

# Contents

序言	孙有中	v
<b>PREFACE</b>		<b>ix</b>
<b>1 Representations of the World</b>		<b>1</b>
Introduction		1
Representations of the World: A Focus on Knowledge		2
The Concept of Representation		5
English, German, French, Spanish, Danish and Esperanto		6
Textbooks and Other Learning Materials in the Teaching Process		10
Five Theoretical Approaches or Readings		11
Main Questions		13
Textbook Analysis: A Form of Critical Discourse Analysis		14
The Role of Publishers		16
Textbook Research Across Subjects		17
The Selection of Textbooks for This Study		18
The Danish Education System		21
Denmark in the World and the World in Denmark		23
Overview of This Book		25
<b>2 Culture in Textbook Analyses Around the World</b>		<b>26</b>
Introduction		26
Methodologies		27
Thematic Categories		30
Which Parts of the World? The Geopolitical Context		33
The Textbook Genre and Cultural Politics		34
The Survey Corpus		36
Textbook Analyses: English		36
Comments on the Analyses Related to English		44
Textbook Analyses: German		46

Comments on the Analyses Related to German	51
Textbook Analyses: French	52
Comments on the Analyses Related to French	58
Textbook Analyses: Spanish	58
Comments on the Analyses Related to Spanish	62
Textbook Analyses: Danish	63
Comments on the Analysis Related to Danish	64
Conclusion	65
<b>3 National Studies</b>	<b>67</b>
Introduction	67
National Studies	68
National Studies in Language and Culture Pedagogy	70
Analytical Questions in Relation to a National Studies Reading	73
English: <i>A Piece of Cake</i>	74
German: <i>Du bist dran</i>	101
Conclusion	114
<b>4 Citizenship Education Studies</b>	<b>116</b>
Introduction	116
Citizenship Education Studies	116
Citizenship Education Studies in Language and Culture Pedagogy	118
Analytical Questions in Relation to a Citizenship Education	
Studies Reading	120
English: <i>A Piece of Cake</i>	121
Danish: <i>Puls</i>	130
Conclusion	140
<b>5 Cultural Studies</b>	<b>143</b>
Introduction	143
Cultural Studies	144
Cultural Studies in Language and Culture Pedagogy	145
Culture in Language: Linguaculture	147
Analytical Questions in Relation to a Cultural Studies Reading	149

English: <i>A Piece of Cake</i>	151
French: <i>Français Formidable</i>	160
Conclusion	173
<b>6 Postcolonial Studies</b>	<b>175</b>
Introduction	175
Postcolonial Studies	175
Postcolonial Studies in Language and Culture Pedagogy	179
Analytical Questions in Relation to a Postcolonial Studies Reading	181
English: <i>A Piece of Cake</i>	182
Spanish: <i>Caminando</i>	192
Conclusion	203
<b>7 Transnational Studies</b>	<b>205</b>
Introduction	205
Transnational Studies	205
Transnational Studies in Language and Culture Pedagogy	208
Language in Culture: A Transnational View	209
Analytical Questions in Relation to a Transnational Studies Reading	211
English: <i>A Piece of Cake</i>	211
Esperanto: <i>Vojaĝo en Esperanto-lando</i>	223
Conclusion	236
<b>8 Conclusion</b>	<b>238</b>
Representations of the World: Five Readings	238
Textbooks with Different Purposes	241
Knowledge and Knowledge Construction	242
The Visibility and Identity of the Author	243
Supplementary Materials	244
The Study Seen in Relation to the Survey Corpus	245
Researcher Reflexivity	246
Intercultural Competence: Which Directions?	246
The Language Textbook: A Dual Focus	248

<b>Appendix 1: Textbooks Selected</b>	<b>251</b>
<b>Appendix 2: Survey Corpus</b>	<b>252</b>
<b>References</b>	<b>256</b>
<b>Author Index</b>	<b>281</b>
<b>Subject Index</b>	<b>286</b>