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REPRESENTATION OF DIFFERENT CULTURES
IN IBDP LANGUAGE B LITERARY TEXTS

A MASTER'S THESIS

BY

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THE PROGRAM OF CURRICULUM AND
INSTRUCTION
İHSAN DOĞRAMACI BILKENT UNIVERSITY
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To my grandmother and grandfather

Representation of Different Cultures
in IBDP Language B Literary Texts

The Graduate School of Education

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Sinem MADEN

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İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Representation of Different Cultures in IBDP Language B Literary Texts

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April 2015

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

REPRESENTATION OF DIFFERENT CULTURES IN IBDP LANGUAGE B LITERARY TEXTS

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April 2015

English is one of the languages taught in International Baccalaureate Diploma Programme as a Language B course. English includes examples of culture within itself as it is the most widespread language in the world (Nault, 2006). International Baccalaureate has the objectives of “developing students’ intercultural understanding” and “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” in English courses (IB, 2011). This study explored the cultural elements embedded in sample literary texts studied in IBDP Language B English courses, *Fahrenheit 451* and *The Catcher in the Rye*. These literary texts were analyzed by using content analysis within the conceptual framework of the Standards for Foreign Language Learning (Appendix A) which was originally designed by US Department of Education and the National Endowment in 1996 and was adopted by Yuen (2011) by using another category from the study of Moran (as cited in Yuen, 2011). The results of the study showed that American and British cultures are frequently represented in sample texts in addition to appearance of some other

cultures. Therefore, the results of this study suggest that there is a need to reevaluate the use of these literary texts considering the aims of the programme.

Key words: Culture, International Baccalaureate Diploma Programme, Language B

ÖZET

ULUSLARARASI BAKALORYA DİPLOMA PROGRAMI B GRUBU DİL DERSLERİNDE KULLANILAN EDEBİ METİNLERDE FARKLI KÜLTÜRLERİN TEMSİLİ

Sinem Maden

Yüksek Lisans, Eğitim Programları ve Öğretim
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İngilizce, Uluslararası Bakalorya Diploma Programı'ndaki B grubu Dil Derslerinde öğretilen dillerden biridir. İngilizce dünyadaki en yaygın dil olduğu için kendi içerisinde kültürün çeşitli örneklerini içerir (Nault, 2006). Uluslararası Bakalorya Programı, İngilizce derslerinde “öğrencilerin kültürlerarası anlayışını geliştirme” ile “metinler ve sosyal iletişim vasıtasıyla diğer kültürlerdeki farklı insanların çeşitli bakış açıları hakkında farkındalık ve takdiri cesaretlendirme” amaçlarına sahiptir (UB, 2011). Bu çalışma, Uluslararası Bakalorya Diploma Programı B Grubu Dil Dersleri'nden İngilizce'de kullanılan Fahrenheit 451 and Catcher in the Rye gibi örnek edebi eserlerde bulunan kültürel elementleri incelemiştir. Bu edebi eserler, ABD Eğitim Bölümü ve Ulusal İnsani Bilimler tarafından 1996'da tasarlanan ve Yuen (2011) tarafından uyarlanan Yabancı Dil Öğrenme Standartları çerçevesinde metin analizi yöntemiyle analiz edilmiştir. Sonuçlar, incelenen metinlerde Amerikan ve İngiliz kültürleri başta olmak üzere diğer kültürlerin de temsil edildiğini

göstermiştir. Bundan dolayı, bu çalışmanın sonuçları programın amaçları göz önüne alınarak kullanılan edebi eserlerin yeniden değerlendirilmesinin önemini göstermiştir.

Anahtar Kelimeler: Kültür, Uluslararası Bakalorya Diploma Programı, B Grubu

Diller

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CHAPTER 1: INTRODUCTION

Introduction

This study focuses on the International Baccalaureate and the place of culture in English courses of IB in accordance with the objectives of “open-mindedness” and “communication” (IB, 2011). Then it studies the concept of culture and International Baccalaureate. It also discusses at the literary texts used in Language B English courses in International Baccalaureate Diploma Programme (IBDP) and the representation of the concept of culture in these texts.

Background

The International Baccalaureate

The International Baccalaureate (IB) is “a non-profit educational foundation” which has different educational programmes for the students of different ages and different levels. Schools in various countries offer IB programmes, which are Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and IB Career-Related Certificates (IB, 2012).

One of the programmes of IB is Diploma Programme and in this programme students between the ages of 16 and 19 are academically educated in accordance with specific expectations. Students are required to develop their intellectual, social, emotional and physical skills to prepare for university life and the life beyond (IB, 2012). In this programme, students need to choose subjects from different groups of courses such as Language and Literature, Language Acquisition, Individuals and Societies,

Sciences, Mathematics, and The Arts. In addition, students need to complete some core requirements such as the extended essay, theory and knowledge (TOK) course, and activities called Creativity, Action, Service (CAS).

All of the IB programmes focus on a set of ideas, including educating people according to “IB Learner Profile,” which consists of characteristics such as open-mindedness and communicativeness. In addition, IB mission aligns with this learner profile and can be achieved through various courses of the programme. According to IB Booklet, one important characteristic expected from IB learners is “open-mindedness” which is described as “understanding and appreciating their own cultures and personal histories, and being open to the perspectives, values and traditions of other individuals and communities” (IB Learner Profile Booklet, 2009, p. 5). As a result of the emphasis on the necessity to be able to communicate with people by using more than one language in a self-confident way, the IB (2009) also gives importance to language education under the category of being good communicators. At this point, it can be argued that the group of courses for languages aims to develop the proficiency of students in different languages which, in turn, helps to improve the communication skills and open-mindedness of the students.

In IBDP, there are two different subject groups that focus on languages. One of them is Language and Literature (Language A). In this group, the students study the languages in which they have native speaking capabilities or near native speaking capabilities. The aim of this group of courses is to develop skills such as literary criticism and strong power of expression. On the other hand, there is another group

of courses, which is Language Acquisition (Language B), with two different levels, Standard and Higher. In this group, students study to improve a foreign language, and students with previous experience of learning a language try to use it in different contexts and for different purposes “while at the same time promoting an understanding of another culture through the study of its language” (IB, 2012). English is one of the languages taught within this group.

Culture

One of the aims of Language B courses of IB is the improvement of the ability to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding (IB Language B Subject Outline, 2011, p. 3). With respect to these aims, culture can be defined as the institutions, artefacts and everyday behaviors within the group of “objective culture” and the world view of the members of the societies such as values and beliefs within the group of “subjective culture” (Bennett & Allen, 2003). According to Kramsch (1993), language is one of the elements, which provides communication among individuals of the societies and culture is also conveyed through language.

Problem

In the context of language education in IB, foreign languages learnt by the students are called Language B. In Language B Subject Outline (2011), “developing students’ intercultural understanding”, “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” and “developing students’ awareness of the relationship

between the languages and cultures with which they are familiar” are presented as the objectives aimed in Language B studies.

English is one of the languages taught as Language B and English includes wide examples of culture within itself as it is the most widespread language through the world (Nault, 2006). On the issue of culture, Kramsh (1993) states that “[c]ulture is often seen as mere information conveyed by the language, not as a feature of language itself” and he draws attention to the relation between culture and language by asserting that “[c]ulture is the very core of language teaching” (p.8). These issues create the necessity to explore how culture is incorporated in Language B courses of the IB programme, especially in IBDP.

Purpose

In this study, the aim is to analyze literary texts used in Language B (English) courses in IBDP in Turkey to explore cultural elements embedded. To this end, two novels used by some IB schools were selected as the sample.

Research questions

The main question of this study is “How are cultures represented in the literary texts studied in Language B courses in IBDP?”

In order to answer this question, the following sub-questions are also asked:

- 1) What cultural concepts are hidden in these literary texts?
- 2) What cultural messages are conveyed in these literary texts?

Significance

Firstly, there has been no study in Turkey related to the IBDP and their aims, which makes this study important for the researchers. Secondly, the findings of this study might help teachers working in IB to re-evaluate the literary texts that they teach in the programme. They will be aware of the representation of cultural concepts in English literary texts studied and they will be able to compare the results with their aims.

Definition of key terms

IBDP or *International Baccalaureate Diploma Programme* is an academic programme for students between the ages of 16 and 19, during which students are expected to develop their intellectual, social, emotional and physical skills to get prepared for university life and the life beyond (IB, 2012)

Language B is a group of courses in IB, in which the students with previous experience of learning the language try to use it in different contexts and for different purposes “while at the same time promoting an understanding of another culture through the study of its language” (IB, 2012).

Culture is the institutions, artifacts and everyday behaviors within the group of “objective culture” and the world view of the members of the societies such as values and beliefs within the group of “subjective culture” (Bennett & Allen, 2003).

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

This literature review examines how culture is taught in International Baccalaureate Diploma Programme Language B English courses through literary texts. As culture is defined in different ways and the relationship between culture and language is close, this review focuses on the explanation of this relationship. After this part, the studies related to the importance of culture in IBDP Language B English courses are analyzed to give a brief idea about the place of culture within the programme.

This chapter starts with the definitions of the main concepts in the thesis such as culture and culture theory from different perspectives as the study will analyze the place of culture in the courses of IB. This section is followed by a closer look at culture and language attempting to show the relationship between them and this is linked to the place of culture in English language teaching. Next, the chapter focuses on the cultural variety in English and the ideas of IB related to the inclusion of culture while teaching English. In the last section, findings of empirical studies related to the application of English courses in IBDP programme and how culture can be observed in these courses are presented.

The relationship between culture and language

Definitions of culture

There are many researchers who intended to define culture and identify its main components from different perspectives. One of the definitions is by Hall and Hall

(1990), which is “[c]ulture determines what we perceive, how we react to situations, and how we relate to other people” (p. 136). For this definition, it can be said that culture is a concept which directly shapes the behaviors of people and it affects the relationships among people. Related to that, Hofstede (1984) states culture is “the collective programming of the mind which distinguishes the members of one human group from another” (p. 21). This definition adds the role of group behaviours within the concept of culture while shaping the borders among different societies. Brody (2003) extends the definition of culture by separating it into two parts as ‘Big C’ and ‘little c’ by using the National Standards in Foreign Language Education Project (1996). According to this classification, the ‘Big C’ refers to “the formal institutions, the great figures of history, the products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture” (p. 38). On the other hand, the ‘little c’ refers to “the way of life of a particular group of people including housing, clothing, food, tools, transportation and all the patterns of behavior that members of the culture regard as necessary and appropriate” (Brody, 2003, p.38). Bennett, Bennett and Allen (2003) not only develop this definition by putting the ‘Big C’ and the ‘little c’ into the class of ‘objective culture’ which is institutions, artefacts and everyday behavior, but also mention about a ‘subjective culture’ which means the world view of the members of the societies such as values and beliefs.

In terms of the functions of culture, Fuller (as cited in Porter, Samovar & Stefani, 1998) defines it as providing meaning to the events, objects and people. According to Fuller (as cited in Porter, Samovar & Stefani, 1998), the second function of culture is to make life less confusing because of its power to create automatic and subconscious behaviors. Fuller (as cited in Porter, Samovar & Stefani, 1998) also

adds that culture is the way to teach child how to behave in a socially acceptable way and how to earn rewards.

On the topic of the characteristics of culture, Porter, Samovar and Stefani (1998) write about agreed points to show the strong connection between culture and communication, and to understand the actions of people. The first characteristic of culture is the probability to learn its elements (Porter, Samovar & Stefani, 1998). The learning process may be provided through interaction between individuals, observation and imitation of the other people. This process is named as “enculturation” (Porter, Samovar & Stefani, 1998, p.38) in which behaviors are internalized and become habits. On the other hand, “conscious” learning of culture is through reading about or being told or shown about the necessities of culture (Porter, Samovar & Stefani, 1998). As a result, culture is usually learned unconsciously through repeated messages from various resources.

For the second characteristic of culture, Porter, Samovar and Stefani (1998) mention the role of the proverbs. On that point, the writers argue that new generations learn many of the cultural expectations through the proverbs used in this culture. In proverbs, it is possible to realize the main concerns and values of the society, which are strong elements of the society. This characteristic is also linked to the third one, culture in folk tales, legends and myths. The stories of each culture transmit the pieces of culture through generations. As these stories are related to cultural values and concerns, it is possible to realize and learn culture through them.

According to Porter, Samovar and Stefani (1998), it is also possible to learn culture through art. Artistic products of a culture reflect the beliefs and values of a culture and these may be easily realized through exploration of these products. Mass media is also a factor presenting cultural elements of a society. Mass communication such as books, magazines, newspapers, radio, television and other forms provide idea about culture, through which internalization of cultural values accelerate. By being exposed to the pieces of culture in various ways, individuals feel to have a bond with the culture in which they live.

Development of the culture theory

One of the theories related to the development of culture was by Tylor which is based on the continuity of cultural beliefs and practices from one historical epoch into another (as cited in Ratnapalan, 2008, p.132). On that issue, Tylor argues that surviving processes, customs and opinions of societies continue “by force of habit” into “newer states” of societies (as cited in Ratnapalan, 2008, p.133). By this way, Tylor seems to be supporting the direct progression from ancient “primitive” society through stages to modern civilized society. In one of his books, he argues that primitive culture is the base level for human civilization and it is not possible to have degeneration from this superior original culture, which shows his ideas related to the progressive development of humankind (Tylor, 1865). For these developing behaviors, Tylor (1865) also gives examples of counting, spiritual beliefs, and ideas and habits of mind such as funeral ceremonies to prove his theory in his works.

Related to cultural development, Hofstede (2005) argues that all social interactions are culturally mediated and this causes intercultural relations to be conflicting. On

that point, he identifies four cultural dimensions as power distance, individualism, masculinity and uncertainty avoidance. Firstly, dimension of power distance means status of individuals within societies may affect the behaviors and communication of these people. This causes some of the countries to have large power distance which makes relationships as hierarchical and formal; while small power distance countries give more importance to interaction among people. Secondly, for individualism, he identifies two different types of societies in terms of giving priority to group's interests or to an individual's interest. The factor of masculinity explains types of culture through gender roles in the societies and the priority of males. Finally, uncertainty avoidance is about the attitudes of individuals related to uncertain, unknown situations and what kind of feelings they have in these situations (Signorini, Wiesemes & Murphy, 2009). Later, Hofstede and Hofstede (2005) added a fifth dimension, short-term orientation which is "fostering virtues related to the past and present such as respect for tradition and fulfilling social obligations" and long-term orientation which is "fostering virtues oriented towards future rewards" to avoid cultural bias (p.210).

Culture representation in language

Related to culture in language, Brislin (2002) argues that "[c]ulture refers to learned behaviors that are shared among people who, most often, share the same language and live in the same place". According to him, living in similar regions and using a common language are also effective to construct the learned behaviours as the interests and needs of people are shaped through the places in which they live and through the elements of language they speak. He also adds that culture is passed through generations, which causes "the acquisition of culture-based behaviors."

Younger generations may add new elements to culture while they can not reject traditional behaviors of their own societies.

As for Kramsch (1993), the relationship between language and culture can be explained from another perspective. According to her, culture is often seen as mere information conveyed by the language, not as a feature of language itself. By this idea, she tries to show that language is thought as the form of communication which helps people to transmit the elements of their culture towards other societies. On that point, she emphasizes that thinking the relationship between language and culture in this specific way is not enough, as language is also a part of culture. The societies which use the same language share common words representing the characteristics of their culture such as their behaviours on daily lives, which provides the chance to understand culture through looking at the elements of language. From this perspective, Kramsch (1993) seems to support Brislin (2002) as they both try to show how language and culture are related to each other and how languages may be outfits of societies to be able to have ideas on the elements of their culture.

Risager (2006) uses the term “languaculture” (p. 34) whose main focus is on the content and meaning of language. The concept of languaculture is related to the social meanings hidden behind the words of language and it seems useful in the field of teaching and learning languages and cultures. According to Risager (2006), this concept emphasizes that no language is culturally neutral and there may be hidden “cultural dimensions” (p. 35) in languages. She also argues that this concept includes the idea that each language may not be associated with just one culture, which results from the changing behaviors of societies and the complex relationships between

communities and languages. On that point, Risager (2006) states that foreign or second language learners use the languaculture of their first languages to give meaning to the concepts, words and expressions of the second language.

Hager (2011) mentions “cultural linguistics” (p. 15) which means that languages have an aspect of culture and it explores the relationship between culture and language. He argues that cultural linguists work into language as a cultural activity and also as an element to provide relationship between other aspects of culture. By this way, Hager (2011) seems to support the idea that language is both a part and also a product of culture.

Teaching culture within foreign language courses

As there is a close relationship between culture and language of societies (Kramsch, 1993), it may be necessary to think about the place of culture in foreign language courses. While people are learning a language other than their mother tongue, they try to develop different skills such as reading, listening, speaking and writing in the target language (Kramsch, 1993). To be able to communicate by using a language is a difficult process as there may be other elements to be improved other than the basic skills and on that point, Kramsch (1993) argues that culture is “the very core of language teaching” (p. 8). She sees that there is a need to include culture within foreign language courses as learners of a language need to perceive the common behaviours, needs and interests of the societies using this language in order to use this language in correct contexts. Another researcher, Wang (2008) supports Kramsch (1993) on that issue and he shows the relationship between language and culture to put an emphasis on the necessity to include culture in language teaching.

Related to the role of culture in language teaching, Hager (2011) argues that it is necessary to teach the target culture within language classes. According to Hager (2011), being aware of the elements of culture helps learners have ideas about the social elements such as education, family relationships, religion in the society of the language learnt. He uses the term, being “interculturally competent” (p.16) to define familiarity with the target culture in terms of their daily life routines, customs and ways of verbal and nonverbal communication. Hager (2011) argues that competence means awareness of norms, rules and expectations of the target culture, which may help learners to realize differences between his own culture and the culture of the target language. According to him, this cultural understanding may provide respect for cultural differences and prevent intercultural conflicts. By providing different contexts, it is possible to teach students to adapt to various contexts and circumstances (Hager, 2011).

While the idea of “Big C” and “little c” is seen as a way to define culture from a humanistic concept, Kramersch (2006) also mentions about a sociolinguistic concept. In this concept, the main emphasis is on everyday behaviors, customs, beliefs and values of the native speakers which may be taught through modeling (Kramersch, 2006). He argues that teaching culture is related to typical behaviors, foods, celebrations and customs of the dominant group or native speakers of the language (Kramersch, 2006). According to Kramersch (2006), language teachers need to teach various behaviors of the speakers of the language so that students could have an idea about their ideas, values and perceptions.

In order to identify the relationship between language and culture, Garcia (2005) analyzed the reading and listening sections of the units of an English textbook. In this analysis, the researcher tried to construct a table through which she could explore the international and intercultural aspects in English language, general tendency of texts in terms of the representation of culture and the links between the target and native nations presented in the textbook. As a result of the study, it becomes clear that the textbook mostly focuses on American and British cultures and there is not much chance to see other kind of cultures in which English is used. It is reported that in the textbook, there is rare comparisons of international issues and the representation of societies from specific nations were also stereotypical. In the study, there is an emphasis on the insufficiency of culture-related texts. Various ways to teach culture and examples of the problems in basic foreign language courses are also included in the study.

Cultures in English

Learning a second language is a common endeavor of people in globalizing world and English is mentioned as the language which is most widely spread or spoken in the world (Crystal, 1997). On this issue, Conrad and Mauranen (2003) have the idea that “The English language has established itself as the global lingua franca, that is, a vehicular language spoken by people who do not share a native language” (p. 513). In accordance with this trend of global English use, central concern in English language teaching should be raising awareness about the importance of culture in language education (Wright, 1996).

House (2010) also describes English as lingua franca as it is used in many geographical and cultural areas by members of different nationality groups. This characteristic of English is explained through the increase of Western world power in the 20th century in political, economic, scientific and communicative areas (Crystal as cited by House, 2010). According to House (2010), although English originates with the British culture, it was used by various societies and it improved international understanding. English usage helped communication among people from different nationalities and the language itself became rich in terms of its functions and cultural elements (House, 2010).

To be able to see the cultural variety in English textbooks, a study of content analysis was conducted by Yuen (2011) in which the researcher investigated two series of junior secondary English language textbooks. The texts and images of each unit were grouped in terms of the cultural aspects if they were related to foreign cultures. As a result of the study, it is shown that the representation of foreign products, practices of foreign cultures, perspectives of Asians and Africans, and representation of famous people within cultures were “dominated by the culture of West, particularly that of English-speaking countries” (Yuen, 2011, p.464). This study puts an emphasis on the fact that although English is used for intercultural communication, English textbooks mostly have imbalanced materials in terms of cultural representation. In these books, the culture of non-English Western countries and non-Western countries are mostly underrepresented.

Teaching language and culture in IB

Culture related aims of IBDP

In International Baccalaureate, being international is seen as one of the aims of the programme and international understanding is expressed to include tolerance, cultural awareness and understanding (Hayden & Wong, 1997). In the same article, IB is also argued to increase the willing to know the world without losing national identities (Hayden & Wong, 1997). Moreover, it is presented that international student composition, school environment and subjects are the tools to provide internationalism, in which perceptions of language and culture are very important.

In Diploma Programme of IB, the main aim is to have students sharing an academic experience and having critical thinking and intercultural understanding (Resnik, 2009). To provide global-mindedness, the programme has various courses in which students have the chance to read international content, to go beyond the barriers of languages and cultural values of civilizations (Resnik, 2009). In the same article, cultural empathy and considering the same issues from multiple perspectives are also shown as the main aspects of IB curriculum related to the idea of “open-mindedness” (Resnik, 2009).

Culture in IBDP Language B English courses

In IBDP Language B Subject Outline, the programme is stated to have the aims of “developing students’ intercultural understanding” and “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” in English courses (IB, 2011). Related to providing intercultural understanding, IB is shown as a programme which

needs to be proud of its diversity of language offerings under the group of courses of Language B (Carder, 2007). Resnik (2009) argues that Language B both strengthens communication skills of students in terms of expression and understanding and relations with another culture.

According to Carder (2007), Language B course also includes the potential danger of predominance of English. Hayden and Wong (1997) draw attention to the issue that some cultures might be promoted in the programme while the others are ignored. Linden (1994) also mentions this point by arguing that IB might be Eurocentric and Western in its ideology while excluding Asian philosophy, Islamic or African culture. The criticisms are also on the overlooking of ethnic and religious diversity within the countries while trying to provide multicultural education (Resnik, 2009).

Conclusion

To summarize, definitions of culture shows a direct relationship between teaching language and culture in which the languages are spoken. According to the literature, culture has many elements which are developed through the studies of researchers to construct culture theory. In addition, language and culture are closely related to each other and it may be necessary to include culture within foreign language courses. In regard to teaching English as a foreign language, there is a need to take the widespread use of English into consideration to decide on which culture should be included in these courses. In IBDP, the main aim is reflected as providing cultural awareness and understanding, which becomes an important part of foreign language courses. In this respect, the place of culture in IBDP Language B English courses is criticized as some types of culture are claimed to be emphasized while the others are underrepresented.

CHAPTER 3: METHOD

Introduction

This chapter starts with the explanation of research design, in which the method of content analysis is explained. Then, it gives information about sampling and finally, it explains data collection and analysis procedures.

Research design

In order to answer the question about the diversity of cultures in IBDP literary texts, this study uses content analysis method. Content analysis is described by Fraenkel and Wallen (2008) as “a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications” (p. 472). The ways of communication can include any types of written content such as textbooks, essays, songs and pictures. In content analysis, there is a need to determine the objectives of the study and in this study the main objective is to examine how different cultures are represented in the literary texts used in Group 2 languages in IBDP since IB aims to “develop students’ intercultural understanding” (Language B Subject Outline, 2011, 2).

Brody (2003) defines culture by separating it into two parts as ‘Big C’ and ‘little c’ in the National Standards in Foreign Language Education Project (1996). In this definition, the ‘Big C’ refers to “the formal institutions, the great figures of history, the products of literature, fine arts, and the sciences that were traditionally assigned

to the category of elite culture” and the ‘little c’ refers to “the way of life of a particular group of people including housing, clothing, food, tools, transportation and all the patterns of behavior that members of the culture regard as necessary and appropriate” (Brody, 2003, p. 38).

The conceptual framework that is used in this study to examine the literary texts is the Standards for Foreign Language Learning which was originally designed by US Department of Education and the National Endowment for the Humanities as a part of National Standards in Foreign Language Education Project in 1996 and adopted by Yuen (2011) by adding another category from the study of Moran (as cited in Yuen, 2011). In this project, language was described as a way to represent culture and there are two parts of the standards which were used as the criteria in a study by Yuen, “The Representation of Foreign Cultures in English Textbooks” (2011). Appendix A illustrates the visual representation of the standards as conceptualized by the researcher of this thesis.

One part of these standards, related to gaining knowledge and understanding of other cultures, has two groups. One of these groups focuses on “understanding of the relationship between the practices (little c in objective culture) and perspectives (subjective culture)” (Yuen, 2011, p. 459). The category of Practice includes customs and behaviors observed in daily life and society and the category of Perspective is related to the ideas, myths and world views common in culture (Yuen, 2011).

The second group is on “understanding of the relationship between the products (Big C in objective culture) and perspectives (subjective culture) of the culture studied”

(Yuen, 2011, p. 459). The category of Product consists of food, entertainment materials, merchandise, printable resources and places to travel (Yuen, 2011). In the completed study, the researcher also uses the category of “persons” from the study of Moran (2001), which is described as the “well-known icons or individuals” (Yuen, 2011, p.459).

In this study, these four categories were applied on data for analysis and the content of the texts was grouped accordingly. At the beginning of the study, the main aim of the researcher was to examine cultures represented in English literary texts. There were no specific lists of countries or cultures before the study; however British and American cultures were expected to emerge dominantly as they are using English as their native language. The other countries with the official language of English such as Australia, Canada, South Africa and New Zealand were also expected to be represented culturally.

Context

International Baccalaureate is a nonprofit foundation which suggests Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Certificate for the students at different ages. The programmes have a focus on a set of learning outcomes and “international-mindedness” is one of them (IB Learner Profile Booklet, 2009). In the area of language education, foreign languages learnt by the students are called Language B. In Language B Subject Outline (2011), “developing students’ intercultural understanding”, “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” and

“developing students’ awareness of the relationship between the languages and cultures with which they are familiar” are presented as the objectives aimed in Language B studies. The study focuses on most widely used literary texts in Language B (English) courses in IBDP in Turkey.

Sampling

The literary texts examined, *Fahrenheit 451* by Bradbury (1954) and *The Catcher in the Rye* by Salinger (1945), were chosen among the novels used in some IB schools in Turkey. For data analysis, 2008 edition of *Fahrenheit 451* and 2010 edition of *The Catcher in the Rye* were used.

Fahrenheit 451 by Ray Bradbury is the story of the protagonist called Guy Montag. In the story, Montag is a fireman of an American city who burns books. In this city, people prefer watching TV rather than reading books. They also burn them to prevent conflicts of the opinions in the society. Montag steals one of the books from a collection when he goes to burn them and he reads it. After that, he discovers the problems in his lives. Through the end of the text, war is declared in the city and Montag goes to a camp to avoid the war. There he meets writers, clergymen and academics who have the aim to reprint the books they remember after the war.

The Catcher in the Rye by J. D. Salinger is the story of a teenager, Holden Caulfield. He studies in a private school but he is expelled as he fights with his roommate. After that, he decides to explore New York before he goes home. During this exploration, he has interactions with many people such as teachers, prostitutes, nuns,

a girlfriend and his own sister. In the story, his struggles against death and growing up are narrated through his eyes.

Data collection and analysis

For this research, the researcher used literary texts as data sources. Quantification of the items in these texts provided data for the results of qualitative study. In sample texts, the words were analyzed according to the Standards for Foreign Language Learning which was adapted by Yuen (2011). As a result of data analysis, the problem of how different cultures are represented in the literary texts studied in Language B courses in IBDP was examined.

Data analysis took ample time as the texts were analyzed in four rounds. In the first round, the literary texts were read in depth and key content was categorized according to the four main categories in the framework. The category of person was decided to be coded as PE under which the names of people belonging to specific cultures were added as they appear in the text. The category of Product was used for items, devices, machines and brands in the text and they were coded as PRO. Perspective category was coded as PER, which was used to indicate beliefs and values within the text. Lastly, the category of Practice was coded as PRA, which included behaviors and activities. Figure 1 shows a sample coded page. These coded items were labeled in terms of cultures to which they belong. For example, on the sample coded page, the item of Scotch and Soda was coded as Product in the first round, while it was labeled as Scottish whiskey in the next rounds for cultural classification.

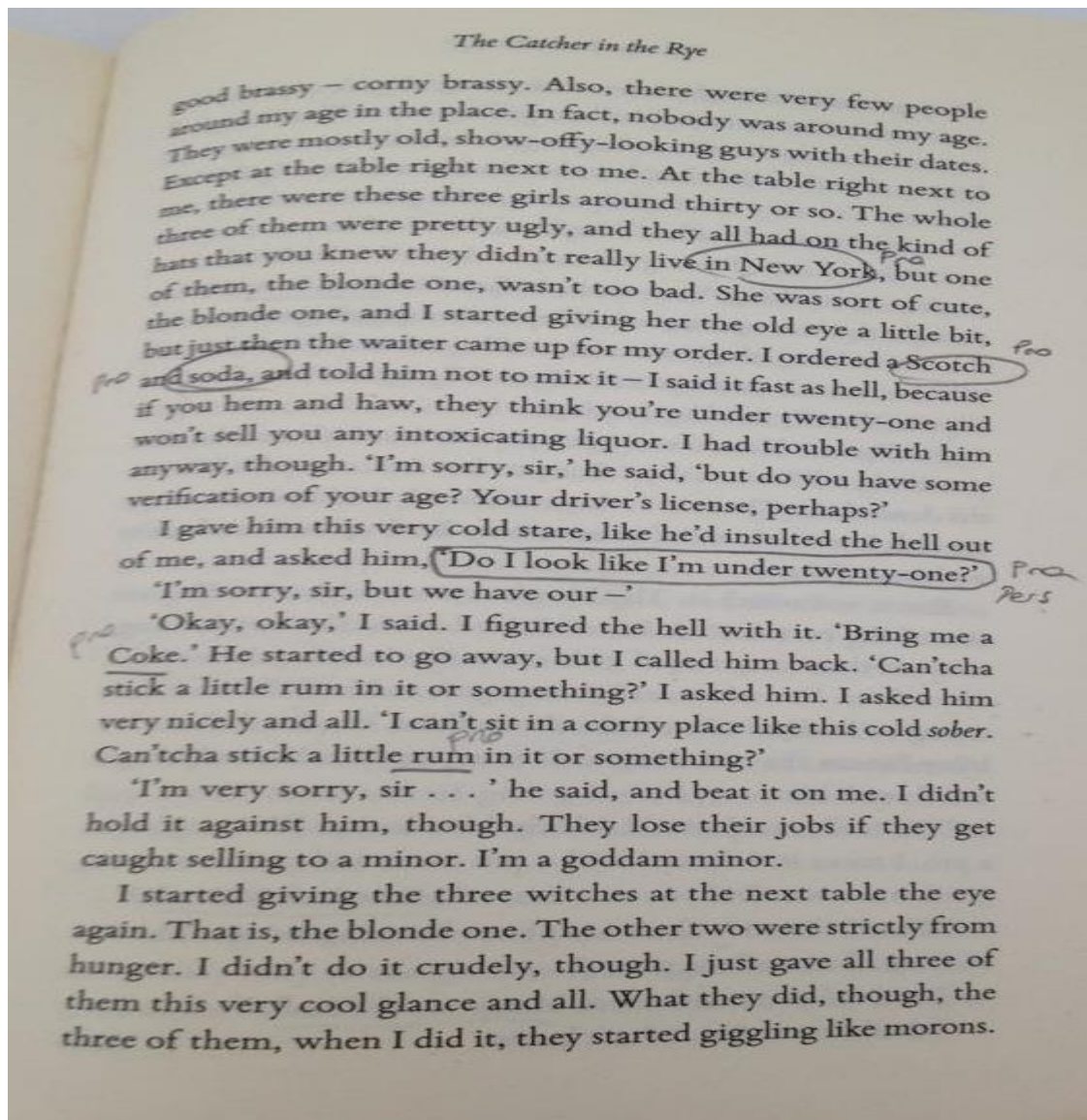


Figure 1. Data codes on *The Catcher in the Rye*

During the analysis of the sample texts, data was recorded in separate lists for each category and for each text in an excel sheet (Table 1). In this process, the page numbers, frequency of the words and sub-categories were also noted related to the words appeared through the text. In this step, the patterns emerged within each category caused them to be classified in some sub-categories such as history, literature or art.

Table 1

Fahrenheit 451 sample data analysis table for person in the first round

1	Person	Page	
2	Millay	15	literature
3	Whitman	15	literature
4	Faulkner	15	literature
5	names like Bob, Ruth, Helen	30, 49	character
6	Fireman of America	48	
7	Benjamin Franklin	48	politics
8	Dante	67	literature
9	Swift	67	literature
10	Marcus Aurelius	67, 194	history
11	Dixie Duo	81	?
12	retired English professor	97	nationality
13	Shakespeare	99, 113, 154	literature
14	Plato	99, 194	philosophy
15	Christ	106, 169, 175, 195, 208	religion
16	Ceasar	112	history
17	Pirandello	113	literature
18	Shaw	113	literature
19	Sophocles	114	literature
20	Aeschylus	115	literature
21	O'Neill	115	literature
22	Army	122	
23	Saint	123	religion
24	Ceasarians	125	nationality

In the second round, texts were analyzed for one more time to find items that could not be identified in the first round and to indicate the contexts of the identified content appearing within the texts. In this round, further sub-categories such as art naturally emerged and they were added to the ones identified in the first round (Table 2).

Table 2

Fahrenheit 451 sample data analysis table for person in the second round

1	Person	Page	
2	... burn Millay, ...	15	literature
3	... burn ... Whitman	15	literature
4	... burn ... Faulkner	15	literature
5	names like Bob, Ruth, Helen	30, 49	character
6	... rule-books ... brief histories of the Fireman of America	48	nationality
7	First Fireman: Benjamin Franklin	48	politics
8	... burned copies of Dante, ...	67	literature
9	... copies of ..., Swift	67	literature
10	... copies of .../ like to read Marcus Aurelius	67, 194	history
11	Don't step on the toes of ... Mormons	75	
12	Don't step on the toes of ... Baptists	75	
13	Don't step on the toes of ... Unitarians	75	
14	Don't step on the toes of ... second-generation Chinese	75	nationality
15	Don't step on the toes of ... Swedes	75	nationality
16	Don't step on the toes of ... Italians	75	nationality
17	Don't step on the toes of ... Germans	75	nationality
18	Don't step on the toes of ... Texans	75	nationality
19	Don't step on the toes of ... Brooklynites	75	nationality
20	Don't step on the toes of ... Irishmen	75	nationality
21	Don't step on the toes of ... people from Oregon	75	nationality
22	Don't step on the toes of ... people from Mexico	75	nationality
23	Colored people don't like "Little Black Sambo"	78	
24	White people don't feel good about "Uncle Tom's Cabin"	78	
25	we're the Happiness Boys, ...	81	art

In round three, the sub-categories identified in the second round were further analyzed by affiliating them to relevant cultures such as the American, British, and German. These links to the cultures were written on the tables in a separate column. For example, in *Fahrenheit 451*, on page 15, the item of “Millay” which was under the category of literature earlier was noted as an “American poet.” When the origins of the items were not obvious, they were investigated. For example, the item of “the Happiness Boys” on page 81 in *Fahrenheit 451* which was categorized under art in the prior step was noted to be an “American popular radio programme in 1920s.” This identification caused its sub-category to be changed from art to communication and some other items from the texts were also re-classified in this way. In this round,

categories such as American, Christian, Italian and Greek appeared. Some words were grouped as “general” if they are not associated to a specific culture (Table 3).

Table 3
Fahrenheit 451 sample data analysis for person in the third round

1	Person	Page		
2	... burn Millay, ...		15	literature
3	... burn ... Whitman		15	literature
4	... burn ... Faulkner		15	literature
5	names like Bob, Ruth, Helen	30, 49		character
6	... rule-books ... brief histories of the Fireman of America		48	nationality
7	First Fireman: Benjamin Franklin		48	politics
8	... burned copies of Dante, ...		67	literature
9	... copies of ..., Swift		67	literature
10	... copies of .../ like to read Marcus Aurelius	67, 194		history
11	Don't step on the toes of ... Mormons		75	religion
12	Don't step on the toes of ... Baptists		75	religion
13	Don't step on the toes of ... Unitarians		75	religion
14	Don't step on the toes of ... second-generation Chinese		75	nationality
15	Don't step on the toes of ... Swedes		75	nationality
16	Don't step on the toes of ... Italians		75	nationality
17	Don't step on the toes of ... Germans		75	nationality
18	Don't step on the toes of ... Texans		75	nationality
19	Don't step on the toes of ... Brooklynites		75	nationality
20	Don't step on the toes of ... Irishmen		75	nationality
21	Don't step on the toes of ... people from Oregon		75	nationality
22	Don't step on the toes of ... people from Mexico		75	nationality
23	Colored people don't like "Little Black Sambo"		78	race
24	White people don't feel good about "Uncle Tom's Cabin"		78	race
25	we're the Happiness Boys, ...		81	communication
				1920's popular radio programme in America

In the fourth round, unidentified and incomplete parts on the tables were completed.

In this round, the items under the group of “general” were further analyzed and a new category emerged to show the level of civilization of the societies. The new category was used for the items belonging to the period after Industrial Revolution and it was labeled as “general advanced” in order to differentiate the items of advanced societies (Table 4).

Table 4

Fahrenheit 451 Sample data analysis for the category of practice in the fourth round

1	Practice	Page		
2	The operator smoking a cigarette... / lit a cigarette	23, 24 (3), 35, 58, 69, 78, 124, 136, 191, 200	activity	general - advanced
3	They didn't even smoke their pipe	46 (2), 54, 70, 71, 76, 77	activity	America
4	She nodded ...		28 activity	general
5	Did we have a wild party?		28 activity	general - advanced
6	They mailed me my part ...		30 activity	general
7	I've got to go to see ... psychiatrist		33 activity	general
8	... collect butterflies / collection	33 (2)	activity	general
9	... piano-string scurry of rat feet		36 activity	West
10	... violin squeaking of mice		36 activity	West
11	... these fanatics always try suicide / committing suicide	53, 113, 131	activity	general
12	being drunk		55 activity	general
13	... Tv serial are not meant to represent any ...		75 activity	general
14	There was no dictum, no declaration, no censorship ...		76 activity	general
15	... official censors		77 activity	general
16	... I swear	87, 104	activity	general
17	You'll be here for the White Clown tonight ...		100 activity	American circus term
18	"Murdering!"		113 activity	general
19	... voted last election for president		125 activity	general - advanced
20	"Go home and think of ... the dozen abortion(s)		131 activity	general - advanced
21	"Go home and think of ... your first husband divorce(d)		131 activity	general - advanced
22	... a hand of poker		136 activity	general - advanced

After completing data analysis of the texts on excel sheets, collected data was put on tables which were sorted out in accordance with the categories. Items under each sub-category were quantified and frequencies were identified. These frequencies were put into tables which provided interpretation of data (Table 5). The process of categorization of tables and counting the frequency of cultural elements through the texts provided a clear picture of cultural elements appearing in the texts. Peer check was provided for the last form of data analysis to increase credibility. Firstly, a university level English language instructor, an American native speaker of English, has read all excel tables to confirm that all expressions used in all sub-categories are meaningful and natural as most of the data was American based. Secondly, an expert researcher in the field read all categories and sub-categories to double check the accuracy and meaningfulness of the analysis. There was around 95 percent agreement.

Table 5
 Sample data analysis table of sub-category of nationality in the category of person
 for *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Nationality	American	6
	Roman	5
	British	1
	Chinese	1
	German	1
	Irish	1
	Italian	1
	Swedish	1
TOTAL		17

CHAPTER 4: RESULTS

Introduction

This chapter presents the results of data analysis of the literary texts analyzed in this study through content analysis. First, the numerical data from the sample texts, *Fahrenheit 451* and *The Catcher in the Rye*, is presented under the category of Person. Then, results obtained from each literary text are explained in the same order under the titles of Product, Perspective and Practice in accordance with the Standards for Foreign Language Learning. Results of the sub-categories appearing during data analysis are also shown in tables for each literary text following the order of *Fahrenheit 451* and *The Catcher in the Rye* in each category. Then the results of the data collected from the texts are examined in a summative table.

Written content analysis in *Fahrenheit 451* and *The Catcher in the Rye*

Through written content analysis, two of the literary texts used in IB DP Language B courses, *Fahrenheit 451* and *The Catcher in the Rye*, were analyzed by using the categories of National Standards for Foreign Language Learning (1996), which is presented below in Figure 2.

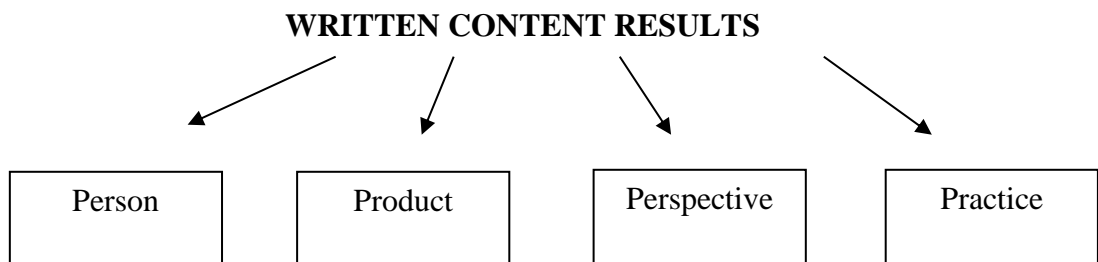


Figure 2. Written content results by using categories of national standards for foreign language learning

Person in *Fahrenheit 451*

During data analysis, the category of “Person” was used to classify names of people appeared within the texts in terms of their representation of any culture. In this process, some sub-categories appeared within each text. For *Fahrenheit 451*, these sub-categories are art, group, history, literature, mythology, nationality, occupation, philosophy, politics, race, religion and science (Appendix B).

For *Fahrenheit 451*, it can be said that the most significant item by using frequency is on the sub-category of literature. This sub-category includes the names of writers, poets, playwrights and also character names from literary texts.

As displayed in Table 6, in *Fahrenheit 451*, names of people about literature appeared for 22 times in total. By looking at the table which classifies people in accordance with specific cultures, it can be said that the names of literature related to people from British literature appeared for seven times, from American literature for six times, from Greek literature for three times, from Irish literature for three times and from Italian literature for two times. This shows that American and British names appear more often than other cultures. Details regarding the information represented in tables from 6 to 18 can be found in Appendix C.

Table 6
Names of people related to literature in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Literature	British	7
	American	6
	Greek	3
	Irish	3
	Italian	2
	Roman	1
TOTAL		22

The second significant table about the people in *Fahrenheit 451* was the representation of nationality in the text (Table 7). In total, the names of different nations are used for 17 times, six of which are American, five are Roman, and one for each other categories. In this category, the frequency of the names belonging to American culture is also the highest one.

Table 7
Names of people related to nationality in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Nationality	American	6
	Roman	5
	British	1
	Chinese	1
	German	1
	Irish	1
	Italian	1
	Swedish	1
TOTAL		17

Table 8 shows the frequency of the names representing different religions, which are 13 in total. In this table, Christian names are shown to be used for 10 times in *Fahrenheit 451* while number of names representing Buddhism and general idea of religion is one for each. This shows that names from Western religions are more in this literary text.

Table 8
Names of people related to religion in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Religion	Christianity	11
	Buddhism	1
	General	1
TOTAL		13

Table 9 is related to the names from history appeared in *Fahrenheit 451*. Historical names such as emperors and politicians appeared for eight times in total, three of which are American, one is Italian and four are Roman. By looking at this data, it can be said that, all of the historical names are from Western history.

Table 9
Names of people related to history in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
History	Roman	4
	American	3
	Italian	1
TOTAL		8

Table 10 shows the frequency of items related to philosophy in *Fahrenheit 451*, which are seven in total. Three of these items are Greek philosophers such as Plato and two of them are German philosophers such as Schopenhauer. There are also one British and one Chinese philosopher in the text.

Table 10
Names of people related to philosophy in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Philosophy	Greek	3
	German	2
	British	1
	Chinese	1
TOTAL		7

Table 11 is related to the items showing occupation, which appeared for five times in total. These can be exemplified as professor, historian and linguist.

Table 11
Names of people related to occupation in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Occupation	General	5
TOTAL		5

People representing groups were identified for four times in *Fahrenheit 451* (Table 12). These were “minorities” and “Army” which were classified as general.

Table 12
Names of people related to groups in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Group	General	4
TOTAL		4

Table 13 shows the frequency of names related to mythology, which are three for total. All of these names about mythology in *Fahrenheit 451* belong to Greek culture such as “Hercules” and “Antaeus.”

Table 13
Names of people related to mythology in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Mythology	Greek	3
TOTAL		3

In Table 14, political names appeared in *Fahrenheit 451* were classified in terms of the cultures they belong to. As it is seen, Benjamin Franklin is British, Mahatma

Gandhi is Indian and Tom Paine is American, who are mentioned in the texts for once.

Table 14
Names of people related to politics in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Politics	American	1
	British	1
	Indian	1
TOTAL		3

Table 15 shows items representing the sub-category of race, which is two in total. These items were “colored people” and “white people” in *Fahrenheit 451*.

Table 15
Names of people related to race in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Race	General	2
TOTAL		2

In Table 16, names related to science are classified in terms of the culture they belong to, one of which is British and another is German. British scientist was Charles Darwin and German scientist was Einstein.

Table 16
Names of people related to science in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Science	British	1
	German	1
TOTAL		2

Table 17 is related to art, which shows the names of an American composer, “Eubie Blake” for once. The details of this category can be found in Appendix C.

Table 17
Names of people related to art in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Art	American	1
TOTAL		1

Table 18 is related to communication, which shows that an American radio programme “Happiness Boys” appears in the text for once.

Table 18
Names of people related to communication in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Communication	American	1
TOTAL		1

Person in *The Catcher in the Rye*

For *The Catcher in the Rye*, the sub-categories under the category of Person are art, character, cinema, group, history, literature, nationality, occupation, politics, race, religion, science and language (Appendix D). Although some significant categories are same as the ones in *Fahrenheit 451*, such as religion, literature and nationality, the category of cinema in which the names of actors and actresses were counted, was also significantly frequent in *The Catcher in the Rye*.

Table 19 displays the frequency of names appeared in *The Catcher in the Rye* about specific religion. By looking at the table, it can be said that words related to religious people are used for 65 times within the text and all of them are about Christianity. These words can be exemplified as Jesus, Christ, nun and Catholic, which represent Western culture. The details of this category are presented in tables 19 to 30, whose details can be found in Appendix E.

Table 19

Names of people related to religion in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Religion	Christianity	65
TOTAL		65

Table 20 is related to the names from the field of literature, in which the number of the names of writers, poets and characters from literary texts are shown. In this table, British names are seen to be used for 28 times in *The Catcher in the Rye*. American names are used for nine times, Scottish names and Danish names are used for two times. By looking at this table, it can be said that all of 37 names of the field of literature are from Western literature.

Table 20

Names of people related to literature in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Literature	British	26
	American	7
	Danish	2
	Scottish	2
TOTAL		37

In *The Catcher in the Rye*, names showing specific nationalities are also significantly frequent. By looking at Table 21, it can be said that Eastern names appear for seven times, Indian names appear for six times, British names appear for three times, Eskimo names appear for three times. There are also names from Western cultures such as French and Scottish appear for once.

Table 21

Names of people related to nationalities in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Nationality	Eastern	7
	Indian	6
	British	3
	Eskimo	3
	Chinese	2
	Egyptian	2
	German	2
	Irish	2
	American	1
	Cuban	1
	French	1
	Scottish	1
	Western	1
TOTAL		32

In Table 22, names of actors and actresses belonging to specific cultures are classified. In this table, there is the dominance of American culture with the use of names for 18 times, while British actors appear for five times and the name of a French actor appears for just once.

Table 22

Names of people related to cinema in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Cinema	American	18
	British	5
	French	1
TOTAL		24

In Table 23, names of characters in *The Catcher in the Rye* were counted, five of which are American and four of which are British. There are also one African, one German and one Western character name in the text.

Table 23

Names of people as characters in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Character	American	5
	British	4
	African	1
	German	1
	Western	1
TOTAL		12

In Table 24, names of occupation appeared in *The Catcher in the Rye* were shown, which could be identified as general. These occupations are “violinist” and “elevator boy” and they are used in the text for six times in total.

Table 24

Names of people related to occupation in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Occupation	General	6
TOTAL		6

In Table 25, historical names are shown to be used in *The Catcher in the Rye* for five times. Three of the items belong to American culture such as “Colombus,” and two of them belong to Spanish culture such as “Ferdinand.”

Table 25

Names of people related to history in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
History	American	3
	Spanish	2
TOTAL		5

In Table 26, names representing sub-category of art are shown as classified as American, Colored and Western. Al Pike from America is used for once and colored singer Estelle Fletcher is used for twice in *The Catcher in the Rye*.

Table 26

Names of people related to art in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Art	Colored	2
	American	1
TOTAL		3

Table 27 shows the frequency of items representing groups such as Black, Western and general. In *The Catcher in the Rye*, items of “black,” “Yogi Guys,” and “Lesbians” were included in these groups respectively.

Table 27

Names of people related to groups in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Group	Black	1
	General	1
	Western	1
TOTAL		3

Table 28 is related to the sub-category of names about Politics in *The Catcher in the Rye*. These names appeared in the text for two times in total and one of them was American, “Abraham Lincoln,” and the other was Egyptian, “Pharaoh

Table 28

Names of people related to politics in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Politics	American	1
	Egyptian	1
TOTAL		2

Table 29 is about sub-category of race in *The Catcher in the Rye*, which appeared for once and labeled as “general.”

Table 29
Names of people related to race in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Race	General	1
TOTAL		1

Frequency of names related to science in *The Catcher in the Rye* is shown in Table 30, which is Austrian and used once.

Table 30
Names of people related to science in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Science	Austrian	1
TOTAL		1

Product in *Fahrenheit 451*

During data analysis, the category of “Product,” was used to label cultural elements including food, entertainment materials, merchandise, printable resources and places to travel. In this process, some sub-categories appeared within each text. For *Fahrenheit 451*, these sub-categories are activity, art, brand, building, clothing, device, equipment, furniture, history, literature, machine, mythology, place, publication, religion, tool and urbanism (Appendix F).

For *Fahrenheit 451*, it can be said that in the category of “Product,” the most significant table by using frequency is on the sub-category of devices. This sub-category includes devices for communication and transportation such as telephone, radio, jet and helicopter. By looking at the Table 31, it can be said that although devices are used for 45 times in the text, these are not representing any specific

culture, which caused them to be called as “general.” Details related to this category illustrated in tables from 31 to 49 can be found in Appendix G.

Table 31
Devices as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Device	General	45
TOTAL		45

In Table 32, products showing urbanism were frequent for *Fahrenheit 451*, which are 31 in total. Although this number shows that products related to urbanism such as pavement, billboards and highway are significantly frequent in the text, it is not possible to classify these products in terms of different cultures.

Table 32
Urbanism as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Urbanism	General	31
TOTAL		31

In Table 33, literary products as examples of specific cultures are shown to be used for 26 times in total in *Fahrenheit 451*. These products are books, poems and plays, two of which are from American literature. Eight of them belong to British literature, three of them belong to Greek culture and four of them belong to Western culture. For nine times, any genre of literature is mentioned in the text such as poem, which is classified as general.

Table 33
Literature as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Literature	General	9
	British	8
	Western	4
	Greek	3
	American	2
TOTAL		26

In Table 34, the sub-category of “machine” in Products is seen to be used for 26 times in total. Although this is a significant frequency for the text, it is not possible to classify them related to any specific cultures. Words related to machinery such as grill, washing machine and refrigerator are called as the parts of general culture.

Table 34
Machine as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Machine	General	26
TOTAL		26

In Table 35, the cultures identified through the items of the sub-category of activity. In this table, it is seen that examples of activities such as poker cards or carnival are classified as belonging to British, Chinese or Western cultures. Some of the items were classified as general as they do not belong to any specific culture.

Table 35
Activity as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Activity	General	6
	Western	5
	British	1
	Chinese	1
TOTAL		13

In Table 36, products which are classified under the sub-category of equipment are shown. By looking at this table, it can be said that none of the equipment appeared in the text such as candle, toaster or camera can be linked to any specific cultures, which caused them to be labeled as general.

Table 36
Equipment as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Equipment	General	17
TOTAL		17

In Table 37, the items related to measurement such as “miles” and “feet” were counted which were used in Fahrenheit 451 for 17 times in total. These items were categorized as elements of general culture.

Table 37
Measurement as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Measurement	General	17
TOTAL		17

In Table 38, the sub-category of religion is tried to be shown for *Fahrenheit 451*. In this table, it is seen that 15 of the items about religion are related to Christianity such as Bible or Old and New Testament.

Table 38
Religion as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Religion	Christianity	19
TOTAL		19

In Table 39, it is seen that eight of the products in *Fahrenheit 451* are fictional. One of the brands in the text is British, which is “Phoenix car.” Another brand in the text is “Martini” representing the culture of Italy.

Table 39
Brands as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Brand	Fictional	8
	British	1
	Italian	1
TOTAL		10

In Table 40, the examples of publication are classified, eight of which are general and two of them are American. General examples of publication are book, newspaper, cartoon, TV serial, comic-book, three-dimensional sex magazine and trade-journal. Publication representing America is Constitution.

Table 40
Publication as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Publication	General	8
	American	2
TOTAL		10

Table 41 shows the sub-category of place and the representation of cultures through this way. By looking at this table, it can be said that eight of places such as theatres and circus are labeled as general as they do not belong to specific cultures. On the other hand, the item, Pierian, represents a fountain in Greece. There are also seven American and one British places are used in the text.

Table 41
Place as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Place	General	8
	American	7
	England	1
	Greek	1
TOTAL		13

Table 42 is related to buildings as product and items such as swimming pool or museum are classified as general as they do not belong to any specific cultures.

Table 42
Building as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Building	General	9
TOTAL		9

Table 43 shows frequency of mythological items through *Fahrenheit 451* and it is seen that three of these items belong to Greek culture. In addition, there are four Western mythological items as salamander in the text.

Table 43
Mythology as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Mythology	Western	4
	Greek	3
	General	1
TOTAL		8

Table 44 is related to the sub-category of tool, which is classified as general and it appears in the text for eight times. The examples for these items are tyres and magazines.

Table 44
 Tool as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Tool	General	8
TOTAL		8

In Table 45, frequency of the sub-category of clothing in *Fahrenheit 451* is shown.

As it is seen, items of general clothes appear for four times and Western clothes appear for two times, such as dark suits.

Table 45
 Clothes as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Clothing	General	4
	Western	2
TOTAL		6

Table 46 shows representation of cultures through items of art in *Fahrenheit 451*. It is seen that three of these items are classified as general like they are White Cartoon Clowns. One of these items, “Keystone Comedy,” belongs to American culture.

Table 46
 Art as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Art	General	3
	American	1
TOTAL		4

Table 47 is related to furniture representing cultures in *Fahrenheit 451*. One of these is “French windows” which represents French culture and other two are “porch” which is labeled as general.

Table 47
Furniture as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Furniture	General	2
	French	1
TOTAL		3

In Table 48, the historical products in *Fahrenheit 451*, “Civil War,” represents American culture and “Magna Charta” represents British culture.

Table 48
History as product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
History	American	1
	British	1
TOTAL		2

Product in *The Catcher in the Rye*

When *The Catcher in the Rye* is examined in terms of Products, there appear the categories of ammunition, art, brand, building, clothing, community, device, entertainment, equipment, furniture, institution, instrument, literature, machine, place, publication, refreshment, religion and tool. Within these categories, the most significant ones are place, literature, brand and refreshment, whose details can be seen in Appendix H.

In Table 49, it is seen that in *The Catcher in the Rye*, names of places belonging to American culture such as Yale and New York are used for 85 times, while general places of an advanced society such as zoo are used for 11 times. By looking at this table, although places are used for 99 times in total, there is no diversity for the

cultural backgrounds of these cities and they are mostly from American. Details of this category represented in tables from 49 to 73 can be found in Appendix I.

Table 49
Place as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Place	American	85
	General - Advanced	11
	British	2
	French	1
TOTAL		99

In Table 50, literary products seem to be used for 44 times in total, 22 of which are American. 13 of literary texts belong to British literature and four of the texts are fictional. Christian, Danish, French, Irish and Russian literary texts are mentioned for once each. By looking at this table, it can be said that in this sub-category, there is high use of pieces from American and British culture. The details of this category can be found in Appendix I.

Table 50
Literature as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Literature	American	22
	British	13
	Fictional	4
	Christianity	1
	Danish	1
	French	1
	Irish	1
	Russian	1
TOTAL		44

As displayed in Table 51, the sub-category of brand is highly observed in *The Catcher in the Rye*, as 39 times in total. 23 times of that are American brands, six of

them are Scottish and three of them are Italian. There are three brands classified as general and some brands are used for just once as representing British, Cuban, German and advanced society. In this sub-category, dominance of American cultural elements is observed for one more time.

Table 51
Brand as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Brand	American	23
	Scottish	6
	General	3
	Italian	3
	British	1
	Cuban	1
	General - Advanced	1
	German	1
TOTAL		39

Table 52 is related to refreshment, which appears through *The Catcher in the Rye* for 31 times in total. 15 times of that are classified as western, which can be exemplified as mash potatoes, ham and rum. 14 times of that are classified as general and these are coke, orange juice and coffee. Three times of use of the same refreshment are classified as items of American culture, which is toast and coffee for breakfast as it is considered as an American habit.

Table 52
Refreshment as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Refreshment	General	14
	Western	14
	American	3
TOTAL		31

Table 53 shows the frequency of religious items in *The Catcher in the Rye*. In this table, it is seen that products representing Christianity such as Bible and Santa Clause appear in the text for 32 times in total. The item of “ghost” also appears in the text once, which is classified as general.

Table 53
Religion as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Religion	Christianity	32
	General	1
TOTAL		33

In Table 54, buildings representing different cultures are classified for *The Catcher in the Rye*. In this table, it is clear that buildings showing Christianity such as “church” are used for two times in the text. Examples of advanced societies’ buildings such as “subway or swimming pool” are used for four times. “The Statue of Liberty” is classified as an American building and “Scotch farmhouse” is shown as a part of Scottish culture.

Table 54
Building as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Building	General	6
	General - Advanced	4
	Christianity	2
	American	1
	Scottish	1
TOTAL		14

In Table 55, it is seen that in *The Catcher in the Rye*, there are one American, four Christian, five general and one Western activity through the text, which makes 11 in total.

Table 55
Activity as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Activity	General	5
	Christianity	4
	American	1
	West	1
TOTAL		11

Table 56 is related to machines in *The Catcher in the Rye*, which were observed for 12 times in total. All of these examples of machines were “elevator” which was labeled as general as it could not be linked to any specific culture.

Table 56
Machine as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Machine	General	12
TOTAL		12

Table 57 shows equipment appeared in *The Catcher in the Rye*. The items such as tennis racket, radio and ice skates were identified in the text for 11 times in total, which were labeled as the products of advanced culture after civilization.

Table 57
Equipment as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Equipment	General - Advanced	11
TOTAL		11

Table 58 is on instruments which appeared for 11 times in *The Catcher in the Rye*. All of these instruments such as the violin and the piano were categorized as general as they do not represent any specific cultures.

Table 58
Instrument as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Instrument	General	11
TOTAL		11

Table 59 is about the sub-category of tools in *The Catcher in the Rye*. Of 11 items, eight of them such as “Christmas dough” represent Christianity, while other three items, thermometer, lipstick and cigarette table are labeled as general.

Table 59
Tool as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Tool	Christianity	8
	General	3
TOTAL		11

Table 60 shows the frequency of the item of “carrousel” appearing for nine times in *The Catcher in the Rye*, which was categorized as a Western product of entertainment.

Table 60
Entertainment as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Entertainment	Western	9
TOTAL		9

Table 61 shows the use of currency in *The Catcher in the Rye* and the only currency mentioned in the text belongs to American culture. Items such as “five bucks” and “a million bucks” refer to American dollar for eight times in total through the text.

Table 61
Currency as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Currency	American	8
TOTAL		8

Table 62 shows the representation of cultures through devices in *The Catcher in the Rye*. Within the text, an Indian device was identified for two times which is “Indian war canoe”. “Sailboat” and “cab” were categorized as general - advanced devices and “horse” is categorized as a transportation device of general culture.

Table 62
Device as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Device	General - Advanced	3
	General	3
	Indian	2
TOTAL		8

In Table 63, it is seen that the items representing groups of America are used for six times and item related to Christianity is used for once in *The Catcher in the Rye*.

Table 63
Group as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Group	American	6
	Christianity	1
TOTAL		7

Examples of publication in *The Catcher in the Rye* are classified in terms of cultural representations in Table 64. Out of seven times of appearance of published elements, four times of them, newspaper, newsreel and magazine were classified as parts of general culture while other three times of usage of “Atlantic Daily” were classified as American publications.

Table 64
 Publication as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Publication	General	4
	American	3
TOTAL		7

In Table 65, it is seen that there are four times of use of American historical products such as Fourth of July and two times of use of British products such as Salvation Army related to history in *The Catcher in the Rye*.

Table 65
 History as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
History	American	4
	Britain	2
TOTAL		6

Items of institution are exemplified for three times in *The Catcher in the Rye* such as “The Rockettes” and “Boy Scouts,” all of which are American as it is seen in Table 66.

Table 66
 Institution as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Institution	American	3
TOTAL		3

Table 67 is about clothes representing cultures in *The Catcher in the Rye*. All three items “jeans,” “tuxedo” and “moccasins” are classified as representatives of Western culture.

Table 67
Clothing as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Clothing	Western	3
TOTAL		3

Table 68 shows the use of metrical units in *The Catcher in the Rye*. The item of “mile” is used in the text for once and it is classified as a sign of Western culture. In addition, use of “inch” for twice is classified as a sign of general culture. Details of this table are in Appendix R.

Table 68
Measurement as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Measurement	General	2
	Western	1
TOTAL		3

Table 69 classifies community as Product in *The Catcher in the Rye*. The item of “Ivy League colleges” is an American community while “Salvation Army” is related to Christianity.

Table 69
Community as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Community	American	3
	Christianity	1
TOTAL		4

Table 70 shows the frequency of items classified as furniture in *The Catcher in the Rye*. Both of them are “chiffonier” which is a French product.

Table 70
Furniture as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Furniture	French	2
TOTAL		2

Table 71 classifies the products of ammunition and in *The Catcher in the Rye*, the only item for this category is “atomic bomb.” It is classified as a representative of advanced society.

Table 71
Ammunition as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Ammunition	General - Advanced	1
TOTAL		1

In *The Catcher in the Rye*, “Tin Roof Blues” is the only item of art, which is an American jazz composition (Table 72).

Table 72
Art as product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Art	American	1
TOTAL		1

Lastly, Table 73 shows the sub-category of language, which appears for once as a French word phrase “Vooly Voo Fransay.”

Table 73
Names of people related to language in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Language	French	1
TOTAL		1

Perspective in *Fahrenheit 451*

During data analysis, the category of “Perspectives” was used to classify ideas, myths and world views common in specific cultures. In this category, there is not much data as in the other categories and classification of this data does not provide in depth information about specific cultures in contrast to the other categories. In *Fahrenheit 451*, the sub-categories are equality, gender roles, respect, responsibility, social corruption and social roles (Appendix J).

In Table 74, all sub-categories of Perspective in *Fahrenheit 451* are reflected. Within these sub-categories, equality could be classified as American and general. The perspective of equality related to American can be exemplified as a sentence from their constitution as “Everyone made equal.” In addition, the sub-category of social corruption can be classified as Christianity and general. The issues of abortion and divorcement are emphasized as not being approved by Christianity, which caused these ideas to be labeled as Christian perspective. For the other sub-categories, ideas from the text could just be labeled as general perspectives of societies. More details for this table can be found in Appendix K.

Table 74
Perspective in *Fahrenheit 451*

PERSPECTIVE		
Sub-category	Culture	Frequency
Equality	American	1
	General	2
Gender Roles	General	5
Respect	General	1
Responsibility	General	1
Social Corruption	Christianity	2
	General	2
Social Roles	General	5
TOTAL		19

Perspective in *The Catcher in the Rye*

In Table 75, Perspectives appear in *The Catcher in the Rye*, which are 29 in total, are listed. Of these items, eight of them could be classified as the perspectives related to gender roles. In this sub-category, the issue of becoming under 21 is related to American and the idea of model women is associated to Western perspective. About religiousness, “the need to think Jesus and pray” was thought to be reflecting Christian perspective. The sub-category of sexuality was classified as west for the elements related to the ideas about virginity and perception about sexuality of Eastern people. The expectation of the father about the education of his son is shown as “going to Yale” which is an American college and this was categorized as the perspective related to social status in American culture. Other perspectives of education, responsibility and social roles are identified to be general perspectives. The details can be found in Appendix M.

Table 75
 Perspective in *The Catcher in the Rye*

PERSPECTIVE		
Sub-category	Culture	Frequency
Education	General	1
Freedom	American	1
Gender Roles	American	1
	General	6
	Western	1
Religiousness	Christianity	1
Responsibility	General	1
Sexuality	General	5
	Western	6
Social Roles	General	5
Social Status	American	1
TOTAL		29

Practice in *Fahrenheit 451*

In data analysis, the fourth category, “Practice” helped to identify customs and behaviors of cultures mentioned in the literary texts. Although some traditions of cultures or groups could be identified clearly, some other materials could not be classified in terms of specific cultures, which caused them to be labeled as “general.” In *Fahrenheit 451*, sub-categories are activity, attitude, currency, greeting, history, measurement, place, religion, sports and urbanism (Appendix N). Details represented in tables from 76 to 84 can be found in Appendix O.

In Table 76, the most frequent representation of the sub-category of religion is reflected. Although the words about religion such as “Jesus God” and “Good Lord” densely occur in the text, all of these words seem to represent the culture of Christianity. As shown in the table, all 47 words of religion in *Fahrenheit 451* are about Christianity.

Table 76
Religion as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Religion	Christianity	47
TOTAL		47

Table 77 shows the representation of different cultures in terms of the Practice of activities in *Fahrenheit 451*. These elements can be exemplified as practices such as smoking and having collection of animals. In this sub-category, although some practices directly represent practices of American culture, words such as “God bless you” are accepted to show Christian beliefs and practices. The other words were examined in terms of whether they are behaviors or beliefs of advanced societies or

not in order to classify them. By looking at Table 77, it can be said that the most frequent practice appearing throughout *Fahrenheit 451* belongs to advanced societies. In addition, for the activities with specific cultures, American is the dominant culture.

Table 77
Activity as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Activity	General Advanced	17
	General	16
	American	8
	Western	2
	Christianity	2
	British	1
TOTAL		46

For the sub-category of place, city names used in literary texts were examined, which are observed for 22 times in total in *Fahrenheit 451* (Table 78). Of these, nine are from American culture such as Chicago, Iowa and Los Angeles. Three of city names are from British culture such as Cambridge. There are places like church related to Christianity, and a volcano from Italy. Other places like boulevards were classified as general places. In this sub-category, the most frequently mentioned country is the USA.

Table 78
Place as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Place	American	9
	General	6
	British	3
	Christianity	3
	Italian	1
TOTAL		22

Related to the sub-category of sport as Practice, “basketball,” “baseball,” “running” and “football” are categorized as general while “bowling,” “golf,” and “billiards” are categorized as Western sports in *Fahrenheit 451* (Table 79).

Table 79
Sports as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Sports	General	5
	Western	4
TOTAL		9

Table 80 shows currency as Product in *Fahrenheit 451*. Through the text, the item of “dollars” represents American culture for four times in total.

Table 80
Currency as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Currency	American	4
TOTAL		4

In *Fahrenheit 451*, general history is represented through the item of “war” for two times as it is seen in Table 81.

Table 81
History as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
History	General	2
TOTAL		2

Table 82 shows that in *Fahrenheit 451*, general idea of urbanism is represented for three times through the item of “avenue.”

Table 82
Urbanism as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Urbanism	General	3
TOTAL		3

In *Fahrenheit 451*, the item of greeting, “Good luck” is used for 2 times, which is labeled as the sign of general culture (Table 83).

Table 83
Greeting as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Greeting	General	2
TOTAL		2

Table 84 shows the Practice of “wearing happiness like a mask” is categorized as an item of general culture.

Table 84
Attitude as practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Attitude	General	1
TOTAL		1

Practice in *The Catcher in the Rye*

In terms of the category of Practice, *The Catcher in the Rye* has the sub-categories of activity, brand, clothing, currency, eating habit, greeting, group, history, law, measurement, place, religion and sports. Of these sub-categories, the most frequent ones are related to religion, place, activity and sports. More details for this category can be found in Appendix P.

In Table 85, the most significant sub-category of Practice in *The Catcher in the Rye*, religion, is shown. By looking at this table, it can be said that words related to religious practices such as Christmas Eve and Sunday ceremonies are used for 212 times in the whole text. On the other hand, general religious practices like being an atheist or being members of religions are seen for three times. In this sub-category, Christianity occurs so dominantly throughout the text. The details of this category presented in tables from 85 to 93 can be found in Appendix R.

Table 85
Religion as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Religion	Christianity	212
	General	3
TOTAL		215

Another significant sub-category in Practices is place for *The Catcher in the Rye*, which is shown in Table 86. Actions in specific cities or places such as working in Seattle, going to Washington, walking over to the Museum of Natural History are classified in this sub-category, which has 217 elements in total. 195 of these are American, four of them are Chinese, and four of them are British. In addition to that, there are seven times of use of places like “West” or “night club” which are classified as West. Under the title of “general,” places like museum of art are counted, which are seven in total. In this sub-category, dominance of places from USA becomes clear for one more time.

Table 86
Place as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Place	American	195
	General	7
	Western	7
	British	4
	Chinese	4
TOTAL		217

In Table 87, activities under Practices in *The Catcher in the Rye* are listed, which are 77 in total. 27 of these belong to general activities such as getting a cab or riding a horse. 25 of activities represent practices in Western culture, such as using elevator or boys holding hands of girls. Nine of practices represent Christianity such as reading Bible and going to Church; eight of practices show American practices such as tap dancing. There are four practices of French and four practices of Latino through the text.

Table 87
Activities as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Activity	General	28
	Western	25
	Christianity	9
	American	8
	French	4
	Latino	4
TOTAL		77

In Table 88, the sub-category of sports is shown for *The Catcher in the Rye*. All of the words related to sports such as football, tennis and ping pong are general words, which do not represent any specific cultures.

Table 88
Sports as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Sports	General	45
TOTAL		45

In Table 89, the item of “World War II” is accepted as a general historical item, which is used for 10 times in total.

Table 89
History as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
History	General	10
TOTAL		10

In Table 90, the items related to greeting are explored and it is seen that all of seven items through *The Catcher in the Rye* are shown to belong to Western culture. These items are the practice of “shaking hands” and the expression of “Good luck.”

Table 90
Greeting as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Greeting	Western	7
TOTAL		7

Table 91 shows that “wearing a tie” is accepted as a Western form of clothing, which is used once in *The Catcher in the Rye*. “Wearing a uniform” is general practice of clothing appeared in the text for once.

Table 91
Clothing as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Clothing	General	1
	Western	1
TOTAL		2

In Table 92, it is shown that eating habits of advanced societies appear for once in *The Catcher in the Rye* through the practice of “eating in dining room.”

Table 92
Eating habit as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Eating Habit	General - Advanced	1
TOTAL		1

In Table 93, the practice of law is categorized through the item of “not selling alcohol to person under 21.” As this statement is an American law, it is accepted as an American practice.

Table 93
Law as practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Law	American	1
TOTAL		1

Comparison of *Fahrenheit 451* and *The Catcher in the Rye*

The findings of the analysis conducted by using the categories in the framework used (Appendix A) show that a total of 41 tables for *Fahrenheit 451* and a total of 47 tables for *The Catcher in the Rye* were used to categorize the elements of texts for the categories of Person, Product, Perspective and Practice. On the summative table (Table 94), it is seen that for all categories, American culture is identified for 54 times in *Fahrenheit 451* and 407 times in *The Catcher in the Rye*. In addition, British culture is identified for 27 times in *Fahrenheit 451* and for 60 times in *The Catcher in the Rye* (Table 94). Other Western and European cultures also appear for 135 times in *Fahrenheit 451* and for 456 times in *The Catcher in the Rye*. The items which are not included under any specific cultures were categorized as general,

which is 274 times in *Fahrenheit 451* and 216 times in *The Catcher in the Rye*.

Cultures that do not appear significant enough in the texts were merged and put under the column of “other” which are 13 times in *Fahrenheit 451* and 33 times in *The Catcher in the Rye*.

Table 94
Summative table for categories

Summative	American	British	Western & Euro	General	Other
Fahrenheit 451	54	27	135	274	13
The Catcher in the Rye	407	60	456	216	33

The summative results of the analysis of the category of Person for written content of both literary texts are given in Table 95. By looking at the Table 95 related to the summative results for the category of Person, it can be said that in both literary texts, representation of American and British culture is more common than the other cultures. Especially when the representation of other western cultures is also taken into consideration, the numbers showing frequency makes the group including American, British and other Western cultures as dominant over others.

Table 95
Summative table for the category of person

PERSON	American	British	Western & Euro	General	Other
Fahrenheit 451	18	11	32	12	4
The Catcher in the Rye	37	38	86	8	23

In Table 96 showing the summative results of Product, the total representation of American, British and Western cultures seem more frequent than the other specific cultures. Although both literary texts represent products of American, British and Western world more frequently, in *The Catcher in the Rye*, dominance of this group becomes more obvious by looking at 278 representations in total.

Table 96
Summative results for the category of product

PRODUCT	American	British	Western & Euro	General	Other
Fahrenheit 451	14	12	43	194	9
The Catcher in the Rye	163	18	97	95	6

For the category of Perspective, it can be said that there is not as much data as the other categories. Despite little data obtained from the literary text, only specific cultures that could be identified from these texts are American and some other Western elements (Table 97). In this category, dominance of American and Western cultures over other cultures in the world becomes clearer.

Table 97
Summative results for the category of perspective

PERSPECTIVE	American	British	Western & Euro	General	Other
Fahrenheit 451	1	-	2	16	-
The Catcher in the Rye	3	-	8	18	-

In Table 98, summative results for the category of Practice show similarity to the other categories. In both literary texts, there is the dominance of American, British

and Western elements while there is no representation of any other cultures in *Fahrenheit 451*.

Table 98
Summative results for the category of practice

PRACTICE	American	British	Western & Euro	General	Other
Fahrenheit 451	21	4	59	52	-
The Catcher in the Rye	204	4	265	95	4

Summative results

After *Fahrenheit 451* and *The Catcher in the Rye* were analyzed by using data analysis categories, they were also evaluated in a summative way. All elements appearing in these texts were counted and they were put onto a table by grouping them in terms of representation of cultures.

Table 99
Summative table for representation of cultures

Summative	American	British	West & Euro	General	Chinese	Indian	Cuban	Eskimo	Egyptian	Other
Fahrenheit 451	54	27	135	274	3	1				9
The Catcher in the Rye	407	60	456	216	6	8	2	3	3	13

By looking at the summative table (Table 99), it can be concluded that in *Fahrenheit 451*, American and British are the most frequently represented cultures throughout the text. In addition, other western and European cultures are also highly observed in *Fahrenheit 451*, such as Italian, French and German. Other cultures appearing in the text are Chinese and Indian; however they are so rare.

In *The Catcher in the Rye*, the dominantly represented culture is American, which is seen for 407 times in total. British elements are also common through the text.

Western and European elements are used for 456 times in *The Catcher in the Rye*, which is very high in terms of frequency. Other cultures represented rarely through the text are Chinese, Indian, Cuban, Eskimo and Egyptian.

CHAPTER 5: DISCUSSION

Introduction

This chapter provides a brief overview of the study in general and explains the major findings and implications obtained from the analysis of two literary texts, *Fahrenheit 451* and *The Catcher in the Rye*, used in IBDP Language B English courses. The main purpose of the study, the research questions and the methodology followed are summarized below in the overview of the study section. Conclusions of the analysis of written content of the literary texts selected are discussed in the major findings section. By using these findings, the implications for practice and future research regarding IB education are stated. Finally, limitations of the study are presented.

Overview of the study

The purpose of this study was to investigate cultural elements embedded in two literary texts used in Language B (English) courses in some IBDP schools in Turkey. With this purpose, the study aimed to answer the main research question below:

- How are cultures represented in the literary texts studied in Language B courses in IBDP?

To answer this question, this study used written content analysis for the analysis of literary texts, *Fahrenheit 451* and *The Catcher in the Rye*, used in IBDP Language B English courses. For the analysis, Standards for Foreign Language Learning, which

was explained and developed in a study by Ka-Ming Yuen, “The Representation of Foreign Cultures in English Textbooks” (2011), was used. The framework was visualized by the researcher of this thesis in Appendix A, in which there are four different categories as Person, Product, Perspective and Practice.

These categories were identified in the literary texts and coded data were put into tables of frequency in order to show an objective and visual comparison of findings related to representation of different cultures.

Major findings

When authors of the examined literary texts are considered, both the authors of *Fahrenheit 451*, Ray Bradbury and *The Catcher in the Rye*, J. D. Salinger are American. In accordance with the expectations, the results of data analysis show that these literary texts include a lot of elements from American culture. In addition, there are also British and Western elements frequently used in the texts. Also, both texts provide multiple opportunities for the reader to be exposed to cultures other than the cultures of the target language.

For International Baccalaureate programmes, internationalism is one of the aims to provide tolerance, cultural awareness and understanding (Hayden & Wong, 1997). In the same article, IB is also argued to increase the knowledge about the world by protecting national identities (Hayden & Wong, 1997). In this sense, international student composition, school environment and subjects are the ways to provide internationalism, in which language and culture perception is very important. Course contents are also arranged according to these aims and for IB Diploma Programme

Language B English courses, *Fahrenheit 451* and *The Catcher in the Rye* are two of the suggested literary texts, which need to transmit the ideals of cultural awareness and understanding.

The results of the analysis by using the framework (Appendix A) show that two of the literary texts used in IB Language B English courses, *Fahrenheit 451* and *The Catcher in the Rye* meet the aims of IB programme about global-mindedness and open-mindedness. According to Hager (2001) target culture should be included in language lessons, which is limited for IB Language B English courses. However, in *Fahrenheit 451*, American and British cultures are the ones which are the most commonly identified through the text. Some other Western and European cultures such as Italian, French and German are also frequently observed in *Fahrenheit 451*. In addition, Asian cultures such as Chinese, Korean and Indian also rarely appear in the text. In *The Catcher in the Rye*, there are a lot of instances when American culture is touched upon, while British elements are also common. Western and European elements are also frequently used in *The Catcher in the Rye* while other cultures such as Chinese, Latin, Eskimo, Indian, Cuban and Egyptian also appear (Table 100).

Table 100
Summative table for *Fahrenheit 451* and *The Catcher in the Rye*

Summative	American	British	West & Euro	General	Chinese	Indian	Cuban	Eskimo	Egyptian	Other
Fahrenheit 451	54	27	135	274	3	1				9
The Catcher in the Rye	407	60	456	216	6	8	2	3	3	13

Resnik (2009) argues that Diploma Programme of IB tries to provide students with opportunities to share an academic experience, practice critical thinking and gain intercultural understanding. Under the title of global-mindedness, the programme suggests various courses with international content to be read, to learn across languages and cultural values of civilizations (Resnik, 2009). According to Resnik (2009), cultural empathy and having multiple perspectives for the same issues are also the main aims of IB curriculum related to the idea of “open-mindedness.”

Resnik (2009) also argues that within the diverse language offerings in Language B courses, IB helps students to improve their communication skill to understand individuals from different cultures. The findings of this study showed that some of the examined literary texts used in IB Language B English courses may help to meet the aims of cultural awareness and intercultural understanding.

Related to providing open-mindedness, Carder (2007) says that IB has diverse options for the group of courses of Language B. However, that situation may also cause the potential danger of predominance of English. Hayden and Wong (1997) also draw attention on the issue that there may be the problem of promotion of some cultures in the programme and the others may be ignored. Linden (1994) also argues that IB ideology might be Eurocentric and Western in which Asian philosophy, Islamic or African culture is underestimated. Ethnic and religious diversity within the countries are also argued to be ignored in multicultural education in IB programme (Resnik, 2009). The findings of this study reveal that *Fahrenheit 451* and *The Catcher in the Rye* expose the reader mostly to the American and British cultures and there is also rare representation of items from Eastern, Asian and African cultures.

In terms of representation of cultures, the original study of Yuen (2011) from which the framework was adapted for this study seems to have similar results. Although “The Representation of Foreign Cultures in English Textbooks” (Yuen, 2011), is on English language textbooks used by Hong Kong secondary schools, in the discussion part, it is said that there is “an obvious imbalance” because of the higher use of cultures of English-speaking countries than the other cultures (p.464). This result is very similar between these two studies, as there is also an obvious dominance of cultures of English speaking countries in *Fahrenheit 451* and *The Catcher in the Rye*. The original study also puts emphasis on the issue that Africa has the least representation in two sampled series of textbook of the study, *Longman Elect* and *Treasure Plus.*, which is similar to the findings of this study. Among the studied texts, the item of “blacks” is used only once in *Catcher in the Rye* to mention this group of people in general sense.

Overall, when the aims of “developing students’ intercultural understanding” and “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” are taken into consideration, the results show that *Fahrenheit 451* and *The Catcher in the Rye* naturally have a heavy representation of target cultures, especially of American and British, in the texts while there are also numerous other cultural elements presented from other parts of the world.

Conclusions

As suggested in the introduction of this study, International Baccalaureate Diploma Programme is an educational programme for students between the ages of 16 and 19.

In this programme, there is a set of ideas called “IB Learner Profile” which includes the characteristics that the programme wants students to develop during the process. In IB Booklet, two characteristics, “open-mindedness” to understand other cultures and perspectives with the values and traditions, and “communicativeness” to use foreign languages are emphasized (IB Learner Profile Booklet, 2009, p. 5). With these aims of the programme, students are required to take language courses for acquisition, which are called as Language B. In these courses, students read literary texts of the target language through which they try to explore the culture of the countries of the world.

In IBDP, English is one of the languages taught in Language B courses. In order to examine the aims of “developing students’ intercultural understanding”, “encouraging, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures” and “developing students’ awareness of the relationship between the languages and cultures with which they are familiar” (IBO, 2011), this study examined the literary texts, *Fahrenheit 451* and *The Catcher in the Rye*, used in these courses in Turkey. At the end of the study, it became clear that these literary texts written by American authors naturally include many Western elements and especially American and British ones. However, they both have representations of some other cultures from other parts of the world. This result shows that using these texts will contribute to the development of intercultural understanding and to the encouragement of the awareness of different perspectives from various cultures in IBDP Language B English classes.

In terms of the cultural concepts hidden in the literary texts, it is seen that in the category of Person, the sub-categories of art, group, history, literature, nationality, occupation, politics, race, religion, science are common in both texts. On the other hand, the sub-categories of communication, mythology and philosophy were identified in *Fahrenheit 451* and sub-categories of character, cinema were detected in *The Catcher in the Rye* as cultural concepts. In the category of Product, common cultural concepts in both texts are activity, art, brand, building, clothing, currency, device, equipment, furniture, history, literature, machine, measurement, place, publication, religion and tool. In *Fahrenheit 451*, there are also items related to mythology, refreshment and urbanism while *The Catcher in the Rye* has Products related to ammunition, entertainment, group, institution, instrument and language. In the category of Perspective, gender roles, responsibility, social corruption, social roles are common cultural concepts, while equality and respect are added to the list in *Fahrenheit 451* and education, freedom, religiousness, sexuality and social status are added in *The Catcher in the Rye*. For Practice, activity, greeting, history, place, religion, sports are shared by both texts while the concepts of attitude, currency, urbanism also appear in *Fahrenheit 451* and clothing, eating habit and law appear in *The Catcher in the Rye*.

Related to the cultural messages conveyed in the texts, it can be said that these messages mostly appear through the category of Perspective. In this category of *Fahrenheit 451*, the messages about gender roles and social roles are frequent while the ideas about equality, respect, responsibility and social corruption also appear. Under the sub-category of equality, American culture and under the sub-category of social corruption, Christian culture can be identified for some items while other items

were classified as general messages. In *The Catcher in the Rye*, messages related to sexuality, gender roles and social roles are frequent while there are also representation of ideas related to education, freedom, religiousness, responsibility and social status. Within these, the idea of freedom is completely American, in addition to its representation in gender roles and social status messages. The message about religion is related to Christianity, while there are also Western ideas in gender roles and sexuality. All of the other messages are general.

Implications for practice

For practical usage, the results of this study may also help IBDP Language B English teachers to be more careful about using the texts examined in this study. For the teachers using *Fahrenheit 451* and *The Catcher in the Rye*, this study may help them to make informed decisions for these two texts. As this study shows the high representation of American, British and Western elements through these texts, course content may be balanced by the teachers. If teachers want to provide intercultural understanding and awareness of various other cultures in IBDP Language B classes, the lesson content may be enriched by some other culture-based materials chosen by the teachers.

In order to provide successful results about intercultural understanding and awareness, it may be suggested that teachers teaching IBDP Language B English courses need to support their course materials by using other materials apart from these literary texts. These extra materials can be texts and tasks related to any other cultures apart from American, British and Western world, through which students may develop awareness about other cultures in different parts of the world. These

texts may be informative or literary in accordance with the level and interest of the target group.

Implications for future research

This study focused on representation of cultures in IBDP Language B English courses in order to provide development of students' intercultural understanding, encouragement of an awareness and appreciation of the different perspectives of people from other culture and development of awareness of the relationship between the languages and cultures (IBO, 2011). For this aim, two of the literary texts suggested by IB for this programme were analyzed in terms of their written content. For future research, other literary texts apart from *Fahrenheit 451* and *The Catcher in the Rye* may be examined in order to have more comprehensive results.

Both texts examined in this study, *Fahrenheit 451* and *The Catcher in the Rye* are the works of American authors. For future research, literary texts chosen for the analysis may belong to the writers of any other countries or cultures used in IBDP Language B English courses. By this way, the variety in the representation of cultures in any other texts may be examined.

This study tried to evaluate the representation of cultures just by working on the literary texts used in IBDP Language B English courses. However, in practice, teachers in various schools may be supporting content of the course by providing extra materials related to cultural differentiation. As this study just focuses on suggested literary texts, real classroom atmosphere may be needed to be evaluated by other methodologies like in-class observations and/or interviews with teachers and students in various schools. By this way, foreign language courses to provide

intercultural atmosphere may be evaluated at a practical level in future research. This would give a clearer idea about the success level of IB Learner Profile in practice. This study focuses on IBDP Language B English texts to examine the ideals of intercultural understanding, awareness and appreciation of the different perspectives of people from other culture and development of awareness of the relationship between the languages and cultures specified in IB Learner Profile. As IBDP includes many different courses about various subject areas such as social studies, Turkish Language and Literature, mathematics and science, representation of cultural variety may not just be evaluated by looking at Language B courses. For more comprehensive results, materials of all other courses and their practical application in classrooms should be analyzed in terms of their cultural enrichment.

Limitations

As this study explored the restricted number of literary texts used in IBDP, the sample is limited to two texts used in IB schools in Turkey. This causes the need to explore more literary texts of the programme in order to understand the place of different cultures in Language B English courses through various literary texts. The findings may also change in time as IB schools tend to change the literary texts they use in their Diploma Programme.

Although IB includes many different subject areas, this study only evaluates literary texts taught in IBDP Language B English courses, which causes to have more limited results in terms of cultural variety in the whole programme. In addition, practical use of examined texts in real classroom setting and any extra materials used by teachers to provide cultural awareness are not evaluated in this study.

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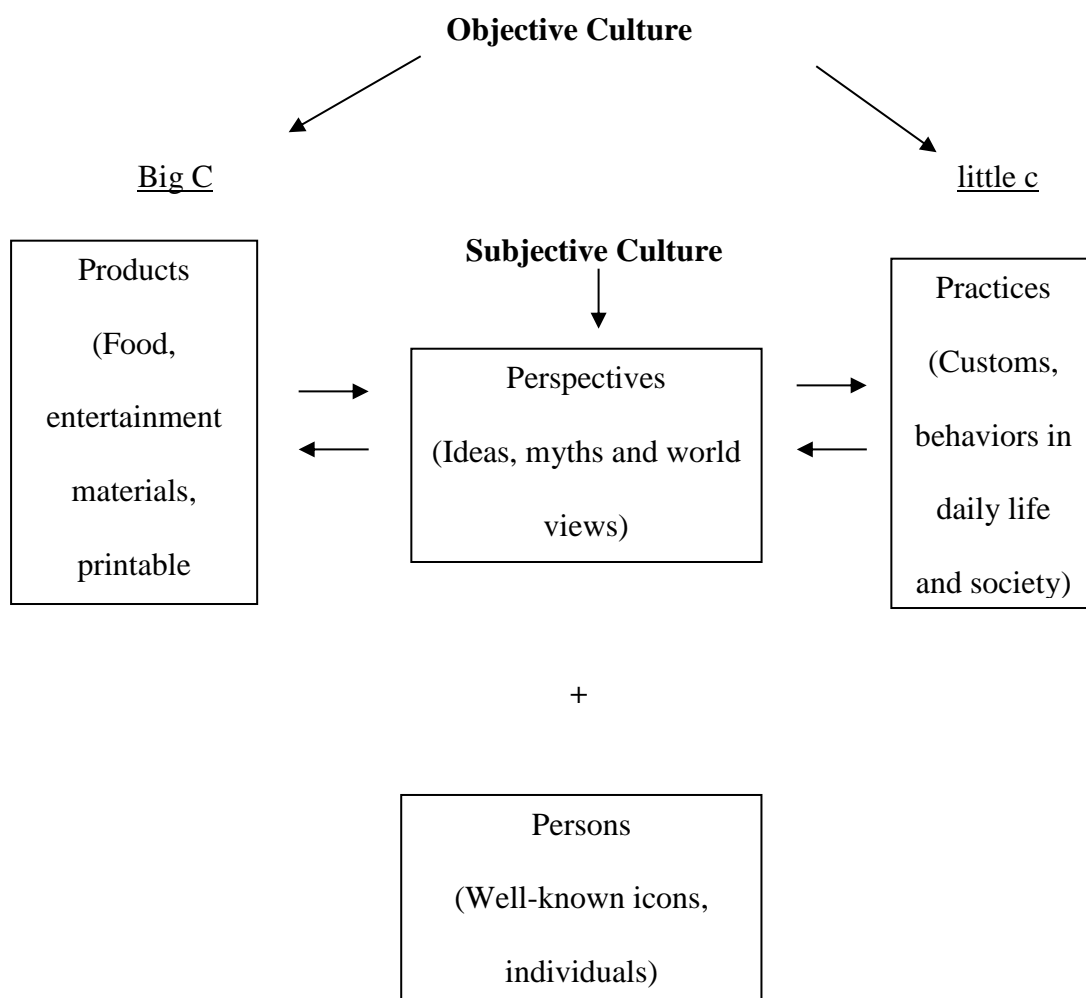
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APPENDICES

Appendix A: The framework

NATIONAL STANDARDS FOR FOREIGN LANGUAGE LEARNING



Appendix B: Tables for the category of person in *Fahrenheit 451*

PERSON		
Sub-category	Culture	Frequency
Art	American	1
Communication	American	1
Group	General	4
History	American	3
	Italian	1
	Roman	4
Literature	American	6
	British	7
	Greek	3
	Irish	3
	Italian	2
	Roman	1
Mythology	Greek	3
Nationality	American	6
	British	1
	Chinese	1
	German	1
	Irish	1
	Italian	1
	Roman	5
	Swedish	1
Occupation	General	5
Philosophy	British	1
	Chinese	1
	German	2
	Greek	3
Politics	American	1
	British	1
	Indian	1
Race	General	2
Religion	Christian	11
	General	1
	Buddhist	1
Science	British	1
	German	1

Appendix C: Data analysis for the category of person in *Fahrenheit 451*

Person	Page		
we're ... the Dixie Duo	81	art	American - music duo by American composer Eubie Blake
names like Bob, Ruth, Helen	30, 49	character	Western names
we're the Happiness Boys, ...	81	communication	American - 1920's popular radio programme in America
... minorities with their navels to be kept clean	76	group	General
The Army called/ said	122 (3)	group	general advanced
... copies of .../ like to read Marcus Aurelius	67, 194	history	Roman Emperor
They're Ceasar's praetorician guard / "Remember, Ceasar,..."	112 (2)	history	Roman general
Here we all are. ... and Thomas Jefferson and ..., if you please.	99, 194	history	American Founding Father
Here we all are. ... and Lincoln and ..., if you please.	194	history	American politician
... pieces of history and literature and international law, ..., Machiavelli, ...	195	history	Italian historian and politician
... burn Millay, ...	15	literature	American poet
... burn ... Whitman	15	literature	American poet
... burn ... Faulkner	15	literature	American writer
... burned copies of Dante, ...	67	literature	Italian poet
... copies of ..., Swift	67	literature	Irish
... copies of/ ... actors ... haven't acted/ ... belch Shakespeare at me	99, 113, 154	literature	English writer
... actors ... haven't acted Pirandello	113	literature	Italian
... actors ... haven't acted ... or Shaw	113	literature	Irish

I remember Sophocles	114	literature	Greek playwright
... one student to sign up for Drama from Aeschylus	115	literature	Greek tragedian
... one student to sign up for Drama from ... to O'Neill	115	literature	American writer
Alexander Pope (quotation from him)	137 (2)	literature	English poet
There is no terror, Cassius, in your threats ...	154	literature	Roman (play character) (Julius Caesar)
I want you to meet Jonathan Swift, the author of ... Gulliver's Travels	194	literature	Irish poet
Here we all are. Aristophanes and ..., if you please.	194	literature	Greek writer
Here we all are. ... and Thomas Love Peacock and ..., if you please.	194	literature	English novelist & poet
... pieces of history and literature and international law, Byron ...	195	literature	English poet
Chapter One of Thoreau's Walden in Green River, ...	99, 196	literature	American author & poet
... legend of Hercules	108, 109	mythology	Greek
... legend of ... and Antaeus	108	mythology	Greek
... rule-books ... brief histories of the Fireman of America	48	nationality	American
Don't step on the toes of ... second-generation Chinese	75	nationality	Chinese
Don't step on the toes of ... Swedes	75	nationality	Swedish
Don't step on the toes of ... Italians	75	nationality	Italian
Don't step on the toes of ... Germans	75	nationality	German
Don't step on the toes of ... Texans	75	nationality	American
Don't step on the toes of ... Brooklynites	75	nationality	American
Don't step on the toes of ... Irishmen	75	nationality	Irish / Western
Don't step on the toes of ... people from Oregon	75	nationality	American
Don't step on the toes of ... people from Mexico	75	nationality	American
"We... won two atomic wars since 1960" (we)	96	nationality	American
... admitted to being a retired English professor	97	nationality	English

... by Ceasarian(s) section/ two Ceaserians / Ceaserians aren't... / Ceaserians or not	125 (4), 131	nationality	Roman population
Aren't there professors like yourself	112	occupation	General
Aren't there professors like yourself, former writers ...	112	occupation	General
Aren't there professors like yourself, ..., historians	112, 113	occupation	General
Aren't there professors like yourself, ..., linguists	112	occupation	General
... copies of ... and / Plato's Republic	99, 194 (2)	philosophy	Greek philosopher
And this other fellow is ..., and this one is Schopenhauer	194	philosophy	German Philosopher
And this other fellow is ..., and this one ... is Albert Schweitzer	194	philosophy	German Philosopher
Here we all are. ... and Conficius and ..., if you please.	194	philosophy	Chinese
... complete essays of a man named Bertrand Russell	196	philosophy	British philosopher
First Fireman: Benjamin Franklin	48	politics	American
Here we all are. ... and Mahatma Gandhi and ..., if you please.	194	politics	Indian politician
... pieces of history and literature and international law, ..., Tom Paine, ...	195	politics	English activist
Colored people don't like "Little Black Sambo"	78	race	General
White people don't feel good about...	78	race	General
Don't step on the toes of ... Mormons	75	religion	Christian
Don't step on the toes of ... Baptists	75	religion	Christian
Don't step on the toes of ... Unitarians	75	religion	Christian
Christ is... /Good Christ/ Christ I hope/ ... pieces of ... law/ back before Christ	106, 169, 175, 195, 208	religion	Christian
... looked at the faces of Saints in a strange church	123	religion	Christian
The Devil can cite ... for his purpose	138	religion	General
... turned to the Reverend	193	religion	Christian church minister
Here we all are. ... and Guatama Buddha and ..., if you please.	194	religion	Indian - founder of Buddhism

... just the Preacher by himself	206	religion	Christian - person delivering sermons
And this other fellow is Charles Darwin	194	science	English
And this other fellow is ..., and this on is Einstein	194	science	German

Appendix D: Tables for the category of person in *The Catcher in the Rye*

PERSON		
Sub-category	Culture	Frequency
Art	American	2
	Colored	2
Character	African	1
	American	5
	British	4
	German	1
	Western	1
Cinema	American	18
	British	5
	French	1
Group	Black	1
	Eastern	1
	General	1
History	American	3
	Spanish	2
Literature	American	7
	British	32
	Danish	2
	Scottish	2
Nationality	American	1
	British	3
	Chinese	2
	Cuban	1
	Eastern	7
	Egyptian	2
	Eskimo	3
	French	1
	German	2
	Indian	6
	Irish	2
	Scottish	1
Western	1	
Occupation	General	6
Politics	American	1
	Egyptian	1
Race	General	1
Religion	Christian	65
Science	Austrian	1

Appendix E: Data analysis for the category of person in *The Catcher in the Rye*

Person	Page		
tap-dancer	31	art	American
... colored girl singer Estelle Fletcher	124 (2)	art	Colored girl singer
... a show-off bastard like Al Pike	146	art	American musician
Robert, Paul	4	character	Western names
Mr. Zambesi	5	character	African name
Rudolf Schmidt	59	character	German name
Faith Cavendish	69	character	British
Hamlet	127 (2)	character	British - character in Hamlet
Ophelia	127	character	British - character in Hamlet
... guy in it named Lieutenant Henry	152	character	American - character in A Farewell to Arms
Old Gatsby	152	character	American - character in The Great Gatsby
... want to be Benedict Arnold	174, 222, 223	character	American - character in A Christmas Pageant for Americans-play
Cary Grant	39	cinema	American actor
... Raimu in it	73	cinema	French actor
... with Robert Donat	73 (3)	cinema	British actor
... saw Peter Lorre	77, 78	cinema	American - Hungarian American actor
... saw Gary Cooper	80 (2)	cinema	American film actor

... Mel-vine Douglas kid brother	105	cinema	American - Melvyn Douglas-American actor
... take Sir Laurence Olivier, for example	126 (2)	cinema	British
... The Lunts / Alfred Lunt and Lynn Fontanne/ Lunts ... were absolute Angels	135 (3), 136 (2), 137, 138 (3), 141	cinema	American acting team
Joe Blow ... guy that plays gangsters ...	154 (2)	cinema	American actor
black playing piano	87	group	Black
... the people he said ... Lesbian(s)	154	group	General
... legs folded like one of those "Yogi guys"	188	group	Eastern - People who are making yoga
Columbus discovering America	129 (3)	history	American
... old Ferdinand ... to lend him	129	history	Spanish - Crown of Castile
... old ... and Isabella... to lend him	129	history	Spanish - Crown of Castile
... by Isak Dinesen	19 (2)	literature	Danish poem
... a book by/ liked Ring Lardner	19 (3), 152 (2)	literature	American journalist
... that book ... by Somerset Maugham	19 (2)	literature	British writer
... call old/ ... by Thomas Hardy	20, 119, 120	literature	British writer and poet
Take old Eustacia Vye in ...	119	literature	British - character in The Return of the Native
Mercutio	120 (4)	literature	British - character in Romeo and Juliet
Romeo	120 (4), 121	literature	British - character in Romeo and Juliet
Juliet	120 (3), 121	literature	British - character in Romeo and Juliet
Tybalt	120 (2)	literature	British - character in Romeo and Juliet

Montagues	120	literature	British - character in Romeo and Juliet
Capulets	120	literature	British - character in Romeo and Juliet
... start talking about Charles Dickens	149 (2)	literature	British writer
... the best war poet, Rupert Brooke	152	literature	British poet
... the best war poet, ... or Emily Dickinson	152 (2)	literature	American poet
... poem by Robert Burns	186 (2)	literature	Scottish poet
David Copperfield kind of crab	1	nationality	American illusionist
... when the Scotch guy in the picture	73	nationality	Scottish - from the movie "The 39 Steps"
... in the picture ... a German spy	73	nationality	German
One of them was this very Cuban-looking guy	98	nationality	Cuban
... we were on the Anglo-Saxons (reading)	120	nationality	British
... most people of Irish descent	121 (2)	nationality	Irish
... where the Indians/ ... Cadillacs ... Indians in it / Indian stuff	128 (2), 129 (2), 130 (2)	nationality	Indian
... inside the auditorium ... passed this Eskimo / ... for the Alaskan Eskimos	131 (2), 173	nationality	Eskimo
... about this English guy	149	nationality	British
... full of bastards as the Nazis	151	nationality	German group
... have these two "French babes"	153	nationality	French
Chinese girl	157, 158	nationality	Chinese
Nobody knows how to do it except the Egyptians	219 (2)	nationality	Egyptian
... drove over last Saturday with this English babe	230	nationality	English
... I'm not going to be ... a violinist	41	occupation	General
... elevator boy wasn't on the car/ the new elevator boy	169 (2), 194, 196, 208	occupation	General

... kept snowing her in this Abraham Lincoln, sincere voice	52	politics	American
... taken right out this Pharaoh's tomb	219	politics	Egyptian
All I saw was one little kid, a colored kid	215	race	General
I like/ after Jesus was dead/ wasn't blaming Jesus/ Jesus would've liked	18, 32, 33, 34, 35, 49, 70, 79, 107, 108 (14), 149 (3)	religion	Christian
... find out if I was a Catholic / most people of Irish descent are Catholics / my father was a Catholic	53(2), 121 (8), 122 (6), 142	religion	Christian
Judas, the one that betrayed Jesus and all	108	religion	Christian
... I can't even stand Ministers	108	religion	Christian
Holy Joe voices	109	religion	Christian - man of miracles in Christianity
nun	117, 118 (2), 119 (2), 120 (2), 122 (2), 123 (2), 183, 184, 212	religion	Christian
Lunts ... were absolute Angels	138 (3)	religion	Christian
Christ almighty	144	religion	Christian
... written by a psychoanalyst named Wilhelm Stekel	203	science	Austrian psychologist

Appendix F: Tables for the category of product in *Fahrenheit 451*

PRODUCT		
Sub-category	Culture	Frequency
Activity	Chinese	1
	British	1
	General	6
	Western	5
Art	American	1
	General	3
Brand	British	1
	Fictional	8
	Italian	1
Building	General	9
Clothing	General	4
	Western	2
Currency	American	1
Device	General	45
Equipment	General	17
Furniture	French	1
	General	2
History	American	1
	British	1
Literature	American	2
	British	8
	General	9
	Greek	3
	Western	4
Machine	General	26
Measurement	General	17
Mythology	General	1
	Greek	3
	Western	4
Place	American	7
	British	1
	General	8
	Greek	1
Publication	American	2
	General	8
Religion	Christian	19
Tool	General	8
Urbanism	General	31

Appendix G: Data analysis for the category of product in *Fahrenheit 451*

Product	Page		
... tobacco smoke / a fresh tobacco packet	46 (2), 78	activity	General
School ... English and spelling gradually neglected, ... ignored	73	activity	English and American - language
... like baseball game	74 (2)	activity	Western sports
"Knoll View"	104 (2)	activity	Western - Golf sport
... his poker cards	140	activity	Western
... watch the carnival set up	148, 173	activity	General
... his own chess game he was witnessing, ...	177	activity	General
... turned the men over like domino(es)	205	activity	Chinese
... three White Cartoon Clowns chopped off ...	96, 113, 122	art	General
... an ancient flickery "Keystone Comedy"	177	art	American - a short film of silent era
... a Phoenix car just driven up ...	69	brand	British
with martinis in their hands	121	brand	Italian
... before ..., / there was no Denham's Dentifrice	102 (3), 103 (2), 110, 159, 205	brand	Fictional - toothpaste brand
... coming into the cold marbled room of a mausoleum ...	19	building	General
... jet-bombs going over	22 (3)	building	General
... name a lot of ... swimming-pools	43, 75	building	General
... at the museums, have you ever been / a museum statue	43, 45	building	General
... sitting in the centre of Living room	60	building	General
... char-colored sleeve	16	clothing	General
... colour jerseys are wearing	27	clothing	General
... men in black velvet	93	clothing	General
... old man in the black suit / dark blue suits	97, 188	clothing	Western

... dressed in dark blue denim pants ...	188	clothing	General
... fifty bucks	24	currency	American
... toward the telephone / telephone alarm card	22 (2), 49 (2), 140	device	General - communication
... radio hummed somewhere	45, 71, 72, 103, 107, 162 (2)	device	General - communication
... a great flight of jet planes	45, 114, 131, 183, 199, 202 (2), 203	device	General - transportation
... police helicopters were rising	161, 167 (2), 171 (2), 172 (2), 174, 175, 177, 179, 180, 182, 189, 190 (2), 191	device	General - transportation
... revealing a television screen/ small television screen/ ... glanced at the TV/ ... a portable TV set	41, 71, 80, 171 (2), 173, 175, 189	device	General
... hung up ... helmet / ... symbolic helmet	9, 10, 23, 155	equipment	General
... flicked the igniter	9	equipment	General
... light of the candle / snuffing a candle	14 (2), 20, 49, 50, 54	equipment	General
Toast popped out ... toaster	27, 28	equipment	General
... touched the muzzle	36	equipment	General
... speed up your camera	72	equipment	General - communication
... no larger than a .22 bullet / green bullet	117, 118	equipment	General
... through the french windows	26	furniture	French
No front porches. / ... there used to be front porches	82 (2)	furniture	General
... the vast population doesn't wander about quoting the "Magna Charta"	198	history	British
... a thing called the Civil War	71	history	American
... whose sole knowledge of "Hamlet"	72 (2)	literature	English play
Colored people don't like "Little Black Sambo". Burn it.	78	literature	British
White people don't feel good about "Uncle Tom's Cabin". Burn it.	78	literature	American

... drama is bad	80, 115, 173	literature	Western
... the play is hollow	80	literature	Western
Do you know thw legend of Hercules and Antaeus, ...	108	literature	Greek
... saw their Cheshire Cat smiles	121	literature	English - fictional character in Alice's Adventures in Wonderland
It's poetry / I hate it (poetry)	126, 127, 131 (3), 152	literature	General
"Dover Beach" (lines of the poem)	129 (2), 130	literature	English poem
Swahili, Indian, English literature, ... A kind of excellent dumb discourse, ...	139	literature	General
... read Plato's/ I am Plato's "Republic"	194 (2)	literature	Greek
... the author of that evil political book, "Gulliver's Travels"	194	literature	British - Jonathan Swift
... Thoreau's "Walden" ...	196	literature	American book
... showed me some / ran off the V-2 rocket films	201 (2)	literature	General
escalator rising to the suburb / he run ... ignoring escalators	10, 11, 104	machine	General
... looking up at the ventilator grille in the hall...	18, 39 (3), 47, 85, 88	machine	General
... turned on a washing machine	61	machine	General
... looks like a/ listening to her/ ... you had a / the usual/ jammed his seashell radio to his ear	20, 28, 57 (2), 62, 117, 119, 151, 154, 160, 178	machine	General
... stacked them behind the refrigerator	132	machine	General
Turn the air-conditioning on ...	29, 85, 174	machine	General
... drove forty miles / a hundred miles	16, 22, 62 (2), 166, 182, 201, 202	measurement	General
... twenty feet long	16	measurement	General
... that was an inch/ now a half-inch/ now a quarter-inch	10, 108, 148 (2), 165, 203, 204 (3)	measurement	General
... salamander on his arm / front of the great salamander	12, 29, 54, 135, 139	mythology	General
... phoenix-disc on his chest	12	mythology	Greek

... the sign of Phoenix on his hat ...	37	mythology	Greek
... the cold fender of the Dragon	148	mythology	Greek
... rarely go to ... / go to bed or head for a Fun Park	16, 42, 43	place	General
... in Seattle	44	place	American
Empty the theatres	74	place	General - communication
... lowered the kindergarten age	79	place	General
... the last liberal arts college shut	97, 100 (2), 115	place	General
... firemen provide a circus now ... / tent of the circus	113, 152, 172	place	General
... taste not the Pierian spring	137	place	Greek - fountain in one of regional unit
Now at Elm Terrace	176, 178	place	American
... Thomas Hardy chair at Cambridge ...	192	place	British
... to burn English-influenced books in colonies	48	publishment	General - communication
... dying of a newspaper image	59	publishment	General - communication
... cartoons in books	75	publishment	General - communication
... tv serial are not meant to represent any ...	75	publishment	General - communication
... let the comic-books survive. And ...	76 (2)	publishment	General - printed source
... let ... survive. And the three-dimensional sex magazines ...	76	publishment	General - printed source
... allowed to read trade-journals	76	publishment	General - printed source
... as the constitution says, but everyone made equal/ quoting ... and the Constitution	77, 198	publishment	American
... breath of fresh apricots	13	refreshment	General - fruit
... breath of fresh ... and strawberries	13	refreshment	General - fruit
... last of the dandelions this year	32, 59, 161, 183	refreshment	General
... its (bee) body crammed with that over-rich nectar ...	35	refreshment	General
... saw her shaking a Walnut tree, ...	39	refreshment	General - fruit

... chestnuts in a little sack	40	refreshment	General - fruit
... smell like Cinnamon	41 (2)	refreshment	General - plant
... it's wine when it's not	42	refreshment	General - drink
... her flesh like white/ ... an oilskin with / bacon went into it/ bacon began to flutter/ let the bacon cool	65, 208 (3), 209	refreshment	General
... smell like nutmeg	106	refreshment	General - aromatic seed of tree
... poured two glasses of whiskey / ... the exterior of the valise with whiskey	171, 175 (2)	refreshment	Western
"Have some coffee?"	188	refreshment	General
... locked up here ... with ... Tower of Babel	52	religion	Christian - story from the Bible
copies of the Bible / carrying the Bible open/ ... closed the Bible/ picked up the Bible	99, 100, 102, 107, 114, 118	religion	Christian
a book, ... Old and New Testament	99	religion	Christian
... that religion	123 (2)	religion	Christian
... snatch books, dart off with Job and Ruth	136	religion	Christian- Book from the Old Testament of the Bible
The Devil can cite Scripture for his purpose	138	religion	Christian - Old and New Testaments of Bible
... part of the Book of Ecclesiastes / part of the "Ecclesiastes and Revelation"...	193 (4), 205 (2)	religion	Christian
... a little of (book of) Revelation	193	religion	Christian - final book of the New Testament
... his nose detected a faint perfume, ...	11, 13	self-care	Western
... hits the brain like a mallet	23	tool	General
Films ... levelled down to a sort of paste pudding norm	72, 80	tool	General - communication
... magazines ... levelled down to a sort of paste pudding norm	72, 76	tool	General - communication

... fifteen-minute radio shows	72	tool	General - communication
... snatching them from the cradle	79	tool	General
... beetle with char-coloured tyres	82	tool	General
midnight street toward subway	10, 40, 43 (2), 44, 101 (2), 119, 134	urbanism	General - advanced
... train slid soundlessly / the suction train	10, 102, 104 (4)	urbanism	General - transportation
... over ... pavement / in the middle of the pavement	11, 12, 13	urbanism	General
... watched the jet cars	16, 43, 122	urbanism	General - transportation
... billboards in the country	16 (2), 41	urbanism	General
... eager watcher of a marionette show, ...	19	urbanism	General
His wife in the Tv parlour ...	29, 109	urbanism	General
Highways full of crowds	75, 161, 206	urbanism	General
... I ride the subway-jets	110	urbanism	General - transportation

Appendix H: Tables for the category of product in *The Catcher in the Rye*

PRODUCT		
Sub-category	Culture	Frequency
Activity	American	1
	Christian	4
	General	5
	Western	1
Ammunition	General - Advanced	1
Art	American	1
Brand	American	23
	British	1
	Cuban	1
	General - Advanced	1
	General	3
	German	1
	Italian	3
	Scottish	6
Building	American	1
	Christian	2
	General - Advanced	4
	General	6
	Scottish	1
Clothing	Western	3
Community	American	3
	Christian	1
Currency	American	8
Device	General - Advanced	3
	Indian	2
	General	3
Entertainment	Western	9
Equipment	General - Advanced	11
Furniture	French	2
Group	American	6
	Christian	1
History	American	4
	British	2
Institution	American	3
Instrument	General	11
Language	French	1
Literature	American	22
	British	13
	Christian	1
	Danish	1

	Fictional	4
	French	1
	Irish	1
	Russian	1
Machine	General	12
Measurement	General	2
	Western	1
Place	American	85
	Britain	2
	French	1
	General - Advanced	11
Publication	American	3
	General	4
Refreshment	American	3
	General	14
	Western	14
Religion	Christian	32
	General	1
Tool	Christian	8
	General	3

Appendix I: Data analysis for the category of product in *The Catcher in the Rye*

Product	Page		
subway	3, 18, 21 (2) 127	activity	General
I.Q.	147	activity	Western
Easter vacation	220	activity	Christian
Christmas vacation	3, 4, 91	activity	Christian
... they've got the atomic bomb invented	152	ammunition	General - advanced
... chimpanzee riding a goddam bicycle	144	animal	General - circus animal
... take something very jazzy, like "Tin Roof Blues"	134	art	American - jazz composition in US
... got a Jaguar	1	brand	British
... everything smelled like/ grippy smell of Vick Nose Drops	8, 10, 16	brand	General - medicine
... came up to school in .../ smart enough to ... buy ... Cadillac / Cadillacs in a row	17, 130, 141	brand	American
... putting Vitalis on his hair / My Vitalis	33	brand	American - 1950's hair tonic
... in his cousin's Buick	39	brand	American car brand
Kolynos	54	brand	American
... packed two/ my Gladstones	55, 57, 58	brand	American police boots
... reading this Vogue	62	brand	General - advanced magazine
... ordered/ bought a pint of/ had a couple of Scotch and soda	75, 92, 98, 100, 140, 154	brand	Scottish whiskey
... drinking Tom Collins	80	brand	American - cocktail
... drinking/ a good shot of bourbon	80, 112	brand	American whiskey
... Doberman pinscher she had used to come over	83	brand	German - domestic dog developed in 1800
... drive to ... in this La Salle	84	brand	American - automobile in US

... my favorite drink, next to frozen Daiquiris	92	brand	Cuban - cocktail
... take ... our BB gun	107 (2)	brand	American - 30s in US
... on their ways to the movies- ... or the Astor ...	125	brand	American movie company
... on their ways to the movies- ... or the Strand ...	125	brand	American movie company
... on their ways to the movies- ... or the Capitol ...	125	brand	American movie company
... on their ways to the movies- The Paramount ...	125	brand	American movie company
... cartoons in the "Saturday Evening Post"	135	brand	American magazine
... your pants all the time at Brooks	141	brand	American company
... wore ... Lastex kind of swimming trunks	146	brand	American - "Latex"
... ordered a dry/ ordered another/ drink Martini	155, 157, 185	brand	Italian
... it was in Bloomingdale's	212	brand	American
... got on the wrong/ left ... on the subway	21, 179, 209	Building	General - advanced
Scotch farmhouse	73	Building	Scottish - from the movie "The 39 Steps"
... like dragging the Statue of Liberty around the floor	79	Building	American
... laying ... next to the swimming pool	83	Building	General - advanced sports
... where the (catholic) church is in town	122, 124	Building	Christian
... sticking me in ... cemetery	167 (2), 219	Building	General
... with my name on this tombstone	167	Building	General
... got a/ on this ranch	178, 179	Building	General
bathrobe	16	clothing	Western
All she had on was jeans...	128	clothing	Western
... a guy came out in a tuxedo	148	clothing	Western
... bought a pair of moccasins	212, 222	clothing	Western
... one of those Ivy League colleges	93, 137, 138	community	American
... you see nuns and Salvation Army	118	community	Christian
money in cents	193 (2)	currency	American

five-dollar bill	106	currency	American
... charged me five bucks for it / a million bucks/ ten bucks/ a hundred and eighty bucks	125, 132, 142 (2), 193	currency	American
... call up for a cab/ taxicabs	57, 141	device	General - advanced transportation
... had this sailboat ... to fool around with on Sundays	74	device	General - advanced transportation
... you'd pass by this long, long Indian war canoe	130 (2)	device	Indian - transportation
I'd rather have a goddam horse	141 (3)	device	General - transportation
... way to the carrousel / one nice thing about carrouseles /... the carrousel started	226 (5), 227 (2), 228 (2)	entertainment	Western
... 's tennis racket	24	equipment	General - advanced sports
... get you on ... / have a/ turned on/ turned off the radio	24, 175, 183, 188, 189	equipment	General - advanced communication
... bought hockey skates	55	equipment	General - advanced sports
... these brand-new ice skates	55	equipment	General - advanced sports
... had a tennis court	63	equipment	General - advanced sports
... a guy came out in .../ used to roller skates	148, 166	equipment	General - advanced sports
... top of my chiffonier	11, 21	furniture	French
Red Cross	123	group	Christian
Army	151 (4), 152 (2)	group	American
Revolutionary War	2	history	American
Fourth of July	146	history	American
They have this day, Veterans' Day	181 (2)	history	American
Salvation Army	118, 212	history	British
The Rockettes were kicking their heads off ... / after the Rockettes	148 (2)	institution	American dance company
... I was in the Boy Scouts	152	institution	American
... in front of the/ plays the piano	91 (4), 136, 153 (2), 161 (2),	instrument	General - music

	164 (2)		
... a woman's body is like a violin	101	instrument	General - music
... our impression of Vooly Voo Fransay	153	language	French phrase
He wrote ... "The Secret Goldfish"	1	literature	American short story book
... all that Beawulf ... stuff	11, 120	literature	British - Anglo-Scottish ballad
Lord Randal My Son stuff	11, 120	literature	British - Anglo-Scottish ballad
... gave me "Out of Africa" by Isak Dinesen	19, 20	literature	Danish
... read a lot of classical books, like / in "The Return of the Native" by Thomas Hardy	19, 119, 120	literature	English novel
... the book "Of Human Bondage" by Somerset Maugham	19	literature	British novel
... I like that "Eustacia Vye"	20	literature	British - United Kingdom novel character - book character
... whistling "Song of India"	28	literature	Russian - an aria from Korsakov's 1896 opera "Sadko", Tommy Dorsey's 1938 arrangement as a jazz classic
... whistling "Slaughter on Tenth Avenue"	28	literature	American ballet
... opening night of "Ziegfield Follies"	31	literature	American - theatrical productions
... to see this French movie, "The Baker's Wife" with Raimu in it	73	literature	French comedy film with a French actor
... "The 39 Steps" with Robert Donat	73	literature	American movie
... "Romeo and Juliet" ...	120 (3)	literature	British (examples from the story and characters)
... this record... called/ a copy of "Little Sherley Beans"	124, 125, 165	literature	Fictional record
... two orchestra seats for "I Know My Love"	126	literature	Irish record
... saw him in "Hamlet"	126	literature	British

... singing "Come All Ye Faithful!"	148	literature	Christian song
... carrying this copy of "Oliver Twist"	149	literature	American
... read this book "A Farewell to Arms"	152	literature	American
... crazy about/"The Great Gatsby"	152 (3)	literature	American
... books ... the one on top was called "Arithmetic Is Fun"	172	literature	Fictional
(The name of the play was) "A Christmas Pageant for Americans"	174	literature	American play
"The Doctor" ... special movie	175	literature	American movie
... write a picture about/ know about "Annapolis"	176 (4)	literature	American movie
"If a body meet a body coming through the rye"	186	literature	American - poem by Robert Burns
... flunked/ this course you had to take, "Oral Expression"	197, 198	literature	American - course in school (Pencey)
... playing "Smoke Gets in Your Eyes"	227	literature	American song
... went down in the/ taking the/ never waited so long for an elevator	87, 115, 141, 169 (2), 170, 194, 208 (4), 222	machine	General
... do around two hundred miles an hour	1	measurement	Western
growing in inch / twenty inches	5, 196	measurement	General
... school in Pennsylvania	2	place	American
bus from Agerstown	3	place	American
... on (side)/ got back to/ at/ get out of/ go to/ like/ found out at/ left/ Pencey	2 (8), 3, 4 (3), 14, 15, 17 (4), 18 (2), 19, 20, 24, 29, 36, 37, 39, 45, 51, 54, 58 (5), 59 (2), 60, 74, 96 (2), 109, 121, 124, 168, 179, 180, 181 (2), 182 (2), 188, 197 (2), 201, 217(4)	place	American school
going to Oxford	31	place	British

... night club in/ in Greenwich Village	87, 142	place	American
... go to Yale	93	place	American
Riviera in Europe	101	place	French
... Madison Avenue (buses)	141, 144	place	American
... my teacher at Elkton Hills/ knew at Elkton Hills	147, 183 (2), 184, 186 (2), 195	place	American
... graduated from the Whooton school	147 (2), 154, 156, 158, 160, 221	place	American
... boy from Brookleen	153	place	American
... from Detroit	166	place	American
... in Siberia (dream)	170	place	General
... in Philadelphia	171	place	American
(Why has) South eastern Alaska (so many caning factories)	173	place	General
... about (the) doctor in Kentucky	175	place	American
... took job ... at New York University	186	place	American
... way up and past the / walk down to the/ toward the zoo	213, 224 (5), 225 (3)	place	General Advanced
... reading the "Atlantic Monthly"	8, 10, 13	publication	American
... reading newspaper	144	publication	General - communication
newsreel	144 (2)	publication	General - communication
magazine that somebody'd left on the bench	210	publication	General - communication
... for/ have a/ giving hot chocolate	7, 129, 181	refreshment	General
... always got ... lumpy mashed potatoes on steak	37	refreshment	Western
... usually buy a ham sandwich	57	refreshment	Western
... care for a/ join me for a/ made it for coctail	61, 66, 71	refreshment	Western
... ordered/ drinking/ Coke	75, 80 (2), 82, 140 (2)	refreshment	General

... a little rum in it	75	refreshment	Eastern
... those two hamburger	37, 38, 114	refreshment	Western
toast and coffee for breakfast	116, 119 (2)	refreshment	American
... went into this little sandwich bar	116	refreshment	Western
... had ... a large breakfast ... orange juice	116 (2)	refreshment	General
... had ... a large breakfast ... bacon	116, 119	refreshment	Western
... eat a Swiss cheese sandwich	117, 146	refreshment	Western
coffee	119	refreshment	General
... talk about girls and liquor	142	refreshment	Western
It isn't cauliflower	170	refreshment	General
... theres so much salmon	173	refreshment	General - fish
Christmas / Christmasy	1, 118, 127, 148, 149, 176, 212 (4), 226	religion	Christian
... until/ on Christmas vacation	3, 62, 64, 220	religion	Christian
... in chapel, he made a speech	17, 18, 98	religion	Christian
... I don't care too much for most of the other stuff in the/ looked like a Bible	107, 108 (3), 119	religion	Christian
Take the Disciples for example / like almost anybody in the Bible better than the Disciples	107, 108 (6)	religion	Christian Church
... guys carrying crucifixes	148	religion	Christian
ghost	174	religion	General
All those ... Santa Clauses were standing	212	religion	Christian
It isn't perfume	170	self-care	Western
... whistled jazz	134	style	General - advanced music
thermometer	190	tool	General
Just my/ take her/ your/ Christmas dough	193 (3), 195, 213, 214, 215, 221	tool	Christian

... didn't have any lipstick on	200	tool	General
... tray down on the cigarette table	200	tool	General

Appendix J: Table for the category of perspective in *Fahrenheit 451*

PERSPECTIVE		
Sub-category	Culture	Frequency
Equality	American	1
	General	2
Gender Roles	General	5
Respect	General	1
Responsibility	General	1
Social Corruption	Christian	2
	General	2
Social Roles	General	5

Appendix K: Data analysis for the category of perspective in *Fahrenheit 451*

Perspective Kind	Fact	Page	
Equality	giving importance/include minorities within the civilization	75, 78	General
Equality	"Everyone made equal"-constitution	77	American
Gender roles	male talking first	12	General
Gender roles	asking to walk together	13	General
Gender roles	being afraid of man	14	General
Gender roles	Love children, be father	40	General
Gender roles	... there's an old joke about the wife who talked so much on the telephone that ...	57	General
Respect	"Haven't you any respect?"	15	General
Responsibility	idea of responsibility	42	General
Social corruption	"Books were only one type of receptacle where we stored a lot of things we were afraid we might forget"	107	General
Social corruption	"Go home and think of ... the dozen abortion(s)	131	Christian society
Social corruption	"Go home and think of ... your first husband divorce(d)	131	Christian society
Social corruption	... sniffing for a scapegoat	190	General
Social roles	what you mean by social	41	General
Social roles	thinking like older people	42	General
Social roles	critizing people sitting in front porches	83	General
Social roles	no comfortable furniture to stop people to talk	83	General
Social roles	giving importance to happiness and fun	85	General

Appendix L: Table for the category of perspective in *The Catcher in the Rye*

PERSPECTIVE		
Sub-category	Culture	Frequency
Education	General	1
Freedom	American	1
Gender Roles	American	1
	General	6
	Western	1
Religiousness	Christian	1
Responsibility	General	1
Sexuality	General	5
	Western	6
Social Roles	General	5
Social Status	American	1

Appendix M: Data analysis for the category of perspective in *The Catcher in the Rye*

Perspective kind	Fact	Page	
Education	"Academic education ... begin to give you an idea what size mind you have. What it'll fit and, maybe, what it won't.	205	General
Freedom	Boys under 21 are not eligible to drink	75	American
Gender Roles	Boys under 21 are not eligible to sleep with girls	99	American
Gender Roles	woman walking in small steps	67	General
Gender Roles	Girls marry guys talking about cars, games, never reading books, boring	133	General
Gender Roles	"...all you have to do my mother is cough somewhere in Siberia and she'll hear you. She's nervous as hell."	170	General
Gender Roles	"... real women's clothes - silk stockings, high-heeled shoes, brassiere and one of these corsets with the straps hanging down and all	66	Western
Gender Roles	"Daddy'll kill you!"	177, 186 (2)	General
Religiousness	need to think Jesus and pray	18	Christian
Responsibility	Children's need to feel concern for their future	15	General
Sexuality	"He only interested in sexy appearance of the girl	34	General
Sexuality	Having sexual intercourse at early ages	39	Western
Sexuality	Nervousness about being virgin	100	General
Sexuality	"I simply happen to find Eastern philosophy more satisfactory than Western"	157	Western
Sexuality	"regard sex as both a physical and spritual experience"	158	Western
Sexuality	"... these sex talks ... having affairs"	154	Western
Sexuality	"How's your sex life?"	155, 156	Western

Sexuality	"He lost his virginity when he was only fourteen"	157	General
Sexuality	"I know it's supposed to be physical and spiritual, and artistic and all. But what I mean is, you can't do it with everybody"	158	General
Sexuality	"I can never get really sexy ... with a girl I don't like a lot"	159	General
Social roles	People expect children to act their age	10	General
Social roles	"His door was open, but I sort of knocked on it anyway, just to be polite and all."	7	General
Social roles	"... about Life being a game... how you should play it according to the rules."	9	General
Social roles	"... when I'm with somebody that's corny, I always act corny too"	65	General
Social roles	"Lawyers are all right ... if they go around saving innocent people... all you do is make a lot of dough and play golf and play bridge and buy cars and drink Martinis ..."	185	General
Social status	"My father wants me to go to Yale"	93	American

Appendix N: Tables for the category of practice in *Fahrenheit 451*

PRACTICE		
Sub-category	Culture	Frequency
Activity	American	8
	British	1
	Christian	2
	General	16
	General Advanced	17
	Western	2
Attitude	General	1
Currency	American	4
Greeting	General	2
History	General	2
Place	American	9
	Christian	3
	British	3
	General	6
	Italian	1
Religion	Christian	47
Sports	General	5
	Western	4
Urbanism	General	3

Appendix O: Data analysis for the category of practice in *Fahrenheit 451*

Practice	Page		
The operator smoking a cigarette... / lit a cigarette	23, 24 (3), 35, 58, 69, 78, 124, 136, 191, 200	activity	General - advanced
They didn't even smoke their pipe	46 (2), 54, 70, 71, 76, 77	activity	American
She nodded ...	28	activity	General
Did we have a wild party?	28	activity	General - advanced
They mailed me my part ...	30	activity	General
I've got to go to see ... psychiatrist	33	activity	General
... collect butterflies / collection	33 (2)	activity	General
... piano-string scurry of rat feet	36	activity	Western
... violin squeaking of mice	36	activity	Western
... these fanatics always try suicide / committing suicide	53, 113, 131	activity	General
being drunk	55	activity	General
... Tv serial are not meant to represent any ...	75	activity	General
There was no dictum, no declaration, no censorship ...	76	activity	General
... official censors	77	activity	General
... I swear	87, 104	activity	General
You'll be here for the White Clown tonight ...	100	activity	American circus term
"Murdering!"	113	activity	General
... voted last election for president	125	activity	General - advanced
"Go home and think of ... the dozen abortion(s)	131	activity	General - advanced

"Go home and think of ... your first husband divorce(d)	131	activity	General - advanced
... a hand of poker	136	activity	General - advanced
God bless you / her	158, 171	activity	Christian
... he would never ... play the violin ...	199	activity	General
... wore his happiness like a mask	20	attitude	General
It's only 2000 dollars / ... cost them one hundred dollars, ... / ... drew out a hundred dollars	30, 83, 115, 170	currency	American
... good luck (said)	119, 175	greeting	General
War has been declared	162, 170	history	General
... watched ... on the boulevards	16, 162 (3), 165, 166	place	General
... we shall this day light such a candle ... in England	49, 54	place	England
... burnt alive at Oxford	55	place	England
We had some false alarms When they lived in Chicago	79	place	American
... by remembering ... how much corn Iowa grew ...	80	place	American
... ran ... like a native fleeing an eruption of Vesuvius	120	place	Italian - volcano
... faces of saints in a strange church/ stood in that church for a long time	123 (2)	place	Christian
... a lot of Harvard degrees between here and Los Angeles	170	place	American
... there are still hobo camps all across the country, ... walking camps they call them, ...	170	place	American
... get in touch with me in St Louis	171	place	Christian
... Dr. Simmons from UCLA ...	192	place	American
... Professor West here did ... an ancient study ... for Colombia University	192	place	American
... remember Chicago... a long time ago	204 (3)	place	American
... we shall this day light such a candle , by God's grace	49, 54	religion	Christian
For God's sake	74, 94, 174	religion	Christian

... thank God	76, 109, 125	religion	Christian
Jesus God / God / Good Lord	28, 34, 53, 61, 69, 84, 87, 96 (2), 106 (2), 109, 112, 113, 116 (2), 118, 124, 127 (2), 132, 134, 138, 139 (2), 140, 148, 152, 159, 165, 168, 169 (2), 170, 173, 191, 201, 207 (2)	religion	Christian
... an hour of basketball / ... basketball as a game	41, 75	sports	General
... an hour of ... or baseball	41	sports	General
... an hour of ... or running	41	sports	General
... like bowling	74, 75	sports	Western
... golf as a game	75 (2)	sports	Western
... billiards as a game	75	sports	Western
... football as a game	75	sports	General
... walked on the empty avenue / Avenue 87	163, 173, 190	urbanism	General

Appendix P: Tables for the category of practice in *The Catcher in the Rye*

PRACTICE		
Sub-category	Culture	Frequency
Activity	American	8
	Christian	9
	French	4
	General	28
	Latino	4
	Western	25
Clothing	General	1
	Western	1
Eating Habit	General - Advanced	1
Greeting	Western	7
History	General	10
Law	American	1
Place	American	195
	British	4
	Chinese	4
	General	7
	Western	7
Religion	Christian	212
	General	3
Sports	General	45

Appendix R: Data analysis for the category of practice in *The Catcher in the Rye*

Practice	Page		
having English jobs	1	activity	Western
living in dorm	5	activity	General
working in English	11	activity	Western
writing an essay on Egyptians	12	activity	General
going to opera	17	activity	Western
tap-dance / tap-dancing	30 (3), 31 (2)	activity	American
a girl dancing	33	activity	General
playing checker	33 (3), 34, 44, 85	activity	General - game
... played the pinball machine	39	activity	General
Canasta	49 (2), 50 (2)	activity	Latino - game
riding on train	57	activity	General
class elections	61 (2)	activity	Western
... order drinks	61	activity	General
going to a matinee	63, 115, 122	activity	Western
sending a telegram	67	activity	General - communication
... meeting for a cocktail	70, 71(2)	activity	Western
using elevator	74, 96, 113 (3)	activity	Western
boys holding hands of girls	86	activity	Western
being a Quaker	108	activity	Christian
reading the Bible	108	activity	Christian
going to Hell	108 (2)	activity	Christian

committing suicide	93, 108, 113	activity	General - belief
going to Church	108, 124	activity	Christian
giving serman	109	activity	Christian
singing Dixieland	124	activity	American
Colombus discovering America	129	activity	American
... get /take a cab	132, 195, 207	activity	General
Singing in French / being French	153 (4)	activity	French
soul going to Heaven	167	activity	Christian
... can't even ride a horse	179, 227, 228 (2)	activity	General
having English course / ... taught English	119 (2), 180, 197 (3)	activity	Western
going to Heaven	184	activity	Christian
tango	189	activity	Western
... smoking so much / light a cigarette	189, 190, 196, 201, 220	activity	General
couples kissing each other in public	200	activity	Western
wearing a tie	26	clothing	Western
wearing a uniform	110	clothing	General
eating in dining room	37	eating habit	General advanced
shaking hands	14, 15, 16	greeting	Western
... yelled "Good luck!"	16 (2), 217 (2)	greeting	Western
... go to / being in / worse than World War II (hidden)	150, 151 (6), 152 (3)	history	General
not selling alcohol to person under 21	75	law	American
living in Hollywood	1, 2	place	American
... got back from/ live in/ go around with in/ trip to/ go to/ a hotel in/ come to/ come from/ New York	3 (2), 8, 13, 18, 21, 22, 23, 31, 36, 44 (3), 45, 54, 64, 67, 74 (2), 75, 79, 81, 88, 104, 141(2), 186, 212	place	American
... on (side)/ got back to/ at/ get out of/ go to/ like/ found	2 (8), 3, 4 (3), 14, 15, 17 (4), 18 (2),	place	American school

out at/ left/ Pencey	19, 20, 24, 29, 36, 37, 39, 45, 51, 54, 58 (5), 59 (2), 60, 74, 96 (2), 109, 121, 124, 168, 179, 180, 181 (2), 182 (2), 188, 197 (2), 201, 217(4)		
buying Navajo blanket from Indians in Yellowstone Park	7	place	American
thinking about the lagoon in/ lagoon right near/ lagoon in/ down by/ I know Central Park	13 (2), 65, 88 (2), 166 (2)	place	American
going to Oxford	31	place	British
... go to Shipley	33 (2)	place	English
... go to Mass	50, 51	place	American
... lady got on (the train) at Trenton	58	place	American
go in club car	61, 62	place	Western
... got off at/ Newark	62, 71?	place	American
... visit ... at/ drive up to/ going away ... to Massachusetts	63, 142, 145	place	American
... going to South America	63	place	American
... got off(the train) at Penn Station	64	place	American
... was in/ went out to/ in/ come from/ ... is away in/ stay in Hollywood	64, 87, 94 (3), 104, 170, 176 (2), 195 (2)	place	American
... (Guy from)/ go to Princeton	68, 69 (2), 70 (5), 93	place	American
... night club in the hotel	72	place	Western
... from/ went to Washington	78, 81, 149	place	American
... from/ worked in Seattle	78, 79, 81(2)	place	American
... see the first show at Radio City Music Hall	81 (3)	place	American
... summer in Maine	84	place	American
... went to Cape Cod	84	place	American
... go to Yale	93	place	American
... meet at/ near the/ go down to the Biltmore	115, 116, 132	place	American

... shows on/ walking over toward/ get off Broadway	69, 116, 124, 125 (2), 127	place	American
... come from Chicago	119	place	American
... went to the Nationals at Forest Hills	121	place	American
... walk ... over to the Museum of Natural History	129	place	American
... went to Andover	137	place	American
... ice-skating at/ go to movies at Radio City	139 (2), 148 (2)	place	American
... drive up to/ going away to/ farm ... bought in Vermont	142, 145, 198	place	American
... went to Choate	146	place	American
... my teacher at Elkton Hills / knew at Elkton Hills / left Elkton Hills	147, 183 (2), 184, 186 (2), 195	place	American
... graduated from the Whooton school	147 (2), 154, 156, 158, 160, 221	place	American
... went to Columbia	148, 155	place	American
... limping all over London	149	place	British
... landed on D-Day	151	place	American
... went to Connecticut	154, 174	place	American
(How is) Florida	154	place	American
... knew ... in the United States	154	place	American
... to be from Shanghai	157	place	Chinese
... better in/ go to China	158 (2), 159	place	Chinese
... bought in Canada	171, 172 (2)	place	American
... fly to California	174	place	American
... got a ranch in/ to be in Colorado	178, 179	place	American
... took job ... at New York University	186	place	American
... at Long Island	195	place	American
... walked over to Lexington	209	place	American
... took the subway down to Grand Central	209	place	American

... walking over toward Fifth Avenue	212 (3)	place	American
Holland Tunnel	213	place	American
... somewhere out West	213 (2), 214, 217	place	Western
... meet me at the museum of art	215, 216, 217, 218 (3), 222	place	General
... live ... in Maine	107	place	American
... for God's sake/ Chrissake	21 (2), 23, 24, 25, 31, 32 (2), 33 (2), 35, 36, 43, 44, 49, 50 (3), 51, 53 (2), 67, 78 (2), 80, 89 (3), 90 (3), 91, 93, 101, 138, 148, 154, 157, 158 (3), 159 (2), 160, 170, 172, 176 (3), 177, 184, 189, 190, 193, 211, 222	religion	Christian
praying to God	17 (2), 40, 43, 44, 47, 51, 52, 53(2), 55, 56, 58 (2), 59, 69, 81, 83, 86 (2), 90, 92 (3), 94 (2), 96, 100, 101, 109 (2), 110 (2), 111, 112 (2), 113, 122 (2), 125, 127, 130, 132, 135, 136, 138 (3), 140, 142 (6), 143, 144 (2), 145, 148, 149 (2), 150 (2), 151 (4), 153, 154, 155, 156 (2), 159 (3), 161, 162 (2), 163 (2), 164 (5), 165 (3), 166 (3), 167 (2), 170, 174, 175, 176, 177, 178, 180 (2), 181 (2), 182, 183, 185 (2), 186, 188, 190, 192, 193, 196, 198, 199, 206, 207 (2), 208 (2), 210, 213 (2), 214, 216 (2), 217, 221, 224, 225, 226, 227, 228, 229, 230	religion	Christian
swear to God	23, 67, 68, 74, 91, 112, 134, 135, 145, 152, 177, 221, 228	religion	Christian

... joining on monastery	53	religion	Christian
... trim the Christmas tree / unloading this big Christmas tree off a truck	64, 211 (2)	religion	Christian
... trim the tree Christmas Eve	64, 140, 174	religion	Christian
being an atheist	107, 108	religion	General - belief
being from different religions	108	religion	General - belief
People coming (to cemetery) and putting a bunch of flowers on your stomach on Sunday	167	religion	Christian
playing football game / players	2, 3, 4, 92(2), 142, 201 (2)	sports	General
ping pong	13	sports	General
going to gym	15, 16	sports	General
basketball game	30 (2), 45, 142, 215	sports	General
... this friend of mine ... on the wrestling team	37	sports	General
baseball	40, 43 (2), 152	sports	General
playing golf	40, 83, 84	sports	General
roller-skate	73, 124, 148, 166	sports	General
playing golf	84, 185	sports	General
football game	92 (2)	sports	General
playing tennis	83, 121 (2), 195	sports	General
... playing Flys Up	128	sports	General
fishing	131	sports	General
ice-skating	139 (2)	sports	General
horce race	144	sports	General
... playing cricket / cricket ball	150 (2)	sports	General
playing bridge	144, 185	sports	General

Appendix S: Summative table for all categories of both texts

SUMMATIVE	American	British	West & Euro	General	Chinese	Indian	Cuban	Eskimo	Egyptian	Other
Fahrenheit 451	54	27	135	274	3	1				9
The Catcher in the Rye	407	60	456	216	6	8	2	3	3	13