el aula al tiempo que se proporcionan actividades para hacerlo de forma controlada.

En cuanto a los editores de libros de texto, nuestros datos revelan que el contenido cultural en los libros de texto internacionales puede estar condicionado por las opiniones de los autores sobre la cultura meta. Este hecho limita su contenido a la visión que dichos autores tienen de su mundo lo que puede provocar una inclusión errónea de otras culturas, como sucede con la cultura meta que en la mayoría de las ocasiones, está predominada por una visión estadounidense o británica. De hecho, algunos países están empezando a producir sus propios libros en los que se contrata a autores locales con el objetivo de promover la cultura origen. Nuestra propuesta para editoriales es integrar editores de diferentes culturas en el diseño de los libros de texto. Esto ampliará las opiniones reflejadas en el libro y proporcionará libros de texto con una amplia gama de visiones sobre diferentes sociedades y culturas.

Por lo que sabemos, este es el primer estudio que señala la existencia de un consenso respecto a la cantidad de vocabulario cultural que se presenta a los estudiantes en su instrucción formal. Además, es el primero en realizar un análisis de contenido que no solo se centra en una serie de categorías generales sino que abarca diferentes temas. Asimismo, se subdividió cada categoría en subcomponentes para poner énfasis en el tratamiento que recibe cada tema concreto dentro de las categorías incluidas en los libros de texto.

También se clasificaron diferentes tipos de culturas por temas y no por categorías (excepto geografía e identidad nacional), lo que arrojó luz sobre la representación de cada cultura en los materiales y se añadieron secciones que permitieron establecer la presencia de los países o continentes más representativos dentro de cada forma de cultura. Por último, es el primer estudio que analiza las palabras más frecuentes contenidas en las categorías utilizadas para recopilar el vocabulario cultural y examinar sus connotaciones culturales y su nivel con respecto a las listas de vocabulario de Cambridge University Press (2012).

En lo que respecta a las limitaciones que plantea esta tesis. En primer lugar, el estudio se llevó a cabo en una comunidad autónoma en España en un nivel específico del sistema educativo. Nuestra muestra de libros de texto se restringió ya que los materiales empleados en los institutos españoles están diseñados específicamente para ser utilizados en esos contextos. Si bien los datos muestran que la mayoría de los resultados son aplicables a los libros de texto internacionales de uso múltiple, podrían no ser completamente aplicables a los libros de texto diseñados internacionalmente. En segundo lugar, al abordar libros de texto dirigidos a niveles intermedios, nuestros resultados pueden no ser extrapolables a los libros de texto para las etapas elementales o avanzadas. Además, se ha evaluado todo el contexto escrito visible en los libros, pero aún quedan contenidos "ocultos", como las actividades de escucha. Los estudios posteriores deben centrarse en dichas actividades para obtener una imagen más amplia del vocabulario que recibe el alumno. Por otro lado, el análisis de la cultura puede abarcar otros aspectos incluidos en los libros de texto como por ejemplo las ideologías implícitas y el material visual con el que los estudiantes están constantemente en contacto.

Por otro lado, se necesitan más estudios para verificar nuestras conclusiones sobre el número total de palabras incluidas en los libros de texto. Este dato nos habría permitido especificar la representación de las palabras culturales a las que están expuestos los estudiantes con respecto al input total al que reciben.

Por ello, es necesario seguir trabajando para establecer las relaciones entre los libros de texto de la misma editorial. Como se ha señalado a lo largo de la tesis, *Aspire* e *InGear* de dos editoriales diferentes, de los cuales no teníamos otras muestras para establecer correlaciones. El análisis de más libros de texto de Heinle y Richmond para comparar los resultados nos permitiría definir si estos resultados obtenidos siguen un patrón ya que dichos libros revelaron una gran cantidad de resultados importantes (por ejemplo, *InGear* es el único libro de texto que fomenta la inclusión de la comunidad GLBT; *Aspire* registró

la mayor inclusión de palabras relacionadas con la migración o culturas marginadas, como América Latina).