LITERATURE AND ENGLISH CULTURE IN ELT

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Abstract: The dynamic relationship among language, culture and literature leads to the idea that the latter two should find place in foreign language education. This paper aims to shed light on the representation of elements related to literature and English culture in the reading texts at elementary and upper-intermediate levels of three ELT coursebook series, *Speak Out, New Headway* and *Global*. It also endeavors to display the place of literary texts in comparison with other text types as well as that of English culture compared to other cultures. Differences between elementary and upper-intermediate levels of the ELT coursebooks in terms of how these elements are utilized and details related to cultural and literary subcategories are identified through content analysis which is employed to find out the frequency and variety of these elements. The paper concludes with the discussion of the findings to comment on the weight of literature and English culture in the process of teaching reading skills in these ELT coursebook series.

Keywords*:* Literature, culture, ELT coursebooks

Özet: Dil, kültür ve edebiyat arasındaki devingen ilişki düşünüldüğünde, kültürün ve edebiyatın yabancı dil eğitiminde belirli bir yere sahip olmaları gerektiği sonucuna ulaşılabilir. Bu makalenin amacı üç ELT ders kitabı serisindeki (*Speak Out, New Headway* and *Global)* okuma parçalarında, edebiyata ve İngiliz kültürüne ilişkin öğelerin nasıl temsil edildiği konusuna ışık tutmaktır. Makale, ayrıca, bu okuma parçaları içerisinde edebi metinlere diğer metin türlerine kıyasla ne ölçüde yer verildiğini ve benzer şekilde İngiliz kültürünün diğer kültürlere kıyasla ne ölçüde temsil edildiğini incelemeyi amaçlar. Edebi ve kültürel öğelerin kullanılma şekillerinin başlangıç ve üst-orta düzeyler arasındaki farklar ve alt kategorilere ilişkin detaylar, bu öğelerin kullanılma sıklığını ve çeşitliliğini görmek amacıyla kullanılan içerik analizi yöntemiyle sunulmuştur. Makalenin sonuç bölümünde, bu ELT ders kitabı serilerinde okuma becerileri öğretim sürecinde edebiyatın ve İngiliz kültürünün ağırlığı hakkında fikir vermek amacıyla bulgular tartışılır.

Anahtar kelimeler: Edebiyat, kültür, ELT ders kitapları

Definitions of Culture and Literature

As an ephemeral term as it is, culture attracts the attention of many scholars from various fields. For the purposes of this article, the definitions of this abstract notion by different scholars will be summarized with an emphasis on the use of the term in English Language Teaching, and relevant aspects of culture will be defined and clarified for a clear understanding. Dictionary definitions of culture are "the beliefs, way of life, art and customs that are shared and accepted by people in a particular society" (*Longman Exam Dictionary*, 2006), and "the ideas, customs, and social behavior of a particular people or society" (*Oxford Online Dictionary*).

Once approached from an ELT perspective, it is seen that numerous prominent figures of the field have made their own contributions in defining the term. Brown (2007) describes culture as a way of life; the context that humans exist, think, feel and relate to others. In Bates and Plog's (1990) definition, shared beliefs, values, behaviors, traditions, customs, views, and artifacts, and other concepts belonging to the society people live in are the main components of culture. People learn these during the period of socialization and they are transmitted from one generation to the next.

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Peterson and Coltran's (2003) is a more elaborate and comprehensive definition of culture. It is explained as a complex and interrelated pattern of human behavior including all the thoughts, communication strategies and systems, languages, beliefs, values, customs, rituals, manners, of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group. This inclusive definition embraces all the elements related to social life. What differentiates a group of people from the others is the way they think, communicate, behave, and which religion or philosophy they believe in, what they regard as ethical, and what kind of meanings they attach to the milestones of life. Addressing learned and shared models for daily life as the main patterns of culture, Damen (1987) argues that they infuse all aspects of human social interaction, which makes culture "mankind's primary adaptive mechanism" (p. 367).

Kramsch (1995) makes a distinction between material and non-material definitions of culture in humanities and social sciences respectively:

> The first definition comes from the humanities; it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and reservation through history. The second definition comes from the social sciences: it refers to what educators like Howard Nostrand call the 'ground of meaning,' the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community (p. 83).

While the first definition Kramsch mentions highlights the material products that a group of people create throughout history, the latter one emphasizes the codes in which they think and interpret the world around them.

When material products of culture are concerned, literature takes the lead in the list. Nevertheless, defining literature is no less challenging than defining culture. *The Oxford Wordpower Dictionary* defines literature as "writing that is considered to be a work of art" (1998) or as *Longman Dictionary of Contemporary English* explains, literature is "books, plays, poems etc. that people think are important and good" (2003).

What is regarded as 'literary' changes in time and there is no fixed definition of 'literariness' since literary texts are socially, culturally and historically variable. Carter (2007) states that there is one view seeing literature and literary studies as statistic entities consisting of great canonical writers, whereas the opposing view argues that literary forms are not irreconcilably different from other written forms, and they are dynamic. In his article entitled "What is Literature?", Meyer (1997) observes that most definitions of literature have been based on a list of criteria that works are required to meet in order to be regarded as literary. On the other hand, he adds that "more current theories of meaning take the view that definitions are based on prototypes: there is broad agreement about good examples that meet all of the prototypical characteristics, and other examples are related to the prototypes by family resemblance" (p.1). These prototypical characteristics for literary works are listed as careful use of language, being written in a literary genre (poetry, prose fiction, or drama), being read aesthetically, and containing many weak implicatures.

The role of culture and literature in ELT
As people interpret the world through language, there is a strong relationship between culture and language, and they cannot be considered as separate entities (Rivers, 1981, Fox and Allen, 1983). Culture has a significant part in teaching and learning foreign languages due to the fact that cultural aspects attached to language are embedded in the study of a language. Since language learning is not simply acquiring the forms, cultural content is a prerequisite for not only cultural but also linguistic competence.

The significance of integrating culture into language learning is noted by Stern (1993), who asserts that learners should be exposed to the culture of the speakers of a language in the process of language learning. He argues that linguistic competence is not possible without a thorough understanding of the culture. Hence, culture in language teaching cannot be added to the language teaching program such a skill as speaking, listening, reading, and writing. As Kramsh (1993) states "it is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them" (p.1).

After the communicative theories are introduced in the field of ELT, the integration of culture has started to gain more importance. Trim (as cited in Starkey, 1999) explains communicative competence as "the ability to relativise learners' own cultural beliefs, values and practices, to understand those of others, to establish a relationship between the two, and to accept difference rather than expect some universal harmony" (p. 53). In this case, interaction with another culture makes it possible for language learners to relativise their own culture.

Similarly, literature is closely interrelated with both language and culture. As Valdes (1986) notes, language programmes inevitably include literature as a major component owing to its function of transmitting the culture of a society. Collie and Slater (1987) also draw attention to the significance of literature in language classes by saying "literature offers a bountiful and extremely varied body of written material which is 'important' in the sense that it says something about fundamental human issues and which is enduring rather than ephemeral" (p. 3).

Literature can be regarded as a rich source supplying a good sample in an ELT context for culture-specific issues such as history, traditions, religion, male-female relationships. In addition to raising cultural awareness, literature offers many contributions to the language teaching and learning environment. It is certainly possible to expand learners' language awareness and develop their competences through authentic literary texts, referring to "actually attested language produced by native speakers for a normal communicative purpose" (Widdowson, 1983, p. 30) since they help learners get familiar with the lexical and syntactic use of the target language. By the same token, Povey (1972) underlines that literature is a tool to develop all language skills in terms of providing widespread and refined vocabulary usage as well as compound and precise syntax.

Besides raising linguistic awareness, literature caters for the needs of the learners, even at a fundamental level. Since literature has the potential to build communicative classroom environments with a wide range of situations, it involves learners in the lesson while they are performing interactive activities such as reading poetry, drama or short stories, expressing their ideas in the discussions or written texts through both referring to their own culture and experiencing the new one.

Although language and culture are currently considered to be interrelated, the question how language teaching professionals can integrate the culture concept in language classes is still under debate. According to many scholars, there is no point in discussing whether culture should be placed in ELT context. The point to be discussed is the most effective way to implement it.

Coursebooks play a vital role in English language teaching situation (Sheldon, 1988, Hutchinson and Torres, 1994). Providing both teachers and learners with a useful resource is one of the invaluable contributions of coursebooks. They are an appropriate basis "on which to mould the unpredictable interaction which is necessary to classroom language learning" (O'Neill, 1982, p. 104).

It is also widely accepted that coursebooks carry utmost importance in the integration of culture and literature in language teaching programs as they offer the source language material to be handled in ELT classrooms. Being the fundamental resource for learners and teachers alike, the coursebook is a central element of ELT situations. Since they relieve language teachers of the burden of generating their own teaching materials, guide the teaching process and thus reduce preparation time, and function as a syllabus and evaluation framework for classroom progress, coursebooks are believed to be indispensable for ELT contexts (Sheldon, 1988). Harmer (1991) points out that good coursebooks usually include lively and interesting material, grade language items to be taught / learnt, systematize the vocabulary presentation, and enable self-study for learners. Considering the target culture as an instrument for language teaching in coursebooks, Alptekin (1993) implies that incorporating culture in ELT context is a sensitive issue since it may result in otherness, stereotyping, or even reluctance or resistance to learning on the part of learners barely familiar with the target culture.

Coursebooks can be used as great instruments for cultural encounters as a result of the various cultural components they involve, which make it possible for them to act as meeting points for source and target cultures. They enable comparisons and cultural debates on the material they offer in the case that they are used effectively. An effective coursebook not only provides cultural artifacts, but it also engages learners into the language learning process critically.

About the transformation that coursebooks underwent in the 1990s, Littlejohn (1992) comments as follows:

> From the early days of textbooks that contained mainly readings, perhaps with some questions and sentences to translate, to be supplemented by the explanations and directions of the teacher, the contemporary main coursebook undertakes to offer complete 'packages' for language learning and teaching. Teachers' guides, students' books, workbooks, tests, cassettes, videos, and other ancillary components facilitated by modern technology, are all integrated into a 'system' which sets out, often in minute detail, the work to be done by teachers and learners (p. 2).

Therefore, it is not wrong to state that, as well as facilitating the language learning process, modern day coursebooks have the power to control and manipulate it. When it is considered that best-selling coursebooks of well-known publishing houses are used in several countries

all over the world, they impose a certain way of perception and standardize the context of language learning despite the differences in the cultural backgrounds of these countries.

In the light of the theoretical background discussed above, research questions, the answers of which will be sought within the scope of this article are:

- Which elements related to English culture are represented in the reading texts in ELT coursebooks analyzed?
- What sort of literary sources are used in the reading texts in ELT coursebooks analyzed?
- What differences are there between elementary and upper-intermediate levels of the ELT coursebooks analyzed in terms of representation of cultural and literary elements?

Method

As a research technique, content analysis is used to measure the amount of specific elements aimed to be explored (Berger, 1991). In this study, this method is employed in order to identify the frequency and variety of the elements related to literature and English culture utilized with the aim of developing reading skills in the selected ELT coursebooks. The findings inductively derived from the content analysis are collected in a systematic way, quantitative results are obtained and displayed in graphs and the details on page numbers and source information are given in tables in the Appendix. The qualitative implications of these quantitative results are discussed subsequently.

According to Patton (1990), it is significant to choose information-rich cases for a profound study, so that a great deal can be learned about issues of central importance to the purpose of the research and this method is called "purposive sampling" (p. 169). In line with this approach, coursebooks analyzed in this research are selected on the basis of their being commonly used worldwide and up-to-date. Therefore, the latest published series by the three best-selling publishing houses are determined as the corpus. These are:

- Speak Out, Elementary and Upper-intermediate, Pearson Education Limited
- New Headway, Elementary and Upper-intermediate, Oxford University Press
- Global, Elementary and Upper-intermediate, MacMillan Publishers Limited

The reason for the selection of elementary and upper-intermediate levels of these series is to diagnose whether there is a difference in the frequency of the cultural and literary elements used in the coursebooks depending on the level of proficiency of the learners. It is commonly believed that both cultural and literary awareness come after linguistic competence, thus at an advanced level. To examine the elementary and upper-intermediate levels of these series is intended to supply important data in this regard.

The categories used for the analysis of cultural elements encompass both the concrete and abstract aspects of culture mentioned above, such as food & drinks, ceremonies, science & technology, ethics, and etc. Those that take place in any one of the selected books are determined as a category and those not included in the corpus are disregarded. The main focus of the cultural aspect of the analysis is the English culture; however, in order to provide a basis for comparison, the cultural elements related to other cultures, those not related to any specific culture, and texts that are culture-free are also analyzed under the headings of English culture, other regional cultures, global cultural references and other topics respectively.

Table 1 Cultural and literary elements at the elementary levels of the series under analysis

Upper-Intermediate	English Culture	%	Other Regional Cultures	%	Global Cultural References	%	Literature	%	Other Topics	%	Reading Texts in Total
Speak Out	1	7	4	27	5	33	0	0	5	33	15
New Headway	5	42	2	17	2	17	1	8	2	17	12
Global	7	17	12	28	18	43	2	5	3	7	42
TOTAL	13	19	18	26	25	36	3	4	10	15	69

As for the analysis of the literary elements, widely used genre categories (prose vs. verse), distinctions based on belonging to the universal literary canon (canonical vs. non-canonical) and the ways in which these elements are generally represented in ELT contexts (adapted vs. authentic) are considered as the main headings. Distinctions based on belonging to the universal literary canon (canonical vs. non-canonical) and the ways in which these elements are generally represented in ELT contexts (adapted vs. authentic) are considered as the main headings.

Data Analysis and Results
After the reading texts in the coursebooks constituting the corpus of this study were analyzed in the way clarified above, the following findings were gathered. Table 1 displays the quantitative data on the references to cultural and literary elements with percentages in each elementary coursebook.

As shown in Table 1, the number of reading texts including cultural elements overwhelms that of reading texts without any cultural reference (56 out of 69). In *Speak Out* elementary coursebook, texts including elements related to English culture accounts for 7 % of all texts destined for reading comprehension, ranking the last place among the three categories specified. Similarly, 17 % of the reading texts in *Global* elementary coursebook refer to English culture, the lowest percentage of all three categories. On the other hand, *New Headway* elementary coursebook contains 5 texts with references to English culture, which stands for 42 % of the total amount of its reading texts. The percentage of the reading texts with references to English culture exceeds those of reading texts in other cultural categories. When the total number of texts involving cultural elements is scrutinized, it can be observed that the highest percentage belongs to global cultural references followed by other regional cultures and English culture respectively. As for literary elements, it can be clearly seen that the integration of texts related to literature is either missing (*Speak Out*) or relatively low in percentage (5 % in *Global* and 8 % in *New Headway*).

Table 2 Cultural and literary elements at the upper-intermediate levels of the series under analysis

Elementary	English culture	%	Other cultures	Global	%	Literature	%	Other topics	%	Reading texts	%
New Headway	3	18	4	24	8	47	1	6	1	6	17
Global	5	14	5	14	13	37	9	26	3	9	35
TOTAL	11	16	9	14	27	40	14	21	6	9	67

As is seen in Table 2 above, the majority of reading texts at upper-intermediate level of the coursebooks refer to cultural elements, with a percentage of 70 %. The ratio of the representation of English culture in texts is lower compared to global cultural references yet higher than the representation of other regional cultures. The number of texts including references to English culture in *Speak Out* increases at the upper-intermediate level, yet this category ranks as the second after global cultural references, while there is no reference to the cultural elements pertaining to other regional cultures. Nevertheless, the percentages of categories in *New Headway* vary when compared to elementary level of this series. English culture is represented in 18 % of the reading texts, while the percentages of texts referring to other regional cultures and global culture are 24 % and 47 % respectively. The highest percentage of cultural representation belongs to global culture (37 %) and there are an equal number of reading texts with cultural elements representing English culture and other regional cultures (14 %). There is a considerable increase in the total number of texts including literary elements at upper-intermediate level of coursebook series in question, comprising 21 % of all reading texts.

These results yielded from the analysis on both elementary and upper-intermediate levels of the coursebooks can be viewed clearly in Graph 1 below.

Graph 1 Cultural and literary elements in Speak Out, New Headway and Global elementary and upper-Intermediate coursebooks
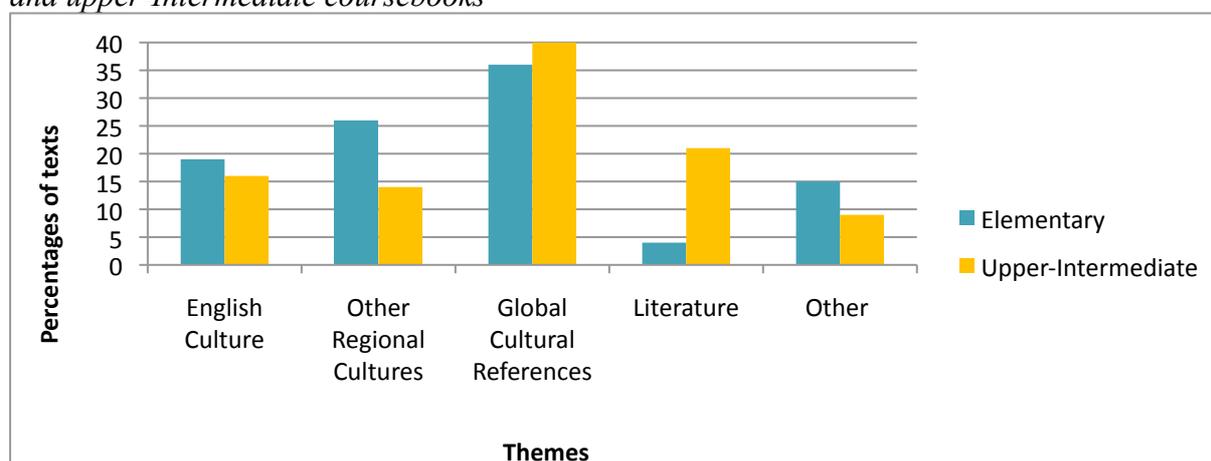
Details related to cultural elements represented in each coursebook series is indicated in the graphs below. As Graph 2 below reveals, entertainment, family & relationships, and transportations are the most frequently used cultural elements at elementary level of *Speak Out* series whereas ethics leads the list at upper-intermediate level.

*Graph 2 Cultural elements in Speak Out elementary and upper-intermediate coursebooks*
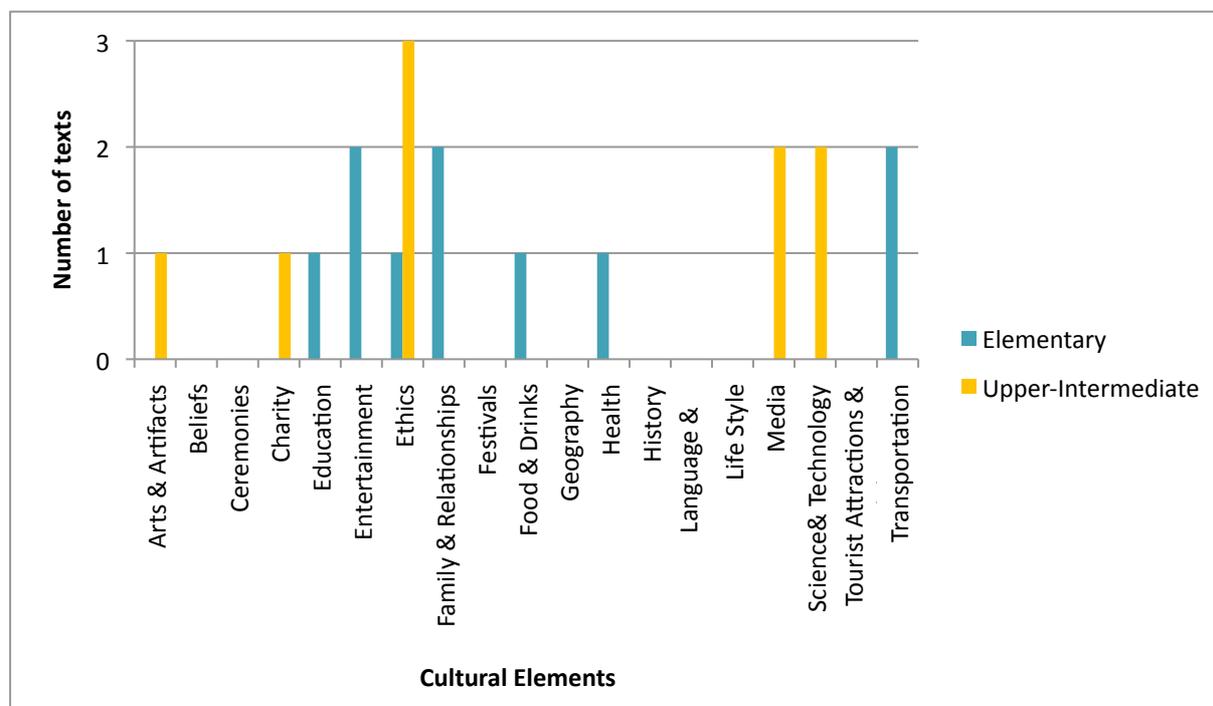
Graph 3 below shows that in *New Headway* elementary coursebook, the mostly referred cultural elements in reading texts are tourist attractions & holiday, while life style and media are the most commonly used ones at upper-intermediate level.

Graph 3 Cultural elements in New Headway elementary and upper-intermediate coursebooks
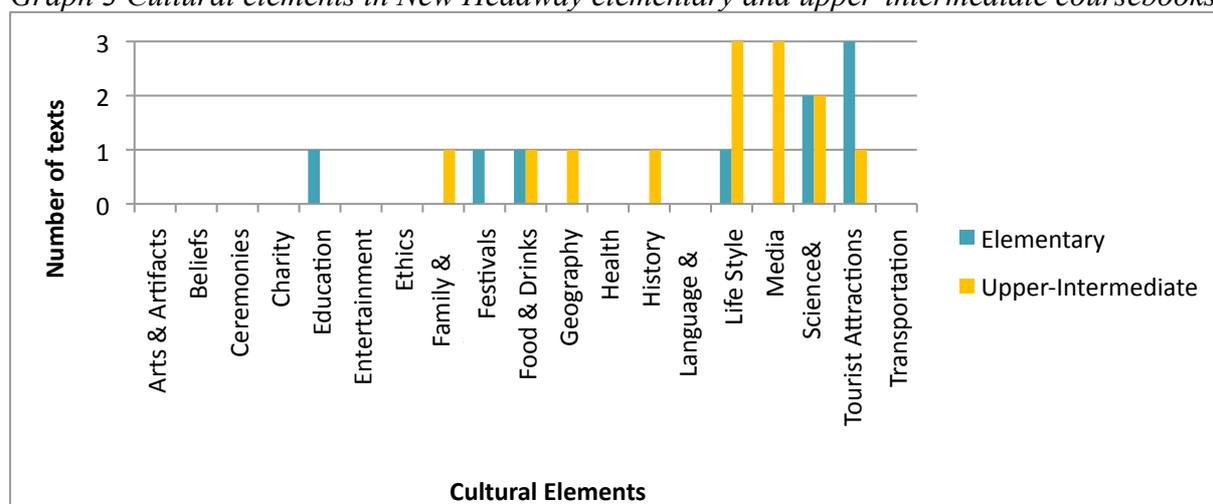
In Graph 4 below, the results indicate that representation of language & communication as a cultural element is distinctively higher than the others at both levels of *Global*.
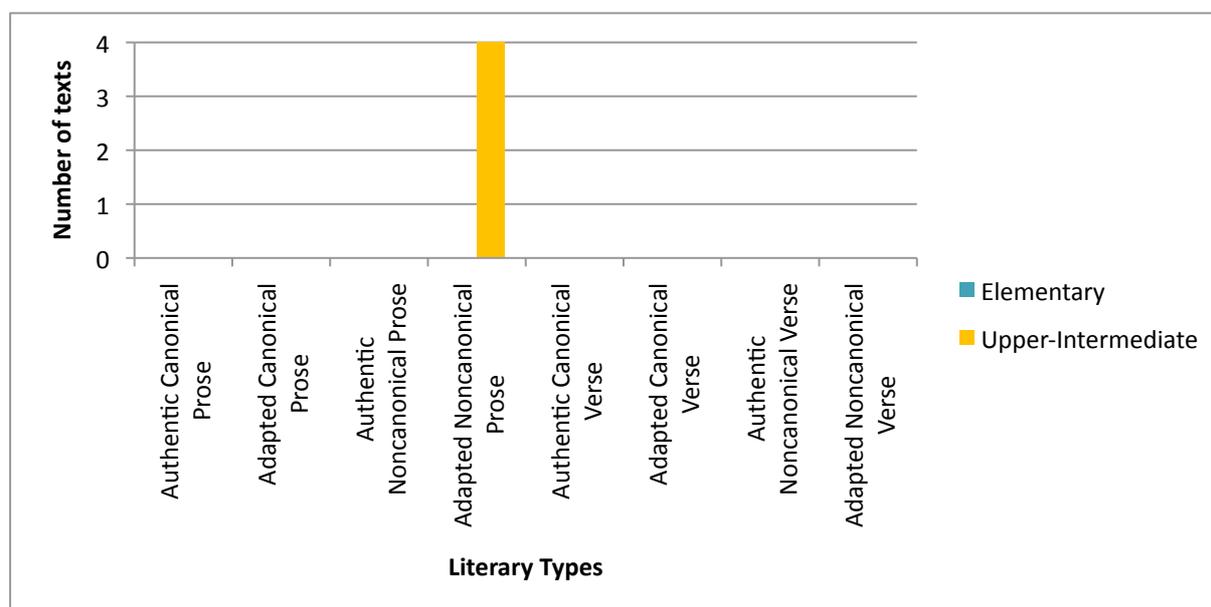
Graph 4 Cultural elements in Global elementary and upper-intermediate coursebooks
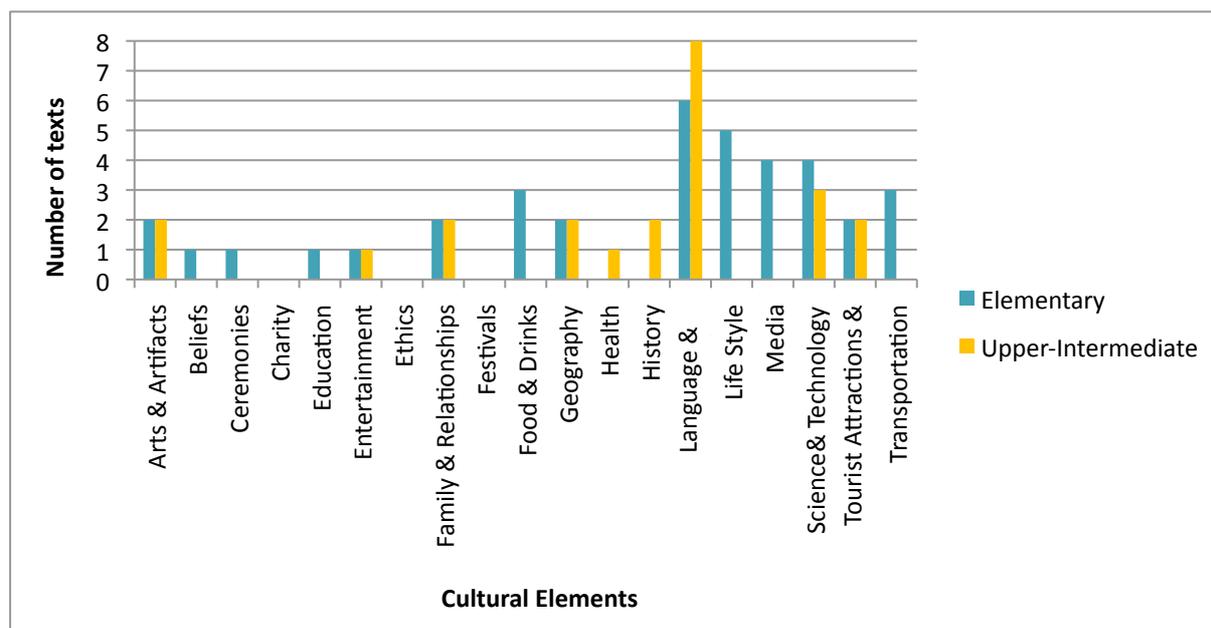
The literary types and their frequencies in the reading texts of elementary and upper-intermediate coursebooks can be seen in Graphs 5, 6, and 7 below.

Although there is no text with literary references in *Speak Out* elementary coursebook, 4 texts at the upper-intermediate level of the same series are adapted noncanonical literary sources in prose (see Graph 5).

Graph 5 Literary elements in Speak Out elementary and upper-intermediate coursebooks

As for *New Headway* series, the number of literary texts is extremely limited, one at each level. Both texts belong to noncanonical prose type; however, the one at elementary level is adapted while the other at upper-intermediate level is authentic (see Graph 6).

Graph 6 Literary elements in New Headway elementary and upper-intermediate coursebooks
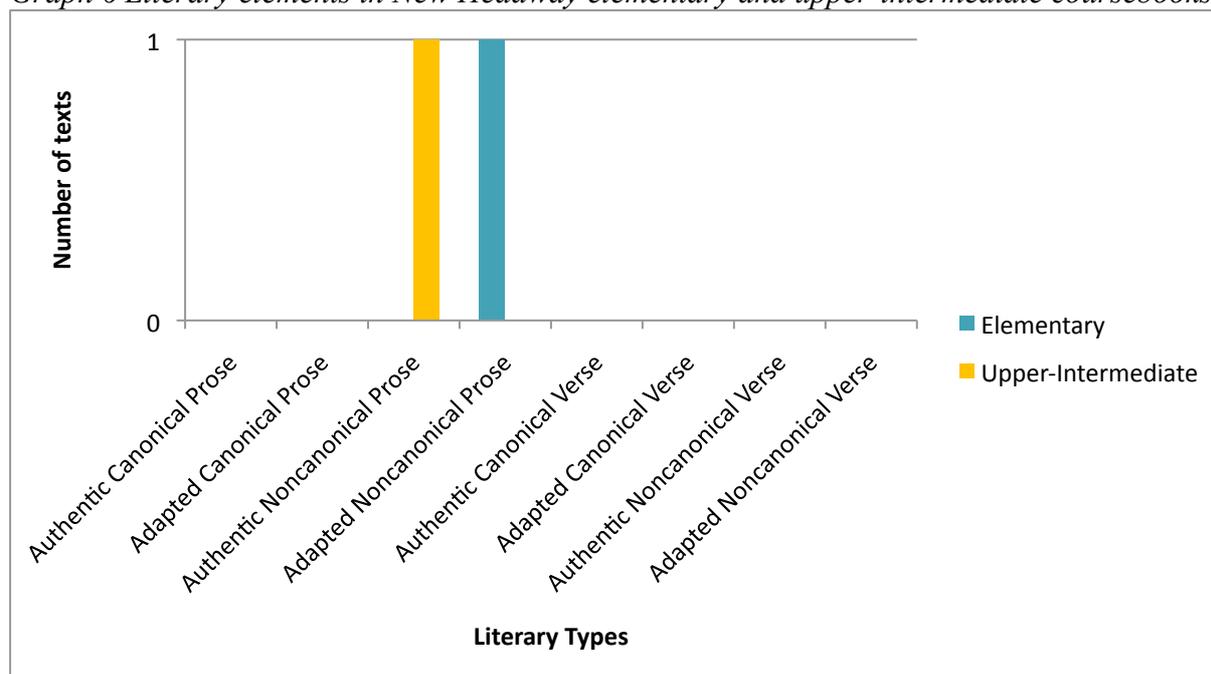
Reading texts with literary characteristics in *Global* coursebook show more striking variations and they are higher in number when compared to the other coursebooks under analysis (see Graph 7). The number of literary texts is higher and literary types are more varied at upper-intermediate level than that at elementary level of this series. There are two adapted canonical prose texts at elementary level one of which is a play and the other of which is a novel. On the other hand, at upper-intermediate level, there are nine texts both in prose and verse in the forms of novel, novella, and poem.

Graph 7 Literary elements in Global elementary and upper-intermediate coursebooks
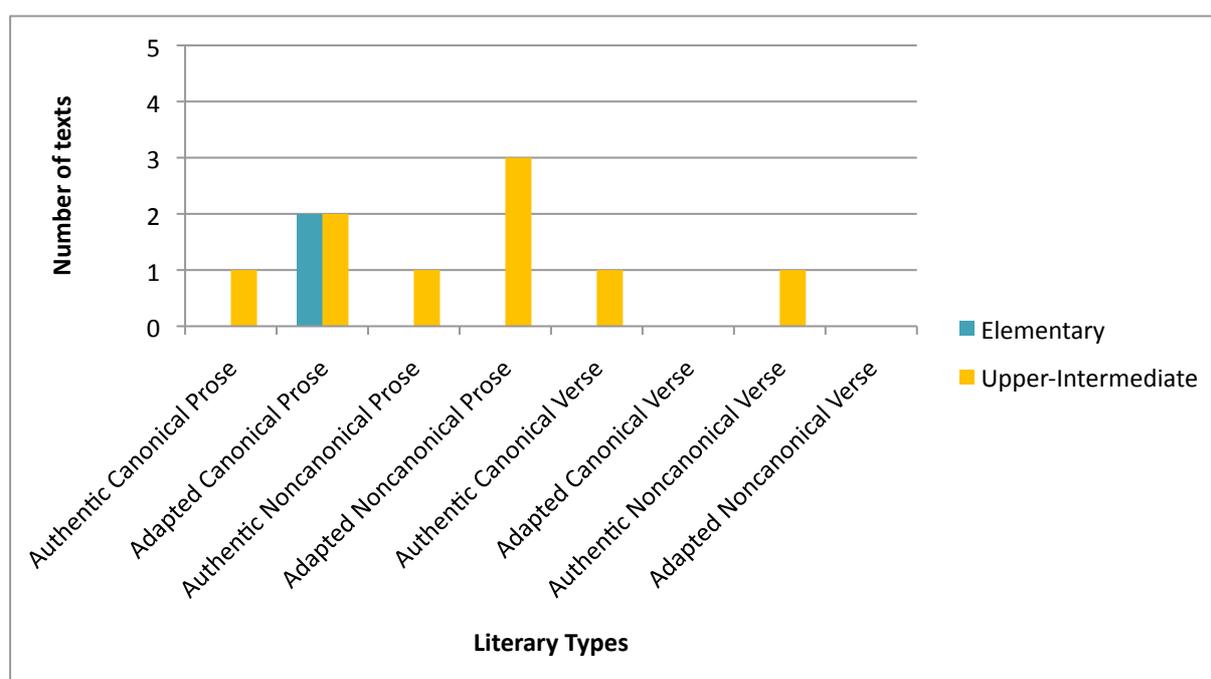
Discussion and Conclusion

It is impossible to consider language and culture independent of each other since there is a dynamic harmony between them. McLead (1976) supports this idea by saying that one inevitably teaches culture implicitly while teaching a language. Any normal use of language includes values, presuppositions about the nature of life and what is good and bad in it (Brown, 1990) and these are interwoven in culture. Hence, with regard to pedagogical concerns, Byram (1988) argues that "not only culture is part and parcel of the process, but the educational value of it within L2/FL education is great" (p. 229). The fact that the coursebooks under analysis employ a great amount of either regional or global cultural elements overlaps with these conceptions related to the interdependent nature of language and culture. A variety of cultural references are found almost in each reading text regardless of the level of language proficiency aimed by the corpus. Nonetheless, the results contradict the widely held belief that the representation of English culture predominates that of other cultures. Instead, there is a tendency to employ more global cultural references than those of English or other regional cultures at both levels, which can be viewed as an impact of globalization on ELT materials. English, as the lingua franca of the world, is used as a means of transmitting a common global culture, with an emphasis on the similarities instead of the differences among the cultures. Commercial concerns may also underlie this trend since these coursebooks published by global enterprises are sold worldwide and "aimed ultimately boosting commerce and dissemination of ideas and language" (Gray, 2002, p. 156). Thus they need to address a vast number of users belonging to a broad range of cultures. Apart from the cultures of English speaking countries such as the USA, Canada, Malta, Australia and Ireland, those of other countries such as Mongolia, Vietnam, Italy, China, India and Japan are represented in the coursebooks as well. Learners who discover familiar concepts in the reading texts are more likely to understand them as there is direct relationship between comprehension and schemata.

Although various cultural elements are represented, education, media, family & relationships, food & drinks, and science & technology are the most commonly used cultural elements in all coursebooks. However, it is observed that more complex and abstract categories such as ethics, media, and science & technology are presented at upper-intermediate levels. As for English culture, learners are mostly exposed to cultural elements referring to food & drinks, festivals, family & relationships, life style, and media.

Contrary to comprehensive distribution of cultural elements in reading texts, the use of literature is both rare and restricted to upper-intermediate levels. The limited amount of literary sources employed in these series is predominantly in prose rather than verse. Besides, noncanonical works of literature are incorporated with a higher percentage than canonical ones at both levels of all series, except elementary level of *Global* coursebook. As for the authenticity of the literary sources used, it is seen that generally adapted versions of these literary texts are integrated at both levels. Therefore, it is worth mentioning that despite its invaluable contributions to linguistic awareness as well as "personal growth" (Kramsch, 1993, p. 238), literature cannot find a central place and remains as a peripheral instrument to improve reading skills in the coursebook series analyzed.

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Appendix

Table 1 Cultural elements in Speak Out elementary and upper-intermediate series

Cultural Elements	Elementary			Upper-Intermediate		
	English Culture	**Other Regional Cultures**	**Global Cultural References**	**English Culture**	**Other Regional Cultures**	**Global Cultural References**
Arts & Artifacts						1 (p.119)
Beliefs						
Ceremonies						
Charity				1 (the UK, p. 20)		
Education		1 (South Korea, p. 40)				
Entertainment			2 (p.18, p.102)			
Ethics			1 (p. 112)			3 (p. 92-93)
Family & Relationships		1 (Ukraine, p.30)	1 (p. 29)			
Festivals						
Food & Drinks	1 (the UK, p. 50)					
Geography						
Health		1 (France, Korea, Africa, Spain, Scotland, the USA, p. 109)				
History						
Language & Communication						
Life Style						
Media				2 (p. 12, p. 80)		
Science& Technology						2 (p. 56, p. 104-105)
Tourist Attractions & Holiday						
Transportation		1 (France, p. 90)	1 (p. 70)			

Table 2 Literary elements in Speak Out elementary and upper-intermediate series

Literary Types	Elementary				Upper-Intermediate			
	Authentic		Adapted		Authentic		Adapted	
	Canonical	Non-canonical	Canonical	Non-canonical	Canonical	Non-canonical	Canonical	Non-canonical
Prose								4 (p. 32, p. 159, p. 44[†], p. 45[‡])
Verse								

Table 3 Cultural elements in New Headway elementary and upper-intermediate series

Cultural Elements	Elementary			Upper-Intermediate		
	English Culture	Other Regional Cultures	Global Cultural References	English Culture	Other Regional Cultures	Global Cultural References
Arts & Artifacts						
Beliefs						
Ceremonies						
Charity						
Education		1 (India, p. 19)				
Entertainment						
Ethics						
Family & Relationships				1 (the UK, p. 66-67)		
Festivals	1 (p. 98-99)					
Food & Drinks	1 (p. 66-67)					1 (p. 58)
Geography					1 (Russia, p. 74-75)	
Health						
History					1 (the USA, p. 90-91)	
Language & Communication						
Life Style	1 (p. 26-27)			2 (p. 48, p. 50)	2 (Chile, p.10-11, Korea, p. 12)	
Media					1 (the USA, p. 82-83)	3 (p.39-41)
Science& Technology			2 (p. 58-59, p. 82-83)			2 (p.59, p. 98-99)
Tourist Attractions & Holiday	2 (p. 11, p. 34-35)	1 (Japan, India, the USA, p. 74-75)				1 (p. 20-21)
Transportation						

[†] The Star Thrower in *The Unexpected Universe*, Loren Eisley, 1969.
[‡] The Man by the Window, Harry Buschman.

Table 4 Literary elements in New Headway elementary and upper-intermediate series

Literary Types	Elementary				Upper-Intermediate			
	Authentic		Adapted		Authentic		Adapted	
	Canonical	Non-canonical	Canonical	Non-canonical	Canonical	Non-canonical	Canonical	Non-canonical
Prose				1 (fable/short story, p. 51§)		1 (novel, p. 30-31**)		
Verse								

Table 5 Cultural elements in Global elementary and upper-intermediate series

Cultural Elements	Elementary			Upper-Intermediate		
	English Culture	Other Regional Cultures	Global Cultural References	English Culture	Other Regional Cultures	Global Cultural References
Arts & Artifacts			2 (p. 54, p. 56)		1 (Dubai, Canada, p. 103)	1 (p. 121)
Beliefs			1 (p. 11)			
Ceremonies		1 (Mongolia, p. 104)				
Charity						
Education		1 (Morocco, p. 71)				
Entertainment		1 (Japan, p. 115)				1 (p. 70)
Ethics						
Family & Relationships	1 (the UK, p. 33)	1 (the UAE, Vietnam, the USA, Italy, p.34)				2 (p. 10, p. 55)
Festivals						
Food & Drinks	2 (the UK, p.51, p. 47)		1 (p. 48)			
Geography		1 (Malta, p. 116)	1 (p. 21)			2 (p. 31, p. 35)
Health						1 (p. 13)
History					1 (the USA, p. 90)	1 (p. 107)
Language & Communication	3 (p. 12, p. 99, p. 123)	1 (Eskimos, p. 83)	2 (p. 6, p. 27)	5 (p. 39, p. 63, p. 87, p. 97, p. 111)		3 (p. 15, p. 56, p. 66)

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§ Businessman and the Fisherman, Mark Albion, 1999.

** *The Blind Assassin,* Margaret Atwood, 2000.

Life Style		1 (the USA, p. 66)	4 (p. 96, p. 97, p. 106, p. 119)			
Media	1 (p. 111)	1 (the USA, p. 80)	2 (p.61, p.78)			
Science& Technology		1 (Chinese, Western, Islamic, Indian, p. 25)	3 (p. 68, p. 95, p.102)		1 (Italy, p. 19)	2 (p. 73, p. 83)
Tourist Attractions & Holiday		1 (Canada, p. 43)	1 (p. 45)		2 (the USA, India, Australia, p. 7, Malaysia, Italy, Ireland p. 45)	
Transportation		2 (France, p. 91, Hong Kong, p.92)	1 (p. 22)			

Table 6 Literary elements in Global elementary and upper-intermediate series

Literary Types	Elementary				Upper-Intermediate			
	Authentic		Adapted		Authentic		Adapted	
	Canonical	**Non-canonical**	**Canonical**	**Non-canonical**	**Canonical**	**Non-canonical**	**Canonical**	**Non-canonical**
Prose			2 (play, p. 31[††], novel, p. 121[‡‡])		1 (novel, p. 84[§§])	1 (novel, p. 59[***])	2 (novella, p. 47[†††], novel, p. 117[‡‡‡])	3 (novel, p. 25[§§§], novel, p. 69[****], novel, p. 109[††††])
Verse					1 (poem, p. 93[‡‡‡‡])	1 (novel in sonnets, p.79[§§§§])		

[††] *King Lear, Hamlet, Macbeth, Romeo and Juliet, Othello,* Shakespeare.

[‡‡] *Kim*, Rudyard Kipling, 1901.

[§§] *A Study in Scarlet*, Sir Arthur Conan Doyle, 1993.

[***] Now Here, Now There, Molly Wizenberg, Orangette food blog.

[†††] *The Invisible Man*, H. G. Wells, 1897.

[‡‡‡] *Sense and Sensibility*, Jane Austen.

[§§§] *No longer at Ease*, Chinua Achebe, 1960.

[****] *The Bonfire of the Vanities*, Tom Wolfe, 1987.

[††††] *Behind the Scenes at the Museum*, Kate Atkinson, 1997.

[‡‡‡‡] A Dream within a Dream in *Flag of Our Union*, Edgar Allan Poe, 1849.

[§§§§] *The Golden Gate*, Vikram Seth, 1986.