

Accent variation in Finnish ELT materials

An analysis of the *Insights* and *On Track* series

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Tiivistelmä – Referat – Abstract <p>Tutkielma käsittelee englannin kielen roolia kansainvälisenä kommunikaation kielenä, lingua francana (ELF), ja sen ilmenemistä lukion pitkän (A1) englannin oppimateriaaleissa. Englanti on globaali kieli, jota puhutaan enemmän toisena ja vieraana kielenä kuin äidinkielenä. Tämän vuoksi on tärkeää, että oppilaat kuulevat myös muiden kuin englantia äidinkielenään puhuvien henkilöiden aksentteja ja heidän välisiään keskusteluja (ELF-tilanteita). Lisäksi englannin kansainvälistä roolia painotetaan vuoden 2015 opetussuunnitelmassa, joten sen tulisi näkyä opetusmateriaaleissa. Tutkielman tarkoitus on selvittää, mitä aksentteja opetusmateriaalien äänitteillä kuullaan ja millaisissa tilanteissa.</p> <p>Tutkielman aineistona ovat kolmen kurssin oppikirjat kahdesta englannin oppikirjasarjasta, Otavan julkaisemasta <i>Insights</i>-sarjasta sekä Sanoma Pro:n julkaisemasta <i>On Track</i>-sarjasta. Aineistoksi valikoituivat näiden kuuden kirjan tekstit sekä tehtävät ja niiden äänitteet. Tutkimus on luonteeltaan sekä kvalitatiivinen että kvantitatiivinen. Tutkimuksen ensimmäisessä osassa esitellään oppikirjojen sisältöanalyysi, jossa selvitetään, mitä aksentteja kirjojen äänitteillä voidaan odottaa kuultavan ja millaisissa konteksteissa. Toisessa osassa kuvataan äänitteiden aksenttianalyysi. Analyysissa tunnistettiin ja luokiteltiin äänitteillä kuultavat aksentit ja tilanteet, joissa niitä kuullaan. Aksentit kategorisoitiin Kachrun (1985) englannin käytön piirien mukaan sisä- ulko-, ja laajenevaan piiriin. Kategorisoinnin tulokset esitetään kvantitatiivisesti, mutta kontekstit, joissa aksentteja kuullaan analysoidaan kvalitatiivisesti.</p> <p>Tutkimuksen pohjalta voidaan todeta, että molemmissa sarjoissa sisäpiiriin kuuluvat aksentit ovat selkeässä enemmistössä ulko- ja laajenevaan piiriin kuuluviin aksentteihin nähden. Tämä osoittaa, että molemmat sarjat painottavat englantia äidinkielenään puhuvien henkilöiden aksentteja. ELF-tilanteita on molemmissa sarjoissa erittäin vähän ja kaikissa tilanteissa on sisäpiiriin kuuluva puhuja yhtenä osapuolena. Nämä tulokset osoittavat, että oppikirjat eivät täysin ota huomioon opetussuunnitelman korostamaa englannin kielen kansainvälistä roolia. Tämä lisää opettajien työmäärää, sillä heidän täytyy tuottaa lisämateriaaleja kursseille, mikä vie aikaa muulta opetukselta.</p>			
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1 Introduction

In recent decades there has been a significant shift in the role of English in the world. As it has widely spread around the globe, the amount of its users has grown massively and there are nowadays more users in outer and expanding circle countries than in inner circle countries (see Kachru, 1985). Due to this spread, English has established its position as a global language and as a lingua franca in the world. The role of English as an international language of communication can also be seen in Finland: it has had an impact both on working life and education. For example, the National Core Curriculum for upper secondary schools was renewed in 2015 and English is now the first foreign language to have its own section in the curriculum. It is even mentioned under the teaching goals of English that the important role of English as a global language of communication should be made clear to the students. As the emphasis on English is even greater in the new NCC than in the old, the significant role of English in the world is now officially recognised in the field of education in Finland. This has caused a change in Finnish schools both for English teachers and the materials used in teaching: the teachers are instructed to take the role of English into account in their work and the textbooks used have been remade to respond to the changes in the NCC.

One way of incorporating the role of English as a global language and as a lingua franca into textbooks used in Finnish schools is to include outer and expanding circle speakers into the audios of the texts and exercises of the textbooks, and to add English as a lingua franca (ELF) situations, i.e. situations in which at least two outer or expanding circle speakers are talking to each other or in which an inner circle speaker is talking to an outer or an expanding circle speaker. As most of the communication in English in the world occurs between outer and expanding circle speakers, the English textbooks would give a more realistic image of the role of English as an international language of communication by presenting ELF situations, as defined in chapter 2.2. The inclusion of the said situations would also increase the amount of outer and expanding circle accents in the audios and students would be exposed to a wider variety of English accents, hence aiding the students to become more tolerant of and familiar with outer and expanding circle accents of English.

In this thesis I examine the representation of the role of English as a global language and as a lingua franca in English textbooks used in Finnish upper secondary schools. The analysed series are *Insights* by Otava and *On Track* by Sanoma Pro, and are meant for A-level English students studying in upper secondary school. This analysis aims to find out how well outer and expanding circle varieties of English are represented in the textbooks and their audios. The aim is also to see whether there are any ELF situations in the textbooks. The research questions for my thesis are:

1. How do textbooks from the *Insights* and *On Track* series take into account the role of English as a lingua franca?
2. Which accents of English can be expected to be represented in the audios of the textbooks based on a preliminary content analysis?
3. Which varieties of English are represented in the audios of the textbooks and in what kinds of situations?

I begin with charting the role of English in the world: who owns the English language and what is its role in today's world. Chapter 2 also defines English as a lingua franca (ELF), looks into studies on textbooks made from an ELF perspective, and finishes with a brief look into the role of English in Finland and some previous studies made of English textbooks used in Finnish schools. Chapter 3 introduces the materials and methods used in this study and is followed by the presentation of the results of both the preliminary content analysis and the analysis of audio in chapter 4. The results of the analyses are discussed in chapter 5. Finally, chapter 6 concludes the thesis by summarising the study and giving suggestions for further research.

2 Background

In this chapter I chart the role of English both in today's world and in Finland. I also take a look at previous studies in the field of English textbook research and present the concept of English as a lingua franca.

2.1 English in the world

The spread of English began in the early 17th century from the British Isles, and the language has since evolved into different variations across the world (Mauranen, 2009). Some of the new varieties, such as Australian and North American English, have reached the status of native accents and are nowadays seen as being part of the “inner circle varieties”, and are quite generally considered to be “prestigious” accents. Other new varieties, on the other hand, have been adopted as a second language, e.g. in Africa, and are commonly referred to as “outer circle varieties” (Kachru, 1985), “New Englishes” or “World Englishes”. In addition, some varieties are classified as “expanding circle varieties” (Kachru, 1985), and they do not have an official or an otherwise established role, e.g. second language, in the countries where the varieties are used.

In recent years the spread of English has progressed even faster than before due to, for example, globalisation and the Internet. The Internet has enabled people with different first-language backgrounds from all over the world to connect with each other and English, having already been a language known widely across the globe, has established its role as the language of international communication, in other words, as a lingua franca. The role of English as a lingua franca is further explored in section 2.2.

As a result of the spread of English around the globe, only approximately 25 per cent of the users of English in the world are native speakers of the language (Crystal, 2003). This has raised the question of the ownership of English: who owns English and who can call themselves native speakers (NS) of English. NSs are usually those who speak the language as their mother tongue, establish the models of how to use English and enjoy acceptance as users of the language (Holliday, 2009). However, having an acceptance may not have anything to do with using English like a NS or actually being a NS, but more with how a person fits our perceptions of what we think a native

English speaker is like (Holliday, 2009). Hence, the division many make between a NS and NNS is for the most part ideological, and not based on linguistic competence. Still, native speakers are widely considered to be the ones living in inner circle countries, and the habit of following NS models is pervasive among NNS. For example, Llurda (2009) examined the attitudes of non-native English teachers towards English as spoken in international contexts and found that the NNS teachers felt pressure to learn to speak like a NS. In addition, the teachers were reluctant to introduce other varieties of English, or cultures in which English is used, to their students: they only wanted to expose their non-native students to the countries where English is spoken as the first language. However, English is no longer used only around its NSs, but most of its use occurs between NNSs, at least in the traditional way of thinking of NSs and NNSs.

The question of being a native speaker is closely related to that of the ownership of English. Rajagopalan (2004) explores the question of who owns English by looking at the concept of “World English” (WE) and its implications for English language teaching (ELT). He states that the idea that English belongs to everyone who speaks it has been steadily gaining ground, but there are still some who think English belongs to its native speakers. However, out of those who acknowledge the idea that there is such a thing as WE, Rajagopalan argues that not many understand that the full implications of admitting it are much more far reaching than they had imagined. Rajagopalan says that it might be that some of these implications are most likely to be felt in teaching in the future, but in 2004 people could only make guesses concerning the kind of changes that were in store for us. He concludes by suggesting that ELT is poised to undergo changes as native varieties of English give way to World Englishes. As can be seen from Rajagopalan’s study, there is a slow continuous shift in the ideology of the ownership of English: away from the idea that English is owned by its native speakers and towards the idea that English is owned by anyone who uses it.

Kachru (1985) created a way of representing the globalisation of English by dividing different Englishes into three concentric circles: the inner, the outer, and the expanding circle (see Figure 1). The circles are a representation of Englishes, showing the differences in the spread, the acquisition patterns, and the functional domains where English is used across cultures and languages. The inner circle refers to regions where

English is spoken as a primary language: the UK, Ireland, the USA, Canada, Australia and New Zealand. The countries belonging to the inner circle are referred to as “the traditional bases of English”, as the circle only includes native speaking countries (Kachru, 1985).

The middle one of the circles, the outer circle, includes countries to which English spread during the early expansion of English and where English has the status of an official or an otherwise important language. However, in these countries English is not the only official or primary language, but there is at least one other official or primary language. English is often an institutionalised variety in these regions, used in education and in legal contexts, and the people living in the country have different levels of competence when dealing with or in English. A few examples of countries belonging to the outer circle are India, Singapore, and Pakistan. Additionally, as in Aimonaho’s thesis (2016), South Africa is considered to belong to the outer circle in this study, based on its linguistic and political history, and its current linguistic richness.

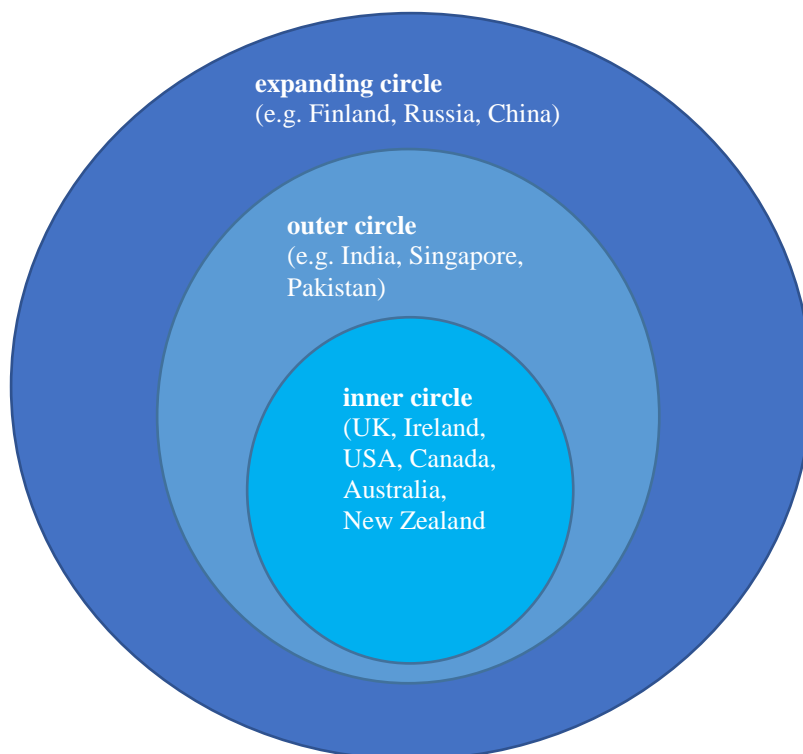


Figure 1. The three circles of English (adapted from Kachru 1985)

Lastly, the expanding circle illustrates the latest spread of English and the constant increase of its use in regions where it is not the primary nor an official language.

English has arrived to these countries as a result of its role as an international language, and because of globalisation. As mentioned earlier, the Internet has been a major enabler for English to spread so widely and rapidly around the world. In them, English is widely studied and both recognised and used as a lingua franca. As a result of globalisation, the expanding circle countries do not necessarily have a common history with each other or countries in the other circles, and they may also differ from each other in multiple different ways, as argued by Aimonaho (2016). Some examples of expanding circle countries are Finland, Russia, and China.

Even though Kachru's model is traditional and widely used, it also has its shortcomings. For example, it is not always easy to distinguish to which circle a country or an accent belongs to, as the outer circle and the expanding circle share some similar characteristics. Additionally, some outer circle speakers can identify themselves as native speakers of English. There are also countries in which the status of English can possibly change, either from an unofficial language to an official language, or vice versa, meaning that a country could move from one circle to another. Hence, countries can not be considered to be permanently part of a certain circle. Even Kachru (1985) himself was aware of the changing role and status of English in the world and stated that there is a need for new paradigms and perspectives for linguistic and pedagogical research and for understanding the linguistic creativity in multilingual situations across cultures. Nevertheless, Kachru's model is a valuable tool for researching the current role and status of English in the world because it presents English as a global language and focuses on the significance of the outer and the expanding circle. As my study aims to find out how well the global role of English is represented in upper secondary school textbooks by analysing accents in the audios of the books, Kachru's model is a useful tool for categorising accents in this analysis as well.

2.2 English as a lingua franca

As my study aims to see whether outer and inner circle accents appear in English as a lingua franca (ELF) situations, which would give the students an idea that English is used as a global language of communication between people who have different mother tongues, it is important to define the term. ELF is a relatively new term and area of study in the field of applied linguistics research. One of the first definitions was

presented by Firth (1996): “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication”. Since then, the concept has been redefined by several researchers. House (1999) wrote that “ELF interactions are defined as interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue”, and later Seidlhofer (2011) described ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”. More recent definitions have been introduced by, for example, Jenkins and Mauranen. Jenkins (2015) suggested the concept of English as a *Multilingua Franca* referring to multilingual communicative settings in which English is known to everyone present, and therefore always potentially ‘in the mix’, but may not actually be used at all. Mauranen (2017: 8), on the other hand, defined ELF as a contact language between speakers or speaker groups when at least one of them uses it as a second language.

As can be seen from these previous studies, there are many different and contradicting definitions of ELF, and they have evolved during the years. Perhaps the most significant change has been the inclusion of native English speakers into ELF situations (e.g. Mauranen’s 2017 definition). As mentioned above, only approximately 25 per cent of the users of English in the world are native speakers of the language (Crystal, 2003), and hence most ELF situations take place among non-native speakers of English. Based on the amount of non-native speakers of English in the world and the above mentioned definitions of ELF, in this study I will count *lingua franca* situations to be interaction between two or more non-native speakers of English, as well as interaction where there is at least one non-native speaker of English with native speakers of English: even pair conversations are included by applying Mauranen’s (2017) definition.

The change of English into a global language used by more non-native than native speakers has generated an interest towards studying which accents of English are introduced and taught to learners around the world. Matsuda (2002) explored the representation of English users and uses in Japanese EFL textbooks for seventh graders. Her analysis of the nationality of the main characters and the contexts and types of English use featured in the chapters suggested that the textbooks tended to

emphasize the inner circle Englishes both in intranational and international use. She also found that the representation of users and uses in other contexts, particularly of those in the outer circle, was much more limited despite the growing recognition of the spread of English and the increased use of English outside of the inner circle.

Yuen (2011) did a case study of foreign cultures, meaning the cultures of the countries in which English is not the (only) primary language or does not have an official or an otherwise important status, represented in two English language textbooks used by Hong Kong secondary schools. The study aimed to investigate whether the representation of these cultures reflected the status of English as an international language. She categorized the references to foreign cultures into four aspects (products, practices, perspectives, and persons), counted them, and found that overall the representation favoured the cultures of English-speaking countries, which has been the result in other studies as well. The cultures of Africa and Asia were underrepresented and appeared less frequently. In addition, the content on foreign cultures in textbooks was fragmented and stereotypical. As a conclusion, she stated that the imbalance in the selection of material on foreign cultures needs to be redressed by authors and publishers, but it should be noted that they are not the only parties that have the power to manipulate the discourse of textbooks since the publication of textbooks is largely driven by the market.

2.3 English in Finland

In this section I chart the role of English in Finnish schools and attitudes people have towards English. First, I present studies exploring the attitudes Finnish students and teachers have towards English. Then I explored what the 2015 Finnish National Core Curriculum states about English studies in upper secondary schools, and how the curriculum affects the textbooks made according to its requirements.

2.3.1 English in schools

Out of all foreign languages taught in Finnish schools, English is undoubtedly the most popular one: the majority of Finnish students take English as their first foreign language. In addition, even if English is not the first foreign language of a student, it is usually started as the second or third language later during school, either in the fifth or the seventh grade. As English is such a popular subject among students, it has

created an interest towards the attitudes both students and teachers in schools have towards English.

Ranta (2010) conducted a study by surveying 108 students and 34 non-native teachers of English in Finnish upper secondary schools on their views regarding the teaching targets and practical goals underpinning their use of English inside and outside school. The results suggested that Finnish students and teachers were aware of the role of English as a lingua franca in the world and generally welcomed diversity. In addition, the informants did not show a strong preference for native varieties of English. However, she also found that, simultaneously, Standard English models and goals appeared to surround the English used in schools, as reflected in the matriculation examinations which terminate upper secondary education.

Koskela (2017) conducted a more recent study which explored Finnish university students' English language preference, and their perceptions on the use of English as a global lingua franca. She surveyed 358 Finnish (English-major) university students to investigate which English variety they prefer to learn, and the reasons for their preference. She found out that the British English variant was preferred by most of the students due to its perceived notion of aesthetic and 'cultured' features, and the students' familiarity with the variety as a pedagogical model. In addition, even though most of the informants believed that a native accent should not be required of a non-native speaker of English, they still wished to acquire a native accent themselves. Hence, it was seen from the results that the standard language ideology tradition still affects language attitude/preference among students. Koskela's results present a challenge for language educators, as they have to come up with ways to create an unbiased and genuine appreciation for the English language and its diversity in their language classrooms.

2.3.2 English in the National Core Curriculum

The National Core Curriculum (NCC) for upper secondary schools in Finland was renewed in 2015 and first came to use in August 2016 for those students who started their first year in an upper secondary school. After that the initialization has proceeded one class at a time (Opetushallitus, <http://www.oph.fi>). Compared to the previous curriculum, the biggest change regarding foreign language teaching is that English

now has its own section, while in the old curriculum it was grouped together with most of the other foreign languages under one heading. Also, for the first time, the curriculum states under the objectives of teaching English, that “the student understands the significance and role of English as the language of international communication”. Other instruction objectives for English in the new NCC (Opetushallitus, 2015) are that the student:

- 1) develops as a user of English and an actor in the culturally diverse world in local, European, and global communities
- 2) is able to assess the sufficiency of his or her proficiency from the viewpoint of further studies
- 3) is able to plan his or her language studies for his or her future needs from the perspectives of working life and internationalisation
- 4) gathers experiences of reading, interpreting, and discussing more extensive texts in English
- 5) is able to relate his or her competence with the B2.1 of the Evolving Language Proficiency Scale, assess the development of his or her knowledge and skills, and further develop these.

The NCC also has brief descriptions of individual English courses, and as my thesis focuses on analysing the textbooks meant for courses four, five and six, the descriptions of these courses are briefly introduced. The general guideline for the said courses is to emphasise the role of the language as a tool for acquiring, summarising, and sharing information, and each course should also give space for dealing with current and local issues that can be agreed upon together. In addition, both oral and written interaction are practiced diversely, although the emphasis may vary by course. Lastly, cross-curricular education can be implemented on all courses.

The theme of course 4 is society and the surrounding world (ENA4). The course develops information acquisition skills and critical literacy, and active participating in English is practiced. During the course different social phenomena are studied and discussed, especially from the perspective of active citizenship, and the responsibilities and opportunities of individuals and communities, such as human rights issues and opportunities for influence in civil society, are considered.

Course 5 (ENA5) deals with science and the future. In the course, the skills of interpreting and producing texts are deepened, as well as the students' information acquisition skills by seeking information on different disciplines of science that the students are interested in. Also the ability to share one's own viewpoints based on

knowledge or opinions is practised. Different visions of the future are considered, particularly from the perspective of technology and digitalisation, as well as the position of English as an international language of science and technology. The themes of the course emerge from different fields of science.

The last compulsory English course is course 6 (ENA6), which is themed around education, working life and livelihood. The course deepens the student's understanding of language skills as an important ability in working life and as social capital. During the course different text types that the students will likely encounter in further studies or in working life are dealt with. In addition, further studies or career plans and working life are also considered in an international context. Some economic issues, both related to the life situation of a young person becoming independent and entering the labour market as well as wider economic phenomena, are also considered.

2.3.3 The effect of the National Core Curriculum on textbooks

As a result of the curriculum's renewal and the explicit mentioning of the important role of English in the world, the textbooks used for English language teaching in upper secondary schools have had to be brought up to date to coincide with the requirements of the new curriculum.

Previous studies in Finland have shown that a major part of the accents and cultures represented in the Finnish textbooks belong to the inner circle. Kopperoinen studied two upper secondary school English textbook series for the old curriculum, *Culture Café* and *In Touch*, to see whether they exposed students to non-native accents of English (Kopperoinen, 2011). She analysed the audios of the books and found that only one per cent of all the English accents in the first series were non-native accents belonging to the outer and expanding circles of English, and only three per cent in the second series: it could be said that the ELF perspective was not substantially present in the studied textbooks. In addition, the extracts of the non-native accents were very short and most of them European even though Finns, too, travel globally and also encounter many other accents e.g. on the Internet while chatting and playing games.

Mäkelä (2012) looked into the teaching of different accents of English in the textbook series *Smart Moves* for lower secondary schools. Her analysis was based on extralinguistic facts found in the textbooks, e.g. information of a speaker's region of

origin, and on linguistic analysis of the audio. She found out that the target accent, according to which the students are expected to learn to pronounce words, was Received Pronunciation (RP) as all of the instructions for pronunciation were given with phonemes used in RP. However it was not stated anywhere that this is the target accent of the series. She was able to identify speakers from 23 different countries, but in reality the main accents, i.e. the English accents associated with each of the countries explicitly mentioned, of those countries were not heard in the audiotapes: there were seven clearly identifiable inner circle accents, and 11 weaker versions of accents belonging to the outer and expanding circle. The rest of the accents were not identifiable at all, meaning that the extracts did not have enough features of a certain accent to be classified as that accent. The results indicated that the series tried to take into account the diversity of English speakers by including different accents in their audiotapes and giving information about them, but in reality not that many accents are actually heard in the audio and the accents of the speakers are not usually told to the learners, so they do not necessarily know which accent they are hearing. The reason why the percentage and diversity of non-native accent of English in Kopperoinen's and Mäkelä's studies was so small could be because the old curricula did not state the understanding of the role of English as a global language of communication as a learning objective, and hence did not require the books to present different varieties of English.

Pakkala (2015) made a follow-up study to the study of Kopperoinen (2011) and examined whether an English textbook series *Top* for lower secondary school exposed students to outer and expanding circle accents of English or not. She conducted an accent analysis of the audios of the books and found that altogether 80% of the accents in the books are inner circle accents, while 18% belong to the outer circle and 2% to the expanding circle according to the Kachruvian model. It can be seen from the results that, compared to the study of Kopperoinen, there is a substantial increase in outer and expanding circle accents in ELT textbook materials, and that lower secondary school students are indeed exposed to a wide variety of different accents of English. However, native accents are still heavily dominating the materials and Received Pronunciation is the most frequent accent, as in the study of Kopperoinen.

More recently, Aimonaho (2016) examined how the role of English as an international language shows in the Finnish context of teaching English. She analysed qualitatively the 2004 and the 2014 national core curricula for basic education and two textbook series, *Top* and *Spotlight*, updated for the new curriculum. She was able to conclude that English teaching in the old curriculum concentrated on the target cultures, that is, on the countries in which English is spoken as the main language, while the new curriculum emphasizes the global role of English. Also, the textbooks written according to the new curriculum had a stronger representation of the cultures of countries in which English is not the main language than in previous books. Still, most of the cultural references were from countries that have English as an official or as the primary language, and the books showcase their culture more than that of those countries where English is spoken as a second or foreign language. Aimonaho speculates that the reason why the books are not in line with the requirements of the new curriculum is that the writers of the books have interpreted differently the instructions given in the curriculum.

Päkkilä (2017) also looked into textbooks written according to the new curriculum for upper secondary schools, but her focus was on the updated textbook series *On Track*. Her aim was to study the role of English as a lingua franca in the aforementioned series and how the writers of the series took the position of English as a lingua franca into account in their work. She conducted the study by interviewing the authors of the books and examining the accents requested in the audio scripts. She was able to state that the authors considered English as a lingua franca to be an important part of the contents of the textbooks and that they felt that they had succeeded in incorporating it into the books. Nevertheless, based on the study of accents, it was clear that the requested English accents in the audio scripts followed the tradition of having native speakers of English as the majority of speakers. In addition, Päkkilä was able to determine that the authors instructed the voice actors recording the tapes to not to have a strong emphasis of features when speaking with an outer or an expanding circle accent.

Even though there are many studies concerning English as a lingua franca in English textbooks used in English language teaching in Finland, none of them have examined the new textbook series *Insights*, published by Otava, made for upper secondary

schools according to the new national core curriculum. My study aims to conduct an accent analysis of the aforementioned series from an ELF perspective, hence filling a gap in the field of textbook research, and to compare the results to another updated series for upper secondary school English teaching, *On Track*, published by Sanoma Pro, to see which one correlates better with the requirements of the new core curriculum. In the next section I introduce the materials of this study as well as the method of analysis.

3 Material and methods

3.1 Material

In this thesis I study two different upper secondary school textbook series: *Insights* by Otava and *On Track* by Sanoma Pro. Both of the series are for A-level English students, meaning that they are meant for students who began studying English as their first foreign language, usually in third grade. The books chosen are *Insights Course 4*, *Insights Course 5*, *Insights Course 6*, *On Track 4*, *On Track 5*, and *On Track 6*, which are the materials for the English courses four, five and six of the curriculum. I chose these materials for my thesis because they have been made after the release of the teaching objectives of the new NCC, and they have not yet been analysed to see whether or not they correlate with the requirements set by the NCC regarding English as a lingua franca.

In this study I focus on the main texts and exercises of the textbooks, and their audios. Usually, each chapter of a textbook has a longer text for reading, the main text, and exercises related to the text itself or e.g. the theme or vocabulary of the text. Very often the main text can also be listened to, and some of the exercises require listening or can be listened to for some other reason. The audios for grammar exercises are not included in the analysis, as the audios for the texts and exercises of the chapters provided a sufficient amount of data. The first three books of the *Insights* series were not chosen for this analysis because they were being examined for Saloheimo's (2018) study when this thesis was started, and the topics of the theses were very close to each other. To make the comparison between the *Insights* series and the *On Track* series possible, also the first three books from the *On Track* series were excluded from this study. In addition, the books for courses seven and eight were left out because they are meant for additional optional courses, and the three books from each series provide enough material for the needs of this analysis. Sample materials and access to the audios were received from the publishers.

3.2 Methods

The analysis of the materials was two-phased. First, a preliminary content analysis of the textbooks, based on indicators that suggested that an outer or an expanding circle accent could be expected to be present, was conducted to see which accents could be

expected to be heard in the audios. Second, the audios of the chapters, both texts and exercises, were listened to and the accents identified. A quantitative content analysis was used as a method in both analyses. Even though the main interest of my study are outer and expanding circle accents of English, also inner circle accents in the audios are identified in order to see the difference between the amounts of time native accents have compared to outer and expanding circle accents of English. In the following subchapters I describe the methods of analysis in more detail.

3.2.1 Preliminary analysis

A preliminary analysis of the main texts and the exercises of the textbooks was made to see which accents of English can be expected to be present in the audios of the books. The analysis was based on the context of the texts and exercises as well as on the characters in the texts and exercises. If there was no indication that an outer or an expanding circle accent could be expected, the prediction was that there would only be inner circle accents present in the audio. However, if a text or an exercise had one or more indicators that an outer or an expanding circle accent could be present, it was expected that an accent belonging to either of those circles would be heard in the audio. These aforementioned predictors for the presence of an outer or an expanding circle accent were an explicit mentioning of a character being from an outer or an expanding circle country, a text or an exercise setting in an outer or an expanding circle country or in a lingua franca situation, and a character's name. It is natural to make an association between typical names in inner circle countries and accents belonging to the inner circle, and because of this association the names of the characters were chosen as an indicator: if an unusual name for inner circle countries was encountered in a book, it could be expected that an outer or an expanding circle accent would be heard in the audio. There were many predictors of outer and expanding circle accents in the books, and next I will describe the process of analysis, and the reasons inner or outer and expanding circle accents were expected to occur or not occur, in more detail.

First, perhaps the clearest indicator that suggested an outer or an expanding circle accent to be present in the audio was an explicit statement of a character being from an outer or an expanding circle country, following Kachru's model of the three circles of English. If a text or an instruction for an exercise clearly mentioned that a character is from an outer or an expanding circle country, it was expected that an accent

belonging to one of the circles would be represented in the audio. This was the case, for example, with exercise 12F in *On Track 4* where it is mentioned that the characters are from Botswana, Canada and Finland. The same principle was also valid for native accents: if it was stated that a character was from an inner circle country, a native accent was expected to be heard in the audio. This was seen e.g. in *On Track 6*'s chapter eight's main text where it is stated that Brian Mullaney is from New York.

Next, the cases concerning the names of the characters are examined. I based my prediction of whether or not an outer or an expanding circle accent of English can be heard in the audio on how usual the character's name is or has been in inner circle countries: the more popular the name in those countries, the more likely a native accent would be heard in the audio. If the name could not be found reported among the 100 most popular names on the website of the Office for National Statistics for the United Kingdom or on the website of the Social Security Administration for the United States, the name was not considered to be popular and an outer or an expanding circle accent was expected to be found in the audio. In addition, names that were very close variations, shortenings, or combinations of names that are found on the websites were considered to indicate a native accent: these were for example Therese which is a variation of Theresa, Herb which is a shortening of Herbert, and Graceann which is a combination of Grace and Ann. A few examples of unusual names in inner circle countries which are found in the textbooks are Avani Singh, Valentino Achak Deng, Esa Niirainen, Behailu, and Niemand. The appearance of an unusual name did not always mean an outer or an expanding circle accent of English was expected to be in the audio. For example, in *On Track 4*'s exercise 1C the name Kaley Szarmack is mentioned, but because of its context, appearing in a news item considering Florida in the United States, an accent belonging to the outer or the expanding circle was not expected to be heard in the audio. An outer or an expanding circle accent was not expected either when it was clear that a native speaker of English wrote or talked about a person from an outer or an expanding circle country, as in the key text of topic nine in *On Track 5* where Doona Corbin introduces Melitta Bentz and her invention.

Lastly, I describe the text being situated in an outer or an expanding circle country. For example, in *Insights Course 4*, the main text of chapter one has an introduction which states the following: "Bright, conscientious 18-year-olds in Pakistan talk about

how charity work can be trendy.” Here the text explicitly states that what follows is situated in Pakistan, and that it is Pakistani 18-year-olds who talk about charity work. Hence, a Pakistani accent of English can be expected to be heard in the audio. Also, when a text was situated in an inner circle country, but there was an indicator that the character talking about the experience was from an outer or an expanding circle country, an accent of English belonging to either of those circles was expected to be in the audio, because the speaker was expected to be a non-native speaker of English. An example of this can be found in the main text of the ninth chapter of *Insights Course 4*: the text itself is situated in the United States, but the person experiencing the events has an unusual name for inner circle countries and is mentioned to be from Sudan. However, the same principle was also applied when the indicators were the other way around: when it was indicated that an event would be situated in an outer or an expanding circle country, but the person talking about it had a usual name in inner circle countries, a native accent was expected to be heard in the audio, because the person talking would be expected to be a native speaker of English. An example of this can also be found from *Insights Course 4*: in exercise 1h Jennifer, a popular name in inner circle countries, talks about her experiences in Nepal. An outer or an expanding circle accent was also expected to be heard in the audio if there was, for example, an extract from a book written by a native speaker of English, but the story itself was set in an outer or an expanding circle country, because the characters could be expected to be from the country of the book’s setting. In the next section I will chart the process of analysing the audios.

3.2.2 Analysis of audio

The audio data was analysed following the models of Kopperoinen (2011) and Pakkala (2015), and a quantitative method of analysis was used. The accents were identified based on the specific descriptions of accents which are found in *A Handbook of Varieties of English* by Kortmann et al. (2004), *International English: A Guide to Varieties of English Around the World* by Trudgill and Hannah (2017), and *Finnish-English Phonetics and Phonology* by Sajavaara and Dufva (2001). Then, the duration of the accents was counted and the accents were classified into the three categories suggested by Kachru: Inner, Outer or Expanding Circle accents. Even though Kachru’s model has been criticized (see section 2.1), I chose to use it in my analysis because it

provides purposeful categories and has been used by previous researchers, e.g. Kopperoinen and Pakkala. By using the same model as Kopperoinen and Pakkala, I am able to maintain a better comparability with their studies, which have given the base and idea for this thesis.

During the identification process of the accents, it was also determined what kinds of situations the accents are used in. For example, it was determined whether the situations were monologues, dialogues or multiple characters talking to each other, and whether or not they were English as a lingua franca situation. The lingua franca situations were based on the type of accents present in the situations: the basic rule was that if there was at least one outer or expanding circle accent interacting with another accent from those circles or with a native accent, the situation was determined to be a lingua franca situation.

However, not all situations where an outer or an expanding circle accent was heard in a dialogue were classified as ELF. There were two cases in which an outer or an expanding circle accent was interacting with an inner circle accent, but as the situations were set in inner circle countries they were not classified as ELF. This was because when a person has moved or is visiting a country where English is mostly spoken as a first language, selecting English as the language of communication is a logical thing rather than a consequence of two people not sharing a common mother tongue, and the person has likely learned English to be able to communicate with local people. For example, in exercise 1h in *Insights Course 6* a Canadian person talks with a Guatemalan person about why the Guatemalan has come to Canada, and she says she has come to study. As the Guatemalan person has come to study in English in an inner circle country, the situation is not classified as ELF. The other situation, in exercise 6L in *On Track 5*, included an interviewer with a Scottish accent and an interviewee with an Indian English accent but was set in Scotland, which is an inner circle country.

Following Kopperoinen's and Pakkala's model, as mentioned above, the accents in the audios were identified according to specific descriptions of accents found in the publications mentioned above. The primary sources for information on inner and outer circle accents were Kortmann et al.'s and Trudgill and Hannah's works. For the Finnish accent the main source for identification was Sajavaara and Dufva's *Finnish-English Phonetics and Phonology* (2001), while Hung's (2000) article was the main

source for the Hong Kong English accent, and *Learner English* edited by Swan and Smith (2001) was the main source for the other expanding circle accents.

When identifying a passage as representing a certain accent, the main rule was that several typical markers of the accent had to occur in the extract. As in Kopperoinen's (2011) study, the relative proportion of markers was more important than the actual amount of features in each extract, meaning that, for example, if an extract was long but only had a few features occurring in it, the extract was not identified as representing a certain accent. Extracts of this kind were classified into the category 'unidentifiable'. In addition, some extracts in the audio data, which were also classified as 'unidentifiable', were simply too short to be identified: they were either singular words, as e.g. in wordlists or pronunciation examples, or multiple word utterances which only lasted from one second to three seconds, and did not always include enough clear markers of a certain accent. Another reason why an extract was classified as 'unidentifiable' was that even though a section of the audio was long enough for an accent to be identified, a specific accent could not be determined because the extract had too many markers of different accents and it could not be said to be representing a certain accent. However, in contrast to the long extracts with few markers, if an extract was very short but the few words uttered demonstrated several typical markers of an outer or an expanding circle accent, the extract was classified as representing that particular accent.

In Kortmann et al.'s handbook accents are described with the help of Wells' lexical sets, meaning sets of words whose vowel sound realisations are always the same in a given accent. For example, as Pakkala mentions in her thesis, there is the STRUT vowel which means that in RP, all the words belonging to this set of words are realised with the vowel /ʌ/ whereas in Northern English accents, this set of words would be realised with the vowel /ʊ/ (Pakkala, 2015). Therefore, when the vowel sounds of the same lexical set are being compared, the differences between the accents can be identified. In addition, there are also some key differences in consonant sounds that make the identification of different accents possible. For example, when comparing RP and the Finnish accent, a native Finnish speaker may typically realise English voiced stops as unvoiced and unvoiced stops as unaspirated.

Next, I present two examples of how two different accents are described in the reference materials and how two of the extracts from the data have been analysed here. First, the description and identification of the Indian accent is presented, and then the description and classification of the Spanish English accent is introduced. The description of Indian English is based both on Trudgill and Hannah (2017) and Kortmann et al. (2004), and the description of Spanish English is based on Swan and Smith (2001).

When comparing Indian English to RP, Indian English has a more reduced vowel system than RP: diphthongs are often realised as monophthongs, for example goat and face are realised as /go:t/ and /fe:s/ instead of /gəʊt/ and /feɪs/, and, for example, /ɑ:/ and /ɔ:/ are often both realised as /ɑ:/ in Indian English. In addition, the consonants /p, t, k/ are not usually aspirated in Indian English, and /v/ and /w/ are not always clearly distinguished. Indian English is a rhotic accent, and /r/ tends to be trilled or realised as a flap /ɾ/, and is often heard in a post-vocalic position. Moreover, /t/, /d/ and /s/ are often replaced by retroflex consonants /ʈ, ɖ, ʂ/. The retroflexed /ʈ/ and /ɖ/ are also often heard as the th-sound in 'thank' and 'than', as Indian English does not have any dental fricatives. Lastly, Indian English does not have the /ʒ/ sound either, but it is usually pronounced as /dʒ/ or /z/.

Additionally, the rhythm and the stress pattern of speech can help with identifying an accent. Speakers of Indian English have a syllable-timed rhythm, which means that syllables are pronounced at regular intervals rather than each stressed syllable occurring at regular intervals. The rhythm is much closer to the system of Indian languages than the system of RP, and this might make the comprehension of Indian English more difficult for those who are not familiar with the intonation and stress patterns of the Indian languages.

For an accent to be confirmed as an Indian English accent, it was necessary that several of the aforementioned markers were present in the audio, and that they also were consistently realised. For example, the main text of chapter six in *Insights Course 4* is called 'You can make a difference' describes an Indian girl who started enabling women in her slum to work. In the audio, the text is read with an Indian English accent and it includes several markers of the accent and the markers are coherently pronounced throughout the audio. Typical /o:/ and /e:/ monophthongisations are heard

instead of diphthongs, e.g. in the words ‘both’ and ‘make’, /t/ and /d/ are very often realised as retroflexed, for example in the words ‘the’ and ‘these’, and /r/ is often realised either as the flap /ɾ/, as in the word ‘support’, or as the trilled /r/. As Indian English is a rhotic accent, the post-vocalic *r* should be consistently heard throughout the audio: however, in this track it is very rarely heard. Nevertheless, the track is classified as Indian English because it contains so many other markers that occur frequently. The lack of the post-vocalic *r* could be explained, for example, by the fact that the accent heard in the audio is not that strong of an Indian accent. The strength of the accents will be further discussed in chapter 5.

Also the Spanish English accent can be compared to the phonetics of RP. As there are only five vowels pronounced in the Spanish language (a, e, i, o, u) and vowel length is not a feature of it, English words such as ‘sheep’ and ‘ship’ are pronounced with the same vowel [i]. In addition, according to Swan and Smith (2001), in words like ‘cart’ and ‘cat’ the vowel is realised as the same vowel [a]. Unlike RP, Spanish does not use consonant clusters, meaning that clusters in words such as ‘breakfast’ are reduced and pronounced as [brefas], and the initial unvoiced stops /p, k, t/ are not aspirated. Moreover, /r/ is commonly realised as a flap /ɾ/. As with Indian English, the rhythm and intonation of speech in Spanish English somewhat differ from those in RP: the pitch range in Spanish does not fluctuate as much as in RP, hence possibly making the English spoken by Spanish persons sound more monotonic. Also, the word stress in Spanish English is different from RP, and the stress falls on different syllables in the accents.

Even though the Spanish accent heard in exercise 1i in *Insights Course 6* is not a very strong Spanish based English accent, it has distinct identifiable markers of the accent. The vowels are mostly pronounced as short monophthongs typical for Spanish and *y* is realised as /i/: for example, in the word ‘syllabus’ *y* is pronounced with the vowel /i/, and in the word ‘major’ the diphthong /ei/ is realised as /a/. Additionally, initial voiceless stops are not aspirated, which points at a Spanish English accent, and the general intonation sounds different from RP, also indicating a Spanish English accent. As with the Indian English accent, the strength of the Spanish English accent will be discussed more thoroughly in chapter five.

During the identification process, I received help from an expert informant to double check the accents already identified and to help identify some of the challenging cases. The audios were played to the informant without giving any suggested accent descriptions, and she gave her suggestions of the accents and the reasons why she would classify the accents as she did. Then, the identifications of the informant were compared to mine and the reasons for the classifications discussed. If the identifications of the accents did not match, the informant and I listened to the audios again for several times and consulted the sources for accent descriptions. Even after this some of the accents remained impossible to determine and were classified as unidentifiable.

Because some of the accents from certain regions are very similar to each other, and in order to make the presenting of the results clearer for readers, several accents from certain regions were grouped together. For example, London English and Southwestern English accents sound very much alike and are from the same region, the South of England, so they were placed into a group labelled Southern English accents. Similar groupings were done for multiple other accents as well, and six groups were formed: Southern English accents, Northern English accents, Southern States accents, Northern American accents, Western American accents, and East African accents. These do not cover all of the accents found. A full list of all accents and the accent groupings, including the books in which they were encountered can be seen in Appendix 1. Most of the accent abbreviations used in this study, such as PakE and SAfE, are from the sources used for identifying the accents, but some of them I have had to create myself. For example, when I combined e.g. a New York accent and a Philadelphia accent, which did not have a common group beforehand, into one group, I formed the group of Northern American English accents and created the abbreviation NthAmE. Next, the results of the analyses are described in detail.

4 Analysis

In this chapter the results of the analyses of the textbooks and their audios are presented one series at a time, and each book has their separate section. The sections proceed in chronological order from course four to course six. First, the analysis of the *Insights* series is presented, and after that follows the analysis of the *On Track* series.

The preliminary analysis of the books indicates that several different accents, both native and those belonging to the outer or the expanding circle, can be expected to be heard in the audios of the books. The expected accents include different accents from the British Isles, such as Received Pronunciation and Irish English, several American accents, e.g. Standard American and Southern American, the Australian accent and the Canadian accent to mention a few of the inner circle native accents. The expected outer and expanding circle accents include Pakistani English, Indian English, East African English, Spanish English, South African English, Hong Kong English, Italian English, Chinese English, Finnish English, Japanese English, and German English. The preliminary analysis also gave the expectation that at least three ELF situations would be found in the data.

	Expected accents
Outer circle accents	Pakistani, Indian, East African, Hong Kong
Expanding circle accents	Spanish, Italian, Chinese, Finnish, Japanese, German

Table 1. Expected outer and expanding circle accents based on the preliminary analysis

Altogether there is 10 hours, 6 minutes and 19 seconds of analysed data. In the analysis the durations of the accents are referred to in the form of 10:06:19. Inner circle accents form 88.84% (08:58:38) of the data, while outer circle accents make up 7.59% (00:46:01) and expanding circle accents constitute 1.79% (00:10:51) of all accents. Unidentifiable accents sum up the audio with 1.78% (00:10:49). These results are presented in Figure 2. All of the accents combined, there are 24 different accents heard in the books. 12 of them are inner circle accents, 6 are outer circle and 6 are expanding circle accents. Also the English as a lingua franca situations were analyzed in the data, and four were found. All of the situations had one or more outer or expanding circle

speaker present, but all of them also had an inner circle speaker participating. Some of the cases were clearly classified as ELF as they had more outer and expanding circle speakers than inner circle speakers and the setting was not defined, but some cases were more difficult to categorize as ELF. For example, there were cases in which an outer or expanding circle speaker was present, but the situation was set in an inner circle country. These cases will be discussed later in this chapter as they come up in the analysis.

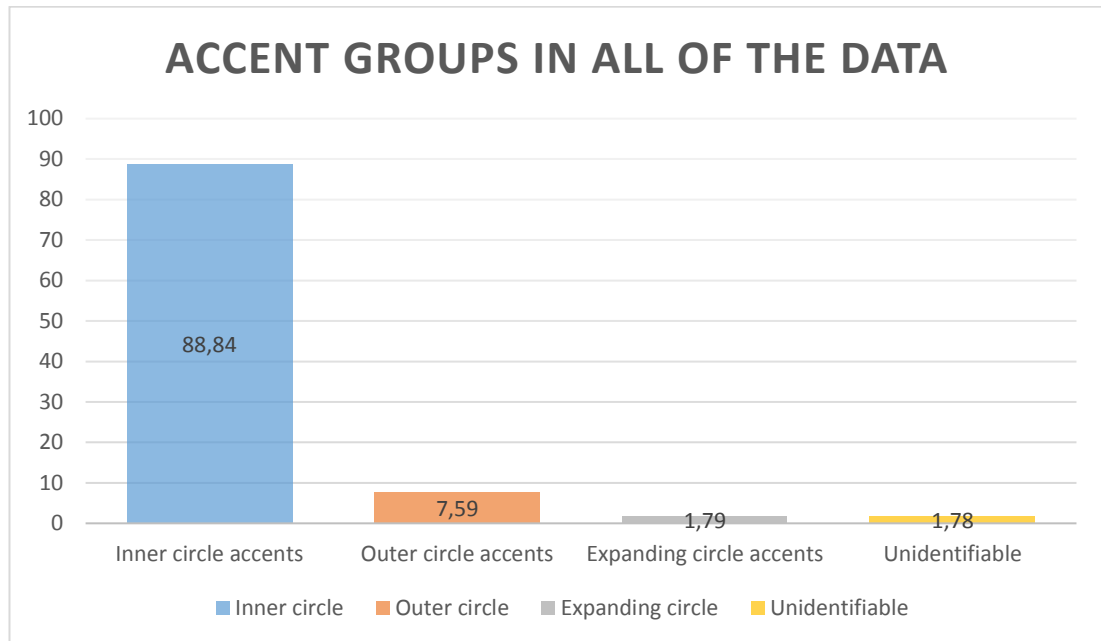


Figure 2. Accent groups in all of the data.

4.1 Analysis of the *Insights* series

Based on the preliminary analysis of the books of the *Insights* series, several accents of English belonging to the outer or the expanding circle can be expected to be present in the audio: these expected accents are Pakistani, Indian, and East African. However, although these accents are expected to be heard in the audio, it is not expected that there would be any English as a lingua franca situations in the series.

The books from the *Insights* series have a total of 2 hours, 44 minutes and 30 seconds of audio, and out of it 2 hours, 25 minutes and 59 seconds are in inner circle accents, representing 88.74% of all the accents in the books. Accents belonging to the outer circle form 10.04% (00:16:31) of the accents in the book, while expanding circle accents make up 0.19% (00:00:19) and unidentifiable accents 1.03% (00:01:41). These results can be seen in Figure 3. Altogether, there are 13 different accents heard in the

audio, and of them eight are inner circle accents, four are outer circle and one is an expanding circle accent. Following the assumption based on the preliminary analysis, there are no ELF situations in the audio. Next, the analysis of individual books is presented.

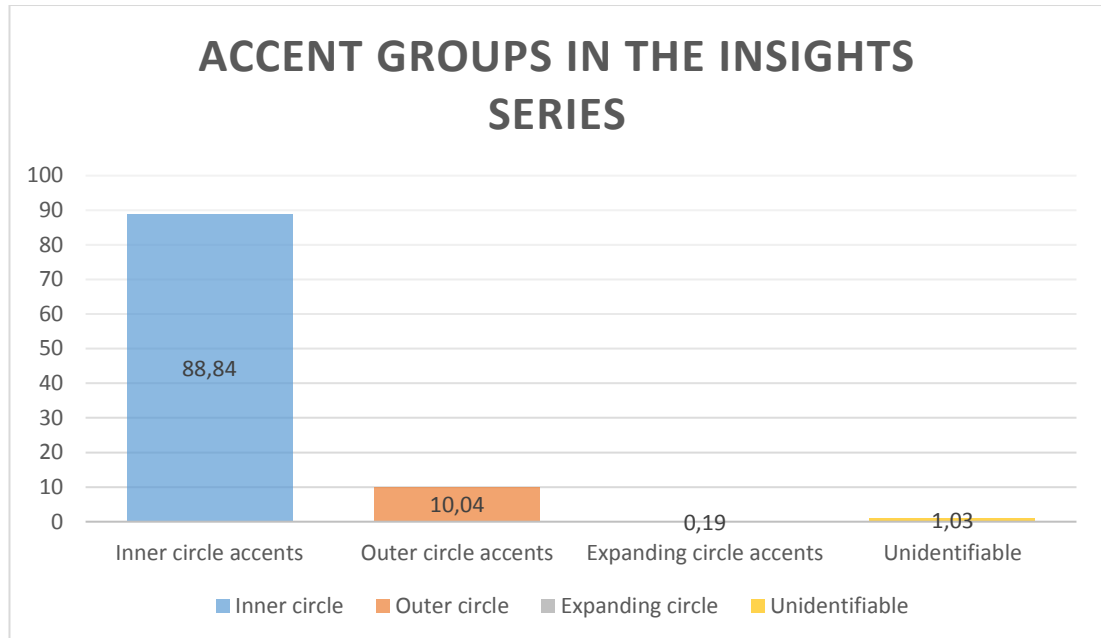


Figure 3. Accent groups in the Insights series.

4.1.1 Insights Course 4

The preliminary analysis of the *Insights Course 4* book created the assumption that there would be three outer circle accents represented in the data: Pakistani, Indian, and East African.

The results for this book can be seen in Figure 4. In the book's audio there is exactly 51 minutes of audio. All of the accents were identifiable, meaning that all of the extracts had enough features to be classified as a certain accent: 68.76% (00:35:04) of the data consists of speech in inner circle accents, and the remaining 29.51% (00:15:56) is formed by outer circle accents. As expected, speech in expanding circle accents of English is not present in the data. Altogether there are eight different accents identified in the audio, of which four are native accents and four are outer circle accents, which is one more than the preliminary analysis suggested.

Of the inner circle accents, Southern English (SthEn) is the dominant one: with 23 minutes and 38 seconds it represents 67.4% of the inner circle accents. It is followed

by Standard American English (StAmE) with 7 minutes and 16 seconds, making up approximately a fifth of the inner circle accents. In addition, African American Vernacular English (AAVE) forms 8.41% (00:02:57) of the inner circle accents, while the Irish English accent represents roughly two per cent (00:01:13) of them.

Pakistani English (PakE) is the most well represented outer circle accent in the book. With 6 minutes and 17 seconds it represents 39.44% of the outer circle accents. East African English (EAfE) is almost as well represented as PakE: it makes up approximately a third (00:05:22) of the outer circle accents. Also Indian English (IndE) and South African English (SAfE) are represented in the data. IndE forms a fifth (00:03:24) of the outer circle accents, whereas SAfE constitutes 5.54% (00:00:53) of them. SAfE was not expected to be represented in the audio as there were no indicators referring to it found in the preliminary analysis.

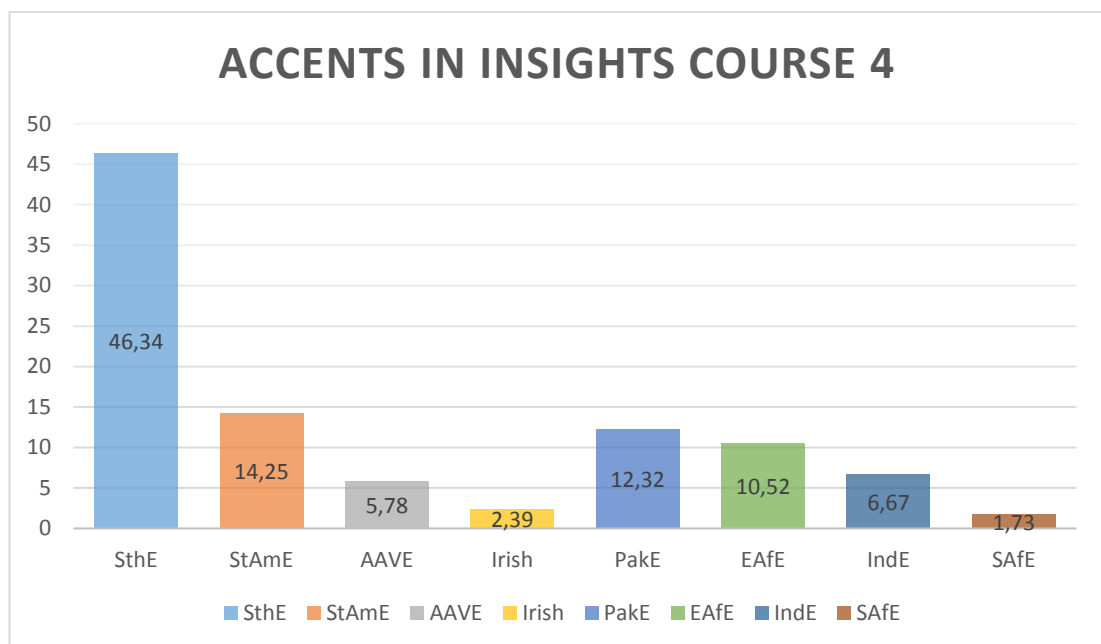


Figure 4. Accents in Insights Course 4.

Following the assumption made on the basis the preliminary analysis, even though there are outer circle accents present in the audio, there are no ELF situations in the data. The situations when an outer circle accent is heard are when a person reads a text, as e.g. in the main text of chapter 6, or when a person talks about his/her experience but does not actually address anyone or talk about the experience with anyone.

4.1.2 *Insights Course 5*

Based on the preliminary analysis of *Insights Course 5*, no accents of English belonging to the outer or the expanding circle are expected to have any time in the audio. Therefore, ELF situations are not expected to be present in the audio either.

Insights Course 5 has the most audio of the *Insights* series books. The results presented in this section can be seen in more detail in Figure 5. There is a total of one hour, one minute and 23 seconds of audio data, which includes 97.06% (00:57:14) of inner circle accents, 1.95% (00:01:09) of unidentifiable speech, and 0.99% (00:00:35) of outer circle accents. Unlike the assumption made based on the preliminary analysis, there is one outer circle accent in the data: SAfE. Still, as expected, there is no speech in expanding circle accents in the data. Based on these percentages, it can be said that the book's audio consists almost completely of inner circle native accents. In addition to SAfE, four other accents are identifiable in the audio meaning there are five different accents heard in all.

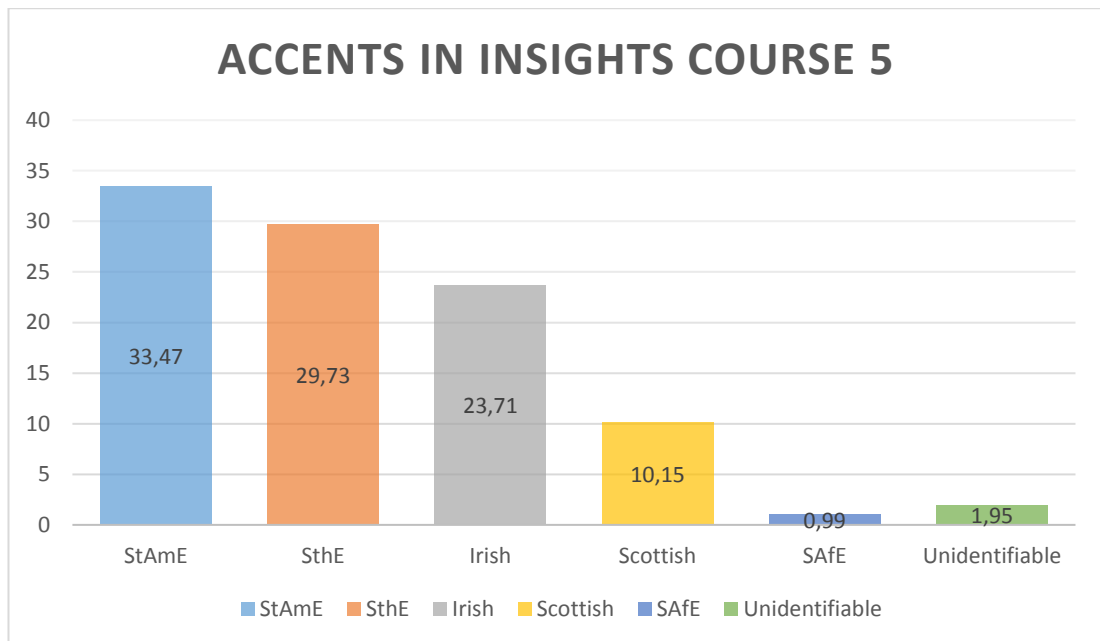


Figure 5. Accents in *Insights Course 5*.

The prevalent accent in the book's audio is StAmE with 19 minutes and 44 seconds, making up roughly a third of both all accents and the native accents. SthE is the second biggest accent represented in the audio, as it forms 30.63% (00:17:32) of the inner circle accents. The rest of the audio consists of 13 minutes and 59 seconds of the Irish

English accent, forming slightly under a fourth of inner circle accents, and 5 minutes and 59 seconds of Scottish accent, which is about ten per cent of the inner circle accents.

As in *Insights Course 4*, there are no ELF situations in *Insights Course 5*. The context in which the SAfE accent occurs is a monologue: a person recounts her story about a blackout but does not really talk about it with anyone.

4.1.3 *Insights Course 6*

Similarly to the preliminary analysis of *Insights Course 5*, the preliminary analysis of *Insights Course 6* does not create any expectations for outer or expanding circle accents to be heard in the audio of the book. Hence, ELF situations are not expected either.

Insights Course 6 has 53 minutes and 39 seconds of audio, out of which inner circle accents form 98.42% (00:52:48), unidentifiable accents 0.99% (00:00:32), and expanding circle accents 0.59% (00:00:19). As expected, there are no outer circle accents in the data, but there is a 19 second –clip spoken with an expanding circle accent. In addition to the Spanish accent, seven other accents are identified in the audio, all of which all are inner accents.

These results can be seen in Figure 6. In the data, the Irish accent is the most frequent with 17 minutes and 41 seconds, forming around a third of inner circle accents. After Irish English, StAmE is the next most frequent accent making up just under a fourth (00:12:35) of inner circle accents. SthE represents 13.51% (00:07:08) of inner circle accents, while Australian English (AusE) forms approximately an eighth (00:06:35) of them, and Northern American English (NthAmE) slightly over ten per cent (00:05:24). The audio also includes Canadian English (CaE), which makes up 6.34% (00:03:21) of inner circle accents, and Scottish, which forms the remaining 0.13% of inner circle accents with four seconds of audio.

Even though the Spanish accent is heard in a dialogue with a Canadian English accent, the situation is not classified as ELF because it is set in Canada which is an inner circle country. Thus, similarly to *Insights Course 4* and *Insights Course 5*, the textbook does not include any ELF situations, as was expected after the preliminary content analysis.

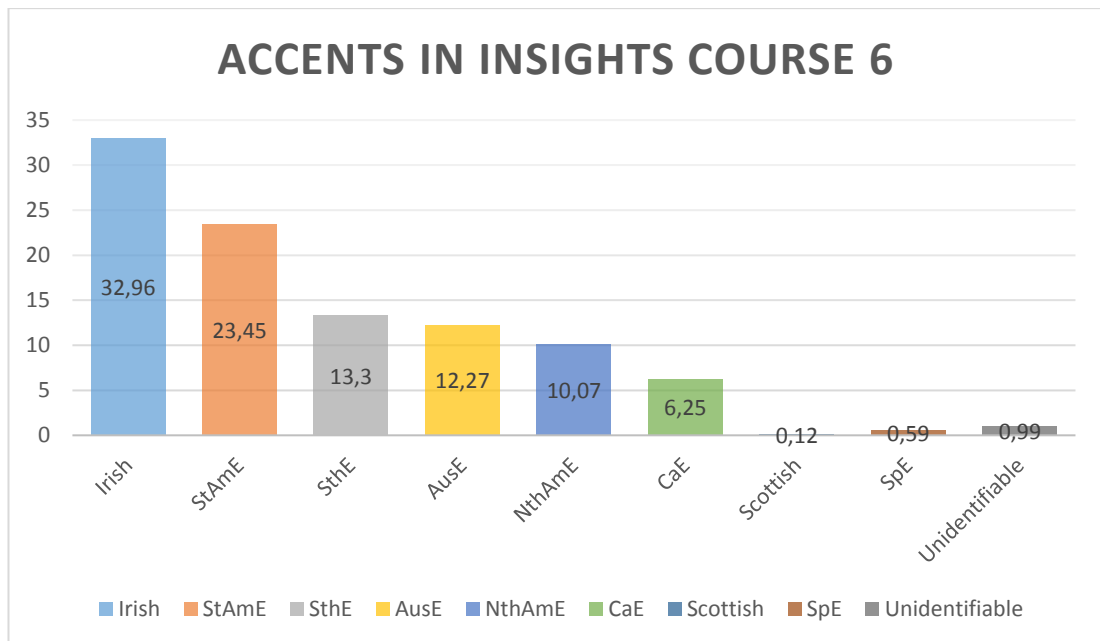


Figure 6. Accents in Insights Course 6.

4.2 Analysis of the *On Track* series

In this section, I present the analysis of the *On Track* series. As with the *Insights* series, a preliminary analysis was first conducted with the *On Track* series. Based on the analysis, eight accents from the outer and expanding circles can be expected to be represented in the audios of the books. Of these three are outer circle accents: Hong Kong English, East African English, and South African English. Five accents, Italian, Chinese, Japanese, German, and Finnish, belong to the expanding circle. In addition, three ELF situations can be expected to be found in the data.

The books of the series include a total of seven hours, 21 minutes and 49 seconds of audio. Inner circle accents make up most of the data with 88.87% (06:32:39), followed by outer circle accents with 6.68% (00:29:30), and expanding circle accents with 2.38% (00:10:32). The rest of the data, 2.07%, consists of unidentifiable accents (00:09:08). These numbers are shown in Figure 7. Altogether, there are 22 different accents heard in the audio, of which 11 are inner circle accents, five are outer circle accents and six are expanding circle accents. Likewise, five ELF situations were identified during the process of analysing the accents, which was two more than expected. Next, the analysis of individual books is presented.

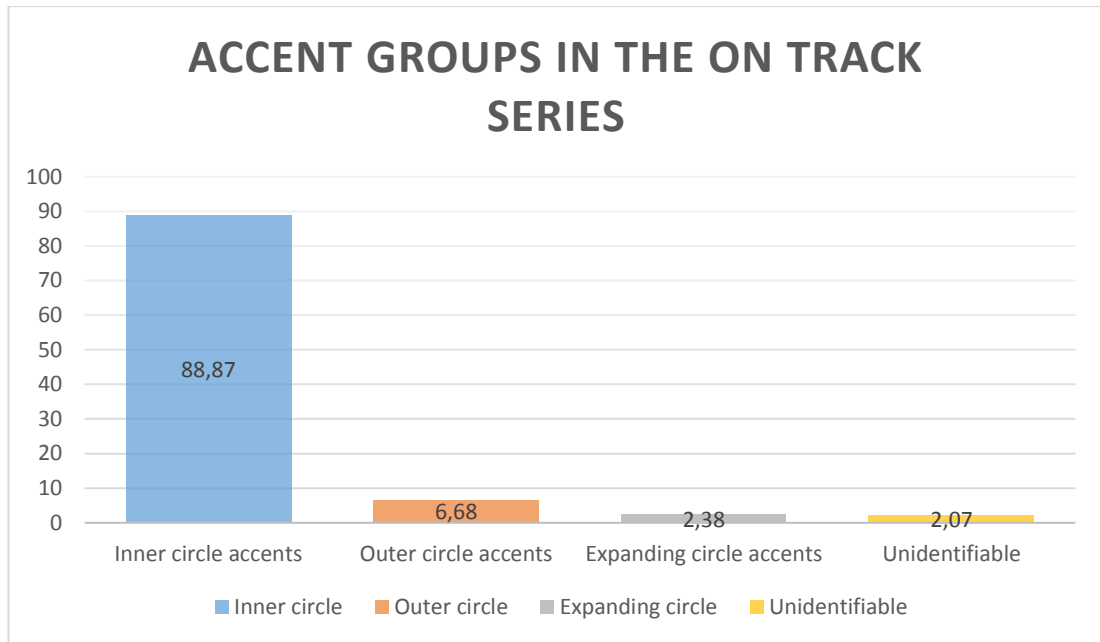


Figure 7. Accent groups in the *On Track* series.

4.2.1 *On Track 4*

Based on the preliminary analysis of *On Track 4*, I expected to hear three accents belonging to the outer circle and three to the expanding circle in the audio. The expected accents are Hong Kong English, East African English, South African English, Italian, Chinese and Finnish. In addition, I expected to find two ELF situations: in the first situation there are five university students from different backgrounds discussing cultural differences, and in the second situation there are three friends from different cultural backgrounds discussing what went wrong on a first date.

On Track 4 has two hours, 47 minutes and 18 seconds of audio, and inner circle native accents dominate the data with 90.64% (02:31:14). Outer circle accents form 5.54% (00:09:16) of the data, while expanding circle accents form 1.26% (00:02:07). The remaining 2.56% (00:04:17) consists of unidentifiable accents. There are 18 different accents in the audio, of which 11 are native accents, four are outer circle accents, and three are expanding circle accents. The percentages of the accents can be seen on Figure 8.

As in all of the *Insights* books, also in *On Track 4* British and American accents are the most common ones. SthE is the prevalent inner circle accent, making up a bit more than a fourth (00:39:25) of them. SthE is followed by NthAmE and StAmE: NthAmE is the second most common accent forming 18.87% (00:28:37) of the inner circle

accents, while StAmE is the third most common constituting almost 15 per cent (00:22:29) of the inner circle accents. Unlike the data from the *Insights* series, *On Track 4* includes Received Pronunciation (RP) as one of its accents. RP is the fourth most frequent accent in the audio as it forms 13.92% of the inner circle accents with 21 minutes and six seconds. Another inner circle accent, with more than 10 minutes of audio time, is the Irish English accent: it makes up 8.43% (00:12:47) of inner circle accents.

Southern States English (SSE), referring to English accents spoken in the Southern states of the United States of America, and Western American English (WAmE) are both represented with over five minutes of audio. Out of the native accents, SSE constitutes approximately six per cent (00:08:40) and WAmE almost five per cent (00:07:28). Also Northern English (NthE) and AusE are represented in the audio of *On Track 4*, both with over four minutes of audio time. NthE makes up 3.12% (00:04:44) of inner circle accents, and AusE makes up slightly under three per cent (00:04:16). The last two inner circle accents identified in the audio are Scottish and Canadian, but they are not comprehensively represented. The Scottish accent constitutes only 1.02% (00:01:32) of the native accents. CaE has even less time in the audio, as it makes up only 0.37% (00:00:34) of the inner circle accents.

Altogether the outer and expanding circle accents form 6.80% (00:11:23) of the audio. Out of all outer and expanding circle accents, the one with the most time in the audio is SAfE: it forms over two thirds (00:06:23) of the outer circle accents. EAfE is the second most frequent outer circle accent, making up about a sixth (00:01:28) of the category's accents. There is one more outer circle accents present in the audio: IndE, which was not assumed to be in the audio, and Hong Kong English (HKE). IndE has only 48 seconds of time in the audio, forming roughly a twelfth of the outer circle accents, and HKE has 37 seconds of audio time making up 6.65% of the outer circle accents. The most frequent expanding circle accent is Russian English (RuE). RuE was not expected to be heard in the audio because there were no indicators suggesting it could be heard but it forms more than half (00:01:07) of the expanding circle accents as it appears in an exercise where people talk about living in Finland. The final two accents identified in the audio are Italian English (ItE) and Chinese English (ChE). Both of the aforementioned accents have only about 30 seconds of time in the audio:

ItE forms a fourth (00:00:32) of the expanding circle accents, while ChE makes up the remaining 22.05% of the expanding circle accents. Even though the Finnish accent was expected to be heard in the audio, it was not represented: instead, a Southern English accent was heard in its place.

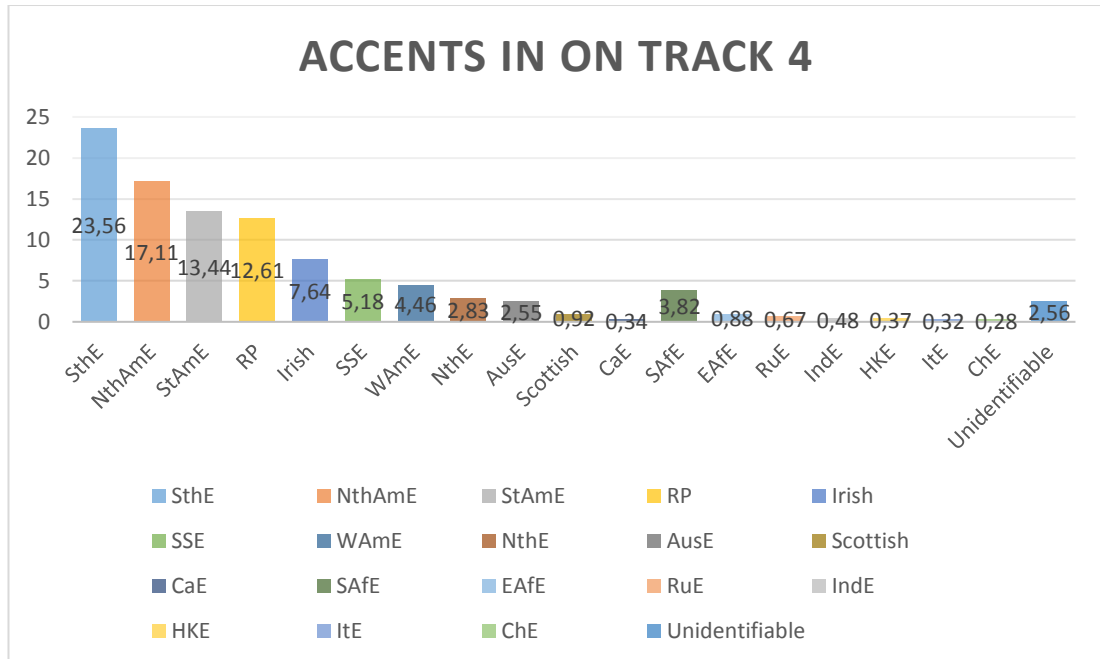


Figure 8. Accents in On Track 4.

While analysing the accents, two ELF situations were found in the book. In the first situation five university students discuss cultural differences. Three of the students have backgrounds in outer and expanding circle countries which can be heard in their accents. The three students are identified as Italian, Chinese, and Kenyan, and their accents are Italian English, Chinese English and East African English. The other ELF situation is in exercise 12F, in which three friends from different countries and cultures, Finland, Botswana and Canada, talk about a first date gone wrong. However, in this case the accents do not match the cultural backgrounds of all of the participants. The accent of the speaker from Finland is a Southern English accent, and the accent of the speaker from Canada has an Indian English accent.

4.2.1 On Track 5

Unlike in *On Track 4*, in *On Track 5* there are only two expanding circle accents expected after the preliminary content analysis: Japanese and German accents. Also, no ELF situations are assumed to be present in the audio because the contexts in which

the expanding circle accents occur, a Japanese person giving examples in exercise 2L and a German person commenting on a subject online in text 12, are not counted as ELF situations.

There is two hours, 22 minutes and 24 seconds of audio in *On Track 5*. Out of that amount, 90.07% (02:08:16) is formed by inner circle accents, 6.27% (00:08:56) by outer circle accents, 1.83% (00:02:36) by expanding circle accents, and 1.83% (00:02:36) by unidentifiable accents. 15 accents are identifiable in the audio and of them, ten are native accents, three belong to the outer circle accents, and two are expanding circle accents. The numbers presented in the following can be seen in Figure 9.

As in *On Track 4*, the four most dominant accents in *On Track 5* are NthAmE, StAmE, RP and SthE, only in a slightly different order. In *On Track 5*, the most prevalent accent is NthAmE making up a fifth (00:26:35) of the inner circle accents. As in *On Track 4*, NthAmE is followed by StAmE and RP: StAmE makes up another fifth (00:25:26) of the inner circle accents, while RP forms the third fifth (00:25:08) of the inner circle accents. The most dominant accent of *On Track 4*, SthE, is only the fourth most frequent accent in *On Track 5* constituting 10.55% (00:13:32) of the inner circle accents. Also AusE has over 10 minutes of audio time, forming 9.06% (00:11:37) of the inner circle accents. With more than five minutes of audio time in the data are WAmE and NthE: WAmE makes up roughly seven per cent (00:09:05) of the inner circle accents, while NthE makes up slightly over six per cent (00:08:08) of them. The last three inner circle accents represented in the audio are Irish English, Scottish, and SSE, all with less than five minutes of time in the audio. The Irish English forms 2.92% (00:03:45), Scottish 2.55% (00:03:16), and SSE 1.35% (00:01:44) of the inner circle accents.

Together the outer and expanding circle accents in the audio form 8.10% of all accents and as mentioned above, outer circle accents form 6.27% of all accents, and expanding circle accents make up 1.83% of all accents. The outer circle accent with the most audio time, and not expected to be represented in the audio, is IndE, constituting 45.71% (00:04:05) of the outer circle accents. It is followed by also not expected Jamaican English (JamE), which forms slightly over a third (00:03:15) of the outer circle accents. These accents were not expected to be heard in the audio as nothing in

the preliminary analysis suggested they could be represented in the exercises they came up in. Japanese English (JapE) has the most time in the audio out of the expanding circle accents, making up 97.44% (00:02:32) of the expanding circle accents. Also SAfE, which is the third unexpected accent, and German English (GerE) are heard in the audio: SAfE forms approximately five percent (00:01:36) of the outer circle accents, while GerE constitutes only under three per cent (00:00:04) of the expanding circle accents.

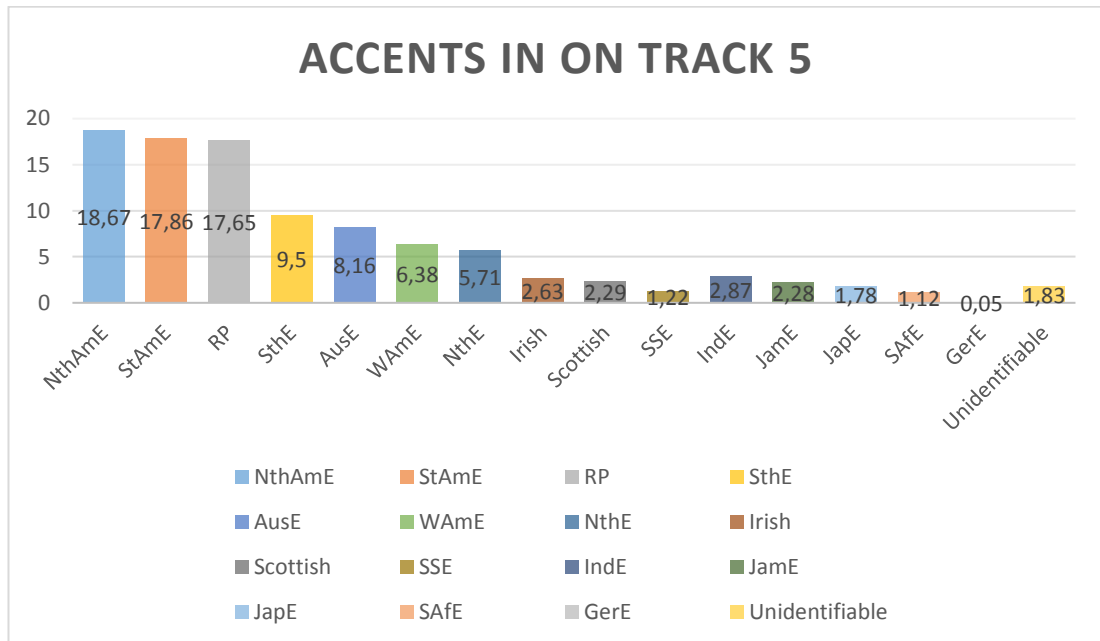


Figure 9. Accents in On Track 5.

Against the expectation from the preliminary analysis, one ELF situation was found in the audio. The situation is found in exercise 5M, in which two friends talk about the Ig Nobels. The backgrounds of the characters talking are not given, but one of them has a Southern English accent and the other a Jamaican English accent. It can be debatable whether or not this is an ELF situation, as it cannot be known whether the JamE speaker talks English as his mother tongue or if he identifies himself as a native speaker. Still, because JamE is classified to belong to outer circle accents and English is possibly spoken as a second language instead of a mother tongue, and as the setting of the situation is not determined to be anywhere specific, the situation can be determined to be an ELF situation as Mauranen's definition of ELF is applied.

4.2.2 *On Track 6*

Similarly to *On Track 5*, the preliminary analysis of *On Track 6* gives the expectation that there would be only two non-native accents of English represented in the audio: one outer circle and one expanding circle accent. The outer circle accent is expected to be South African and the expanding circle accent to be Finnish. Moreover, the SAfE accent is expected to be in an ELF situation where an inner circle speaker interviews outer circle speaker.

In *On Track 6* there is two hours, 12 minutes and 7 seconds of audio. As in the other two books of the series, also in *On Track 6* the inner circle accents are the dominant ones with 85.34% (01:52:45) of the data. The outer circle accents form 8.55% (00:11:18) of all the accents while the expanding circle accents make up 4.41% (00:05:49) of the data. Unidentifiable accents constitute the rest of the audio with 1.70% (00:02:15). Altogether, there are 13 identifiable accents in the audio, of which nine are native accents, three are outer circle accents and one is an expanding circle accent. The presented results for all accents can be seen in Figure 10.

The most dominant accent in the book is StAmE, constituting about 23% (00:25:42) of the inner circle accents. It is followed by three accents from the British Isles: RP, Irish, and Scottish. RP forms 14.77% (00:16:39), Irish 11.78% (00:13:17) and Scottish 11.52% (00:12:59) of the inner circle accents. WAmE and NthE are almost equally represented in the audio: WAmE with 11 minutes and 39 seconds and NthE with 11 minutes and 33 seconds, both of them forming roughly ten per cent of the inner circle accents. SthE and NthAmE both have more than five minutes of audio time. SthE forms 8.62% (00:09:43) of the inner circle accents, while NthAmE makes up 7.75% (00:08:44) of them. The final inner circle accent heard in the audio is AusE, forming a little bit over two per cent (00:02:29) of the inner circle accents.

Together the outer circle and the expanding circle accents make up 12.96% (00:17:07) of the whole data. Out of these accents, SAfE is the most frequently represented forming approximately two thirds (00:07:10) of the outer circle accents. SAfE is followed by the Finnish accent (FinE) which is the only accent belonging to the expanding circle. Therefore, FinE constitutes 100% of the expanding circle accents. The last two, and not expected based on the preliminary content analysis, accents

identified in the audio are IndE and JamE: IndE forms slightly over a fourth (00:03:11) of the outer circle accents, while JamE forms roughly a twelfth (00:00:57) of them.

During the analysis of the accents, as expected, one ELF situation was found in the book. In exercise 13N, an interviewer with a Southern English accent interviews the 16-year-old South African entrepreneur Nadav Ossendryver about his crowdsourcing application. Similarly to the previous problematic ELF situation in *On Track 5*, it can be debatable whether this situation is ELF because it is not known if the outer circle speaker is a second language user of English or if he speaks English as his mother tongue. Nevertheless, as in the previous case, it cannot either be known for certain that the SAfE speaker would speak English as his first language, and hence he is counted to be a second language user from an outer circle country. As the participants of the discussion are from different cultural backgrounds and the situation is not determined to be set in any specific location, this case is counted to be an ELF situation.

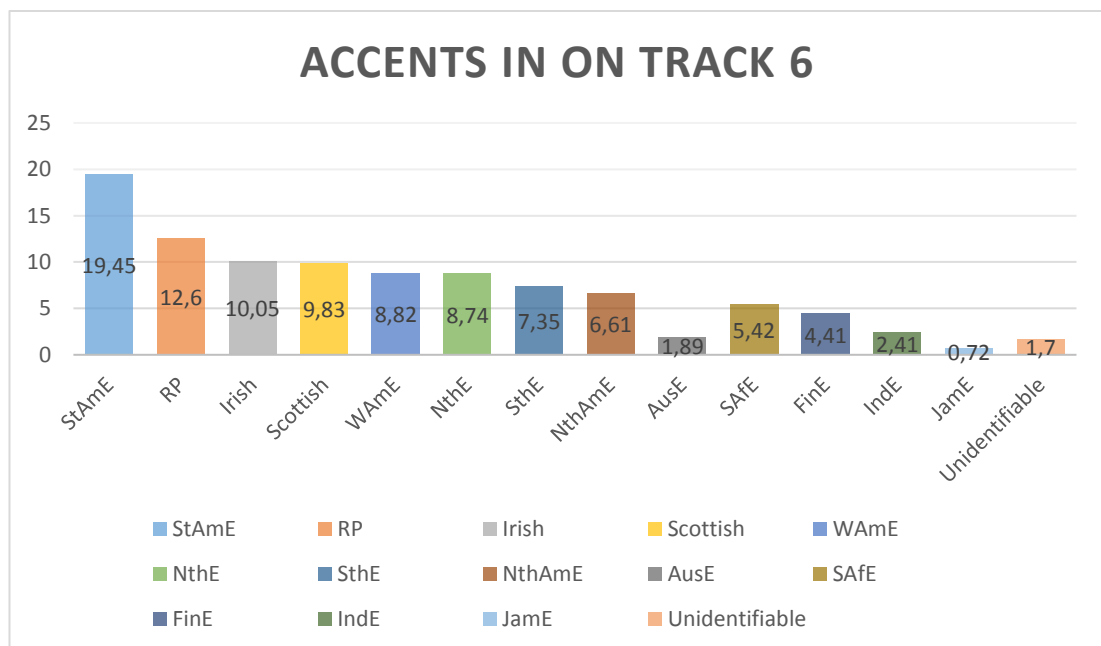


Figure 10. Accents in On Track 6.

In the next chapter I discuss the results of the analyses in more detail and answer the research questions of this study. In addition, I consider how the themes of the texts and the exercises affect the choice of accents in the audio

5 Discussion

In this section the results of the analyses are discussed, and the research questions answered: which accents can be expected to be found in the audios based on the preliminary analysis, which accents actually are represented in the audios, and how the textbooks take into account the role of English as global language and as a lingua franca. First, the results of the preliminary analysis are presented and discussed, and then the analysis of audio from general to more specific results.

5.1 The expected accents and ELF situations

The preliminary analysis was conducted in order to answer the second research question: which accents can be expected to be found in the audios of the books based on the preliminary analysis. Several different accents, both native accents and those belonging to the outer or the expanding circle, were expected to be present in the audio. The expected outer and expanding circle accents (shown in Table B) were Pakistani English, Indian English, East African English, Spanish English, South African English, Hong Kong English, Italian English, Chinese English, Finnish English, Japanese English, and German English. An expectation of 11 different accents not belonging to the inner circle gives the impression that the writers and producers of the books have, to some extent, taken into account the NCC's requirement that the students should understand the significance and role of English as a language of international communication. As the expected accents are from around the globe (Asia, Europe, and Africa), it can be expected that the students get a good idea of how wide spread the English language is. In addition, it could be expected that the *On Track* series would give a more comprehensive coverage of different accents than the *Insights* series: there were five more non-native accents expected in the *On Track* series than in the *Insights* series, and while all of the expected accents in the *Insights* series belonged to the outer circle, the expected accents in the *On Track* series included both outer and expanding circle accents.

In the preliminary analysis it was also mapped whether or not any ELF situations could be expected in the books, and altogether three possible situations were found. As all of the expected situations were found in the *On Track* series, it could be predicted that this series would give the students a greater volume and variety of examples of how

English is chosen as a language of communication between people who do not share the same mother tongue or the same cultural background, and hence being more in line with the requirements of the NCC. However, since there were only three ELF situations expected in the three books, it could not be said that the series would follow the NCC's teaching goals extensively: three ELF situations is a very small percentage of all the texts and exercises in the books. In addition, all of the expected situations also had a native speaker present in them, so none of the situations were stereotypical ELF situations, meaning that only non-native speakers would be talking with each other without any input from native speakers. Next, the results of the accent analysis of the audio are discussed and the third research question answered.

5.2 The accents and ELF situations in the audio

There is a combined amount of 10 hours, 6 minutes and 19 seconds of analysed audio. Combined, there are 24 different accents heard in the books, of which 12 are inner circle accents, 6 are outer circle and 6 are expanding circle accents. Based on previous studies, it is slightly surprising that there is an equal amount of inner circle accents and outer and expanding circle accents: 12 of both in all of the books together. Kopperoinen (2011) also found 12 different non-native accents in her study, but Pakkala (2015) found only five non-native accents in hers. However, when looking at the percentages of the accents in the audios in this study, the results are more similar to Pakkala's and very different from Kopperoinen's. As a whole, the results in this thesis are that the inner circle accents form 89%, outer circle accents 7%, and expanding circle accents 2% of all audio. In Kopperoinen's study there were only 1% and 3% of non-native accents in the two examined series, while in Pakkala's study the percentages were 80% for inner circle accents, 18% for outer circle accents and 2% for expanding circle accents. So, even though the number of different inner circle and outer and expanding circle accents is the same, the dominance of inner circle accents in audio time continues in ELT materials in Finland.

It is notable that even though the *On Track* series has a greater range of outer and expanding circle accents and much longer extracts of them than the *Insights* series, the percentage for the occurrence of the accents is almost the same: 89% of the audios are inner circle accents in both series, and approximately 10% is formed by the outer and expanding circle accents. It could be thought, that since the *On Track* series has much

more audio than the *Insights* series, that this would also give more time and possibilities to add outer and expanding circle accents to the audio. Timewise this does happen, as the *On Track* series has 40 minutes of these accents and the *Insights* series has 17 minutes of them. However, 40 minutes out of over seven hours is not much. Seven hours is quite a large amount of audio and it could be imagined that it would allow more possibilities for the inclusion of outer and expanding circle accents.

Like Pakkala (2015) already brought up in her study, it can be questioned whether the students are exposed enough to outer and expanding circle accents: is approximately 9% of outer and expanding circle accents a sufficient amount for the students to become more used to and more tolerant of speakers with those accents. For example, Jenkins (2002) claims that since the majority of the users of English in the world are second or foreign language users and students are more likely to interact with non-native than native speakers, students should be encountering and hearing more non-native accents than native accents of English. However, unlike in Pakkala's results, RP is no longer the most dominant accent in the audios: none of the books analysed in this thesis had RP as the prevalent accent, even though the *On Track* series still includes it in its audio. Based on the general prevalence of the native accents and the fact that e.g. all instructions for exercises and wordlists are spoken with a native accent, it can still be said that an underlying association between nativeness and correctness still exists. As Pakkala (2015) writes, even if this is not the intention of the authors of the book series, this is the message that the students receive.

Even though the number of different outer and expanding circle accents is the same, as there are six accent belonging to both circles, there is a small imbalance between how much time they have in the audios: as mentioned earlier, outer circle accents form 7% of the audios and expanding circle accents form 2%. These percentages indicate that the authors possibly, from a pedagogical point of view, see outer circle accents as more useful than expanding circle accents, and that expanding circle accents are treated as the least important category of accents and might not be seen as proper material for the audios. As the *Insights* series has only 0.19% of expanding circle accents in the whole audio, it can be said that students using these books do not get exposed to expanding circle accents. However, almost the same can be said of the *On Track* series which has only a little over two percent of expanding circle accents.

Nevertheless, while the *Insights* series only has one expanding circle accent, the *On Track* series has six. It is important to showcase different accents in the audios as that gives students the image that also other than native accents of English, e.g. a Finnish accent, are acceptable. This, in turn, can inspire the students to use and develop their own English more and not be ashamed of their accent: they can understand that they do not necessarily have to aim for a native accent.

Unfortunately, in a few cases, the expected outer or expanding circle accent is not actually realised as one of those accents, but as a native accent. For example, in *On Track 4* exercise 12F it is clearly mentioned in the description that one of the speakers is Finnish, but the speaker who is meant to have a Finnish accent actually has a Southern English accent. These types of occurrences send the students the message that non-native speakers of English should strive for a native accent. Luckily, in the same exercise, it also happens that an expected inner circle accent is actually realised as an outer circle accent: the description states that another one of the speakers is from Canada, but the accent of the speaker heard in the audio is an Indian English accent. These situations, then, send the students a completely different message, that also speakers from inner circle countries can have an accent that does not sound like a native accent.

Some attention needs to be given to the quality of the accents as well. Since most of the accents are spoken by actors, they are usually not completely authentic accents, but more general representations of the accents. Päckilä (2017) found out in her thesis that the authors of the *On Track* series requested the actors to tone down the outer and expanding circle accents, and this is audible in the audios of the series. Because the audio scripts of the *Insights* series have not been studied, it cannot be known whether the authors of the series requested the same from the actors recording their series, but the same toning down of the accents is heard in the audios of the *Insights* series as well. In addition, the markers of the accents are sometimes realised differently by the same speaker, but not so much that it would have affected the classification of the accents. For example, an Indian accent, which is a rhotic accent, was mostly realised as rhotic, but there were a few instances when the speaker forgot the rhoticity and did not pronounce the r.

The authors must have reasons why they have chosen the accents that are heard in the audios, and two of them could be the themes of the courses, texts and exercises as well as the proficiency level of the students. In the *Insights* series, the book with most outer and expanding circle accents, both timewise and in quantity, is *Insights Course 4*. The reason for this can be found in the NCC, as it states that the theme of the course is society and the surrounding world. The chapters of the book deal with different social issues in different parts of the world, such as charity work in Pakistan in chapter one and poverty in New Delhi slums in chapter six, which makes it logical to add outer circle accents to the audio. However, the book still does not have any expanding circle accents even though the themes give an opportunity for that. The theme of the course is also visible in *On Track 4*, as it, too, has the highest quantity of outer and expanding circle accents of the books in the *On Track* series, but timewise it has the least exposure to those accents even though it has the most audio of the three books.

The themes of courses five and six also affect the choice of accents in the books intended for those courses. As the theme for course five is science and the future, and the NCC states that the position of English as an international language of science and technology needs to be made clear for the students, it could be expected that outer and expanding circle accents would have a bigger role in the audios of the books as they currently do. The prevalent accents in the books of both series are inner circle accents, and the authors of *Insights Course 5* have taken this almost to the fullest and have not included any outer or expanding circle accents in the audio, except one. This does not give students the idea that English is used globally. Also in *On Track 5* the inner circle accents dominate, but not quite as much as in *Insights Course 5*: *On Track 5* has five outer and expanding circle accents included. This shows that even though English is the language of science and technology, also other than native accents are welcome as science is practiced all around the world: it emphasises the international role of English more than having only native accents.

Out of the books of the *On Track* series, *On Track 6* is the one that has the greatest variety of outer and expanding circle accents. *Insights Course 6*, at the same time, has the smallest amount of outer and expanding circle accents both in terms of quantity and in terms of time. The reason for *On Track 6* having the biggest percentage of outer and expanding circle accents in the audio could be the expected proficiency level of

the students. It can be reasoned that the students' proficiency level of English gets higher the further they advance in their studies, and, hence, they would be more ready for and tolerant of a higher amount of outer and expanding circle accents in the book's audio. As course six is the last compulsory course of English studies in Finnish upper secondary school education, it is reasonable to have the highest amount of non-native accents in the coursebook's audio. Based on these findings, it seems that the authors of the *Insights* series have chosen their accents based more on the themes of the courses, while the authors of the *On Track* series have paid more attention to the proficiency level of the students when choosing the accents.

During the analysis of accents four ELF situations were found. As was expected after the preliminary analysis, all of the ELF situations, both the expected ones and the unexpected ones, have at least one native speaker of English included in them, and hence the situations are not ELF situations in the most traditional sense. For the situations to be stereotypically ELF, there should only be speakers from different cultural backgrounds who do not share the same mother tongue. Two of the situations were clearly classifiable as ELF since they had groups of people talking with the majorities being outer and expanding circle speakers, and English was used as a language of communication between people who did not share the same mother tongue. The other two were dialogues between an inner circle speaker and an outer or circle speaker, which made the classification of the situations as ELF slightly more problematic. However, as it could not be known for sure that the outer circle speakers identified as native speakers or spoke English as their mother tongue, they were counted to indicate a possible second language speaker and the situations were not set in inner circle countries, they were classified as ELF.

All of the situations are found in the books of the *On Track* series, so it can be said that this series exposes students more to the role of English as a lingua franca than the *Insights* series. Still, four ELF situations is not very much when the quantity is compared to the full amount of texts and exercises in the series, and, like with the accents, it can be doubted that the amount of the situations would give students a good understanding of the role of English in the world.

It can be concluded that neither of the series properly fulfils the teaching goals set by the NCC. Thus it is up to the teachers of English to fill the lack of outer and expanding

circle accents and ELF situations. The lack of an extensive variety of accents in the books causes extra work for teachers because they have to find extra materials and also take time from something else to introduce outer and expanding circle accents to students. In addition, teachers have to find a way to emphasise the role of English as a lingua franca. This could be achieved by showing e.g. videos of non-native speakers talking with each other, but again, this causes additional work for teachers and takes time from something else in teaching. If the books do not expose students to non-native accents and ELF situations, and the teachers do not bring extra materials to class, how can the students become tolerant of non-native accents and learn to understand them?

6 Conclusion

In this thesis I have examined the representation of the role of English as a global language and as a lingua franca in English textbooks used in Finnish upper secondary schools. My aim was to find out how well outer and expanding circle accents of English are represented in the textbooks and whether there are any ELF situations in the books. I analysed the contents quantitatively, assorted all of the accents into three categories defined by Kachru (1985), and counted the ELF situations and analysed them qualitatively. According to my findings, there are six ELF situations, 88.84% of the accents are inner circle ones and 9.38% are outer and expanding circle accents: 7.59% belong to the outer circle and 1.79% to the expanding circle. It is clear that the amount of inner circle accents is substantially larger than that of outer and expanding circle accents, and it can be said that inner circle accents still dominate ELT materials in Finland.

Even though outer and expanding circle accents as well as ELF situations are present in the books and their audios, they are not very substantially represented and their amount seems insufficient to properly fill the requirements of the new NCC. In addition, the quality of the ELF situations and the accents is not always optimal: some of the outer and expanding circle accents heard in the audios are very mild, and the ELF situations are not ELF situations in the traditional sense. This leaves the responsibility of explaining and showcasing the role of English as a global language and as a lingua franca to teachers, which causes them extra work and takes time from something else in teaching. To summarise, the books and their audios alone do not properly expose students to outer and expanding circle accents, and to the significant role of English in the world, for them to become tolerant of and learning to understand outer and expanding circle accents, which have more users around the globe than inner circle accents.

Since this analysis only includes three books from both of the series, the results are not completely conclusive and do not represent the whole of the series analysed. Future research needs to be conducted to give an extensive account of the materials used in Finnish upper secondary schools: the rest of the books need to be analysed from both series, and the exercises of the books need to be included in the analysis in order to get an accurate picture of the representation of different accents.

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Appendix 1

Accent	Circle	Audios
Southern English	Inner circle	<i>Insights Course 4, Insights Course 5, Insights Course 6, On Track 4, On Track 5, On Track 6</i>
Standard American English	Inner circle	<i>Insights Course 4, Insights Course 5, Insights Course 6, On Track 4, On Track 5, On Track 6</i>
African American Vernacular English	Inner circle	<i>Insights Course 4</i>
Irish	Inner circle	<i>Insights Course 4, Insights Course 5, Insights Course 6, On Track 4, On Track 5, On Track 6</i>
Scottish	Inner circle	<i>Insights Course 5, Insights Course 6, On Track 4, On Track 5, On Track 6</i>
Australian English	Inner circle	<i>Insights Course 6, On Track 4, On Track 5, On Track 6</i>
Northern American English	Inner circle	<i>Insights Course 6, On Track 4, On Track 5, On Track 6</i>
Canadian English	Inner circle	<i>Insights Course 6, On Track 4</i>
Received Pronunciation	Inner circle	<i>On Track 4, On Track 5, On Track 6</i>
Southern American English	Inner circle	<i>On Track 5, On Track 6</i>
Western American English	Inner circle	<i>On Track 4, On Track 5, On Track 6</i>
Northern English	Inner circle	<i>On Track 4, On Track 5, On Track 6</i>
Pakistani English	Outer circle	<i>Insights Course 4</i>
Indian English	Outer circle	<i>Insights Course 4, On Track 4, On Track 5, On Track 6</i>

East African English	Outer circle	<i>Insights Course 4, On Track 4</i>
South African English	Outer circle	<i>Insights Course 4, Insights Course 5, On Track 4, On Track 5, On Track 6</i>
Hong Kong English	Outer circle	<i>On Track 4</i>
Jamaican English	Outer circle	<i>On Track 5, On Track 6</i>
Spanish English	Expanding circle	<i>Insights Course 6</i>
Russian English	Expanding circle	<i>On Track 4</i>
Italian English	Expanding circle	<i>On Track 4</i>
Chinese English	Expanding circle	<i>On Track 4</i>
Japanese English	Expanding circle	<i>On Track 5</i>
German English	Expanding circle	<i>On Track 5</i>
Finnish English	Expanding circle	<i>On Track 6</i>