

**EIL for EFL learners – A Cultural Content Analysis of the *New Profiles English*  
Textbook Series for Upper Secondary Finland-Swedish Students**

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Abstrakt för avhandling pro gradu

Ämne: Engelska språket och litteraturen	
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Avhandlingens titel: EIL för EFS-studerande – analys över det kulturella innehållet i <i>New Profiles</i> engelska textbokserien för finlandssvenska gymnasielever	
Handledare: Martin Gill	
Abstrakt:	
<p>I Finland har engelskans globala status lyfts fram i den nya läroplanen, där elevers utveckling som aktörer i en multikulturell värld och deras förståelse av engelska som ett internationellt språk för kommunikation betonas. Målet med avhandlingen är att utforska hur ideologin av internationell engelska (<i>English as an International Language</i>, EIL) framställs i engelska som främmande språk (EFS) undervisningen i Svenskfinland. Tillvägagångssättet är en analys av det kulturella innehållet i den nyligen publicerade <i>New Profiles</i> textboksserien, som används i majoriteten av finlandssvenska gymnasier.</p> <p>Analysen koncentreras på böckernas kulturella innehåll. Ett annat syfte är att granska de kännetecken som anses vara centrala i EIL. Målet är att utforska hur stor synlighet internationell kultur och källkultur har i jämförelse med målkultur som traditionellt dominerat i EFS-kontexten och att undersöka hur läroplanens avsedda mål kan genomföras i undervisningen med hjälp av läromedlet. Resultaten följs av en diskussion om EIL i pedagogiska kontexten och framtida utsikter för ett mer omfattande EIL-perspektiv i EFS-undervisningen i Finland.</p> <p>Hypotesen om att målkulturmateriellen dominerar i läromedlet visade sig vara rätt. Även om böckerna diskuterar engelskans internationella roll, omfattar texter där engelska användes i lokala och globala sammanhang och hjälper elever att öva sitt språkbruk i varierande kommunikationssituationer, förklarar böckerna aldrig det aktuella, internationella nätverket av engelska talare eller att otaliga varieteter skapats p.g.a. språkets globala spridning, vilket anses vara grundläggande i EIL-ideologin.</p> <p>Jämförelsen med en studie som undersökt kulturella innehållet i en iransk EFS-textboksserie visar att många teman i <i>New Profiles</i> som förknippas med internationell kultur och målkultur ofta berör det västerländska samhället som Finland är en del av. Detta stöder argumentet om att internationell kultur i många EFS-läroböcker ofta presenteras ur en västerländsk, anglo-centrisk synvinkel. Analysen åskådliggör spänningen mellan läromedlets normativa funktioner och dess ideologiska aspirationer. Även om det internationella kulturinnehållet i <i>New Profiles</i> borde vara mer omfattande för att kunna användas för specifika EIL-syften, kan lärare utnyttja de texter, uppgifter och diskussionspunkter som förekommer i läromedlet för att förklara eller diskutera engelskans globala roll.</p> <p>När det gäller utsikterna för EIL i Finland, beror mycket på framtida utvecklingar. Samtidigt bör mer forskning om EIL utföras för att fatta beslut om dess lämplighet som undervisningsmodell. Även om införandet av ett EIL-perspektiv förmodligen inte kommer ske inom närmsta framtiden, är det inte osannolikt att det kommer ha en mycket större roll i EFS-undervisningen någon gång i framtiden.</p>	
Nyckelord: EFS; EIL; engelska läromedel; kulturellt innehåll; pedagogik; innehållsanalys	
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**ÅBO AKADEMI – FACULTY OF ARTS, PSYCHOLOGY AND THEOLOGY**

Abstract for master's thesis

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Abstract:	
<p>In Finland, the global role of English has been highlighted in the new curriculum, where students' development as agents in a multicultural world and their comprehension of the role of English as an international language of communication is emphasized. The aim of this thesis is to explore how the ideology of English as an international language (EIL) is presented in English as a Foreign Language (EFL) teaching in the Finland-Swedish context, by analyzing the cultural contents of the newly published <i>New Profiles</i> textbook series, which is used in a majority of Finland-Swedish upper secondary schools.</p> <p>The analysis is focused on the cultural contents of the books, and features that are considered central in EIL. The aim is to examine how visible source and international culture are compared to target culture which has traditionally dominated in EFL teaching and to explore how the intended goals of the curriculum can be implemented in teaching with the help of the teaching material. The results are followed by a discussion on EIL in a pedagogical context and the prospects of implementing a more comprehensive EIL perspective in Finnish EFL teaching in the future.</p> <p>The hypothesis that target culture would dominate in the teaching material proved accurate. Even though the books discuss the international role of English, include texts where English is used both locally and globally and help students practice their language skills in varying communication situations, the books never explain the current, international network of English speakers or the countless varieties that have emerged due to the global spread of English, which is considered essential in the EIL ideology.</p> <p>Comparison with a similar study, which examined the cultural contents of an Iranian EFL textbook series, shows that many of the themes in <i>New Profiles</i> associated with international or target culture concern Western society in general, which Finland is a part of. This supports the argument that international culture in many EFL textbooks is presented from a Western, Anglo-centric perspective. The analysis highlights the tension between the normative functions and the ideological aspirations of the teaching material. Although the international culture content in <i>New Profiles</i> would need to be more extensive to be considered suitable for specific EIL purposes, teachers can certainly utilize texts, tasks and discussion points presented in the textbooks to explain the global role of English.</p> <p>When it comes to the prospects of EIL in Finland, much depends on future developments. Simultaneously, more research on EIL needs to be conducted to conclude whether it is a suitable instructional model. Although it is unlikely that any drastic changes will be made to EFL teaching in Finland in the near future, it is not improbable that the EIL perspective have a bigger part in the years to come.</p>	
Keywords: EFL; EIL; ELT textbooks; cultural content; pedagogics; content analysis	
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**List of Abbreviations:**

CURR	Curriculum
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELT	English Language Teaching
EIL	English as an International Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
L3	Third Language
TESOL	Teaching English to Speakers of Other Languages
WES	World Englishes

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## 1. INTRODUCTION

There is arguably no reason to question the position of the English language in today's modern society or its status as a lingua franca. Thanks to the roles of Great Britain and the United States in world politics, economics and even entertainment, English has developed into a language which is now used in a variety of language communication contexts, including business, academia and media. The spread of English globally has also created a diverse network of English language users, which includes a plethora of different standard, international, national, regional and local varieties. In fact, studies have shown that today, the non-native users of the language far outnumber its mother tongue speakers.

Although the changed demographic of English users is commonly recognized, many are still unsure of how the global role of English can be incorporated into English language teaching (ELT). In English as a foreign language (EFL) teaching, an idealized, native standard is still commonly used as a yardstick to measure the proficiency of students, although studies have shown that most non-native speakers of English will use the language to communicate with other non-native speakers. This has resulted in many educators questioning the EFL teaching tradition and suggesting that teaching strategies and methods be reformed to better reflect the realistic use of English in the modern world. One suggested solution for the problem is the introduction of an 'English as an International Language' (EIL) perspective in the EFL classroom, which highlights the changing patterns in the ownership of English.

The current global status of English is also acknowledged in the Finnish national core curriculum, which was renewed in 2015. The new curriculum specifically references the importance of students becoming agents in a multicultural world and learning to use English in a variety of communication situations, in both international and European, as well as national and local contexts. To examine how the goals of the curriculum that specifically reference English in its international context can be applied in teaching, this study analyses the textbook as a tool for implementing the intended curriculum in the classroom. In relation to the introduction of the new curriculum, Finland-Swedish upper secondary schools were presented with a new book series for EFL teaching, *New Profiles*, which was created with special consideration of the renewed curriculum. During the academic year 2017-2018, the three first books in the series were used by a majority of Finland-Swedish upper secondary schools as course

materials in the three first obligatory courses of English, which is why the books were chosen for analysis in this study.

The objective is to conduct a cultural content analysis on the three first books of the *New Profiles* series, to provide information about what types of cultural content the books consist of; international culture, source culture, or target culture. The books are also examined for cultural elements to demonstrate what types of texts and exercises the cultural content groups comprised of, as well as for characteristics that have been suggested as central in materials used for teaching the EIL perspective. The findings of the study were taken into consideration when discussing how the ideology of EIL is presented in the three books, and how the topics, themes and goals highlighted in the curriculum are visible in the contents of the teaching materials. The results are also compared to the findings of a similar study examining the cultural content of an Iranian ELT textbook series, to see whether the same conclusions could be made about two different countries with seemingly similar relations to the English language.

In addition to providing an in-depth analysis on the cultural contents and the presence of the ideology of EIL in the *New Profiles* series, this thesis will conclude with a discussion on what the findings of the study say about the current state of EFL teaching in a Finnish context, how the teaching materials can be used as instruments in the classroom to fulfill the intended goals of the curriculum and whether introducing a more comprehensive EIL perspective is a future possibility in Finland. This thesis aims to provide insightful commentary on the benefits and disadvantages of EIL in the pedagogical context, as well as discuss the obstacles to introducing an EIL perspective in a system which has traditionally placed the native speaker in the center.

## **2. JUSTIFICATION AND LIMITATIONS OF THE STUDY**

### **2.1. Justification of the study**

When determining the topic for this thesis, I wanted to involve the new national core curriculum in my study in one way or the other, as I found it significant to examine a subject that could be beneficial for my teacher training and help me better understand the current status and development of EFL teaching in Finland, especially in the Finland-Swedish context. During my time studying pedagogics and working as a substitute teacher, I have become well acquainted with the new curriculum, which was introduced in Finnish schools in 2016. I find that an awareness of the global role of English is emphasized in the curriculum more than ever before, as the guidelines specifically reference the importance of students learning to become agents in a multicultural world, where English is not only used on a global scale but also nationally and locally.

Whenever significant changes are made to the curriculum or teaching materials, it is important teachers, educators and students view the developments critically and with achievability in mind. At the start of the research phase for this study, it would have been difficult to gather students' and teachers' opinions about the reforms in Finnish education, considering that the curriculum and the new teaching materials had only recently been implemented in schools. Therefore, the textbook analysis carried out in this study can be seen as an alternative way of examining how the intended outcomes of the curriculum can be achieved in real-life with the help of the teaching material. Furthermore, the findings of this study can be used as reference in a larger discussion about the current and possible future situation of EFL teaching in Finland.

### **2.2. Clarifications**

When researching the topic of this thesis, I found that both 'English as an International Language' (EIL) and 'English as a Lingua Franca' (ELF) were used to describe English language use in communication situations between participants who do not share a common first language. It is not entirely clear to me whether these terms are synonymous – at least in the sources that I consulted, I found no indications of there being major differences between the two, which is why they are treated as effectively

the same in this study. However, I have chosen to predominantly use EIL to describe English in its international variety, mainly because the abbreviations for English as a Lingua Franca (ELF) and English as a Foreign Language (EFL) are so similar to each other and the frequent appearance of the two may cause misperceptions.

In this thesis, I frequently use the terms ‘native speaker’ and ‘non-native speaker’ when discussing the different users of the English language in the modern world. As researchers and linguists have in recent times begun questioning whether the traditional view of the language reflects the reality of present-day English use, labels such as ‘native’ and ‘non-native’ have also been criticized for being presumptuous and even pejorative. Andreou and Galantomos explain (2009: 202) that the native/non-native issue has been viewed controversial from both a sociolinguistic and purely linguistic point of view, particularly because “the term native speaker suggests the existence of a single, idealized register of the target language” although there are many registers and styles within the same speech community. This is why I want to start by explaining how the terms are used in this study specifically. The Merriam-Webster online dictionary defines a native speaker as “a person who learned to speak the language of a place where he or she was born as a child rather than learning it as a foreign language”.<sup>1</sup> This definition implies that a native speaker has internalized the language through natural acquisition, rather than through instruction or learning in an academic context. This can refer to someone who has learned and used the language from early childhood and the language has been the speaker’s primary means of concept formation and communication. Therefore, the term ‘native English speaker’ generally references mother tongue speakers from English-speaking countries.

The term is problematic because it reflects a standardized ideal which doesn’t correlate the realistic use of English globally, and rarely takes into consideration speakers who speak a non-standard variety of English as their first language. However, the labels ‘native speaker’ and ‘non-native speaker’ are still widely used in linguistic and pedagogical contexts and have not yet been replaced by any other terms which could better represent the different users of the English language. Therefore, in this thesis, the term ‘native speaker’ is used to describe the varieties spoken by people in countries where English is the primary language of the majority population. These are mainly American English and British English, which have traditionally been considered

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<sup>1</sup> Merriam-Webster. (2018). Available: <https://www.merriam-webster.com/dictionary/native%20speaker> [12 September, 2018].

the ideal in EFL teaching, but also include other Inner circle varieties of English<sup>2</sup> that certainly make appearances in EFL teaching, although rarely as the language of instruction. ‘Non-native speaker’ is used to reference other varieties of English spoken in national, regional or local contexts. This type of categorization is not ideal and certainly doesn’t reflect the reality of English use in the world; however, in this thesis the terms help us make distinctions between the stereotypical views of different English speakers.

### 2.3. Limitations of the study

Although the justifications of this study explain the need for research which critically views the developments of EFL teaching in Finland, it is obvious that there are certain limitations to this study and what conclusions can be drawn from its findings. Firstly, this study only analyses the content of three textbooks from one ELT textbook series, and although the *New Profiles* books are used in a majority of Finland-Swedish upper secondary schools, the findings do not necessarily apply to other materials used in other Finnish schools or in the EFL teaching of other countries. Furthermore, the results of this study cannot comment on how the books are used in real-life classrooms by teachers and students, nor do they measure the successfulness of teaching EIL. For the questions above to be answered, further research on teachers’ and students’ opinions of not only EIL, but the *New Profiles* series as a teaching material, would need to be conducted. In conclusion, the findings of this study should merely be viewed as a part of a discussion on the realistic possibilities of incorporating a more comprehensive EIL perspective in EFL teaching.

### 2.4. Hypothesis

The objective of the cultural content analysis of the *New Profiles* series is to explore how the different culture content groups are represented and presented in the books. The intended outcomes emphasized in the national curriculum and the descriptions of the *New Profiles* series provided by the publishers both point towards the books featuring an extensive international culture perspective where the global role of English is highlighted and the role of English as an international language for communication is

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<sup>2</sup> Inner circle varieties are discussed in more detail in section 3.2.

thoroughly discussed. I hypothesize that while international target culture will be visible throughout the books, it is unlikely that source culture or international culture will be more dominant than target culture, considering not only the influence of American culture in Western society, but also that the native-speaker ideal is still prevalent in EFL teaching. Furthermore, while it is likely that the books portray English use in a variety of contexts, including local, national and international, I am doubtful that they will offer any detailed descriptions of the non-native varieties that are currently used in these settings. In conclusion, the hypothesis leans towards the ideology of EIL being ambiguous in the books.

### 3. DEFINING “INTERNATIONAL ENGLISH”

#### 3.1. A brief historical overview of the spread of English

Historians have concluded that the West Germanic language was first spoken in early medieval England, from where it spread worldwide through the influence of European colonists in the 16<sup>th</sup> century, but according to Crystal (2003: 59), the current status of the English language can mainly be explained by the results of two factors; the expansion of the British colonial power with its peak towards the end of the nineteenth century, and the rise of the United States as a leading economic power in the twentieth century. Out of these two he points out the latter as being a key contributor to the position of English today. Crystal essentially connects the role of the leading language of the day, or rather the variety of the leading language, with whichever country at any time in history has been most technologically advanced and economically empowered. While trying to explain the remarkable growth of the English language, Crystal (2003: 120) defines it as “a language which has repeatedly found itself in the right place at the right time”. He explains that in the seventeenth and eighteenth-century for instance, English was the language of the leading colonial nation, Britain, and a century later it was the language of the leader of the industrial revolution, also Britain. In the late nineteenth century, it was the language of a new economic power, the USA, and through new technologies that brought new linguistic opportunities, English arose as a leading language which affected all aspects of society. Crystal (2003: 121) continues by stating that as new networks of international alliances were made, there was a need for a *lingua franca* – a mutual basis for communication – and English, being once again the strongest contender, gradually became the primary language of international politics and academia.

However, Crystal (2003: 121) does not think that the superiority of the English language in the global context can only be explained by sheer luck or chance. He describes that by the 1960's, the prominence of English had certainly been established, but it could not yet be defined as a genuine world language. It was rather the movement towards political independence in former colonies, out of which English received a special status in several new countries, which ensured the global position of the language. Crystal gives equal credit to the “electronic revolution”, where the development of computers and virtual communication in America created a need for a

shared language between network users globally and helped ensure the continuum of English as a lingua franca in the 21<sup>st</sup> century.

It should be noted that Crystal has received a fair amount of criticism for his statements, particularly the one suggesting that English's global status is in part a result of good luck. Saraceni (2015: 139) explains that Crystal's view on the spread of English has been deemed as "excessively sanitizing" and consequently conflicts with his statements about power being decisive for the expansion of a language. While some argue that Crystal's use of the phrase was intended ironically, Saraceni suggests that the crucial point is not so much how the phrase was intended, but rather the removal of human agency. He states (2015: 138) that it is important to avoid treating the English language as an independent entity "capable of performing its own actions or even making its own decisions", when it is in fact the people, not the languages they speak, who hold the prerogative of agency.

### **3.2. English as a lingua franca today**

Although English is not the only major language in the world, and not even the largest language in the world when it comes to the number of mother tongue speakers, it is rapidly becoming (and perhaps already is) the first global lingua franca. Today it would be hard for anyone to reject the global status of the English language, but the reasons as to why it was specifically English – and not Latin, Mandarin or Spanish – that claimed this throne, is not always an easy question to answer.

Crystal (2003: 3) proposes that a language achieves a global status when it develops a special role that is recognized in every country. This role doesn't specifically have to concern the number of first language (L1) speakers, although it is of course a central contributor to the development and spread of languages. In fact, Crystal (2003: 4) reminds us that no language has ever been spoken by a mother-tongue majority in more than a few countries, and even in this category, Spanish and Mandarin have more native speakers worldwide than English. Therefore, the language spread to other countries is vital to achieve such a status, because it means that nations where the language isn't spoken as an L1 have decided to give the language a special place within their communities, even though they have few or close to no mother-tongue speakers. Crystal mentions two ways in which a language can achieve a global status in a country where the language isn't spoken as an L1. The first is to make it an official language

which is to be used as a medium of communication in domains such as the government, the law courts, the media and the educational system. In places where English has this status (e.g. in Ghana, Nigeria, India and Singapore), it is deemed important to master the language from an early age, and therefore the language is often described as a “second language” (L2), as it is complementary to the mother-tongue of the speaker. The second way is making the language a priority in a country’s foreign-language teaching, despite not having an official status. In these countries, the language is often defined as a “third language” (L3), which according to Crystal (2003: 4-5) not only becomes the foreign language most likely taught to children when they start their education, but also the one most available to adults who wish to study a foreign language.

In conclusion, Crystal (2003: 13) suggests that the growth in international contacts has developed a need for a global language, particularly in academic and business communities. He proposes that shared language codes have enabled people to become more mobile – both physically and electronically. Today, a majority of English communication will happen in online spaces, through social media and on different electronic forums. This electronic revolution, together with the global predominance of English in business and academia, and the world-wide influence of American culture and media, has led to an enormous increase in non-native speakers of English, who have by now far outnumbered native speakers of the language.

The English language development is obviously complex and defining how and by whom English is used is a question which many linguists have tried to answer. Although there are several different models that aim to explain the intricate network of the English language, many (e.g. Crystal 2003: 60, Penhallurick 2010: 89) consider Indian-American linguist Braj Kachru’s 1985 model of the spread of English to be the most influential one. Kachru proposed that we consider the English language spread and development around the world as three concentric circles that represent the different ways in which the language has been attained and is currently used. In Kachru’s model, the *Inner circle* refers to the centers of English where the language is an L1, and it includes approximately 320-380 million speakers from the USA, UK, Ireland, Canada, Australia and New Zealand. The second circle with 300-500 million speakers, which Kachru labels as the *Outer circle*, consists of countries involved with the earlier phases of the spread of English in non-native settings, where the language has become a part of the country’s principal institution, and plays an important role as

an L2 in a multilingual environment. Some of the countries that belong to this category are e.g. India, Singapore, and over fifty other territories. The last category, with 500 – 1,000 million speakers, labelled the *Expanding* or *Extending circle*, includes nations that recognize the importance of English as an international language and an L3, despite not having a historical connection to the language through for instance colonization by members of the Inner circle, nor having given English any special administrative status in their country. This circle includes countries such as China, Japan, Greece and Finland, and a steadily increasing number of other nations. Since English is recognized virtually world-wide today, Crystal (2003: 60) points out that the term ‘Expanding circle’ should perhaps only be viewed as a reference to the origins of the theory, suggesting that the term ‘Expanded circle’ might better reflect the contemporary scene of the English language.

Kachru’s model not only sheds light on the diversity of English language users in the modern world, but also shows that it is no longer a language attained by only native speakers and is in fact spoken by a much larger number of L2 and L3 speakers world-wide, at different levels of proficiency and in different settings. Language is a concept that is in general strongly linked to culture and national identity, but the diversity of the English language has led many linguists to question whether English can be considered belonging to just its native countries anymore. Questions concerning the definitions of native and non-native speakers are also highly debated in this context. Toker (2012) suggests that when the global use of English is discussed, it is important to make distinction between the two visions of globalized English and global Englishes:

Globalized English is presumed to be homogeneous and homogenizing, a standardized English modeled after that of one or more of the historically anglophone countries and toward which individuals in any number of countries are expected to strive, whether in professional or educational spheres. The view of global Englishes, on the other hand, recognizes multiple distinct and fluid (but mutually intelligible) dialects or strands of English adapted to the specific locale and usage of a given population. This vision of linguistic acclimation and fluid ownership emphasizes the regional diversification of English as it becomes the world’s second language.

Toker, 2012: 113

The following section will focus on further explaining the diverse views on the global use of English.

### 3.3. Global English or International English?

During the time that the role of English in the modern world has been studied, researchers have coined several different terms with the intent of defining the multidimensionality of the language. Many scholars agree that while there have been drastic changes in the ownership of the English language in the last few decades as non-native speakers of the language have outnumbered its native speakers, categorizing those non-native speakers and their varieties is no easy task. One will most likely come across terms like ‘Global English’, ‘World English’, and ‘International English’ when studying the complex language situation of English in the modern setting. These terms may at first glance appear synonymous but have in fact slightly diverse definitions and implications. This section focuses on defining the three terms mentioned above, presenting their similarities and differences and discussing in what contexts they appear most often.

#### *Global English and World English*

The terms ‘World English’ or ‘Global English’ are often used in reference to Outer circle countries where English has developed into a major language through the emergence of new local forms. Rubdy and Saraceni (2006: 7) state that in countries such as Nigeria, the Philippines and Singapore, local varieties of English are fast becoming institutionalized because of “nativization processes”, which unlike native speaker models are imposed from the inside rather than from the outside. In other words, the term ‘Global English’ is mostly linked to countries where English has a historical importance and has therefore gained an official, administrative status in the country, but the communities have gradually rejected the native models of English and replaced them with local varieties. Kubota (2012: 56) argues that the World English model challenges the view of English as a standardized entity and offers a heterogenous perspective on the language. She also stresses the important pedagogical implications of the model, as it raises awareness of the different varieties of English and how they have developed through historical, economic and political processes.

Global English varieties can be said to have broken free from the ownership of native speaker standards, but as Rubdy and Saraceni (2006: 7) put it, this “freedom” is accompanied by a certain amount of anxiety. According to them, many

have expressed concerns about the uncontrolled spread of nativized forms of English, one fundamental fear being that the World English model could possibly cause linguistic fragmentation, which would lead to the language diverging into a point of mutual incomprehensibility. If everyone was to communicate in their own local varieties, with each former English dialect developing into a new L1 language with its own norms of pronunciation and grammar, there is a possibility that those varieties would over time move further and further apart, which would challenge international comprehension that transcends communal and cultural boundaries, and consequently cancel out English's value as a lingua franca. Therefore, World English varieties are rarely considered as suitable contenders for global communication. That being said, the Global English perspective has certainly offered a more realistic view on how English has developed and is currently being used around the world.

### *International English*

Due to the changing patterns in the ownership of English, demographic changes in English usage can be found around the world. Furthermore, data that has been collected from this usage is rich and suggests that in international communication, English is used as a shared code mainly by non-native speakers, especially in forms of information exchange among business people and international travelers (Rubdy and Saraceni 2006: 8). The language used in these types of settings has been termed 'English as an International Language' (EIL) or 'English as a Lingua Franca' (ELF) and during the last decades the concept of International English has become central to the discussion about the future development of the English language. Rubdy and Saraceni maintain that the EIL model liberates L2 and L3 speakers from the obligation of native speaker norms and the cultural baggage of World English varieties, and is therefore considered by several linguists a suitable model for many English speakers in the world today. The way English is promoted to EFL learners has also changed over the years; English language teaching traditions which derive from the time of the British Empire strongly emphasize the cultural view of English and its civilizing influence, whereas more recently an instrumental view of English, which views the language as a neutral tool for international communication, seems to be more common than ever before.

Even though the changed role of English is being recognized across research fields, linguists are still unable to offer one simple definition as to what EIL

really is. Kubota (2012: 57) maintains that although International English challenges the traditional emphasis on teaching based on the Inner circle model in the same way that the World English model does, it differs in that it aims to identify a new set of EIL norms used by speakers from different L1 backgrounds and tries to investigate how fluency and speaker identity are established within those new norms. She views EIL as the development of a synthetic system which combines features of Standard English with the most common characteristics shared by non-native speakers of the language around the world, resulting in a “Lingua Franca core” that can be used in different international and intercultural contexts. James (2000: 33) suggests it is more accurate to view EIL as a register rather than a variety of English, as it is a form of language which is characterized by the user speaking at the time and determined by the nature of the social activity. Many linguists also choose to view EIL in a merely ideological context, where the term only references the realistic position of English in the modern world.

Providing only one definition to International English is obviously challenging, and perhaps it isn't even worthwhile trying to fit EIL into just one category. Matsuda and Friedrich (2012) for instance, suggest there are three different approaches to International English: 1) the international variety of English, 2) the speakers' own varieties of English and 3) an established variety of English. They define the first (2012: 17) as the possibility of teaching a variety of English, or a set of characteristics of English, that would be intelligible and effective in all international communication, naming World Standard English by McArthur and the Lingua Franca Core (LFC) by Jenkins as the most successful attempts to establish a standardized variety of International English. They continue by stating that the LFC especially is perceived as perhaps the most thought-through proposal of an outline for International English, as it draws on empirical research on interaction between non-native speakers of the language and focuses on the pronunciation of EIL. Nevertheless, Matsuda and Friedrich (2012: 18) recognize several problems with this approach, the largest being that one or a limited set of specialized varieties of English for international use does not reflect the reality of international communication. They suggest that the second approach, using the speakers' own varieties, could therefore be a better alternative. However, as there is bound to be a lot of variation in the varieties spoken by even a small group of people, similarly to the World English model, the second approach could ultimately rule out English's value as a lingua franca, where mutual comprehensibility is one of the central aspects.

Considering the limitations of the first two approaches, the third approach seems to be the most realistic one. By “established varieties”, Matsuda and Friedrich (2012: 22) refer to English varieties which are codified and used for a wide variety of communicative functions and relatively accepted in different types of international contexts and in different realms of use, like in business, academia and entertainment. In education for instance, the third approach would mean selecting one established variety as the dominant instructional model while still introducing other varieties as part of the common classroom practice. According to them, the introduction and familiarization of other, international varieties of English would give students’ more communicative options compared to traditional, standard varieties, which are used for very limited functions. Furthermore, although British and American English still dominate the field of English language teaching, the third approach would enable the instructional language in a classroom to be chosen out of a much larger list of candidates, including other Inner circle varieties (e.g. Australian English) and possibly even a few Outer circle varieties (e.g. Indian English). She suggests that as additional Outer and even Expanding circle varieties become more established, they too become possible contenders.

Published discussion on International English first began emerging in the 1980’s, when scholars began questioning what was referred to as ‘the fiction of English’. Pennycook (1994: 27) explains that back then it was commonly argued that although there is no clear way in which English can be defined, we have to assume some form of commonality between the separate forms and usages of the language. The debate on whether International English can be separated from its historical and cultural contexts and of native-speaker norms continues to this day. However, Pennycook (1994: 9) points out that the spread of English is generally considered neutral, because it is assumed that the language has in some way become detached from its original cultural context, which consequently provides an opportunity for international cooperation and communication. Rubdy and Saraceni (2006: 11) agree that since much of the discussion of EIL focuses on the situation in the Expanding circle, cultural identity is not a huge issue in this context. Currently, International English is mostly being discussed from an ideological context, but recent research in English language teaching suggests that teaching an EIL variety in the EFL classroom could be a possibility in the future.

### 3.4 The current state of and recent developments in EFL teaching and research

Present day English language teaching still largely follows a methodology, which, according to Brutt-Griffler (2002: 183-184), arose specifically as a product of the English language spread and macroacquisition in the British colonies in Africa and Asia in the eighteenth century. She explains that the colonies of the British Empire served as the central “testing sites” for the development of ELT, from where theories and practices were then imported into Britain, which indicates that ELT methodology has from the beginning attempted to apply a native-speaker standard on non-native learners. Ironically enough, as Brutt-Griffler (2002: 182) points out, the development of English into a lingua franca is both the *result* of ELT and also its *context*; English would not be a world language today had it not spread to the British colonies through ELT, yet ELT in the modern day mostly takes place in a continuously growing international scale where the learning and teaching goals and needs are very different from what they were three centuries ago.

Risager (2018: 33) explains that the problem of representing the world is more predominant for English than for any other language, and that English teaching is also the field where we most often see discussions concerning the direction of the culture content, more specifically, whether it should be culture-specific and focus on the target language countries, or culture-general and prioritize “communication and understanding between people with different backgrounds”. McKay (2006: 114, 116) suggests that the idea of native-speaker competence being the goal in English language teaching and the view that the cultural content of ELT should derive from the cultures of native speakers are some of the assumptions about ELT that have previously been widely accepted but are now being questioned. Rubdy and Saraceni (2006: 6) also acknowledge that the language of the EFL classroom has in general been quite static and inconsiderate of variation when it comes to style, register and regional distinctions. They believe that the biggest issues in the pedagogy of English is the choice of an appropriate model for teaching English as a foreign or a second language, which can predominately be seen lying between three “rival systems”: Standard English, World English and EIL. Out of these three, Standard English, more specifically the Standard British or Standard American English, remains the most popular model, and has been considered well-suited for written communication and institutional purposes. Since it is the variety which is most often taught in the classroom, users are expected to conform

to the conventions of the native speaker, particularly in reference to grammar and lexis. As mentioned before, the recent changed view in the global English landscape has led to the questioning of the application of Standard English in the modern setting, and many believe that the performance of L2 or L3 speakers shouldn't be measured against native speakers of English.

When choosing the system or variety to use in the EFL classroom, it is always important to question who will benefit the most from any particular model. Kirkpatrick (2006: 73, 79) theorizes that a learner who wishes to understand the mindset of native speakers of English will benefit more from the adoption of a native speaker standard, but if focus in the classroom is communication rather than the acquisition of an idealized norm, then the adoption of an international model would be a better fit for the objectives of the learner. McKay (2006) agrees that the changed ownership of English has had a great impact on learner goals in EFL teaching, since many non-native speakers will be using English to interact with other L2 and L3 speakers rather than with native speakers, and perhaps even desire to learn English to share information with others about their own countries to promote trade, economic development or tourism. She states (2006: 115) that such purposes for learning English undermine the traditional cultural basis of English, where teaching has often involved learning about the customs and cultures of Inner circle countries, and that by nature, English as an international language “does not belong to any particular country but rather to an international community”.

Although the progress in teaching both World Englishes and EIL has been slow, Jenkins (2006: 163) points out that many strides have been made in recent years to educate people on what Global English and International English is, and how to incorporate an EIL perspective in the classroom. Recent developments include research on the historical background to the spread of English, the sociocultural context of English use, the impact of English on local languages, multilingualism and bilingualism as well as the teaching and learning of English in the Outer and Expanding circles. Although Jenkins (2006: 173) finds that teaching World English and EIL is headed in the right direction, many issues and questions remain in the field of research, some of the biggest being awareness raising and the need for a pluricentric rather than a monocentric approach to the teaching and use of English, which is something she suggests “would enable each learner's and speaker's English to reflect his or her own sociolinguistic reality, rather than that of a usually distant native speaker”.

Leung, Harris and Rampton (1997: 545) agree that in general teachers should be more aware of the complexities of language learning and language use in modern multiethnic urban settings. They point out (1997: 554-555) that not even all native speakers necessarily use standard forms, which means that the standard teaching offered in the classroom may not always correspond to the reality of communication and conversation with a native English speaker. They suggest that to better accommodate to the realities of the classroom, English teachers should replace terms such as *native speaker* and *mother tongue* with the more neutral notions of *language expertise*, *language inheritance* and *language affiliation*. Leung, Harris and Rampton (1997: 557) conclude by stating that the future development in language classrooms must be a period of “open analysis, critical questioning, and working with new ideas in the classroom” for there to be any hope of it leading to new, more responsive pedagogies.

In 1994, Pennycook had quite a critical view on what he called the “worldliness of English”, arguing that it is impossible to separate English from its many contexts and just teach it as a neutral language, as he believed EIL was still being discussed from a Western perspective. It is true that it is only in recent years that development has been made in the field of EIL, with research being conducted on regional and local varieties outside of the Inner circle. With the research being so new, Seidlhofer (2006) also points out that there are many misconceptions about EIL, the biggest being that the goal of all EIL linguists is teaching the variety to all non-native speakers of English, which is certainly not a realistic, nor a constructive, objective:

It is up to the learners and users of English to decide which kind of English they need and want. What would be a sensible suggestion, however, is that some awareness of the global roles of English should be achieved by all English users in the Inner, Outer and Expanding Circles alike. As Bamgbose (1998, 11) reminds us, ‘the point is often missed that it is people, not language codes, that understand one another.’ It is simply that all concerned need to be prepared to make an effort to make global communication more than just a buzzword.

Seidlhofer 2006: 48

Thus, we can conclude that the recent developments in EIL have mainly focused on raising awareness of non-native varieties and how the global role of English has changed the demographic of English language speakers, rather than suggesting how to teach an international variety of English in practice. It is an important first step towards developing a methodology in ELT which better correlates with the realities of English

use in the modern world, because as Kirkpatrick (2006: 78) points out, while teachers and learners may acknowledge the global status of English and even recognize that International English model might be a better fit for non-native students, most will be hesitant about teaching and learning it until they know what 'it' is.

## 4. ENGLISH IN FINNISH EDUCATION

Ever since English was introduced as a subject in Finnish education almost a century ago, it has gradually developed into the biggest and the most popular foreign language not only in schools, but in society in general. In this chapter, I will briefly summarize the historical background of the English language in Finland and discuss its role in Finland today, as well as present previous studies on the attitudes of students and teachers concerning EFL teaching. This chapter concludes with a presentation of the goals and aims of the most recent curriculum, and how they differ from the ones stated in previous curricula.

### 4.1 Historical overview

English first came to Finland in the 1920s, when it was established as a core subject in secondary school for girls but wasn't institutionalized as a modern language in schools for boys and in secondary schools until the 1940s (Leppänen et al. 2011: 11). Furthermore, it wasn't until after World War Two that the popularity of English increased, replacing German as the most popular foreign language. By the 1960s, with the gradual spread of American culture in media, in parallel with urbanization and modernization, English's exposure increased to everyday life, and it was regarded as the language of modernity and internationalization. Since then, role of English in Finnish society and education has steadily grown. Leppänen et al. (2011: 12) point out that Finland's EU membership in 1995 further secured the image of English as an important language in international communication, and that the global role of English in the 21<sup>st</sup> century, especially in areas of economics, entertainment and technology, has made it the most popular and most widely known foreign language in Finland.

The dominance of English in Finnish foreign language teaching may not seem surprising considering the global influence and status of the language, particularly in the Western world, but Taavitsainen and Pahta (2003: 4) point out that Finland has a very different starting point compared to for instance its neighboring countries. Not only does the Finnish language differ greatly from other the Indo-European languages which are more closely related to English, but Finland is also a bilingual country with both Finnish and Swedish as its national languages, which means that in practice, English competes against two different national languages with official, administrative statuses.

Despite this, the most recent national survey shows that next to Finnish, English is considered not only the most important language, but also the one Finns feel most competent in<sup>3</sup> (Leppänen et al. 2011: 162). Ranta (2010: 159) names the prevalence of English in the Finnish media and the daily exposure to various forms of the language as a possible reason for Finns' positive attitudes towards English compared to the other foreign languages and even the other national language Swedish. Like in any other country, the Internet is a central part of the everyday life of Finns, and in these online spaces the language of communication is, especially in international contexts, predominantly English. Leppänen et al. (2011: 20) also point out that as speakers of two relatively small languages, Finns (including those who speak Swedish as their mother tongue) recognize the need for proficiency in foreign languages to enable communication in international contexts.

The results of the latest national survey on the English language in Finland, which was conducted in 2007 and published in the *Varieng* e-series<sup>4</sup> (Leppänen et al. 2011), showed (2011: 77) that Finns have very positive attitudes towards the use of English in Finland and were welcoming to both native and non-native varieties of the language, with the most common reaction to a Finn speaking English fluently but with a Finnish accent and a Finn speaking fluently with a native accent being “admiration” and “pride in Finns”. It is important to note that the latest national survey does not make any distinctions between Finns with Finnish as their mother tongue and Finland Swedes. In fact, very few studies have only examined the attitudes towards English among Finns with Swedish as their mother tongue, making it difficult to explore whether attitudes towards English differ depending on which of the two national languages you speak as your L1. Mattfolk (2011), for instance, has studied Finland Swedes' views on the modern-day linguistic influence of English, more specifically their attitudes towards the use of English words or loanwords in Swedish. The results of her study showed (2011: 54-57) that the subconscious reactions differed in some respects from the views informants explicitly reported that they had; some informants responded that they would like English words that come into Swedish to be replaced by Swedish replacement words, yet in a matched-guise test on their subconscious attitudes, the informants considered English words in a Swedish context to have a positive effect. However, the

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<sup>3</sup> This study makes no distinctions between Finns with Finnish as their L1 and Finns with Swedish as their L1. Therefore, there isn't any indication of whether Swedish speaking Finns would rank English higher than Finnish, in the same way that Finns with L1 Finnish rank English before Swedish.

<sup>4</sup> Stands for “Studies in Variation, Contacts and Change in English”

study discussed the complexities of multilingualism and language identity from a Finland-Swedish context, instead of offering any conclusive data on Finland Swedes' attitudes towards English in Finland. Until any data which examines exclusively Finland Swedes' attitudes towards English is presented, we will have to assume that their attitudes do not differ greatly from those reported in the latest national survey.

As in most other Expanding circle countries, English teaching in Finland has predominantly followed a native-speaker ideal, which according to Ranta (2004) becomes clear when examining the national curricula for English teaching in Finnish schools from the 1940s to the present day:

All through the 1960s until the 1980s, the main target promoted by the curricula was specifically set to British English, whereas in the newest documents, from the 1990s and 2003, no variety is specified, although the native-speaker ideal is still strongly present. [...] The guidelines for comprehensive school teaching in the 1980s, on the other hand, stress the importance of the teacher using consistently only one type of pronunciation in his/her own speech.

Ranta 2004: 159

Finland has also seen a growth in schools which offer English as the medium of instruction, which Nikula (2007: 206) refers to as “Content and Language Integrated Learning” or CLIL. According to her, a report commissioned by the Finnish prime minister at the time recommended that in the future, Finland should invest more in not only the teaching of foreign languages but also in teaching theoretical subjects in foreign languages, as the influence of English in Finnish society was continuously growing. Nikula (2007: 209) also points out that CLIL is already widely used in the European context, as it is a form of education which receives political support from the European Union and is seen to promote multilingualism in Europe.

About ten years ago, Nikula (2007: 221) speculated that if present data about teenagers' language use was accurate, bilingual proficiency in either official language and English may have been a much more commonplace phenomenon in Finland than was generally assumed. This year, the Finnish Broadcasting Company Yle reported that a survey of 80 non-native countries ranked Finland sixth in English skills, beating countries such as the Philippines, Pakistan and South Africa, where English,

unlike in Finland, is an official language, which further strengthens the idea that English has been given a special status within Finnish communities.<sup>5</sup>

#### **4.2 EIL in contemporary Finland – previous studies on the attitudes towards EIL**

One consequence of the popularity of English among Finns is that it makes its status difficult to define. Ranta (2010: 159) states that among non-English speaking European countries, Finland has the greatest proportion of higher-education degrees taught in English.<sup>6</sup> Educators are therefore unsure whether English language teaching in modern day Finland, which has generally been defined as the study of an L3, now better reflects the level of second language learning. Although Finnish speakers of English generally have a very high level of proficiency, which some argue matches the level of many native speakers of the language, the latest national survey shows that 94 per cent of Finns who know and speak English, do not consider themselves at the same level as native speakers (Leppänen et al. 2011: 98). This, and the fact that many feel confident in their own variety and pronunciation, indicates that the international model of English could be a suitable fit for many Finnish students, as it would enable them to study English for future communicative purposes in international contexts instead of focusing on native speaker standards while also excluding the cultural baggage of World English varieties. To explore whether the EIL model could be applicable to Finnish education, the following section will summarize what previous studies have said about Finnish students' and teachers' attitudes towards EFL teaching and the possibility of implementing EIL into the Finnish classroom practice.

Before we discuss the results of previous research, it is important to note that EIL is a very new concept in not only in Finland, but in the pedagogical context in general. As Ranta (2004: 2) points out, previous studies on teaching EIL have mainly focused on the circumstances in Outer circle countries, and therefore we lack information on the situation in Expanding circle countries, such as Finland. Another issue is that most of the literature on teaching International English derive from Outer circle countries, where the fundamental questions do not only relate to the English language but also to Western culture (Ranta, 2004: 20). Therefore, more research on attitudes towards EIL needs to be conducted in Finland, before we can make larger

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<sup>5</sup> See *Yle* article “Finland ranks sixth in English skills, early instruction crucial” (12.2.2018). It should be noted that in the most recent survey by the same organization, Finland has dropped to eight place.

<sup>6</sup> compared to total population

assumptions about whether teaching an international variety of English would be more productive.

Nevertheless, some assumptions can be made based on the results of existing research on EIL in Finland. A study by Ranta (2010) examined the attitudes towards EIL of 108 students and 34 non-native English teachers in Finnish upper secondary schools, by asking the participants which teaching targets and practical goals supported their use of English inside and outside the school. When explaining the aim and justification of her study, Ranta (2010: 157) referred to the contemporary debate in applied linguistics concerning the goals and contents of English language teaching and whether or not they reflect the changed “real world” use of English, many advocating a change from teaching EFL as spoken by the native English speaker to teaching ELF with emphasis on the global role of English as a language between speakers from different linguistic and cultural backgrounds.

The results of Ranta’s study (2010: 161) support the argument that non-native speakers will mostly use English with other non-native speakers.<sup>7</sup> The students were also asked (2010: 163) whether they kept to a specific variety when communicating in English, and 70 per cent of the students answered ‘no’, with the most frequently cited motivation being the fact that students considered it unnecessary, pretentious or even counter-productive to stick to a particular native variety, and instead preferred showing confidence in their “own personal variety”. The results indicated (2010: 171) that most teachers were aware of the changing needs of students in a world where English is a common language both globally and nationally. Although a majority of the teachers believed students should get better acquainted with non-native varieties of English, they are not at least yet a central part of the classroom practice; 76 per cent of the teachers stated that native varieties other than British English and American English came up in class ‘Occasionally’<sup>8</sup>, but when asked about the presence of non-native varieties in class, over half (53%) answered ‘Seldom’. Ranta found (2010: 174) that especially younger generation teachers showed strong awareness of the real-world circumstances they need to prepare their students for by rejecting the idea that English teaching must integrate target language cultures. Despite this, most teachers were

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<sup>7</sup> When asked to indicate the three most important instances where students had to communicate with a foreigner in Finland and abroad, and to give the language in which the communication took place, results showed that 62% of the instances had been ELF (English as a lingua franca) situations, where English had been used as a “vehicular language” with another non-native speaker of English.

<sup>8</sup> On a scale ranging from ‘Often’, ‘Occasionally’, ‘Seldom’ to ‘Never’.

unsure about which models and goals best reflected the real-world functions of English, which is why a majority still considered the native speaker model an appropriate yardstick for measuring their student's skills. Ranta (2010: 160) states that although emphasis on the native-speaker ideal has been strong in Finland historically, the international value and the function of English as a lingua franca has also been stressed in the curricula from the 1960s onwards. Although Ranta finds that language education planners in Finland haven't completely ignored the lingua franca role of English, she argues that the consequences of this awareness for the variety of English taught in school have gone unnoticed.

The results of a similar study by Jokilehto (2014), which examined Finnish upper secondary school students' attitudes towards English as a lingua franca, showed (2014: 58-59) that the student's awareness of non-native varieties compared to standard varieties was clearly lower, which contradicts previous studies which have implied that upper secondary students are well aware of English's global status. Jokilehto found that almost none of the students understood the concept of lingua franca, and that a majority of those who answered the questionnaire were able to name none or only one variety of English, out of which most were native varieties. This would imply that students either don't know much about English varieties spoken outside of the Inner circle or do not consider them to be "real" varieties of English. The results also showed (2014: 70) that students clearly wished to have more diversity when it came to teaching culture and felt that too much emphasis was given to discussing native English-speaking countries, which suggests that students themselves also recognize their need for knowledge of non-native and international varieties of English.

In conclusion, previous studies on the attitudes of teachers and students in Finland towards teaching EIL show that although both groups are aware of the global role of English and how it has altered the use of the language in international communication, students may not be fully aware of the diversities of the English language, and teachers do not feel they know how to measure the students' proficiency if the models and goals in the classroom were to reflect the real-world functions of English.

### 4.3 The Finnish National Core Curriculum

The Finnish National Core Curriculum is a guideline for basic education which is drawn up by the Finnish National Board of Education. According to the website for the Finnish National Agency for Education, the curriculum “defines the objectives and core contents of the different subjects, subject groups, thematic subject modules and student counselling”.<sup>9</sup> The curriculum doesn’t necessarily set rules as to what a teacher must and mustn’t do in the classroom, but rather offers advice on working approaches; the teacher can for instance choose the materials and working methods of a classroom, as long as the teaching follows the general themes and learning goals stated in the curriculum.

When studying a topic that is emphasized in the curriculum, one of the fundamental questions to consider is how heavily teachers rely on the guidelines of the curriculum when they are planning the course outline. The results of previous studies on the attitudes of teachers towards the curriculum have indicated that teachers use the curriculum in various ways; a study by Björklund (2008), which discussed the development of EFL education in Finland-Swedish schools, found (2008: 19) that teaching is affected by conditions such as availability of English input, adequate teaching materials, curricular constraints and contacts with target language countries. After consulting the results of a questionnaire sent out to Finland-Swedish teachers, Björklund (2008: 178) presents four primary ways in which the curriculum affects the teacher’s planning: as a basis, as support, for content and through the textbook. She also includes a fifth category titled “what function”, which refers to teachers’ uncertainty concerning the real function of the curriculum. Björklund concludes that for many, the curriculum affects their planning indirectly rather than directly, clarifying that although several of the teachers mentioned the curriculum as a sort of basis for their EFL teaching, teachers who had been in the profession for a long time and felt confident in their subject knowledge, viewed it as something of “no real significance”. However, Björklund (2008: 179) states that most teachers did link curriculum to content, which would indicate that although not all teachers find that the curriculum affects their teaching, most will consult the curriculum when planning the contents of courses.

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<sup>9</sup> See “General upper secondary education” on the website for the Finnish National Agency for Education.

When we compare the latest curriculum with its predecessor from 2003, we see that one of the biggest differences between the two are the course descriptions, which are more specific and detailed than before. In the curriculum of 2003, all foreign languages<sup>10</sup> had the same course descriptions, whereas in the new curriculum there are subheadings for each foreign language, with thorough descriptions of learner goals for specific languages and courses. Both curricula feature tables which use the Common European Framework of Reference for Languages (CEFR) as a scale for students' expected proficiency in the different foreign languages.<sup>11</sup> The new curriculum states that students learning A-level<sup>12</sup> English are expected to achieve the B2.1 level. A student at this level is according to the guidelines of the CEFR an 'Independent User' (2001: 24) who can "understand the main ideas of complex text on both concrete and abstract topics, can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, and can produce clear, detailed text on a wide range of subjects". The curriculum's goals for the B2.1 learner (CURR 2015: 253) are similar to the ones suggested by the European Council, but unlike the guidelines of the CEFR do not mention communication with native speakers, instead highlighting student's ability to communicate spontaneously even in new communication situations.

Some of the goals in the new curriculum (CURR 2015: 111-112), like the ability to use the language creatively in different contexts and planning language studies while bearing in mind one's future language needs in studies, working life and in international settings, are shared by all the foreign languages, while others are specific for each separate foreign language. When it comes to English, the curriculum suggests that students should:

- develop as speakers of English and as agents in a multicultural world, in both local and national as well as European and global contexts
- understand the meaning and role of English as an international language of communication
- be able to assess whether one's knowledge is advanced enough for continued studies

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<sup>10</sup> apart from Saami and Latin

<sup>11</sup> The CEFR is used internationally for describing language ability and it aims to provide a method of learning, teaching and assessing which applies to all languages in Europe. Source: *The Council of Europe*. (2001). "Common European Framework of Reference for Languages: Learning, Teaching, Assessment".

<sup>12</sup> Unlike in the UK, where the A-levels are equivalent to the matriculation exams in Finland, here they indicate for how long a student has been studying the language. The A-level, for instance, indicates that the student has studied the language for the longest time possible, and it is also the level that many students studying English will be at, as it is usually the first foreign language pupils start learning in primary school.

- be able to plan their language studies with consideration of future needs in e.g. working life and in international settings
- get experience in reading, analyzing and processing longer texts in English
- be able to relate their language skills to the B2.1 level in the scale for language proficiency and development, as well as assess how their language skills have advanced and how they can develop further.

CURR 2015: 114

Out of the goals mentioned above, the first two were not featured in the previous curriculum and are therefore additions which teachers will have to pay specific attention to when designing a course outline within the frame of the new curriculum. When compared to the goals of the previous curriculum (CURR 2003: 102), which simply stated that students should learn to communicate in a way that is distinctive of the language and its culture, the new goals include a much larger sample of communication situations where English is used, which better reflects the realistic use of English globally. The curriculum also features goals that are specific for each individual course, which will be presented in more detail in section 6.1.

## 5. METHODS & MATERIALS

### 5.1. Theoretical framework

The biggest issue with doing textbook analysis in an EIL context is that the implementation of such a of pedagogy is at this point more of an idea than an actual practice, and especially in Finland it is rare that many, if any, teachers actually teach EIL, let alone use it as the instructional standard. Despite that, the role of English as an international language is specifically highlighted in the curriculum as significant, indicating that EIL should at least have a noticeable presence in teaching. Since teaching EIL is such a new practice, there are no set guidelines as to what teaching EIL is and what EIL materials should contain. Nevertheless, there are features, characteristics and methods that have been suggested by EIL scholars and researchers as central to the ideology of International English, which can serve as a framework for studying textbooks from an EIL context.

A good starting point for analysis is identifying the cultural contents of the research material. This method, which was developed by Cortazzi and Jin in 1999, suggests that language textbooks and materials consist of three different types of cultural information: *source culture materials* that draw on the learners' own culture as content; *target culture materials* that use the culture of a country where English is spoken as a first language; and *international target culture materials* that use a great variety of cultures in English- and non-English-speaking countries around the world (In McKay 2006: 121). Identifying the dominant culture content in a textbook may be useful when e.g. choosing materials that will suit the learning intentions and goals of the students. McKay (2006: 121) states that many English-language textbooks customarily comprise target culture topics, largely due to the fact that a great proportion of textbooks in English are published in Inner circle countries, but also because many educators believe that target culture dominant materials are more motivating to non-native English-language learners who wish to achieve a native speaker level in their proficiency. Although it is possible that learning about target cultures and language varieties may spark motivation in some English language learners, McKay argues that if most non-native speakers of English will use the language to converse with other non-native speakers, there seems to be little reason to promote target cultural content in EFL classrooms. Therefore, the advantage of including source culture content in language

textbooks is that it provides the students with the opportunity to learn more about their own culture while also learning the language needed to explain these cultural elements in English, which is something that a majority of non-native speakers will do when interacting with people from different cultural backgrounds.

McKay (2006: 122) also lists many advantages of using international target culture in textbooks, such as presenting examples of lexical, grammatical and phonological variations to exemplify the way in which bilingual speakers of English use the language to communicate in international contexts and illustrating cross-cultural pragmatics where bilingual users of English draw on their own rules of appropriateness while speaking English. She emphasizes the importance of the motto “think globally, act locally” (2006: 125) in the EIL context, stressing that although EIL educators obviously need to recognize English as a global language which is used for cross-cultural communication, they must also consider how English is embedded in local communities. In conclusion, EIL materials should primarily focus on source culture and international target culture materials and reduce the exposure of native speaker models and Inner circle varieties that are dominant in target culture content.

It is only recently that research has been conducted on the cultural contents of EFL and ELT textbooks. These studies have commonly used qualitative, quantitative and semiotic approaches to examine e.g. cultural bias (Magogwe 2009), cultural content representation in international and local contexts (Tajeddin & Teimournezhad 2014), the representation of international and intercultural content in ELT textbooks (Garcia 2005) and EFL textbooks as cultural artefacts (Gray 2010). A recent study by Rashidi and Meihami (2016), which analyzes the cultural content of ELT textbooks from Inner (The UK), Outer (India), and Expanding (Iran) circle countries, aims to “examine the representation of the cultural content of the three environments in terms of L1, L2, international, and neutral cultural types” (2016: 5). The study uses the framework distinguished by Cortazzi and Jin to locate cultural content types in the textbooks, but also includes a fourth section, referred to as “culture-neutral”, which contains the cultural content that does not belong to any of the three cultural content groups. The study also examines the cultural elements represented in the ELT textbooks by using a framework, originally proposed by Adaskou, Britten and Fahsi, which according to Rashidi and Meihami (2016: 6) draws on four different cultural elements of ELT Textbooks: the *aesthetic sense* which is equivalent to big “C” culture and includes things traditionally linked to culture, such as media, literature and

music; the *sociological sense* which may include topics that relate to patterns of relationships and social interactions, such as the organization and nature of family, home life, work and leisure or customs and institutions; the *semantic sense* which refers to the system of conceptualization of language in association with culture; and the *pragmatic sense* which includes things such as background knowledge, social skills and paralinguistic skills which make successful communication a possibility.

The findings of Rashidi and Meihami's study showed (2016: 9) that all three ELT textbooks paid their foremost attention to their individual L1 cultures, and that the ELT textbooks of the Inner, Outer, and Expanding circle countries tended to be different in the way they represented L2 and international cultural content, which supports the findings of previous studies done in this respect:

The results of this study support the hypotheses that (1) different countries try to contain their L1 cultural content more than any other cultural content when developing ELT textbooks, (2) the inner circle countries highlight their L1 and L2 cultural content in the ELT textbooks, (3) the outer circle countries are in a transition path; detaching their cultural content from L2 culture and relying more on international culture to compensate for their intercultural content, and (4) the expanding circle countries are more relying on international cultural content to meet their intercultural content needs.

Rashidi & Meihami, 2016: 14

They (2016: 15) conclude that the variations in the representation of cultural content in the different textbooks from Inner, Outer and Expanding circle countries supports the rejection of a "one-size-fits-all" view in the ELT textbook tradition and shows that target culture is not always the best alternative for all language learning contexts. Others, like McKay, have also criticized the EFL textbook tradition and recognize that a change in the content of EFL textbooks is necessary if teaching English in non-native countries is to correspond to the real life needs of the learner. Moving from a system which places the native speaker in the center to one which includes a much larger sample of non-native varieties is of course a big challenge, and although many linguists and teachers realize the changed needs of the modern English learner, most struggle with finding ways of introducing EIL materials in a system which is so embedded in traditional educational methods. Although research on what EIL materials need to contain for them to be beneficial for EIL teaching purposes is scarce, the characteristics, features, and methodologies presented below can presently be viewed as part of a basic outline for EIL materials.

Tomlinson (2006) offers a methodology which incorporates EIL in the areas of language planning, curriculum development and assessment, including a list of features and characteristics which EIL materials should ideally contain. As a strong advocate of EIL in a linguistic context, Tomlinson stresses (2006: 136) the importance of constructing corpora which provides us with the data needed to develop a *Lingua Franca Core*, which could then be used as a resource when “designing syllabuses for the teaching of basic interactive competence in EIL”. The textbooks analyzed in this study are obviously not designed for specific EIL purposes, neither is the aim to try to locate any features of an already established EIL core in the books. Nevertheless, Tomlinson’s methodology can be used to analyze whether any of the central ideological features of EIL and methods for teaching can be found in the books. These may include:

- giving learners opportunities to interact with other EIL users to achieve intended outcomes
- exposing learners in meaningful ways to a rich variety of language use in a variety of genres and text types from a variety of Englishes (including Standard English, General American, EIL and various regional Englishes)
- helping learners to notice and respond to implications signaled by native speakers on the assumption of ‘deep commonality’
- helping learners accommodate their English both receptively and productively when interacting with native speakers or the speakers of regional Englishes.

Tomlinson 2006: 144

Tomlinson continues by proposing that the materials be presented through a variety of media, such as print, video, computer and face-to-face channels, stressing that the voices and personas of the characters in the materials should represent a variety of samples, where the settings of the texts and tasks are multinational and multicultural.

While Tomlinson’s list of criteria is certainly beneficial for those interested in the EIL perspective, the underlying tone of his methodology seems to imply that all EIL materials be created for the specific purpose of teaching International English, which is certainly not a common practice in present day textbook development. Sifakis (2006), on the other hand, suggests that teachers interested in EIL could make the best of existing course books, as long as they’re critical about what he calls dominant “N-bound” features or norm perspectives in them, which emphasize regularity and standardization. Tasks in these books (2006: 164) should have a genuine communicative orientation, be realistic, challenging and motivating, not ask learners to “be someone else” and not treat learners as cultural stereotypes. Sifakis offers no further

clarification on what he means by students ‘being someone else’, as exercises in EFL textbooks with communicative orientations often involve role-playing and performing dialogues. My own interpretation of this is that these communicative exercises should not always ask students to play a part, but in fact allow pupils to imagine themselves in situations or contexts that are realistic and would consequently enable students to exercise their communicative skills for real-life situations in the future.

## 5.2. Research questions

Considering the aim of this study and the theoretical framework on the subject, the research questions of this thesis are as follows:

- 1) What types of cultural content can be found in the textbooks, and which cultural content type is most dominant in the research material?
- 2) What cultural elements can be found in the textbooks, and in which contexts do they appear?
- 3) Do the textbooks feature examples of characteristics and methods of teaching which have been suggested as central in EIL materials and pedagogy, and if so, are they explicit or ambiguous?
- 4) How are the themes, topics and goals of the curriculum, which specifically reference the role of English as an International language, present in the textbooks? How can the teacher use the textbooks when introducing the ideology of EIL to students?
- 5) What do the findings of this study and of previous research say about the current state of EFL and EIL teaching both internationally and nationally, and what are the prospects of the EIL perspective becoming more integrated in the foreign language teaching context in Finland?

## 5.3. Materials

Textbooks are generally perceived as a central part of the learning experience as they help guide both the teacher and the student through the learning process, which begins with the goals and aspired outcomes of the learner and if successful, ends with the gaining of new knowledge. O’Keeffe (2012: 2-3) views textbooks as “the closest thing the students have to working from the curriculum”, as textbooks often carry the role of link between the *intended curriculum*, which refers to the intentions, aims and goals that are formed by the educational system and national policy, and the *implemented*

*curriculum*, which consists of strategies, practices and activities that are used in the classroom by the teacher. She continues by explaining that the textbooks, together with other resource materials, make the *potentially implemented curriculum* which connects the ideas presented in the curriculum with the real-life classroom practices. Risager (2018: 9-10) points out that although textbooks are only a part of a larger teaching process, they are unique in that they are “products intended to be tools for a specific social practice: teaching and learning”. It can therefore be argued that textbooks are a central element in the student’s learning process, and a vital tool for implementing the goals of the curriculum in teaching, which is why textbooks were chosen as the research material for this study.

When choosing materials for analysis, there were several points to consider. Firstly, there was the question of how central textbooks are in EFL teaching in Finland, and to what extent they are used by the students and teachers in the classroom. Another important matter was simply identifying the textbooks that are currently used in Finland-Swedish schools and determining which ones would be most suitable for the purpose of this study. To answer these questions, a list of every Finland-Swedish upper secondary school and the textbooks or materials they use in English teaching was constructed.<sup>13</sup> Most schools featured lists of educational materials for the upcoming semester on their websites, and the information collected from these websites enabled the creation of a list which signifies what materials are used not only in which schools, but also in specific courses of English.<sup>14</sup> The list of educational materials, together with previous studies done on the development of EFL education in Finland-Swedish schools and my own experiences in classrooms during teacher training and substituting, supported the argument that English textbooks are used in most upper secondary Finland-Swedish schools and serve as a central source for course content.

Since this study examines a topic that has only recently been introduced in the curriculum, the textbooks chosen for analysis also had to be ones that are used in courses which follow the new curriculum. When the research for this thesis began, the new curriculum had only been applied to the students who began their studies at the upper secondary level in the autumn of 2016, while the students who had initiated their

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<sup>13</sup> To construct the list, I used Geber & Lojander-Visapää’s *De svenska gymnasierna i Finland: En lägesanalys* (2007) published by the Finnish National Agency for Education. However, the list used in this thesis differs slightly from the one presented by Geber and Lojander-Visapää (2007: 18-19) as some of the schools have merged since then, and others, like Ålands Lyceum, use a different curriculum.

<sup>14</sup> For the full list of educational materials used in Finland-Swedish upper secondary schools, see Appendix 1.

studies before this time continued following the old curriculum. This decreased the list of possible candidates for research materials to those used in courses ENA1, ENA2 and ENA3, which are all obligatory courses in English that are generally taken in the first year of studies. The list of educational materials showed that out of the 33 Finland-Swedish upper secondary schools featured on the list, 20 used books from the *New Profiles* books series as their teaching material in these courses.<sup>15</sup> It is also worth noting that while the publishing company of the *New Profiles* series has presently only published the three first books of the series, it is estimated that the remaining books of the series which follow the new curriculum will be published during the autumn of 2018, meaning that while teacher's are currently following the new curriculum for all obligatory courses in English, materials that have been created with specific consideration of the new curriculum are only available for the three first courses. Considering the facts above, *New Profiles 1*, *New Profiles 2* and *New Profiles 3* were chosen as the textbooks for analysis in this study.

#### 5.4. Methods

The first step in the research process of this study was to compare the new curriculum with its predecessor to determine how the goals and aims of teaching English as a foreign language have changed in Finnish education. The comparison showed that the importance of understanding English's role as a global language is much more emphasized in the new curriculum in comparison with previous curricula, which is why this study aims to examine how this topic can be realistically incorporated in teaching and explores the process between the intended and the implemented curriculum. There are several different methods that can be used to examine this process, one being classroom observation, which I have had the opportunity to do a little bit of during shorter teacher training periods in two different Finland-Swedish upper secondary schools. These experiences enabled me to observe teaching in the classroom first-hand and make some assumptions about the current state of EFL teaching in Swedish speaking Finland. Of course, having only visited a limited number of schools and classes, my observations are not objective enough to make any decisive conclusions

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<sup>15</sup> Most schools used textbooks of the *New Profiles* series in all three of the obligatory first-year courses of English. Those who did not either didn't provide any information about the course material on the school website (10 schools), used the teacher's own materials (1 school), used the older versions of the *Profiles* book series (1 school) or used online materials (1 school) instead.

about teaching in all Finnish schools and observing a selection of classes around the country was unfortunately not a possibility. Therefore, the observations regarding the classroom have been taken into consideration when analyzing the data of this study but are only viewed as information which may strengthen arguments made about the primary source materials.

Another method of collecting data that is often used is a survey or a questionnaire, which could for instance examine teachers' and students' attitudes towards EFL teaching in Finland. As I mentioned before, many of the previous studies on similar topics in Finland have used this method, but very few have focused on only Finland-Swedish schools. However, since this thesis focuses on the goals of the new curriculum which has only recently been implemented in Finnish schools, we must assume that teachers are still finding ways of incorporating the guidelines of the curriculum into their teaching and haven't yet had the opportunity to form any definite opinions on how the new curriculum affects their teaching or the learning processes of the students, which is why the questionnaire was ruled out as a method for collecting data for this study.

Considering the points above, textbook analysis was chosen as the method for collecting data for the study. Textbooks are traditionally viewed as physical tools which often work as mediators between the intentions of the designer of the curriculum and the teacher in the classroom. Since teachers in Finland are currently transitioning into a new curriculum, three recently published textbooks of English from the *New Profile* series, which has been created with special consideration of the new curriculum and is used in most Finland-Swedish upper secondary schools, were selected for analysis. Risager (2018: 24-25) states that within the field of analysis of language learning materials, the landscape of methodologies is typically divided into three types; *thematic analysis* which views culture, society and the world as themes and topics; *intercultural analysis* which is regarded as the gaining of knowledge about these themes; and *analysis of power* which examines the development of the students' reflection on social and political issues. Since this study focuses on the contents of the textbooks, and not how the textbook affects the student's awareness and development, a thematic analysis approach seemed most fitting.

The empirical method most typically used in thematic analysis is content analysis (Risager 2018: 24), which is the method this study applied. The common steps taken to conduct a qualitative content analysis, as presented by Tuomi and Sarajärvi

(2009:92-94), include going through the content to find the material that is relevant to the research question, giving a textual form to the content and dividing the relevant content into different categories and subcategories with suitable labels that simplify the presentation of the results. For this study it meant examining the textbooks for their cultural contents and elements and locating criteria that are relevant for EIL materials and help students understand the ideology of International English better. Since this study excluded the analysis of the audio form of the books, I did not attempt to locate any grammatical or pronunciation features of EIL, which research like the LFC by Jenkins has focused on. Instead, the analysis focused on exploring how the role of English as an international language is presented in the books. The criteria for analysis are explained in more detail in section 5.5.

The analysis concludes with a summary of the results and a discussion about not only how the goals of the curriculum were visible in the content of the textbooks, but also what the findings say about the current state of EFL teaching in Finland-Swedish education, and what can be said about the development of EIL in the Finnish classroom context. The results of this study were also compared to the results of a similar study conducted by Rashidi and Meihami (2016) to see whether textbooks from two different Expanding circle countries were similar in their cultural contents. It is important to point out that this study only focuses on features of EIL which are presented in the three *New Profiles* textbooks and that the results do not necessarily apply to all textbooks used in different schools in Finland, or ELT textbooks from other Expanding circle countries. The results and conclusions of this thesis will hopefully provide insightful commentary on what kind of content is central to textbooks which aim to teach students about EIL, the role of textbooks as the potentially implemented curriculum in general, and how the *New Profiles* books can be used in the future in an EIL context.

### **5.5 Criteria of analysis of the textbooks**

The aim of the study is to find out to what extent the features that are central in teaching EIL are acknowledged in the textbooks. The criteria of analysis have been composed with the help of literature by researchers presented in this chapter under the ‘Theoretical Framework’ heading, who have constructed guidelines and principles for understanding what EIL textbooks could and should contain. These helped provide an overall picture

of each textbook and report on any significant findings or differences among the different books.

The first criteria which is used to analyze the textbooks is their cultural content, as distinguished by Jin and Cortazzi. The aim of categorizing the contents of the textbooks is to see whether the books mostly consist of target cultural materials which are regarded as the norm in traditional EFL teaching, or whether source culture materials or international target culture materials also have a noticeable presence in the books, which would indicate that the books do, at least to some degree, acknowledge the international role of English in modern society and EFL teaching. Although the hypothesis of this study is that international culture and source culture are more visible in the teaching materials due to the changes in the curriculum, target culture will most likely still be very prominent in the analyzed textbooks. Therefore, another question is whether the use of target culture materials is motivated in some way in the books, or whether their appearance is simply accepted as continuing the practice of traditional EFL teaching.

Once the different cultural contents have been located in the books, the findings are categorized into samples which either explicitly or ambiguously comment on EIL or present features of EIL. The samples which feature EIL explicitly include texts or exercises which a) give learners opportunities to interact with other EIL users, b) feature regional varieties of English, c) expose the learners to a rich variety of language use in diverse genres and text types from a variety of Englishes and d) help learners to accommodate their English both receptively and productively when interacting with native speakers or speakers of regional Englishes. The samples should ideally also have a clear communicative orientation, feature examples of authentic texts and avoid treating learners as cultural stereotypes.

The reason why it is important to also consider features that are ambiguous is the fact that students are rarely expected to understand the contents of textbooks on their own, which is why the teacher has an important role of providing the learners with insightful commentary on the texts and tasks they are working with. There are most likely examples of EIL in the books that are only obvious to the learners if the teacher draws specific attention to them. The thought behind categorizing the texts and tasks into explicit examples and ambiguous ones is separating samples in the text that can instantly be linked to the guidelines of the curriculum from those which have the

potential of meeting the criteria for EIL materials, but only depending on context and possibly with the aid of a teacher.

Another interest in this study was exploring how the situation in Finland differs from one in another Expanding circle country. The core idea of EIL is to highlight the way in which English is used globally, and different teaching institutions around world are gradually developing ways of incorporating an International English perspective in their EFL teaching. The Expanding circle includes a variety of countries and cultures that may have very different views and approached to the English language. The ideology of EIL seems to suggest that because the International English approach emphasizes the use of English on a global scale, the methodology is applicable to a much larger audience. To explore whether the approaches and attitudes to EIL in EFL teaching is similar in two Expanding circle countries with different cultures and language teaching customs, results of this analysis were compared to those of a similar study by Rashidi and Meihami (2016), where the Iranian ELT textbook series *Prospect* was analyzed for its cultural contents and cultural elements.

It should be noted that there are some limitations when it comes to the comparison of the two studies, mainly concerning the differences in levels of proficiency between Finnish and Iranian students, which will affect what types of texts and tasks are presented in the books. Also, unlike in the study conducted for this thesis, I did not have access to the Iranian course books and have therefore based the comparison on the results presented by Rashidi and Meihami in their study. Nevertheless, the analysis and comparison of the two Expanding circle ELT textbooks will provide us with some insight into the differences of EFL materials and teaching traditions of the two countries, which are considered to belong to the same circle of English in Kachru's model, despite in reality having very different cultural norms and characteristics. The results of the analysis using the framework by Adaskou, Britten and Fahsi, as well as the differences between the results of my study and the ones of Rashidi & Meihami's, will be discussed in greater detail in Chapter 7.

## 6. FINLAND-SWEDISH TEXTBOOKS IN ENGLISH

This chapter begins with a presentation of the *New Profiles* series and the books that have been analyzed for the study. It also includes descriptions of the courses in which the books are used, and the learning goals of those specific courses as stated in the curriculum. The chapter concludes with a presentation of the findings.

### 6.1. The *New Profiles* series

The *New Profiles* series is published by Finland-Swedish publishing company Schildts & Söderströms, who work towards creating and publishing Finland-Swedish literature and educational materials in Finland. According to the website of the publishing company<sup>16</sup>, the *New Profiles* series offers a well-planned unity with versatile and authentic texts taken from real-life publications, with special focus on communicative abilities and texts representing a wide variety of genres, out of which many emphasize the role of English as a global language and present different parts of the English-speaking world. So far, the first three books of the series have been published, and they are available both as hard copies and as e-books. Schildts & Söderströms is the only publishing company in Finland which specifically targets Finland-Swedish schools and students.

The first book in the series, *New Profiles 1*, is intended for course 1 in A-level English. The curriculum (2015) states that in the course titled “Engelskan och min värld” (transl. “English and my world”, CURR 2015: 114), students’ abilities in different language areas are charted and during the course students should reflect on linguistic diversity in the world, English as a global phenomenon and linguistic proficiency as a tool for developing cultural competence. The publisher of *New Profiles 1* states on their website that in the four parts of the book, upper secondary students get to reflect on the language through different viewpoints, an example being oral communication by way of dialogues and interviews. Some of the central themes in the book are everyday life, ambient environment, relationships with friends and wellbeing. The students are also provided with advice on how to write an essay and compile a portfolio.

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<sup>16</sup> See “New Profiles” on the *Schildts & Söderströms* website: <http://laromedel.sets.fi/series/new-profiles/> [12 November, 2018].

The second book in the series, *New Profiles 2* is, like the first book, intended for the corresponding course in A-level English, called “Människans sociala nätverk” (transl. “Humans’ social network”, CURR 2015: 114). During this course, students practice engaging in different types of communicative situations with different linguistic and cultural degrees of difficulty, including in international contexts. Although the description provided by the publisher on their website only gives a very brief introduction to *New Profiles 2*, it is mentioned that the book focuses on communication in different situations, contexts and forms, with the central themes being travelling, leisure and equality.

The third book, *New Profiles 3*, is used in the third obligatory course of A-level English titled “Kulturella fenomen” (transl. “Cultural phenomena”, CURR 2015: 115). The main goal of the course is to develop and deepen students’ multiliteracy, by producing texts of different genres with focus on the linguistic characteristics of those genres. The curriculum declares important themes for the course to be cultural phenomena, English-speaking media and creative activity. The publishers of *New Profiles 3* also highlight culture as the central theme of the book, with special focus on cultural diversity, multiculturalism and communication in different situations and contexts.

All three books begin with a short presentation of how the books work and advice on how to make the most out of the material. The introductions start by presenting the different icons that are used to show what skills are in focus in each activity.<sup>17</sup> The introductions continue with the presentation of what is referred to as “Learning Tips” and “How Come?” textboxes, which can be found throughout the books. The learning tips offer strategies on how to make English learning easier, while the ‘How Come?’ textboxes present the origins of words and expressions. The introductions conclude with a presentation of sections that are found towards the back of the books, which are:

- *Think Tank*: Helping you organize your writing and giving you ideas on what to write about
- *Know How*: Presentation of grammatical rules and exercises to help you put them to use
- *Back Track*: Exercises for independent revision of what you have been working on

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<sup>17</sup> To see a full description of the icons and their functions, see appendix 2

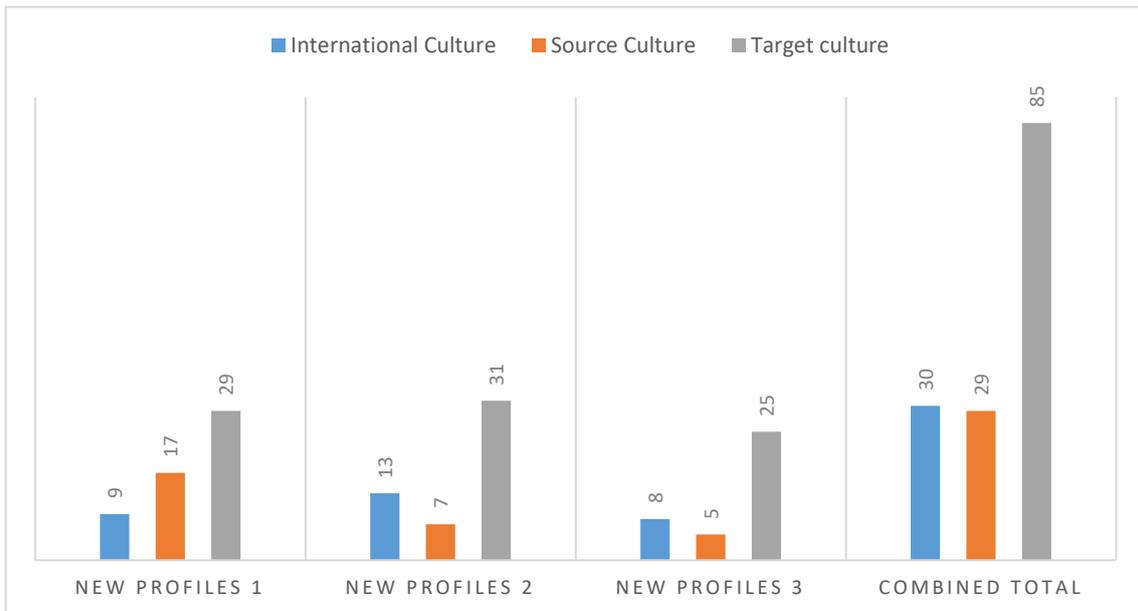
All three books also include a vocabulary section, which contains a list of irregular verbs, a text-based vocabulary list and an alphabetical vocabulary from English to Swedish.

## 6.2. Findings

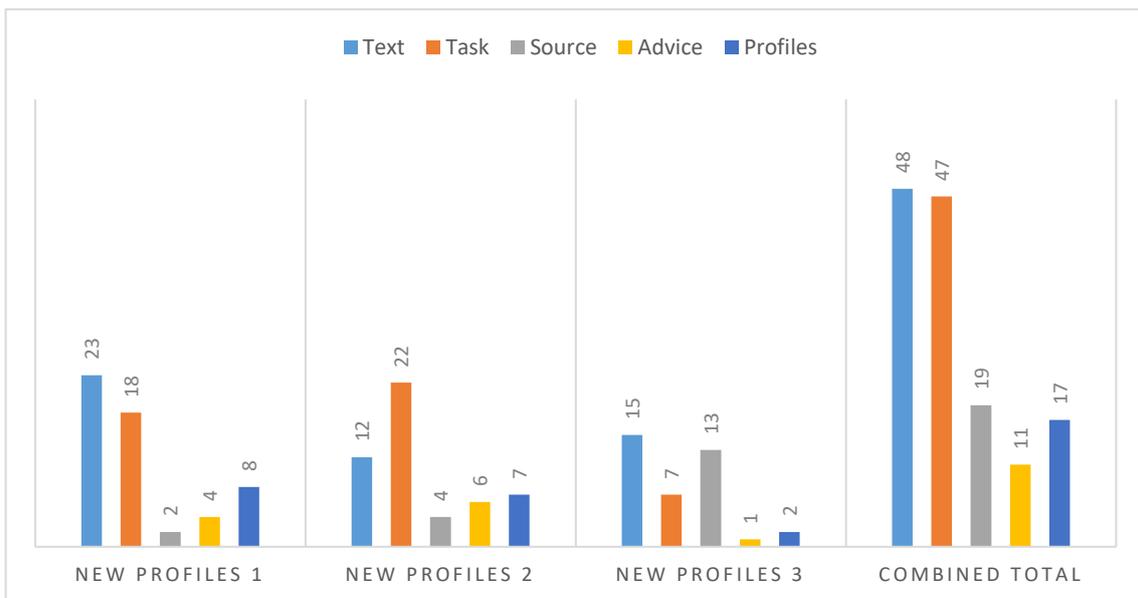
The collection of data from the textbooks was carried out in a few steps, the first being the categorization of the cultural contents of the books. The main questions considered during this process were “Who is this text for?”, “Who is this text about?” and “Who has created this text?”. The first question helped determine the objectives and functions of the texts and exercises in the books. By answering the second question, I was able to determine whether the narrator or subject of a text related to a specific country or culture from any of the three Kachruvian circles, and therefore represented the cultural contents of that specific circle. The third question allowed me to include items which used authentic sources, even if the text or exercise itself did not meet the criteria of any of the three cultural groups in theme or content.

Once the books had been searched for their cultural contents, the findings were categorized in five different groups; *Tasks* include items where the cultural content is located within an exercise, typically ones which ask students to consider or discuss questions related to their own culture, foreign cultures, and sometimes even ask to compare the two; *Texts* comprise texts or chapters in the books, where the cultural features of the diverse cultural content groups are a major theme or otherwise important to the context; the *Profiles* category encompasses short informational texts about celebrities or famous people from arts, science and history; the *Source* category includes texts which originate from authentic, real-life publications; and lastly, items which offer the learners advice on how to act or communicate in a certain conversational or cultural context were placed in the *Advice* category. Some items were placed in multiple categories, as they fit the description of two or several of the five categories. It is also important to note that some items were placed in a category which better suited the purpose of this study, although their function in the textbook might be different. This happened most often in items which act as exercises in the books but were placed in the ‘text’ category, as the text the exercise forms was analyzed rather than the task itself. Although pictures were not considered a category of their own, images that somehow relate to the items in the book and help strengthen stereotypes about any of the cultural





**Figure 1: The cultural contents of the *New Profiles* series**



**Figure 2: Functions of the cultural contents in the *New Profiles* series**

The results of the analysis indicated that the textbooks contain mostly target cultural content with 85 items in all three books combined, while the source culture and international culture category have nearly the same number of examples with 29 and 30 items respectively. Although most of the items were found in texts (48) and tasks (47), a noticeable amount were also placed in the profiles (17) and advice category (11). Nineteen of the cultural content items are authentic sources, most of which represent

target culture. In the next three sections, the data of each book will be presented in more detail.

### 6.2.1 New Profiles 1

*New Profiles 1* is divided into four larger units; Unit 1 *First Impressions* which discusses the themes ‘meeting people’ and ‘nonverbal communication’; Unit 2 *Private lives* which is about wellbeing, family conflict and issues in friendships; Unit 3 *Inside stories* which includes texts about houses and homes, as well as an in-depth profile on the American actor Johnny Depp; and Unit 4 *Home pages* which predominantly deals with life in Finland, but also features texts by American authors Maya Angelou and O. Henry.

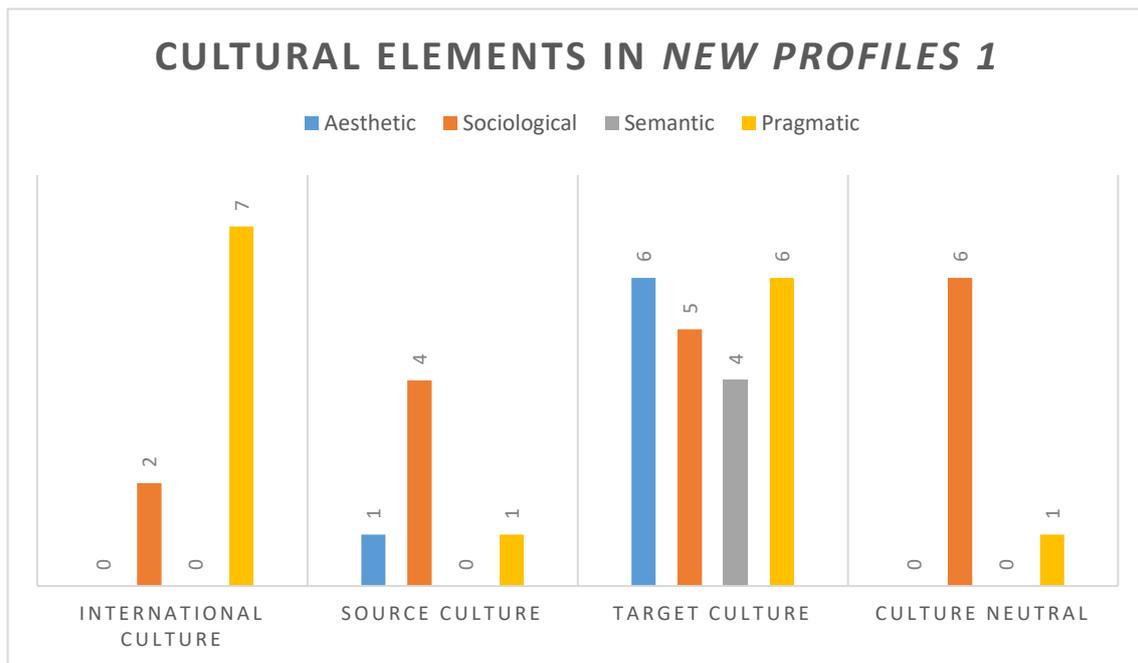
Before discussing the cultural contents of *New Profiles 1* in any greater detail, it is important to note that one of the first tasks in the course introduction is to think about your own English language skills and write a language profile about yourself. The book states (2016: 8) that the language profile is an opportunity for students to think about their English language, what their strengths and weaknesses are and “where, when and how to use [English]”. Students are encouraged to consider their skills in reading, listening, writing and speaking, as well as reflect on their use of English outside the classroom. The book also suggests that the language profile is not only meant to help the students reflect on their proficiency, but it also allows the teacher to get to know the students and the way they use English better. Although the exercise is a good way for students to reflect on their language skills and use, what the task doesn’t do is ask students to consider the overall use of English globally, and how the variety they speak compares to varieties of other native and non-native speakers. The subject is touched upon with questions such as “Do you enjoy speaking English or do you feel insecure about it”, but it is clear that the aim of the exercise is to consider the students’ individual use of English, and not place language use in an international context.

The results show that *New Profiles 1* consists mainly of target culture materials (29) but also includes a significant amount of source culture materials (17). Out of the cultural content materials, least were international target culture items (9). Most of the items were located in texts (23) and tasks (18), and the remaining samples were spread out among the other three categories; source (2), advice (4), and profiles (8). The table below describes in more detail the different cultural elements of the book,

while the graph which follows shows how the number of different cultural elements found in *New Profiles 1* compare with each other.

**Table 2: Cultural types and elements in *New Profiles 1***

CULTURAL ELEMENTS	TYPES			
	INTERNATIONAL	SOURCE	TARGET	NEUTRAL
AESTHETIC	-	Profile on Finnish singer Ville Valo	Songs by Inner circle bands/artists; Profile of Johnny Depp; British/American literature	-
SOCIOLOGICAL	Talking about the future and living in the moment; English the global language	The unofficial Finnish citizenship test; Stereotypes about Finland; Questions foreigners have about Finland	Health in America and Britain; Typical British homes; The custom of sending Christmas letters	Body Language; Sports and Fair Play
SEMANTIC	-	-	Food and drink idioms; House and home idioms; Body Idioms; Weak and strong forms	-
PRAGMATIC	Recognizing different English speakers and contexts; reacting to small talk; using email; calling for help in Europe	Thinking about your own language skills, strengths/weaknesses	Features of spoken English; Words which are similar to each other and easy to mix up; The American English phonetic transcript	How to spot a liar and how to spot a flirt



**Figure 3: Cultural elements in *New Profiles 1***

#### *International target culture materials*

Although *New Profiles 1* consists mostly of source culture and target culture materials, a few instances of international culture materials are also found, including the very first task in the course introduction titled “Short Cuts” (2016: 6). The introduction to the exercise states that “English is truly a global language, with millions of native and non-native speakers worldwide”, after which students are told to look at ten extracts and determine who is speaking and in what kind of situation. The exercise doesn’t necessarily focus on non-native or international varieties of English, but it does highlight that English is spoken globally and not just in Inner circle settings. The picture that accompanies the exercise, which portrays young people of different ethnicities, further strengthens the image of English as a global language. The exercise features characteristics linked to the pragmatic sense of cultural elements, as its main purpose is recognizing different speakers of English and different language contexts. Similarly, Text 1 “Just the beginning” (2016:13), which is an extract from the movie *Before Sunrise* where an American has struck up a conversation with a French girl while traveling on train through Central Europe, doesn’t specifically teach students about International English, but the dialogue does display English being spoken in an international setting, more specifically a European one.

The examples above, especially the latter, are perhaps more ambiguous as they do not explicitly discuss the global role of English, which isn't really a theme until later in the book in the text "English, the global language" (2016: 92). This text is the only one in all three textbooks which is exclusively about the global role of English; not only is the term 'lingua franca' explained in the text, but the global reach of English and its role as an international language of communication is also discussed, thus referencing the sociological aspects of the cultural elements. It should however be mentioned that the text does not give any examples of non-native varieties of English; instead its aim seems to be to convince students of their need for good skills in English, with statements such as "Whatever you're interested in doing after completing your matriculation examination and graduating upper secondary school, you will most probably need English", "Be it science, technology, business, or academia – English is the most important language for the field" and "Isn't life just so much easier knowing English and being able to make your way around the world using a language so global?". While at least the title of the text suggests that it aims to speak on behalf of the idea of understanding English in its global variety, the statements made in the text almost account against that idea, by suggesting that Standard English is universal.

Other texts that are somehow associated with international target culture place the narrative in an international setting or context, but don't specifically discuss or mention the global role of English or any non-native varieties of English. International target materials in the task category also primarily ask students to imagine they're engaging in conversation with foreigners but the exercises never involve discussing the variances in the language use of different non-native speakers. These tasks take place in either international settings like in task 1H (2016: 18), where students imagine they're messaging a friend from a café in Vienna, or in local settings, like in two of the portfolio tasks for Unit 4 (2016: 110) where students choose to either write a welcoming speech to a group of students from different parts of Europe visiting their town, or write interview questions for someone who has moved to Finland from abroad. The two latter exercises are a part of the *Think Tank* section in the back of the book, and although they do reflect on topics and themes which are discussed in main texts, they function more as complementary tasks which are meant to help students with organized writing. The fact that they are complementary tasks does not however mean that they are not important to include in the data and analysis, as they may make assumptions or statements about different cultural groups that students will consciously or unconsciously pick up on.

One such example is exercise K 19 (2016: 133) in the *KnowHow* section, where students complete a text called “The Rush Hour” with given verbs in the past tense. The exercise itself is obviously meant to test the students’ grammar skills and is therefore not relevant to this study, instead it is the text that the completed task forms that is interesting for us to consider:

When I [arrived] at JFK Airport last week, I desperately [tried] to find a cab, as usual. I finally [found] one with an Asian driver. “You Finland?” he [asked] happily in broken English “Er, yes”, I [answered], wondering how he knew. Soon I [forgot] the question because he [drove] like a maniac! I [was] scared still so I [didn’t say] a word. Besides, he [didn’t seem] to know much English anyway.

*New Profiles 1* 2016: 133

In the text, which describes a Finnish tourist travelling by taxi in New York, two non-native speakers of English engage in conversation; the Finn who is travelling either as a tourist or for work<sup>18</sup> and the Asian cab driver, who has presumably come to America as an immigrant and later acquired a work permit. In this dialogue, it is insinuated that neither participant speak English as their mother tongue, yet the one who is living and working in an English-speaking country is described as having “broken English”, which is generally perceived as a pejorative and highly insensitive label for describing L2 English. Why the use of the phrase “broken English” is problematic, not only in the *New Profiles* series, but in general, will be discussed in more detail in section 7.1. In conclusion, while the text is an example of a conversation between two non-native speakers in a native setting, it doesn’t necessarily portray a scenario which correlates to realistic communication between speakers of different non-native varieties of English and seems to indicate that some non-native varieties of English are more acceptable and prestigious than others.

### *Source culture materials*

Most of the source culture materials in the book are found in Unit 4 *Home pages*, which is a larger chapter about living in Finland, where the experiences of native Finns, migrants and foreigners are discussed. The unit includes four larger texts; Text 9 “The unofficial Finnish citizenship test” (2016: 84-85) which imagines what such a test might look like if we had one similar to the one in Britain; Text 10 titled “Finland Upfront”

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<sup>18</sup> The text insinuates that the Finn has travelled to New York several times before, making it difficult to determine the character’s relation to the city.

which consists of three smaller texts; Text 11 “Northbound” (2016: 94-95) which is written in the form of an email sent by an American who is coming to Finland to study and has some questions for his Finnish friend about the country; and Text 12 “What life has taught me” (2016: 100), a short story written by American writer and actor Maya Angelou which discusses the human experience in general.

As the theme of the unit is Finland, the texts make several statements about living in the country and include information that most students will already be familiar with, seeing that it is their own culture that is discussed. Therefore, it is not surprising that most of the cultural elements in this unit incorporate themes linked to the sociological sense, especially relating to stereotypes about Finns and Finnish customs. The unit also briefly mentions the common roots of Swedish and English in the language Old Norse, which was spoken in Scandinavia and the British Isles (2016: 91). These are facts that students may have heard about before but aren’t typically discussed in any greater detail in school, especially not during English lessons. They can be seen to comment, although very vaguely, on the connections between different languages as well as on the history of the spread of English.

Many of the texts in this unit focus on explaining what foreigners might find surprising about Finland. In Text 11, for instance, an exchange student from North Carolina is eager to find out more about the things that make Finland different from his own country, such as the Finnish climate, the attitude and lifestyle of Finns and the public transport system, but also references the connection between the United States and Finland as countries in the Western world, by e.g. asking whether McDonald’s is as popular in Finland as it is in America. In fact, all of the texts that are about living in Finland are narrated by people who wouldn’t be considered native Finns; the book depicts characters from predominantly American and British backgrounds who show interest in Finnish culture, either because of their Finnish ancestry or because they’ve recently immigrated to the country. Exercises in this unit also feature discussions about Finland from a foreigner’s perspective; task 10 B (2016: 88) asks students to consider what aspects of Finnish life foreigners might find hard to adapt to, as well as what they would miss about the country if they went abroad for a long time; exercise 11 A (2016: 93) states ten different stereotypical ideas that foreigners may have about Finland and asks students to contemplate whether there is any truth to them; and 11 I (2016: 101) instructs students to act out a dialogue in pairs where one is asking questions about Finland and the other one answers them.

The items that are located outside of Unit 4 reflect on similar themes as the ones featured in the unit. These are e.g. the composition title “Home is where the heart is” (2016: 108) where students write about their hometown in a way that will attract other people to visit, a portfolio task (2016: 110) which similarly asks pupils to write an advertisement or leaflet for their hometown and exercise B 3 (2016: 165) where students complete a text about Finnish stereotypes. The source culture materials in the book not only reflect on Finland and what Finns are like, but also offer advice on how to promote and talk about Finland with foreigners, including native English speakers. An example of this is the learning tip (2016: 82) on how to keep a conversation going without stopping when speaking in English, which proposes that the speaker try paraphrasing when coming across words that they only know in Swedish.

### *Target culture materials*

As expected, target culture materials clearly dominated in the book. These items are mostly found in texts, where the content, setting or characters deal with predominantly British or American culture, including; Text 3 “Mixed messages” (2016: 32), which depicts the online edition of a British newspaper and reader’s comments to the columns featured on the webpage; the preface to Text 6 called “Home sweet home” (2016: 56-57) where students listen to descriptions of typical British homes, as well as the main text “Season’s greetings” (2016: 58-59) which is about the custom of sending Christmas letters in America and Britain; Text 7 (2016: 68-69) which is about American actor Johnny Depp; and Text 8 (2016: 78-79), an extract from the book “What’s Eating Gilbert Grape” by American author Peter Hedges, also the name of the movie adaption that Depp starred in. These are all examples in main texts, but many more shorter texts throughout the book reference target culture or feature Inner circle settings. Other shorter texts present celebrities or famous personalities from Inner circle countries, such as Conan O’Brien (2016: 118), Jennifer Aniston (2016: 148), Muhammad Ali (2016: 168), Angelina Jolie (2016: 170) and Charlie Chaplin (2016: 171). While all of the items in the Profiles category present celebrities from target cultures, it is worth noting that these famous personalities are mostly already familiar to students as they are a part of an international media celebrity culture and are therefore hardly “foreign” in that sense at all.

*New Profiles 1* also includes a few items which were placed in the advice category, as they make statements or assumptions about native speakers or native speaker culture and offer advice on how to act in that context. The first is a learning tip (2016: 17) about keeping a conversation going, which states that “English speakers are not very comfortable with silence when they are in other people’s company”. This is something that can according to the textbook be avoided by listening actively, maintaining eye contact, nodding, expressing your interest and encouraging the speaker to say more. I have assumed that by “English speakers”, the book refers to native speakers of the language but doesn’t necessarily make any distinctions between native speakers from different Inner circle countries, although they may in reality have very different customs and norms when it comes to conversing. The second item (2016: 123), which is about bumper stickers that motorists often put on the back of their cars in America, proposes that the stickers are a way for motorists “to make a point to other road users, almost in a humorous way”. The bumper stickers featured in the text include phrases such as “The more people I meet, the more I like my dog”, “I respect your opinion. I just don’t want to hear it”, “I’m not going slow – the clown in front of me is” and “Hey, you’re driving a car, not a phone booth”. Some of the messages on the bumper stickers can be perceived as rather negative and even hostile, and the advice for non-native speakers of English in this case seems to be to not get too offended by the messages and to take them with a grain of salt.

The target culture items in *New Profiles 1* include cultural elements of all four senses, which indicates that target culture compared to source culture and international culture is viewed from a more comprehensive and diverse perspective in the book, which is not only limited to themes that deal with what is referred to as the big “C” of culture. However, it is important to note that while the representation of target culture is perhaps more visible, it doesn’t necessarily mean that the presentation of the characteristics of target culture is accurate or relatable to everybody who identifies as a member of that group.

### 6.2.2. New Profiles 2

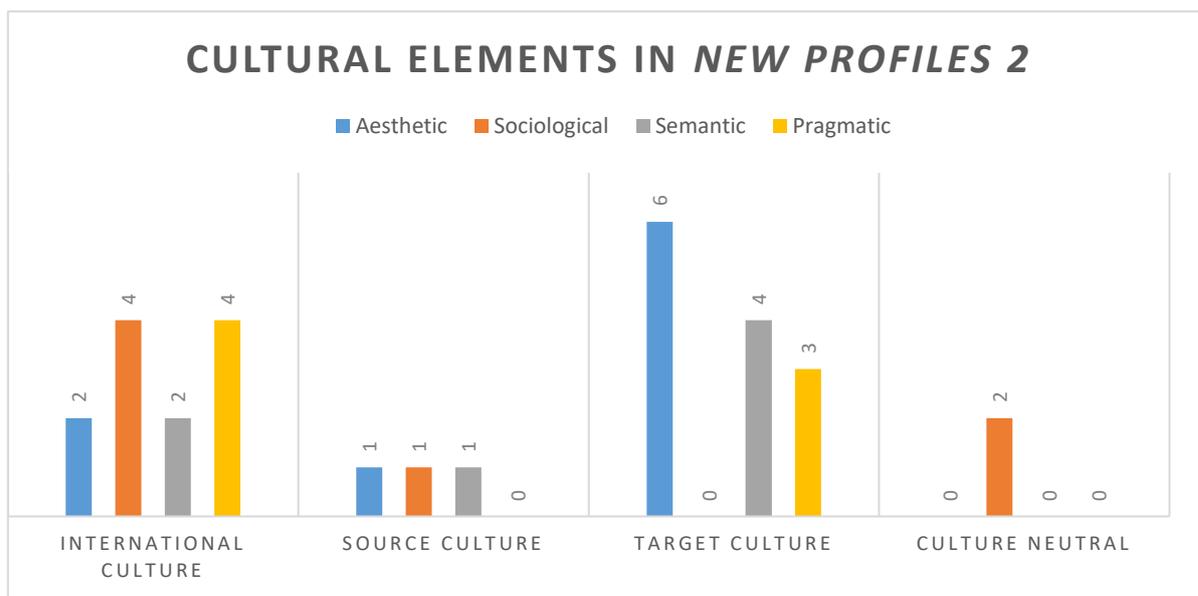
Just like the first instalment of the series, *New Profiles 2* consists of four larger units; Unit 1, *Travellers’ tales*, which considers the pros and cons of travelling and offers advice for backpackers; Unit 2, *Modern life*, which discusses European nations and their

different pastimes, and also presents New York City through the five senses; Unit 3, *We can do it!*, which includes texts about exceptional women in history; and Unit 4 *Prime time* which contains texts about television and technology.

In *New Profiles 2*, target culture materials clearly dominate with 31 items, although source culture (7) and international culture (13) items can also be found throughout the book. In the five categories, the items were placed as follows; text (12), task (22), source (4), advice (6) and profiles (7). The table below presents the different cultural element items of the book in more detail, while the graph which follows compares the number of cultural elements found in *New Profiles 2*.

**Table 3: Cultural types and elements in *New Profiles 2***

CULTURAL ELEMENTS	CULTURAL TYPES			
	INTERNATIONAL	SOURCE	TARGET	NEUTRAL
<b>AESTHETIC</b>	Women to remember; Story of Malala Yousafzai	Hometown travel guide	Alternative travel guide to New York; Story about Amelia Earhart; American women ahead of time; TV listing	-
<b>SOCIOLOGICAL</b>	Couch surfing experiences; Interrail surviving tips; European pastime activities	Typical Finnish pastimes	-	How we use the Internet; The memory gap – how technology took over the mind
<b>SEMANTIC</b>	Travel related vocabulary; European nationality words	The genitive case of Finnish cities	Nationality words used as idiomatic expressions; Homophones; Differences between Am. Eng and Br. Eng	-
<b>PRAGMATIC</b>	Filling in an application form for couch surfing; Complaining politely when travelling; Filling in a hotel booking form	-	Expressing opinions; Using polite words and phrases; Agreeing to agree	-



**Figure 4: Cultural elements in *New Profiles 2***

#### *International target culture materials*

Compared to the first book in the series, where many texts and tasks were presented out of a source culture context, *New Profiles 2* clearly focuses on the international rather than the local. Because many of the international target culture materials in *New Profiles 2* discuss travelling and interrailing, it is no surprise that the items in the international culture category mostly link to sociological and pragmatic elements, as these texts and tasks discuss customs in other countries and offer practical advice to travelers, or in this case the students, on how to act in international settings. In the course introduction (2016: 6-7) for instance, students listen to the couch-surfing experiences of seven people from around the world; the UK, Sweden, Australia, France, India, California and Portugal. Because the audio has been excluded from analysis in this study, we cannot make any conclusions about the differences between the various English varieties spoken by the couch-surfers and whether they reflect the real-life use of English in an international context. We can only assume that the varieties spoken by the different nationalities are in some way be distinguishable from each other, and feature characteristics which clearly differ from one another.

The course introduction is one of four items that were placed in the text category, the others being Text 2 “Interrail survival tips” (2016: 26-27), Text 4 “Europe chills out...and stays home” (2016: 44-45), and Text 7 “A girl to remember” (2016: 79-

81). Out of these, Text 4 could have been excluded from the category, as it mainly discusses European pastime traditions and doesn't really comment on English being used as a language of communication in the continent. In fact, the text could have easily suited all three cultural content groups, as it includes examples of Finnish pastime activities representing source culture and is also based on an article by Mary Kissel in *The Wall Street Journal*, making it an example of an authentic text from an American newspaper. Nevertheless, the text is set in a European context and features information about many different nationalities, which is why it was eventually placed in the international target culture group. This goes to show that not all texts are as straightforward to place, as they may include features which are characteristic of several of the cultural groups.

A similar issue arose in the categorization of Text 2, which is narrated by a student from the UK, a representative of an Inner circle community. However, the text discusses travelling in Europe and specifically mentions the visibility of English in Europe: "If [reading's] your sort of thing, know that most European cities have at least one English language bookshop" (2016: 27). The narrator also claims (2016: 26) that striking up conversations with the locals – particularly in Mediterranean countries – is easy, implying that English is a main language of communication in Europe. Thus, we can conclude that although Text 2 does contain features which fit the criteria of target culture materials, the content of the text mainly references international target culture.

Text 7 on the other hand, which is compiled of several different extracts from the biography *I Am Malala: The Story of the Girl Who Stood up for Education and Was Shot by the Taleban* by Malala Yousafzai, is narrated by the Pakistani activist, a representative of an Outer circle community. Although the focus of the text is Malala's activism, the reader is also informed about the everyday life of Pakistani school children: "We went to school six mornings a week and as a fifteen-year-old in Year 9 my classes were spent chanting chemical equations or studying Urdu grammar; writing stories in English with morals like 'Haste makes waste' [...]" (2016: 80). The setting of the chapter later shifts to Birmingham in the UK, where Malala contemplates the difference between education in Pakistan and Britain:

The school system here is very different from the one we had in Pakistan. In my old school, I was considered 'the smart girl'. [...] Here in the UK, the teachers expect more from their students. In Pakistan, we used to write long answers. You really could write anything you liked; sometimes the examiners would get tired and give up reading part of the way through but still give you

high marks! In England, the questions are often longer than the answers. Perhaps the expectations in Pakistan were lower because it was so challenging just to be in school.

*New Profiles 2* 2016: 81

Text 7 not only shows that English is being used in non-native countries as an instructional medium in education, but also comments on how societal issues in Outer circle countries make it significantly harder for those communities to thrive in the same way that countries from the Inner circle or the Western world do, which can be linked to the history of the spread of English and why standardized native varieties of English are generally considered more prestigious than non-native varieties. The book also applies a source culture aspect to the texts, by asking the readers to relate the themes of the text to their own lives, with questions such as “How does your community celebrate when a child is born?”, “How does your school day start?” and “How does this differ from your studies?” which can be found in between extracts.

Many of the international target culture tasks in *New Profiles 2* ask students to imagine they’re in situations where they meet other non-native speakers and interact with them in English, or that they’re witnessing English being spoken in an international context. These include; exercise 2 D (2016: 30) where the students come up with questions about interrailing to ask from a Dutch interrrailer who has been travelling through northern Europe; 2 G (2016: 32), where pupils listen to the conversation between a foreign summer worker that has been left in charge of a hotel reception desk in London, and a Irishman who phones in to make a reservations, after which the pupils fill in the missing details on a booking form; and the composition title for Text 1 (2016: 113), where students imagine they’re working as a holiday rep for a tour operator somewhere in Europe and have to describe their experiences. Other international target culture tasks include exercise 7 D (2016: 78) where students choose “A Woman to Remember” out of eight candidates, which include international names such as Anne Frank, Malala Yousafzai, Aung San Suu Kyi and Wangari Maathai, exercise 4 B (2016: 43) where students work in pairs and try to guess what different European nationalities enjoy doing the most, and task 1 B (2016: 10) where in pairs, students alternate between asking and answering questions such as “What would your ideal holiday destination be and why?” and “How important is it for you to know the language of the area you travel to?”. Although the latter question doesn’t explicitly discuss the use of English as a language of communication in international contexts, it is

one of many examples in the books where a question could, with the aid of the teacher, lead to a larger discussion on the role of English in the modern world.

### *Source culture materials*

Although there are significantly fewer source culture material items in *New Profiles 2* compared to the first book, they aren't non-existent. However, none of the texts deal with source culture directly, and all items except one were placed in the task category. Furthermore, because there are so few source culture items, the number of source culture elements (3) found in the book was also small. The source culture exercises mostly link to main texts, and ask students to relate the themes of the texts to their own lives, like in Part B of the course intro (2016: 7), where students discuss what they would do if they had a guest who kept comparing Finland unfavorably to their home country, or a guest asked them to recommend some typical Finnish souvenirs to take back home. Other similar tasks include; 4 L (2016: 53) where students write a reply to a posting on a discussion forum on the European Youth Portal, which claims that Finland is a country where nothing ever happens and that Finnish people are among the dullest people in Europe; 5 H (2016: 62) where students describe their hometown using the five senses; the composition title for Text 4 (2016: 113), where students choose a typical Finnish pastime and describe it to foreigners; and a portfolio task (2016: 115) where students devise a survey on hobbies and interests and interview some members of the general public to find out what Finns are into in their free time.

The one item which wasn't placed in the task category is from the *KnowHow* section. When discussing geographical names in the genitive case, the book uses Finland and Finnish cities as examples: "Officially Finland is called the Republic of Finland" and "What is the city of Rovaniemi famous for?". Placing this item was not straightforward, because its function was not entirely clear to me. Eventually, the item seemed to best fit the advice category, as it did offer some sort of advice on how to correctly refer to the country and the cities of the source culture, thus linking it to the semantic sense.

*Target culture materials*

As in the first instalment of the series, target culture materials clearly dominate in *New Profiles 2*. The items were also quite evenly divided among the five categories, with the text, task and advice category all comprising of eight items. Many of the items come from main texts, such as; Text 3 “On your bike!” (2016: 36-37), which is an extract from the book *Long Way Round* by actor Ewan McGregor and his friend Charley Boorman and describes their motorcycle journey through Europe, Eurasia and Northern America<sup>19</sup>; Text 5 “Sense and the city” (2016: 55-57), which describes an alternative travel guide where native New Yorkers were asked to describe their city through just one of their senses; Text 6 “Blue-sky thinking: The story of Amelia Earhart (2016: 67-69), which tells the story of the ground-breaking American pilot; and Text 8 “What’s on?” (2016: 86-87), a TV listing, where the programs are either American (e.g. CSI, Late Night with Conan O’Brien and The Simpsons) or British (e.g. Premier League Match of the Day and Emmerdale). Shorter target culture texts in the book discuss for instance New York (“NYC on the big screen”, 2016: 170-171 and “Two Great Ladies”, 2016: 138) and concepts connected to American life and leisure (“Bart, Lisa and Maggie’s dad”, 2016: 125 and “Wisconsin Dells”, 2016: 129). It is important to note that although Text 5 is set in a native-speaker country, the text does highlight the multiculturalism and the diversity of the city, by explaining how immigrants throughout American history have influenced things like music and cuisine in the city.

Many of the target culture tasks in *New Profiles 2* ask students to find out information about a person, setting or happening that relates to the target culture or has been mentioned in a main text discussing target culture. These include the portfolio task for Unit 2 (2016: 115) where students research the famous sights in New York and record a commentary that goes with a guided tour of the sights, exercise K 7 (2016: 126) where students translate and answer trivia questions about Inner circle countries, and task B 23 (2016: 168) where similarly to the previous task, students complete and answer a set of questions which are exclusively about target cultures, such as “What is [the capital of Canada]?” and “When was the American [Declaration of Independence] signed?”. Several exercises feature trivia questions about target cultures and famous

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<sup>19</sup> Although the travelogue probably includes stories from several of the different places they visited globally, the extract mainly focuses on the pair’s time in France and Los Angeles.

native speakers, which is also one of the reasons why the target culture category contains many cultural elements of the aesthetic sense.

While a majority of the target culture items in the *New Profiles* series seemingly make no separation between the different native varieties of English and the countries they are spoken in, exercise 5 F (2016: 60) asks students to consider features of two different varieties of the target culture language – American English and British English. In the task, students first listen to a dialogue between two tourists at the checkout in a deli in Helsinki. The dialogue is spoken in American English, and the students must underline all the typical American English words, expressions and spellings they find in the text. Then they work in pairs and write the British English equivalent above each one. Lastly, they listen to the British English version of the text. The aim of the exercise is for students to get acquainted with words and expressions that differ in spelling and pronunciation in American English and British English, which consequently links the task to the semantic sense. Interestingly enough, the book places the conversation between two native speakers of English in a source culture setting, which enables the incorporation of words that are associated with Finland and Finnish culture, such as “Itäkeskus” (the eastern part of Helsinki). This also means that the content of the text is mainly about the source culture, although the task is to recognize features of the target culture language. Thus, it shows English being spoken in a national, and for some, local setting.

For help in the task, the book advises students to turn to the back of the book, to a chapter titled “The same but different: British English and American English” (2016: 181-183), where students learn more about the differences of the two varieties in pronunciation, vocabulary, spelling, and grammar. As to why it is important to know the differences, the book offers this explanation:

Due to the large number of American English films, news broadcasts, TV series, pop songs and other cultural influences, American English is spreading far beyond US borders. While American words and expressions are usually recognized in Britain, the opposite may not necessarily be true. Although the differences between the two ‘languages’ are not big enough to cause any major breakdown in communication, it is definitely worth getting to know them.

*New Profiles 2* 2016: 181

This explanation seems to indicate that since American English is so visible globally, students may not always be aware of how it differs from British English. The authors of

the book also make a point of noting that knowing these differences might be beneficial for future purposes. Considering this, the item was placed in the advice category, as it aims to teach students how to recognize and differentiate between different standard native speaker varieties of English.

In general, *New Profiles 2* offers more advice on how to converse with native speakers or act in Inner circle settings than the first book in the series does. When discussing expressing opinions (2016: 17) for instance, the book states that there are several English expressions that can be used to agree, disagree or ask someone their opinion, and that “English speakers have a habit of using each other’s first names, especially when bringing another speaker into the discussion”. The book also proposes (2016: 51) that “[w]hen English speakers want to show that they agree with what someone has just said, they often say the same thing, but in a different way” and that English humor is often based on double meanings because there are so many homophones in the English language (2016: 102). Just as in *New Profiles 1*, the book makes no distinction between English speakers, so it is unclear whether these examples apply to British speakers, American speakers, or native English speakers in general. Thus, it can be argued that the authors’ own text fails to observe the distinctions they are attempting to present.

Out of the five authentic text sources in the book, all originate from either American or British publications. Alongside Text 3, which has been previously discussed, the main texts featuring authentic sources are; Text 9 “The Memory Gap” (2016: 94-96) which is an abridged version of an article from *The Spectator*; Text 10 “Television” (2016: 104-105), which is a poem by the Welsh author Roald Dahl; and Text 11 “The Ghost” (2016: 108-110), a short story by British author Richard Hughes. All texts, except Text 3, are part of Unit 4, which discusses the influence of television and technology. Considering the presence and influence of American and British culture in global media, it is not surprising that many authentic sources would be featured in this unit. The native-speaker countries’ prevalence is also noticeable in pop culture, which is one of the reasons why *New Profiles 2*, just like the first instalment in the series, features mainly profiles of famous personalities from Inner circle countries, including British house music band M People (2016: 66), the English poet Ted Hughes (2016: 96), and all the other personalities that have been previously mentioned when discussing other categories in this chapter.

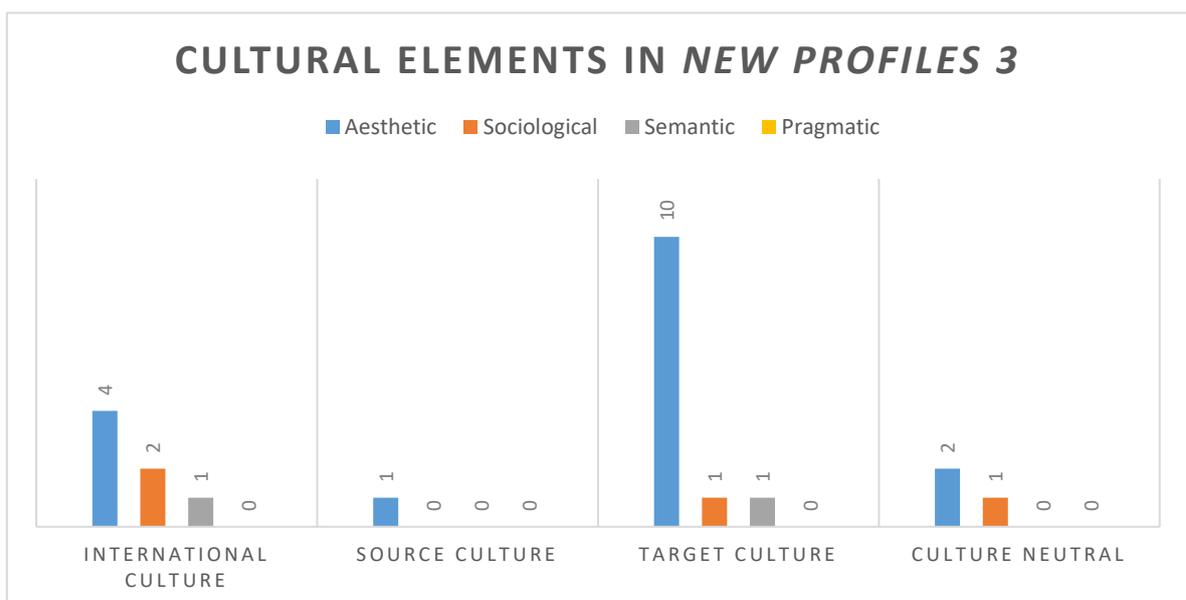
### 6.2.3. New Profiles 3

The third instalment in the *New Profiles* series is divided into five different units; Unit 1, *Culture Vulture*, which deals with multiculturalism and cultural oddities common in the UK; Unit 2, *Face the music*, which discusses the role of music and song in religious contexts as well as Bob Dylan's Nobel prize; Unit 3, *On the same page*, which is about poetry, digital and printed literature, and the allure of young adult literature; Unit 4, *Get the picture*, which includes texts about 'The Ballerina Project', Banksy and Annie Leibovitz; and Unit 5, *Behind the Scenes*, which consists of a film review of the movie *Lion*, a text on Shakespeare's life and works, and a story on six-word memoirs.

Just like in the two previous books, *New Profiles 3* consists largely of target culture materials (25), with significantly less source culture (5) and international culture (8) materials. The items are mainly found in texts (18), sources (13) and tasks (7), while only a few were placed in the advice (1) and profiles (2) categories. The table presented next describes in more detail what kinds of themes and topics the different cultural types and elements of the book contain, while the graph which follows compares the number of cultural elements found in *New Profiles 3*.

**Table 4: Cultural types and elements in *New Profiles 3***

CULTURAL ELEMENTS	CULTURAL TYPES			
	INTERNATIONAL	SOURCE	TARGET	NEUTRAL
<b>AESTHETIC</b>	Cultural habits; An artist to remember; Famous works of art; <i>Lion</i> movie review	Finnish culture	Things to do in London; British cultural quirks; Test your knowledge on English literature	Poetry mind map
<b>SOCIOLOGICAL</b>	Discussing multiculturalism; Songs of Worship – why we sing to the Lord	-	Why are so many adults reading YA and teen fiction?	Changing reader habits in the digital world; Six-word memoirs
<b>SEMANTIC</b>	Religious words; Arts vocabulary; Film vocabulary	-	Common abbreviations	-
<b>PRAGMATIC</b>	-	-	-	-



**Figure 5: Cultural elements in *New Profiles 3***

*International target culture materials*

Since one of the larger themes in *New Profiles 3* is ‘multiculturalism’, one would assume that the book would include a larger amount of international target culture materials than the two previous books. Surprisingly enough, it actually had the least. Furthermore, defining what counts as international target culture materials was a task in itself. Text 1, titled “Multiculturalism” (2016: 12-13) for instance, discusses the topic in four extracts; the first extract includes a quotation by professor of political philosophy Lord Parekh from an interview with BBC News; the second quotes Hanna Aschan in an article on the website *thisisFinland* which discusses cultural differences in the Finnish workplace; the third is an extract from the book *The Nordic Theory of Everything: In Search of a Better Life* by Anu Partanen, which tries to understand why life is so different in the U.S. and Finland; and the fourth comes from an article published on the website of the Government of Canada, which deals with multiculturalism in the country. If these four extracts were considered individually, they might have been placed in other cultural categories. Extracts two and three, for instance, discuss multiculturalism in a Finnish context, making them eligible source cultural content materials, while extracts one and four are authentic target culture sources and talk about multiculturalism in Inner circle countries. However, as the main theme of all the extracts is encountering and accepting different cultures, it seemed that, as a whole, the text best suited the international target culture category, as the objectives of the texts seemed to be to highlight the positive outcomes of multiculturalism:

The Canadian experience has shown that multiculturalism encourages racial and ethnic harmony and cross-cultural understanding. Our diversity is a national asset. Recent advances in technology have made international communication more important than ever. Canadians who speak many languages and understand many cultures make it easier for Canada to participate globally in areas of education, trade, and diplomacy

*New Profiles 3* 2016: 13

Furthermore, the text is accompanied by pictures that support the idea that Inner circle countries are inhabited by people of different nationalities and backgrounds; one of the pictures shows people of different ethnicities walking on the street close to an ‘underground’ sign, indicating that the setting of the picture is London.

Another text that relates to an international context is Text 11, titled “Origin story: *Lion* movie review”. The text reviews the six Oscar nominated film

which tells the true story of an Indian boy who was separated from his family at age 5 and is adopted by a couple in Australia. Although the movie is largely set in India, the review itself doesn't really discuss the country or its culture in any significant way, instead it mainly comments on the performances of the actors and actresses, as well as the strengths and weaknesses of the film. While the text itself is not very interesting for us to look at, it is the source of the text which is significant for this study, as it is an authentic source published in *The Times of India*, and consequently the only authentic text from a country representing international target culture in all three books.

Like in the first instalment of the series, *New Profiles 3* features a shorter text which uses the label "broken English" to describe the variety of English spoken by a non-native character. In this text, titled "Say it with flowers" (2017: 183), the narrator describes meeting a "nice looking Japanese girl" and engaging in conversation with her while travelling by bus. While the Asian cab driver in *New Profiles 1* clearly made grammatical errors while speaking, in this text, the Japanese girl does not: "What beautiful roses!", she exclaimed in broken English". This indicates that the term is used to reference her foreign sounding accent, not her language proficiency. Both texts which use the "broken English" label reference a non-native Asian character, suggesting that the Asian-English accent is one which is frequently linked to the pejorative term.

Various international target culture tasks in *New Profiles 3* include group discussions where themes relating to culture are debated. In task 1 A (2016: 10-11), students discuss questions such as "What culture would you like to learn more about?", "How do people learn the rules of how to act and how to think?" and "What is multiculturalism and what challenges/benefits does it bring to an individual and to a country?". Students also look at a list of cultural features and discuss which of them they believe are different in the United States (or any other country they can think of) from the way they are in their native country. The cultural features include e.g. ways of greeting people, attitudes about personal space and what counts as impolite or polite behavior. Exercise 1 E (2016: 16, 188) also relates to cultural habits, as students work in pairs to complete a list of statements connected to customs in various countries, such as "[a] Bulgarian will shake their head when saying yes, and nod when saying no" and "[in] Britain, the word 'cheers' can be used when raising your glass to drink, and also to mean 'thank you' and 'goodbye'". The third and final international target culture task is exercise 2 B (2016: 22), which asks students to contemplate how we experience culture shock, and what we can do to possibly prevent it. Although these tasks are presumably

meant to evoke discussions about multiculturalism and students' understanding of interculturality and cultural customs, they also display an essentialized view of cultures and languages.

The third book of the *New Profiles* series differs from the first two in that it includes a comprehensive list of countries, nationalities and languages (2016: 191-193). This list provides information on what inhabitants in each country are called in English, how the name of the country can be used as an adjective, and what official languages are spoken in the countries. By examining the list, we can for instance see that English is an official language in a number of countries outside the Inner circle, such as India, Jamaica, Kenya, Malta, Namibia, Nigeria, Pakistan, the Philippines, Singapore, South Africa, Sudan, Tanzania, Thailand and the United Arab Emirates.

### *Source culture materials*

Just like there are fewer international target culture materials in *New Profiles 3*, there were also fewer source culture items. Some of them have already been mentioned, like extracts two and three from Text 1, which not only discuss culture and multiculturalism in a Finnish context but are also authentic source culture texts. It is also good to note that although none of the tasks in the book were categorized as exclusively source culture materials, many other tasks, like ones from the international target culture category, incorporate aspects of the source culture by asking students to consider the topics and themes from a Finnish point-of-view, like exercise 1 A (2016: 10), which includes questions such as “How is your native culture changing” and “If you could change one thing about your culture, what would it be and why?”.

Other than the texts and tasks that have already been discussed in relation to the international target culture materials, *New Profiles 3* includes almost no examples of items that could be considered source culture materials on their own. The only other item which at least partly meets the criteria, is the composition task “Writing a speech” (2016: 114) in the *ThinkTank* section. In the chapter, students read an example of a speech given at an engagement party, as well as some tips on how to write speeches, before trying to write one of their own. The details of the example-speech tell us that the engagement is between a Finnish woman named Pia, and a native speaker, Simon. The speech does not specify where Simon is from, but the speaker reveals details of the pair's first date, which gives the reader a better understanding of the couple's

background and their anxieties before meeting each other: “They both confided in me beforehand how nervous they were. I remember that Pia was worried that her English would let her down, while Simon was really concerned that he just wouldn’t get on with a Finnish girl”. This statement seems to indicate that as a non-native speaker, Pia was afraid that Simon would either not understand her or that he would find her accent off-putting. Simon on the other hand seemed to have had a stereotypical perception of how Finnish people act in social settings. These statements reference the stereotypical views on Finnish people and the anxieties that many Finns presumably feel when discussing in English with native speakers, but also showcases that in many cases, those fears are unnecessary and stereotypical preconceptions can often be false.

### *Target culture materials*

Just like in the two first books of the series, *New Profiles 3* contains mainly target culture materials, a majority of which were either texts or authentic sources, or in some cases, both. The texts include the course introduction “Be there” (2016: 6-9), which provides information about upcoming events in London, similar to what one would find on a public bulletin board. The introduction, which advertises events such as a free history exhibit at the Tower of London and a flash-mob type event for Chelsea supporters, focuses on themes related to British culture, which is also the case in Text 2 titled “British Cultural Quirks” (2016: 18-21). The text describes a series of eccentric customs and habits of Brits that “frequently take visitors by surprise”, like the fact that they are “militant queuers”, that they are reserved and enjoy their personal space, that their leisure activities include watching cricket and having tea and that they have two separate taps for hot and cold water. The text was first published as an article on the website for the *Oxford Royale Academy*, a British academic and cultural enrichment program accredited by the British Council, making it an authentic source.

The two texts mentioned above are prime examples of target culture materials, as they focus on stereotypical cultural features of Inner circle countries, in this case Britain. Although EFL learners may find the information provided by the text interesting, they are not necessarily very relatable to non-native speakers, especially when the topics discussed are bound to the culture of a particular country. However, not all target culture texts in the book are this way, as many of them include themes which are more universal and relatable to a larger audience, even if they are discussed from an

Inner circle point-of-view. Text 7 titled “Why are so many adults reading YA and teen fiction?” (2017: 58-60) for instance, which is based on an article first published in *The Guardian*, discusses the popularity of young adult literature by authors such as J.K. Rowling, Suzanne Collins, John Green and Jacqueline Wilson. Although all of the authors mentioned are either British or American, their teen fiction works have a global readership, making the topic one that many native and non-native speakers of English will be familiar with.

Other texts include themes and topics that can certainly be linked to the other two cultural content groups but are presented in a target culture context. In Text 8 “All the world’s a stage” (2017: 67-68) for instance, which talks about a photography project where ballerinas are taken out of their studios and brought into the cityscapes, we could argue that themes such as dancing and photography are universal activities and can be considered culture neutral in that sense. Nevertheless, the text frequently views the topics from an Inner circle perspective, by mentioning profiles such as American dancer Maddie Ziegler who is known for starring in Australian singer Sia’s music videos, and celebrities Emma Stone and Ryan Gosling, stars of the Hollywood film *La La Land*. Similarly, Text 9 titled “A picture is worth a thousand words” (2017: 74-75), which talks about British graffiti artist Banksy’s art, certainly features an international perspective, as the artist often uses his art to comment on global issues. However, considering that Banksy is a famous profile from an Inner circle country, and that the text is an authentic source from the American newspaper *The Daily Beast*, the text primarily represents target culture.

The examples above show that it can be difficult to categorize target culture materials, as many of the features of target cultures not only refer to cultural aspects of Inner circle countries, but of Western society in general. Other texts remind us that the international context is also highly embedded in many of the Inner circle countries. In text 5 “Waxing Poetic” (2017: 44-49) for instance, students are introduced to poems by different Inner circle authors, such as Billy Collins, Emily Dickinson, Carol Ann Duffy and Bob Dylan. While many of the works by the authors above are critically acclaimed and celebrated in literature, we know that Western literature has historically ignored the voices of those who do not fit the traditional description of the native speaker. However, the poem by Benjamin Zephaniah titled “The British” (2017: 47), which tells the history of the British through a cooking theme which imagines the

different nationalities that have inhabited Britain as the ingredients that make the country, incorporates a more inclusive, multicultural perspective:

Mix some hot Chileans, cool Jamaicans, Dominicans, Trinidadians and Bajans  
with some Ethiopians, Chinese, Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians and Pakistanis,  
Combine with some Guyanese  
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians, Iraqis and  
Bangladeshis together with some Afghans, Spanish, Turkish, Kurdish,  
Japanese and Palestinians  
Then add to the melting pot.

*New Profiles 3* 2017: 47

The poem advises to leave the ingredients to simmer and “as they mix and blend allow their languages to flourish [binding] them together with English”. It also states that all the ingredients are equally important and treating one ingredient better than the others “[w]ill leave a bitter unpleasant taste”. The poem highlights the diversity of Britain and tries to show how British culture and the English language has been influenced by the cultures of the several different nationalities that have migrated to the country throughout the years. The poem is followed by a series of questions, such as what message students think the poet is trying to communicate, and how multiculturalism is visible in towns and schools in Finland.

Considering the main themes and topics of the book, it makes sense that *New Profiles 3* contains mostly cultural elements of the aesthetic sense, as these relate to the “big C” of culture. Just like in the other two books, *New Profiles 3* includes many profiles and shorter texts about famous personalities from predominantly the UK and USA, such as Bob Dylan, Toni Morrison, Annie Leibovitz, Elizabeth I and Shakespeare. As mentioned before, many of the text are authentic sources from real-life newspapers, magazines, webpages and books. However, the third instalment includes no target culture items which were considered belonging to the advice category.

## 7. DISCUSSION

### 7.1. The goals of the curriculum

One of the aims of this thesis was to examine how the intended goals of the curriculum can be implemented with the help of the material at hand, in this case the *New Profiles* textbooks. The first goal for the subject of English in the current curriculum is the students' development as speakers of English and as agents in a multicultural world, in both local and national, as well as European and global contexts (CURR 2015: 111). All three books in the *New Profiles* series presented various situations, either in texts or tasks, which took place in a variety of different settings. *New Profiles 1*, for instance, included texts where English was used in a national context; in these texts, we saw foreigners who had moved to Finland or were planning on moving to Finland, talk about their experiences in the country, sometimes with native Finns. Furthermore, various exercises also taught students how to answer questions foreigners might have about Finland. Other tasks were set in a local context; in these, the students wrote about their hometown in a way that would attract people to visit. Although only two of the source culture items in all three books focused on English use in a local context, the *New Profiles* series can certainly be commended for at least including some exercises which take place locally, as it shows students that English is not only used as a language of communication abroad but may also be needed in different conversational situations within the borders of our own country, a fact emphasized in the curriculum.

The aim of the texts and exercises in the source culture category seemed by no means to be to teach students more about Finnish culture, which would be quite unproductive, as most students will be well aware of the characteristics of their own culture. Instead, the primary reason of implementing source culture items appears to be to help students explain these cultural features to foreigners who might not be aware of them, or even at times to promote Finland to others in a positive light. This is interesting, considering the stereotype of Finns being humble and less likely to brag about themselves or the achievements of their country. The *VisitFinland*<sup>20</sup> website, which is described as an "official travel guide of Finland", agrees that although Finns are in general "talkative and hospitable, [...] the myth of the withdrawn Finn is still alive and well inside Finland". In recent years, Finland has gathered a lot of positive attention,

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<sup>20</sup> See *VisitFinland* article "What are the Finns like?".

being named the most stable, the safest, least corrupt and the happiest country in the world, among other things (*Statistics Finland*, 2018). These achievements have gathered a lot of attention, particularly in social media, and might also be topics that will interest foreigners who are curious about the Finnish way of life, which is perhaps why the books include exercises that help Finnish students prepare for these types of conversations. If we consider McKay's view (2012: 141) on teaching EIL, which stresses the importance of learning English in order to share information with others about one's own country to promote trade, economic development or tourism and proposes that the advantage of using source culture content is that it provides the students with the opportunity to learn more about their own culture while also learning the language needed to explain these cultural elements in English, the *New Profiles* series definitely includes a variety of tasks where students practice these skills. Thus, source culture items in the *New Profiles* series promote a more versatile view on the use of English globally.

The European and international contexts are of course also visible in the books, as many of the texts deal with travelling and multiculturalism. In these texts, students learn about e.g. customs in different countries and culture shock. Especially norms in different European countries and travelling tips are discussed in a variety of texts and tasks across the three books. Some of them even mention, although very briefly, the role of English as a language of communication, either directly, like by mentioning that English is spoken in most big European cities, or indirectly, by including tasks where students imagine they're working abroad in hotels, restaurants or as holiday representatives, thus implying that it is possible to work in European cities without knowing the primary languages of the countries. These types of role-playing exercises also help execute goals stated in the curriculum, particularly the one concerning students' ability to plan their studies with consideration of future needs in working life and international settings.

However, when it comes to the global aspect, the *New Profiles* series unfortunately only scratched the surface. Out of the items analyzed in this study, only one exclusively discussed a country outside of both European and Western borders, this being the text about Pakistani activist Malala Yousafzai. Furthermore, only one text, the *Lion* movie review, uses an authentic text from a non-Western, non-native source. Although a few of the texts and exercises that incorporate a European context mention the use of English as a means of communication in the continent, the descriptions of the

use of English globally are very vague in the book series. The only text in all three books which specifically discusses the world-wide use of English, “English, a global language”, mainly focuses on explaining the number of English speakers and reasons as to why it is important to know English, rather than actually discussing the changed ownership and demographic of English users in the modern world. As mentioned in the presentation of the findings, while the title of the text suggests that it aims to speak on behalf of the idea of understanding English is its global variety, the statements made in the text almost count against that idea, by suggesting that Standard English is universal. Considering that one of the central goals in the curriculum is that students should “understand the meaning and role of English as an international language of communication” (CURR 2015: 111), the *New Profiles* series could have been more specific and inclusive when explaining the global role of English. While the books make it clear that English can be used as a language of communication between two non-native speakers who do not share a mother tongue, they never mention or describe regional and local varieties of English, which are not only used as a means of communication in travel, but also in everyday life and by administrative authorities of countries outside of the Inner circle. If we consider the third view on International English presented by Matsuda and Friedrich (2012: 22), which suggests that teachers use an established variety of English as the instructional model in teaching while making the introduction of other non-native varieties a common classroom practice, we can conclude that teachers who use the *New Profiles* series would need to consult other materials for information about non-native varieties of English, if they wished to apply this method to their teaching.

A surprising and perhaps disappointing discovery in the books was the use of the phrase “broken English”, which occurred twice; once in *New Profiles 1* (2016: 133) in a dialogue between a Finnish tourist and an Asian cab driver in New York and another time in the text “Say it with flowers” (2017: 183) in *New Profiles 3*. The phrase is often used to describe poorly spoken or ill-written English; however, Lindeman and Moran (2017) have found that especially among white middle-class native English-speakers, the phrase is often used to describe non-native speech in a negative way. They explain (2017: 654) that in many cases, ‘broken English’ is not used to indicate lack of ability to communicate but instead showcases clear examples of “standard language ideology”, where the spoken language of the upper middle-class native speaker is considered the standardized, homogenous ideal. Furthermore, studies that have

examined the use of the term before, have found that non-native speakers in these contexts are generally constructed as “non-White, foreign Others” (Lindeman and Moran, 2017: 650), which reinforces the idea that ‘broken English’ is rarely used just to reference ability to communicate and can in fact be seen involving larger issues connected to injustice in not only language use, but in society in general.

In the *New Profiles* series, ‘broken English’ is used to describe the variety of English spoken by two non-native characters of Asian descent. The examples obviously portray fictitious settings and characters, and at least in *New Profiles 1*, the term is most likely used to highlight the incorrect grammar of the Asian character, rather than to imply that their variety of speech is subordinate to a standard variety of English. Lindeman and Moran (2017: 663-664) explain that the label is often used, by for instance journalists, in a way “that is apparently intended to be neutral”. However, they argue that because the label tends to be used to construct stigmatized speakers as “Others” and is rarely used to refer to high-status native speakers who might make some of the same errors, the term ‘broken English’ is problematic in terms of its “focus on the language of less powerful groups in society, with the language of more powerful groups assumed as a vague norm”. Thus, one danger in the usage of the phrase is that it “provides a socially acceptable means of marginalizing”. In fact, when the label appears a second time in *New Profiles 3*, we see that the Japanese character’s speech is grammatically correct, and therefore the use of the phrase, even if unintentionally, contributes to this unjust marginalization. Because the books do not present the term ‘broken English’ in a critical way, unless the teacher provides the students with information on why the use of the term is problematic, pupils will have to use their own interpretation and judgement when associating ‘broken English’ to specific language varieties and their users. Since both books that use the phrase link it to characters of Asian descent, it is more probable that students start associating the term with the type of varieties spoken by English speakers from that continent. These associations obviously don’t match the reality of English use in all of Asia, as in many countries, such as Singapore, Philippines and Malaysia, English proficiency is among the highest in the world.<sup>21</sup>

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<sup>21</sup> As shown in results of the EF English Proficiency Index, a study measuring adult English proficiency among non-native speakers. In the 2018 report, which included 88 countries, Singapore ranked 3<sup>rd</sup>, the Philippines 14<sup>th</sup> and Malaysia 22<sup>nd</sup>. Full report found at: <https://www.ef.edu/ept/> [14 November, 2018].

In conclusion, we see that although the goals and themes of the curriculum are certainly visible in the *New Profiles* series, they are not always presented in a way that correlates to the current language situation of English, which is a central aspect in the EIL discourse. We see that while textbooks are often viewed as the link between the intended outcomes of the curriculum and what is implemented in the physical classroom, this process is rarely simple; while both the curriculum and the teaching materials emphasize students' real-life language needs as agents in a global context, they also recognize the need for preparation for standardized testing of English. This highlights the tension between the normative and prescriptive functions of the ELT course book and its descriptive, global and inclusive aspirations – although the end goal for English teaching is ideally for students to be able to use the language in the real world and enable successful communication with different people in various settings and context, English language skills are ultimately tested in the matriculation exams, which means that teaching strategies and materials cannot realistically ignore functions that are associated with normative and standardized English language teaching.

## **7.2. Features of EIL materials**

Other than exploring how the goals of the curriculum can be implemented with the help of the teaching materials, this study sought to find out to what extent the features, which have been suggested as central in teaching EIL, are present in the textbooks. The criteria of analysis were based on a series of features presented by Tomlinson (2006) and Sifakis (2006), who have attempted to define a framework for EIL materials that includes guidelines and principles for understanding what EIL textbooks should and could contain. Tomlinson proposes (2006: 144) that one of the main goals in using EIL materials should be to “teach different types of target learners those features of the EIL core which are relevant, teachable and useful”. As previously mentioned, my intention was never to examine whether features of an EIL core could be found in the *New Profiles* series, as I didn't expect the books to actually teach a variety of EIL. This assumption was correct, as nothing in the research materials indicated that an attempt was made to teach an international variety of English. The closest thing to teaching EIL was probably the frequent appearances of “How Come?” textboxes, which presented the origins of English words and expressions. However, these informational textboxes didn't present features of an EIL core, but rather taught students about the etymology of

words and how the English language has been influenced by other languages through history.

Another feature in Tomlinson's methodology is the exposure of the rich variety of language use in a variety of genres and text types from a variety of Englishes, including Standard English, General American, EIL and various regional Englishes. Since this study excluded the analysis of the audio form of the books, it is hard to determine whether any of the characters in the books, whose dialogues were not featured in the written form but could only be listened to on the audio of the books, spoke what could be considered an international, regional or local variety of English. Although the books feature several different characters from various backgrounds (e.g. Finland, Britain, Holland, India and Pakistan), we can only assume that the audio of the texts correlate to how a person from each specific country or region would stereotypically sound like when speaking in English. Without the analysis of the audio of the books, it is also hard to determine whether any of the characters actually speak in a way that e.g. the LFC core defines as characteristic for EIL, or whether their way of speaking English is merely influenced by their L1. Returning to the other aspect of the statement by Tomlinson, the *New Profiles* series certainly features a variety of genres and text types, including articles, book extracts, poems, short stories, movie reviews and blog posts. Although a majority of the authentic texts derive from predominantly American or British publications, the books do also feature a sample of texts that have been written by non-native speakers from e.g. Finland and India.

Tomlinson proposes (2006: 144) that EIL materials should “help learners to notice and respond to implications signaled by native speakers on the assumption of ‘deep commonality’”. My interpretation of this statement is that students should be able to identify features that native speakers of English might assume are universal and common for all speakers of English. Furthermore, Tomlinson acknowledges the importance of knowing when it is necessary to conform to the speaking customs of the native speaker, especially regarding culturally bound concepts such as politeness. Most of the items in the ‘advice’ category, a majority being learning tips, seemed to have this purpose, as they often imagined situations that might occur in conversations with native speakers of English and offered advice on how to respond in a natural and context-appropriate way.

The learning tips in the *New Profiles* series can also be linked to another EIL criterion proposed by Tomlinson, which is to “help learners accommodate their

English both receptively and productively when interacting with native speakers or the speakers of regional Englishes”. While the book series can be applauded for featuring advice that can be applied in real-life conversations and communication situations, the learning tips tended to generalize the label ‘English speaker’ and rarely made any distinctions between the different groups of native speakers of English, not only from different Inner circle countries, but also from different regional areas in English-speaking nations and in Outer circle and Extending circle countries. Furthermore, when discussing the common features of American English and British English in *New Profiles 2* and the differences between the two varieties regarding pronunciation, grammar and spelling, the book makes no mention of the fact that the characteristics apply to the standard varieties of the language, but not necessarily to the numerous regional varieties, accents and dialects found within the borders of the two nations. This shows that just like it is often assumed that all EFL speakers should automatically conform to a standard variety of English, even within the borders of the Inner circle, there seems to be little room for regional varieties of English, and a stereotypical view of the native speaker is still very much visible, at least in the EFL context.

Compared to Tomlinson’s methodology, Sifakis (2006) offers a more wide-ranging perspective on EIL materials, by including characteristics which can be found in books that haven’t been created specifically for EIL purposes. Sifakis proposes (2006: 164) that the most important feature of EIL materials is having a genuine communicative orientation, which in my opinion, the *New Profiles* series clearly has, as students can practice their communicative skills in a variety of different oral and written exercises throughout the three books. In these tasks, students often discuss their opinions on various topics, many of which deal with themes relating to culture and stereotypes, or imagine themselves in different communicative situations in local, national and international settings. This falls in line with Sifaki’s recommendation that materials not only be realistic, challenging and motivating, but also not ask students to be someone else. However, many exercises also incorporate a “role-playing” element, which can be seen to contradict especially the latter criterion. I find that role-playing can be an important way of introducing concepts and characters that students might not be familiar with yet but will most likely encounter in the future, in for instance education, working life, or travelling contexts. Perhaps Sifaki’s statement shouldn’t be taken so literally and should instead be seen as referencing the comparison of non-native speakers to an ideal and standardized native speaker norm, which is still very

eminent in the EFL context. Although the *New Profiles* series doesn't explicitly pressure students into conforming to a standardized variety of English, the grammar and the pragmatic elements in the books obviously follow a standardized norm. This shows that while teaching students about the role of English as an international language in an ideological sense is undoubtedly achievable with the current material, it would be hard at this stage to incorporate an EIL perspective into the linguistic side of EFL teaching.

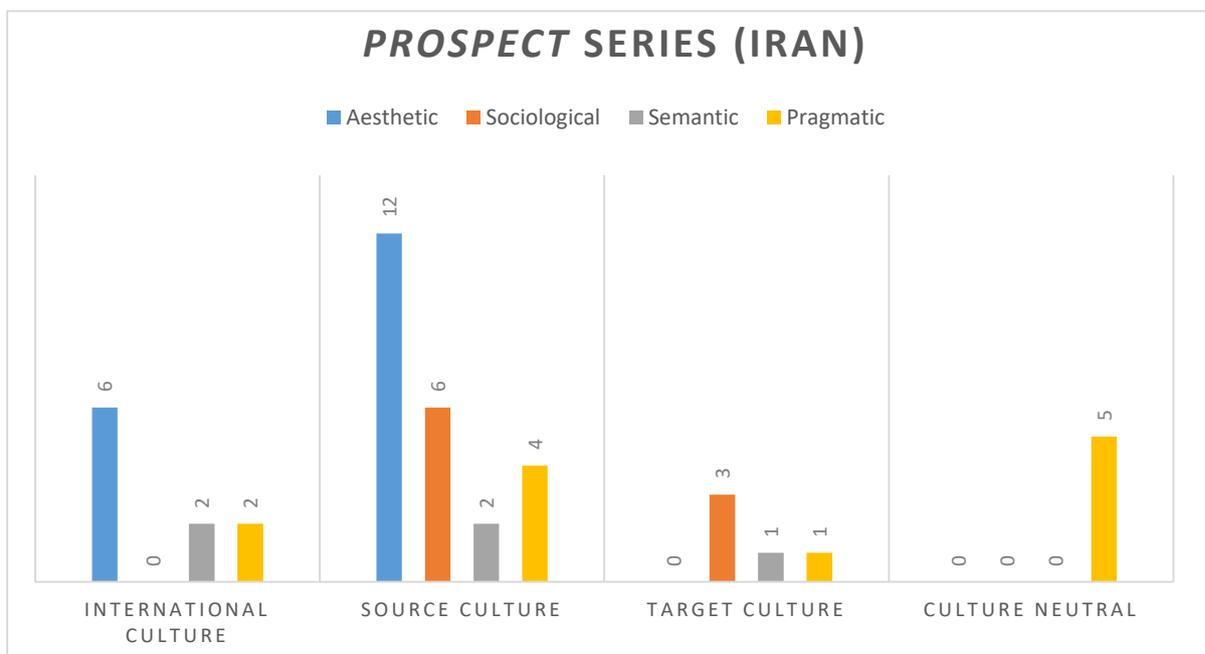
Sifakis also suggests (2006: 164) that it is important for EIL materials not to treat learners as cultural stereotypes. The *New Profiles* series frequently includes discussions on stereotypes and cultures, predominantly regarding Finland and other European or Western countries, which can be seen as a way to help develop students' understanding of interculturality and cultural diversity. The books also use images portraying different nationalities to convey multiculturalism and diversity in a global context. Although several of the texts aim to refute negative stereotypes about particular cultures or nationalities, many texts also focus on the cross-cultural differences of nations, rather than their similarities. The view of "us and them", which is perhaps not explicit in the *New Profiles* series but concealed in its narrative, contradicts the idea of interculturality and globality, which is central in the EIL discourse. This highlights one of the main issues of EIL in today's global society – is it really possible to group a continuously increasing amount of English varieties from different cultural backgrounds and still find some sort of commonality within them? While International English promotes the inclusion of different varieties of English, it is hard to deny that with different cultural backgrounds comes various interpretations of how language is used in conversation, which may ultimately make mutual sociolinguistic comprehensibility on a global scale difficult.

### **7.3. *New Profiles* and *Prospect* – a comparison between two ELT textbook series**

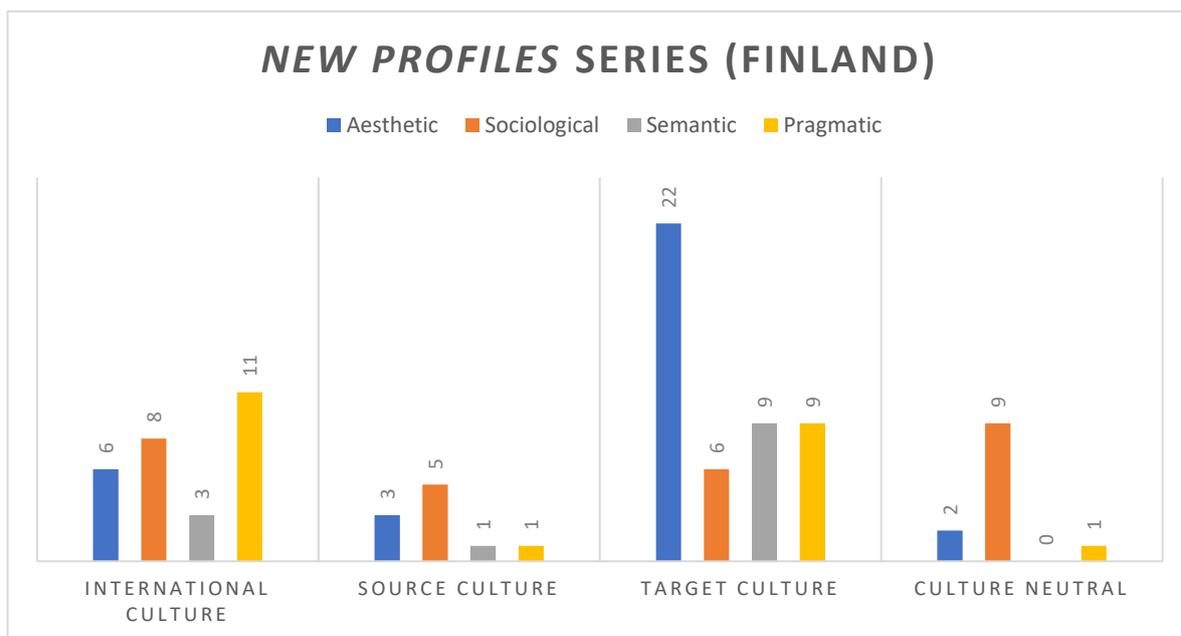
To further explore the issue of mutual sociolinguistic comprehensibility on a global scale, this study sought to find out whether the findings from the *New Profiles* series correspond to those of a similar study examining ELT materials from another Expanding circle country. The Iranian textbook series *Prospect*, which comprises of three books and has been used in Iranian high schools since 2012, was chosen as material for comparison, as it not only represented an ELT textbook from an Expanding circle country outside of the Western world but has also been recently analyzed by

Rashidi and Meihami (2016) for its cultural content. The limitations of comparing the two separate textbook series are explained in more detail in section 5.5. The aim of the analysis and comparison of the ELT textbooks is to provide us with some insight into the differences of EFL materials and teaching traditions of the two Expanding circle countries, and what the results say about the textbook tradition in the Western framework.

In their study examining the cultural contents of three ELT textbooks from Inner, Outer and Expanding circle countries, Rashidi and Meihami found (2016: 14) that their results supported the hypotheses that different countries try to contain their L1 cultural content more than any other cultural content when developing ELT textbooks, and that the Expanding circle countries are more reliant on international cultural content to meet their intercultural content needs. Their findings also revealed that the examined ELT textbooks of the expanding circle tended to rely on aesthetic and sociolinguistic senses of cultural content. I attempted to apply a similar approach to the *New Profiles* series to see how the results of my study compared to those of Rashidi and Meihami, and whether the same conclusions could be made about ELT book series from two different expanding circle countries. The figures presented next show the results of Rashidi and Meihami’s study, as well as the results of this study.



**Figure 6: Cultural elements in the *Prospect* series**



**Figure 7: Cultural elements in the *New Profiles* series**

When we compare the two graphs we see noticeable differences in the results of the studies. The *Prospect* series contains mostly source cultural content (24) and fewer international culture (10) and target culture (5) items were found in the books, while the *New Profiles* series contains mainly target cultural content (46) and even international cultural content (28), but fewer source culture items (10) were found. Both book series feature mainly aesthetic cultural elements (*Prospect*: 18, *New Profiles*: 32), which deal topics related to cultural concepts such as music, literature and art. According to Rashidi and Meihami (2016: 8), the aesthetic items in the *Prospect* series were mostly associated with the source culture and featured texts about e.g. cultural monuments in Iran and how to use Islamic names, but also mentioned cultural elements which related to international culture, like lists featuring the name of countries. In the *New Profiles* series, the aesthetic sense was most prominent in target culture content, like in texts that discussed life in Inner circle cities like London and New York or presented famous celebrities and personalities from Northern American and Britain. When it came to the aesthetic elements in the international and source culture categories, *New Profiles* included some text and exercises on cultural habits and characteristics in Europe and Finland, but these were significantly fewer in numbers compared to the amount of target culture items.

Both series contained an approximately equal amount of pragmatic cultural senses (*Prospect*: 11, *New Profiles*: 13), a category that includes items which,

together with the mastery of the language codes, make successful communication a possibility. While the pragmatic items in both book series involved scenarios where students practice using English context-appropriately in international settings, by e.g. making hotel reservations and helping sick people in the *Prospect* series (Rashidi and Meihami 2016: 8) and rehearsing how to react to small talk and practice filling in hotel booking forms in the *New Profiles* series, the Iranian textbook viewed topics through a source culture point-of-view more often than the Finnish textbooks did, with e.g. chapters on how to pronounce Iranian words in English. The largest differences in the books were in the sociological (*Prospect*: 9, *New Profiles*: 27) and the semantic (*Prospect*: 5, *New Profiles*: 12) cultural senses. Rashidi and Meihami state (2016: 8) that the sociological elements in the *Prospect* series include texts relating to some of the core values in Iranian society, such as the value of visiting grandparents and ways to greet people, whereas in the *New Profiles* series, the texts involved a variety of topics in different cultural contexts, such as stereotypes about Finland, English as a global language, interrail survival tips and health in America and Britain. Similarly, the semantic elements in the *Prospect* series often explained concepts that are different in Iran compared to the English-speaking Western world, such as the order of months in the Persian calendar compared to the order of months in Inner circle countries, while the *New Profiles* series focused on semantic elements that developed students' communication skills in international contexts, such as travel vocabulary, European nationality words, idioms and idiomatic expressions, homophones and common abbreviations.

A noticeable difference between the two series is that in *Prospect*, many of the themes and topics are explained from a source culture point-of-view, while the *New Profiles* series only tends to do so when a text specifically discusses the source culture. *Prospect* also often translates the cultural concepts of the source culture into English, but because Finland, being a part of a larger Western culture, shares many cultural elements with countries from the Inner circle, there is no need to translate the characteristics of Finnish culture into English, or explain the differences of the source cultural features and the target cultural features in any larger way. The shared characteristics of Western culture also explain, to an extent, why the *New Profiles* series contains largely target culture materials, especially when it comes to the aesthetic elements in the books, as many of the concepts and characters featured in the texts will be ones that the students are already familiar with, and perhaps even come in contact

with through social media on a daily basis. The Iranian students who use the *Prospect* series, on the other hand, might not be familiar with the target culture in the same way, which is presumably why the book series contains significantly less target culture materials. In their study, Rashidi and Meihami found that the books from different Kachruvian circles tried to contain the L1 cultural content more than any other cultural content. While the results of my study do not technically support this hypothesis, as target culture was much more dominant than L1 source culture in the *New Profiles* series, the fact that target culture and source culture in this case share many characteristics, it is perhaps more difficult to make distinctions between the characteristics in *New Profiles* that are distinctly Finnish and those that are shared among Western countries.

Just as my study found that the *New Profiles* series is limited in not only its representation of international varieties of English, but also in the way that it regards English as a language of global communication, the *Prospect* series has been criticized for having ignored international and intercultural issues; Pasand and Ghasemi (2018) agree with previous studies that “Iran and Iranian-Islamic culture was dominant” in the textbook series (p. 63). The results of their study, which sought to examine the book series in terms of its cultural topics and its potential in developing EFL learners’ intercultural competence, revealed (2018: 64) that the books included no comparisons between cultures nor intercultural situations, that the images used in the books were based on national values, and that the Iranian characters’ looks were similar to the students’ who study the textbooks. Pasand and Ghasemi (2018: 65) argue that intercultural competence, which comprises of cultural awareness, cultural knowledge, and cultural skills, helps develop cultural understanding among L2 learners, and without it, learners will be exposed to a biased, “one-sided worldview” which might lead to them preferring particular nationalities, groups, races, and genders over others. Furthermore, while Pasand and Ghasemi find that understanding one’s own culture is necessary for the development of intercultural competence, which consequently can be seen to support the use of a localized perspective, some degree of representation of target or international culture is needed for the acquisition of communicative language ability.

Considering the findings of this study and those of studies on the Iranian textbook series, *New Profiles* generally has a more intercultural and international view of English than the *Prospect* series has. Compared to the Iranian textbook series, which

according to its critics projects a rather monocentric perspective, *New Profiles* features characters from a variety of backgrounds, with pictures that strengthen the idea of multiculturalism and diversity in the English-speaking world. However, it is important to point out the very different positions of the two Expanding circle countries; while EFL teaching in Finland has more or less been revised and developed with new curricula introduced regularly, in Iran, the formal educational system did not until recently advocate the revision of ELT textbooks, which resulted in the same ELT book series being used in Iran's high schools for more than 25 years (Pasand & Ghasemi, 2018: 58). The *Prospect* series, which was introduced by Ministry of Education in Iran in 2012 and aimed to develop the communicative competence of Iranian EFL learners, can therefore be seen as revolutionary for the ELT teaching curriculum of Iran. Furthermore, Finland's and Iran's relations to the United States are drastically different, and as a country with a history of political conflicts with America, it is easy to understand why some Iranians may be opposed to the presence of target culture in EFL teaching.

Despite their differences, both the *New Profiles* and the *Prospect* series face the issue of finding ways to balance the representation of different types of cultural content materials, especially regarding international target culture, while still incorporating elements that are familiar to the students and spark their interest. While successful communication in English in an expanding global context seems to be a high motivator in both Finnish and Iranian students' choices for studying the language, neither book series present a realistic view on English in the international context. If, in the future, EIL as an instructional language becomes a serious contender that is used and taught in the classroom, a major issue will be the challenge of trying to fit one model of EIL to suit a variety of Expanding circle countries, which, as I have concluded with the comparison of the *Prospect* and *New Profiles* series, may have very different traditions and norms when it comes to not only English language teaching, but society in general. This is an issue that Pennycook (1994) has recognized in many International and English as a Second Language (ESL) textbooks, and he finds that "[t]he global export of English, English language teaching and English textbooks frequently leads to situations of cultural conflict where norms presented in the texts are in direct conflict with local social and cultural norms" (p. 176). This is perhaps truer in the Iranian context, as the country is not considered to be a part of the Western world and doesn't share the Western culture of Inner circle countries in the same way that for instance Finland does. While many maintain that the EIL model could help solve this problem,

Pennycook argues (1994: 177) that although English as an International language is generally considered a neutral language especially in EIL discourse, the international content in many EIL and ESL textbooks continues to be “stubbornly Anglo-centric” and represent a “‘cardboard cut-out world’ [which] is not only small but it also presents the complexities of the world within a simplified ‘Western’ framework.”. This tradition is also visible in the *New Profiles* series, where the international content is often linked to a Western, or more specifically a European, framework, and only on very few occasions does the series include countries and cultures from outside the Western sphere in its narrative.

#### **7.4. EIL in the EFL context in Finland**

The final research question of this study asked what the findings of this study and of previous research say about the current state of EFL and EIL teaching both internationally and locally, and what the prospects for the EIL perspective becoming more integrated in the foreign language teaching context are. Perhaps it is best to begin by pointing out that even including goals, which directly refer to the global use of English as a language of communication, not only in an international context, but also locally and nationally, is a step forward, as the previous curricula have not included such descriptions. Instead of just highlighting themes such as “cultural diversity” and “multiculturalism”, which have been key words in previous curricula and can be considered quite vague descriptions of topics which are in actuality multidimensional and complex, the new curriculum considers the role of English in an expanding, global context. The books also present many opportunities for students to practice their communicative skills in the language, in a variety of settings and contexts, which can be linked to the very first goal of the curriculum that suggests students should develop as language users in a culturally diverse world.

Another goal emphasized in the curriculum is for students to understand the meaning and role of English as an international language of communication, which comparably is a central theme in the EIL ideology. While the presentation of numerous varieties of English used in global, national, regional and local contexts is a focal point in the EIL discourse, the *New Profiles* series, which is used as a tool in implementing the intended goals of the curriculum, is rather ambiguous in its descriptions of the role of English as an international language. The books do point towards English being used

globally, but rarely reference the diversity of English varieties spoken world-wide. While these descriptions can certainly help students in their understanding of English as a Lingua Franca, it is unclear whether the contents help students understand the diverse landscape of English users in the modern world. That being said, it is reasonable to argue that teachers will be able to incorporate the texts and tasks of the *New Profiles* series in the classroom when discussing themes which relate to International English, if they wish to examine the topic in greater detail. As mentioned earlier, the curriculum is mainly used as a guideline by teachers in Finland, which means that it is possible for the teacher to adjust not only the themes discussed, but also the materials used, during the course to better suit the desired outcomes of the learning process.

When it comes to the current state and the future of EIL in EFL teaching in Finland, I agree with Kirkpatrick (2006: 78) that most EFL teachers in Finland will probably be apprehensive about teaching EIL before they know what ‘it’ is. Once again, we revert to the issue of the tension between the prescriptive function of not only the teaching material, but also the course outline and curriculum, and the descriptive and inclusive aspirations of the learning process. This tension is especially visible at the upper secondary stage, where students do not just learn English for “fun” or future purposes, but also as preparation for their matriculation exam in English, which tends to feature standard English narrators and texts. In fact, the 2018 matriculation exam in English was criticized by many of the students who took it, who found that the test was too difficult and did not correspond to the level of proficiency of the average upper secondary student; students reported that many of the tasks dealt with highbrow English literature that students were unfamiliar with, and also featured words, described by students as old-fashioned, that would not appear in every day communication.<sup>22</sup> A survey by *Yle Abitreenit*, the official revision service for the matriculation exams, also showed that 33 per cent of the voters thought that the advanced level English language exam was “way too difficult” (own translation) while just under half (47%) found it “somewhat difficult” (own translation).<sup>23</sup> The Secretary General of the matriculation examination board, Tiina Tähkä, responded to the criticism by stating that “Finnish youngsters speak English exceptionally well and the skill level demanded in the

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<sup>22</sup> According to students interviewed by Miikka Hujanen for the Finnish tabloid magazine *Ilta-sanomat* (16.3.2018)

<sup>23</sup> Survey found on the *Yle Abitreenit* website (19.09.2018)

curriculum is quite high”.<sup>24</sup> Considering that the latest matriculation examination mainly featured target culture, this statement highlights the view that the EIL perspective attempts to revoke; that a high skill level in English equals knowledge in the English target culture. Thus, it seems that incorporating EIL in the Finnish educational system would not just include a reevaluation and reform of classroom practices and teaching materials, but in fact, the ideologies of the Finnish educational system and the criteria for assessment in the matriculation examinations would have to correspond what is taught in the classrooms.

Another uncertainty in the future of EFL teaching that may affect the direction concerning the cultural content, is the recently announced reform of the Finnish university entrance exams in 2020, which aims to reduce the number of gap-years held by student’s after upper secondary and vocational school. The Finnish Ministry of Education and Culture revealed in a press release<sup>25</sup> in 2017 that in future entrance exam procedures, results from matriculation examinations will have a larger impact on the selection of university students. While the Ministry of Education and Culture proposes that the reform will make the application process to universities easier and remove the need for lengthy preparatory courses, many others, including SYL, the National Union of University Students in Finland, fear that it will result in added pressure of doing well in the matriculation exams and decrease motivation in those that do are not chosen to study at the University of their choice during their first round of applications.<sup>26</sup> For the future of EFL teaching, the reform may result in preparation for the matriculation examination being prioritized in place of practicing real-life language use and training for the different types of English language communication situations that students may come across in the future, especially if the topics, texts and tasks in the English matriculation examination continue to feature mainly target culture and native speaker narrators.

While the realistic use of English in the modern world and the purposes of studying English are topics which have recently been discussed and questioned in the Finnish context, it is unlikely that any drastic changes will be made to EFL teaching in

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<sup>24</sup> In *Yle News* article “English language matriculation exam proves tricky for native speakers”. (21.3.2018)

<sup>25</sup> Available on the webpage for The Ministry of Education and Culture, “Korkeakoulujen opiskelijavalinnat uudistetaan” (17.8.2017)

<sup>26</sup> The issue of the reformation of Finnish entrance exams have been discussed in several articles published on SYL’s website. The specific article referenced here is “Ei vielä valmis valintoihin” by Jyri Lähdemaa.

Finland in the near future, especially considering that the new curriculum has only recently been implemented in schools. That being said, it is not improbable that EIL, or at least an EIL perspective, be a much bigger part of Finnish EFL teaching in the future. The developments of the new curriculum and the themes of EFL textbooks, such as the *New Profiles* series, indicate that planners of educational outlines and materials have taken the modern language situation of English into consideration when constructing their product, even if the EIL discourse is not as visible as perhaps advocates of EIL suggest it should be. The Finnish education system has attracted a lot of interest in international media, primarily for their reforms of policy throughout the years<sup>27</sup> which have created a system that offers all citizens equal opportunities to receive education and has consequently led to good scores in for instance the PISA ranking<sup>28</sup>, but also because Finland continues to embrace new approaches to teaching, most recently by incorporating more topic-based teaching in the classrooms in favor of the traditional way of teaching subjects.<sup>29</sup> The present study supports Ranta's (2004: 20) view that more research on the attitudes and implications of EIL teaching, as well as the effects of the recent and upcoming reforms in the Finnish curriculum and university application processes, needs to be conducted for us to determine whether such an implementation is achievable in Finland. Nevertheless, considering the Finnish educational system's capability of change, there is a solid foundation which enables the possibility of developing methods for teaching EIL in Finland in the future.

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<sup>27</sup> For articles on Finnish education in international media, see the website of the Finnish National Agency for Education:

[https://www.oph.fi/english/education\\_system/international\\_perspectives/finnish\\_education\\_in\\_the\\_media](https://www.oph.fi/english/education_system/international_perspectives/finnish_education_in_the_media) [15 November, 2018].

<sup>28</sup> The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in science, mathematics, reading, collaborative problem solving and financial literacy. For results of the latest survey, see: <http://www.oecd.org/pisa/aboutpisa/> [15 November, 2018].

<sup>29</sup> See Max Ehrenfreund's article "Finland's new plan to change school means combining subjects" (24.3. 2015) on the webpage for *The Washington Post*.

## 8. CONCLUSION

With the continuously changing network of English speakers in our modern, global world, this study explores how the role of English as an international language is visible in EFL teaching in Finland, especially since the new curriculum for upper secondary school education highlights the importance of students becoming agents in an international and multicultural network. Educators and researchers have in recent times begun questioning whether the traditional methods for teaching EFL correspond to the real-life situation of English language users, many suggesting that an English as an International Language (EIL) perspective in teaching better reflects the real life needs of the non-native speaker than the current system, which centers around a standardized, native-speaker ideal. To examine how the intended goals of the curriculum that highlight the globality of English can be implemented in real-life teaching, a cultural content analysis was conducted on the three first books in the *New Profiles* textbook series, which is used in a majority of Finland-Swedish upper secondary schools. The contents of the books were examined for their representation of international target culture in relation to source culture and target culture, to see if and how the central ideologies of EIL are visible in the books. The findings were also used to support arguments made in a discussion about the current state of EIL in EFL teaching in Finland compared to another Expanding circle country, in this case Iran, and in speculating whether implementing a more comprehensive EIL perspective is a future possibility in the Finnish educational system.

The dominance of target culture materials was both expected and apparent in the *New Profiles* series, as Western culture originated from the Inner circle is very visible not only in Finnish society but also in the Finnish EFL tradition, a statement which is supported by the results of studies on the history of English in Finnish education. That being said, it would be false to argue that the curriculum and the textbooks analyzed in this particular study completely ignore source culture and international culture, as many of the themes, texts and exercises revolve around topics that highlight the international role English has as a language of communication both locally and globally. Nevertheless, the books emphasize the value of knowing English because of its global reach, instead of presenting the various non-native varieties of English that have developed because of the spread of English, which is a fundamental aspect in the ideology of EIL.

While textbook analysis may give us some indication of the direction of EFL teaching, it is important to note that the textbook is only one part of the teaching process. Furthermore, as this study only focuses on the contents of one book series, the conclusions drawn in this thesis may not apply to those Finnish upper secondary schools that use other teaching materials, or teaching materials used in other Expanding circle countries. The findings of this study cannot measure the successfulness of EIL teaching or make assumptions about teachers' and students' attitudes towards the *New Profiles* textbooks or the idea of integrating an EIL perspective in teaching. However, while the *New Profiles* series would need to be more inclusive and diverse in its international and intercultural content for it to be regarded as suitable material for specific EIL purposes, teachers can certainly utilize texts, exercises and discussion points from the books to present or in some way integrate the ideologies of EIL in teaching.

As for what the findings of this study and of previous research say about the future possibility of implementing a more comprehensive EIL perspective in EFL teaching, it is unlikely that English language teaching in Finland will see any drastic changes in the near future as the curriculum and textbook materials have only recently been reformed. Although it is not improbable that International English will be more visible in the Finnish EFL context at some point, the comparison between two Expanding circle countries in this thesis shows that while the International English perspective promotes global language use which includes a large number of English varieties, the implementation of EIL on a global scale may prove troublesome because of differences in e.g. cultural norms. Furthermore, more research on EIL as an instructional standard and on the attitudes of teachers and students towards International English would need to be conducted for us to draw any decisive conclusions about whether an EIL model truly is more suitable for non-native speakers of English. To answer the question of whether the *New Profiles* series specifically is successful in achieving the intended goals of the curriculum, further research on the attitudes of the teachers and students who utilize the books in EFL teaching and learning would need to be conducted.

## SVENSK SAMMANFATTNING – SWEDISH SUMMARY

### EIL för EFS-studerande – analys över det kulturella innehållet i *New Profiles* engelska textboksenserien för finlandssvenska gymnasielever

#### **Inledning**

I dagens läge är det svårt att ifrågasätta engelskans status i samhället, då det utvecklats till ett språk som används i olika kommunikationssituationer av ett mångskiftande nätverk av engelska talare, som innefattar ett överflöd av olika standard, internationella, nationella, regionala och lokala språkvarieteter. Trots detta är många osäkra på hur engelskans globala roll kan inlemmas i engelska som främmande språk (EFS) undervisningen, där den idealiserade modersmålstalaren ännu används som tumstock för att mäta elevernas kunskaper. Många utbildare har ifrågasatt traditionerna inom EFS-pedagogiken och hävdar att undervisningsstrategierna och metoderna bör förändras för att bättre avspegla verkligheten av engelska språkbruket i världen. En möjlig lösning är att införa ett mer omfattande 'internationell engelska' (*English as an International Language*, EIL) perspektiv i undervisningen.

Syftet med denna studie är att utföra en textboksanalys av de tre första böckerna i *New Profiles* textboksserien, som används som läromedel i EFS-undervisningen i majoriteten av finlandssvenska gymnasier. Analysen koncentreras på böckernas kulturella innehåll, samt lokaliseringen av kännetecknen som anses vara centrala för EIL-läromedel. Studien avslutas med en diskussion om nuläget i EFS-undervisningen, och möjligheterna för att införa ett mer omfattande EIL-perspektiv i Finland i framtiden. Målet med avhandlingen är att erbjuda insikt i fördelarna och nackdelarna av EIL-perspektivet och belysa de hinder som modellen stöter på i ett system där engelska modersmålstalaren traditionellt sett placerats i centrum.

#### **Berättigande av studien och begränsningar**

När läroplanen eller läromedel genomgår betydande förändringar är det viktigt att utvecklingen granskas kritiskt och med utförbarhet i åtanke. När arbetet för denna avhandling började, var en undersökning om elevers och lärares åsikter kring den nya läroplanen och läromedlet inte möjligt, då förändringarna i finska skolor nyligen hade

verkställts. Därmed kan textboksanalysen ses som ett alternativ för att undersöka hur läroplanens avsedda mål kan utföras i undervisningen med hjälp av läromedlet.

Även om målet med avhandlingen är att bidra till en större diskussion om framtiden för EIL i EFS-undervisningen, finns det givetvis begränsningar vad gäller eventuella slutsatser. För det första, analyseras endast tre böcker från en textboksserie i engelska och därmed stämmer resultaten nödvändigtvis inte överens med innehållet i andra läromedel. Undersökningsresultaten berättar inte heller hur böckerna används i verkligheten, och mäter inte hur framgångsrikt EIL-perspektivet är.

Målet med analysen av det kulturella innehållet i *New Profiles* serien är att undersöka hur olika kulturella grupperna framkommer samt hur de presenteras i böckerna. Läroplanens avsedda mål och bokförlagets beskrivningar av textboksserien tyder på att det i böckerna diskuteras engelskans kommunikativa roll ur en internationell synvinkel. Min hypotes är att även om källkultur och internationell kultur ges synlighet i böckerna är det osannolikt att de ersätter målkulturen. Det här grundas på tanken av att inflytelsen av amerikansk kultur i det västerländska samhället och modersmålsidealet ännu är tydligt i EFS-kontexten.

### **Engelskans historiska bakgrund och internationell engelska idag**

Enligt Crystal (2003: 59) kan engelskans nuvarande status ses som ett resultat av två faktorer: expansionen av det brittiska kolonialväldet och uppgången av förenta staterna som en ledande ekonomisk makt under 1900-talet. Han påpekar även (2003: 121) att två händelser hjälpt fastställa engelskans roll som ett lingua franca på 2000-talet. Dessa är rörelsen för politisk självständighet i före detta kolonier där engelskan erhöll ett nytt speciellt status och den ”elektroniska revolutionen” där utvecklingen av datorer och virtuell kommunikation i USA skapade ett behov för ett gemensamt språk mellan användare av det globala nätverket. Vidare påstår han (2003: 3) att ett språk uppnår global status då de erhållit en speciell roll som är erkänd i varje land, i synnerhet i de länder var det inte finns många modersmålstalare av språket i fråga.

Många (bl.a. Crystal 2003: 59, Penhallurick 2010: 89) betraktar Braj Kachrus modell för spridningen av engelska språket som mest inflytelserik då det gäller den globala kartläggningen av engelska talare. Modellen beaktar engelska språkets spridning och utveckling runtom världen som tre sfärer som representerar de olika sätten som språket har förvärvats och används aktuellt; den *inre sfären* hänvisar till

ställen där engelska är primära språket (t.ex. USA, Storbritannien, Kanada), den *yttre sfären* innefattar länder som varit delaktiga i språkets tidiga spridning och har en historisk anknytning till engelska (t.ex. Indien och Singapore), medan den *expanderande sfären* innefattar nationer som erkänner engelskan som ett viktigt, internationellt, främmande språk (t.ex. Japan och Finland). Kachrus modell belyser mångfalden av engelska talare i världen och visar att språket används av en mycket större andel icke-infödda talare än modersmålstalare.

Termer som *global engelska*, *världsengelska* och *internationell engelska* förekommer ofta i samband med diskussioner om engelskans globala användning. 'Global engelska' eller 'världsengelska' hänvisar till språkbruket i den yttre sfären där engelska har utvecklats till ett stort språk genom uppkomsten av nya, lokala former av språket. Världsengelska-modellen utmanar uppfattningen om språket som en standardiserad enhet och den har även en viktig pedagogisk innebörd – att öka medvetenheten om olika engelska varieteter och hur de utvecklats genom historiska, ekonomiska och politiska processer (Kubota 2012: 56). Trots detta anses varieteter i världsengelska sällan vara lämpliga för global kommunikation, då ett ökande antal lokala former skapat en oro för en lingvistisk splittring av språket.

Termen 'internationell engelska' förekommer ofta i samband med situationer där engelska fungerar som en gemensam kod, huvudsakligen mellan icke-infödda talare, i bland annat affärs- och resesammanhang. EIL-modellen anses passa en stor andel engelska talare runtom världen i dag, då den frigör talare från plikten till engelska modersmålstalarnormer samt världsengelskans kulturella börda (Rubdy och Saraceni 2006: 8). Däremot har forskare svårt att erbjuda endast en definition till internationell engelska. Ett förslaget perspektiv på EIL är den "etablerade varieteten av engelska" av Matsuda och Friedrich (2012: 17–18), som innefattar varieteter som är fastställda och används i en mångfald av kommunikativa funktioner (2012: 22). I till exempel skolväsendet skulle en tillämpning av denna språksyn innebära ett val av en etablerad varietet som den främsta undervisningsmodellen samtidigt som introduktionen av andra internationella varieteter skulle vara en allmän praxis i klassrummet.

### **Engelska i finsk undervisning**

Ända sedan engelska introducerades som ett skolämne i Finland nästan 100 år sedan har språket vartefter utvecklats till det största och det mest populära främmande språket i

både undervisning och samhället. Den senaste nationella undersökningen (Leppänen et al. 2011: 162) visar att efter finska uppfattas engelska av den finska talande majoriteten vara det viktigaste språket och det språk de anser sig vara mest kunniga i. Ranta (2011: 159) nämner bl.a. engelskans förekomst i finsk media som en avgörande faktor i finländarnas positiva attityd gentemot språket. Liksom i majoriteten av länder från den expanderande sfären, har EFS-undervisningen i Finland traditionellt följt ett modersmålstalar-ideal (Ranta 2004: 159).

Trots dess popularitet, är engelskans status i Finland svår att definiera. Å ena sidan anses engelska färdigheten i Finland allmänt vara hög och därmed är engelska inte ett ”främmande” språk i Finland, medan å andra sidan visar nationella studien (Leppänen et al. 2011: 98) att majoriteten (94%) av finländare som talar flytande engelska inte anser sig vara på samma nivå som en modersmålstalar, och att största delen även känner sig bekväma med sin ”egen” varietet av engelska. Det här tyder på att EIL-modellen skulle vara lämplig för ett stort antal finska studeranden. Endast ett fåtal studier (Ranta 2010, Jokilehto 2014) har undersökt elevers och lärares åsikter om engelska som ett internationellt språk i Finland. Resultaten av dessa studier visar att även om lärare inser att engelskans globala roll förändrat både användningen av engelska i vardagen samt elevernas behov i engelska inläring, är många osäkra på hur EIL i praktiken kan integreras i undervisningen.

När vi jämför målen i föregående läroplanen med den nya, ser vi en märkbar förändring speciellt i kursbeskrivningarna för främmande språk, vilka är mer detaljerade än förut. Målen för engelska som ett främmande språk (Utbildningsstyrelsen 2015: 114) nämner bl.a. att elever ska ”utvecklas som språkbrukare i engelska och som [aktörer] i en kulturellt mångskiftande värld i såväl lokala och nationella som europeiska och globala sammanhang” och ”förstå engelskans betydelse och roll som internationellt kommunikationsspråk”. Läroplanen betraktas allmänt som en vägvisare som hjälper lärare planera kursinnehåll och undervisningsstrukturer. Engelskans roll som ett internationellt språk för kommunikation betonas vid flera tillfällen i läroplanen, vilket tyder på att internationell engelska borde ha en märkbar närvaro i undervisningen.

### **Teoretisk bakgrund**

Största problemet med att utföra en analys från ett EIL-perspektiv är att tillämpningen av en sådan pedagogik är vid detta skede snarare en experimentell tanke än en vana i

klassrummet. Det är först nyligen som forskning om EIL i läroböcker har bedrivits. Forskare har föreslagit att följande kännetecken är avgörande för utlärandet av internationell engelska och kan därmed ses utforma en slags teoretisk ramverk för analys ur ett EIL perspektiv.

En bra utgångspunkt är att identifiera kulturellt innehåll i forskningsmaterialet enligt Cortazzi och Jins metod. De föreslår att språktextböcker består av tre olika slags typer av kulturell information: *källkultur* som grundar sig på studerandenas egen kultur, *målkultur* som lyfter fram kulturer av länder där engelska talas som primära språket, och *internationell målkultur* som lyfter fram en mångfald av kulturer i engelska talande och icke-engelska talande länder runtom världen (I McKay 2006: 121). Rashidi och Meihami (2016: 6) föreslår i sin studie om kulturellt innehåll i engelska läroböcker att man kan studera läromedels kulturella element enligt Adaskou, Britten och Fahsis metodologi. Denna metod föreslår att läromedel innehåller fyra olika slags kulturella beståndsdelar: estetiska, sociologiska, semantiska och pragmatiska. Kategoriseringen hjälper framställa vilka typer av texter och uppgifter förekommer i samband med olika kulturella grupper och material.

Tomlinsons (2006) metodologi inkorporerar internationell engelska i språkplanering, utvecklingen av läroplanen och utvärdering. Han framställer också en förteckning över drag och kännetecken som EIL-material idealt borde innehålla. Dessa material ska enligt honom (2006: 144) ge studeranden möjligheten att interagera med andra talare av internationell engelska, synliggöra språkbruk i olika typer av texter och genrer som innefattar en mångfald av engelska varieteter, hjälpa studeranden uppmärksamma och svara på undermeningar som modersmålstalare ofta anser vara allmänna för alla engelskatalare, samt hjälpa studeranden anpassa sitt språkbruk när de interagerar med både modersmålstalare, andra icke-inhemska talare, eller talare av någon regional eller lokal varietet av engelska. Sifakis (2006) föreslår däremot att lärare som har ett intresse för EIL kan försöka göra det bästa av befintliga textböcker, så länge de förhåller sig kritiska till 'normperspektiven' i dem som betonar regelbundenhet och standardisering. Enligt honom (2006: 164) bör läraren använda sig av övningar och texter som har en genuin kommunikativ riktning, inte begär elever att vara någon annan än dem själva och inte behandlar elever som kulturella stereotyper. De ska även vara realistiska, utmanande och motiverande.

## Forskningsfrågor

Med tanke på avhandlingens syfte och teoretiska ramverk, formulerades följande forskningsfrågor:

- 1) Vilka typer av kulturellt innehåll består textböckerna av, och vilken kulturella grupp är mest framträdande?
- 2) Vilka kulturella element kan hittas i böckerna, och i vilka sammanhang förekommer de?
- 3) Innehåller böckerna exempel på drag eller kännetecken som har föreslagits vara centrala för EIL-material, och är dessa explicita eller implicita?
- 4) Hur presenteras teman, samtalsämnen och målen i läroplanen som specifikt hänvisar till engelskans roll som ett internationellt språk i böckerna? Hur kan läraren använda läromedlet om hen önskar inkorporera EIL-perspektivet i klassrummet?
- 5) Vad säger resultaten av denna studie och tidigare undersökning om det aktuella läget i EFS-undervisningen både nationellt och internationellt, och vad är framtidsutsikterna för att införa ett mer omfattande EIL-perspektiv i finska EFS-undervisningen?

## Material

Före materialet för undersökningen valdes fanns det flera punkter att beakta, bland annat hur centrala textböcker är i EFS-undervisningen i Finland, i vilken utsträckning de används av både lärare och elever, och vilka textböcker som används i finlandssvenska skolor. För att besvara dessa frågor, skapades en lista över alla finlandssvenska gymnasier och de material de använder i engelska undervisningen. Denna lista visar att en majoritet av finlandssvenska gymnasier använder sig av böcker ur *New Profiles* bokserien i de obligatoriska kurserna i engelska. Bokserien är en ny publikation som skapats med speciell hänsyn till den förnyade läroplanen. Då forskningsarbetet för denna avhandling inleddes hade endast tre första böckerna i bokserien publicerats, vilket är orsaken till att dessa valdes till undersökningsmaterial för denna studie. Enligt webbsidan för Schildts & Söderströms, det finlandssvenska bokförlaget som publicerar *New Profiles*, erbjuder läromedlet en ”välplanerad helhet med mångsidiga och autentiska texter”, där fokus ligger på kommunikativ förmåga och engelskans betydelse som globalt språk.

## Metod

Metoden för undersökning i denna studie var kvalitativ textboksanalys med betoning på det kulturella innehållet. Denna metod börjar i regel med en genomgång av innehållet för att hitta det material som är relevant för forskningsfrågan, varefter det relevanta materialet delas in i olika kategorier (Tuomi och Sarajärvi 2009: 92–94). Det här förenklar presentationen av resultaten och diskussionen som följer. Utgångspunkten för denna studie är materialets kulturella innehåll som indelades enligt Cortazzi & Jins metod i kategorierna källkultur, internationell kultur och målkultur. Böckerna utforskades även för sina kulturella element för att visa vilka typer av texter och uppgifter förekommer i de olika kulturgrupperna, samt för de kriterier och kännetecken som enligt forskare är centrala i EIL-läromedel. Resultaten används som stöd i diskussionen för hur teman och målen i läroplanen som betonar engelskans globala roll förekommer i textböckerna, hur ideologin av EIL presenteras i läromedlet, och vad resultaten säger om aktuella situationen i och framtiden för EFS-undervisningen i Finland då det gäller integreringen av en mer internationell syn på engelska. Resultaten jämförs även med dessa av Rashidi och Meihami (2016). Jämförelsen gör det möjligt att dra slutsatser av ifall textböcker från två olika länder i den expanderande sfären är lika till deras kulturella innebörd.

## Resultat och diskussion

Innehållsanalysen inleddes med en gruppering av böckernas kulturella innehåll, varefter undersökningsresultaten kategoriserades enligt deras syfte i någon av följande fem grupper: texter, uppgifter, profiler, råd och källor. Resultaten visade att böckerna innehöll mest målkultur (85 stycken exempel). Dessa material innefattade teman som livet i inre sfärens storstäder, normer och vanor i västerländsk kultur eller profiler av kända personligheter från engelska-talande länder. Källkulturmaterial (29 stycken) berörde däremot teman relaterade till finsk kultur och stereotyper om finnar, medan internationella kulturmaterial (30 stycken) behandlade ämnen som interrailing, engelska som ett internationellt språk samt stereotyper om olika nationaliteter. Största delen av det kulturella innehållet förekom i texter (49) och uppgifter (47), medan resterande material placerades i kategorierna för profiler (17), råd (11) och källor (19).

Undersökningen visade att *New Profiles* böckerna framställde diverse situationer i texter och uppgifter som utspelade sig i både lokala och nationala, såväl

som europeiska och globala kontexter, vilket stämmer överens med läroplanens direktiv. Källkulturmaterial innefattade situationer där engelska användes antingen inom Finland, i till exempel texter där människor från andra länder beskriver deras upplevelser om finsk kultur, eller i internationella kontexter, där elever bland annat övade sig på att besvara frågor som utlänningar ofta har om Finland. Även om källkulturmaterial som utspelades lokalt var få, kan *New Profiles* berömmas för att ha inkluderat exempel som visar att engelska också används som språk för kommunikation inom Finland.

Europeiska och internationella kontexterna förekom för det mesta i målkultur- och internationella kulturmaterial, där teman innefattade bland annat resande och multikulturalism. Endast en av texterna diskuterade specifikt engelskans globala roll. Även om texten betonade betydelsen av att kunna engelska för att möjliggöra internationell kommunikation, utslöts det att språkets globala spridning skapat en mångfald av olika lokala och regionala varieteter, som anses vara centralt för att förstå ideologin av EIL. Dessutom presenterades största delen av internationella materialet i en västerländsk kontext, då endast två texter förknippade internationell kultur med länder utanför det västerländska samhället. Avslutningsvis kan vi konstatera att även om läroplanens mål och teman är synliga i *New Profiles* serien, motsvarar beskrivningarna över engelskans globala roll inte nödvändigtvis med den aktuella situationen av engelska språket, vilket belyser spänningen mellan läromedlets normativa funktioner och dess inkluderande strävan.

En ofördelaktig observation var att det vid två olika tillfällen i böckerna användes termen 'bruten engelska' (*broken English*) för att beskriva två asiatiska karaktärers språkbruk. Lindeman och Moran (2017: 654) påpekar att uttrycket ofta används för att beskriva skriftliga eller muntliga brister i språket. Termen kopplas allmänt till en negativ syn på icke-inhemska varieteter, speciellt vid tillfällen där uttrycket inte hänvisar till brister i kommunikation utan visar en klar preferens till standardiserade varieteter av vita medelklass engelska modersmålstalare, och kan därmed ses bidra till en socialt godtagbar marginalisering. *New Profiles* böckerna framställer inte termen negativt och de förklarar inte dess problematiska natur. Därmed är det sannolikt att elever gör egna stereotypiska slutsatser om kopplingar mellan termen och särskilda icke-inhemska varieteter.

När det gäller centrala särdrag i EIL-läromedel, innehöll böckerna flera texttyper i olika genrer som porträtterade personligheter från flera olika länder, vilket är grundläggande i Tomlinsons metodologi. Tomlinson betonar att eleverna känner till

drag i engelskan som modersmålstalare anser vara universella även om de inte är det. Det här kan kopplas till inlärningsråden som förekommer i *New Profiles* böckerna, där elever får konkreta råd om hur man kan interagera med engelska-talare för att åstadkomma framgångsrik kommunikation i synnerhet gällande kulturellt bundna normer. Däremot gjorde böckerna inga åtskillnader mellan engelska modersmålstalare från olika länder, även om dessa förmodligen inte har samma normer för kommunikation. Beskrivningarna av de standardiserade varieteterna av engelska, huvudsakligen den amerikanska och brittiska, innefattade inte heller information om de otaliga regionala varieteterna som förekommer i länderna. Det här tyder på att en stereotypisk syn på modersmålstalaren lever kvar i EFS-sammanhanget.

Kännetecken som Sifakis förslagit vara viktiga var också synliga i *New Profiles* serien, då flera av uppgifterna har kommunikativa ändamål och strävar efter att motbevisa negativa stereotyper. Det här kan anses vara ett tillvägagångssätt för att främja uppfattningen om interkulturalitet. Däremot diskuterades det i ett flertal andra texter tvärkulturella olikheter, och även om en ”vi mot dem” skildring inte är explicit i läroböckerna, kan dessa exempel kopplas till en av de största motstridigheterna i internationell engelska: Hur realistiskt är det att hitta språklig gemenskap i länder från olika kulturella bakgrunder på en ständigt växande global plan? För att utforska frågan jämfördes undersökningsresultaten med Rashidi och Meihamis (2016) studie där de undersökt det kulturella innehållet av den iranska textboksserien *Prospect*. Jämförelsen visade att till skillnad från *New Profiles* böckerna där innehållet dominerades av målkulturen, framställde *Prospect* ofta ämnen ur ett källkulturperspektiv. Detta kan till en viss grad förklaras med att flera av teman i målkulturmaterialen i *New Profiles* berör västerländska samhällen överlag som Finland är en del av, vilket stöder Pennycooks (1994: 177) argument om att det internationella innehållet i många EFS-läroböcker fortsättningsvis är huvudsakligen anglo-centriska, även om internationell engelska allmänt betraktas som ett neutralt språk.

När det gäller framtida möjligheter för att verkställa ett mer omfattande EIL-perspektiv i EFS-undervisningen, är det osannolikt att några drastiska förändringar kommer ske inom närmsta framtiden, då läroplanen och läromedlen nyligen reformerats. Det är också viktigt att påpeka att elever inte enbart lär sig engelska för framtida syften eller för eget intresses skull – studentskrivningarna är också ett viktigt element i undervisningen. Det är osäkert hur den planerade reformen i antagningen till högskolor år 2020, där resultat i studentskrivningar kommer ha ett större inflytande i

urvalsprocessen, kommer påverka innehållet som prioriteras i EFS-undervisningen. Däremot är det inte orealistiskt att EIL kommer ha en större roll i EFS-undervisningen i framtiden, med tanke på att Finland har varit känt för att genomföra stora reformer gällande utbildningssystemet.

### **Slutsats**

Denna avhandling undersökte hur engelskans roll som ett internationellt språk för kommunikation kan inkluderas i EFS-undervisningen. Det här gjordes genom att bedriva en kulturell innehållsanalys av *New Profiles* läromedlet, som används i majoriteten av finlandssvenska gymnasier. Även om analysen bekräftade hypotesen om att källkultur dominerar i textböckerna skulle det vara felaktigt att påstå att läromedlet helt och hållet ignorerar internationell kultur och målkultur. Böckerna framställer situationer där engelska används i internationella, nationella och lokala sammanhang, samt innehåller uppgifter där elever övar för framtida kommunikativa situationer. Däremot betonar böckerna betydelsen av att kunna engelska på grund av dess globala utsträckning, istället för att till exempel erbjuda information om de otaliga varieteterna som skapats tack vare engelskans globala spridning, vilket anses grundläggande i EIL-ideologin.

Avhandlingen kan ge oss en antydning på framtida inriktningar i EFS-undervisningen men det är viktigt att påpeka att denna studie endast undersökt en textbok, och att textboken är en del av en större undervisningshelhet. För att kunna besvara hur framgångsrik *New Profiles* serien är i att verkställa läroplanens mål eller EIL-perspektivets lämplighet som undervisningsmodell, borde mer forskning om EIL i Svenskfinland bedrivas i framtiden. *New Profiles* serien borde vara mer varierande i sitt internationella kulturinnehåll för att kunna användas för specifika EIL-syften. Dock kan lärare utnyttja de texter, uppgifter och samtalspunkter som förekommer i böckerna för att presentera EIL-ideologin i klassrummet.

## Appendices

### Appendix 1: List of educational materials used in the obligatory courses of English in Finland-Swedish upper secondary schools in 2017-2018

Schools	ENA1	ENA2	ENA3	ENA4	ENA5	ENA6
Borgå gymnasium	NP1	NP2	NP3	Prof. 4	-	-
Lovisa gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Sibbo gymnasium	-	-	-	-	-	-
Brändö gymnasium	comp.	comp.	comp.	comp.	comp.	-
Gymnasiet Lärkan	-	-	-	-	-	-
Tölö gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Gymnasiet Grankulla samskola	-	-	NP3	Prof. 4	Prof. 5	Prof. 6
Helsinge gymnasium	NP1	NP2	NP3	Insights4	Insights5	Insights6
Kyrkslätt gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Mattlidens gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Ekenäs gymnasium	-	-	-	-	-	-
Hangö gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Karis-Billnäs gymnasium	NP1	NP2	NP3	Prof.4	Prof. 5	Prof. 6
Virkby gymnasium	NP1	NP2	NP3	Prof. 4	-	-
Katedralskolan i Åbo	NP1	NP2	comp.	Prof. 4	comp.	comp.
Kimitoöns gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Pargas svenska gymnasium	NP1	NP2	-	Prof. 4	comp.	comp.
Kristinestads gymnasium	-	-	-	-	-	-
Närpes gymnasium	-	-	-	-	-	-
Gymnasiet i Petalax	NP1	NP2	NP3	Prof. 4	Prof. 6	OnTrack6
Korsholms gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 6	OnTrack6

Vasa gymnasium	-	-	-	-	-	-
Vasa övningskola	-	-	-	-	-	-
Vörå samgymnasium	NP1	NP2	OnTrack3	OnTrack4	OnTrack5	OnTrack6
Jakobstads gymnasium	-	-	-	-	-	-
Karleby svenska gymnasium	NP1	NP2	NP3	Prof. 4	Prof. 6	Prof. 3
Kronoby gymnasium	tablet.	tablet.	tablet.	tablet.	tablet.	tablet.
Pedersöre gymnasium	Prof.1	Prof.2	tablet.	tablet.	-	-
Topeliusgymnasiet i Nykarleby	-	-	-	-	-	-
Björneborgs svenska samskola	NP1	NP2	NP3	Prof. 4	Prof. 6	OnTrack6
Kotka Svenska Samskola	NP1	NP2	NP3	Prof. 4	Prof. 5	Prof. 6
Svenska privatskolan i Uleåborg	NP1	NP2	NP3	NP4	NP5	NP6
Tammerfors Gymnasium	NP1	NP2	NP3	-	-	-
<hr/>						
Total of schools: <b>33</b>	NP 1: <b>20</b>	NP2: <b>20</b>	NP3: <b>18</b>	Prof. 4: <b>17</b>	Prof. 5: <b>9</b>	Prof. 6: <b>9</b>
	Other: <b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>11</b>	<b>10</b>
	Blank: <b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>13</b>	<b>14</b>

**Abbreviations:**

NP = New Profiles

Prof. = Profiles

comp = Compendium (teacher's own materials)

tablet = tabletkoulu (online coursebook)

blank (-) = no information available online/materials yet to be announced

## **Appendix 2: The icons in the *New Profiles* series, and their functions**

- [sound icon]: A text or an exercise with recorded material that accompanies the books
- *Idioms*: Making your English sound more natural and varied
- *Hear Say*: Exercises in pronunciation, polishing your intonation and pronunciation
- *Kick Start*: Introducing a theme, getting you started with the topic at hand
- *Word Power*: Vocabulary, strengthening and broadening your command of words
- *Sound Bite*: Short listening comprehensions, helping you make sure you understand spoken texts
- *Text Wise*: Comprehension exercises, checking that you have understood the written text
- *Chat Room*: Speaking up, practicing your speaking skills
- *Note Pad*: Exercises in writing, improving the way you express yourself in writing

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