

HELSINGIN YLIOPISTO  
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# Global English – the end of teaching EFL?

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Finnish core curriculum and textbooks in focus

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Master's Thesis

English Philology

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April 2016

Tiedekunta/Osasto – Fakultet/Sektion – Faculty Humanistinen tiedekunta		Laitos – Institution – Department Nykykielten laitos	
Tekijä – Författare – Author Leni Aimonaho			
Työn nimi – Arbetets titel – Title Global English – the end of teaching EFL? Finnish core curriculum and textbooks in focus			
Oppiaine – Läroämne – Subject Englantilainen filologia			
Työn laji – Arbetets art – Level Pro gradu -tutkielma	Aika – Datum – Month and year Huhtikuu 2016	Sivumäärä– Sidoantal – Number of pages 65 + liitteet	
Tiivistelmä – Referat – Abstract			
<p>Tutkielma käsittelee englannin kielen kansainvälisen roolin näkymistä englannin kielen opetuksessa suomalaisessa kontekstissa. Englannista on tullut globaali maailmankieli, ja ihmiset, jotka eivät puhu englantia äidinkielenään, käyttävät kieltä pystyäkseen kommunikoidaan toistensa kanssa. Tämän vuoksi on tärkeää, että opiskelijoita valmistetaan jo kouluaikoina käyttämään englantia eri kulttuureista tulevien ihmisten kanssa. Tutkielman tarkoitus on selvittää, eroaako vuonna 2016 käyttöön otettava opetussuunnitelma edellisestä opetussuunnitelmasta sen suhteen, miten englannin kielen globaali rooli otetaan siinä huomioon. Lisäksi tutkielmassa tutkitaan eri kulttuurien esittelyä perusopetuksen yläkoulun englannin kielen oppikirjoissa sekä sitä, miten opetussuunnitelmassa annetut ohjeet eri kulttuurien käsittelemiseksi englannin kielen opetuksessa on otettu oppikirjoissa huomioon.</p> <p>Tutkielmassa tutkitaan vuoden 2004 ja vuoden 2014 Perusopetuksen opetussuunnitelman perusteita sekä kahta uuden opetussuunnitelman mukaisesti päivitettyä oppikirjasarjaa: Otavan vuonna 2015 julkaisemaa Top-sarjaa sekä SanomaPro:n vuosina 2014–2015 julkaisemaa Spotlight-sarjaa. Tutkimus on luonteeltaan kvalitatiivinen: opetussuunnitelmia tutkitaan kvalitatiivisen vertailevan analyysin avulla, ja molemmista kirjasarjoista analysoidaan 7., 8. ja 9. luokkien tekstikirjat kvalitatiivisella sisällön analyysillä. Oppikirjoja analysoidessa keskitytään paitsi viittauksiin eri kulttuureista, myös näiden kulttuuristen viittausten konteksteihin. Analyysin avulla tutkielmassa selvitetään, miten oppikirjat ovat tulkinneet ohjeet, joita opetussuunnitelmassa on annettu englannin kielen kansainvälisen roolin käsittelemiseksi.</p> <p>Tutkimuksen pohjalta on selvää, että vanhassa opetussuunnitelmassa keskityttiin englannin opetuksessa kohdekulttuuriin eli niihin maihin, joissa englantia puhutaan pääkielenä. Uusi opetussuunnitelma sen sijaan painottaa englannin kielen globaalia roolia, ja sen mukaan on tärkeää, että oppilaat oppivat käyttämään englantia monissa kansainvälisissä tilanteissa. Myös uuden opetussuunnitelman mukaan kirjoitetuissa oppikirjoissa muidenkin kuin pääkielenään englantia puhuvien maiden kulttuurit ovat vahvemmin esillä kuin aiemmin. Kuitenkin suurin osa kulttuurisista viittauksista on edelleen niistä maista, joissa englanti on pääkieli, ja näiden maiden kulttuuria käsitellään syvällisemmin kuin niiden maiden, joissa englantia puhutaan toisena tai vieraana kielenä. Syy siihen, että oppikirjat eivät täysin vastaa uuden opetussuunnitelman vaatimuksiin, saattaa olla siinä, että oppikirjojen kirjoittajat ovat tulkinneet opetussuunnitelmassa annetut ohjeet eri tavalla. Tämä kuitenkin tarkoittaa sitä, että englannin kielen opettajien tulee olla entistä tarkempia sen suhteen, että opetussuunnitelmassa painotettua englannin kielen globaalia roolia käsitellään opetuksessa.</p>			
Avainsanat – Nyckelord – Keywords englanninopetus, kulttuuri, englanti globaalina kielenä, oppikirjat, opetussuunnitelma			
Säilytyspaikka – Förvaringställe – Where deposited			
Muita tietoja – Övriga uppgifter – Additional information			

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## 1 Introduction

Global language is a language that has moved beyond any national boundaries and that has been adapted by speakers of other languages who bring to the language some of the forms of their first language (Halliday 2006: 352). As English has in this way expanded globally, its role as a lingua franca has also become evident: English is systematically used as a language of communication between people who do not share any other language.

Recent statistics show that of the 1,500 million people who speak English worldwide, only 375 million are native speakers (NSs) (Weltsprachen 2013). As there are, thus, more non-native than native users of English, the question has arisen of the way English should be taught at school. It is evident that the materials in English language teaching (ELT) still concentrate on presenting English as it is used by its NSs, and using English in any other way is considered as an error (Jenkins 2012: 488). However, the students are more likely to use English with other non-native speakers (NNSs), which means that the goal of the use of English is mutual intelligibility on which these errors do not have an influence. As English is nowadays mainly used as a lingua franca, it would be natural if ELT was also affected by this changing role of English and prepared the students for their future use of English as a lingua franca (ELF) in global contexts. In this thesis, I study whether ELT in Finland has taken into account the current role of English in the world. I look at what the Finnish national core curriculum says about teaching English in lower secondary school, and whether its views have changed over the course of ten years. Furthermore, I take a look at the English language textbooks used in Finnish lower secondary schools in order to see how they interpret the guidelines set in the core curriculum.

When looking at ELT, it is important to consider how the students are prepared for the kind of lingua franca situations they are likely to encounter when using English globally. According to recent research, it is often the case that even if the international role of English was presented to the students, the real ELF situations seem to be missing from ELT textbooks (Matsuda 2002). Similarly, since English is spoken all over the world, it is important that different cultures are present in ELT as well. However, as the research

shows (see e.g. Yuen 2011), the cultures present in English language textbooks are mostly those of the Western countries where English is spoken as the first language.

Most of the research conducted so far on the global role of English and its representation in current ELT has focused on analyzing the English language textbooks used in schools and the attitudes of students and teachers towards the role of culture and ELF in ELT. However, real progress cannot happen if the educational authorities lag behind, which is why the present study of the new Finnish national core curriculum is important in order to see whether the views have changed.

The main research question for this thesis is:

*How does English language teaching in Finland reflect the status of English as a global language and its role as a global lingua franca?*

In order to answer this question, I need to answer the two supporting research questions below:

*How does the national core curriculum for basic education in Finland take into account the global role of English?*

*How is the role of English as a global language represented in the textbooks used in Finnish lower secondary schools?*

The supporting research questions are answered by examining the Finnish core curriculum and English language textbooks used in Finland. By doing this, it is possible to answer the main research question on how ELT in Finland takes into consideration the global role of English.

This thesis starts by introducing what previous research says about the current role of English in the world. After that, the attention turns to the role of English in Finland with the emphasis being on how English is taught at Finnish schools. Chapter 4 describes the material and methods used in this thesis, after which the results are presented and discussed. At the end of this thesis, some ideas for future research are proposed.

## **2 The status of English in the world**

Already in the 1980s, the native speaker (NS) approach that had been prevalent among linguists concerning English language was being questioned. The spread of English was unforeseen: it was ‘transforming existing patterns of international communication’ (Ferguson 1982: 9) as it made it possible for speakers from different first-language backgrounds to exchange ideas. By now, the non-native speakers (NNSs) of English outnumber the NSs, and they are more likely to use English with other NNSs, as a lingua franca (Jenkins 2006). Consequently, English does not belong to only its NSs anymore. In the following sections, I further discuss the status of English in the world, and how the current ELT is, or should be, affected by this global role of English.

### **2.1 Global English**

Crystal (2003: 3-4) defines global language as a language that has developed a special role recognized not only by the countries in which this language is spoken as a mother tongue by the majority of people, but also by other countries around the world. This special role given to English by countries in which it is not an official language is mainly visible in these countries’ foreign language teaching: it is made a priority, and it is one of the most available languages to children at school as well as to adults after they have already received their education (Crystal 2003: 4-5). The need for a global language, as stated by Crystal (2003: 11) stems from the need there is in today’s globalizing world to be able to communicate with people from various linguistic and cultural backgrounds. This is also what ELT should prepare the students for when teaching them how to use English.

Global English is a combination of multiple native and non-native varieties. When English is used globally, certain flexibility is always needed since there is ‘an acceptance that people need to communicate within a certain functional realm despite their possible pronunciation, grammatical, vocabulary, cultural and rhetorical differences’ (Friedrich 2012: 44). Thus, it needs to be taken into account that the speakers of English nowadays come from many different cultural backgrounds, use many different accents, and their control over the standard grammar and pronunciation varies greatly.

The other term used to describe the status of English in the world is *English as an International Language* (EIL). What makes English an international language is the fact

that it is spoken by many native speakers of other languages, and it is used both between people from different countries and between people from one country (see e.g. Schnizer 1995; Alptekin 2002; McKay 2002). As the definitions of EIL are rather vague and do not properly take into account the ways English is used in these international contexts, the term Global English is used in this thesis, instead.

*English as a Lingua Franca* (ELF) is a relatively new term used to describe the global role of English in the world. ELF is defined as a way of communication between people who do not share a first or any other language (see e.g. Seidlhofer 2004; Jenkins 2012). Although this concept is generally thought to include only the people who do not speak English as their native language, the use of ELF applies also to NSs: as Jenkins (2006: 486-487) states, the NSs, too, need to learn the kind of English that can be used in international contexts.

ELF is mainly used ‘for practical purposes by people with very varied norms and scopes of proficiency’ (Seidlhofer 2004: 212). This means that in lingua franca situations, there might not be any standard grammar or pronunciation present as these are not vital: what is needed for the communication to be successful is only intelligibility. Jenkins (2012: 489) has studied the success of ELF communication and concluded that many of the NS forms, deviating from which is usually considered as an error, do not have any effect whatsoever on intelligibility. ELF is a product of the global role of English and it is not considered as a linguistic variety but a way for people from different first-language backgrounds to communicate with each other.

## **2.2 Nativeness and the ownership of English**

When examining the way English is nowadays used in the world, it is important to begin with discussing the idea of nativeness in the context of English. Speakers of any language are commonly classified into native and non-native speakers of that language. Llorca (2009: 120) mentions that this sort of division resembles the one between ‘us’ and ‘the others’ in communities where these ‘others’ are prevented from being full members of the community. Thus, the NS ideology may be seen as a kind of discrimination against the NNSs. Holliday (2009: 23) explains this idea further by introducing the current role of English as a conflict between the Center and the Periphery, where the Periphery (the NNSs) is being dominated by the Center (the NSs). This results in a continuous inequality between the two. This inequality is also visible in the terms ‘native speaker’ and ‘non-

native speaker’. As Holliday (2009: 24) points out, they can be seen as ‘products of a particular native-speakerist ideology which [...] inaccurately considers ‘non-native speakers’ inferior’.

The division that is made between the NSs and NSSs lies largely on ideological, not only linguistic grounds. The NS is considered to be a part of a group, enjoying acceptance from the rest of the group as well as from the people outside the group (Holliday 2009: 25). This does not necessarily have anything to do with using English (grammatically or phonologically) like a NS. Nor does it have to do with actually *being* a NS; as Holliday (2009: 25-26) states, it is mostly about how a person fits our perceptions of what we think a native English speaker is like. The native-non-native speaker distinction is revolved around language ideologies, and Shuck (2006: 260) calls this ‘the ideology of nativeness’. Upon this language ideology rest our beliefs about native and non-native speakers belonging into two different groups, as well as about language and race being inextricably intertwined.

In his study, Shuck (2006) examined the perceptions the US university students have on native and non-native English speakers. Some of these deep-rooted ideas can be seen from **Table 1** below.

<b>Native Speakers</b>	<b>Non-native speakers</b>
Are American	Are international
Are experts in English	Are novices in English
Are White or Anglo	Are non-White or non-Anglo
Are ahead/faster	Are behind/slower
Are up to speed	Hold everyone else (native speakers) back
Are compared to parents and “normal humans”	Are compared to young children, the mentally disabled or “emotionally disturbed”
Take normal classes	Take easy classes that cater to them
Have no accent or have regional ones	Have accents
Are perfectly comprehensible	Are incomprehensible
Have little or no responsibility for communicating effectively with non-native speakers	Have full responsibility for communicating effectively with native speakers
Have no culture	Have culture

**Table 1** Some thoughts about native and non-native speakers (from Shuck 2006: 262)

The results of the study show that most of the students did not only connect a certain race with being a NS or a NNS but speaking in a non-native accent was considered as inconvenient (not only in the US but also during the travels outside the US) (Shuck 2006: 266-267). Moreover, NSs are seen as normal human beings, whereas NNSs are compared to young children regarding their mental capacity.

The question of nativeness is closely connected to that of the ownership of English. The opinions of the university students in Shuck's (2006) study are clear: English belongs to its NSs, even when it is used in international contexts. Those who speak English should follow the NS norms so that they remain comprehensible to NSs.

The pervasiveness to follow the NS models is equally visible amongst the NNSs. Llurda (2009) examined the attitudes of non-native English teachers towards English as spoken in international contexts. It was found that not only did the NNS teachers feel pressure to learn to speak like a NS, but they were actually reluctant to introduce other varieties or cultures to their students except those of the countries where English is spoken as the first language (Llurda 2009: 128). However, English is not a language used only around its NSs, anymore. Rather, its role as a global language means that it is spoken by a large number of native speakers of other languages, with other non-native English speakers (McKay 2002: 5). What is central when considering Global English is the fact that the ownership of English has shifted: the most frequently used terms for English language education – English as a foreign language (EFL) and English as a second language (ESL) do not suffice anymore as they do not agree with the way English is used (Smith 1976: 160). Although it is not entirely clear why English, in particular, has come to be the language that is most frequently used in international settings, it is clear that, because of its role, English does not belong to any certain nation anymore; rather, as Smith (1976: 160) states, '[i]t is yours (no matter who you are) as much as it is mine (no matter who I am)'. Next, the role of English in intercultural settings is examined more closely.

### **2.3 English in cross-cultural settings**

In language education, communicative competence is essential for the non-native language users to be able to participate in a conversation held in the target language (Alptekin 2002: 58). Communicative competence can be divided into four different competences: grammatical, sociolinguistic, discourse and strategic competence. These are introduced more thoroughly in **Table 2** below.

<b>Grammatical / formal competence</b>	Accuracy: knowledge of the syntactic, lexical, morphological, and phonological features of the language, as well as the capacity to manipulate these features to produce well-formed words and sentences
<b>Sociolinguistic competence</b>	Appropriate use of language in a culture-specific context: social rules of language use
<b>Discourse competence</b>	Ability to deal with the extended use of language in context: forming a meaningful whole through the connection of sentences / utterances
<b>Strategic competence</b>	Knowledge of communication strategies: ability to cope in an authentic communicative situation and to keep the communicative channel open

**Table 2** Communicative competence (adapted from Alptekin 2002: 57-58)

The communicative approach sees target language culture as the one in which the foreign language learners should be able to fully participate (Alptekin 2002: 58). However, there is no explicit target culture in which English is used as its use more often than not involves different intercultural contexts. Moreover, in these intercultural settings, a NNS is more likely to use English with another NNS rather than with a NS (see e.g. Jenkins 1998). This means that, regarding English, communicative competence cannot rely on targets set by the NSs alone since, in the world, the kind of English is needed that is comprehensible to its NNSs. The model of communicative competence introduced in **Table 2** should thus be updated in the context of English in order to move towards intercultural communicative competence, and Alptekin (2002: 63) introduces five criteria that should be taken into account. These criteria are presented in **Table 3** below.

<b>Criterion 1</b>	The models used in ELT should be bilinguals with intercultural insights rather than monolingual NSs.
<b>Criterion 2</b>	Linguistic and cultural knowledge as well as awareness of difference are needed for successful intercultural communication.
<b>Criterion 3</b>	Language learners should learn to use language appropriately in both global and local contexts.
<b>Criterion 4</b>	Both local and international contexts should be included in the teaching materials.
<b>Criterion 5</b>	Interactions between a NS and a NNS as well as a NNS and a NNS need to be presented as discourse samples to language learners. NS and NS interactions are quite irrelevant to non-native English learners.

**Table 3** Towards intercultural communicative competence (adapted from Alptekin 2002: 63)

As **Table 3** shows, models for the use of English in intercultural contexts are needed in order for the language learners to gain intercultural communicative competence.

### 2.3.1 Intelligibility in intercultural contexts

Intelligibility is crucial for the use of English in cross-cultural communication. It is often assumed that ‘the educated native speaker is more likely to be intelligible to others than the educated non-native speaker’ (Smith and Rafiqzad 1979: 371), and that is the reason for which the NS model for pronunciation is considered to be the best alternative. However, Smith and Rafiqzad (1979) studied the intelligibility of different accents to non-native speakers of English and found that the most intelligible speakers were actually other NNSs, with the NS variety receiving only an average intelligibility score of around 60 %.

Being intelligible is usually regarded as meaning that a NNS uses English in a way that is considered acceptable by the NSs. This is how English is still taught, even though today, there are more non-native than native users of English. Jenkins (1998) discusses how the targets of ELT should be updated so that the NNSs would be intelligible in international contexts to other NNSs, rather than only thinking about the NSs. For

example, Jenkins (1998: 121) concludes that not all the areas of pronunciation are crucial in order for the communication to be effective in global contexts, and ELT should thus focus on those areas that actually do count. Also different non-native varieties of English should be accepted and presented more widely in ELT (Jenkins 1998: 124).

English has a lingua franca status in the world, which means that the interactions in English happen more and more often between a NNS and a NNS (Kachru 1988). It could be asked – as Alptekin (2002: 61) does – that concerning the intelligibility of communication in English, how relevant are cultural elements introduced to language learners from the countries where English is spoken as the first language, if the non-native users of English are more likely to be communicating in English with other NNSs? In order to achieve the international communicative competence, should the language learners not be introduced to conventions of other NNS countries?

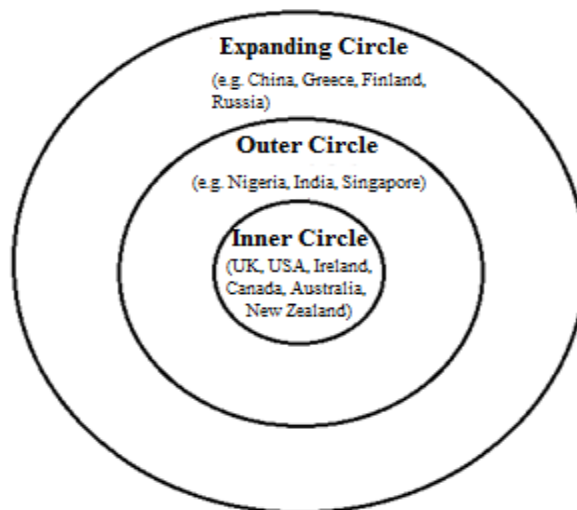
The increasing use of English in cross-cultural settings has made English a multicultural language (Kachru 1988). In Kachru's (1988: 207) words, 'the spread of English has resulted in a multiplicity of semiotic systems, several nonshared linguistic conventions, and numerous underlying cultural traditions'. Regarding the internationalization and, as its result, the diversification of English, Kachru (1988: 220-221) singles out three main concerns that have been prevalent among the purists of English language:

<b>1. Decay in proficiency in English</b>	When a comparison is made between the present-day English and the Standard English that once was the main variety, it is concluded that the standards of teaching English have gone down. However, it might in fact be that the teaching of English has substantially improved since there are currently more English-speaking individuals than ever before. Almost anyone can learn English.
<b>2. Decay in international intelligibility</b>	The international role of English calls for international intelligibility from the users of English. Nevertheless, there are numerous international contexts in which English is used, and 'intelligibility' is by no means an explicit term. The teaching of English has a great responsibility what comes to understanding different cultures and the use of English internationally.
<b>3. Indifference to the 'native speakers' role as the guardian of English</b>	The NSs are still regarded as the real speakers of English, and the native varieties are the ones that should be followed by other users of English. The current role of English in the world, however, demands for the non-native varieties of English to be recognized, as well. This is also vital for international intelligibility.

**Table 4** Concerns about the diversification of English (adapted from Kachru 1988: 220-221)

The answer to these concerns presented in **Table 4** above is the realization of the fact that English is more than one variety. As a global language, it consists of multiple different varieties which come from many different countries. English is not even a national language in most of these countries. According to Kachru (1985), the spread of English divides countries into three concentric circles according to how English is used in these countries. Next, these circles are examined more closely.

### 2.3.2 Three circles of English



**Figure 1** Three circles of English (adapted from Kachru 1985)

Kachru (1985: 12) designed the three circles model to be a representation of the internationalization of English: it shows ‘the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages’. Three concentric circles include the inner circle, the outer circle, and the expanding circle.

**The inner circle** refers to countries where English is spoken as a primary language: the USA, the UK, Ireland, Canada, Australia and New Zealand. Kachru (1985: 12) calls the inner circle ‘the traditional bases of English’ as it only includes the NS countries.

**The outer circle** shows the earlier spread of English when English was brought to non-native contexts. Countries that belong to the outer circle are countries where English has an established or otherwise important status (mostly due to colonization) but where it is

only one of two or more main languages spoken by the inhabitants of that country. The varieties of English spoken in the outer circle are called ‘institutionalized varieties’ as English functions in the outer circle countries as a language of legal system and education. The members of a society have varying degrees of competence in English. Outer circle countries include, for example, Nigeria, India and Singapore. Based on its political and linguistic history as well as current linguistic richness, also South Africa is considered to be a part of the outer circle in this study.

**The expanding circle** demonstrates the latest developments of English. It is the result of the international role of English and refers to countries where English is widely studied and recognized as well as used as a lingua franca, even though English does not have an official status in these countries. The countries in the expanding circle are different from those in the outer circle in that English has not arrived to these countries due to colonialization but due to its international spread. Thus, expanding circle countries do not necessarily share a common history (with each other or with NS countries), and they might differ from each other in many other ways, as well. The expanding circle includes countries such as China, Finland, Nepal and Greece.

As Kachru (1985: 14) mentions, this division is by no means unproblematic and there are countries that are not that easy to place within the circles. Moreover, the status of English in each country changes from time to time, which means that any country might move to another circle at any moment. Nevertheless, the three circles model is an important tool for examining the current status of English in the world as it emphasizes the importance of outer and expanding circles, presenting English as a global language instead of concentrating on a NS model in the inner circle.

#### **2.4 Teaching English as a global language**

Even though the status of English as a global language has been visible for years, it still appears as though in the teaching of English, the NS approach is the dominant one (see e.g. Llorca 2004; Jenkins 2006; Ranta 2010; Sowden 2012). One of the reasons for this might be that there are no clear alternatives for the ways English should be taught (Jenkins 1998). However, the fact that the students might be penalized for using intelligible yet ungrammatical forms of English (Jenkins 2006: 44) does not serve the purpose for which the students are most likely to be using English in the future: communicating with other NNSs.

Schools are familiar with teaching EFL, which prepares the students to use English with its NSs. Teaching Global English, in contrast, would focus on communication between people from different first-language backgrounds (Suzuki 2011). When looking at ELT from the global perspective, learning to use English in a way that is intelligible to other NNSs and understanding different accents and cultures would be essential. Next, I take a look at how current ELT takes these issues into account.

#### **2.4.1 Varieties of English in ELT**

The views on teaching ELF in schools vary a great deal. In Suzuki's (2011) study of Japanese student teachers, it was found that the student teachers did not really see the point in introducing the diversity of English to the students. In their opinion, the teachers should only 'quickly mention' the different varieties of English; otherwise the students 'would just be puzzled' (Suzuki 2011:149-150). In addition, Groom (2012) found that the majority of European NNSs still seem to want to sound like NSs, and they should not be forced to give up that goal.

When asked about the students themselves, the results are quite different. To be able to cope in lingua franca situations, one of the most important things is to understand English spoken in different accents. Everyone is able to get used to and understand different accents – they only have to hear these accents enough (Schnizer 1995). Abeywickrama (2013: 67) found that the students understand that in real life, they are going to hear non-native accents, which is why they think that it is important that they also hear these non-native varieties of English in the classroom. Most of the students in Ranta's (2010: 163) study did not even think that it is important for them to sound like a NS: they are happy to keep their own accent. Similar results were found by Timmis (2002). Although some of the students interviewed still wanted to achieve pronunciation skills according to a NS model, the others preferred sounding natural (Timmis 2002: 242). If we are to listen to the students, it seems that the targets of ELT should indeed be updated. As Kirkpatrick (2007) mentions, the native-like competence does not help the users of English in communicating with other NNSs.

There have been concerns that if other varieties were presented as models for pronunciation, it would result to other countries only creating their own varieties of English, which, in the end, would mean that neither native nor non-native English speakers would be understood by other speakers of English (Smith and Rafiqzad 1979:

371). However, since the global role of English means that English is used internationally, for example, in business, education and travel, the possibility that different varieties of English would, in the end, be completely unintelligible to others is, as concluded by Smith and Rafiqzad (1979: 380), non-existent.

#### **2.4.2 Culture in ELT**

Culture is an inseparable part of language teaching, since language always comes from culture. The case of culture in ELT, however, is a more complicated matter. As presented earlier in this chapter, English is used globally as a lingua franca, in many different cultural contexts, which means that it has become problematic to associate English with any certain culture (Baker 2012). As Baker (2012: 65-66) states, the knowledge of different cultures is important when communicating with people who come from these cultures, and it also makes students aware of the kind of influences culture might have in intercultural communication. Language, after all, is not the only thing that affects the success of communication (Sajavaara 1988: 255). Since it is more probable for the learners of English to use English with other NNSs, it is not enough that ELT introduces them 'to the life of 'native speakers' of a particular nation-state such as the UK or the US' but the cultural references should be more global (Gray 2010: 34). However, as Gray (2010: 35) further explains, this also means that the teachers of English are constantly faced with the problem of what cultural content and which varieties of English to include in ELT.

Many studies have been conducted on textbooks in order to find out how much the students actually learn about different cultures during their English language studies. Yuen (2011) studied the cultural content in English textbooks used in Hong Kong and found that the textbooks tend to take a 'tourist's perspective' when representing a foreign culture, i.e. they focus on topics such as food and travel. Moreover, the cultures addressed were mainly those of the Western countries where English was spoken as the first language, with little attention paid to other cultures (Yuen 2011: 464). Moreover, Matsuda (2002) analyzed the representation of users and uses of English in Japanese textbooks, and concluded that the textbooks presented the NSs as the primary users of English, and even in the international contexts, there was often a NS present. Even though the international role of English would be presented to the students, the real ELF situations seem to be missing from the textbooks.

### **3 English in Finland**

In the following sections, the current situation of English in Finland is introduced. I start by describing the ways English is used in Finland in general, after which I take a look at foreign language education in Finland, concentrating on English in particular. This chapter ends with a discussion on how English language textbooks used in Finland have in the past taken into account the global role of English.

#### **3.1 The various roles of English in Finland**

Since this study is situated in Finland, it is vital to take a look at the role of English in Finland in general as it affects not only how English is, or should be, taught at schools in Finland but also the Finnish pupils' views on English language. Much research has been done on the role of English and attitudes towards English in Finland. For example, Leppänen et al. (2011) conducted a national survey on the English language in Finland, in which they asked the respondents about their attitudes towards English and its use in Finland, their own use of English, and how they perceive the future of English in Finland. It was found that most of the Finns think that they have a relatively high proficiency in English, although they would be happy to also improve their skills (Leppänen et al. 2011: 161). Finns are aware of the spread of English and they consider English to be the most important foreign language, however their use of English is rather limited: according to Leppänen et al. (2011: 161-162), the most common uses of English for Finns are searching for information, listening to music, watching TV programs and reading websites and manuals. Writing and even speaking English are less common.

English is becoming a more and more important part of the younger people's lives. Regardless, Leppänen et al. (2011: 159) conclude that Finns do not see English as a threat to their mother tongue. Currently, for Finns, English is mostly a way of enriching international understanding, but it is also expected by the Finns that the status of English in Finland is going to change in certain, more international contexts like business, science, and music (Leppänen et al. 2011: 167).

Finns are not wrong: already long ago it has been noted that English has been gaining ground in Finnish society (see e.g. Hyrkstedt and Kalaja 1998; Taavitsainen and Pahta 2003; Leppänen 2007). In their study, Hyrkstedt and Kalaja (1998) concentrated on the attitudes towards the use of English in Finland and whether it was thought that the Finnish

language was threatened by English. It was found that the negative attitudes arose mainly towards loanwords and codeswitching which were considered to be harmful to Finnish language. Those with the positive attitude, in contrast, thought that it was natural and even advantageous that English influenced Finnish (Hyrkstedt and Kalaja 1998: 349).

However, the spread of English in Finland is not limited to loanwords and codeswitching. Taavitsainen and Pahta (2003) described in their article the present role of English in Finland overall. Research is an area where the prevalence of English has been most apparent, and in business, English is also becoming increasingly important: in Finnish branches of international companies, English is the official language, and with corporate internationalization, English has become an important part of professional life (Taavitsainen and Pahta 2003: 7). Moreover, as Taavitsainen and Pahta (2003: 6) state, almost every pupil is learning English at school, and some schools offer tuition in English.

Taavitsainen and Pahta (2003) do not focus only on the role of English as a lingua franca in international situations in Finland but also on how English affects the lives of those not involved in international interactions. Even for these people, encounters with English might easily happen on a daily basis, mainly through various forms of popular culture and entertainment since in Finland, for example TV programs have subtitles instead of dubbing (Taavitsainen and Pahta 2003: 5). Many Finnish companies have also taken an English name in order to give the impression of, in Taavitsainen and Pahta's (2003: 8) words, 'young, trendy, fashionable'.

Leppänen and Nikula (2007) carry on the discussion with presenting the variety of ways English is used in Finland. In addition to foreign-language TV programs, there are Finnish TV programs (for example, talk shows and newscasts) in which English is used at least in some sections of the program. Usually this happens when there are interviews with native and non-native speakers of English (Leppänen and Nikula 2007: 343-344). This typically creates lingua franca situations (Leppänen and Nikula 2007: 344-347) since in Finnish TV programs, there are usually Finnish-speaking hosts and interviewers. Lingua franca situations are also created when English is used in order to communicate with people who live in other countries. This is common, for example, in workplaces where English is used in e-mail interactions (Leppänen and Nikula 2007: 347-348).

In addition to lingua franca settings, English is also used when all the participants are Finnish-speaking. Nowadays, as also noted by Leppänen and Nikula (2007: 351-353), it

is quite common for the Finnish pupils to receive education in English, and this happens, for example, in Content and Language Integrated Learning (CLIL) classrooms. Here, the instructions are given in English but it is common that the pupils codeswitch between Finnish and English during the lessons. Moreover, in electronic games, the ability to use and understand English is these days important, not only because rules and instructions might be available only in English, but also because the games use English terms for which the Finnish equivalent might not be available or known by the players. Even if all of the players are Finnish-speaking, English is used, as well (Leppänen and Nikula 2007: 356-358). This kind of codeswitching happens mainly in youth language, and, in addition to games, it is visible in hip-hop lyrics, blogs and fan fiction (Leppänen 2007).

Based on the aforementioned studies, it is evident that English is present in Finns' lives not only during their studies or while traveling, but in their daily lives, as well: English is used as a lingua franca on a regular basis both globally and locally.

### **3.2 Foreign language studies in Finland**

In theory, studying English in Finland is not mandatory. In practice, however, the situation is quite different: at the end of their basic education, 99.4 % of Finnish students have been studying English (Statistics Finland 2015). During basic education, it is compulsory to study at least two languages in Finland: during primary school, pupils start learning their first compulsory language (A1-language), and at the beginning of lower secondary school (or, after 2016, at the end of primary school), the studies start at the second compulsory language (B1-language). In addition, pupils have an opportunity to choose one or two optional languages: A2-language in primary school and B2-language in lower secondary school. **Figure 2** below shows the structure of foreign language studies in Finnish basic education as well as some of the languages that the pupils have decided to study (according to the statistics of National Board of Education 2015b).

Primary school (Grades 1-6)	Grades 1-3	<b>A1-language (compulsory):</b> English (90.3 %) Finnish (5.3 %) Other (below 2 %)
	Grades 4-6	<b>A2-language (optional):</b> English (8 %) Swedish (7.8 %) German (5.6 %)
Lower secondary school (Grades 7-9)	Grade 7	<b>B1-language (compulsory):</b> Swedish (Finnish-speakers) English (Swedish-speakers)
	Grades 8-9	<b>B2-language (optional):</b> German (4.7 %) French (2.9 %) Russian (1.7 %)

Figure 2 Foreign language studies in Finland

Pupils begin their A1-language studies at the age of 9 the latest (grade 3). As can be seen from **Figure 2**, the vast majority of Finnish pupils choose English as their A1-language. One of the reasons for the overpowering lead of English language compared to other languages is that in many municipalities, it is becoming increasingly common to only offer English as an option for A1-language: pupils thus do not have any other languages to choose from (Kangasvieri et al. 2011: 21-22, my translation).

Pupils start studying the second mandatory language (B1-language) at the age of 13 (grade 7). As a B1-language, students study the second official language in Finland, Swedish. There is a Swedish-speaking minority in Finland, and since they study Finnish as their compulsory A1-language, English is either their A2- or B1-language. Before beginning their studies in Swedish, pupils have, at the age of 11 the latest (grade 5), an opportunity to choose an A2-language to study. The most common choice for an A2-language is English, and the reason for this is that the pupils who do not study English as an A1-language usually take it now. Another optional language (B2-language) starts in lower secondary school at the age of 14 (grade 8). As **Figure 2** shows, the most common B2-language is German. However, the percentage of pupils studying optional languages during their basic education has been steadily decreasing throughout the 21<sup>st</sup> century, and it is no longer obligatory for municipalities to offer a B2-language (Kangasvieri et al. 2011: 21, my translation). In the following sections, the learning objectives for English language teaching in Finland are presented.

### **3.2.1 English in Finnish national core curriculum**

The national core curriculum by the National Board of Education offers the most important guidelines for teaching in Finland. The Finnish core curriculum is a current topic since the new core curriculum 2014 is about to be put into practice in 2016. In the curriculum, the values, practices and ideas on which teaching is based are outlined, as well as the learning objectives for different subjects taught at school. The curriculum for basic education offers separate guidelines for grades 1-3, 4-6 and 7-9. This thesis examines grades 7-9 which belong to the lower secondary school.

The guidelines and learning objectives for foreign language teaching depend on whether the language is learned as A1-, A2-, B1-, or B2-language. First, the general guidelines for foreign language teaching and learning are offered, after which come separate guidelines for different languages. English is learned as A1-language almost without an exception, so in this thesis, I am concentrating on that section of foreign languages. Since the 2004 national core curriculum, there have also been separate objectives for learning outcomes of English, and the proficiency levels are set higher compared to other A1-languages. This is because pupils learn English more even during their free time, which is also taken into account in the curriculum (CC 2014: 348).

The goals for ELT in lower secondary school are divided into three sections. The first goal is to support pupils' growth into cultural diversity and language awareness. The second goal for ELT is to improve pupils' language learning skills. The pupils practice, for example, information retrieval and the use of vocabulary. The third goal is related to the pupils' interactional skills as well as their skills in producing and interpreting texts. The spread of English is taken into account in the teaching, and vocabulary and structures are studied from different texts (CC 2014: 349-350, my translation). There are no national exams after comprehensive school in Finland; the pupils receive their final grades according to how well they have reached these goals at the end of comprehensive school.

### **3.2.2 Common European Framework of Reference for Languages**

In addition to the national curriculum, foreign language teaching in Finland follows the Common European Framework of Reference for language learning, teaching and assessment (CEFR). The CEFR offers a basis for curriculum guidelines, teaching materials and assessment. In Finnish comprehensive school, CEFR is used mainly to

assess the pupils' foreign language proficiency. The CEFR describes this proficiency at six levels (A1 and A2, B1 and B2, C1 and C2). In addition to the goals described in the previous section, the pupils get their final grades according to which level of proficiency they have reached at the end of their basic education. In order to receive grade 8 (on the scale of 4-10), the pupils must have reached a proficiency level B1.1 (CC 2014: 351-352). According to CEFR, a language user at level B1:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (CEFR 2011: 24)

In this thesis, the interest lies in how these proficiency levels are presented in the national core curriculum.

### **3.3 English at school**

Considering the present role of English as a global lingua franca and the teaching of English in Finland in particular, it is important to take a look at how English actually is taught in Finland. Does ELT in Finland acknowledge the global role of English, or does it still take a NS approach?

When discussing the teaching of English, both the students' and the teachers' views need to be taken into consideration. This is what Ranta (2010) did in a study that examined how well English in the real world and English at school come together in a Finnish context. Based on questionnaires directed to both students and teachers, Ranta (2010: 175) concluded that both sides are aware of the changing role of English and 'the consequences it at least *should* have on their English instruction'. The students recognized that they would most likely be using English in the future with other NNSs, and most of their experiences with English outside school so far had been in ELF situations (Ranta 2010: 166). Further, Ranta (2010: 166-167) found that the students have a positive attitude towards non-native varieties of English, including their own variety, even though many of the students 'were afraid of grammatical errors' and seemed to think that they were expected to learn a certain native variety.

The upper secondary school students in Jokilehto's (2014) study were not as aware of ELF as the students in Ranta's (2010) study. Thus, it is not that surprising that Jokilehto (2014: 81) also found more negative attitudes towards ELF (especially regarding pronunciation), although most of the students did think that it was important for them to hear English spoken in different accents during their studies. However, when asked about teaching ELF, the students seemed to favor ELF approach over the traditional NS approach (Jokilehto 2014: 85). Regarding students' unawareness and negative attitudes towards ELF in general, the teachers play a significant role in changing perceptions, which is why it is important to consider the teachers' attitudes towards the role of ELF in ELT.

The teachers in Ranta's (2010: 174) study understood that the current role of English in the world meant that the students would be needing English to communicate with other NNSs. Nevertheless, the teachers themselves wanted to stick to a certain native variety of English they used in the classroom, and they felt that it was still appropriate to evaluate students' language skills according to a NS model (Ranta 2010: 174-175). Conversely, when the novice teachers' perceptions on the teaching of EIL were studied by Seppälä (2010: 57), it was found that even though the novice teachers tried not to make mistakes when speaking English in class, they did not find it that important to keep to a certain accent; in written language, however, they tried to use only one way of spelling. Although the global role of English is noticed by both the students and the teachers, it seems that the English taught at school still lags behind the English used in the real world.

Kopperoinen (2011) studied the representation of ELF in current ELT by examining the accents that are present in the audio materials of English language textbooks used in Finland. Considering the role of English as well as the students' future use of English, it would be natural if the English language textbooks presented a variety of both native and non-native accents of English. However, as Kopperoinen (2011: 80) concluded, the amount of non-native accents in the textbooks studied was insignificant compared to that of native accents. Furthermore, the extracts with non-native accents were extremely short, and most of the non-native accents introduced were European (Kopperoinen 2011: 88). Similarly, Seppälä (2010: 71) studied the role of culture in ELT and found that culture has only a minor role in the teaching of English, and the cultural content is mainly focused on the cultures of the UK and the US. Although the novice teachers that were interviewed in the study seemed to have thought about the global role of English a lot and wanted to

introduce different accents to the pupils, this is not practiced systematically (Seppälä 2010: 84).

### **3.4 The role of English as a global language in English language textbooks used in Finland**

Since this thesis examines the global role of English in the English language textbooks that follow the guidelines presented in the new Finnish core curriculum, in order to get a more comprehensive view on the matter, it is important to discuss how Global English has been present in the former textbooks used in Finland.

OTAVA is one of the largest textbook publishers in Finland, and their former English language textbook series for lower secondary school was called *Smart Moves*. Mäkelä (2012) studied this series of textbooks (published in 2005-2009) in order to find out which accent they presented as the ‘target accent’ and whether any other accents were introduced to the students. It was found in the study that the pronunciation instructions and phonetic transcriptions of words in *Smart Moves* textbooks attempted to teach the students to speak with one accent (Mäkelä 2012: 63). According to Mäkelä (2012: 63), the target accent in *Smart Moves* was Received Pronunciation (RP), although this was not at any point explicitly mentioned to the students. The largest groups of speakers in *Smart Moves* were British and American, and the textbooks included seven native accents that were clearly identifiable and eleven non-native accents, most of which might not have been even identified by the students (Mäkelä 2012: 64). However, there was a large number of different accents, which means that there has been an attempt in the textbooks to present some of the variability there is in the English language.

Saavalainen (2012) studied the representation of expanding circle in *Smart Moves* further. It was found that nearly half of the texts were situated in the inner circle countries, with outer and expanding circles being the context of 5 % and 7 % of the texts, respectively (Saavalainen 2012: 16). Further, Saavalainen (2012: 17) found that among different contacts, those between inner and expanding circle were the most frequent with 10 % of the texts presenting them. Contacts between NNS countries, however, were presented by only 1 % of the texts (Saavalainen 2012: 16). It seems that the inner circle dominated in *Smart Moves* series, and it was still assumed that when NNSs communicate in English, there is a NS present.

According to the studies presented above, the global role of English has not yet been fully presented to the students in the English language textbooks used in lower secondary schools. As Mäkelä's (2012) study shows, the spread of English is mainly visible in the textbooks' representation of non-native accents, although a vast majority of the speakers in the books come from inner circle countries. It is, thus, evident that both the textbook authors and teachers need to consider the present role of English more closely in order to be able to prepare the students for ELF situations they are likely to encounter in real life. Now that there is a new national core curriculum in Finland that actually mentions *English as a lingua franca* in its guidelines (CC 2014: 349), it is worth to examine the textbooks that follow this new curriculum in order to see whether there has been any change in how they take the spread of English into consideration.

## **4 Material and methods**

The present research belongs to the field of applied linguistics, as its purpose is to study how language is presented in current ELT. Applied linguistics seeks to find an understanding of how languages are used in the real world, and this thesis in particular is concentrated on language analysis (Croker 2009: 4): how do the textbooks used in ELT prepare the students for their future use of English?

In this section, the methods and data used to answer the research questions presented in chapter 1 are introduced.

### **4.1 Qualitative research**

The purpose of this study is to understand the ways in which language is presented to students in ELT in Finland, the reasons for these particular ways of presenting language, and whether there have been any changes regarding the matter during the last ten years. In order to get a clear understanding of the research topic, this study is qualitative in nature. Qualitative research makes it possible to analyze the meanings behind each choice and to see how different world views are created in the process (Croker 2009: 8). As Croker (2009:12) states, this sort of diversity that is characteristic to qualitative research offers us ways of looking at the world from different perspectives.

As typically in qualitative research (Croker 2009: 11), also in this study the data is collected by the researcher who then interprets the results as well. This makes the research subjective in nature, and the results may not be generalizable to all contexts. However, the research process is clearly presented, which means that the research can easily be replicated in other environments, as well.

The nature of the data used in this research means that the data collection, analysis and interpretation are mostly done simultaneously in order to get a more comprehensive understanding of the material. This, as mentioned by Croker (2009: 10), is characteristic to qualitative research. However, the research remains systematic as the research approach and the data collection methods that have been chosen are strongly connected to each other and together they provide insight to the topic that might otherwise remain out of reach. Next, the methods used in this study are examined more closely.

## 4.2 Comparative analysis of the national core curricula

In order to answer the research questions introduced in chapter 1, a comparative analysis was done of the 2004 and 2014 national core curricula by Finnish National Board of Education. The curricula were compared to each other in order to see whether there has been any change in how the core curriculum takes into consideration the global role of English. This thesis is concentrated on how English is taught in lower secondary school, which means that the analysis of the curricula was limited to the separate guidelines offered for grades 7-9. The main reason for concentrating on lower secondary school is that during primary school (grades 1-6), the pupils are mostly getting to know English as a language and trying to find the courage to use English. In lower secondary school, however, the pupils' language skills are already strong, which means that during lessons, there is no reason to only focus on things such as the structure of the language. Moreover, as English is most often learned as A1-language, this thesis concentrates on that section of the guidelines, in which English also has its own objectives for learning outcomes.

## 4.3 Content analysis of the textbooks

A content analysis was done of the English language textbooks used in lower secondary schools in order to see how English is taught after the new national core curriculum. There are two large textbook publishers in Finland, OTAVA and SanomaPro, and their course books are the ones that are most commonly used in Finnish schools. In order to get a clear view on both of the series as a whole, all three textbooks (one for each grade: 7, 8 and 9) from both of the publishers were analyzed for this thesis. The goal was to find out how English is presented to the students: how do the textbooks affect the pupils' understanding of Global English? How are different cultures and contacts between these cultures represented in the course books, and what kind of emphasis do they give on communication and intelligibility?

In order to analyze the cultural content of the course books both by the frequency of cultural references and the way different cultures are presented to the students, the cultural references were divided into products, practices, perspectives and persons where the connection to a foreign origin is obvious, as introduced by Yuen (2011). An obvious connection to the origin means that, for example, a simple mention of a mobile phone does not count as a cultural reference, but a mention of an iPhone does. **Table 5** below introduces these categories more closely. The cultural references were not simply counted

but their context and purpose were also examined in order to get a more comprehensive view on how textbooks deal with different cultures. The main interest lies in how the textbooks present each cultural reference as a part of a certain culture. The analysis also reveals whether the textbooks only take a ‘tourist’s perspective’ (Yuen 2011: 459), or whether they introduce these cultures to the pupils more profoundly.

<b>Products</b>	Entertainment (e.g. movies, music) Food (e.g. fish and chips, sushi) Merchandise (e.g. Barbie, clothes) Print (e.g. <i>Harry Potter</i> , <i>New York Times</i> ) Travel (e.g. Big Ben, Colosseum)
<b>Practices</b>	Customs (e.g. Thanksgiving, Rio carnival) Daily life (e.g. national sports, usual pastimes) Society (e.g. biggest cities, school systems)
<b>Perspectives</b>	Inspirations (e.g. equality, <i>Aesop’s Fables</i> ) Myths (e.g. horoscopes, superstitions) World views (e.g. religion, values)
<b>Persons</b>	Famous individuals (e.g. Albert Einstein, J.K. Rowling) Others (fictitious or unknown people)

**Table 5** Categorization of cultural contents (adapted from Yuen 2011: 463-464)

Examples on how these categories are visible in English language textbooks can be found from **Figures 4-9** in the **Appendix**.

The origins of these cultural references were divided into inner, outer and expanding circles according to Kachru’s (1985) three circles model. In addition to the cultural contents, attention was paid on how the textbooks present contacts between different circles, i.e. whether there are any lingua franca situations in which expanding circle countries and outer circle countries are in contact with each other, or whether there are always people from the inner circle present.

## **5 Analysis**

In the following, the results of the analysis are presented. First, I present the results from the analysis of the older and newer Finnish core curricula. Next, the focus turns to textbooks, and I present the results from the Otava's *Top* series and SanomaPro's *Spotlight* series.

### **5.1 Analysis of the core curricula**

Here, the core curriculum 2004 (CC 2004) and the new core curriculum 2014 (CC 2014) are compared. The analysis of the core curricula concentrates on English learned as an A1-language in grades 7-9 (lower secondary school). Special attention is paid on how the curricula present foreign language as a school subject in general, what is expected of English language studies in primary school and in lower secondary school, how the goals and contents of ELT are described, and what are the learning goals at the end of lower secondary school. All the translations from the curricula are done by me, if not otherwise mentioned.

#### **5.1.1 Foreign language as a school subject**

When introducing a foreign language as a school subject in general, it is mentioned in the old curriculum that the purpose of the subject is to prepare the pupils for communication in different languages (CC 2004: 138). The pupils should become accustomed to using a foreign language they have studied and they should grow to understand and appreciate different cultures and their way of life. Foreign language is both a skill and a cultural subject.

The new curriculum elaborates on the topic. It is mentioned that studying foreign languages helps the pupils to develop and appreciate a multilingual and multicultural identity (CC 2014: 348). Pupils' communication skills as well as information retrieval skills improve as they learn new vocabulary and the structures of language. Moreover, foreign language studies affect positively pupils' thinking skills and creativity. As for the teaching of foreign languages, it is important to give the pupils opportunities to use these languages in authentic situations and to keep in touch with people all over the world, for example with the help of information technology (CC 2014: 348). Pupils are guided to appreciate different languages and their speakers, and different cultures. Everyone is

encouraged to use foreign languages and to search for information in these languages. In ELT in particular, the fact that the pupils use English in their free time is taken into account in teaching (CC 2014: 348).

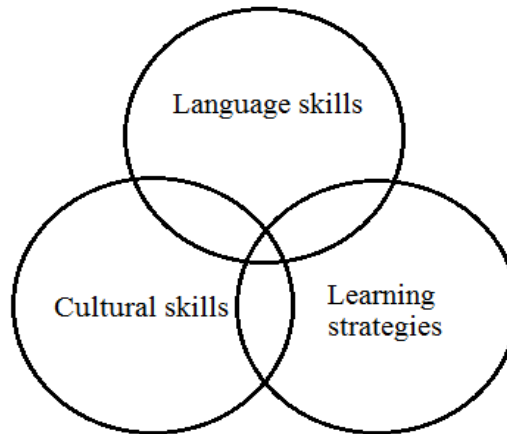
### **5.1.2 English in primary and lower secondary school**

Pupils start learning English as an A1-language in primary school. According to the old curriculum, this forms the foundation of their English language skills, and they get used to using the language in familiar contexts (CC 2004: 138). During lower secondary school, the pupils learn to use English also publically in more demanding, social contexts (CC 2004: 140). It is also stated (CC 2004: 140) that written language starts to play a bigger role in foreign language teaching during lower secondary school, and that the pupils become more accustomed to acting as required by the target culture.

The new curriculum states that during primary school, in addition to having learned how to use English in familiar (and, to a lesser extent, in more demanding) communicative situations, the pupils have also become familiar with the spread of English and the diversity of different languages and cultures, although, regarding the cultural content, life in English-speaking countries has been emphasized (CC 2014: 220). The goal of ELT in lower secondary school is to develop these skills even further, to improve the pupils' linguistic understanding, and to discuss different speech communities and their values in order to deepen the pupils' understanding of multiculturalism (CC 2014: 348).

### **5.1.3 The goal of ELT**

**Figure 3** below shows the different areas of foreign language teaching presented in the core curriculum 2004: language skills (e.g. vocabulary and grammar), cultural skills (e.g. customs of the target culture), and learning strategies (e.g. information retrieval, working in groups). All of these areas are presented as equally important in the curriculum, and they are introduced in more detail below.



**Figure 3** ELT in lower secondary school (as presented in CC 2004)

The learning objectives for English language skills are for the pupils to understand the main ideas and the important details from either spoken or written, clearly constructed text; to manage in more demanding, unofficial discussions and talk or write about everyday things; and to know some of the key differences there are between different varieties of English (CC 2004: 141). In addition to the language skills, there are also cultural skills that the pupils are expected to learn during their English language studies. Pupils should get to know the target culture, learn to communicate and act in normal everyday situations in a way that is accepted by the target culture, and become aware of the fact that values can be culture specific (CC 2004: 141). Equally important is for the pupils to develop learning strategies (CC 2004: 141): the pupils are expected to make use of their own mother tongue in foreign language learning, to utilize information technology in information retrieval and communication, to carry out small-scale projects individually or in groups, and to review their own learning and language skills with respect to the learning goals.

The new curriculum divides the goals of ELT in lower secondary school into cultural skills, language learning skills and communication skills. Cultural skills mean that the pupils grow into cultural diversity and language awareness (CC 2014: 349). The pupils learn to reflect on the status of English and its varieties. For example, the lingua franca role of English is examined, and the pupils are prepared for cross-cultural situations. CC 2014 evidently realizes the importance of ELF as it mentions it explicitly, however, no concrete examples about how this role of English should be examined are given. Pupils

look for information about the cultures of some of the countries in which English is one of the main languages, and they become familiar with searching for information in English, which helps them to broaden their views on the globalizing world and the possibilities it has to offer. Moreover, the pupils realize some of the rules that govern the English language compared to other languages.

The second goal is for the pupils to develop their language learning skills (CC 2014: 349). They are encouraged to set the goals of their own and to evaluate their own learning, to use diverse ways of learning English, and to focus on the intelligibility of the communication. They also learn to creatively use their language skills, to search for information and to evaluate the trustworthiness of that information.

The development of the communication skills is the third goal of ELT in lower secondary school (CC 2014: 349-350). The pupils are encouraged to participate in various kinds of discussions, including the ones that require dealing with different views and opinions. The pupils learn to take initiative in conversations and use different expressions and gestures to compensate for the lack of language skills. Furthermore, the spread of English is taken into account, and the pupils become aware of the ways in which culture affects communication. The last goals mentioned in the curriculum are for the pupils to be able to read and interpret texts as well as to produce them (CC 2014: 349-350). The purpose is to offer the pupils opportunities to hear and read all sorts of texts from different sources, written in standard language, so that the pupils can interpret these texts using different strategies. The pupils also learn to speak with good pronunciation skills and write about common and meaningful things using diverse structures.

#### **5.1.4 Content of the studies**

The core curriculum also presents the content of the English language studies. The previous curriculum states that ELT goes through different topics and situations from the point of view of English, and these include hobbies, traveling, public services, studies and working life, sustainable development, health and wellbeing, and media (CC 2004: 141). As for the grammar (CC 2004: 141), the pupils are expected to learn the basic inflection of verbs and the most important tenses, the use of nouns, adjectives and the most common pronouns and prepositions, syntax and conjunctions. The communication strategies that the pupils learn during their lower secondary school studies (CC 2004: 142) prepare the students for the use of English in real life. These strategies include using linguistic or

contextual clues to determine the meaning of a message, benefiting from the feedback given in a communicative situation, using different expressions and gestures to compensate for the lack of language skills, observing one's own use of language, and using some discourse markers characteristic to communication process.

According to the new curriculum, when choosing the content of the studies, the ways in which English is used in different communities, current topics, pupils' own interests, upper secondary education, language skills needed in working life and studies, and the pupils' global and local participation are taken into consideration, as well as the status of English as a language of global communication (CC 2014: 350). Vocabulary and grammar are taught from different sorts of texts, and a variety of communication channels are used to observe and practice different interactional situations. Although communication skills were important in CC 2004 as well, CC 2014 comes a bit further and forces ELT to more deeply examine the variety of ways in which English can be used globally, both in written and spoken communication. That being said, using standard language in writing is explicitly mentioned, as well as good pronunciation, which are not that important in ELF situations. It seems that the pupils should be able to understand that English is spoken in many different ways and that they will be using English with people from many different cultures, but it is still important for them to learn to speak (and write) English in a way that is close to the standard varieties.

#### **5.1.5 At the end of lower secondary school**

The previous curriculum states that at the end of their English language studies in lower secondary school, in order to receive grade 8 (on a scale of 4-10), the pupils should have reached a proficiency level (as introduced by CEFR) B1.1 in listening and reading comprehension, and level A2.2 in speech and writing (CC 2004: 142). **Table 6** below shows what is expected of the pupils' language skills at these levels. As for the cultural skills (CC 2004: 142), the pupils should be familiar with the history and life of the target culture. The pupils also know how to make use of different learning strategies (CC 2004: 142): they frequently use effective ways to learn languages, and they have realized the importance of rehearsing their communication skills. In the curriculum, the learning goals for English language skills are set higher compared to other foreign languages; however, other goals (e.g. cultural skills) are the same with all A1-languages.

	<b>A2</b>	<b>B1</b>
<b>Listening</b>		I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
<b>Reading</b>		I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
<b>Spoken interaction</b>	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>Spoken production</b>	I can use series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
<b>Writing</b>	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

**Table 6** Pupils' language skills at the end of lower secondary school (adapted from CEFR 2011: 26)

According to the new curriculum, in order to receive grade 8, the pupils should have reached a proficiency level B1.1 in listening and reading comprehension as well as in speech and writing (CC 2014: 351-352). This means that compared to CC 2004, the pupils' language skills need to be higher in order for them to get a better grade. The differences between these levels can be seen from **Table 6** above. Regarding cultural skills (CC 2014: 351), the pupils should be able to outline where English is spoken and what are some of the reasons for the spread of English as well as discuss the phenomena related to the status and varieties of English. CC 2014 thus takes the global role of English more visibly into account: where CC 2004 mentioned the 'target culture', CC 2014 concentrates on the spread of English. However, the fact that the pupils should know the areas in which English is spoken is a more complicated matter: does the curriculum mean that there are only certain areas in which English is spoken?

Further, the pupils have learned about the relationship between language, culture and values, they know how to act in English-speaking environments, and they have developed a linguistic understanding. Here, too, it is unclear what is meant by an 'English-speaking environment'. Does it mean the same as the 'target culture' or 'areas in which the target language is used' in CC 2004? There are many different environments and situations in which English is spoken; should ELT in lower secondary school prepare the pupils for all of them?

The pupils are also familiar with different learning strategies (CC 2014: 351) and they can set their own goals and evaluate their own skills regarding foreign language studies. They know how to work with other people and are familiar with the ways in which they can use English after their studies. Unlike in CC 2004, where only the language skills are set higher in English compared to other A1-languages, in CC 2014, all of the learning goals regarding English language are different from all the other foreign languages taught as A1-languages.

## **5.2 Analysis of the textbooks**

In this section, the results from the analysis of the textbooks are presented. The textbooks for different grades are analyzed separately in order to make the comparison of each grade's textbooks possible. The textbooks' representation of inner, outer and expanding circle products, practices, perspectives and persons are shown in separate tables and described with examples from the texts.

### 5.2.1 Textbooks for the 7<sup>th</sup> grade

*Spotlight 7 Textbook* (S7T) consists of six units. These units are further divided into 7 sections: an introduction to the unit, the main text, a chat to improve pupils' spoken language skills, a certain grammatical structure for the pupils to study, listening comprehension exercise, B texts offering additional information about the main text's topic, and information on a country that has been visited in the main text (and throughout the unit). S7T concentrates on describing the lives of six characters who got to know each other in an international school in Finland but who now live in different countries: Finland, South Africa, the UK, the USA, Canada and Australia. This is why the cultures of these countries are represented in S7T the most. The characters keep in touch with each other via e-mail, and the B texts usually follow these conversations between the characters. The countries that S7T is concentrated on mainly belong to the inner circle, thus this is where the cultural content in S7T largely comes from, as can be seen from **Table 7**. Examples from the expanding circle products and practices in S7T can be found from **Figure 4** in the **Appendix**.

	<b>Inner circle</b>	<b>Outer circle</b>	<b>Expanding circle</b>
<b>Products</b>	28	2	8
<b>Practices</b>	34	12	18
<b>Perspectives</b>	9	4	4
<b>Persons</b>	9	2	1

**Table 7** Cultural content in *Spotlight 7 Textbook*

*Top 7 Texts* (T7T), in contrast, is divided into two bigger themes: British Isles and USA. Each theme consists of eight texts, follow-up exercises for each of the texts, and a bonus text offering additional information about the main text's topic. Information section at the end of the book includes picture dictionaries, grammar section, alphabetic dictionaries and keys to the texts' follow-up exercises.

	<b>Inner circle</b>	<b>Outer circle</b>	<b>Expanding circle</b>
<b>Products</b>	97	1	13
<b>Practices</b>	28		1
<b>Perspectives</b>	8		
<b>Persons</b>	15		1

**Table 8** Cultural content in Top 7 Texts

Since the themes of T7T are two inner circle countries, it is no surprise that most of the cultural references in T7T come from these countries. This is also visible in **Table 8** above. **Figure 5** in the **Appendix** shows examples from the inner circle products and practices found in T7T. All the texts have their own topics, and they deal with the culture they represent in different ways.

Texts 1-8 in T7T are based in the UK. The texts represent the culture of the UK mostly in the form of products. For example, the sights of the UK and London are the topic of more than one text, and many books from British authors are introduced. These include, for example, *Harry Potter*, *Sherlock Holmes* and *The Famous Five*. British foods (such as fish and chips) are also discussed. Practices that are represented in the texts include introduction to the school system of the UK, and after the texts, also some facts and stereotypes about the everyday life of Brits are introduced. The legend of ravens in the Tower of London as well as the mystery of the Loch Ness monster are regarded as practices. The persons that appear in the texts are mostly the characters that the texts follow, but also some celebrities (for example, Jamie Oliver) are introduced. There is also a character from Finland in the texts.

In S7T, we get to know the UK in several units. Unlike in T7T, in S7T, practices are the most common way to represent the culture of the UK. These practices include discussions of life in different parts of the UK, popular sports and pastimes, and introduction to the British school system. The products in the book are mostly tourist attractions such as the mountain Ben Nevis. Here, too, the legend of the Loch Ness is considered as a perspective, as well as the Scottish appreciation of slow life. The characters of the books are the only persons who appear in the texts.

The rest of the texts in T7T are based in the USA, and like the texts based in the UK, these, too, include representation of the American culture mainly as products. American TV shows (such as *The Simpsons*), movies (like *Blues Brothers*) and the best-selling music artists in the USA are discussed in many texts. In addition, the sights of the USA (including The Niagara Falls, Death Valley, and some sights of New York City) are the topic of multiple texts. Fictional characters considered as products include superheroes, like *Batman* and *Wonder Woman*. As for the practices, the biggest cities in the USA are introduced, and the texts present the rules for tipping and some facts and stereotypes about Americans and their way they live. The instances when the history of the USA is discussed are considered as perspectives. This is, for example, when the Death Valley Ghost Towns are presented. The persons appearing in the texts are the characters of the book. In these texts, also some other countries are mentioned in the form of products: seven sights from all over the world (for example, Taj Mahal in India and the Great Wall of China) are introduced, and the superheroes that are discussed also include *Pippi Longstocking* from Sweden.

USA is present in S7T throughout the book, mostly as practices. These practices include biggest cities (out of which New York City and Washington, DC are discussed more closely), the American school system, and both Thanksgiving and Independence Day celebrations. Products in the texts are mostly tourist attractions like Grand Canyon, but also American school buses are introduced. The only persons in the texts are the book's characters.

Other countries present in S7T, in addition to the USA and the UK, are Finland, Canada, Australia and South Africa. The countries are often compared with each other (for example, the warmth in Australia vs. the coldness in Canada, and the school systems in South Africa vs. in the USA). Regarding Finland, the practices in the texts include Finnish weather, favorite pastimes, tourists' perceptions of Finland, and life in Espoo and Joensuu. Nordic walking is also mentioned later when Canadian hobbies are discussed. The products include Finns' favorite dishes, and the care for nature is considered as a perspective. The character living in Finland is the only Finnish person in the texts.

Regarding Canada, practices, again, account for much of the cultural content in the texts. Some of Canadians' favorite hobbies, like camping, barbecue, school clubs and hockey, are presented in one text. In addition, the wilderness of Canada as well as the largest cities

are introduced, and the character living in Canada talks about the many languages spoken in his classroom in addition to English. Also Canadians' Halloween celebrations are described. The pupils get to know about Canadian bears and the Royal Canadian Mounted Police, both of which are considered as products. The persons from Canada are the book's characters.

One of the units in *S7T* is based in Australia. Animals and Australian food are the main products in the texts, and the practices include big cities, favorite sports, barbecuing, life in the suburbs, and Australian beaches. There are a few Australian characters that are the persons who appear in the texts. As for South Africa, the practices in the texts include South African school system, sports, weather, Christmas celebrations and the largest city, Johannesburg. Clothing (school uniforms) and animals are considered as products. The perspectives that are presented from South Africa include the importance of helping out the family and the appreciation of wild life as well as the cultural richness in Johannesburg. The persons are the two of the book's characters who live in South Africa.

During *S7T*, the pupils learn various ways of using English appropriately. For example, unit 1 teaches the pupils that in English-speaking situations, it is common to regularly address the conversational partner by their name. During the chat section in the fifth unit, the pupils learn to react appropriately to someone else's good or bad news, and the grammar section shows them different ways of talking about the future. In the sixth unit, the pupils learn how to survive in a shop using English, and also different currencies – pound, dollar and euro – are presented. During one listening comprehension exercise, the pupils hear about the native English speakers: how around 500 million people all over the world speak English as their native language in many different ways. *S7T* also presents a lingua franca situation, as English is used as a language of communication in a project carried out by schools in Finland, France, Hungary and Belgium.

The reference section at the end of *S7T* presents some grammatical structures such as conjunctions, prepositions and irregular verbs as well as pronunciation guidelines which, throughout the book, are based on RP guidelines. In the vocabulary, if there is a word that does not belong to the Standard British English, the variety of English in which this word appears is explicitly mentioned. The differences between the British English and American English school vocabularies are also explicitly presented. However, there are

only Standard British English spelling guidelines in the vocabulary although the spelling in the texts alters according to the country in which it is based.

In T7T, after the texts, there is a picture dictionary for everyday vocabulary including family, school, hobbies, living and food. The grammar section introduces some grammatical structures familiar from the texts and previous studies, for example the tense, irregular verbs, articles, pronouns and prepositions. Pronunciation guidelines are given according to RP, however the vocabularies give both British and American English variants for different words, and the variety that is used in the texts depends on the text's location.

The cultural references found in S7T and presented more explicitly in **Table 7** are almost exclusively from the countries in which the book's characters live: Finland as an expanding circle country, South Africa as an outer circle country, and the inner circles countries Canada, Australia, the UK and the USA. The cultures are represented mainly in the form of practices, i.e. the pupils get to know about the society, school systems, sports and pastimes in these countries. In T7T, as shown in **Table 8**, the main cultures represented are those of the inner circle countries, the USA and the UK. An overwhelming majority of the cultural references are products, so the pupils do not get to know that much about the everyday life even in these inner circle countries. India is also present as an outer circle country in the form of one product, and some cultural elements from expanding circles countries are also mentioned (for example, Pippi Longstocking from Sweden). However, these cultural references are brief and do not show what life in a certain culture really is like.

### **5.2.2 Textbooks for the 8<sup>th</sup> grade**

There are nine units in the *Spotlight 8 Textbook* (S8T). Units 1-3 are concentrated on Ireland, units 4-6 on the USA, and units 7-9 on New Zealand. Each of the units consists of an introductory part, the main text, a chat to improve pupils spoken language skills, a certain grammatical structure to be rehearsed in the form of communicative exercises, a listening comprehension exercise, and B texts. In addition to these, the different countries and cultures on which these units (three at a time) are based are presented more thoroughly at the end of the last unit that represents this country and culture. After the units, there is a Read More section so that the pupils can make sure that they can read

texts directed to native English speakers (S8T: 3, my translation). These extracts are considered as products.

	Inner circle	Outer circle	Expanding circle
<b>Products</b>	91		6
<b>Practices</b>	58		8
<b>Perspectives</b>	15		
<b>Persons</b>	33		3

**Table 9** Cultural content in Spotlight 8 Textbook

The fact that S8T is based in three inner circle countries (Ireland, the USA and New Zealand) means that the cultures of these countries are the most represented ones in the textbook. This is also evident when looking at **Table 9** above: the inner circle cultural references account for almost all of the cultural content in S8T. Example of an inner circle perspective in S8T can be seen from **Figure 6** in the **Appendix**.

	Inner circle	Outer circle	Expanding circle
<b>Products</b>	46	6	17
<b>Practices</b>	28	17	9
<b>Perspectives</b>	3	1	
<b>Persons</b>	6	2	1

**Table 10** Cultural content in Top 8 Texts

*Top 8 Texts* (T8T) is also divided into three themes: Australia, Canada, and Caribbean Islands. All of these themes consist of six main texts, a few follow-up exercises for each of the texts, and bonus texts sharing additional information about the main text's topic. After the texts, there is also an information section at the end of the book that includes picture dictionaries, grammar section, alphabetic dictionaries and keys to the texts' follow-up exercises. As **Table 10** shows, most of the cultural content in T8T comes from inner circle countries, however, also cultures from outer and expanding circle countries

are represented. In **Figure 7** in the **Appendix**, there is an example of an outer circle practice in T8T. The same figure also shows how different characters are used by the textbook to represent outer and inner circle persons.

T8T starts with an introductory text in which Riku Rantala from the Finnish TV show *Madventures* describes his experiences while travelling in different places. For example, the daily budget in India and the USA are compared, and these are considered to be representations of practices from both of the countries. The bonus text deals with the cultural differences regarding food, and Riku Rantala describes the eating habits in an outer circle country, Zambia. Riku Rantala is the only person in the books from the expanding circle.

After the introduction, the book's attention turns to Australia where two Australians are about to start a race across Australia. Text 2 introduces some famous races, and an adventure novel *Around the World in Eighty Days* by a French author Jules Verne is presented more closely in the bonus text: this is counted as a product from the expanding circle. Text 3 is dedicated to trains, since the characters take a famous Australian train, *The Ghan*, from Adelaide to Alice Springs. Some of the other famous trains that are mentioned in the text are *The Orient Express*, *The Eurostar* and *Hogwarts Express*, and all the trains are considered as products from the country or countries with which they are best associated. Animals are considered as products, and one text introduces some of the animals met in Australia (such as kangaroos, emus and crocodiles). The legend of drop bears introduced in the same chapter, however, is counted as a perspective. The final text based in Australia deals with Captain Australia, a real-life superhero, and the bonus text talks about an Australian band AC/DC and the streets named after the band in Melbourne (*ACDC Lane*) and Leganés, Spain (*Calle de AC/DC*), both of which are products. After the texts, there is a *Fact or fiction* game about Australia in which the pupils get to know some facts and stereotypes about Australia and Australians. These mainly talk about the everyday life of Australians. Before the next theme begins, there is also an extract from a novel by Herbie Brennan for the pupils to read. The persons from Australia are the book's characters and Captain Australia.

S8T starts with three units that are based in Ireland (and mainly in Kilkenny). In unit 1, the pupils get to know the characters these units follow, and their hobbies and personal interests are discussed. What is concentrated on the most are wakeboarding as practiced

in Venice and Postcrossing that is of a Portuguese origin and is said in the main text to be ‘especially popular in the United States, China, Russia, Finland and Germany’ (S8T: 16), which is why it is considered as a representation of practices of these countries. In the listening comprehension exercise, the pupils get to listen to Radio Cork, and they become familiar with Irish roads and the fact that in Ireland, people drive on the left side. The B texts present some things that the characters did on their summer vacation: seeing sharks in Spain is considered as an expanding circle practice.

The main text of unit 2 is focused on presenting practices: camping, some extreme activities practiced in Ireland (like caving and abseiling) and Irish pastimes (Riverdance shows, hurling as a national sport of Ireland and Gaelic football). Products introduced in this unit are the Blarney castle and its Blarney Stone, and some pieces of Irish poetry and literature (from Oscar Wilde and W.B. Yeats, in particular). Unit 3 is based in Northern Ireland, and it talks about the 1980s Northern Ireland, during *the Troubles*. The pupils also get to see what kind of marks this time has left on Belfast. The legend of the Giant’s Causeway is also presented. Both of these topics are considered as perspectives. The B texts tell the pupils about the sort of impact the Irish have had on the rest of the world, in the form of music (bands like *Thin Lizzy*, *the Corrs* and *U2* are mentioned, and they are considered as products), St. Patrick’s Day, and the Irish emigration to the USA, which is counted as a perspective. The three units end with a more comprehensive presentation of Ireland in the form of practices and products: some of its cities and tourist attractions are introduced. The persons from Ireland are the book’s characters.

In T8T, the second theme is Canada, in which the texts 7-12 are based. Two characters in the book are the persons from Canada. Practices in the texts include sports (hockey and also ‘crazy’ sports such as mud football and competitive eating), arctic holidays, and introductions of the everyday life of Canadians. Also the life of the Inuit in Nunavut is presented. The texts’ products consist of tourist attractions in Toronto and Vancouver. There are also extracts from the novels *Wreck of the Titan* by Morgan Robertson and *Wilderness* by Roddy Doyle. Some interesting museums and favorite toys of the 20<sup>th</sup> century are introduced from all over the world, and these are mainly products from outer and expanding circles: for example, The Toilet Museum in India and Currywurst Museum in Germany are presented as well as yo-yo and Pokémon. The First Nations people (the original inhabitants of Canada) are also discussed, which is regarded as a perspective.

The second group of units (4-6) in S8T are focused on the USA. Unit 4 introduces the characters that are followed in these units: street dancers who are on their way from Los Angeles to New York by train. The map of the USA shows their route. The B texts introduce both products and practices in the form of tourist attractions and everyday life in Los Angeles and San Francisco. In unit 5, the characters have arrived in St. Louis, Missouri. The listening comprehension exercise talks about the many ways in which the American states and cities differ from each other, and the B texts introduce Washington, DC. and its tourist attractions as well as Route 66 and the life in American small towns. Almost all of these are practices, not including tourist attractions and Route 66, which are counted as products. There are even more products later, when tourist attractions of Chicago and New York are introduced as well as names of some US states and towns, cartoons and popular culture. Practices that come up in the rest of the texts include life in Chicago and fast food in the life of Americans. There are quite many perspectives in the texts: Native Americans and Uncle Sam are discussed, as well as the history and multiculturalism of Chicago.

The last six texts in T8T (13-18) are based in the Caribbean, mainly in the outer circle islands Jamaica, St. Kitts and Nevis. In text 13, two characters (Irish and Jamaican) begin adventure sailing camp from the island of Nevis. Practices are visible in the texts, and the annual Jamaican racing contest (the Pushcart Derby), Caribbean weather, outdoor markets on the island of St. Kitts, the Antigua Carnival, and everyday life of the Caribbean people are introduced. Products include an extract from a novel by a Canadian author Adrienne Kress and an American movie *Pirates of the Caribbean*. Perspectives that are discussed are the history of the West Indies in the Caribbean, the legend of the Bermuda Triangle and pirates.

In the last three units (7-9) of S8T, the attention turns to New Zealand. Here, too, during the first unit (unit 7), the characters and their hometown, Auckland, are introduced. There is a Finnish exchange student talking about the New Zealand culture and everyday life of teenagers. Other practices discussed are Auckland's spring sales, bungee jumping and other extreme sports, and the scenery and weather in New Zealand. Products that are presented are kiwis (both the bird and the fruit) and extracts from a novel *Confessions of Georgia Nicolson* by an English author Louise Rennison. Green issues and the history of Maoris are considered as perspectives.

At the end of S8T, there is a Read More section with literature extracts from Ireland, Great Britain, the USA and New Zealand. After this, the reference section presents some grammatical structures as well as pronunciation guidelines and the English names for measurements, nationalities and languages. The pronunciation guidelines are from RP, and if there is a term that does not belong to the Standard British vocabulary, the variety in which this term appears is explicitly stated in the vocabulary. However, both British and American spelling guidelines are given in S8T.

In T8T, after the texts, there is a picture dictionary for everyday vocabulary including travel, wild animals, marketplace, pets and music. The grammar section introduces some grammatical structures familiar from the texts and previous studies, for example the tense, irregular verbs, word order, modifiers and tag questions. There are RP guidelines for pronunciation throughout the book, and the vocabulary gives only the British English spelling of the words. The variety that is used in the texts depends on the text's location.

As S8T is based in three inner circle countries, there are few cultural elements present in the textbook from other countries. Some expanding circle countries (such as Finland, Italy and China) are quickly mentioned, but these mentions mainly introduce some products and practices of these countries. As **Table 10** shows, there is more variability in the cultural content in T8T, and even though the texts are based in two inner circle countries and three outer circle countries, the cultural elements from the expanding circle are not that unusual, either. However, few perspectives are among the cultural content in T8T, and all of these are from the inner circle countries.

### 5.2.3 Textbooks for the 9<sup>th</sup> grade

*Spotlight 9 Textbook* (S9T) consists of six units. Each of these units includes an introduction to the unit's topic, main text, listening comprehension exercise, a chat to improve the pupils' spoken language skills, certain grammatical structure, a more comprehensive presentation of the unit's topic, B texts offering additional information about the topic, and some piece of literature written by a native English speaker. **Table 11** below presents the cultural references found in S9T. An example of the way outer circle products and practices are represented in S9T can also be seen from **Figure 8** in the **Appendix**.

	<b>Inner circle</b>	<b>Outer circle</b>	<b>Expanding circle</b>
<b>Products</b>	56	6	21
<b>Practices</b>	16	14	26
<b>Perspectives</b>	6	3	13
<b>Persons</b>	33	4	17

**Table 11** Cultural content in Spotlight 9 Textbook

There are three themes in *Top 9 Texts* (T9T): Africa, India, and the third theme which is made up of several countries: Scotland, Ireland, New Zealand and Finland. In each theme, there are six texts, follow-up exercises for each of the texts, and bonus texts that offer additional information about the main text's topic. The cultural references found in T9T's texts can be seen from **Table 12** below, and **Figure 9** in the **Appendix** shows examples from the outer and expanding circle products found in T9T.

	<b>Inner circle</b>	<b>Outer circle</b>	<b>Expanding circle</b>
<b>Products</b>	17	15	16
<b>Practices</b>	23	27	28
<b>Perspectives</b>	3	9	
<b>Persons</b>	5	7	5

**Table 12** Cultural content in Top 9 Texts

S9T starts with introducing the spread of English to the pupils. The ways in which both NSs and NNSs use English are discussed as well as the fact that most of the people using English do not speak it as their mother tongue but as a lingua franca with other NNSs (S9T: 8-10). During the first main text, the pupils get to hear about the lives of six British teenagers. The unit also introduces some of London's main tourist attractions and in the Read More section of the unit, there is an extract from a book by S.E. Hinton, so there are inner circle products and practices included. However, the lingua franca perspective is also present. The chat section of the unit teaches the pupils how to help tourists visiting Finland. In the B texts, the pupils get to hear about the experience of an Estonian kid about using English while travelling in Spain, and about the Comenius project between

schools in Britain, Finland, Italy, Germany and Poland. The practices of the outer circle Nauru Island come up when the unhealthy diet of its inhabitants is discussed.

The first six texts in T9T are based in Africa, and during the first text, the pupils are encouraged to find out how many English-speaking countries there are in Africa. Thus, although several countries located in Africa are presented throughout the texts, the main emphasis is on the countries that belong to the outer circle. The first text is based in an African village in Kenya, and it also introduces some women who have changed the world (such as Rosa Parks, Wangari Maathai, and Mother Teresa). Some works of art (for example, by Salvador Dali and Leonardo da Vinci) are introduced, and an African artist Gérard Quenum and his sculptures made from waste are presented more closely. Also the history of African music and dancing is discussed. One text presents nine wonders of Africa (including the pyramids of Egypt, the river Nile and Mount Kilimanjaro) as well as top nine places to visit in Africa (like Victoria Falls, the Serengeti and Marrakech). Endangered animals in Africa, and black rhino in particular, are discussed later, and the pupils get to know two Finnish teenagers who have been doing volunteer work in Africa. African school life is also introduced: the texts talk about African children's opportunities to go to school and introduce a Kenyan man who started elementary school at the age of 84. The use of electricity in Africa and in England are compared. After the texts, there is also a *Fact or fiction* game in which the pupils learn some facts about Africa and African people. The pupils also get to read an extract from a novel by a Chilean author Isabel Allende. There are, thus, products and practices present from outer circle countries, but also products from expanding circle countries are quite common. Many perspectives from Africa are introduced, as well.

Unit 2 in S9T talks about different ways of learning, and it uses an old Chinese saying as a guideline: '*I hear and I forget. I see and I understand. I do and I remember.*' (S9T: 42) This is considered as an expanding circle perspective. In the listening comprehension exercise, inner circle practices are again present when negative and positive learning experiences are discussed by introducing the ways children in Britain were taught in the 1950s and the ways today's London teenagers feel about school and learning. Passive construction is taught to the pupils with the help of some facts about English and (mainly) English-speaking countries, for example that '*Over 300 languages are spoken in London schools*' (S9T: 50). After this, the school systems in Finland, the USA and the UK are compared. The pupils also get to know the differences in the education-related vocabulary

of British and American English. In the B texts, there is a poem by Shel Silverstein and an extract from a novel by Jean Kwok, both products from the inner circle. In the Read More section, there is also a short story by a Texas teenager Loubel Cruz. Expanding circle perspectives are present when a day in the life of a Senegalese schoolgirl is discussed, as well as the importance of educating girls and the ways in which UNICEF and other organizations help poorer countries in the field of education.

The topic of the third unit in S9T is media, and in the main text, British teenagers talk about their use of media. The trustworthiness of media is discussed by presenting some of BBC's April Fool's Day jokes. The chat section teaches the pupils how to speak politely in English. The history of media – newspapers, telephones, mailing, radios, televisions, computers – is also presented, after which the B texts talk more about Facebook, the speed of the news and advertising. In the Read More section, the pupils get to read about Sir David Attenborough's experiences while filming elephants in Tanzania. The concentration is on inner circle products and practices.

Different work experiences are discussed in unit 4 in S9T. The unit concentrates on India. Some products and practices such as Taj Mahal, Bollywood, Indian wildlife and cities, sports and festivals are presented. However, also outer circle perspectives are present when child labor in India and animal shelters in India and South Africa are discussed. During the chat section, the pupils learn what to do when visiting a doctor abroad. The unit also teaches the pupils how to follow English instructions, since many instructions are nowadays only available in English. Later, a Finnish AV translator introduces her job, and there is an extract from a novel by an Australian author Randa Abdel-Fattah in the Read More section.

India is also introduced in T9T as the second theme of the book. Here, too, one of the topics is work, and the seventh text talks about the Indian characters' future professions. Perspectives from India are represented when one of the texts talks about pollution while presenting the longest river in India, the Ganges, water of which is said to be holy. Also yoga, religions in India and the ways in which the British rule affected India are presented, and these are considered as perspectives. Practices include the problem of litter in Mumbai and some odd jobs presented that are found in India, for example a yeti hunter in the Himalayas and a rat feeder at the Karni Mata Temple. The final text based in India deals with malnutrition, and the school meals provided in India, France, Japan, Zambia

and USA are compared. These are all regarded as practices of these countries. Inner circle practices are also present when some weird laws found in the USA, UK, and New Zealand are introduced. *Fact or fiction* game after the texts discusses some facts and stereotypes about India, Indians and Indian society and religions. There is also an extract from a novel *Q & A Slumdog Millionaire* by an Indian author Vikas Swarup for the pupils to read.

The fifth unit in S9T discusses green issues, and in the main text, people from Canada, USA, Scotland, England and Finland talk about their most memorable experiences in the nature. The importance of rainforests is introduced in the listening comprehension exercise, and climate change is also discussed more comprehensively at the end of the unit. The photos show, for example, a melting iceberg in Greenland, wind turbines in Denmark, and a demonstration against nuclear energy in Luxembourg. The size of carbon footprints in the USA, Finland, Japan and Vietnam are compared. In the B texts, the Nordic countries' 'Everyman's right' is presented, as well as the ways in which tourists have ruined the Pearl Island in the southern Pacific. Earth Hour, endangered animals and the 2011 earthquake in Japan are also discussed. An extract from a text by Linda Blake is in the Read More section of the unit, and this is the only inner circle product in this unit. The unit is mainly constructed of perspectives and practices of certain inner and expanding circle countries presented above.

The last unit of S9T discusses culture and what can be meant by the word 'culture'. This unit concentrates on inner and expanding circle products and practices. The main text talks about high school musicals that are especially popular in North America. After this, people from Canada, Wales, USA, Holland, Scotland, England and Finland tell us about their ideas of culture: music, books, movies, Van Gogh Museum, clothes, Manchester City and Finnish countryside. The B texts talk about food (in Britain, Italy and Arab cultures), drinks (in Britain, Russia and South America), fandomania (for example, anime and manga fandom), video games, and design (Fiskars scissors) as parts of culture. Moreover, Clint Eastwood as an American cultural icon and Agatha Christie as a British cultural icon are presented more closely. The B texts also include an extract from a novel by Rachel Wing, and in the Read More section, there are extracts from books by Graham Salisbury and Frank McCourt.

The last texts (13-18) of T9T are dedicated to Scotland, Ireland, New Zealand and Finland. Scottish teenagers who are introduced in text 13 travel around these countries

performing their theatre show. Edinburgh Festival and some other European Festivals such as Cannes Film Festival in France, Roskilde Festival in Denmark and Palio di Siena in Italy are presented in the text. The film *Braveheart* is analyzed in the bonus text. Text 14 introduces some famous lines from the plays by Shakespeare, and in the bonus text, there is a guide to some interesting places in Scotland like Ben Nevis, Pineapple House and Edinburgh Castle. In text 15, the attention turns to Northern Ireland, and the main topic of the text is the history of the Giant's Causeway. In the same chapter, some Irish musicians (for example, U2, The Cranberries and Enya) are introduced, and the bonus text talks about limericks and Limerick, a city in Ireland. The inner circle products are, thus, the most common ones here, although there are also practices (the festivals) from expanding circle countries.

The next stop is New Zealand, and text 16 discusses the scenery of New Zealand and the movie sets in *The Lord of the Rings* and *The Hobbit*. Also other books that have been turned into films, like *Alice in Wonderland* and *Schindler's List* are presented in the text. The bonus text discusses the history of a traditional haka dance of the Maori people, which is considered as a perspective. The last two texts are based in Finland and include some products and practices from Finland. Text 17 introduces some tourist attractions in Finland: Sculpture Garden in Parikkala, Maritime Museum of Finland in Kotka, and Haapamäki Locomotive Park. Also Finnish delicacies, like Karelian pies, rye bread and cloudberry jam are presented, and the bonus text introduces the rules for Finnish baseball. Text 18 discusses the Scottish characters' first impressions of Finland and Finnish stereotypes. *Fact or fiction* game after the texts includes inner circle practices and perspectives as it introduces some facts and stereotypes about New Zealanders and their values, Ireland and Irish people, and Scotland. There is also an extract from a novel by a Maori author Witi Ihimaera at the end of T9T.

In T9T, after the texts, there are theme vocabularies (for the themes of, for example, education, work, environment, media, Finland and literature) and some grammatical structures familiar from the texts and previous studies. There is also an alphabetical dictionary and keys to the texts' follow-up exercises. For pronunciation, there are RP guidelines throughout the book, and the vocabulary gives only the British English spelling of the words. However, if different words are used for a Finnish equivalent in British English and American English, usually both of the variants are given in the dictionary.

At the end of S9T, there is a reference section that presents some grammatical structures as well as pronunciation guidelines and the English names for measurements, nationalities and languages. The pronunciation guidelines are from RP, however, both British and American spelling guidelines are given in S9T, and the spelling in the texts depends on each text's origin.

As **Table 12** shows, the cultural elements in T9T are quite evenly distributed between different circles. The perspectives found in the book, however, mainly come from the outer circle, the texts that are based in Africa and India. In the cultural references from the inner and expanding circle countries, the main emphasis is on products and practices. The expanding circle cultures found in T9T are mainly those of the African countries that do not belong to the outer circle, and Finland. There is more emphasis on the expanding circle in S9T, as shown in **Table 11**. Even though there are more products and persons from the inner circle, the practices and perspectives of the expanding circle countries are represented more widely than those of the inner circle countries.

## 6 Discussion

In this chapter, the results from the comparative analysis of the Finnish core curricula and content analysis of the textbooks are discussed. The 2004 and 2014 core curricula are compared further in order to see whether there has been any change in how the Finnish core curriculum takes into consideration the global role of English. After that, the attention turns to the textbooks' representation of different cultures and how they are in line with the guidelines of the new Finnish core curriculum. At the end of the chapter, the reliability and limitations of the study are discussed.

### 6.1 Global English and the Finnish core curricula

There has been reluctance among teachers to introduce different cultures and varieties of English to their students (Llurda 2009; Suzuki 2011) and a clear underrepresentation of expanding circle countries in English language textbooks (Seppälä 2010; Yuen 2011), which indicates that a change in the perceptions of educational authorities is needed in order for the global role of English to be more visible in English classes, as well.

Both the previous and the upcoming Finnish core curricula see foreign language studies as giving pupils the opportunity to understand and appreciate different cultures and develop their own multilingual and multicultural identity. The 2014 curriculum also gives an example of the way in which this can be achieved: the pupils need to practice the use of foreign languages in authentic situations and be in contact with people from all around the world. The new curriculum, thus, takes a more practical approach, and emphasizes the importance of global communication.

ELT in primary school concentrates on the use of English in familiar contexts, although in the 2014 curriculum, it is realized that some pupils might learn English faster and move on to more demanding uses of English already before they begin their lower secondary school studies. Culture becomes emphasized in lower secondary school. Regarding cultural skills, the 2004 curriculum explicitly mentions the target culture, which can be seen as meaning the countries in which English is spoken as a native language. Although the 2014 curriculum also finds it important that the pupils know about the culture of the countries in which English is spoken as a primary language, the new curriculum's view of cultural skills is more diverse. The status of English in the world is mentioned more than once, alongside with the mention of *English as a lingua franca*. The fact that English

opens many doors in today's globalizing world is recognized. The new core curriculum has left the stage at which *culture* in the context of English meant the few countries in which English is the native language; it remains to be seen how this affects the teaching of English in reality.

Both of the curricula put emphasis on communication but the 2014 curriculum also takes the global uses of English into consideration when discussing the pupils' communicative skills. However, the NS approach is still visible in the new curriculum. Regarding writing, it is considered important that the pupils learn standard language, and in speaking, good pronunciation skills are stressed, even though these might not be so important when using English in ELF situations that the pupils are more than likely to come across in global communication.

It is taken into account in the new curriculum that pupils learn English increasingly outside their studies at school. This can be seen from the fact that the proficiency levels the pupils should reach at the end of their lower secondary school studies are higher not only compared to other languages but compared to the older curriculum's guidelines as well. However, the emphasis at proficiency level B1, as introduced by CEFR (2011: 26), is still on simple text, familiar contexts and traveling 'in an area where the language is spoken'. The question remains whether this is enough for the pupils' use of English in the many global contexts mentioned by the 2014 curriculum.

The older curriculum concentrates on the target culture whereas the new one emphasizes global English. The new curriculum's mentions of 'the areas in which English is spoken' and 'English-speaking environments', though, make the interpretation of the curriculum's guidelines more difficult. When the 2014 curriculum outlines that the pupils should learn how to act in English-speaking environments, this probably means any global contexts in which English is used. These global contexts would, then, also be 'the areas in which English is spoken'. It is however likely that the teachers are going to understand these guidelines differently, and some might think that they still mean the NS countries. This is why it is important that the textbooks recognize the global role of English that is also present in the new curriculum, and help the teachers in teaching Global English rather than only EFL with global implications.

## 6.2 Global English in English language textbooks

Both the *Top* series and the *Spotlight* series consist of three textbooks. Each of the series has one textbook that is concentrated on the inner circle while the remaining books are more diverse in their representation of foreign cultures.

The main emphasis of the textbooks' cultural references is on products and practices. Tourist's perspective is most evident in the category of products since this category includes tourist attractions and food. Products are also used to show the pupils how a certain culture is already a part of their lives, for example in the form of entertainment or merchandise. The use of products is, thus, a simple way for the textbooks to represent different cultures without going in too deep, as they do not reveal anything about the life in a certain culture. The analysis of the textbooks shows that products are the most common way of representing inner circle cultures, which means that the textbooks seem to assume that these are the countries to which the pupils are most likely going to be traveling.

The category of practices is the second most common category of cultural references in the textbooks. Practices allow for a deeper way of representing a foreign culture since they talk about everyday life in a certain culture: for example, national sports and usual pastimes, school systems, and customs. The representation of practices offer a way of understanding what is important and different in another culture. Again, most of the practices found in the textbooks come from inner circle cultures, however both outer and expanding circle cultures are represented in the form of practices even more than they are via products. The emphasis, thus, is not only on traveling but also on cultural differences.

The deepest way of representing foreign cultures is to do it by introducing perspectives, things such as world views, inspirations, myths and the history of the culture or country. The representation of perspectives is rather limited by both of the series, although in *Spotlight* series, they are more easily found than in *Top* series. During the books for the seventh and eighth grade, the focus is mainly on the perspectives of inner circle cultures. In the ninth grade books *Spotlight* series introduces more expanding circle perspectives while *Top* series presents those that belong to the outer circle. However, the perspectives are found in the textbooks mostly by chance. With their main emphasis on products and practices, both of the series make it clear that tourist's perspective and understanding the everyday life in a foreign culture is the main thing that the pupils need to know about the

cultures represented. Cultural differences are presented via practices, however the reasons for these differences would only be recognized with the use of perspectives. In order to get a deeper understanding of different cultures, thus, the teachers and the pupils themselves need to do more work.

Most of the cultures represented in the textbooks belong to the inner circle. Both of the series have dedicated one book especially to inner circle countries, and in these books, outer and expanding circle cultures are referred to only in passing. There are more cultural references from the expanding circle than there are from the outer circle, however in addition to Finland, there are no texts situated completely in the expanding circle in either of the series. Where an expanding circle culture is represented, there is usually a person from that country talking about their culture, that country is compared to another country, or some sights from all over the world are introduced. Thus, even though there seem to be surprisingly many cultural references from the expanding circle, it does not mean that these cultures are introduced in the same way as inner circle cultures. There are texts in both of the series dedicated to outer circle countries, and in these texts, even if more rare than those concentrated on the inner circle, the cultures of the outer circle are discussed in a similar way to those of the inner circle in other texts.

### **6.2.1 Lingua franca situations in the textbooks**

There is a limited amount of lingua franca situations presented by both of the series, and in contacts between different cultures, there is usually a NS present. In *Spotlight* series, some situations where ELF is used are briefly mentioned, for example in the form of a project between schools from different countries and in the instances when English is used while traveling in an expanding circle country. *Spotlight* series has also dedicated the introduction of the ninth book to the spread of English, and here, the ways of using English all over the world are introduced. *Top* series mentions ELF in an Indian context and, like *Spotlight*, also presents how English is used while traveling and even with tourists in pupils' own country. The use of English in the world outside traveling and school life is briefly mentioned in *Spotlight's* introduction of ELF but it is not presented in the texts in any other way. Both of the series also include communication exercises and guidelines on how to act in English-speaking situations and how to be polite in English. During these exercises, the pupils learn appropriate ways of using English according to NS standards, and it is not taken into consideration that different countries and cultures

have different views on politeness, addressing an interlocutor, and small talk. Based on the cultures and contacts represented, the textbooks have not entirely ignored the role of English as a global language, however, the NS approach is still visible in both of the series analyzed for this thesis.

### **6.2.2 Expanding circle and the case of Finland**

Since we are in a Finnish context, it is worth to examine more closely the role of Finland as an expanding circle country in the textbooks. It is not a surprise that Finland is the context of some of the texts in both of the series as the pupils also live in Finland. However, this also means that Finland accounts for many of the expanding circle cultural references.

The global role of English means that English also has a special status in expanding circle countries, and it is widely used as a lingua franca in these countries. This, of course, includes Finland. However, the textbooks mainly present Finland as a travel destination and everyday life in Finland in general, and in addition to learning how to help tourists in Finland, no uses of ELF in Finland are presented to the pupils. It seems that the reason for Finnish cultural references is mainly to teach the pupils how to introduce their own culture to people who come from different countries.

It is important that the pupils know how to talk about the country they come from when they are getting to know people from other countries. This also might help them understand cultural differences and build a multicultural identity. In this way, the representation of Finnish culture in English language textbooks is understandable also when thinking about the global uses of English. However, when using English globally, it is also important to understand different cultures, and since Finland gets so much room in the textbooks, many other expanding circle countries are left out. This being the case, the pupils are not necessarily ready to use English outside inner and outer circle countries after their studies since they still learn primarily EFL instead of Global English.

### **6.3 Textbooks and the core curricula**

In the 2004 curriculum, the emphasis on the target culture – meaning the NS countries – was clear. Target culture was mentioned more than once, and regarding the cultural skills that the pupils were expected to develop during their studies, life and history of the NS

countries was presented as important. The importance of the target culture is visible in the previous textbooks, as well: based on Saavalainen's (2012) results, few of the texts were situated in any other countries than those that belong to the inner circle. The fact that the older curriculum did not put weight on the role of English as a global language is also evident from the textbooks, since when contacts between different cultures were presented, there was, almost without an exception, a NS present (Saavalainen 2012: 16). Global English was mainly visible in the curriculum with its mentions of different varieties of English, and Mäkelä (2012) also found a large number of both native and non-native accents in the textbooks, even if these accents were not necessarily that clearly identifiable.

The 2014 curriculum's mention of ELF and more evident concentration on Global English can be seen from the textbooks mainly in their introductions of ELF and some situations where ELF might be used. The curriculum states that the pupils should be prepared for cross-cultural situations, and the textbooks clearly have taken this into account in their representations of different cultures. Compared to Saavalainen's (2012) study of the previous textbooks, there are many more texts in the new ones that are situated in outer and expanding circles. However, also NS countries are explicitly mentioned in the 2014 curriculum alongside with the mentions of 'English-speaking situations' and 'areas in which English is used'. Even though the latter ones do not necessarily mean the same as 'target culture' in the previous curriculum, it may have been interpreted that way in the textbooks since they are still largely concentrated on the inner circle. This is also evident from the books' guidelines on the appropriate uses of English which are based on NS norms even though the 2014 curriculum stresses the importance of global uses of English. Standard language and good pronunciation skills are mentioned in the curriculum, and the textbooks answer to this by focusing on RP accent in the pronunciation guidelines.

It seems that the new curriculum is indeed open to different interpretations since even though there are more outer and expanding circle cultures in the textbooks, the inner circle is still the dominant one. The textbooks have, nevertheless, taken a step towards presenting English as a global language as they also present more lingua franca situations and introduce a larger variety of ways in which the pupils can use English in the world. However, the teachers still need to do a lot of work in order to meet the requirements set by the new core curriculum.

#### **6.4 Limitations of the study**

This study concentrated on analyzing the 2004 and 2014 Finnish core curricula and the English language textbooks used in Finland. The analysis and comparison of the curricula is important since the core curriculum offers the most important guidelines for teaching in Finland. Thus, what is said in the curriculum needs to be achieved in the classroom, and much of the progress that happens or does not happen has its base in the curriculum. The textbooks are a valuable tool for the teachers, and most of the teachers use textbooks as a guideline for their teaching. The texts are read in the classroom and the pupils study them intensively. This is why a study of both the curricula and the textbooks is important as the educational authorities' views cannot be studied without considering how they are met in reality.

The approach chosen for this study also has its limitations since it does not take into account the teachers' and the pupils' views or what really happens in the classroom. Even though the textbooks are widely used, the teachers also use other materials in their teaching and this way they can emphasize what they find important regarding the English language. The role of English as a global language might, thus, be very evident in some classrooms. The ways the textbooks are used and interpreted is also important to take into consideration. As characteristic to qualitative research, in this study, the main emphasis is on the subjective interpretation of the researcher. Should the emphasis change, different results might be reached.

## 7 Conclusion

For this study, the Finnish core curriculum and English language textbooks were analyzed in order to see how ELT in Finland reflects the status of English as a global language and its role as a global lingua franca. It was found that the new national core curriculum has taken into account the global role of English in its guidelines in that there is a clear emphasis on cross-cultural situations, communicative skills and global uses of English. Different cultures were also represented by the textbooks, however, the NS approach was still clear, and the concentration was on teaching EFL rather than Global English. More work still needs to be done in order for ELT in Finland to move towards presenting English as first and foremost a global language that is used all over the world and not only in the countries where it is a primary language. The process of moving away from teaching EFL is however already started and it is now made possible by the new core curriculum, as well.

For the development of ELT in Finland, research done on the new Finnish core curriculum is essential. The core curriculum needs to be analyzed closely in order for the teachers to receive the right tools for putting the curriculum into practice. The fact that all the requirements set by the new core curriculum are not met by the textbooks is a significant result as it is now clearer what the teachers need to concentrate on more themselves. A clear reason for the differences between the content of the textbooks and the new curriculum's guidelines might be that the textbook authors have had different interpretations of the curriculum. Nevertheless, the lack of concentration on the global role of English by the textbooks does not mean that the topic should be neglected in the classroom. It means that the teachers need to do more work in order for ELT to follow the guidelines set by the core curriculum and keep up with the changing role of English.

Since the textbooks are so widely used in English classrooms in Finland, research conducted on them might raise awareness on the need to be more critical towards the textbooks. It is also worth noting that the differences in the textbooks' concentration on different cultures make it difficult for the teachers to switch the textbook series used during the lower secondary school studies of one group. In the worst-case scenario, the pupils would not learn about the cultures of outer and expanding circle countries before the ninth grade.

For future research, there is a need to study the reasons behind the textbook authors' choices in order to find out how they interpret the guidelines of the Finnish core curriculum regarding the representation of English as a global language. Moreover, the teachers' views need to be taken into consideration as they play a major part in changing the perceptions of the pupils, as well. As the textbooks are regularly updated, there is an ongoing need for textbook studies so that they can more easily be further developed in the right direction.

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## Appendix

**Finnish weather**

“Winters in Finland are cold and dark. Summers are warm and pleasant.” That’s what my geography book says. But here in the south, at least, winters nowadays are rainy and we have very little snow. That’s really bad! I like skiing and skating!



*Finland's national...*

**flower**  
lily-of-the-valley



**animal**  
bear



**tree**  
birch



**bird**  
swan



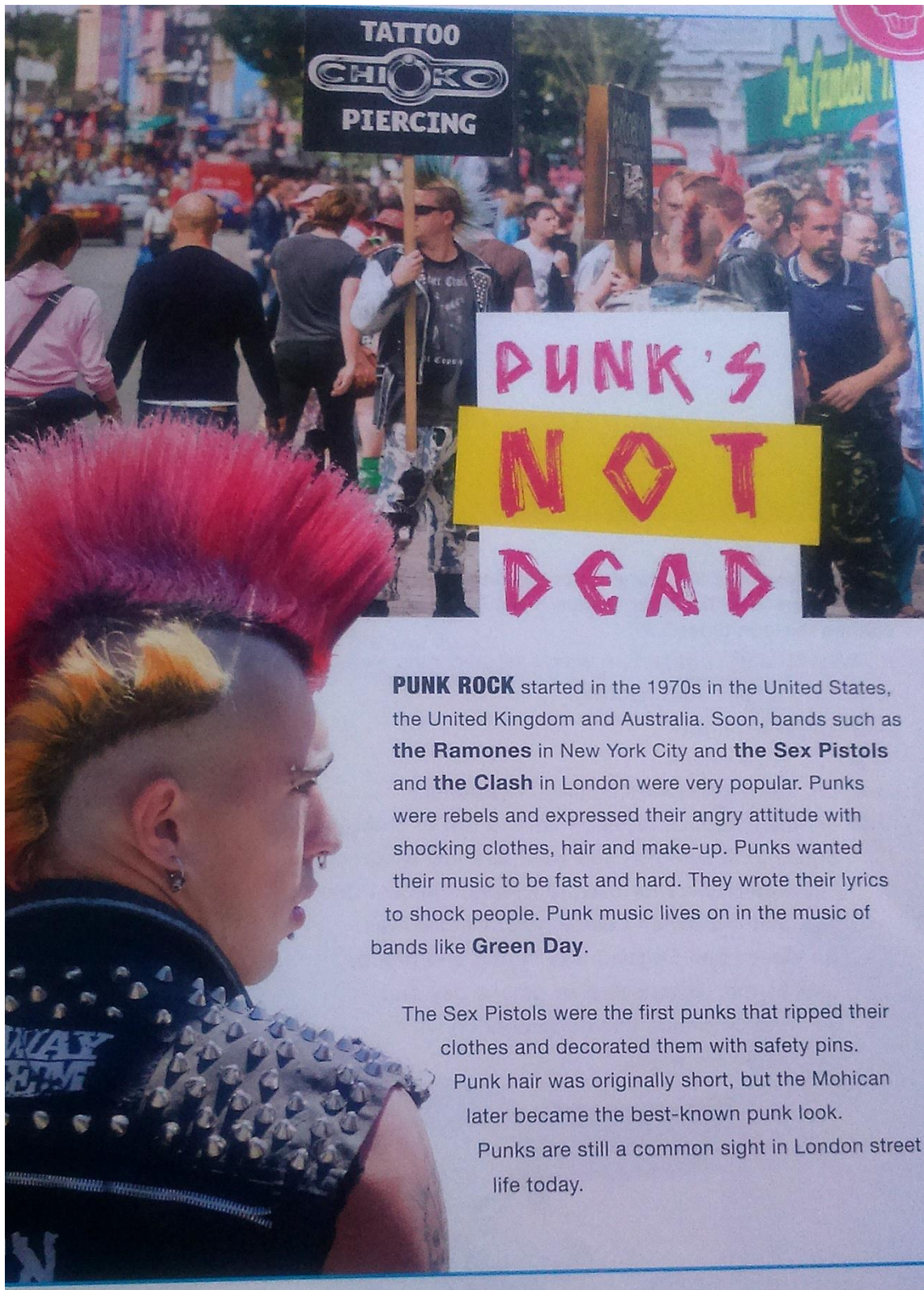
**dish**  
Karelian stew



**Finnish favourites**

“What do you think is the most typically Finnish thing or product?” asked a Finnish newspaper. “Rye bread (*ruisleipä*) and Fazer Blue (*Fazerin Sininen*),” answered the readers.

Figure 4 Expanding circle practices and products (S7T: 25)



**PUNK ROCK** started in the 1970s in the United States, the United Kingdom and Australia. Soon, bands such as **the Ramones** in New York City and **the Sex Pistols** and **the Clash** in London were very popular. Punks were rebels and expressed their angry attitude with shocking clothes, hair and make-up. Punks wanted their music to be fast and hard. They wrote their lyrics to shock people. Punk music lives on in the music of bands like **Green Day**.

The Sex Pistols were the first punks that ripped their clothes and decorated them with safety pins. Punk hair was originally short, but the Mohican later became the best-known punk look.

Punks are still a common sight in London street life today.

**Figure 5** Inner circle products and practices (T7T: 39)

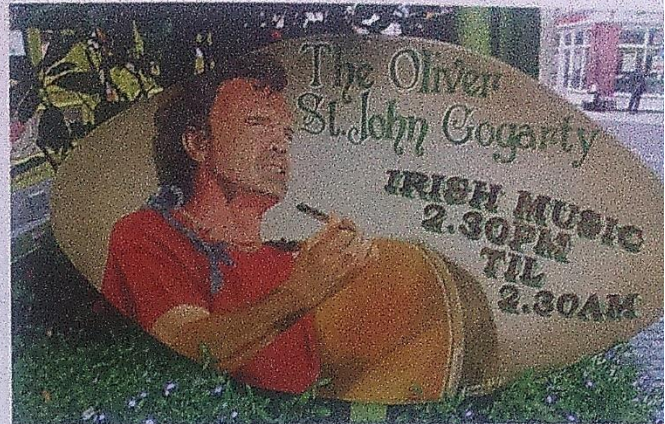


### Are we all Irish?

The Vikings invaded Ireland in the 8th century. They stole the treasures from the monasteries and churches. But some of the invaders settled, married and built the first towns like Limerick, Cork and Dublin. Then, in 1170 the English arrived. The English and the Irish fought over the country for 500 years. Eventually in 1690 the Irish gave in and the English settled in Ireland. The Irish were Catholic, the English were Protestant. That was when the troubles began.

In the 1800s many Irish people were very poor because they had to give most of their money to English landlords. In fact, they were so poor that many of them had to live off a diet of potatoes. Between 1845 and 1847 a plant disease killed all the potatoes in Ireland. Nearly a million Irish died of starvation because there was simply nothing there to eat. Another million emigrated. Since 1840 nearly five million Irishmen and Irishwomen have moved to the US. They had much better opportunities for a better life there.

In the early 19th century the Irish settled all over the USA and gained political power. Cities such as Boston, New York, Philadelphia, Chicago and San Francisco were basically run by Irish Americans. The states with the largest numbers of Irish Americans are California, New York and Pennsylvania. In recent history no less than four American presidents claimed to be of Irish descent; John. F. Kennedy, Richard M. Nixon, Ronald Reagan and Barack Obama.



*Traditional Irish music is performed both in and outside the Emerald Isle, all year round.*

Irish culture seems to be popular nearly everywhere. Irish music, literature, poetry, drinks, pubs, sports and a wonderful sense of humour have made Ireland and its people what they are today – a global cultural force.



*Kysy ja vastaa parin kanssa.*

- 1 What did the Vikings do in Ireland?
- 2 Why were the 1800s hard times for the Irish?
- 3 How have Irish Americans influenced American politics?

*What do you think?*

- 4 If you had to emigrate, where would you move to? Why?
- 5 What would you tell an Irish person about Finnish culture?

**Figure 6** Inner circle perspectives (S8T: 57)



**Calypso rhythms**

It's almost time for Abigail, Owen and Steffi to go home, but there is one final treat left – they're going to take part in the Antigua Carnival!

**IF YOU WANT TO TAKE PART** in the carnival parade, you have to wear a costume. The Captain has decided that the crew is going to dress up as tropical birds. Everyone gets a bird costume with lots of brightly coloured feathers and shiny sequins. But Abigail is so careless – she leaves her costume on the yacht and there is only one spare costume available.

"Haha, nice sea cow costume!" Steffi laughs.

The crew has also made a float. They've decorated an old trailer with leaves and flowers to make a 'tree' to perch in. There are some other floats in the parade, but many people are walking and dancing between the floats. Owen decides to ride on the float, but Abigail and Steffi want to join the dancers.

The calypso music is very loud. Many of the musicians are playing homemade instruments. Their steel drums are made from paint cans and dustbin lids.

Abigail notices some very strange costumes: "Look! Those people have painted themselves with mud. And those ones have covered themselves completely in chocolate!"

It's very hot, and Owen is worried that the chocolate costumes will start melting... He isn't feeling very well. Owen gets travel sick easily, so he decides to walk after all.

Abigail decides to take part in a limbo competition. You have to dance under a pole without touching the ground or the pole. The catch is that you have to lean backwards as you go under the pole – and the pole keeps getting lower each time. Abigail is very flexible and manages to dance under a pole that is only 75 centimetres above the ground. Not bad, but the world record holder managed to dance under a pole that was only 8.5 centimetres above the ground!

89

Figure 7 Outer and inner circle persons, outer circle practices (T8T: 89)

# Spotlight on India

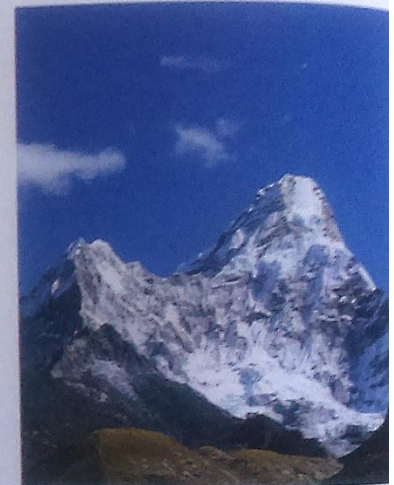
1

**Name:** Republic of India  
**Population:** 1.2 billion  
 one billion = 1,000 million; only China has a larger population.  
**Area:** 3.3 million square kilometres (about one-third the size of the United States; about ten times bigger than Finland)  
**Capital:** Delhi



## The roof of the world

The Himalayas mountain range in the north is home to the world's highest peaks. The very highest, Mount Everest and K2, are outside of India, but northern India also has many high mountains always covered in ice and snow. Some of the world's great rivers, the Ganges, Yangze, and Mekong, for instance, rise in the Himalayas.



## City life, village life

Indian cities teem with people. Both Delhi and Mumbai have over 20 million people, and Kolkata is nearly as big. Cities are mixtures of extremes: high-rise office blocks and slums, temples, billionaires, beggars, pedestrians, cows, cars and rickshaws.

Some 70 percent of the population, however, live in the countryside, often in small villages. Most villagers are farmers who work in nearby fields.

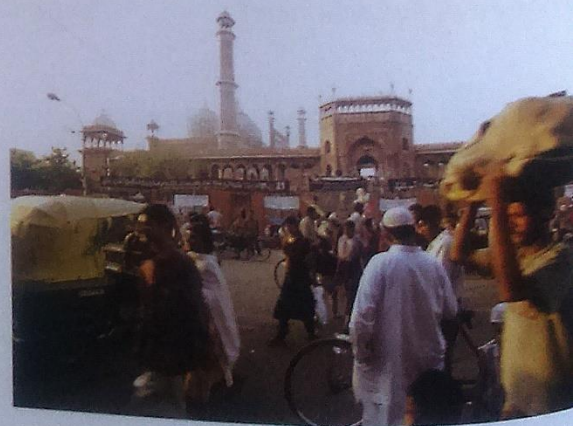


Figure 8 Outer circle products and practices (S9T: 108)

**TOP 9**

**PLACES TO VISIT IN AFRICA BY TENDAJI**

1. Table Top Mountain, Cape Town, South Africa
2. Victoria Falls, Zimbabwe
3. The Valley of the Kings, Egypt
4. The Dogon villages, Mali
5. Fish River Canyon, Namibia
6. The Virunga Mountains, Central Africa
7. The Serengeti, East Africa
8. Marrakech, Morocco
9. Carthage, Tunisia


**Timbuktu, Mali:** Europeans have been telling stories about Timbuktu, the lost city of gold, for centuries. It was also called 'the forbidden city', as only Muslims were allowed inside. Its wealth was only a legend, but Timbuktu is a real place, and it's still quite difficult to reach. The town is located at the edge of the Sahara Desert, and is surrounded by sand dunes.

**Mount Kilimanjaro, Tanzania:** Mount Kilimanjaro is the tallest mountain in Africa. It is a lot easier to climb than Mount Everest, but it can still be quite dangerous. It is climbed by thousands of tourists every year. The mountain is a sleeping volcano. It must be a very tired volcano, because it has slept for 150,000 years.

**The Avenue of the Baobabs, Madagascar:** Without leaves, the baobabs' branches look like roots, so it looks like the trees have been planted upside down. Baobabs can grow up to 30 meters high and can live to be 800 years old. The Avenue of the Baobabs is surrounded by about 25 ancient baobab trees.

**The Vredefort Crater, South Africa:** The crater was made by an asteroid. The asteroid hit the Earth about two billion years ago. The original crater that was left by the asteroid was about 250 kilometres in diameter and 5 kilometres deep. These days, the crater is a lot smaller, but it is still big enough to contain three towns.

**Hadar, Ethiopia:** Hadar is a village where Lucy – a three-million-year-old skeleton – was found in 1974 by an archaeologist called Donald Johnson. The skeleton was named Lucy, because 'Lucy in the Sky With Diamonds' by The Beatles was playing on the radio at the time. Her real name is AL 288-1.



19

Figure 9 Outer and expanding circle products (T9T: 19)