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以跨文化角度分析台灣英語學習雜誌
Content Analysis of the English Learning Magazines for Taiwanese Learners from
Intercultural Perspectives

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Intercultural Perspectives

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碩士論文提要

論文名稱：以跨文化角度分析台灣英語學習雜誌

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論文提要內容：

　　在眾多語言學習情境下，教科書是學生接觸文化內容的主要來源。過去以跨文化角度評估在台灣所選用的教科書之相關研究顯示，若使用多元的教材，將能幫助台灣學生有更多的機會接觸多樣的跨文化內容。事實上，近年在台灣很多的高中學校也有將英語學習雜誌納入課程的趨勢。然而，只有少數的研究深入探討這些英語學習雜誌的文化內容。本研究旨在以跨文化角度分析三本較常在台灣高中學校使用的英語學習雜誌。這三本雜誌都主張文化的重要性，並把文化內容融入在月刊中。本研究使用 Moran (2001) 的「五個文化層面」以及 Chao (2011) 的「主要文化類別」這兩個架構來分析這三個系列雜誌的正文、問題討論以及圖片部分。本研究分析範疇為三個系列雜誌於 2017 年出的全部共 36 本月刊。

　　分析結果顯示，三個系列雜誌都在正文中包含了文化的各個層面（物品：58.35%，行為：41.14%，觀點：62.82%，群體：32.19%，人：30.81%），在圖片部分則都只能夠呈現代表特定文化的物品（48.71%）以及人物（35.80%）。另外，三個系列雜誌的正文都涵蓋了多種的文化類別（英美文化：39.76%，國際文化：38.90%，文化溝通：30.18%），但是台灣在地文化依舊很少在雜誌中

被提及，只佔了 11.02%。而圖片大多呈現的則是不屬於特定文化的內容

（37.69%）。儘管如此，這三個系列的英語學習雜誌依舊成功將不同層面的文

化融到月刊中，進而激發學習者的文化意識。

　　分析結果亦顯示三個系列雜誌都含有一個共同的潛在課程：西方國家或是

英美文化比其他文化優越。所以當學習者在使用這三個系列雜誌時，他們可能

會讚揚英美文化而看低其他文化。而在其中一系列雜誌還發現，被選用的國際

新聞可能在潛移默化之下，強化學生對某些國家的刻板印象。另外，這本雜誌

提供的不是開放式問題或是意思上的交涉練習，而是提供回答例句，這樣可能

會讓學生認為在跨文化溝通時需要遵循特定回答方式。這樣的呈現模式可能可

以協助學生回答問題，但也可能讓學生認為在跨文化溝通時需要遵循某些規

則。以上這些不同的潛在課程都有可能影響學生對於不同文化的態度。

　　基於上述發現，本研究建議老師在選用英語學習雜誌時應考量每一系列雜

誌的特點並且因應學生的需求增減內容。本研究也建議雜誌的設計者，圖片的

選用應與文章所提及之文化內容相呼應，並且考量涵蓋不同類別的文化內容，

而不偏重任何特定文化，而文化比較與反思的練習也可以融合到正文或圖片之

中，讓學生有更多學習的機會。

Abstract

In many foreign language contexts, textbook is the major source of exposure to cultural contents. Prior research evaluated textbooks selected and used in Taiwan from intercultural perspectives and proposed the idea that by using diverse teaching materials, learners would have more opportunities to engage in intercultural contents. In fact, there is a trend of using English learning magazines in English classes among high schools in Taiwan. Yet, few studies have done thorough analysis of the cultural contents on the English learning magazines. The current study intended to examine three popular English learning magazines used among high schools in Taiwan from intercultural perspectives. These three magazines all claimed to have integrated cultural elements in the articles. The scope of the analysis included texts, discussion questions, and pictures in 36 volumes collected from the year of 2017. The cultural contents were analyzed based on two coding schemes: Moran's *the Five Dimensions of Culture* (2001) and Chao's *the Main Categories of Culture* (2011).

The results disclosed that while cultural dimensions were found to strike a balance in the reading texts in the three magazines (products: 58.35%, practices: 41.14%, perspectives: 62.82%, communities: 32.19%, and persons: 30.81%), most of the pictures in the magazines portrayed cultural creations (48.71%) and people (35.80%). As for cultural categories, the reading texts in all the magazines contained a variety of cultures (target culture: 39.76%, international culture: 38.90%, intercultural interaction: 30.81%) but local culture still stayed as minority (11.02%) and that most

of the pictures were related to culture-general knowledge (37.69%). Nevertheless, the attempt to incorporate different cultural dimensions and cultural categories to arouse learners' cultural awareness had been successfully made among all the magazines.

Drawn upon the findings, it was found that all the three English learning magazines conveyed one common hidden curriculum, which was western countries or target cultures were superior to other cultures. Therefore, when using the three magazines learners might praise target culture and look down upon other cultures. It was also found in one of the magazines that the selection of international news might unconsciously perpetuate stereotypes toward particular countries among learners. In addition, rather than open-ended questions or meaning negotiation activities, this series of magazine provided learners with sample sentences that might lead learners to think that they were expected to answer in certain ways during intercultural interaction. These hidden messages might implicitly or explicitly affect learners' attitude toward different cultures.

Based on above findings, it is suggested that teachers' selection of the magazines should concern the strengths and weaknesses of each magazine and that teachers should adapt the contents to fit learners' needs. It is also suggested that magazine designers should pay attention to the selection of pictures, so that the pictures are correlated with the reading text. Designers could also consider the balanced distribution of different cultures and the combination of intercultural interactions in reading texts or pictures, so that learners would have more learning opportunities.

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CHAPTER 1
INTRODUCTION

In many educational contexts, the curriculum and classroom practice are designed based on the conventional communicative competence framework (Alptekin, 2002). Communicative competence commonly entails four competencies, which are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980). The first and foremost is grammatical or formal competence, which refers to the native speaker's knowledge of the language forms. It provides the linguistic basis for the rules of usage which normally result in accuracy in performance. Yet, the notion of the communicative competence based on native speaker standard might not be able to reflect English as a world language (He & Zhang, 2010; Samimy & Kobayashi, 2004). The intercultural communicative competence framework instead recognizes the importance of different intercultural insights and knowledge (Alptekin, 2002). In order to develop intercultural communicative competence among learners, instructional materials and activities should provide them with cultural appropriate content that can enable them to communicate effectively and also to become aware of cultural differences (Ndura, 2004; Shin, Eslami, & Chen, 2011).

Recently, studies in different teaching contexts have been conducted on textbooks, which are the major source of exposure to cultural contents (e.g. Awayed-Bishara, 2015; Juan, 2010; Sándorová, 2016; Skopinskaja, 2003). Among the studies, textbooks were found to be dominated by inner circle (English speaking countries) culture (e.g. Pashmforoosh, & Babaii, 2015; Shin, Eslami, & Chen, 2011; Song, 2013). This seems to indicate that inner circle cultures are more highly valued than those in the outer and expanding circles. Yet, nowadays the majority of English users

employ English in international contexts (Crystal, 2008). The impact of textbooks that focus on native speaker culture might discourage learners' ability to effectively engage in international communication (Boriboon, 2004; Ilieva, 2000). It is then suggested by McKay (2003) that every country where English as an international language is taught must select applicable content and methodology for the local context.

In Taiwanese context, research has also revealed the cultural content in textbooks tend to be in favor of American culture (Chao, 2011; Su, 2016). That is, there has been less interest in the presentation of local and Eastern cultures in the textbooks. Though Ke (2012) discovered that the contents and values hidden in Taiwan's high school English textbooks gradually shifted from that of native speaker to that of an intercultural view, cultural lessons still remain uncommon in Taiwan's high-school EFL textbooks. The author then suggested that the lack of diverse culture input and the promotion of western culture would possibly make local English learners to think English speaking cultures are better and that their own culture is inferior to western cultures. Researchers (Ke, 2012; Phillipson, 1992) further pointed out the major reasons that American cultures became the standard could be attributed to the materials used by teachers. That is, it is important for teachers to select materials that contain diverse cultural content and provide learners with multiple ways to practice intercultural interaction. In addition, Luk (2012) proposed that by using a combination of tactile materials, teachers are also likely to succeed in addressing the different interests and needs of students.

To have a comprehensive picture of the target culture from different angles, teachers need to supplement students with materials other than textbooks, such as newspapers or magazines from the learners' own culture. These English materials were found to be effective sources of cross-cultural encounters (as cited in Luk, 2012).

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In Taiwan EFL context, amid diverse teaching supplements, there is a trend of using English learning magazines among high schools. In addition, according to the 12-year curriculum guideline established by MOE (2016), to create rich learning environment involves incorporating a variety of teaching materials and media. Those resources include newspaper, maps, magazine…etc. That being said, English learning magazines might be able to expose learners to more cultural content and fit their needs as well as interests. Though English learning magazines also have a place for fostering secondary learners' intercultural competence, most studies were done on different levels of textbooks. Little study has been done to discover the role of English learning magazines for Taiwanese learners in arousing their cultural awareness.

The current study aims to conduct a content analysis of the local English learning magazines from cultural perspectives to determine whether the magazines contain diverse cultural contents that help learners' intercultural competence. The result might shed some light on developing students' cultural awareness through magazines and the hidden curriculum conveyed by the popular English learning magazines. The results derived from the analysis might give insight to the following research questions:

1.   Do the three English learning magazines present cultural products, practices, perspectives, communities, and persons? How are the cultural dimensions presented in the three English learning magazines? How are the three English learning magazines different?

2.   Do the three English learning magazines present source culture, target culture, international culture, intercultural interaction, and universality across culture? How are the cultural categories presented in the three English learning magazines? How are the three English learning magazines different?

3.   What might be the hidden curriculum behind the use of these three English learning magazines?

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CHAPTER 2

LITERATURE REVIEW

This chapter presents the relevant literature concerning the present study in the following sections: (1) Intercultural Communicative Competence, (2) presentation of cultural elements in EFL teaching materials, (3) presentation of cultural elements in local teaching materials, (4) supplemental material.

Intercultural Communicative Competence (ICC)

With the extensive use of English worldwide by interlocutors with different cultural background (Crystal, 2008), it is necessary to construct a conception of English that represents plurality of Englishes and an understanding that English is not the property of one culture or community (Baker, 2009). This urge for learners to understand different cultural contexts to successfully communicate across diverse cultures gives rise to the new notion of Intercultural Communicative Competence (ICC). It is proposed as a more relevant concept for the dynamic contexts of English use that recognizes the importance of different cultures (Alptekin, 2002).

Much progress has been made in this area of research over time; yet, research has shown that there was disagreement about how to define ICC and the components included in ICC framework. It was reasoned by Deardorff (2006) that the disagreement arose from the fact that administrators and scholars tend to incorporate different components under ICC, which can lead to the difficulty in the assessment of ICC. For administrators, they perceived Byram's (1997) work on intercultural competence as the most applicable in institutions. The work contains knowledge of others and knowledge of self; skills to interpret and relate; skills to discover and to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. For

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scholars, the top-rated definition was one which intercultural competence was defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p.194). Both definitions are too general and provide disjointed lists of attributes. This lack of specificity on the part of the intercultural elements might due presumably to the difficulty of identifying the specific components of this complex concept.

Still, there is an increasing agreement about the fundamental dimensions of ICC. In general, ICC framework is assumed to include three dimensions: affective, cognitive, and behavioral (e.g. Byram, 1997; Chen and Starosta, 1996; Fantini, 2000). These three dimensions are fundamental toward developing intercultural competence and they could also be seen in the two definitions selected by administrators and scholars in the previous mentioned study by Deardorff (2006). The three dimensions were further elaborated by Byram, Gribkova, and Starkey (2002) that learners need some knowledge to understand one's own and others' culture. Learners also need the skills and attitudes that are involved in understanding intercultural relationships. As a consequence, an intercultural speaker explores relationships between different cultures, acquires interest and curiosity about 'otherness', and tries to see from other people's perspectives.

Presentation of Cultural Elements in EFL Teaching Materials

Given that contemporary students are expected to acquire ICC, the EFL teaching materials, which are considered to be fundamental didactic tools in foreign language education, might determine the culture that are being exposed to learners (Sándorová, 2016). According to prior studies, textbooks represent the core of EFL education among various teaching materials (Ndura, 2004; Shin, Eslami, & Chen, 2011). That is, textbooks might have a great impact on what cultural perspectives are taught.

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Furthermore, the intercultural contents in the textbooks would affect learners' attitudes toward their own culture and other people's culture (Ndura, 2004). This implies that learners' ICC development depends greatly on the cultural content presented in the textbooks they use.

Previous studies in EFL contexts have been conducted on textbooks and have found that there is a tendency to mirror a single culture only (e.g. Shin, Eslami, & Chen, 2011; Skopinskaja, 2003; Song, 2013; Yuen, 2011). In Yuen's study (2011), for example, he conducted a content analysis of two series of secondary English language textbooks in Hong Kong. Among the textbooks, the origin and the number of the products, practices, perspectives, and persons were recorded. The origins were categorized into Asian countries, African countries, and Western countries. It was discovered that the amount of coverage on English-speaking countries was much greater than that of other cultures. Yuen indicated that this could lead to learners' bias, and believed that increasing the amount of diverse cultures in textbooks is desirable as it helps to develop students' appreciation of a much wider range of foreign cultures, especially when English is taught as an international language for intercultural encounters rather than merely to communicate with people from the English-speaking societies. In another study of Shin, Eslami, and Chen (2011), researchers examined the content of the textbooks from two viewpoints: Kachru's (1985) 'aspects of cultures' and Murayama's (2000) 'levels of cultural presentation'. Looking into seven series of internationally distributed EFL textbooks that are designed for ESL/EFL contexts and are used in several Asian countries, the result showed there was the domination of inner circle cultural content in all textbooks examined. This might indicate that inner circle cultures are more highly valued than those in the outer and expanding circles. Researchers then suggest that the presenting of the target culture no longer meet the needs of students learning an international language and that every country where

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English is taught must be an agent of the language in order to select applicable content for the local context.

While it is promoted that appropriate cultural content should be incorporated for local context, recent studies have shown that textbooks in some countries pay excessive attention to local culture and lead to a gap between what is taught and real world practices among learners. For example, by using Kachru and Nelson's model (1996) of English uses, it was found in Yamada's study (2010) that the home culture was most commonly represented in Japan's junior high schools' English language textbooks. The inclusion of Japan might show that the nation strongly intended to underpin a sense of cultural solidarity as well as maintain its own interest of learning about other cultures. This finding resembles Matsuda's study in 2002. In this research, most Japanese beginning English lessons were situated in Japanese (local) contexts; the majority of main characters were Japanese and people from inner-circle countries. These works suggest that Japanese English textbooks favor a local culture context. However, the domination of local culture in textbooks is likely to cause gap between what is taught and the real world for learners. Take the research conducted by Majdzadeh (2002) as example. He explored the linguistic language and the structure of the reading articles in the Iranian ELT textbooks and discovered that there was an exclusive focus on Iranian culture and religion. The author implied that the lack of other cultural perspectives created a barrier for students who are seeking to improve their intercultural competence and target-language skills. It was then recommended that textbooks need to be localized, but should also include global culture to facilitate learners' intercultural competence in the cross-cultural settings.

The above studies on EFL teaching materials from different countries elicit the norm that emphasizes the importance of a balanced distribution of cultural information in the teaching materials. That is, paying attention only to the target culture might

hinder learners' ability to effectively engage in international communication; yet, using extensive local references is inclined to interfere with the need to reflect both on others' culture and one's own culture. The norm serves as a criterion for determining whether the cultural content being presented could help learners to acquire ICC. The norm also sets the fundamental basis for the current study to explore the presentation of cultural contents in local teaching materials.

Presentation of Cultural Element in Local Teaching Materials

In Cortazzi and Jin's (1999) framework, there are four types of cultural features that can be used in EFL textbooks: (1) source or local culture, (2) target culture (American or British culture), (3) international cultures, and (4) cultural awareness and competence. However, the research on the cultural elements in EFL textbooks used in Taiwan entails that there is a tendency of incorporating narrow scope of cultural content, which cannot satisfy the current needs. Corresponding to the previous studies on other countries' textbooks, Taiwan EFL textbooks were also found to contain mostly type (2), which is depicting the target culture (Chao, 2011; Su, 2016). A study by Chao (2011) examined the cultural content and the hidden curriculum of an elementary level textbook by investigating the main dimensions and categories of culture. The results indicated that there was bias in favor of target culture throughout the textbook especially in reading and listening texts. It was pointed out that young students might unconsciously believe people from English-speaking countries or western countries are who they should learn from. In fact, not only the local primary level textbook, but also the local high school textbook was found to have a narrow presentation of cultural content. In a study conducted by Su (2016), a content analysis was implemented on a set of local high school textbook. The results demonstrated that the textbooks generally promoted the American English and British English as the

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only varieties or standard forms of the language. In addition, most of the texts also are limited to specific aspects of influential cultural issues. It was then suggested that besides providing only textbooks for cultural learning, learners need more opportunities (resources or activities) to understand their own culture and see the world through diverse ways, which might help them in the process of intercultural communication.

The rationale of conducting this study derives from this need for including other teaching materials that involve more intercultural components which would help learners broaden their horizon. With textbooks involving narrow perspective of culture, learners would unconsciously receive values and attitudes that could further influence their behaviors and feelings toward other cultures. In such circumstance, it is important to select and combine other materials that contain diverse cultural content to help learners engage in intercultural interaction more effectively.

<div align="center">Supplemental Material</div>

In many EFL contexts, supplemental materials are utilized to suit different learning style and provide learners with diverse cultural viewpoints due to the narrow scope of culture in textbooks. In Luk's (2012) study, it was found that by using a combination of tactile materials, teachers are likely to succeed in addressing the different interests and needs of students. In addition, English language supplementary materials from the learners' own culture such as newspapers or magazines were discovered to be effective sources for a variety of topics that could connect the classroom with the outside world (Thomas, 2014). Thus, presenting information other than those displayed in the textbooks can expose learners to language that serves a useful purpose.

Studies on supplementary materials in different contexts have been conducted and found the positive effects of using materials that are locally relevant like

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newspaper and magazine articles for English learning. One positive effect is increasing learners' critical thinking. Park (2012) in her study examined how critical literacy in an EFL setting could be supported by engaging students in reading and responding to articles from newspaper and magazine. The result of this study showed that newspaper and magazine articles can be important pedagogical tools for promoting critical thinking in the EFL reading classroom. Another positive effect is that learners' learning motivation might be reinforced through the use of magazines. A study done by Cheng and Lin (2010) investigated Taiwan students' perceptions of reading monthly magazines. Students were expected to be able to engage in meaningful interaction, use the target language for interpersonal exchange, and use them in real-life communication after extensively reading the articles. The result then disclosed that most participants think magazines contain a wide variety of useful and interesting topics and they were more self-motivated. Still another positive effect is that using magazines in EFL context could help learners' speaking skills. In a study by Hsieh, Dong, and Wang (2013), whether using text from a monthly magazine can promote learners' English intonation acquisition was explored. The texts were all chosen from the Magazine B for the level is adequate for intermediate level students. The result revealed significant improvement in intonation, fluency, word pronunciation, and overall pronunciation for the group that used the technique. Rao (2002) on the other hand, looked into the relationship between different types of EFL material and learners' communicative competence. The study discovered the importance of combining different kinds of materials in the English classroom for communicative activities. That is, lack of diverse materials prevents students in EFL situations from getting exposed to the real world English usage. The study further pointed out that among the materials available, articles from both local English

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language periodicals and international newspapers and magazines could be effective in offering students more insight into other countries, people and cultures.

Previous research seems to suggest the various topics covered by the magazines are positive in terms of arousing learners' motivation and that by using the texts or content extracted from the magazine could supplement other language skills. However, unlike different levels of textbooks have been investigated, little study has been done to discover the role of English learning magazine for Taiwanese learners in raising their cultural awareness. The current study thus attempts to add to the existing literature on the presentation of intercultural elements in EFL teaching materials by analyzing different English learning magazines for Taiwanese learners used at secondary level.

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CHAPTER 3

METHODOLOGY

This chapter will present the design of the study. In the following sections, the magazines analyzed will first be introduced and then the approach and scope of analyzing the magazines will be explained. The chapter also includes the procedures of data analysis as well as the way to increase reliability of the findings.

<u>The Magazines under Investigation</u>

According to the advertising yearbook of Taiwan (2017), there were four bestsellers of English learning magazines in Taiwan. These four all directed toward intermediate level. Only Magazine A, Magazine B, and Magazine C were selected to be investigated since they targeted toward raising learners' cross-culture awareness. The study investigated the cultural content in the magazines and the similarities and differences among the three English learning magazines. Thus, 12 consecutive volumes from January to December of each series were examined to obtain a comprehensive picture of the role of cultural content. In addition, since the 12-year curriculum guideline for English subject was established in 2016, the 12 volumes from the year 2017 were selected. Detailed information of each magazine is discussed below.

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Table 1.

The Elements of Each Article in the Three Magazines

	Magazine A	Magazine B	Magazine C
Elements	Main Text	Main Text	Main Text
	Pictures	Pictures	Pictures
	Discussion Questions	Discussion Questions	Discussion Questions
	Vocabulary	Word Bank	Vocabulary
	Additional words	More Information	Additional words
	Notes	Word Bank Focus	Info Box
	Phrasebook	Usage Tip	Language Notes
	Short Cut	Key Points	Give It a Try
	Grammar Workshop		
	Give It a Shot		

1. Magazine A

The magazine is designed based on GEPT standards at the intermediate level. GEPT and TOEIC projects were designed and included in the volumes to give learners broad ideas about different examination styles. The contents and subject matter of this magazine maintain elements of both the East and the West. By doing so, the publisher attempts to develop students' abilities to explain and express opinions on the topics of home culture and other Eastern cultures in English.

Each volume had different text types, and each article had different sections. The common text types were "Informative/descriptive text," "Story," "Dialogue with illustrations," "Cloze," and "News." Each article had about 10 sections, including reading text, picture, discussion question, vocabulary, grammar, notes: the explanation of particular sentences used in the reading text, phrasebook: the phrases shown in text that are frequently used at high-school level, short cut: the introduction of special phrasal usage in the texts, additional words: the words used in the texts but rarely seen in exams, and give it a shot: grammar exercises for the grammar taught (see Table 1.)

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2. Magazine B

The magazine and accompanying radio and TV programs have won numerous awards over the years. The chief editor, the managing editor, and 80% of the editorial staff are native speaker of English. It is known for its coverage of cultural content which might encourage learners to reflect upon the differences and similarities between other culture and one's own culture.

In this series of magazine, the common text types were "Informative/descriptive text," "Fable," "Comparison and contrast dialogue," and "News." Each article also had 10 sections including reading text, picture, discussion question, vocabulary, grammar, usage tip: the explanation of a particular usage in the reading and the practice on this usage, more information: the advanced-level words or proper nouns, word bank focus: the word family of a particular word shown in the text, and key points: word usage exercises or explanation of technical terms.

3. Magazine C

The magazine aims for students at GEPT intermediate level and it provides GEPT mock test in each volume. This magazine is also known for its digital interactive learning material that has won many awards. The publisher puts much effort into providing contents that simulate the real world situations. They think that rote learning is not the way learners should learn English and that by presenting simulated situation that relate with learners' real world experience could learners truly learn.

In Magazine C, the text types are similar to that of Magazine A, which were "Informative/descriptive text," "Story," "Dialogue with pictures," "Cloze," and "News." There were about 8 sections in each articles, which were reading text, picture, discussion question, vocabulary, grammar, info box: the explanation of special grammar or word usages seen in the text, additional words: these words are not the

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focus of the article but they are important words that learners need to know for exams, and give it a try: exercises for word and grammar from the article such as cloze test or crosswords puzzle.

Analytical Frameworks

In the current study, two frameworks were adopted: (1) the five dimensions of culture (Moran, 2001) and (2) the main categories of culture (Chao, 2011). These frameworks were used as the evaluation guides to examine the presentation of the cultural dimensions and the cultural categories in local English learning magazines (See Table 2 for the elements of the analytical frameworks adopted for this study).

Table 2.

Elements of the Analytical Frameworks

	The five dimensions of culture	The main categories of culture
	Moran (2001)	Chao (2011)
Elements	Products	Source culture (SC)
	Practices	Target culture (TC)
	Perspectives	International culture (IC)
	Communities	Universality across culture (UC)
	Persons	Intercultural interaction (ICI)

1. The Five Dimensions of Culture

The first framework, the five dimensions of culture, was developed by Moran (2001). There are five elements in Moran's model: (1) products: the creations of members of the culture that range from tangible objects to more elaborate but perceptible constructions, (2) practices: the full range of actions and interactions that members of the culture carry out, individually or with others, (3) perspectives: a culture's view of the world that underlie the products and guide the practices of the

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culture, (4) communities: the specific social contexts, circumstances, and groups in which members carry out cultural practices, and (5) persons: the individual members who embody the culture and its communities in unique ways.

The rationale of using the five dimensions of culture framework proposed by Moran (2001) is that it distinguishes from the standards for culture that was established by teaching profession in the United States (1996). The standards for culture only put stress on products, practices, and perspectives. Yet, as Moran mentioned, the concept ignored the dynamic nature of culture. Moran believed that culture is "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (p.24). That is, the products, practices, and perspectives of a culture exist along with the people of the culture. It is the individuals of the culture who create cultural products, practices, perspectives, and communities actively.

The current study will use the framework to understand the cultural dimensions displayed in the magazines. The details of the dimensions of cultures are included in Appendix A for reference.

2. The Main Categories of Culture

The second framework, the Main Categories of Culture, was mainly adapted from Chao's study (2011). The original framework was used to evaluate one popular internationally published ELT textbook of its cultural content and hidden curriculum. According to Chao, the framework included source culture, target culture, international culture, intercultural interaction, and universality across culture. While source culture refers to Pan-Chinese culture that includes China, Taiwan, and Hong Kong, target culture consists of English-speaking countries, such as the U.S., UK, and

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Australia. International culture on the other hand, excluding Pan-Chinese culture and English-speaking countries, involves all other countries around the world. These three categories are based on Cortazzi and Jin's idea in 1999. Intercultural interaction and universality across culture were developed by Chao and her colleagues. These two groups of culture are covered so as to evaluate the culture-general knowledge and content that is not specific to any particular culture as well as the activities that could arouse comparison and contrast between source and the target or international culture, which might widely exist in the materials.

The rationale of using the main categories of culture framework compiled by Chao (2011) is that it represents the plurality of Englishes. Understanding that different forms of English exists in the global village is the key component toward cultivating learners' ICC (Baker, 2012). The framework also recognizes the shared knowledge among different culture in the fluid practices of English. Kachru's concentric circles (1985) also presents the role of English as world Englishes; yet, the model divides English speakers into Inner, Outer and Expanding circles which labels learners into the dichotomy between native and nonnative speakers (Rajadurai, 2005). That is, native speakers culture is regarded as the norm and that only one form of English is considered as rightful. However, English is no longer the property of one culture or community, instead, the English use on a global scale nowadays involves complex global flows of English across cultures.

The current study rearranged some elements in Chao's (2011) framework to suit the English learning magazines that were under analysis. That is, originally, source culture included China, Taiwan, and Hong Kong. Yet, the magazines under investigation targeted toward Taiwanese high school students and are written mainly from Taiwan's perspective when talking about source culture. Therefore, China and Hong Kong were excluded from source culture and classified as international culture.

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This framework was used to understand the cultural types displayed in the magazines. The details of the categories of cultures are included in Appendix B for reference.

Content Analysis

In order to understand how the intercultural elements are displayed and exposed to learners through using the magazines, the study conducted a content analysis on the articles, which were the source of analysis. For each article, the main text, pictures, and discussion questions were included in the analysis and coding to make inferences about the messages within each article. These parts are where leaners engage in meaning making and interactive communication as well as where learners are exposed to intercultural contents that could arouse their cultural awareness.

The basic unit of analysis for coding the cultural elements was at article level. As Graneheim and Lundman (2004) suggested that the most suitable unit of analysis should be large enough to be considered as a whole like the whole interview or text and small enough to be regarded as a context during the analysis process. Thus, in the current study, since aspects of cultures were presented through the description in each article, the article was examined as a whole to understand the role of culture in English learning magazines. The details of the scope of analysis are listed in Table 3 for reference.

Table 3.

Scope of Analysis

	Magazine A	Magazine B	Magazine C
Volumes	12	12	12
Articles	204	189	188
Sections under analysis		Main text	
		Illustrations	
		Discussion questions	

Data Analysis

This research first used the framework of the five dimensions of culture and the framework of main categories of culture to collect quantitative data and to describe the presentation of different cultural dimensions and cultural categories in the selected volumes. Then the cultural content found in articles, including main text, exercises, and illustrations would be qualitatively analyzed to understand how attitudes and views of culture were embedded and how they were implicitly conveyed in the three series of magazines. In the course of analyzing the chosen magazines, the researcher and a rater were responsible for coding the content. The rater was chosen for she is familiar with the local English learning magazines and how Taiwanese learners might react toward the content. The two analytical frameworks were clarified among the raters before coding. A pilot coding was also implemented before the analysis of all the volumes to reach a consensus amid the raters. In order to make the result of data analysis reliable, the raters first worked independently and the discrepancies were later discussed for agreement on the results.
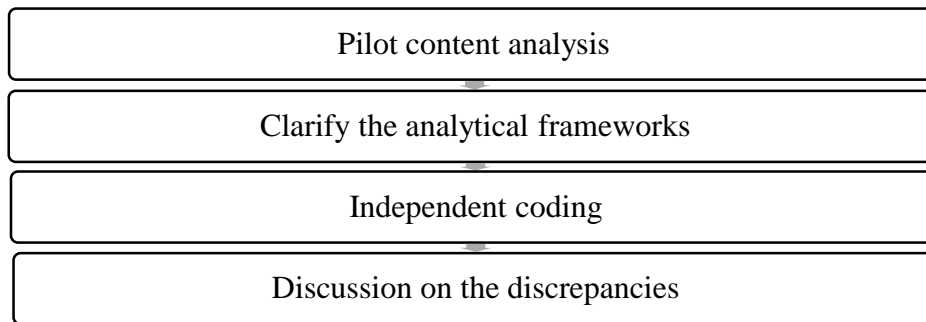
Pilot content analysis
Clarify the analytical frameworks
Independent coding
Discussion on the discrepancies

Figure 1. Procedures for data analysis

Throughout the magazines, cultural contents exposed to learners were examined based on the five dimensions of culture model. Take one article that presents background information of Austria (Apr., p. 20) as an example. The text is comprised of cultural products from Austria, namely information of landmark and national dish. One article illustrating the Jaisalmer Desert Festival (Feb., p. 22) presents how people in India celebrate the festival. Additionally, the Indian people in Jaisalmer represent a cultural group under a specific context. Therefore, this article was both coded under practices and communities dimension. In another article about cheesecakes around the world (Aug., p. 14), the meaning behind having such dessert in the ancient Greek is demonstrated. This shows the cultural perspectives of such product. In many volumes we could also encounter the life story of particular celebrities. For example, one article introduces us to the story of Tom Hiddleston, a famous British actor. This article demonstrated the persons dimension since this particular individual embodies the culture he belonged.

The main text, the illustrations, and the discussion questions of each article were analyzed to understand the distribution of cultural categories based on the main categories of culture model. For example, some articles related to Hollywood (e.g. Jan., p.16) were coded under target culture since Hollywood is a representative

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symbol of movie in the U.S. Culture-general knowledge that does not specify a distinct culture, like one article talking about tips for going camping (Might., p. 10) belonged to the category of universality across culture. Content that is connected to cultures in others' world was coded under international culture, such as the international latest news in some volumes. One article that introduces Taiwan's nature beauty (Jan., p. 24) is labeled as source culture. Intercultural interaction was found only in the discussion questions. In other words, the main text and illustrations did not further engage learners in intercultural interaction. The discussion questions in the articles that were categorized under ICI encourage learners to reflect upon different cultures. For example, in one article about football, learners were asked whether football is popular in their own country (Sep., p.18). The details and examples of the two model are included in Appendix B for reference.

Trustworthiness

In order to report the degree of agreement among multiple raters and to increase the inter-rater reliability of the findings, the study utilized the percent agreement statistics. To obtain the measure of percent agreement, a matrix was created in which the two columns represented the different raters, and the 193 rows represented different articles in the volumes. A benefit of this tool is that it permits the researcher to discover if errors are random, or if a particular data collector frequently records values different from the other data collectors (McHugh, 2012). Another benefit of this technique is that it allows the researcher to identify variables that might need further discussion.

To obtain percent agreement, the answers of two raters on 1/3 of all the volumes (12 volumes) were first compared. Next, the numbers of agreement were added up and then divided by the number of raters to reach the mean. At the end, the percent

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agreement was calculated by adding all the mean up and dividing it by the number of

articles. In the current study, the percent agreement among the two raters was 89%.

This meant that about 11% of the content analysis by the two raters did not match.

Nevertheless, the discrepancies were further discussed between the raters, and

agreements were reached on each discrepancies.

CHAPTER 4

RESULTS & DISCUSSION

In this chapter, the results from the analysis and comparison of the three English

learning magazines will be provided by answering the three research questions. The

first research question aims to understand the cultural contents incorporated in the

three magazines by employing Moran's (2001) model of five dimensions of culture.

The second research question intends to explore the cultures presented in the three

magazines by adapting Chao's (2011) model of main categories of culture. The third

research question directs toward the hidden curriculum behind the use of three

magazines from cultural aspects. The contents were analyzed of the hidden attitude,

value, or expectation from cultural perspectives. So the following sections will present

the cultural dimensions, the cultural categories, and the hidden curriculum involved in

the reading texts, discussion questions, and pictures.

Research Question 1

Do the three English learning magazines present cultural products, practices,

perspectives, communities, and persons? How are the cultural dimensions presented in

the three English learning magazines? How are the three English learning magazines

different?

The first research question concerns the kinds of cultural dimensions displayed in

the three English learning magazines and how the cultural dimensions were distributed

in the magazines. To discover the answer to this question, the magazines were under

examination with Moran's (2001) model of five dimensions of culture. Then, the

percentages and numbers of different cultural dimensions within the reading texts,

discussion questions, and pictures in each magazine were examined and discussed.

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1. Cultural Perspectives in Reading Texts

Table 4 reveals the numbers and percentages of cultural dimensions in the three magazines within reading texts. The result showed that the three English learning magazines covered all the dimensions of culture. Among all, the presentations of explicit or implicit cultural perspectives of different topics had the highest percentage, with a total of 62.82%. The high percentage of cultural perspectives in the three magazines might be because cultural perspectives were often delivered through the use of cultural products and cultural practices. This corresponded with Moran's (2001, p.25) definition of cultural perspectives that "beliefs and values underlie the products and guide persons and communities in the practices of the culture." In addition, the results were also similar to Chao's study (2011) that cultural perspectives stood a large proportion among all the cultural dimensions in the textbook. The abundant inputs of cultural perspectives might help learners to understand different cultural perceptions and arouse positive attitudes toward other cultures.

Table 4.

The Percentages of Cultural Dimensions in Reading Texts from the Three Magazines

	Products	Practices	Perspectives	Communities	Persons
Magazine A	59%	43%	67%	37%	33%
	(121/204)	(88/204)	(137/204)	(75/204)	(67/204)
Magazine B	57%	43%	62%	32%	34%
	(107/189)	(81/189)	(118/189)	(61/189)	(64/189)
Magazine C	59%	37%	59%	27%	26%
	(111/188)	(70/188)	(110/188)	(51/188)	(48/188)
Total	58.35%	41.14%	62.82%	32.19%	30.81%
	(339/581)	(239/581)	(365/581)	(187/581)	(179/581)

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2. <u>Cultural Products and Practices in Reading Texts</u>

Then, if we look at the percentages of cultural products and cultural practices, they had the second and third highest percentages. Cultural products occupied a total of 58.35% in the three series of magazines which were mostly the cultural artifacts, places and institutions. Cultural practices accounted for about 41.14% of all the content and were found to concentrate on the presentations of customs during festivals and operation of the cultural products. The wide distribution of the previous three dimensions matched the triangular concepts about culture that regarded products, practices, and perspectives as the three fundamental aspects of culture (National Standards in Foreign Language Education Project, 1996). Additionally, the results resembled Hsiao's study (2010) that many articles in the magazines were related to Big C. That is, the visible forms of culture including festivals, customs, art forms, food, etc., were widely exposed to learners. The widely distributed cultural products and practices in the magazines might arouse learners' cultural awareness.

3. <u>Cultural Communities and Persons in Reading Texts</u>

The two lowest percentages were found in cultural communities (32.19%) and persons (30.81%) that embodied the culture they belong. The percentages might be the least among all the dimensions when we looked at them separately. If we see cultural communities and persons as a whole, since both referred to people that represent the culture, they actually stood a big proportion among the dimensions. The percentages of cultural communities and cultural persons could correspond to Moran's idea of cultural groups and individuals as important elements since other cultural dimensions were carried out by the people of the culture. The results were also similar to that of Su's (2016) which some textbook chapters discussed the lives of significant people. Yet, while the textbook focused on cultural persons, the magazines had more balanced

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distribution of cultural groups and individuals. This could imply that the cultural contents in textbooks and English learning magazines had different focus. Using supplementary materials like magazines might expose learners to different cultural aspects from the textbooks.

4. <u>Comparison and Contrast of the Three Magazines</u>

A closer look into the three series, Magazine A and Magazine B had a more balanced coverage of almost every cultural dimension (Magazine A-products: 59%, practices: 43%, perspectives: 67%, communities: 37%, and persons: 33%; Magazine B-products: 57%, practices: 43%, perspective: 62%, communities: 32%, and persons: 34%). In addition, the percentage of each dimension of Magazine A were all higher than the total percentages (products: 59% > 58.35%, practices: 43% > 41.14%, perspectives: 67% > 62.82%, communities: 37% > 32.19%, and persons: 33% > 30.81%). This could imply that Magazine A might contain richer inputs of cultural dimensions than the other two magazines. Thus, by using this series of magazine, learners could receive more diverse cultural knowledge. Take an article from Magazine A about Holi event (see Figure 2) as an example. First, the cultural practices of wearing white shirt and filling colored powder in the air were introduced. Second, people all over India were the specific cultural communities in this article. Then, the cultural perspective of celebrating spring was explained. Additionally, the legend about Lord Krishna and his love in the article was a cultural product of the culture. By including multiple dimensions, the articles in this magazine had plentiful inputs of cultural dimensions.
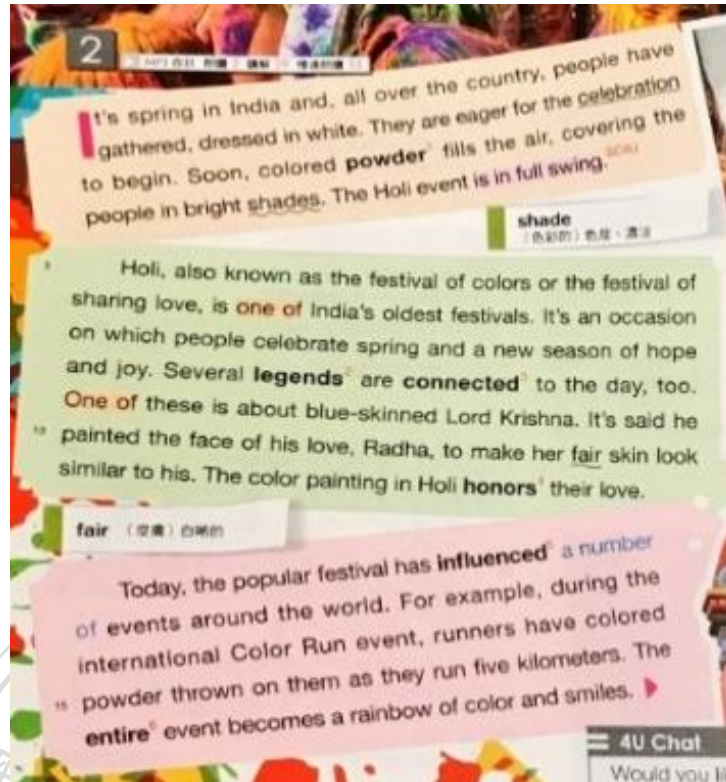
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Figure 2. A reading text from Magazine A that presented multiple examples of cultural dimensions

The percentages of the cultural dimensions in Magazine B, though a bit lower, were about the same as that of Magazine A (products: 57% <59%, practices: 43% = 43%, perspectives: 62% < 67%, communities: 32% < 37%, and persons: 34% > 33%). Therefore, this series of magazine also provided learners with diverse inputs of cultural dimensions. Take an article from Magazine B about Naghol Ritual (see Figure 3) as an example. The young men in South Pacific, the wooden tower built on a steep hill, and the ancient tradition of land diving to ensure a good harvest. These inclusion of multiple dimensions demonstrated how the articles in this magazine had rich inputs of cultural contents.

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Just outside the jungle, a crowd gathers around a wooden tower built on a steep hill. A young man climbs up the rickety structure to a platform and ties **vines** around his ankles and legs. Then he leaps off the tower headfirst. Just before he crashes to the ground, the vines go **taut**, and his shoulders brush the earth. The crowd cheers as his friends run up to untie his feet, and another man begins climbing the tower.

This is a naghol ritual, also called land diving, an ancient tradition of the tribes on Pentecost Island. The **mountainous** island is part of Vanuatu, an island nation in the South Pacific. Traditionally, if a diver touched the ground with his shoulders, this was believed to ensure a good yam harvest.

Now, the ritual has become a rite of passage. When a boy jumps for the first time, his mother throws away 15 an item from his childhood, showing he has entered **adulthood**. Women and young children are not allowed to dive, but almost any male can participate.

Figure 3. A reading text from Magazine B that presented multiple cultural dimensions

Compared with Magazine A and Magazine B, in Magazine C, learners would encounter articles that depict the usage of the target language rather than the cultural knowledge. As can be seen in Figure 4, this kind of articles usually did not incorporate knowledge of a particular culture. Though this article, like others, did mention the name of a specific cultural place, the input might not be able to help learners to acquire deeper cultural meaning.

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Figure 4. A reading text from Magazine C that presented content related to cultural products

5. Cultural Products in Pictures

According to Table 5, the numbers and percentages of cultural dimensions in the pictures of the three magazines revealed that the pictures mainly covered cultural products, practices, communities and persons. The presentation of artifacts, places, institutions, and the art forms of the culture accounted for the highest percentage, which was about 48.88%. The high percentage of this dimension might be because creations of a particular culture were usually tangible so that they could easily be captured and displayed in pictures.

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Table 5

The Percentages of Cultural Dimensions in Pictures from the Three Magazines

	Products	Practices	Perspectives	Communities	Persons
Magazine A	60% (123/204)	21% (42/204)	5% (10/204)	19% (39/204)	21% (42/204)
Magazine B	44% (84/189)	13% (24/189)	1% (2/189)	21% (39/189)	19% (36/189)
Magazine C	40% (76/188)	10% (18/188)	1% (2/188)	9% (17/188)	19% (35/188)
Total	48.71% (283/581)	14.46% (84/581)	2.41% (14/581)	16.35% (95/581)	19.45% (113/581)

6.   Cultural Communities and Persons in Pictures

For cultural groups (16.35%) and individuals (19.45%), since both referred to people that embodied the culture, these two dimensions together stood second to cultural products with 35.80%. Similar to places and art forms, celebrities and politicians were also tangible that they could be portrayed in pictures and easily be recognized by learners. In fact, this finding met with that of Hsiao's study (2010) which picture was one of the most common forms used in magazines to show culture-related contents. Specifically, the pictures were mostly related to celebrities, historic heroes, food, cultural groups, and famous sites.

7.   Cultural Practices and Perspectives in Pictures

As for cultural practices, the percentage (14.46%) was much lower than that of cultural products (48.71%), communities (16.35%), and persons (19.45%). That is, only about one out of six articles had pictures that demonstrated this dimension. It's probably because the customs of a culture were more abstract and could not be captured by a single picture comparing to tangible objects. Then among all the dimensions, cultural perspectives occupied the least percentage (2.41%) with only two

articles in both Magazine B and Magazine C, and ten articles in Magazine A presented pictures related to culture views. This could be because cultural values were intangible. Like in Hsiao's study (2010), most of the pictures were related to cultural products, practices, and cultural communities and persons. Thus, cultural contents such as the meaning behind taboos and lifestyles might not be able to be appreciated directly through pictures. Take one article about tipping tradition of different countries from Magazine C (see Figure 5) as an example. The cultural dimensions in the reading texts mentioned both the places and the customs. Yet, the pictures only showed the places and the people but not the practices or the meaning behind the actions. So, learners would have fewer opportunities to encounter distinct cultural beliefs through pictures.

Figure 5. An example of pictures demonstrating cultural products and people but not cultural practices and perspectives from Magazine C

8.   Comparison and Contrast of the Three Magazines

 Looking at each series, Magazine A was found not only to having the highest coverage of all cultural dimensions in reading texts (59%) but also in pictures (reading texts: products: 59%, practices: 44%, perspectives: 68%, communities: 38% and persons: 33%; pictures: products: 60%, practices: 21%, perspectives: 5%,

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communities: 19%, and persons: 21%). Such results might suggest that by using this series of magazine, learners could also be exposed to cultural contents through pictures.

Table 6.

The Percentages of Cultural Dimensions in Text and Picture from the Three Magazines

	Products		Practices		Perspectives		Communities		Persons	
	Text	Picture	Text	Picture	Text	Picture	Text	Picture	Text	Picture
Magazine A	59%	60%	43%	21%	67%	5%	37%	19%	33%	21%
	(121/204)	(123/204)	(88/204)	(42/204)	(137/204)	(10/204)	(75/204)	(39/204)	(67/204)	(42/204)
Magazine B	57%	44%	43%	13%	62%	1%	32%	21%	34%	19%
	(107/189)	(84/189)	(81/189)	(24/189)	(118/189)	(2/189)	(61/189)	(39/189)	(64/189)	(36/189)
Magazine C	59%	40%	37%	10%	59%	1%	27%	9%	26%	19%
	(111/188)	(76/188)	(70/188)	(18/188)	(110/188)	(2/188)	(51/188)	(17/188)	(48/188)	(35/188)
Total	58.35%	48.71%	41.14%	14.36%	62.82%	2.41%	32.19%	16.35%	30.81%	19.45%
	(339/581)	(283/581)	(239/581)	(84/581)	(365/581)	(14/581)	(187/581)	(95/581)	(179/581)	(113/581)

It was further noticed that the percentage of pictures related to cultural perspectives (5%) in Magazine A was relatively high comparing to the other two magazines (1% in both Magazine B and Magazine C). It might be because the pictures related to cultural views in Magazine A were presented with clear captions for learners to pick up the cultural values. Figures 6 and 7 were extracted from Magazine A as an example of how this series of magazine exposed learners to different cultural dimensions through pictures within an article about culture-general knowledge. The main reading texts in Figure 6 first described different smiles that were commonly seen and the meanings behind them.

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Figure 6. A reading text related to cultural perspectives from Magazine A

As the main texts mentioned particular smiles that had special meanings in other
countries, the picture in Figure 7 gave learners vivid ideas about the cultural practice
of smiling. Additionally, the picture explained more in detail the attitude of the actions
through captions. Take dampened smile as an example. The picture might help
learners to have a clearer idea of how this smile looked like and the cultural view of
repressing emotions in Japan.

Figure 7. An example of picture with clear explanations for cultural perspectives from Magazine A

As for Magazine C, many pictures had clear captions. However, rather than explaining the cultural meanings, the captions could only describe the image displayed. For example, in Figure 8, the captions of the two pictures only illustrated what was depicted in the picture and at what time people could see these scenarios. In this way, pictures in this magazine might not help learners to have clearer idea of the cultural perspectives.

▲ 位於蒙特惠克山（Montjuïc）的魔幻噴泉（Magic Fountain）每週都有燈光和水柱結合的表演。

▲ 為了迎接每年八月中旬展開的格拉西亞狂歡節（Gràcia Festival），許多街道都掛滿了搶眼的各種裝飾品。

Figure 8. An example of picture with captions from Magazine C

Different from the other two magazines, Magazine B had much fewer pictures with captions. Take the picture in Figure 9 as an example. The picture was not attached with captions that explained the cultural value of the women's dress and the accessories on their heads. So, without clear details, pictures might lose the function of helping learners acquire cultural meanings.

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Figure 9. An example of picture with no captions from Magazine B

In sum, the role of pictures was to enable learners to recognize different aspects of culture. The pictures without explanation of meaning behind the figures might not encourage learners to understand deeper cultural attitudes (Chao, 2010).

Summary

The results of the content analysis showed that the three English learning magazines did present a variety of cultural dimensions. In general, the five dimensions of culture were extensively presented in the magazines through reading texts. Pictures on the other hand could only portray the visible objects like cultural products, communities and persons. As for the differences between the three magazines, Magazine A was found to have the highest percentages of the five cultural dimensions in both reading texts and pictures. In addition, this series of magazine showed explanation for pictures related to a particular culture, which could help learners understand the background information. Though Magazine B had lower percentages of the five cultural dimensions in pictures, rich cultural contents were found in the

reading texts. Compare with the previous two series of magazines, Magazine C might have lower percentages of the five cultural dimensions both in reading texts and pictures, it still covered diversified cultural contents.

<u>Research Question 2</u>

Do the three English learning magazines present source culture, target culture, international culture, intercultural interaction, and universality across culture? How are the cultural categories presented in the three English learning magazines? How are the three English learning magazines different?

The second research question elucidates the kinds of culture delivered through the three English learning magazines and how the cultural categories were presented in the magazines. To find out the answer to this question, the magazines were under examination with Chao's (2011) model of the main categories of culture. In addition, the percentages and numbers of different cultural categories that lay in the reading texts, discussion questions, and pictures from each magazine were investigated and discussed.

1. <u>UC and TC in Reading Texts</u>

Table 7 presented the numbers and percentages of the five main cultural categories in reading texts from the three magazines. Among all the categories of culture, UC (Universality across Culture) and TC (Target Culture) had the two highest percentages, which were 41.65% and 39.76% respectively. The result of high percentage regarding UC was similar to some researchers' findings (e.g. Chao, 2011; Hsu, 2019) which indicated that most of the reading texts were related to culture-general knowledge. On the other hand, the results of TC in the present study and that of previous studies on textbooks were also alike (e.g. Chao, 2011; Su, 2016); that is,

the cultural contents were found to be in favor of American culture. The big

proportion of UC contents might correspond to the implication in Ke's study (2012)

that cultural lessons still remained uncommon in Taiwanese high school EFL

textbooks. As for TC, Ke also pointed out that the abundant western culture might

promote target culture and gave local English learners the impression of English

speaking culture as better than their own culture. So far, the cultural types in the

reading texts from both the magazines and textbooks had much in common.

Table 7.

The Percentages of Cultural Categories in Reading Texts from the Three Magazines

	SC	TC	IC	ICI	UC
Magazine A	14% (29/204)	39% (80/204)	38% (77/204)	25% (52/204)	35% (72/204)
Magazine B	5% (10/189)	35% (67/189)	43% (81/189)	47% (88/189)	41% (78/189)
Magazine C	13% (25/188)	45% (84/188)	36% (68/188)	21% (39/188)	49% (92/188)
Total	11.02% (64/581)	39.76% (231/581)	38.90% (226/581)	30.81% (179/581)	41.65% (242/581)

2. IC in Reading Texts

The third highest percentage was occupied by IC (International Culture),

accounted for 38.90%. The percentage was actually only a bit lower than that of TC

(39.76%) and UC (41.65%). This revealed that unlike in the textbooks under analysis

in Chao's (2011) and Su's study (2016), other cultures like Asian, European, and

African culture were also widely distributed throughout the three magazines. That is,

learners would have opportunities to engage in diverse cultures by using the English

learning magazines. It matched Yuen's (2011) suggestion on material design that

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increasing the amount of different cultures could help develop appreciation of a much wider range of foreign cultures, especially when English is taught as an international language for intercultural encounters nowadays.

3. ICI in Reading Texts

Though lower than TC, IC, and UC, ICI (Intercultural Interaction) still reached 30.81%. Like some researchers' findings (e.g. Chao, 2011; Hsu, 2018), most of the ICI were found in discussion questions since reading text only provided descriptions rather than opportunities of intercultural comparison. In addition, as in Chao's (2011) results from textbooks, these discussion questions focused mainly on comparison of different culture as well as personal reflection regarding a particular topic instead of thoughtful intercultural interaction. Nevertheless, in these discussion questions, learners could reflect upon other cultures and their own culture. Figure 10 is an example of the discussion questions listed in Magazine B that might arouse learners to reflect between the target culture and the local culture. The article was about the rules and the origin of American football. The discussion questions then encouraged learners to first compare and contrast between the target country and their own country, and then reflect upon themselves toward the sport. Their personal reflections might raise their awareness of the similarities and differences between the American culture and Taiwan culture.
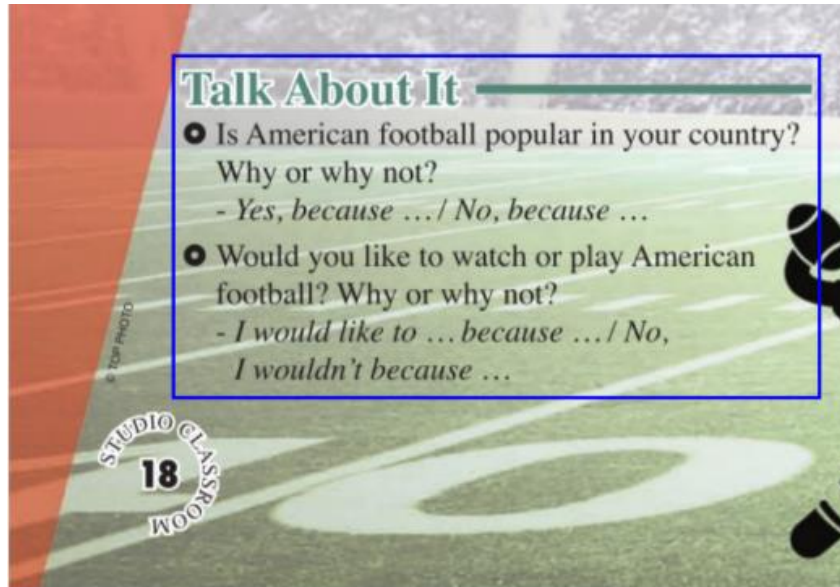
Figure 10. An example of discussion questions related to ICI from Magazine B

4. SC in Reading Texts

Compared to other cultures, SC (Source Culture) had comparatively low coverage in all the magazines with only about 11.02% in total. In Magazine A (14%) and Magazine C (13%), it was found that only about 2 articles in each volume were related to SC. Yet, in Magazine C, the articles were categorized under SC only because the texts mentioned specific cultural products or persons in the texts. Take Figure 11 as an example. In the text, many cultural places were mentioned to give learners intercultural inputs. In addition, the main idea of the article was about how to deal with troubles at airport rather than introducing Taiwan's airport. So, SC contents in this magazine were unlikely to help learners to have deeper understanding of their own culture.

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L Lorraine   **D** Desmond   **M** MRT Staff

M: So, you were on the Red line heading toward Xiangshan at about two o'clock?

D: Yes, that's when I lost my passport. It must have fallen out when I put my bag on the floor. Do you think there's a fair chance I'll get it back?

M: Well, I can't say for sure, but people do often hand in **personal**[3] items, including* passports.

L: Fingers crossed.

D: So, how will I find out if it's been handed in?

M: If you give me your contact information,* I can let you know if it turns up. Just write your **details**[*] down here.

(Lorraine and Desmond head back outside.)

D: What am I going to do if my passport doesn't turn up?

L: Well, you'd have to go to the American Institute in Taiwan. You might be able to get an emergency passport, but it could be expensive.

D: I really hope it doesn't come to that. Oh, wait—my phone is ringing. Hello? Yes. Oh, that's great! Thank you so much!

L: Good news?

D: Yes! They found it! They have it at Da'an Station.

L: Great! Let's head over.

Figure 11. An article categorized under SC from Magazine C

On the other hand, the articles related to SC contained detailed information of a particular SC topic in Magazine A. For example, as shown in Figure 12, the topic of the article was a cultural place in Taiwan. In the texts, there were also in depth description of this place. This kind of article, compared with the ones categorized under SC in Magazine C, could help learners to reflect upon their culture.

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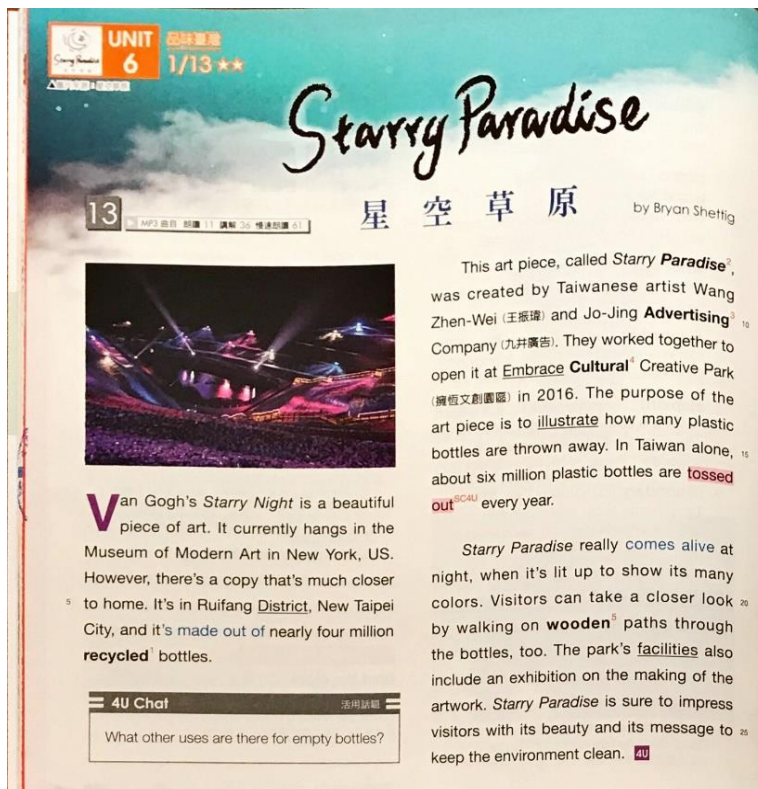
Figure 12. An article categorized under SC from Magazine A

As for Magazine B, only one or no articles were found to be related to SC in each volume and that the SC articles in this magazine were mostly about cultural places or sports. As can be seen in Figure 13, this is an example of a SC article in this series of magazine. This article was about the annual sport event in Taiwan that took place in Taichung. Though comprehensive information was given through the article, the proportion of SC articles was still very low and the topics were too narrow that learners would receive limited cultural insights.

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Figure 13. An article categorized under SC from Magazine B

In brief, even the three English learning magazines tried to include diverse cultures, source culture still stood as a minority. The phenomenon of SC as the minority in the magazines might lead to a gap between what is taught and real world practices among learners (Yamada, 2010). In addition, the ways in which SC contents were presented would also influence learners' attitudes. Thus, providing rich inputs of diverse international cultures in the English learning magazines was not enough, the local culture should also be included in ways that could facilitate learners' intercultural competence in the cross-cultural settings.

5. <u>Comparison and Contrast of the Three Magazines</u>

While looking closely at each series, Magazine B had the highest percentages of IC (43%) and ICI (47%). The high percentage of ICI might be because that almost half of all the articles (88 articles out of 189 articles) included at least one discussion question that engaged learners to reflect upon cultures. On the other hand, with IC higher than those of the other two magazines (Magazine B: 43% > Magazine A: 38% > Magazine C: 36%), Magazine B would expose learners to more types of culture.

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However, the SC in this magazine had the least percentage among all the magazines (Magazine B: 5% < Magazine C: 13% < Magazine A: 14%). This phenomenon might disclose that while this series of magazine aimed at including diverse cultural types, little attention was paid to the local culture. As suggested by previous researchers (e.g. Shin, Eslami, & Chen, 2011; Yuen, 2011) the promotion of other cultures might lead learners to look down upon their own culture.

One thing to be noticed about Magazine C was that the magazine had the most TC content (45%). This result might suggest that this series of magazine attempted to put emphasis on English-speaking culture. However, it was also found that some culture-general articles in the magazine might be intertwined with culture-related knowledge. Those articles might contain examples or inputs of other cultures, which means UC articles could still have the chances to raise learners' cultural awareness. Take one UC article about cheesecake in this magazine as an example (see Figure 14). In the first paragraph of the article, it mentioned that cheesecake could be seen everywhere that it is not specific to a particular culture. Yet, with different cooking style, cheesecake in different countries could be seen as a cultural specific product. For example, when it comes to naming a famous type of cheesecake, New York style cheesecake might come up. This is a cultural food that belongs specifically to the United States. As demonstrated, UC articles could still have the chances to raise learners' cultural awareness.
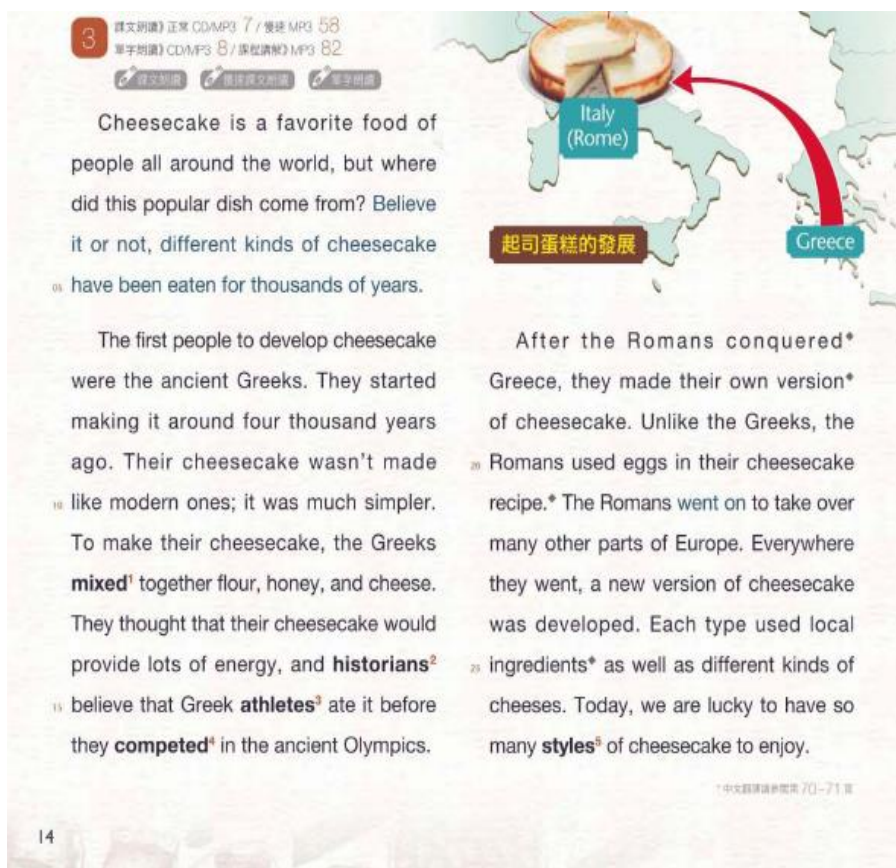
Figure 14. An example of UC reading text that contains knowledge of other cultures from Magazine C

6. UC in Pictures

   Table 8 showed the percentages and numbers of pictures related to the five main cultural categories in the three magazines. As can be seen in Table 8, different from the reading texts, most of the pictures presented in the three English learning magazines were not related to specific culture but culture-general knowledge, which stood about 37.69% in total. The high percentage of UC might be due to the large proportion of reading texts related to UC. In addition, some pictures did not match the cultural content mentioned in the articles.

Table 8.

The Percentages of Cultural Categories in Pictures from the 3 Magazines

	SC	TC	IC	ICI	UC
Magazine A	11%	34%	33%	0%	32%
	(22/204)	(70/204)	(68/204)	(0/204)	(65/204)
Magazine B	4%	31%	34%	0%	40%
	(8/189)	(59/189)	(65/189)	(0/189)	(76/189)
Magazine C	6%	31%	29%	0%	41%
	(11/188)	(59/188)	(55/188)	(0/188)	(78/188)
Total	7.92%	32.36%	32.36%	0%	37.69%
	(41/581)	(188/581)	(188/581)	(0/581)	(219/581)

For example, in Figure 15, the main text illustrated the custom of graduating from high schools in the target culture. However, the picture in this article did not show the practices, products, or the communities in such context. The picture showed only the general sign of graduation, instead of the special tradition of graduation in the U.S. From this example, it was implied that some culture-specific articles did not provide pictures that matched the cultural content mentioned in the text.

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Figure 15. An example of picture as decoration from Magazine B

The result of UC was similar to Hsu's (2018) examination of textbooks, which UC predominated the pictures. Yet, in Hsu's study, not only the pictures but also the reading texts were predominated by UC, which over half of the articles were not about knowledge specific to a particular culture. For the three English learning magazines, even though 1/3 of the pictures were related to UC, the rest of the pictures (about 60%) were still culture-specific. Also, the source of cultural contents was plentiful in reading texts. Therefore, by using the English learning magazines, learners would still be exposed to more cultural contents in both reading texts as well as the pictures that textbooks might lack.

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7.   <u>IC and TC in Pictures</u>

The percentages of IC (32.36%) and TC (32.36%) were found to be only a little lower than that of UC (37.69%). While UC stood about 40% of the cultural contents, the percentage of TC and IC together was more than 60%. This meant that actually pictures related to IC and TC were also widely shown in the magazines and that some UC articles might have IC or TC elements as well. For example, one UC article from Magazine C about sandwiches included pictures of sandwiches from TC (see Figure 16). So, learners also have opportunities to engage in TC contents through pictures within UC articles.

Figure 16. An example of UC article with pictures of TC and IC from Magazine C

Compared to the results from Hsu's study (2018), where the pictures in the textbooks were predominated by UC and only few pictures presented other categories, the English learning magazines could lead learners to acknowledge a variety of cultures through the pictures.

8. Comparison and Contrast of IC and TC in Reading Text and Pictures

If we compare the results of cultural categories in reading texts and pictures, we would find that the percentage of TC (39.76%) was higher than that of IC (38.90%) in reading texts. For pictures, the percentages of these two categories were equal (both 32.36%). This might imply that the pictures displayed in TC articles did not match the cultural contents in reading texts. Most of the time, it might be because the picture had no direct connection to the articles or the communities and individuals in the pictures were not clear of their nationality. For example, the picture in Figure 17 from Magazine B though demonstrated the scenario of the art festival, the people in the picture were not sure of their nationality. Thus, the pictures might not be categorized under a specific cultural category.

Figure 17. An example of people in the picture were unclear of their nationality from Magazine B

We can see that the picture only portrayed the name of the cultural persons and products instead of the real picture of the individuals and institutions. Such picture might not be able to give learners deeper cultural information. It was like what Hsiao mentioned in her study (2010) that picture was one of the most common and significant forms used in magazines to show culture-related contents like celebrities. Thus, without direct relation to the cultural contents in the reading texts, the pictures were like decorations, losing the real functions of helping learners to raise cultural awareness.

9. SC in Reading Text and Pictures

Compared to UC, TC, and IC, SC only occupied 7.92% of the pictures in total. Similar to the situation of TC, the pictures might not correspond to the SC content in reading texts.

Table 9.

The Percentages of Main Cultural Categories in Text and Picture from the 3 Magazines

	SC		TC		IC		ICI		UC	
	Text	Picture	Text	Picture	Text	Picture	Text	Picture	Text	Picture
Magazine A	14% (29/204)	11% (22/204)	39% (80/204)	34% (70/204)	38% (77/204)	33% (68/204)	25% (52/204)	0% (0/204)	35% (72/204)	32% (65/204)
Magazine B	5% (10/189)	4% (8/189)	35% (67/189)	31% (59/189)	43% (81/189)	34% (65/189)	47% (88/189)	0% (0/189)	41% (77/189)	40% (76/189)
Magazine C	13% (25/188)	6% (11/188)	45% (84/188)	31% (59/188)	36% (68/188)	29% (55/188)	21% (39/188)	0% (0/188)	49% (92/188)	41% (78/188)
Total	11.02% (64/581)	7.92% (41/581)	39.76% (231/581)	32.36% (188/581)	38.90% (226/581)	32.36% (188/581)	30.81% (179/581)	0% (0/581)	41.65% (242/581)	37.69% (219/581)

The minority of SC was found both in textbooks and English learning magazines. Yet, as been found, high school level textbooks were predominated by UC that SC, TC, and ICI together accounted only for about one third of the textbook contents (Hsu, 2018). Therefore, learners could be exposed to different local culture issues as well as plentiful of intercultural events that were not written in the textbooks.

10. ICI in Pictures

While SC contents had the least percentage in reading text, no picture in the three magazines engaged learners in ICI. This might suggest that the pictures were mainly to give learners visual aids regarding the cultural types mentioned in the reading texts instead of providing thoughtful intercultural interaction and personal reflection. Like the pictures in Figure 18 and 19, all the three magazines only showed the pictures or pictures with captions alongside the passages. There would not be any ICI activities attached to the pictures. Thus, learners could not engage in ICI through pictures.

Figure 18. An example of pictures as visual aids from Magazine A and Magazine B

Figure 19. An example of pictures as visual aids from Magazine C

When looking at the results in Hsu's study (2018), surprisingly, picture was a more common way of engaging learners in cultural reflections. It might be because that pictures usually did not stand alone in the textbooks. That is, pictures would be displayed along with some follow-up questions for learners to think deeper about the meaning behind the pictures. When pictures and intercultural activities were shown together in the teaching materials, learners could go further to think about the underlying cultural perspectives.

11. <u>Comparison and Contrast of Cultural Categories in the Three Magazines</u>

A closer look into the three English learning magazines, the percentages of pictures in each category, except ICI, from Magazine A (picture: TC: 34% > IC: 33% > UC: 32% > SC: 11%; text: TC: 39% > IC: 38% > UC: 35% > SC: 14%) and Magazine C (picture: UC: 41% > TC: 31% > IC: 29% > SC: 6%; text: UC: 39% > TC: 38% > IC: 35% > SC: 14%) correlated with the reading texts. ICI was not listed in this

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section for no pictures of ICI in the magazines were found. The high correlation of reading texts and pictures indicated that the pictures might have been carefully chosen to correspond with the readings. Take the text and picture in Figure 20 as an example. We can see that on the upper left of this figure, there was a picture of an advertisement. In fact, this advertisement matched with the texts in the third paragraph about Taiwan's public service advertisement. What's more, under the picture, there was information of the advertisement, which gave learners another cultural input.
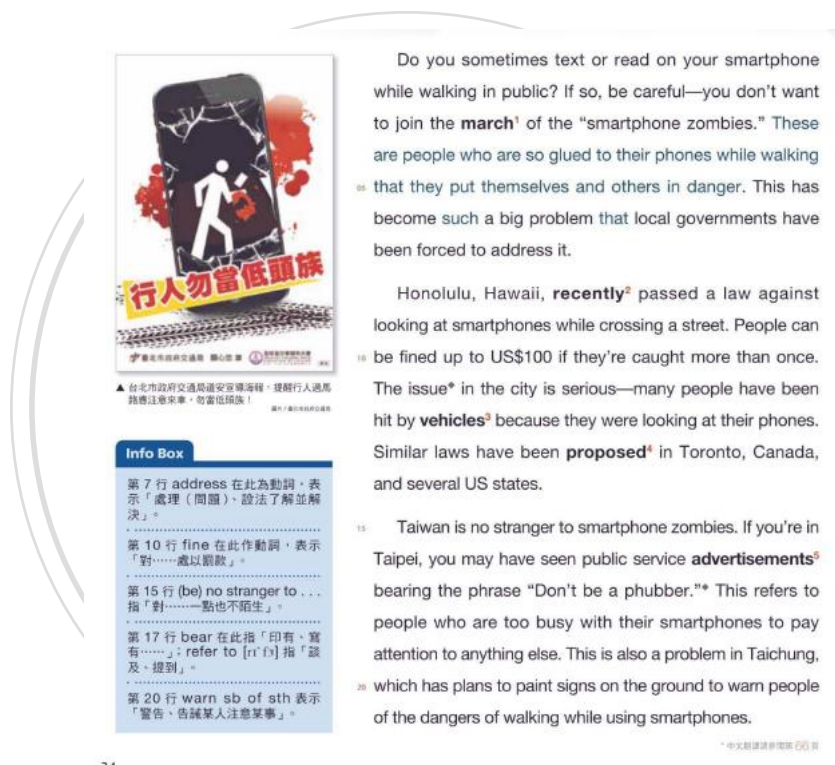
Figure 20. An example of correlation between reading text and picture from Magazine C

Figure 21 is an example of how pictures in Magazine A matched the cultural contents in the reading texts. In this figure, the pictures on the right vividly illustrated the cultural product mentioned in the texts—Tombili statue. This indicated that pictures that corresponded with the reading would possibly develop learners' deeper understanding of a particular cultural content.

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Tombili, a **chubby**[1] cat from Istanbul, Turkey, is an **Internet meme**[2]. She was recently honored with a **memorial**[3] statue.

Tombili is actually a Turkish word used for fatter pets. The animal had been well known by **residents**[4] of Ziverbey, a neighborhood in Istanbul, for a while. However, she became famous around the world in early 2016. A humorous photo of her sitting and **reclining**[5] like a human was widely shared on social media.

Tombili passed away from a disease in August 2016. In response, 17,000 people signed a **petition**[6] to honor the cat. The petition reached a local artist, who then made a **bronze**[7] statue of the cat's famous pose. The statue was **shown off**[8] on October 4, which is World Animal Day. The **deputy**[9] mayor even gave a speech thanking all the people who made the memorial possible.

It's not unusual for Istanbul to show such love to a cat. The city is actually home to hundreds of **stray**[10] cats, all of which are looked after by locals.

Reading Comprehension

1. What is this article mostly about?
   (A) An artist who makes statues of cats.
   (B) How to take care of stray cats.
   (C) Examples of famous animals.
   (D) A famous cat from Istanbul.

2. Why did Tombili become popular on the

Figure 21. An example of correlation between reading text and picture from Magazine A

On the other hand, the pictures from Magazine B (picture: UC: 40% > IC: 34% > TC: 31% > SC: 4%; text: IC: 43% > UC: 41% > TC: 35% > SC: 5%) did not seem to correlate with the reading texts. As mentioned earlier (see Figure 15), sometimes the picture might not directly connect to the cultures in the articles. Other times, the communities and individuals in the pictures were not clear of their nationalities. Pictures that do not resemble the cultural contents in the reading texts would fail to help learners adopt further understanding of culture knowledge.

Summary

The results of the content analysis revealed that the three English learning magazines demonstrated diverse cultures. In general, rich TC and IC contents were exposed to learners in the reading texts, but SC contents stayed as a minority. Most of the pictures were labeled as UC for the pictures did not relate to the content mentioned

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or the people in the pictures were not clear of their nationality. In terms of the

differences of the magazines, the three had different advantages and disadvantages.

Magazine A had a more balanced distribution of cultural categories. Magazine B had

more chances to expose learners to ICI. Magazine C used pictures that gave extra

information on different cultures in UC articles.

Research Question 3

What might be the hidden curriculum behind the use of these three English

learning magazines?

To explore the third research question, content analysis approach was adopted to

analyze each magazine of the hidden attitude, value, or expectation from cultural

perspectives. The hidden curriculum refers to lessons learned but carried out

unintentionally (Apple & Christian-Smith, 1991) by each English learning magazines.

Namely, values, norms, and attitudes would be shaped unconsciously during the

process of studying the English learning magazines and in turn influence students'

behaviors and social expectation. The hidden curriculum conveyed through reading

texts, discussion questions, or pictures from the magazines are discussed.

After the content analysis of the three English learning magazines, it was found

that some hidden messages might be delivered to users of these series of magazines in

explicit or implicit ways. For Magazine A, art forms like literatures and movies were

mostly related to target culture, which might convey the idea that western movies or

literatures were better. Take volume 219 from this series of magazine as an example.

In one of the articles, while the texts were about the ordinary dream of becoming an

actor, the pictures in the article all depicted famous Hollywood movies including

Furious, *Avatar*, *Kung Fu Panda*, and *The Conjuring*. This might implicitly convey

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the idea that one who has a dream of becoming a famous actor or actress should learn from the stars in Hollywood. Another article in this volume illustrated the classic literature—*Charlie and the Chocolate Factory*. The exposure to classic works from the target culture might also unconsciously gave learners the impression that classic works usually were those from the target culture. Aside from the fact that art forms shown were frequently related to target culture, the pictures within culture-general articles were found to portray western people. For example, in volume 222, there was an article about the rise of YouTubers. The texts described the newly introduced career in general. Yet, the pictures alongside all demonstrated famous YouTubers from English-speaking countries. Similar to the article about actor dream, learners would unintentionally relate better YouTubers to people of target culture and that they should learn from them. In sum, the hidden curriculum of this magazine was that target culture prevails other cultures, which might lead learners to think English-speaking countries are superior to other countries so they should look up to people from target culture (Shin, Eslami, & Chen, 2011; Yuen, 2011).

The hidden message of inner-circle culture as superior to the outer-circle and expanding-circle culture was also discovered in Magazine B. Similar to Magazine A, stories of famous celebrities from English-speaking countries were introduced to the readers in each volume. Like in volume 681, the life story of the new spider man— Tom Holland was illustrated. In another article about a female actress—Daisy Ridley also demonstrated her brief but potential career as an actress. These two stories of how young people happened to have the chances to act on stage and became famous stars might implicitly lead learners to think that it is more likely to be noticed and become successful in the U.S. On the other hand, message of American dream was also explicitly delivered through this series of magazine. Articles labeled as American life were distributed in over half of the volumes. Like in volume 667, the article under the

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theme of American high school life depicted what an ordinary life of an American was like. Another article about extracurricular activities in American schools from volume 678 also gave the audience the impression that living in America was entertaining and wonderful. The explicit exposure to such message might lead learners to feel that life in America is bright. To conclude, this magazine had both implicit and explicit messages that conveyed the superiority of target culture.

In Magazine C, the message of white people being superior to other ethnic groups was also hidden throughout the volumes. Specifically, in culture-general articles, western characters were commonly seen. For example, in volume 196, the article illustrated the general idea of a left-handed life. However, the pictures of left-handers given in the article were Napoleon, Darwin, Bill Gates, Obama, and Lady Gaga. Most of these celebrities were white people, which might unconsciously lead learners to believe that white people had higher level of social status. Other than the hidden message related to ethnicity, stereotypes of some countries were also unintentionally delivered through international news in Magazine C. Events such as strike in Venezuela (volume 198), corruption of South Korea government (volume 189), and terrorists attacks in Russia (volume 194) were found. The selection of negative news might unconsciously perpetuate stereotypes of some particular countries among learners, which would lead learners to hold negative attitude toward the abovementioned countries (Ndura, 2004). Besides these two hidden messages, social expectation of the interactions with one another was another hidden curriculum in this magazine. This phenomenon was identified in the discussion questions, where there were sample responses as references. When encountering these sample responses, learners might unconsciously think that they were expected to answer the questions in certain ways. In the following example, the discussion question and the yes and no

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sample sentences extracted from the article about the city—Montreal (in volume 198) were shown:

Is Montreal one of the top 10 places you'd like to visit?

Yes, I'd like to go there because…

No, I think that…

It is true that the yes or no sample responses could scaffold learners to answer the discussion questions. But with the sample responses given, learners were likely to use them in the process of communication. It was due to the social expectation that when communicating with others, a certain set of procedure or rule should be followed based on the interlocutor's background. Yet, for intercultural communication, there are no certain rules being set. Instead, meaning negotiation of intercultural interaction should take place within a real communicative context where real information is exchanged (Richard, 2005, p.15). Therefore, more meaning negotiation activities like information gap or group story building that engage learners in a process which they could freely express their ideas should be provided. In addition, based on the difficulty of the materials and the level of the students, which are at around intermediate level, learners should be capable of answering more than yes or no questions. Thus, learners should also be provided with multiple choices of answers and the opportunities to answer in open-ended ways. In brief, this magazine still put emphasis on target culture and seemed to neglect the fact that English is a world language. Additionally, stereotypes of some countries were conveyed through news and that the social expectation of behaviors might have dominated how learners should answer the discussion questions. These hidden curriculums might affect learners' attitude toward other cultures and their own culture.

Summary

It seemed that all the three magazines conveyed one common hidden curriculum, which was western countries or target cultures are superior to other cultures. Therefore, learners might look up to target culture and look down upon other cultures. In addition, learners might be inculcated the stereotypes of particular countries around the world and expectations of how to make responses to questions are unintentionally delivered through Magazine C.

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CHAPTER 5

IMPLICATION AND CONCLUSION

In this chapter, an overview of the findings will first be presented. Then, the pedagogical implications based on the study and the limitations, suggestions for material design, and directions for future study will also be indicated.

Overview

The purpose of the research was to investigate how the cultural contents were presented in the English learning magazines for Taiwanese learners, and then to explore the hidden curriculum that they might deliver. The method of content analysis was applied based on two analytical frameworks, *the Five Dimensions of Culture* (Moran, 2001)*, and *the Main Categories of Culture* (Chao, 2011), to identify the cultural contents conveyed through the main texts and pictures in the magazines.

The results showed that the three English learning magazines all included various cultural elements. For cultural dimensions, the introduction of popular products, practices, perspectives and famous persons of a particular culture were frequently seen in the texts. Specifically, we would see that cultural perspectives were often delivered through the use of cultural products and cultural practices. In addition, since cultural communities and persons both referred to people of a culture, they stood a big proportion of the cultural dimensions. On the other hand, most of the pictures were found to show tangible cultural things like cultural creations and people, since it was visible forms of culture that could be captured in pictures.

As for cultural categories, though universality across culture accounted for a big proportion of the cultural categories, target culture, international culture, and intercultural interaction were also widely distributed in the texts. In addition, other types of cultures could also be found in universality across culture articles. Yet, little

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source culture was discovered in the texts. While reading texts exposed learners to a variety of cultures, sometimes the cultures mentioned might not be aided by visual images. That is, the images might have no direct connections with the specific culture, or the objects and people in the pictures were not clear of their nationality.

Each magazine might implicitly or explicitly imply some hidden messages. For Magazine A, it was found that target culture was somehow implicitly promoted as better than other culture. The literature or movies introduced in this magazine tended to be related to target culture. What's more, pictures in culture-general articles also had the tendency to show western people. These two factors are likely to lead learners to unconsciously think that target culture outperforms other cultures. Similar to Magazine A, Magazine B also attempted to set English-speaking countries as the higher level culture. The magazine not only presented many life stories of celebrities from English-speaking countries but also had an article specifically about the life in America in over half of the volumes. In this way, the American dream was explicitly exposed to learners. Thus, learners might have the misconception that being native speakers were privileged. Similar to Magazine A, Magazine C also implicitly praised western culture by including pictures depicting western people in several articles under universality across culture category. Besides this, the magazine revisited the stereotypes of some countries by selecting negative international news. These selections might unconsciously perpetuate the stereotypes of some particular countries among learners. Another hidden ideology lay in the implicit message carried out by the design of discussion questions. Specifically, learners were provided with one or two sample sentences instead of open-ended responses and opportunities to engage in real information exchange. Learners might thus be expected to interact in specific ways rather than going through a process of meaning negotiation during intercultural interaction.

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In sum, while there were various cultural dimensions and cultural categories presented in the three English learning magazines, each magazine had different emphasis on different parts of the magazines. In addition, there existed some hidden curriculum in each magazine. In order for learners to effectively use the magazines, the following pedagogical implications should be taken into consideration.

Implications

According to some researchers (Byram, 1989, Davcheva et al., 2003), the teaching materials used by teachers might have a great impact on what cultural perspectives were taught. Furthermore, the intercultural contents included would affect learners' attitudes toward their own culture and other people's culture (Ndura, 2004). Therefore, the selection of the textbooks as well as supplemental materials should be carefully made.

Regarding the three English learning magazines under investigation in the present study, teachers' selection would concern the different foci of features and cultural types of each magazine. Among the three, the use of Magazine A might expose learners to the most cultural contents both in reading texts and pictures. The presentation of cultural dimensions regarding the texts in Magazine A struck a balance, which would help learners to have comprehensive understanding of different aspects of cultures as well as raise their cultural awareness. In addition, this magazine provided clear explanation for most of the pictures, which would help learners to pick up knowledge hidden behind the pictures. However, fewer intercultural interaction activities were found in this magazine. Under this circumstance, learners could have a lot of intercultural inputs, but they might not know how to apply them in the real world situations. So, while the abundant intercultural contents in this magazine could improve learners' understanding of different culture, teachers should prepare extra

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intercultural interaction activities to further help learners put the knowledge into real world usage.

For Magazine B, more intercultural interaction related discussion questions were provided. That is, learners might have more opportunities to reflect between other cultures and their own culture by using this magazine. In turn, learners' positive attitudes and respect toward other cultures would be aroused. Yet, this series of magazine had the least source culture contents. This phenomenon could possibly make local learners despise their own culture or feel inferior to other countries. Thus, when using the magazine, teachers would need to pay attention to whether the source culture information would lead to learners' favor of target culture or other cultures and provide learners additional source culture resources. In addition, the intercultural interaction activities could be extended to thoughtful intercultural interactions so as to help learners' deal with further challenges in the intercultural contexts.

As for Magazine C, the pictures acted as a significant role in the magazine. In this magazine, pictures not only corresponded with the cultural contents in the reading texts but also provided learners with extra cultural inputs in culture-general articles. Teachers could make use of the pictures not only as sources of intercultural insights but also as the sources to engage learners in deeper intercultural interactions. Nevertheless, when using this series of magazine, teachers should not neglect the promotion of target culture, the stereotypes in the negative international news, and the hidden curriculum delivered through the design of discussion questions. The widely distributed target culture contents and hidden messages would consciously or unconsciously affect learners' attitudes, beliefs, and behaviors. In other words, learners might regard target culture as superior to other cultures, link some cultures with particular stereotypes, and believe that they were expected to interact in certain ways in intercultural interaction. In order to help learners to have positive attitudes

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toward different cultures, teachers could actively give learners supplemental insights from other cultures and allow learners to express ideas freely when using this series of magazine. In this way, learners would not be limited in the narrow presentation of cultural contents in the magazine but be open-minded.

In sum, the use of different series of magazines might supplement the different deficiency of the cultural contents in textbooks. Yet, some disadvantages of each magazine should be acknowledged and further be supported with other instruments.

<u>Suggestions for Material Design</u>

To arouse learners' cultural awareness, the present study provided the following suggestions for material designers. First, designers should be careful with the selection of pictures. The three English learning magazines all were discovered to have more universality across culture content in the pictures. This means that the pictures selected could not correlate with the cultural contents in the reading texts. Therefore, the pictures should be selected based on the cultural elements consisted in the main texts. In addition, more explanation on the pictures could be provided for learners to understand the meaning behind the images.

Second, the designers could consider the balanced distribution of cultures. In general, three magazines all were found to have little presentation of source culture contents. Thus, more source culture related contents could be integrated in the magazines to help learners to know about their own culture and to understand the differences between local culture and other cultures. In addition to the common phenomenon of lacking source culture, each magazine might also support target culture in different ways. For Magazine A, there was the tendency of using pictures depicting only western people in culture-general articles. To have a neutral presentation of culture, the designers could think about using pictures with people of

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different ethnicity. In addition, the extensive introduction of western literatures or movies could occasionally be replaced by art forms collected from other cultures. Though Magazine A had a much balanced distribution of different cultures, the implicit promotion of target culture still exists in pictures and description of art forms. Similar to Magazine A, Magazine C was apt to use pictures of western people in culture-general articles. It is suggested that more impartial pictures like images of people with different nationalities be adopted. As for Magazine B, the theme of American lifestyle could be switched to other types of lifestyles from time to time. By doing so, learners would have the chances to come across other cultural practices. Additionally, the extensive introduction of western celebrities could at times be substituted by other popular stars around the world. Since the emphasis of a certain categories of culture could lead to learners' bias toward that culture and their own culture, magazine designers could take the suggestions into consideration to balance the proportion of different types of cultures.

Third, designers could try to combine more thoughtful intercultural interactions such as role play or problem-solving in the articles to help learners develop proper intercultural competence. That is, besides personal reflection upon the cultural contents, designers could also create activities like role play and problem-solving to further encourage learners consciously reflect the differences and similarities of target/intercultural culture and local culture.

Limitations of the Study

The major limitation of the present study is the small scope of examination. In other words, the results of the study could be specific to the three magazines published in 2017. However, since the study conducted thorough content analysis on the 12 consecutive volumes from each series of magazine, the results revealed above could

still achieve the understanding of the distribution of cultural contents and how the contents might affect learners' attitude through the use of English learning magazines.

Direction for Future Research

Based on the findings of the present study, some directions for future studies are proposed. First, the study collected only 12 volumes from each series of magazines from the year 2017. It is possible that the presentation of cultural contents in volumes from a particular year might be different from that of another year. Future research can evaluate volumes from different years, which could extract comprehensive view of how the three magazines incorporate cultural contents. Second, the current study only presented the researcher's view on the potential outcomes of learners using the magazines. To understand the role of English learning magazines on learners' intercultural competence, learners' voice as well as teachers' voice could be included. Third, since nowadays English learning magazines are widely used among high schools in Taiwan, whether the cultural contents of the magazines correspond to the standards of culture in 12-year curriculum guideline could also be investigated.

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Five Dimensions of Culture

Dimensions	Definition	Elements	Examples
Products	The creations of members of the culture that range from tangible objects to more elaborate but perceptible constructions.	Artifacts Places, Institutions Art forms.	Lucerne's 14th Chapel Bridge feature 17th century paintings on ceiling panels, which show scenes from the city's history.
Practices	Comprise the full range of actions and interactions that members of the culture carry out, individually or with others.	Operations Acts Scenarios Lives.	Prom, short for promenade, is a formal dance held by a high school before graduation.
Perspectives	Represent a culture's view of the world that underlie the products and guide the practices of the culture.	Perspectives Beliefs Values Attitudes	Macron's win is significant as a French rejection of the European right-wing populism that led to Brexit in the United Kingdom.
Communities	Include the specific social contexts, circumstances, and groups in which members carry out cultural practices.	National Coexistent Relationships	This week many quilt fans are gathering in Tokyo, Japan, for the International Great Quilt Festival.
Persons	Refer to individual members who embody the culture and its communities in unique ways.	Identity Life history	At the tender age of 10, Emma Watson began enchanting audiences in her role as a certain student witch. …

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APPENDIX B.

Main categories of culture

Cultural Categories	Explanations
Source culture (SC)	Taiwan
Target culture (TC)	English-speaking countries including US, UK, Canada, Australia, New Zealand, and Ireland
International culture (IC)	Cultures of all countries in the world excluding Taiwan and the English-speaking countries
Intercultural interaction (ICI)	Activities such as problem-solving and role play that could help learners to compare, reflect on the differences and similarities between cultures
Universality across culture (UC)	General knowledge that is not specific to any particular culture or country

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