

**A Comparative Analysis on Finnish and Korean High  
School English Textbooks in the Perspective of  
Communicative Language Teaching**

Wook Namgung

Master's Thesis in Education

Spring Term 2016

Department of Education

University of Jyväskylä

## **ABSTRACT**

**Namgung, Wook. 2016. A Comparative Analysis on Finnish and Korean High School Textbooks in the Perspective of Communicative Language Teaching. Master's Thesis in Education. University of Jyväskylä. Department of Education. 111 pages.**

English textbooks are a key resource for English courses in both Finnish and Korean high schools. The present study aims to compare the similarities and differences of Finnish and Korean high school English textbooks and analyze them from the perspective of Communicative Language Teaching (CLT) on which English textbooks of both countries are theoretically based. Two English textbooks have been selected from each country for this research. One textbook is targeted for 10<sup>th</sup> grade and the other for 11<sup>th</sup> grade. The textbooks have been analyzed according to six dimensions: textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. The study conducts a quantitative content analysis for the comparison of English textbooks of both countries and a qualitative theory-driven content analysis through the lens of CLT.

The findings show a variety of similarities and differences between Finnish and Korean textbooks in the six dimensions. The results provide some implications for communicative textbooks from the perspective of CLT. The impact of the national testing system on English textbook design was discussed on the basis of the findings. This study suggests the reconsideration of the current vocabulary control for English textbooks in the Korean national curriculum and the substitution for the translation works noticeably visible in Finnish textbooks for CLT. The findings can provide English teachers with pedagogical benefits and the textbooks publishers with insights for textbook design. These findings also give some academic ideas on how diversely CLT can be realized in English textbooks.

**Key words:** English textbooks, Communicative Language Teaching, comparative analysis, Finland, Korea

## ACKNOWLEDGEMENTS

*Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken. (Ecclesiastes 4:12, NIV)*

This master's thesis would not have been realized without the support of many others. I acknowledge the facilitation and encouragement of my supervisors Josephine Moate and Maria Ruohotie-Lyhty throughout the research process. You have been the most accessible and caring mentors for the present study. I have really appreciated your timely comments and insightful advices to enrich my research. I am also grateful to Olli-Pekka Salo, an author of Finnish textbook series "Profiles". You have kindly helped this research by providing me with all the information and materials I need. My special thanks go to University Teacher Salla Määttä who has supported my study during the entire period of International Master's Degree Programme in Education. Finally, I would like to acknowledge the support and encouragement of my classmate and wife Yuri Choi as well as my three children Haeun, Hajun, and Hayeong. My family has provided me with motivation and passion to complete this study.

# CONTENTS

ABSTRACT

ACKNOWLEDGEMENTS

CONTENTS

<b>1</b>	<b>INTRODUCTION.....</b>	<b>7</b>
<b>2</b>	<b>THEORETICAL BACKGROUND.....</b>	<b>10</b>
2.1	Communicative approach to foreign language pedagogy .....	10
2.2	The role of textbooks in Communicative Language Teaching.....	13
2.3	English curriculum in South Korea and Finland.....	16
2.3.1	The English curriculum in Korean high school.....	17
2.3.2	The English curriculum in Finnish high school .....	21
2.3.3	Comparison of the English curriculum of both countries.....	25
2.4	Issues in English education in South Korea and Finland .....	26
2.4.1	National testing systems for high school students .....	26
2.4.2	The effect of mass media on English proficiency .....	28
2.5	Previous studies on materials for language learning.....	29
<b>3</b>	<b>RESEARCH METHODOLOGY.....</b>	<b>32</b>
3.1	Research Objects and ethical issues .....	32
3.2	Research Methods .....	33
3.2.1	Textbook structure.....	34
3.2.2	Vocabulary .....	35
3.2.3	Language forms .....	35
3.2.4	Topics and cultural backgrounds.....	36
3.2.5	Communicative functions.....	38
3.2.6	Activities for language skills.....	39
<b>4</b>	<b>RESEARCH FINDINGS .....</b>	<b>44</b>

4.1	Textbook structure .....	45
4.1.1	Textbook layout and physical makeup .....	45
4.1.2	Chapter composition .....	47
4.2	Vocabulary .....	50
4.3	Language forms .....	53
4.4	Topics and cultural backgrounds .....	57
4.5	Communicative functions .....	63
4.6	Activities for language skills .....	68
4.6.1	Listening .....	68
4.6.2	Speaking .....	72
4.6.3	Reading .....	77
4.6.4	Writing .....	82
<b>5</b>	<b>DISCUSSION AND CONCLUSION .....</b>	<b>86</b>
<b>6</b>	<b>REFERENCES .....</b>	<b>96</b>
<b>7</b>	<b>APPENDIX .....</b>	<b>107</b>
7.1	The list of topics in the high school English curriculum of Korea .....	107
7.2	The descriptions for the target levels of Language Proficiency Scale in English as an A language .....	108
7.3	The scales for the range of vocabulary knowledge in CEFR .....	110

# 1 INTRODUCTION

As a high school English teacher in South Korea, how to teach English in more effective way has always been my number one interest and assignment. In particular, English textbooks are one of the most important teaching materials in my English classroom so I have a significant interest in the structures and contents of English textbooks. Furthermore, in 2011 I participated in a project to write a national English textbook for high school students in South Korea. This experience inspired my interest in comparing and investigating many English textbooks. In fact, English textbooks are not the most essential materials in English classes of Korean high schools because the main purpose of English classes is usually to prepare high school students for the English part in the Korean Scholastic Aptitude Test and the level of English textbooks are not enough for training students to practice for the English test. So high school English teachers usually have to add other workbooks in their regular classes or supplementary ones, which include many questions helpful for preparing for the English test. This situation is severe in the third grade of high school, when the students face the university entrance exam. Some schools do not even choose English textbooks in the regular English classes but use other workbooks for the teaching materials, which include many questions for the university entrance exam. The presence of supplementary materials made me question the true role of English textbooks.

In August 2013, I had the chance to visit to the University of Helsinki on a teacher training course. During the training course I visited a Finnish high school and attended English classes. During this visit, I observed that English textbooks were the main teaching material in English classes in the Finnish high school. This raised the questions, "How can Finnish high school teachers choose English textbooks as the main teaching material?" and "How can Finnish students achieve such a high level of English proficiency in the four skills of

listening, speaking, reading, and writing?" These questions were part of the reason for me to decide to study at the University of Jyväskylä.

The present study compares and analyzes Finnish and Korean high school English textbooks. This comparative analysis aims to offer Finnish and Korean high school English teachers pedagogical insights for their English classes as English teachers in both contexts are highly dependent on English textbooks in their classes (Hietala, 2013; Tergujeff, 2013; Seo, 2004; Yoo, 2012). It is also hoped that English textbook publishing companies in both countries can reflect on the pedagogical benefits found in the present study to support English textbook development. Finally, English textbooks for Finnish and Korean high schools emphasize the communicative approach to foreign language pedagogy on the basis of the national curriculum in both countries (Finnish National Board of Education, 2003; Korean Ministry of Education, Science and Technology, 2013). The present study investigates the various realizations of communicative approach in the English textbooks of Korean and Finnish high school.

The research questions for this study can be presented in two parts as follows:

1. What are the similarities and differences of English textbooks between Korean and Finnish high schools?
2. How is the communicative approach to foreign language pedagogy realized in English textbooks between Korean and Finnish high schools?

The similarities and differences are analyzed in relation to six different dimensions suggested by Yoo (2012), which are textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. I chose these categories for my English textbook analysis because they are essential components in English curriculum and can be used for a meaningful comparison in that they have both similarities and differences in English curriculum of two countries. On the basis of these



dimensions, the first research question has been subdivided into the following questions:

- a. How are the textbooks organized?
- b. What vocabulary is included?
- c. What language forms are taught?
- d. What topics and cultural backgrounds are presented?
- e. What communicative functions are addressed?
- f. What types of activities are included for language skills?

In addition to providing a framework for the quantitative content analysis these six categories allow English textbooks of both countries to be critically analyzed through the lens of the communicative approach to the foreign language teaching.

This study also addresses how the communicative approach is reflected in each dimension. As a matter of fact, using English textbooks in the approach of Communicative Language Teaching (CLT) can be problematic since English textbooks can be designed in a variety of ways and they can provide different starting points for them to be used in CLT. However, since the CLT approach is suggested in Finnish and Korean textbooks, it will be meaningful to investigate what opportunities there exist for teachers to use textbooks for more communicative English classes through this comparative study.

The present study consists of five chapters. After the introduction, chapter 2 introduces the theoretical background of the study including the communicative approach to foreign language pedagogy, the role of textbooks in Communicative Language Teaching, English curriculum in South Korea and Finland, issues in English education in the two countries, and the previous studies on English textbook analysis. In chapter 3 the methodology of the study is explained. The findings of the analysis are reported in chapter 4. In the chapter 5 the results of this analysis are further discussed in relation to the

existing literature about language learning and textbook design. On the basis of this practical implications for further textbook design are elaborated.

## **2 THEORETICAL BACKGROUND**

### **2.1 Communicative approach to foreign language pedagogy**

Over the last four decades, Communicative Language Teaching (CLT) has been recognized as an ideal approach to help learners acquire a foreign language (Gómez-Rodríguez, 2010). The importance of meaningful language use at all stages in the acquisition of communicative skills has come to be recognized by foreign language teachers around the world and many curricular innovations have been proposed in response (Savignon, 1997). CLT is not a phenomenon found only in English-speaking countries but rather a universal one in many different language pedagogical contexts around the world.

A communicative approach to the foreign language pedagogy aims to develop students' competence to use sentences appropriately when genuinely communicating outside of the classroom as well as to produce sentences accurately in a lesson (Larsen-Freeman, 2000). Hymes pioneered this communicative approach by coining the term, "communicative competence" which means knowing when and how to say what to whom within a social context (Hymes, 1971). He put the emphasis on the communicative competence reacting against the perceived inadequacy of Noam Chomsky's linguistic competence. In opposition to Chomsky's view of the "ideal speaker-listener" as a nonexistent abstraction, Hymes looks at the real speaker-listener in the social interaction. Afterwards Canale and Swain (1980) subdivided the communicative competence in three components: grammatical competence, sociolinguistic competence, and strategic competence. In 1983, Canale added discourse competence to their original model. The combined models are illustrated in figure 1.

For Canale and Swain (1980), grammatical competence is the knowledge of lexical items and rules of morphology, syntax, and sentence-grammar semantics, and phonology. Sociolinguistic competence is defined as the knowledge of the socio-cultural rules of language and the discourse in which language is used. Strategic competence refers to the verbal and nonverbal communication strategies speakers use to compensate for breakdowns in communication due to performance variables or insufficient competence. The later addition of discourse competence is defined as knowledge of how to achieve cohesion and coherence in a text (Canale, 1983). It is the combination of these different competences that support communicative competence. Being communicatively competent means more than knowing the linguistic grammar; it also necessitates being able to negotiate meaning and to interact socially in the target language. CLT makes the communicative competence the goal of language teaching and focus on the interdependence of language and communication.

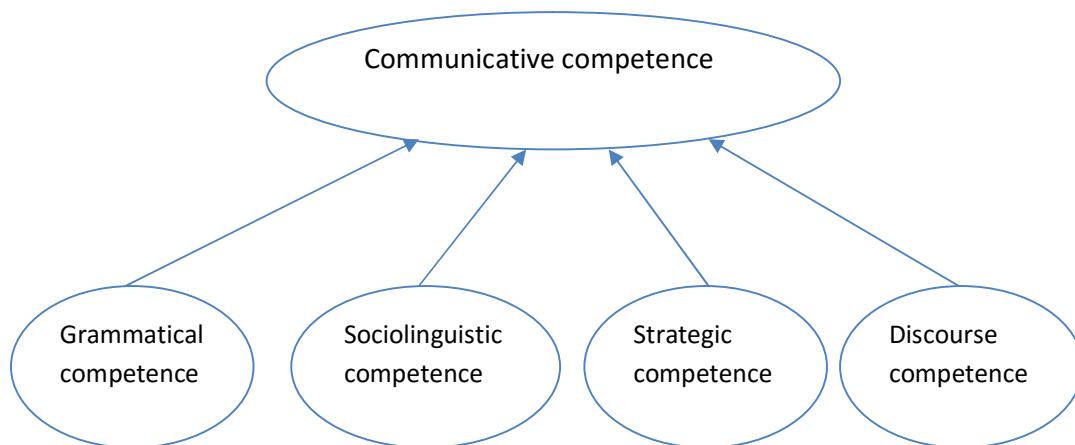


Figure 1 Canale and Swain's Communicative Competence Model

Considering the numerous interpretations and researches on the concept of communicative competence, the principles of CLT can be summarized as follows (Gómez-Rodríguez, 2010).

1. Learners develop their ability to communicate in genuine contexts, since contextualization is a basic need. Language in context contains cultural traits.
2. The contents of a language course are based on social communicative functions and not merely on linguistic structures.
3. Students work in groups to establish meaningful negotiation when they are involved in role-playing activities, problem-solving tasks, dramatizations, and simulations of situations in real life.
4. Classroom materials and activities are authentic, as they reflect typical real-life situations.
5. Language is created by the individual, frequently through trial and error. Hence, making mistakes is part of the learning process.

Students play a more active role in this CLT in that they are actively engaged in negotiating meaning by trying to understand others and make themselves understood even when their knowledge of the target language is incomplete. Teachers facilitate communication in this classroom by establishing situations likely to promote communication. During the class, they act as an adviser, answering students' questions and monitoring their performance (Larsen-Freeman, 2000).

However, the definitions and interpretations of the communicative approach to foreign language pedagogy are not restricted within the communications of messages and negotiations of meaning since there are so many interpretations and implementations of CLT (Spada, 2007). In particular, CLT is not the approach to exclude language forms but rather one to include communication in the analysis and practice of language forms. CLT is more like an umbrella term to support the form and meaning in foreign language classrooms.

Within the European context communicative competence has been theorized using horizontal and vertical dimensions (Council of Europe, 2001). The horizontal dimension indicates the language activities in which language

users engage in terms of context of language use, communicative themes, and communicative tasks and purposes. The horizontal development comprises the dimensions of the communicative competences such as grammatical competence, sociolinguistic competence, strategic competence, and discourse competence as Canale and Swain (1983) suggested. On the other hand, the vertical dimension specifies the levels for describing learner proficiency. The vertical dimension is related to the complexity of communicative tasks. The framework of the horizontal and vertical dimension of second language acquisition is illustrated in Figure 2. The development of communicative language competences can be seen both at the level of expanding one's range of communicative activities and at the level of performing them in increasingly more complex and sophisticated ways (Hulstijn, Alderson & Schoonen, 2010).

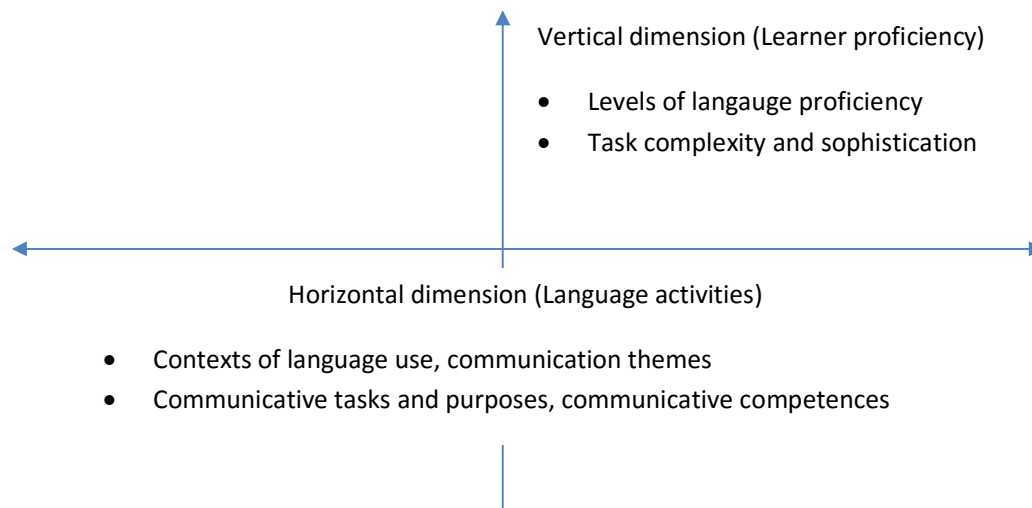


Figure 2 The horizontal and vertical dimension of second language acquisition

## 2.2 The role of textbooks in Communicative Language Teaching

There is no doubt that textbooks play a pivotal role in foreign language classrooms at any stages all around the world (Bhanegaonkar & Mahfoodh, 2013). Textbooks are generally considered to be an indispensable material for foreign language learning and provide foundational opportunities for

communication in foreign language classrooms (Park, 2003). Teachers often rely heavily on textbooks in foreign language teaching since they do not have the time and energy to find extra materials or make their own materials (Tergujeff, 2013). Furthermore, the conceptualization of language that the school mediates to students is strongly associated with written language and textbooks are concrete examples of written language (Dufva & Alanen, 2005). In some contexts, textbooks take the role of the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may offer the basis for the content of the lessons, the balance of skills taught, and the kinds of language tasks students actively use. In other contexts, textbooks may serve primarily to supplement the teacher's instruction. For learners, textbooks may provide a major source of contact they have with the target language, excluding the input provided by the teacher (Razmjoo, 2007).

A variety of researches on the development of materials and particularly textbooks have been conducted mainly in terms of evaluating and selecting materials for foreign language learning. Tucker (1975) suggested an evaluation checklist for beginners' textbooks which consists of two types of criteria: the internal criteria such as pronunciation, grammar, and content that are language related and the external criteria such as authenticity of language and availability of supplementary materials that give a broader view of textbooks. Cowles (1976) argued that no textbook or set of materials has all the answers and no review can foresee all the situations in which the materials can be used. His checklist aimed to bring together a variety of considerations in relation to evaluating textual materials in a comprehensive format that is easy to use. Daoud and Celce-Murcia (1979) developed a practical evaluation checklist with two sections, one related to the textbook and the other to the teacher's manual. Based on the checklist, the value of each section can be judged through a five-scale rating, "Excellent, Good, adequate, weak and totally lacking". Cunningsworth (1984) emphasized the importance of relating materials to the course objectives to assess all processes. His evaluation checklist consists of seven sections: 'language content', 'selection and grading of language items',

'presentation and practice of new language items', 'developing language skills and communicative abilities', 'supporting materials', 'motivation and the learner', and 'overall evaluation'. Sheldon's checklist (1988) provides extensive criteria for materials evaluation. The checklist includes the pedagogic concerns such as authenticity, cultural bias, and educational validity as well as the practical considerations such as overall value for money and physical characteristics. Skierso (1991) also presented an evaluation checklist for a textbook and a teacher's manual. The checklist has six subsections: 'bibliographical data', 'aims and goals', 'subject matter', 'vocabulary and structures', 'exercises and activities' as well as 'layout and physical makeup'. Ur's checklist (1996) includes various criteria such as to what extent the approach is educationally and socially acceptable to the target community. She also emphasized the fluency practice in all four skills rather than the accuracy in her checklist. Garinger (2002) reflected teachers' concerns in selecting textbooks in his checklist. The checklist includes not only language related concerns such as skills, exercises and activities but also practical concerns such as availability and cost. Littlejohn (2011) proposed a framework for analyzing materials which consists of two main sections: publication and design. Publication relates to the physical aspects of the materials and design relates to the thinking underlying the materials.

Considering the textbooks from the perspective of CLT, they should include authentic language materials. Referred to CLT, the authentic materials in the textbooks are a powerful tool for the communicative language classroom (Ko, 2014). To overcome the typical problem that the students cannot transfer what they learn in the classroom to the outside world and to expose them to natural language in a variety of situations, CLT prefers to use as many authentic materials to native speakers of the target language as possible in the textbook (Larsen-Freeman, 2000). However, any understanding of authentic materials in a foreign language is bound to be limited by the learner's present degree of knowledge of vocabulary and grammatical structure. It is not surprising that learners fail to cope with them in a foreign language: the density of the

information defeats them or makes them feel insecure (Candlin, 1981). It is necessary to modify the authentic materials for the level of students with low proficiency if the textbooks target them since they might have difficulty in learning the authentic materials. In this case, the textbooks can include more accessible or realistic materials depending on the levels of target groups in the language classroom.

Textbooks can also play a critical role in enhancing students' communicative competence by including a variety of activities such as scrambled sentences, language games, picture strip story, and role plays. Those activities in the textbooks can give students valuable communicative practice (Larsen-Freeman, 2000). Research has shown that games in textbooks can make the language lesson more communicative and interactive (Rixon, 1985). For example, an information gap exists in the games between students so that it will lead them to negotiate the meaning and increase communicative practice. The textbooks can also provide the adequate space for students' independent learning, which leads to their effective English language learning in the way of CLT since the approach suggests that students are the main agents in their own learning (Larsen-Freeman, 2000). The vocabularies in the textbooks should be presented in an authentic way rather than manipulating them since it is preferred in CLT to reflect the real language use in the textbooks (Moskalenko, 2013). Authentic topics and cultural backgrounds need to be selected for the textbook contents so that students find them in their real life and have more motivation in English learning on the basis of the authenticity. In terms of language forms, textbooks should present them in a meaningful way. The language forms can be presented more implicitly in context and through tasks as a part of communication (Ko, 2014).

### **2.3 English curriculum in South Korea and Finland**

The English curriculum has an enormous impact on the practice of English education and in particular when English textbooks are produced, English



curricula are naturally reflected in them. It is therefore meaningful to briefly outline and compare high school English curricula of Korea and Finland before comparing and analyzing two English textbooks from these contexts. In this section, I will compare the English curricula of both countries using six categories: characteristics, objective, assessment, vocabularies, topics, distribution of lesson hours. These categories are essential components in English curriculum and can be used for a meaningful comparison in that they have both similarities and differences in English curriculum of two countries (Yoo, 2012).

### **2.3.1 The English curriculum in Korean high school**

Currently Korean high schools follow the 2009 revised national curriculum (Ministry of education, science and technology, 2011). In Korea a common English curriculum is applied to students in primary and middle schools and an optional English curriculum is applied to those in high schools. In other words, high schools have the autonomy to choose several English courses until students graduate from high school.

#### ***2.3.1.1 Characteristics***

There are fifteen English courses in the high school English curriculum of Korea: one basic course, eight general courses and six advanced courses. Korean students do not have to complete all the courses but each school has the right to select about six courses for students during the whole high school period. Which English courses are chosen for the school curriculum varies from school to school according to the types of high schools and their preference, so there is no typical pathway of English courses commonly adopted by every high school. The English courses aim to help students foster the competence to communicate in English and broaden their intellectual capacity and knowledge so they can

acquire the ability to deal with various issues actively in this global age (Ministry of education, science and technology, 2011).

### 2.3.1.2 Objectives

In high school English, students should develop the ability to understand and use English on the basis of what they learned in primary and middle school. High school English courses will help them use English in every field of research and work (Ministry of education, science and technology, 2011). Students can also learn how to introduce Korean cultures to foreigners effectively through this course. I will choose two English courses which are Practical English I and Practical English II for this study so the objectives of the courses are specified as follows.

Courses	Practical English I	Practical English II
Objectives	<ul style="list-style-type: none"> <li>• Sustaining English learning motivation and developing communicative competence.</li> <li>• Understanding speech and conversation about general topics in real life.</li> <li>• Understanding literature about general topics in real life.</li> <li>• Communicating in accordance with purpose and situation using spoken and written English</li> <li>• Increasing interest and understanding about foreign and Korean cultures and fostering attitude to respect uniqueness of each culture</li> </ul>	<ul style="list-style-type: none"> <li>• Sustaining English learning motivation and developing communicative competence.</li> <li>• Understanding speech and conversation about various topics in real life.</li> <li>• Understanding literature about various topics in real life.</li> <li>• Communicating in accordance with purpose, situation and language form using spoken and written English</li> <li>• Developing talents of a global citizen based on correct understanding and attitude toward foreign and Korean cultural traditions and lifestyles.</li> </ul>

Table 1 The objectives of two English courses in Korea

### 2.3.1.3 Assessment

The section on assessment encompasses six areas: planning, objectives and contents, methods, application, assessment for each language skill and the focus of each English course. It suggests specific explanations under each subtitle. The focus of both 'Practical English I' and 'Practical English II' is that they integrate four English skills such as listening, speaking, reading and writing in their own courses so it is recommended that the assessment should be conducted in more integrative way such as by combining listening and speaking.

### 2.3.1.4 Vocabularies

A learner's vocabulary can be expected to become measurably larger and more sophisticated as communicative competence increases (Milton, 2010). So, the higher the level of textbooks becomes, the higher the degree of vocabulary difficulty in the textbooks goes. High school English curriculum selects vocabularies on the basis of use frequency, range, usefulness as well as the basic vocabularies suggested in common English curriculum for basic education. The curriculum presents the list of 2,988 basic vocabularies and set the maximum number of vocabularies which can be added to the list of the basic vocabularies for each high school English course (Hwang, 2014). The maximum number of vocabularies for each high school English course is as follows (Ministry of education, science and technology, 2011).

Course	Maximum number of vocabularies which can be added to the list of basic vocabularies
Basic English	1,300
Practical English I	1,600
Practical English conversation	1,200
Practical English reading and writing	1,800

Practical English II	2,000
English I	1,800
English conversation	1,500
English reading and writing	2,200
English II	2,500
Advanced English	2,800
Advanced English conversation I	1,800
Advanced English conversation II	2,000
Advanced English reading I	3,300
Advanced English reading II	3,500
Advanced English writing	2,300

Table 2 The maximum number of vocabularies for each high school English course in Korea

### 2.3.1.5 Topics

The topics for high school English are selected from the following criteria.

- to motivate students considering their interest, need, cognitive level
- to help understand and use communicative functions
- to consider topics, situations, tasks
- to improve interaction
- to understand cultures of English and non-English speaking countries
- to improve students' creativity and logical and critical thinking

On the basis of these criteria, high school English curriculum suggests 19 examples of topics such as personal life, school life and friendship. The list of all the topics can be found in the appendix.

#### *2.3.1.6 Distribution of lesson hours*

An English lesson lasts 50 minutes for a period in Korean high school. English is normally a subject which has the most lesson hours in Korean high school. Lesson hours per week slightly vary according to school decision and students' grades but they range from 4 to 6 hours a week on average throughout one academic year.

### **2.3.2 The English curriculum in Finnish high school**

The Finnish national core curriculum does not have a separate section for English as a subject as English is considered one of the foreign languages such as German or French. On this basis, the English curriculum is included in the section for foreign languages in the curriculum. According to the statistics conducted by Finnish National Board of Education, 90.3% of Finnish students chose English as their A language in 2013 which is the first compulsory foreign language course generally beginning from grade 3<sup>1</sup>. So we can say that English is the A language for most Finnish students nowadays. The present study presupposes that English belongs to the A language in Finnish national core curriculum.

#### *2.3.2.1 Characteristics*

The subject of foreign languages in the Finnish curriculum is theoretically based on CLT in that teaching foreign languages focuses on developing students' intercultural communication skills (Finnish National Board of Education, 2003). The Finnish curriculum also gives special attention to European identity and European multilingualism and multiculturalism. Students are encouraged to

---

<sup>1</sup> Statistics of the month: Most basic education pupils in Finland learn two languages, Retrieved from [http://www.oph.fi/english/current\\_issues/101/0/statistics\\_of\\_the\\_month\\_most\\_basic\\_education\\_pupils\\_in\\_finland\\_learn\\_two\\_languages](http://www.oph.fi/english/current_issues/101/0/statistics_of_the_month_most_basic_education_pupils_in_finland_learn_two_languages)

study foreign languages independently since the communicative skills can be achieved by persevere and diversified practice in communication. As a subject, each foreign language is considered a practical, theoretical and cultural subject in the Finnish curriculum.

### 2.3.2.2 Objectives

The objective of high school English instruction is to achieve the levels of the Language Proficiency Scale, a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment. The target level generally belongs to grade 8 in the Finnish grade scale which ranges from 4 to 10. Provided English is the A-language, the target levels of the Language Proficiency Scale for each English language skill in high school are as follows (Finnish National Board of Education, 2003).

Language and syllabus	Listening comprehension	Speaking	Reading comprehension	Writing
English, A	B2.1	B2.1	B2.1	B2.1

Table 3 The levels of the Language Proficiency Scale in English as A language

The specified descriptions for target levels in the table above can be found in the appendix.

The objectives of teaching foreign languages are for students to

- know how to communicate in a manner characteristic of the target language and its culture;
- be able to assess their language skills in relation to the objectives;
- be familiar with their own strengths and development needs as communicators and language learners;

- know how to develop their language skills through strategies that are appropriate to their development needs, study assignments and communication tasks.

### *2.3.2.3 Assessment*

Language assessment is occupied with the development of reliable and valid measures for assessing communicative language ability or language proficiency (Alanen, Huhta & Tarnanen, 2010). Assessment of English courses will take all areas of language proficiency into account in accordance with the priorities emphasized in the course descriptions. The assessment scale in the curriculum has been applied from the skills level description presented in the Common European Framework of Reference (CEFR). According to the skill level scale, the students should reach the skill level of B2.1 by the end of high school. This applies to all four skills: listening, speaking, reading and writing (Ahola-Houtsonen, 2013).

### *2.3.2.4 Vocabularies*

Finnish high school curriculum does not give any explicit guideline on vocabulary instruction. In spite of the absence of vocabulary instruction in Finnish curriculum, Common European Framework of Reference for Languages (CEFR) provides the scales for the range of vocabulary knowledge from A1 to C2 (Council of Europe, 2001). For example, according to CEFR, the vocabulary range of B2 is "Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution." The scales for all the vocabulary ranges in CEFR are illustrated in the appendix. However, judgments of the vocabulary range are still vague and need more detailed criteria (Milton, 2010). Both Finnish curriculum and CEFR does not put the rigid

limitation for the maximum number of vocabulary for the English textbooks unlike Korean textbooks.

#### *2.3.2.5 Topics*

The Finnish high school curriculum specifies eight topics for the syllabus. The eight topics correspond to the main topics of eight levels of high school English course books.

- Young people and their world (Course book 1)
- Communication and leisure (Course book 2)
- Study and work (Course book 3)
- Society and the surrounding world (Course book 4)
- Culture (Course book 5)
- Science, economy and technology (Course book 6)
- Nature and sustainable development (Course book 7)
- Globalization and internationalization (Course book 8)

Since the present study chose Profiles 1 and 4 for the Finnish textbooks, it will closely investigate the 1st and 4th topics which are “young people and their world” and “society and the surrounding world”.

#### *2.3.2.6 Distribution of lesson hours*

Foreign languages can be divided into A-language (First foreign language) and B-language (Second foreign language) in the Finnish curriculum. Even though the curriculum does not say that it is compulsory to take English as the A-



language, over 90% of Finnish students take English as their A-language and normally start to learn English from grade 3. Provided English is A, its number of lesson hours per week is 6 hours as compulsory courses and 2 hours as specialization courses as it is described in the table 1 (EURYDICE, 2014). The duration of a lesson must be at least 45 minutes. The average scope of one course is 38 lessons. Consequently, in order to reach the number of lessons, the number of courses on the time allocation table should be multiplied by 38.

Foreign languages	Compulsory courses	Number of national courses offered as specialization courses
A-language, starting in grades 1-6 of compulsory education	6	2
B-language, starting in grades 7-9 of compulsory education	5	2

Table 4 Distribution of lesson hours in general high education for young people

### 2.3.3 Comparison of the English curriculum of both countries

When comparing the English curricula of Korean and Finnish high school a number of points can be observed. First, South Korea has a separate English curriculum while Finland does not. In Finland, English as a subject is included in foreign languages in Finnish curriculum. Furthermore, the high school English curriculum of Korea is concretely described in 338 pages. On the other hand, that of Finland is described briefly in 8 pages. This difference suggests that the Korean ministry of education more strictly sets guidelines for the English curriculum. This difference might also be because Finnish national board of education just sets the core curriculum and gives municipalities and schools the autonomy and options to specify the English curriculum, yet it is the national curriculum which provides the legally binding guidelines.

Second, the English curricula of both countries have characteristics, objectives, assessment, and topics in common. However, the Korean curriculum

restricts the number of vocabularies in each English course according to its level while the Finnish curriculum does not. There is no regulation on vocabulary in Finnish curriculum.

Third, the Korean curriculum presents concrete guidelines for the student assessment such as assessment methods, procedures, application, etc. The Finnish curriculum, however, does not mention them in an explicit way. Rather, it seems that central authorities provide municipalities and schools with the autonomy to devise the student assessment in more concrete way.

Fourth, even though it is difficult to calculate the number of lesson hours of English courses in both countries because it varies according to school situations and grades, both countries have similar lesson hours per week in English courses. This brief overview illustrates that significant similarities and differences exist between Finnish and Korean curriculum. It is worth exploring Finnish and Korean textbooks in more detail on the basis of understanding the English curricula.

## **2.4 Issues in English education in South Korea and Finland**

When it comes to English textbook analysis in South Korea and Finland, the significant issues in relation to English education of both countries can be taken into account. This section compares national testing system for high school students, and the effect of mass media on English proficiency in both countries.

### **2.4.1 National testing systems for high school students**

South Korea has been one of the highest ranking countries in recent PISA researches conducted on OCED countries. It put its name in the high rank in the performance of all the subjects which are mathematics, reading and science even in the most recent survey, PISA 2012. South Korea is, therefore, usually considered as one of the countries whose education system achieved educational excellence. However, there is another notable result in PISA 2012 as

well, which is that the Korean students' engagement, drive and self-beliefs are very low compared to the high achievement. They are forced to spend a significant amount of time studying academic subjects lacking their interest in the study. Furthermore, Korea took the lowest place among OECD countries in terms of the percentage of students who reported being happy at school. Surprisingly, Finland took the fifth place from the bottom in the percentage, which is much lower than OECD average, too.

The students' unhappiness at school seems to have a deep correlation with the national testing system in South Korea. The high-stakes national tests are conducted quite frequently in Korean high schools. Korean high students participate in national standardized tests at least four times a year. Evaluation itself is a positive element in education in that it can support students' learning by helping them check their own understanding of knowledge and find the right direction of the following study. However, too many standardized tests can make Korean high school students stressed out (Bae, 2007). The test results are sometimes used to rank the schools so school leaders are attentive to them and form some academic tension in school culture. The high frequency of national standardized tests may lead to the high score in international tests but have a negative impact on students' affective attitude on study. On the other hand, Finnish education system assigns more responsibility of evaluation to an individual teacher. The Finnish National Board of Education presents the basic principles and goals of student assessment in the national core curriculum and teachers have autonomy in assessing students in Finland. Finnish schools do not use national standardized testing to determine student success (Sahlberg, 2010). The only nationwide test for high school students in Finland is the matriculation exam for the students in the last school year (EURYDICE, 2009).

The national testing system seems to have an important impact on textbook design as well as teaching and learning in a foreign language class. The impact of the national tests can be explained by the term 'washback' commonly used in applied linguistics and language testing. Washback refers to the influence important tests have on classroom practices - in particular, the

effects they have on teaching and learning (Wall, 2012). This study also can give a chance to look into how much high school English textbooks are related with the national testing system.

#### **2.4.2 The effect of mass media on English proficiency**

Thanks to the development of information technology and broadcasting system Korean students can have many chances to get in touch with English programs through the internet, cable TV, etc. There are a variety of English broadcasting programs in Korea including news programs, documentaries, English dramas and pop song channels. These programs are normally broadcast in English or with Korean subtitles without dubbing but public TV programs such as KBS, MBC and SBS mostly provide dubbed programs (Kim, 2008). Korean students can have enough English input through the mass media but they do not have many chances to produce output using English. PC games are very popular among Korean students but most of them are translated into Korean so they do not have to use English for playing PC games developed in other countries.

English has also entered the lives of young Finns via mass media. For example, from the 1950s onwards, both English-speaking popular music and films and TV programs (subtitled rather than dubbed) have been very popular in Finland. All of Finnish students who have access to TV, film, or popular music cannot help being exposed to English on a daily basis. As a result, in many Finnish youth language contexts English is now an everyday resource that speakers and writers can use alongside with, instead of, or mixed with Finnish for particular purposes (Leppänen, 2007). Today's Finnish young generation is connected with the wider world, as are various cultural practices and flows, affiliations, and sociality in which English often has an important role. English is needed in new forms in Finnish students' cultural expression. It is in the context of youth cultural activities (such as boarding, music cultures, fan activities, games, IRC, weblogs, and webzines) that the use of English

alongside Finnish becomes particularly motivated and socially significant (Leppänen & Nikula, 2007). In video and online games, English is necessary tool for doing well in the activity of playing and for interacting with the game and other players. The effect of mass media can be said as a vital factor of Finnish students' high English proficiency. The present study will also look into the inclusion of mass media or cultural practices in English textbooks.

## **2.5 Previous studies on materials for language learning**

Even though language-learning materials play a critical role in foreign language classrooms, they have little attention until recently in the literature on applied linguistics (Tomlinson, 2012). Since materials development began to be treated seriously by academics as a field in the mid-1990s, researchers and practitioners have studied a variety of processes in relation to materials such as materials evaluation, adaptation, production, and exploitation. The present study does not focus on how materials are developed or utilized but pays attention to the analysis on the existing printed materials in particular textbooks. Hence, this section reviews a variety of studies on the textbook analysis which are in line with the present study.

Several studies have been conducted as the comparative analysis of English textbooks between different countries. One recent comparative study was conducted on English textbooks for basic education in Finland and South Korea (Yoo, 2012). This study quantitatively analyzed the 3rd and 7th grade English textbooks of both countries and found that Finnish textbooks encompassed a higher volume of English study than Korean ones. In terms of language structure, culture background, communicative functions and listening activities Korean textbooks for the 7<sup>th</sup> grade tend to present a "wide and shallow" way while Finnish counterparts a "narrow and specific" way. In another recent study, German and Korean high school textbooks and activity books were investigated to compare the contents and methodology of the English textbooks (Jang, 2011). The study quantitatively analyzed the textbooks

in seven dimensions: textbook structure, communicative functions and the length of dialogues, language forms, language activities, materials, illustration, and vocabulary. The analysis demonstrated various similarities and differences between German and Korean textbooks. In particular, Korean textbooks included more artificially made dialogues than German textbooks which used relatively more authentic dialogues quoted in real situations. The middle school English textbooks in China and Korea were also analyzed in terms of the listening and speaking activities as well as cultural elements (Seo, 2004; Yanli, 2013). It was found that the cultural focus of Korean textbooks is school life while that of Chinese textbooks is hobbies, leisure and literature (Yanli, 2013). The most frequently used cultural background in Korean textbooks was universal culture while that of Chinese textbooks was target culture. Chinese textbooks were found to have the double number of speaking and listening activities to Korean ones (Seo, 2004). A research examined primary English textbooks used in Korea, China, Japan (EFL), and Singapore (ESL) (Park, 2012). The study found that the primary English textbooks of each country commonly emphasized the communication skills and were designed to engage students in communicative tasks.

Some studies also have been done for the comparative analysis on English textbooks within a country. Heim (2006) compared and contrasted pre-reading activities of two English textbooks, *Passage* and *Across*, used in Norwegian high schools and investigated students' experiences with them, by asking the students about their experiences and opinions of the textbooks. The study found that pre-reading activities were not so commonly used as part of the teaching even though the activities provided useful chances to develop communicative competence. In Finland, a study analyzed two EFL textbook series of high school to see whether, and to what extent, the textbooks offer the kind of practice in oral skills that is needed to successfully communicate orally based on the theories of communicative competence and oral skills (Hietala, 2013). The research suggested the majority of oral activities in the textbooks

focus on formulating accurate utterances and discussion or problem-solving activities seldom include instructions on the course of conversation.

Intercultural competence (IC) in high school English textbooks in Finland has also been investigated by analyzing the learning tasks in three textbooks of the series *In Touch* (Äijälä, 2009). The analysis showed that all the textbooks contained learning tasks addressing various dimensions of IC and 10% of all the learning tasks in the textbooks were classified as IC learning tasks. Another study examined how pragmatics can be developed through the exercises in high school English textbooks (Luomala, 2010). The study looks at pragmatics in the exercises and the metalanguage of English United textbook series for Finnish high school. It was found that the pragmatic concepts practiced most often in the textbook series were discourse and culture, reference and inference, speech acts and politeness. This study also indicated the clear lack of pragmatic metalanguage in the six compulsory courses of English United. Furthermore, cultural contents were scrutinized in five primary English textbooks of Korea and this study also investigated teachers' and students' awareness for teaching culture (Kim, 2014). It was found that the frequency of 'non-English speaking culture' was the highest in terms of cultural backgrounds and teachers agreed with the necessity for teaching culture in order to improve students' communicative competence but they had several difficulties in teaching cultural contents such as the lack of teaching materials.

In summary, most comparative studies on English textbooks are conducted in the content analysis method and can be classified by two types of researches. One type of research investigates various features of English textbooks such as textbook structure, vocabularies, language forms, etc often using a quantitative approach to find out general characteristics of English textbooks. The studies provide some implications for better textbook publication. The second type of research chooses specific pedagogical criteria such as oral skills, intercultural competence, cultural elements or listening and speaking activities and compares the English textbooks through the selected

perspective in narrower and qualitative approach. The value of these studies lies in discovering the deeper pedagogical knowledge.

The present study combines both types of research by conducting the quantitative content analysis to gain general understanding on the characteristics of high school English textbooks of Finland and Korea and at the same time the qualitative theory-driven content analysis in the specific lens of CLT. There are two reasons why this study selected both types of research. First, the comparative study on high school English textbooks between Finland and Korea has not been conducted before, so it is meaningful to find out the similarities and differences of high school English textbooks in both countries in more general and overall viewpoint by a quantitative content analysis. Second, the present study seeks to investigate academic and pedagogical significances by analyzing the textbooks with the perspective of CLT on which English textbooks of both countries are theoretically based. Moving on, chapter 3 will deal with the methodology of this study.

### **3 RESEARCH METHODOLOGY**

#### **3.1 Research Objects and ethical issues**

For this research, I have chosen two high school English textbooks from Finland and Korea respectively. The Korean ones are 'Practical English I' and 'Practical English II' published by Kumsung publishing company, which are based on 2009 revised national curriculum. All the high school English textbooks in Korea share quite similar structures and features in themselves so I chose two of them. The particular reason for this textbook choice is that I participated in the English textbook publication as one of the authors so I have a good understanding of the English textbooks and take some advantages of analyzing them. The Finnish counterparts are 'Profiles 1' and 'Profiles 4' published by the Sanoma Pro publishing company. 'Practical English I' and 'Practical English II' target the 10<sup>th</sup> and the 11<sup>th</sup> graders respectively as do Profiles 1 and 4. They



target similar age groups in Korea and Finland and that is why I chose Profiles 1 and 4 as the Finnish counterparts. Sanoma Pro is one of the most popular English textbook publishing companies in Finland. As one of the authors of the ‘Profiles course book series’ currently works at Jyväskylä teacher training school affiliated to University of Jyväskylä, this provided valuable insight into the development of this textbook series.

The present study has started with the consent of both Korean and Finnish publishers. The data investigation and the excerpts from the English textbooks for the purpose of research have been approved by both publishers. During the whole research process, I as an author of Korean textbooks and the teacher as an author of Finnish textbooks have been in contact for the present study.

Country	Textbook	Target groups	Publishing company	Year
Korea	Practical English I	10 <sup>th</sup> graders	Kumsung	2013
	Practical English II	11 <sup>th</sup> graders		
Finland	Profiles 1	10 <sup>th</sup> graders	Sanoma Pro	2012
	Profiles 4	11 <sup>th</sup> graders		

Table 5 High school English textbooks in Finland and Korea on study

### 3.2 Research Methods

The present study adopts a mixed-methods approach using both quantitative and qualitative content analysis for comparing and analyzing high school English textbooks in Finland and Korea. It analyzes English textbooks according to six categories using the quantitative content analysis method: textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. The six categories represent key features of English textbooks related to the national curriculum in both countries (Yoo, 2012). These dimensions were also used as the important criteria for analyzing the English textbooks qualitatively from the

perspective of CLT in this study. In summary, the present study will conduct the quantitative content analysis on high school English textbooks in two countries and the qualitative theory-driven content analysis on them in the perspective of CLT.

In the following section, each of these dimensions is outlined in more detail. The way in which each dimension was operationalized in the research process is described.

### **3.2.1 Textbook structure**

Currently, teachers and students rely heavily on textbooks in foreign language classrooms (Dufva & Alanen, 2005; Tergujeff, 2013). In the heavy reliance on textbooks, textbook structure can play a crucial role in foreign language learning. Textbook authors and publishers should consider a variety of points such as the gradation of linguistic structure, the authenticity of materials, and learners' interest for textbook structure (Hall, 1968). If excessive linguistic structures out of real life context are presented in textbooks, students will lose learning motivation because of the textbook structure.

The current study subdivided textbook structure into 'textbook layout and physical makeup' and 'chapter composition'. The items for textbook layout and physical makeup were chosen on the basis of the study on Singaporean primary school English textbook analysis (Kim & Kim, 2006). The criteria encompass textbook size, the number of lessons, the page number of each lesson, the total page number, the page number for appendix, and the contents of appendix, which are appropriate information for understanding the textbook layout and physical makeup. The composition of each chapter and its contents will be also investigated in this part.

### 3.2.2 Vocabulary

An empirical study demonstrated the relationship between vocabulary size and the skills of listening, reading and writing in English as a foreign language and suggested that vocabulary knowledge is the key of comprehension and communicative ability (Stæhr, 2008). Even though vocabulary knowledge is not the sole determiner of one's communicative competence, the number of words and phrases a learner knows is closely connected to his or her communicative competence (Milton, 2010). The more developed a learner's communicative competence is, the larger and more sophisticated the vocabulary is expected to become. In that sense, it is significant to investigate how vocabulary is and dealt with in Finnish and Korean textbooks in this comparative study.

The English curriculum in Korea restricts the maximum number of vocabularies for each English course according to its level. 'Practical English I' and 'Practical English II' which are the objects of this research have 1,600 and 2,000 words respectively as the maximum number of vocabularies which can be added to the list of basic vocabularies. On the other hand, Finnish curriculum does not designate the maximum number of vocabularies for each English course. The present study seeks to find the total number of vocabularies in the English textbooks and the length of the longest sentence among all the sentences in listening, speaking and reading part of the textbooks. A corpus analysis toolkit for concordancing and text analysis called "Antconc" was used to count the total number of vocabularies in each English textbook.

### 3.2.3 Language forms

Since CLT gained a dominant position over English education in Korea from a couple of decades ago like all around the world, fluency was considered more important than accuracy in English curriculum. In fact, the goal of an English class was set to foster fluency more than accuracy in the 6<sup>th</sup> English curriculum of Korea (Yoo, 2012). However, grammar is necessary to express precise

meanings in discourse and focusing on fluency does not automatically guarantee continuing language development on all fronts (Cameron, 2001). It is also a misconception that CLT is an approach to foreign language instruction that focuses on meaning to the exclusion of any attention to language form (Spada, 2007). Grammatical competence is one of the dimensions of communicative competence as Canale and Swain (1980) suggested. Fortunately, the 2009 revised English curriculum of Korea took a detour to emphasize accuracy as well as fluency. The curriculum even suggested some examples of language forms needed for communication (Ministry of Education, Science and Technology, 2011).

The English curriculum of Finland also emphasizes accuracy as well as fluency in that the curriculum defined the subject of foreign languages as “a practical, theoretical and cultural subject” (Finnish National Board of Education, 2003). CLT seems to take the central position in the subject of foreign languages in Finnish curriculum by setting the goal of the subject as developing students’ intercultural communicative skills (Finnish National Board of Education, 2003). To compare language forms of English textbooks in both countries, the present study analyzes the language forms in each lesson of textbooks and the same language forms dealt with in both countries.

### **3.2.4 Topics and cultural backgrounds**

Topics and cultural backgrounds are reflected in all kinds of activities in English textbooks and play an important role in motivating students and making them interested in learning English. The 2009 revised English curriculum of Korea lists 19 examples of topics for English textbooks (Ministry of education, science and technology, 2011). The list of all the topics can be found in the appendix. The present study analyzes the topics of each chapter of both Korean and Finnish textbooks on the basis of topics suggested in the 2009 revised English curriculum of Korea.

This study also examines the cultural backgrounds in each chapter of the textbooks. There can be no actual language learning without understanding the patterns and values of the culture of which it is a part (Lado, 1964). Cultural backgrounds are divided into 5 categories: native (Korean/Finnish) culture, English-speaking culture, non-English speaking culture, contrast culture, and general culture (Yoo, 2012). The analysis criteria of cultural backgrounds are as follows.

Cultural background	Subcategories
Native (Korean/Finnish) culture	History, attractions, literature, great men, holidays, traditional games, school life, etc in Korea or Finland
English-speaking culture	History, attractions, holidays, school life, daily life, etc in English-speaking countries
Non English-speaking culture	The culture of other countries than Korea, Finland or English-speaking countries
Contrast culture	Comparing the cultures in different countries, in particular between Finland or Korea and another country
General culture	Virtue, vice, justice, happiness, science, hobbies, etc regardless of nationality

Table 6 The analysis criteria of cultural backgrounds

The topics and cultural backgrounds are analyzed in the reading passages of each chapter of English textbooks in both countries, which are in the section “Read” in Korean textbooks and “Text” in Finnish textbooks. The reason why the reading passages are chosen for the analysis range is that they are the main part of each chapter where the topic and cultural background are explicitly reflected and listening and speaking activities are created in relation to the topic of reading passages.

### 3.2.5 Communicative functions

With the introduction of functional-notional syllabus in 1970s which comprised systems of lexical and functional themes that reflected the needs of various groups of learners, the functional-notional syllabus started to replace the structural syllabus which focused on the linear linguistic progression (Pfungsthorn, 2013). The major characteristic of the functional-notional approach to foreign language instruction is the sensitivity to the individual needs of learners (Finocchiaro & Brumfit, 1983). Based on the functional-notional approach, the 2009 revised English national curriculum in Korea suggests 11 main categories and 122 subcategories in the section of ‘communicative functions and examples’. The following table shows the two kinds of categories (Korean Ministry of Education, Science and Technology, 2013).

Main categories	Subcategories
Transmitting information and requiring	Identifying & describing, stating & reporting, revising, questioning, answering the question, etc.
Expressing the attitude towards a fact	Agreeing, disagreeing, asking agreement or disagreement, denying, etc.
Expressing knowledge, memory, faith	Expressing knowledge, asking knowledge, expressing curiosity, expressing ignorance, expressing memory or oblivion, etc.
Expressing aspect	Asking the degree of possibility, expressing the degree of possibility, asking obligation, expressing obligation, asking permission, etc.
Expressing will	Expressing hope, wish & desire, asking hope, wish & desire, expressing intention, asking intention, etc.
Expressing emotion	Expressing joy, expressing sorrow, asking about joy or sorrow, asking the reason about sorrow, dissatisfaction, & disappointment, etc.
Expressing ethical attitude	Expressing ethical duty, approving, disapproving, asking about approval, blaming and accepting, apologizing, accepting apology, etc.

Persuading and advising	Suggesting and recommending, suggesting help, asking help, answering help suggestion and recommendation, advising, etc.
Socializing	Drawing attention, greeting, asking after someone, calling appellation, introducing oneself and others, answering introduction, etc.
Constructing discourse	Introducing a topic, expressing opinion, asking about opinion, listing, exemplifying, emphasizing, defining, summarizing, etc.
Improving communication	Asking someone to say slowly, asking someone to repeat, repeating, confirming, asking explanation, asking someone to spell a word, etc.

Table 7 Communicative functions in English curriculum of Korea (Korean Ministry of Education, 2013)

This research seeks to find what communicative functions Finnish and Korean high school textbooks deal with in their listening and speaking section on the basis of the main categories and subcategories suggested by the Korean ministry of education. Even though new subcategories not in the current list of the Korean curriculum are observed in this comparative analysis, they can be added in the main categories according to their correspondence. The analysis range for communicative functions is selected as illustrated in Table 9 since those sections in Finnish and Korean textbooks reveal the communicative functions of each chapter in an explicit way.

	Practical English I & II (K)	Profiles 1& 4 (F)
Sections	Let's communicate 1, Let's communicate 2 Communicate for real	Chatroom

Table 8 The analysis range for communicative functions

### 3.2.6 Activities for language skills

This section investigates the activities for practicing four English skills which are listening, speaking, reading and writing in English textbooks of both countries. In particular, the present study finds out the number and proportions

of activities for the four language skills in the textbooks. The analysis range of activities for language skills is as follows.

English skill	Practical English I & II	Profiles 1 & 4
Listening	Let's communicate 1, 2 Communicate for real Check it yourself	Kick Start Text Wise Sound Bite
Speaking	Let's communicate 1, 2 Communicate for real Check it yourself	Chat Room Hear Say
Reading	Before you read Read After you read Check it yourself	Kick Start Text Wise Phrase Bank Word Power
Writing	Write it out Project work Check it yourself	Phrase Bank Word Power Note Pad

Table 9 Analysis range of activities for language skills in textbooks of both countries

### 3.2.6.1 Analysis criteria for listening activities

This research analyzes the types of listening activities in Finnish and Korean textbooks. The listening activities can be divided into two categories: listening for perception and listening for comprehension (Ur, 1984). Listening for perception aims to perceive phoneme, phoneme combination, stress, and intonation correctly which differ between mother tongue and a foreign language. It has two types of practices: word level and sentence level. Listening for comprehension aims to find how students comprehend and make use of what they listen to. It has four types of practices: listening without response, listening and giving a short response, listening and giving a long response, and



listening for research and discussion. The analysis criteria for listening activities are as follows.

Types of listening activities		Specific activities
Listening for perception	Word level	Perceiving sounds and words, dictation
	Sentence level	Perceiving stress and intonation
Listening for comprehension	Listening and making no response	Listening while watching visual aids
	Listening and making short responses	Physical response and drawing, recognizing a picture, checking or putting a circle, T/F, finding mistakes, finding topic and title, marking in table or map, etc
	Listening and making longer responses	Choosing the answer for the question (including multiple choice), writing the answer for questions, filling gaps, completing table or memo, summarizing, paraphrasing, guessing (following words or contents)
	Listening as a basis for research and discussion	Problem-solving, jigsaw listening, interpretative listening, evaluative and stylistic analysis

Table 10 Analysis criteria for listening activities

### 3.2.6.2 Analysis criteria for speaking activities

Speaking activities can be categorized into two sets of processes: skill-getting and skill-using (Rivers & Temperley, 1978). The skill-getting process focuses on cognition and production rather than on real communication. Here learners gain familiarity with isolated elements of the linguistic system typically through structure-manipulation activities and exercises to help internalize rules and practice message formulation through pseudo-communication activities, in which content is still structured. Genuine, autonomous communication, in

which learners meet their own communicative demands through content selection and management of interaction in real time, is referred to as skill-using (Rivers & Temperley, 1978). The skill-getting process involves mechanical practice, meaningful practice, and communicative practice while skill-using process simulation, opinion gap, information gap, guessing gap, creative task (Yoo, 2012). The main agents for the speaking activities are classified as individual, pair, small group, whole class and this research seeks to investigate which agent the speaking activities target. The present study investigates the types of speaking activities and the main agents for the activities in Finnish and Korean textbooks.

The stage of speaking activities / Learning agents	The types of speaking activities	Specific activities
Skill-getting	Mechanical practice	Repeating after listening to words, conversation, chants or songs
	Meaningful practice	Substitution or transformation according to directions, games
	Communicative practice	conversation practice, meaningful answer (controlling only structure), games, translation
Skill-using	Simulation	Role play, drama, simulation
	Opinion gap	Explaining picture or situation, free conversation or discussion, opinion exchange and research
	Information gap	Finding specific information, interview
	Guessing gap	Problem solving activities required to guess
	Creative task	Creative task, project activities
Learning agents	individual, pair, small group, whole class	

Table 11 Analysis criteria for speaking activities

### 3.2.6.3 Analysis criteria for reading activities

Reading activities can be divided into three types: pre-reading activities, while-reading activities, post-reading activities (Rha & Song, 2010). This research excludes the while-reading activities from the analysis range because they are not dealt with in the textbooks explicitly and normally English teachers make their own while-reading activities. Pre-reading and post-reading activities are mainly investigated in this part. The analysis criteria for reading activities are as follows.

Reading activities		Specific activities
Pre-reading	Vocabulary and expression	Matching picture with word or expression, writing word about picture, matching meaning with word, filling gaps with proper words, etc.
Post-reading	Content comprehension	Finding topic and main idea, T/F, O/X, Answering the questions about reading passage, finding specific information and underlining, completing table, graph or map, etc.
	Personal experience and opinion	Speaking or writing personal idea, speaking or writing relative experience
	Function integrated activities	Searching for relative fact, role play, group activity and presentation, talking with partner, writing relative content

Table 12 Analysis criteria for reading activities

### 3.2.6.4 Analysis criteria for writing activities

The stages of writing instruction can be divided into five ones: copying, reproduction, recombination, guided writing, and composition (Rivers, 1981). English writing activities can also be classified with controlled writing, guided writing, and composition (Yoo, 2012). This research analyzes the writing activities in Finnish and Korean textbooks with the analysis criteria combining the types of writing and the stages of writing instruction.

Types of writing	Stage	Specific activities
Controlled writing	Copying	Writing alphabet and punctuation, copying words and sentences, writing number or abbreviation, etc
	Reproduction	Describing a picture in words or vice versa
	Recombination	Changing word form, arranging words or phrases, combining sentences, translation, replacing words or phrases, etc
Guided writing	Guided writing	Completing a sentence, composing a sentence or story with given vocabularies, writing the answer to a question, etc
Composition	Composition	Writing an opinion, feeling, appreciation, writing the following content with imagination, writing email, postcard, letter, etc

Table 13 Analysis criteria for writing activities

## 4 RESEARCH FINDINGS

This chapter presents the findings of comparative analysis on high school English textbooks of Finland and South Korea. On the basis of the analysis criteria explained in the previous part, the textbooks have been quantitatively analyzed in six categories: textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. The present chapter also shows the results of the qualitative theory-driven content analysis on English textbooks of both countries in the perspective of CLT.

## 4.1 Textbook structure

### 4.1.1 Textbook layout and physical makeup

The size of Korean high school textbooks is 21cm x 26cm. Each of them has 8 chapters and a chapter consists of 22 pages. The number of total pages is 207 and that of appendix is 21. The appendix has answers for the questions in the textbook, scripts for listening activities, new words with meanings in Korean, and text sources in each chapter.

On the other hand, the size of Finnish high school textbooks is 21cm x 26.5cm. Each of them has four chapters and a chapter consists of 18~30 pages. The number of total pages in Profiles 1 and 4 is 251 and 202 and the number of appendix is 150 and 100 respectively. The appendix of Finnish textbooks has much more pages than Korean ones. It consist of composition, portfolio, grammar points, revision including answers for the questions in the textbook, keys to some exercises, list of irregular verbs, text-based vocabulary, alphabetical vocabulary (Eng-Fin) and alphabetical vocabulary (Fin-Eng). The following table is the summary of comparing textbook layout and physical makeup of the Korean and Finnish English textbooks.

	Practical English I (K)	Practical English II (K)	Profiles 1 (F)	Profiles 4 (F)
Size	21cm X 26cm	21cm X 26cm	21cm X 26.5cm	21cm X 26.5cm
No. of chapters	8	8	4	4
Pages per a chapter	22	22	18~30	18~28
Total pages	207	207	251	202
Pages of appendix	21	21	150	100
Contents of appendix	Answers Scripts	Answers Scripts	Composition Portfolio	Composition Portfolio

	New words	New words	Grammar	Grammar
	Sources	Sources	Revision	Revision
			Keys to some exercises	Keys to some exercises
			List of irregular verbs	List of irregular verbs
			Text-based vocabulary	Text-based vocabulary
			Alphabetical vocabulary (Eng-Fin)	Alphabetical vocabulary (Eng-Fin)
			Alphabetical vocabulary (Fin-Eng)	Alphabetical vocabulary (Fin-Eng)

Table 14 Textbook layout and physical makeup of Finnish and Korean textbooks

Comparing the textbooks of both countries with respect to textbook layout and physical makeup, they have almost same size and similar pages of each chapter. However, Korean textbooks have double number of chapters than Finnish ones. That is because Korean English classes usually deal with two textbooks a year while Finnish ones usually three textbooks a year. And Finnish textbooks have more total pages than Korean ones primarily due to the more pages of appendix. Finnish textbooks have more various contents of appendix such as composition, portfolio, a list of irregular verbs, and alphabetical vocabulary. On the other hand, Korean textbooks have the scripts for listening activities in the appendix but Finnish ones do not. The scripts can help students check whether their listening is correct and find their weak points in listening skills.

The large amount of appendix for students' autonomous study in Finnish textbooks can be interpreted as the reflection of the idea of CLT. A variety of tasks in the appendix can help learners' autonomous study and encourage them to expand their English vocabulary knowledge. In the perspective of CLT, students are seen as more responsible managers of their own learning (Larsen-Freeman, 2000). The Finnish curriculum also states that foreign language

instruction should provide students with possibilities of independent study of languages (Finnish National Board of Education, 2003). In that sense, Finnish textbooks seem to nicely reflect the goal of the foreign language subject.

How task answers are presented gives another point to evaluate English textbooks in the perspective of CLT since the communicative competence encompasses verbal and nonverbal communicative strategies to compensate for breakdowns in communication as well as the ability to produce grammatically correct expressions (Canale and Swain, 1980). So, it is possible to have various answers for each communicative task. In that sense, both Finnish and Korean textbooks seem to reflect the idea of CLT nicely in how to present task answers. Finnish textbooks do not give typical answers for communicative tasks at all, but just provide some keys for the grammar or word quizzes in the appendix. However, the keys for the grammar or word quizzes provide only one grammatically correct answer even though other answers are possible in real communication. On the other hand, Korean textbooks provide the answers for some of the communicative tasks in the appendix but the textbooks added the indication of "Example" or "On Your Own" to the answers. However, the appendix presents only one typical answer for the communicative task using a cartoon in the section, "Communicate for Real" even though a variety of expressions can substitute for the given answer.

#### **4.1.2 Chapter composition**

Korean textbooks have eleven sections in each chapter. First of all, "Get Ready" is the preparatory exercises related to the topic of the chapter and aims to activate students' schema about the topic through the exercises. "Let's Communicate 1 & 2" has various listening and speaking activities based on the communicative functions of the chapter. "Communicate for Real" is designed to make students practice communicative functions through natural conversation by using the form of cartoon. "Before You Read" is activities to help students understanding the text before reading it. Various kinds of reading texts are included in "Read". Students check their understanding of the text after reading

it in “After You Read”. “Language Lounge” has the grammar points and key vocabularies of the chapter. Writing activities based on the grammar points are provided in “Write It Out”. Students can learn some foreign culture related to the topic of the chapter in “Culture Capsule”. “Project Work” assigns students some group works integrating four skills. At the end, “Check It Yourself” provides the exercises using four skills to evaluate understanding the chapter.

Finnish textbooks also have eleven sections in each chapter. “KickStart” is preparatory exercises related to the topic of the chapter. “TextWise” aims to check students’ reading and listening comprehension. Various kinds of reading texts are provided in “Text 1 & 2”. “PhrasesBank” is the study on phrases found in the text. Students learn vocabulary intensively through “WordPower”. “ChatRoom” is the section for practicing speaking skills. “HearSay” provides English pronunciation exercises. “SoundBite” checks students’ listening comprehension related to the text. Students practice writing skills in “NotePad”. “Learning tip” presents learning and communication strategies as well as knowledge of cultural differences. “How Come?” is the etymological study which instructs the origin of words or idioms. The summary of chapter composition of Korean and Finnish English textbooks is as follows.

Practical English I & II (K)		Profiles 1& 4 (F)	
Section	Explanation	Section	Explanation
Get Ready	Preparatory exercises related to the topic of the chapter	KickStart	Preparatory exercises related to the topic of the chapter
Let’s Communicate 1 & 2	Various listening & speaking activities	TextWise	Reading & listening comprehension
Communicate for Real	Listening & speaking through natural conversation	Text	Various kinds of reading texts
Before You Read	Activities to help understanding the text before reading it	PhraseBank	Study on phrases found in the text
Read	Various kinds of reading texts	WordPower	Vocabulary exercises



After You Read	Activities to check understanding the text after reading it	ChatRoom	Speech exercises
Language Lounge	Grammar points and key vocabularies	HearSay	English pronunciation exercises
Write It Out	Writing activities to practice key grammar points	SoundBite	Listening comprehension related to the text
Culture Capsule	Culture study related to the topic of the chapter	NotePad	Writing exercises
Project Work	Group works integrating four skills	Learning tip	Learning and communication strategies, as well as knowledge of cultural differences
Check It Yourself	Exercises using four skills to evaluate understanding the chapter	How come?	The origin of words or idioms

Table 15 Chapter composition of Korean and Finnish English textbooks

The textbooks from both countries deal with the various activities related to all the four skills of English in every chapter. The exercises for the four skills in the textbooks from both countries are provided in balance. However, Korean textbooks have only one reading text in each chapter but Finnish ones have a couple of reading texts in each chapter. Furthermore, Korean textbooks introduce foreign culture in a more explicit way with the section “Culture Capsule” even though Finnish ones present the cultural contents in “Learning tip” in some extent. It seems to be useful that Finnish textbooks provide learning tips such as learning and communication strategies in that it can help students use meta-cognitive learning skills. Finnish textbooks also offer an etymological approach to words or idioms, which is helpful for students’ vocabulary learning.

The balance of four language skills which is found in both Finnish and Korean textbooks reflects the idea of CLT that communicative competence is developed by the language teaching that covers all four language skills:

listening, speaking, reading, and writing (Moskalenko, 2013). The explicit presentation of culture in Korean textbooks is noticeable in the perspective of CLT. Culture is the everyday lifestyle of people who use the language (Larsen-Freeman, 2000). It can provide authentic materials for communication such as nonverbal behavior which enables students to develop the strategic competence (Canale and Swain, 1980).

**Culture Capsule**

A 다음 세계 여러 나라 전통 의상과 설명을 연결해 봅시다.

Korea Mexico India

Country	Traditional Costumes
_____	A pancho is an outerwear designed to keep the body warm or, if made from a watertight material, to keep it dry during rain.
_____	The most common style is for the sari to be wrapped around the waist, with one end then draped over the shoulder.
_____	In traditional hanbok design, curved features are important. They are not meant to be tight fitting.

B 이 밖에 다른 나라의 전통 의상에 대해 조사해 봅시다.

Vietnam An ao dai is ...

48 | Lesson 2

Figure 3 The section “Culture capsule” for teaching culture in Korean textbook (Practical English I, p. 48)

## 4.2 Vocabulary

The vocabulary analysis of the present study follows some of the vocabulary guidelines suggested by English curriculum in South Korea (Ministry of education, science and technology, 2011). First of all, only the basic form for a word was counted in the number of vocabularies. For example, the basic form, “write” represents all the other variations such as “writes, wrote, written, writing” and only the basic form, “write” was counted in the number of vocabularies. A singular form is the representative of a word. The comparatives and superlatives belong to a basic form of a word. Second, the word which has different meanings or grammatical usages was counted as one word. For

example, even though the word, “back” can be used as a noun, an adverb or verb, it was counted as just one word. Third, the names of a person, a country or a city were excluded in counting the number of vocabularies. Finally, the cardinal number includes the ordinal one.

The total number of vocabularies of Practical English I is 1600, while that of Profiles 1 is 2577. The vocabularies of Finnish textbook for grade 10 outnumber those of Korean counterpart by about 1000 words. The length of the longest sentence in listening and speaking part in Practical English I is 30 words while that of Profiles 1 is 62 words, which is more than twice of the counterpart. The length of the longest sentence in reading part in Practical English I is 38 words, while that of Profiles 1 is 56 words. The following table is the summary of the vocabulary number and the length of the longest sentence in Korean and Finnish textbooks for the tenth grade.

		Practical English I (K)	Profiles 1 (F)
Total number of vocabularies		1,600	2,577
Length of the longest sentence	Listening & Speaking	30 words	62 words
	Reading	38 words	56 words

Table 16 Vocabulary number and the length of the longest sentence in Korean and Finnish textbooks (Grade 10)

The total number of vocabularies of Practical English II is 1822, while that of Profiles 4 is 3,156. The vocabularies of Finnish textbook for grade 11 outnumber those of Korean counterpart by about 1,300 words. The length of the longest sentence in listening and speaking part in Practical English II is 33 words while that of Profiles 4 is 52 words. Moreover, the length of the longest sentence in reading part in Practical English II is 37 words, while that of Profiles 4 is 55 words. The following table is the summary of the vocabulary number and the length of the longest sentence in Korean and Finnish textbooks for the eleventh grade.

		Practical English II (K)	Profiles 4 (F)
--	--	--------------------------	----------------

Total number of vocabularies		1,822	3,156
Length of the longest sentence	Listening & Speaking	33 words	52 words
	Reading	37 words	55 words

Table 17 Vocabulary number and the length of the longest sentence in Korean and Finnish textbooks (Grade 11)

Both Korean textbooks and Finnish ones have vocabulary section in the appendix. While Korean textbooks list new words by chapters in the vocabulary section, Finnish textbooks have alphabetical vocabulary list of both English-Finnish and Finnish-English as well as the list of new words by chapters. Finnish students might take advantage of the alphabetical vocabulary list like a dictionary, which can help their autonomous English study. Overall, Finnish textbooks have the larger number of vocabularies as well as the longer sentences in texts than Korean ones.

The number of vocabularies is quite important in the foreign language learning since large vocabularies are typically associated with good performance of the communicative skills, and low vocabularies are associated with poor performance (Milton, 2010). The higher number of vocabularies in Finnish textbooks can be explained by the fact that Finnish textbooks tend to make use of the vocabularies directly from authentic materials such as movie scripts and literary works while the vocabularies in Korean textbooks are likely to be modified if they are too complicated for the level of students who study the textbooks. From the perspective of CLT, it looks preferable to use the authentic language materials in English language learning (Gómez-Rodríguez, 2010). However, it is quite dilemmatic for English teachers whether they have to modify the vocabularies according to the learners' language level for their better communication or to maintain the authentic language use. The maximum number of vocabularies restricted by English curriculum in Korea must have affected the lower number of vocabularies in Korean textbooks compared to the counterparts. Furthermore, it is noticeable that Finnish textbooks have slang such as "Why the hell not?", "What the heck", "Don't be daft, Luke", "Asshole" and "Whatever" which Korean textbooks do not usually include. It can be

understood as an aspect of authentic use of language for the communication (Moskalenko, 2013).

Ali: Well.... – er ... Now you come to mention it...  
 I suppose I wouldn't bet on it. You've got a point  
 35 there, but Luke, listen... quitting isn't the answer.  
 How can it be?  
 Luke: Why the hell not? I think it is; why should  
 I take this rubbish any longer?

Figure 4 The inclusion of slang in Finnish textbook (Profiles 1, p. 47)

### 4.3 Language forms

Korean textbooks introduce language forms in the section “Language Lounge” implicitly. No typical grammar terms are given explicitly but the sentences with the language forms found in the reading part are highlighted in bold type and some other examples of the language forms are presented in the section for the further practice. That is because the 2009 revised national curriculum of Korea recommends not to present the grammar terms explicitly but to highlight the usages of the examples in English textbooks implicitly (Jang, 2011). On the other hand, Finnish textbooks introduce the language forms with the typical grammar terms in more explicit way. The section “KnowHow” in the appendix deals with the language forms with grammatical explanation and some exercises. Language forms in English textbooks of both countries can be summarized as the following tables.

Chapter	Practical English I (K)	Chapter	Profiles 1 (F)
1	<ul style="list-style-type: none"> <li>• Gerund used as a subject</li> <li>• Conjunction “While”</li> </ul>	1	<ul style="list-style-type: none"> <li>• Word order</li> <li>• Interrogative sentences</li> <li>• Question tags</li> </ul>
2	<ul style="list-style-type: none"> <li>• Be known for</li> <li>• It ... to V</li> </ul>		
3	<ul style="list-style-type: none"> <li>• Determiner “Each”</li> <li>• Conjunction “If” leading an object clause</li> </ul>	2	<ul style="list-style-type: none"> <li>• The present tense</li> <li>• The perfect tense</li> </ul>
4	<ul style="list-style-type: none"> <li>• Relative pronoun “What”</li> <li>• Interrogative + to V (how to V)</li> </ul>		

5	<ul style="list-style-type: none"> <li>• Either A or B</li> <li>• Degree modifiers with comparatives (much, far, a lot)</li> </ul>	3	<ul style="list-style-type: none"> <li>• The past tense</li> <li>• The past perfect</li> </ul>
6	<ul style="list-style-type: none"> <li>• Apposition using commas</li> <li>• As if + past subjunctive</li> </ul>		
7	<ul style="list-style-type: none"> <li>• Relative pronoun "who"</li> <li>• Present perfect</li> </ul>	4	<ul style="list-style-type: none"> <li>• The future tense</li> <li>• The conditional</li> </ul>
8	<ul style="list-style-type: none"> <li>• Help + Object + bare infinitive</li> <li>• Verbs + Gerund object (enjoy, consider, avoid)</li> </ul>		

Table 18 Language forms in Korean and Finnish textbooks (Grade 10)

Chapter	Practical English II (K)	Chapter	Profiles 4 (F)
1	<ul style="list-style-type: none"> <li>• To infinitive serving as an adjective</li> <li>• That-clause as a noun clause</li> </ul>	1	<ul style="list-style-type: none"> <li>• Modal auxiliaries</li> </ul>
2	<ul style="list-style-type: none"> <li>• Allow + O + to Infinitive</li> <li>• Parallel structure</li> </ul>		
3	<ul style="list-style-type: none"> <li>• Conditional conjunction "If"</li> <li>• Interrogative sentence + and</li> </ul>	2	<ul style="list-style-type: none"> <li>• Expressions of quantity</li> </ul>
4	<ul style="list-style-type: none"> <li>• Don't have to V</li> <li>• Indirect questions</li> </ul>		
5	<ul style="list-style-type: none"> <li>• Partial negation (not always)</li> <li>• Omission of relative pronouns</li> </ul>	3	
6	<ul style="list-style-type: none"> <li>• Correlative conjunction "Not only ... but also ..."</li> <li>• Not as ... as</li> </ul>		
7	<ul style="list-style-type: none"> <li>• Inversion with a negative adverb or adverbial phrase</li> <li>• Phrasal verbs followed by gerund</li> </ul>	4	<ul style="list-style-type: none"> <li>• Relative pronouns</li> </ul>
8	<ul style="list-style-type: none"> <li>• I wish + past subjunctive</li> <li>• Present perfect continuous</li> </ul>		

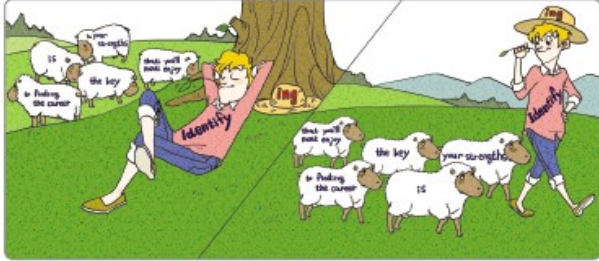
Table 19 Language forms in Korean and Finnish textbooks (Grade 11)

As we can see in above tables, both Korean textbooks have 16 language forms while Finnish ones have fewer: Profiles 1 has nine languages forms and Profiles 4 has three ones. Two language forms are highlighted in each chapter of Korean textbooks and they are more specific and narrower grammar points such as the usage of conjunction "while" or relative pronoun "what". The sentence with the language forms in the reading part is presented again and an illustration describing the language form follows it and finally two more

sentences with the language form are given in the section “Language Lounge”. After that, some exercises to practice them are given in the section “Write Out”, but no grammatical terms or explanation can be found in the sections. Even though Finnish textbooks deal with the smaller number of language forms, they have more detailed grammatical explanation using typical grammatical terms and more various exercises for the language forms in the section “KnowHow” in the appendix, which may help students study the language forms on their own.

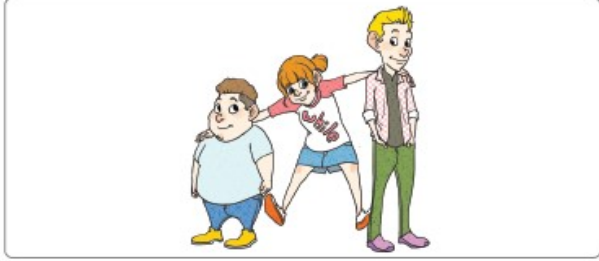
**D Focus on Form**

1. **Identifying** your strengths is the key to finding the career that you will enjoy the most.



- **Accepting** your failure is the first step to success.
- **Imagining** yourself winning is an important step to overcome shyness.

2. Some need a great deal of effort to improve, **while** others are acquired more quickly.




- **While** my brother is tall, I am short.
- Some people sleep well, **while** others cannot.

Choose The Future You Want | 23

Figure 5 The way of presenting language forms in Korean textbook (Practical English I, p. 23)

**Konditionaali**  
– kun haluat ilmaista asioita *isi*-muodolla

**1. konditionaali**



**Käyttö**

I <b>would like</b> to start my own business one day. He <b>would do</b> anything for money.	Englannin 1. konditionaali vastaa suomen <i>isi</i> -muotoa ( <i>tekisi</i> ).
<b>Would you like</b> me to help you with that bag?	Se on erittäin tavallinen kohteliaissa pyynnöissä, kuten suomessakin.

Figure 6 The way of presenting language forms in Finnish textbook (Profiles 1, p. 156)

Overall, Korean textbooks deal with the large number of language forms in a wide and shallow way while Finnish ones the small number of language forms in a deep and specific way. This finding corresponds to the result of a previous comparative study on English textbooks for basic education in Finland and Korea, which demonstrated that Korean textbooks for the 7<sup>th</sup> grade present language structure in a “wide and shallow” way while Finnish counterparts in a “narrow and specific” way (Yoo, 2012). The English textbooks of both countries have relative pronouns, perfect tense and the conditional in common, which are highlighted in the table above. But Korean textbooks introduce two relative pronouns “who” and “what” in different chapters while Finnish ones give general explanation of relative pronouns and the various examples and exercises in one section in the appendix. The relative pronouns “who” and “what” come on in Practical English I targeted for the 10<sup>th</sup> graders in Korea but the relative pronouns appear in Profiles 4 targeted for the 11<sup>th</sup> graders in Finland. The results suggest that Korean high school students might bear more burdens to acquire more various and difficult grammatical knowledge in English learning than Finnish students.



Considering the results from the perspective of CLT, it can be said that Korean textbooks deal with language forms in a more implicit way, while Finnish ones do in a more explicit way. Korean textbooks aim to teach grammars through meaning-focused instruction by providing students with no grammatical terms but the authentic examples of the language forms and using only the target language, which is one of the teaching methods CLT seeks in a foreign language classroom (Ko, 2014). On the other hand, though Finnish textbooks choose form-focused instruction for teaching language forms, it is meaningful in the perspective of CLT to open more space for students' autonomous grammar learning by giving them various grammar exercises in the appendix. This finding suggests that Finnish textbooks emphasize the grammatical competence among the dimensions of communicative competence Canale and Swain (1980) suggested, so the textbooks teach the language forms in more explicit ways by using typical grammatical terms and the mother tongue. As a matter of fact, students often fail to reach high levels of development and accuracy in many aspects of language in exclusively meaning-focused CLT programs where no (or very little) attention is given to language form (Spada & Lightbown, 1989). The inclusion of form-focused instruction in teaching materials like the case of Finnish textbooks can bring about the improvement in students' language accuracy and their ability to use the target language (Spada, 2007).

#### **4.4 Topics and cultural backgrounds**

Both Korean textbooks, "Practical English I" and "Practical English II", consist of eight chapters and each chapter has one reading text. They have 12 topics out of 19 ones suggested in the 2009 revised English curriculum of Korea. Personal wellbeing issues related to career or job is the most frequently used topic, which appeared three times. Both leisure activities and school life were used twice. The two Korean textbooks chose the topic of personal life, human relationship, daily lives of people belonging to various cultures, Korean culture, service,

literature, the issues of changing society, human rights, and common senses once. Various topics were chosen in these textbooks considering students' interest but most Korean high school students prepare for advancing to university or workplace after the graduation from high school so the topic of personal wellbeing issues related to career or job seems to be considered most important.

In terms of the cultural backgrounds, general culture was presented the most, which is 12 times. Non English-speaking culture appeared twice in the textbooks and both English-speaking culture and native (Korean) culture once. The English-speaking culture in the textbook is about the origin of Loving day in the United States of America. On the other hand, the non English-speaking cultures appeared twice in the textbook, one of which is interestingly about Finland and the other is the German story behind the masterpiece, "Praying Hands". The following table shows the summary of topics and cultural backgrounds in Korean textbooks.

	Practical English I (K)			Practical English II (K)		
Chapter	Subtitle	Topic	Cultural background	Subtitle	Topic	Cultural background
1	Choose the Future You want	15. Personal wellbeing issues (Career)	General culture	School Newsletter	3. School life	General culture
2	A Country of Snow and Silence	8. Daily lives of people belonging to various cultures	Non English-speaking culture	The Issue of Boarding Schools	3. School life	General culture
3	Shop Online Wisely and Save Money	1. Personal life	General culture	A Trip Ahead	5. Leisure activities (Travel)	General culture
4	What Sports Can Teach Us	5. Leisure activities (Sports)	General culture	Write Your Life into Shape	15. Personal wellbeing issues (Job)	General culture
5	The Praying Hands	13. Literature	Non English-speaking culture	How to Be a Smart Social Networker	14. The issues of changing society (IT ethics)	General culture

6	The Southernmost Island of Korea, Marado	10. Korean culture	Native (Korean) culture	The Legacy of Loving Day	16. Human rights	English-speaking culture
7	Your Help, Our Hope	11. Service (Sponsorship)	General culture	Tips for a Successful Job Interview	15. Personal wellbeing issues (Job)	General culture
8	Can Shyness Be Overcome?	4. Human relationship	General culture	Opportunity is Still Here!	18. Common senses (Space)	General culture

Table 20 Topics and cultural backgrounds by chapters in Korean textbooks

Both Finnish textbooks, "Profile 1" and "Profiles 4", consist of four chapters and each chapter has two to four reading texts. They have eleven topics out of the 19 suggested in the 2009 revised English curriculum of Korea. Leisure activities are the most frequently used topic, which appeared seven times. Both common senses and the issues of service, ethics, and etiquette were chosen three times. Linguistic and cultural differences of other cultures from Finnish one, Finnish culture and lifestyle, and literature appeared twice respectively. The two Finnish textbooks chose the topic of family life, human relationship, various ways of communication used in English culture, daily lives of people belonging to various cultures and the issues of changing society once. The topic of leisure activities is the most popular one in Finnish textbooks and what is noticeable is that the contents related to movies appeared four times. This shows that textbooks authors might motivate Finnish students in English learning by using their preference for English cultures such as movies.

Considering cultural backgrounds English-speaking culture was presented the most, which is 13 times. General culture follows it with five times, contrast culture appeared three times, native (Finnish) culture twice, and non English-speaking culture once. The English-speaking culture is mainly related to American culture introduced nine times and Australian culture appeared three times and British culture once. Non English-speaking culture is about the advertising ethics in EU countries. The following table presents the summary of topics and cultural backgrounds in Finnish textbooks.

	Profiles 1 (F)			Profiles 4 (F)		
Chapter	Subtitle	Topic	Cultural background	Subtitle	Topic	Cultural background
1	Just the beginning	5. Leisure activities (Movies)	English-speaking culture	Life lines	5. Leisure activities (Movies)	English-speaking culture
	Body talk	4. Human relationship	General culture	The plain truth: Living with the Amish	8. Daily lives of people belonging to various cultures	English-speaking culture
				Making a difference	11. Service (Volunteerism)	English-speaking culture
2	Mixed messages	5. Leisure activities (Health)	General culture	In a Sunburned Country	5. Leisure activities (Travel)	English-speaking culture
	Vibes	2. Family life (Divorce)	English-speaking culture	Such is life: The legend of Ned Kelly	18. Common senses (History)	English-speaking culture
	Fair play?	5. Leisure activities (Sports)	General culture	The Lucky Country	18. Common senses (Geography)	English-speaking culture
3	Season's greetings	7. Various ways of communication used in English culture	English-speaking culture	A question of ethics	11. Ethics	General culture
	Johnny Depp: bad boy, actor, perfect dad	5. Leisure activities (Movies)	English-speaking culture	The write stuff	11. Etiquette	Contrast culture
	What's Eating Gilbert Grape	5. Leisure activities (Movies)	English-speaking culture	Inside information	10. Finnish culture and lifestyle	Native (Finnish) culture
4	The unofficial Finnish citizenship test	10. Finnish culture and lifestyle	Native (Finnish) culture	Read all about it	14. The issues of changing society (Advertising ethics)	Non English-speaking culture
	Finland upfront	9. Linguistic and cultural differences of other cultures from Finnish	Contrast culture	So Yesterday	13. Literature	English-speaking culture


		one				
	Northbound	9. Linguistic and cultural differences of other cultures from Finnish one	Contrast culture	Life is a riddle	18. Common senses (Riddle)	General culture
	What life has taught me	13. Literature	English-speaking culture			

Table 21 Topics and cultural backgrounds by chapters in Finnish textbooks

One of the most different points in topics of Korean and Finnish textbooks is the way that the topics are chosen in the textbooks. The Finnish national curriculum sets the main topics for each English course, which play a role as a boundary in choosing topics for each course book. For example, the main topic of the English course 1 is “Young people and their world” so all the topics of the course book 1 should converge on the general topic. The main topic of the English course 4 is “Society and the surrounding world” so all the topics of the course book 4 should be related to the general topic. On the other hand, the Korean national curriculum does not set the typical topics for each English course. The topics of the Korean textbooks are chosen in more various and equal way regardless of the English courses within the examples of topics for English textbooks suggested in the national curriculum.

Second, Korean textbooks choose the more various topics than Finnish ones. They try not to overlap the topics as much as possible but have three reading texts related to the topic of personal wellbeing issues about career or job. It seems that Korean textbooks emphasize more on students’ future career since Korean high school students have pressure to decide it for working or studying further at post-secondary education. On the other hand, Finnish textbooks prefers the topic of leisure activities such as movies or sports which appeared in seven reading texts. Furthermore, Finnish textbooks take the excerpts from a movie script or a radio broadcast in some reading texts, which means they choose more authentic reading materials.

**Text 1** Just the beginning



**Text 1**

## Just the beginning

Jesse, an American guy, and Céline, a French girl, have struck up a conversation while traveling on a train through Central Europe. Jesse is getting off at Vienna, while Céline is continuing her journey back to Paris where she lives...

Céline: You get off here, no?  
 Jesse: Yeah, what a drag. I wish I had met you earlier, you know, I really like talking to you.  
 Céline: Yeah, me too. It was really nice to meet you.

Figure 7 The text excerpted from a movie script in Finnish textbook (Profiles 1, p. 12)

Third, in terms of cultural backgrounds Korean textbooks prefers to deal with general culture in the reading texts while Finnish textbooks have more English-speaking culture in them. There is no reading text dealing with contrast culture in Korean textbooks but Finnish ones have three reading texts about contrast cultures. The following table shows how Korean and Finnish textbooks reflect cultural backgrounds.

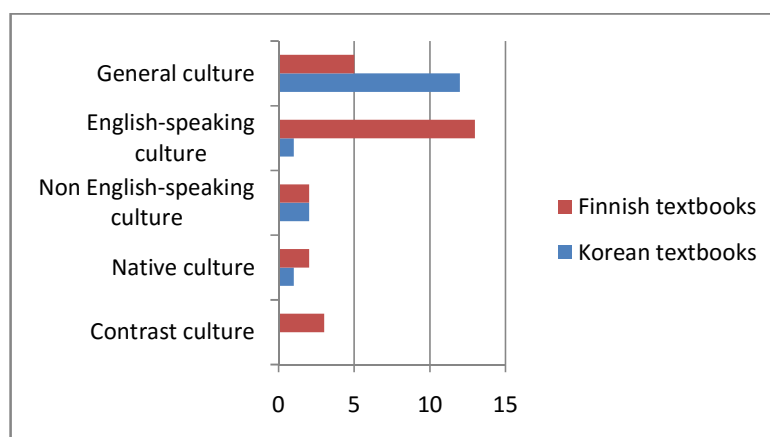


Figure 8 Cultural backgrounds in Korean and Finnish textbooks

The topics of Finnish textbooks have authentic situations in current society such as divorce of parents and the reunion with ex-boyfriend or ex-girlfriend. Even though those issues are negative social problems, the Finnish textbooks deal with them and elicit the empathy from students. Korean textbooks might be reluctant to deal with that kind of social issues for the

ethical reasons but it can be effective to remind them of current social issues in South Korea such as multicultural families, divorce or dating. The inclusion of current social issues will help enhance the authenticity of the materials and offer more chances for students to communicate each other with the topics related to their current real life, which CLT seeks to have in the English classes for developing students' communicative competence (Gómez-Rodríguez, 2010). The topics and cultural backgrounds in English textbooks also reflect the high influence of the mass media such as movies, pop-songs, and news articles. The high influence of the mass media is particularly shown in Finnish textbooks which use the movie scripts as the reading text. This result is closely linked with the current youth culture in Finland. English has deeply entered the lives of young Finns via the mass media such as music and films and the use of English becomes motivated and socially significant in the context of youth cultural activities (Leppänen & Nikula, 2007). In the perspective of CLT, the inclusion of mass media as an important part of youth everyday lifestyle in English textbooks can have a positive impact on students' communication and learning motivation (Larsen-Freeman, 2000).

#### **4.5 Communicative functions**

The present study investigated the communicative functions in English textbooks of both countries based on eleven main categories suggested in 2009 revised English curriculum of Korea. As for the Korean textbook, "Practical English I", "Expressing emotion" is the most frequently used communicative function, which is seven times (43.75%). It is followed by the communicative functions such as "Persuading and advising (three times, 18.75%)" and "Improving communication (twice, 12.5%)". However, the communicative functions, "Transmitting information and requiring", "Expressing the attitude towards a fact", "Expressing will", and "Socializing" are not visible in this textbook. The seven subcategories of "Expressing emotions" in this textbook are "Asking about interest", "Expressing what I like", "Expressing dissatisfaction",

“Asking about preference”, “Consoling someone’s disappointment”, “Expressing astonishment”, and “Expressing worry or fear”. The three subcategories of “Persuading and advising” are “Asking for advice”, “Asking for permission” and “Making a suggestion”. The two subcategories of “Improving communication” are “Asking for the time for thinking” and “Asking for the confirmation”.

As for the Finnish textbook, “Profiles 1”, “Transmitting information and requiring” is the most frequently used communicative function which appears ten times (38.46%). It is followed by the communicative functions such as “Constructing discourse (six times, 23.08%)” and “Expressing emotions (three times, 11.54%)”. However, “Expressing aspect”, “Expressing will”, “Expressing ethical attitude”, and “Improving communication” are not used in this textbook. The three subcategories of “Transmitting information and requiring” are “Answer a question (five times)”, “Giving a question (three times)”, and “Making a statement (twice)”. The five subcategories of “Constructing discourse” are “Giving an opinion (twice)”, “Defining”, “Asking about an opinion”, “Paraphrasing”, and “Using a filler”. The three subcategories of “Expressing emotions” are “Expressing anger”, “Responding to anger” and “Expressing interest”. The following table shows the summary of communicative functions in Practical English I (K) and Profile course book 1 (F).

Main categories	Practical English I (K)		Profiles 1 (F)	
	Total number	No. of subcategories	Total number	No. of subcategories
Transmitting information and requiring	0	0	10 (38.46%)	3
Expressing the attitude towards a fact	0	0	2 (7.69%)	2
Expressing knowledge, memory, and faith	1 (6.25%)	1	2 (7.69%)	2
Expressing aspect	1 (6.25%)	2	0	0



Expressing will	0	0	0	0
Expressing emotion	7 (43.75%)	7	3 (11.54%)	3
Expressing ethical attitude	1 (6.25%)	2	0	0
Persuading and advising	3 (18.75%)	3	2 (7.69%)	2
Socializing	0	0	1 (3.85%)	1
Constructing discourse	1 (6.25%)	0	6 (23.08%)	5
Improving communication	2 (12.5%)	2	0	0
Total	16 (100%)	16	26 (100%)	18

Table 22 Communicative functions in Korean and Finnish textbooks (Grade 10)

As for the Korean textbook, "Practical English II", "Expressing aspect" is the most frequently used communicative function which appears four times (25%). It is followed by the main categories "Persuading and advising (three times, 18.75%)", "Constructing discourse (three times, 18.75%)" and "Expressing emotions (twice, 12.5%)". However, the textbook does not have "Expressing knowledge, memory, and faith", "Expressing ethical attitude", and "Socializing". The four subcategories of "Expressing aspect" are "Expressing disapproval", "Expressing ability", "Expressing obligation", and "Expressing possibility". The three subcategories of "Persuading and advising" are "Advising", "Prohibiting" and "Warning". The three subcategories of "Constructing discourse" are "Expressing opinion", "Introducing a topic", and "Emphasizing". The two subcategories of "Expressing emotions" are "Expecting a hope" and "Expressing joy".

As for the Finnish textbook, "Profile 4", "Transmitting information and requiring" is the most frequently used communicative function, which appears nine times (40.91%). It is followed by the main categories "Constructing discourse (seven times, 31.82%)" and "Expressing the attitude towards a fact (four times, 18.18%)". The three subcategories of "Transmitting information and requiring" are "Making a statement (twice)", "Asking a question (twice)", and

“Answering a question (five times)”. The 4 subcategories of “Constructing discourse” are “Expressing opinion (five times)”, “Exemplifying (twice)”, “Defining”, and “Paraphrasing”. The three subcategories of “Expressing the attitude towards a fact” are “Agreeing”, “Disagreeing (twice)”, and “Asking about agreement”. The following table shows the summary of communicative functions in Practical English II (K) and Profile course book 4 (F).

Main categories	Practical English II (K)		Profiles 4 (F)	
	Total number	No. of subcategories	Total number	No. of subcategories
Transmitting information and requiring	1 (6.25%)	1	9 (40.91%)	3
Expressing the attitude towards a fact	1 (6.25%)	1	4 (18.18%)	3
Expressing knowledge, memory, and faith	0	0	0	0
Expressing aspect	4 (25%)	4	0	0
Expressing will	1 (6.25%)	1	0	0
Expressing emotion	2 (12.5%)	2	1 (4.55%)	1
Expressing ethical attitude	0	0	0	0
Persuading and advising	3 (18.75%)	3	1 (4.55%)	1
Socializing	0	0	0	0
Constructing discourse	3 (18.75%)	3	7 (31.82%)	4
Improving communication	1 (6.25%)	1	0	0
Total	16 (100%)	16	22 (100%)	12

Table 23 Communicative functions in Korean and Finnish textbooks (Grade 11)

Overall, Finnish textbooks have more communicative functions than Korean ones. The textbooks of both countries put an emphasis on different


communicative functions; Finnish textbooks focus on “Transmitting information and requiring” and “Constructing discourse” while Korean ones “Expressing emotion” and “Persuading and advising”. Neither textbook provides students with any typical answers for the communicative tasks in the sections “Let’s communicate 1 and 2 (K)” and “Chatroom (F)”. Finnish and Korean textbooks have their own ways to enhance students’ practice of communicative functions. Finnish textbooks use authentic materials and language games for boosting students’ communication. On the other hand, Korean textbooks have more guided and rigid steps to teach communicative functions and use English cartoons to draw more attention and interest from students and lead their authentic communication.

The fact that both textbooks do not have any answers for the communicative tasks in the selected sections implies that a variety of expressions for each communicative function are allowed in these sections. Communicative competence encompasses not only the ability to use grammatically correct expressions but also verbal and nonverbal strategies to compensate for the breakdowns in communication (Canale and Swain, 1980). In that sense, the way of teaching communicative functions in both textbooks seems to have the high degree of validity in the perspective of CLT. The materials for communicative functions in both textbooks have important implications for teaching communicative functions. The use of games in Finnish textbooks reflects the effect of games to make the language lesson more communicative and interactive (Rixon, 1985). The inclusion of English cartoon in Korean textbooks can also provide students with valuable communicative practice (Larsen-Freeman, 2000). It can be said that Finnish and Korean textbooks have different approaches of CLT in teaching communicative functions.

**Let's Communicate 1** | 회말 - 기다려야 해! - I can't wait for the show.

**A Listen In**

1. 다음 school festival 행사 중 참가하고 싶은 것에 표시해 봅시다.



2. 다음을 듣고 남자가 참여하고 싶어하는 행사를 위해서 골라 봅시다. ①

**B Listen & Do**

1. 다음을 듣고 빈칸에 들어갈 알맞은 말을 골라 봅시다. ①

Hi, I'm Harry. \_\_\_\_\_!

① I will show the representatives around the school tomorrow  
 ② I will attend the event with my parents tomorrow  
 ③ I am looking forward to the event tomorrow

2. 다시 듣고 주어진 포스터의 빈칸을 완성해 봅시다. ①

**Look who's coming to visit**

▶ Date: March 26th, 2013      ▶ Who: Representatives of two leading companies

▶ What: Introduction of the companies

▶ Schedule: 1. They are going to \_\_\_\_\_ our school in the morning.  
 2. They are going to \_\_\_\_\_ to us in the afternoon.  
 3. They are going to \_\_\_\_\_ after school.

We hope that many of you will participate.

10 | Lesson 1


Figure 9 The section of teaching communicative functions in Korean textbook (Practical English II, p. 10)

## 4.6 Activities for language skills

This section deals with the findings of the analysis on a variety of activities in the Korean and Finnish textbooks designed to develop students' four English skills: listening, speaking, reading and writing.

### 4.6.1 Listening

Looking into the result of the analysis on the textbooks for grade 10, the total number of listening activities of "Practical English I" is found to be 80. The activities of listening for perception account for 20% in the textbook while those of listening for comprehension do 80%. "Listening and making short responses" has 40 activities (50%) which is the most listening activity type. And it is followed by "listening and making long responses", which has 24 activities (30%). Both the activity of recognizing a picture after listening and that of answering questions after listening appeared 18 times (22.5%) respectively, which are the most frequent one as a single listening activity.

**8 G** 

Discuss these questions in groups of three.

- 1 What's your reaction to the points of view expressed in the letters to the editor? Is there a lot of truth in them or do you disagree with the writers? Give examples to illustrate your opinions.
- 2 Which issues would you like to comment on or complain about regarding your local community or Finnish society in general? Brainstorm five possible topics for a letter to the editor.

Figure 10 An activity for communicative functions in Finnish textbook (Profiles 4, p75)

The Finnish textbook “Profiles 1” has 18 listening activities in total. The activities of listening for perception account for about 16.7% in the textbook while those of listening for comprehension about 83.4%. “Listening and making long responses” has 13 activities (72.2%), which is the most listening activity type. The activity of answering question after listening appeared five times (27.8%), which is the most frequent one as a single listening activity. It is followed by the activity of completing the table or memo, which has four activities (22.2%). The following table shows the specific results of the analysis on the listening activities in Korean and Finnish textbooks for grade10.

Types of listening activities		Specific Activities	Practical English I (K)	Profiles 1 (F)
Listening for perception	Word level	Perceiving sounds and words	12 (15%)	3 (16.7%)
	Sentence level	Perceiving stress and intonation	4 (5%)	0
Listening for comprehension	Listening and making no response	Following the written text	0	1 (5.6%)
		Listening and making short responses	Recognizing a picture	18 (22.5%)
	Checking or putting a circle		10 (12.5%)	0
	T/F		4 (5%)	0
	Detecting mistakes		3 (3.8%)	0
	finding topic and title		5 (6.3%)	0
	Listening and making longer responses	Dictation	0	2 (11.1%)
		Filling gaps	4 (5%)	2 (11.1%)
		Answering questions	18 (22.5%)	5 (27.8%)
		Completing table or memo	2 (2.5%)	4 (22.2%)
	Listening as a basis for research and discussion	Interpretative listening	0	1 (5.6%)
Total			80 (100%)	18 (100%)

Table 24 Listening activities in Korean and Finnish textbook for Grade 10

Examining the English textbooks for grade 11, the total number of listening activities of “Practical English II” is found to be 80. The activities of listening for perception account for 20% in the textbook while those of listening for comprehension do 80%. “Listening and making short responses” has 45 activities (56.3%) which is the most listening activity type. It is followed by

“listening and making long responses”, which has 19 activities (23.8%). The activity of checking or putting a circle after listening appeared 23 times (28.8%) which is the most frequent one as a single listening activity.

The Finnish textbook “Profiles 4” has 20 listening activities in total. The activities of listening for perception account for 15% in the textbook while those of listening for comprehension do about 85%. “Listening and making long responses” has nine activities (45%), which is the most listening activity type. “Listening and making short responses”, which has four activities (20%), follows it. Each activity for perceiving sounds and words, following the written text, answering the questions, and completing the table or memo appeared three times (15%), which is the most frequent one as a single listening activity. The following table shows the specific results of the analysis on the listening activities in Korean and Finnish textbooks for grade11.

Types of listening activities		Specific Activities	Practical English II (K)	Profiles 4 (F)
Listening for perception	Word level	Perceiving sounds and words	12 (15%)	3 (15%)
	Sentence level	Perceiving stress and intonation	4 (5%)	0
Listening for comprehension	Listening and making no response	Following the written text	0	3 (15%)
		Listening and making short responses	Recognizing a picture	12 (15%)
	Checking or putting a circle		23 (28.8%)	2 (10%)
	T/F		1 (1.3%)	1 (5%)
	Detecting mistakes		0	1 (5%)
	finding topic and title		5 (6.3%)	0
	marking in table or map		4 (5%)	0
	Listening and making longer responses	Dictation	0	1 (5%)
		Filling gaps	3 (3.8%)	2 (10%)
		Answering questions	12 (15%)	3 (15%)
		Completing table or memo	4 (5%)	3 (15%)
	Listening as a basis for research and discussion	Interpretative listening	0	1 (5%)
Total			80 (100%)	20 (100%)

Table 25 Listening activities in Korean and Finnish textbook for Grade 11

What is noticeable in comparing listening activities in Finnish and Korean textbooks is the number of listening activities. Korean textbooks have much more listening activities than Finnish ones. That is because listening activities in Korean textbooks have short scripts and simple questions while those in Finnish textbooks long scripts and various questions within an activity. The Finnish textbooks use many songs for listening activities and various activities for recognizing sounds, while Korean ones do not. It seems to be very useful for integrating the listening skill with other skills to discuss the meaning of parts of lyrics after listening to a song. In particular, the listening activity for perceiving Australian words appears effective for developing students' intercultural communicative skills which is one of the key characteristics in foreign language subject that Finnish national curriculum emphasizes (Finnish National Board of Education, 2003). Both Finnish and Korean textbooks have abundant examples and authentic listening materials.

The use of authentic listening materials in both textbooks is considered positive in the perspective of CLT (Gómez-Rodríguez, 2010). The finding also suggests that Korean textbooks emphasize the horizontal dimension of second language acquisition (SLA) suggested by the Council of Europe (2001) while Finnish ones the vertical dimension of SLA since Korean textbooks provide more listening activities in a more inductive way so that students can improve the listening skill through encountering various authentic listening activities and Finnish textbooks provide long and complex activities to enhance learners' listening proficiency. The listening activities in Korean textbooks tend to take the similar types of listening questions in Korean matriculation test or the national English ability test which has a limited amount of communicative exchange. The similar types of listening questions in Korean textbooks with Korean high-stakes tests can be explained by the term, "Washback", which means the impact of high-stakes tests on teaching and learning in foreign language classrooms (Wall, 2012). The tests also seem to have an influence on the textbook design. As an author of the Korean textbooks, I could not help reflecting the types of high-stakes tests in making the questions in textbooks



since teachers, students and even publishers wanted the textbooks to be helpful for preparing the high-stakes tests.


**6 D**

**FEELING THE STRINE!**

Many words and expressions have a distinctly Australian flavour. In fact, whole dictionaries have been produced on Aussie slang and usage.

Listen to the dialogue between two Australian friends. Can you work out what the highlighted parts mean? Refer to the box if necessary.



**Nate** We're having a **barbie** this arvo at about three o'clock, Dave. D'you fancy coming along?

**Dave** Oh sorry, Nate. My car's **jiggered** and I have to take it to the **servo** to get it repaired.

**Nate** Not again! You should get rid of that heap of scrap metal. It's **not worth a brass razoo**.

**Dave** **You're not wrong**, Nate mate. And the car's not the only thing that's off the road. The wife just called to say that the **ankle-biters** are **crook**. Both twins have gone down with the flu. Looks like one of us will have to **take a sickie** tomorrow to take care of them.

**Nate** Can't you call one of the **rellies** and ask them to help out?

**Dave** 'Fraid not. The wife's had a **barney** with her sister, so they aren't on speaking terms, and my parents have popped over to **Tassie** for a couple of weeks on holiday.

**Nate** How about your mother-in-law? She lives in the next street, doesn't she?

**Dave** Oh, I couldn't trust her to look after the kids. She can hardly look after herself. She's **got a few kangaroos in the top paddock**, if you know what I mean. She disappeared a few weeks ago and it took us **yonks** to find her. Almost had to call the police.

**Nate** **Struth!** I didn't know things were that bad.

**Dave** You don't know the half of it, mate. Still, mustn't **whinge**, eh? Things could always be worse. Thanks for the invitation – and the **chinwag**. It's good to talk.

**Nate** **No worries**, mate.

afternoon

a long time

argument

barbecue

broken

chat

complain

garage

Good grief!

not quite right in the head

relatives

sick

small children

take a day off work

Tasmania

useless

You're right.

You're welcome.

Figure 11 The listening activity perceiving Australian slang and usage in Finnish textbook (Profiles 4, p. 60)

## 4.6.2 Speaking

Looking into the speaking activities in Korean textbook for grade 10, "Practical English I" has 55 speaking activities in total. The activities for skill-getting stage are 18 (32.7%) while those of skill-using activities are 37 (67.3%) in the textbook. Conversation practice was the only activity type for skill-getting, which is also the most frequent one (32.7%) as a single activity. The activity of opinion exchange and research appeared ten times (18.2%), which is the second most activity. Role-play and project activities follow it as both activities are eight



(14.5%). The Korean textbook has speaking activities requiring various learning agents. The pair work activities are 29 (52.97%), which is the most frequent type of all. It is followed by individual work (10, 18.2%), group work (8, 14.5%) and whole class work (8, 14.5%).

The Finnish textbook for grade 10, "Profiles 1" has 23 speaking activities in total. The activities for skill-getting stage are seven (30.4%) while those of skill-using stage are 16 (69.6%) in the textbook. There are five mechanical practices (21.7%) and two communicative practices (8.6%) for skill-getting stage. The activity of free conversation or discussion appeared seven times (30.4%), which is the most frequent one as a single activity. It is followed by the role-play, which appeared four times (17.4%). In terms of learning agents, the Finnish textbook has only pair work (16, 69.6%) and group work activities (7, 30.4%). The following table shows the speaking activities in Korean and Finnish textbooks for grade 10.

The stage of speaking activities / Learning agents	The types of speaking activities	Specific activities	Practical English I (K)	Profiles 1 (F)
Skill-getting	Mechanical practice	Repeating after listening to words	0	2 (8.7%)
		Repeating after listening to conversation,	0	3 (13%)
	Communicative practice	Conversation practice	18 (32.7%)	0
		Meaningful answer (Guided structure)	0	1 (4.3%)
		Translation	0	1 (4.3%)
Skill-using	Simulation	Role play	8 (14.5%)	4 (17.4%)
		Drama	1 (1.8%)	0
	Opinion gap	Explaining picture or situation,	5 (9.1%)	0

		Free conversation or discussion	0	7 (30.4%)
		Opinion exchange and research	10 (18.2%)	2 (8.7%)
	Information gap	Finding specific information	0	2 (8.7%)
	Guessing gap	Problem solving activities required to guess	3 (5.5%)	1 (4.3%)
	Creative task	Creative task	2 (3.6%)	0
		Project activities	8 (14.5%)	0
Total			55 (100%)	23 (100%)
Learning agents	Individual work		10 (18.2%)	0
	Pair work		29 (52.7%)	16 (69.6%)
	Group work		8 (14.5%)	7 (30.4%)
	Whole class work		8 (14.5%)	0
Total			55 (100%)	23 (100%)

Table 26 Speaking activities in Korean and Finnish textbooks (Grade 10)

As for the speaking activities in Korean textbook for grade 11, "Practical English II" has 58 speaking activities in total. The activities for skill-getting stage are 17 (29.3%) while those of skill-using activities are 41 (70.7%) in the textbook. Conversation practice was the most activity type for skill-getting, which is also the most frequent one (27.6%) as a single activity. The free conversation or discussion appeared eleven times (19%), which is the second most activity. Role-play follows it with nine times (15.5%). In terms of learning agents, the pair work activities are 35 (60.3%), which is the most frequent type of all. It is followed by individual work (8, 13.8%), group work (8, 13.8%) and whole class work (7, 12.1%).

The Finnish textbook for grade 11, "Profiles 4" has 18 speaking activities in total. The activities for skill-getting stage are three (16.7%) while those of skill-using stage are 15 (83.3%) in the textbook. There are two mechanical practices (11.1%) and one communicative practice (5.6%) for skill-getting stage. The

activity of free conversation or discussion appeared five times (27.8%), which is the most frequent one as a single activity. It is followed by the opinion exchange and research, which appeared four times (22.2%). In terms of learning agents, the Finnish textbook has only pair work (12, 66.7%) and group work activities (6, 33.3%). The following table shows the speaking activities in Korean and Finnish textbooks for grade 11.

The stage of speaking activities / Learning agents	The types of speaking activities	Specific activities	Practical English II (K)	Profiles 4 (F)
Skill-getting	Mechanical practice	Repeating after listening to words	0	2 (11.1%)
		Tongue twister	0	1 (5.6%)
	Communicative practice	Conversation practice	16 (27.6%)	0
		Meaningful answer (Guided structure)	1 (1.7%)	0
Skill-using	Simulation	Role play	9 (15.5%)	2 (11.1%)
	Opinion gap	Explaining picture or situation,	5 (8.6%)	1 (5.6%)
		Free conversation or discussion	11 (19%)	5 (27.8%)
		Opinion exchange and research	3 (5.2%)	4 (22.2%)
	Information gap	Finding specific information and interview	0	2 (11.1%)
	Guessing gap	Problem solving Activities required to guess	4 (6.9%)	1 (5.6%)
	Creative task	Creative task	1 (1.7%)	0
		Project activities	8 (13.8%)	0
Total			58 (100%)	18 (100%)
Learning	Individual work		8 (13.8%)	0

agents	Pair work	35 (60.3%)	12 (66.7%)
	Group work	8 (13.8%)	6 (33.3%)
	Whole class work	7 (12.1%)	0
Total		58 (100%)	18 (100%)

Table 27 Speaking activities in Korean and Finnish textbooks (Grade 11)

Korean textbooks have much more speaking activities than Finnish ones just like the listening activities. This is also because some of the activities in Korean textbooks require students to give short answers while those in Finnish textbooks have long and complex speaking activities such as information gap, games or role plays. There are some project works and creative tasks related to English culture in the Korean textbooks which Finnish ones do not have. Speaking activities in Korean textbooks have rigid and similar formats in each chapter such as a role play with cartoons and the conversation practices using communicative functions. Finnish textbooks have some role plays guided by the mother tongue and speaking activities using the translation from Finnish to English, which are not visible in Korean textbooks. The topics for the speaking activities in Finnish textbooks are very authentic to students for example the reunion with ex-boyfriend or ex-girlfriend, which is not preferred in Korean textbooks. Both Korean and Finnish textbooks have more pair works and group works than individual and whole class works in speaking activities. As active communicators, students are actively engaged in negotiating meaning through those kinds of activities (Larsen-Freeman, 2000). In that sense, the design for pair works and group works helps students communicate one another in more natural and authentic way.

It is also found in speaking activities that Korean textbooks emphasize the horizontal dimension of second language acquisition (SLA) suggested by the Council of Europe (2001) while Finnish ones the vertical dimension of SLA since Korean textbooks provide more speaking activities in a more inductive way so that students can improve the speaking skill through encountering various authentic speaking activities and Finnish textbooks provide long and

complex activities to enhance learners' speaking proficiency. The forms of some speaking questions in Korean textbooks also follow those of high-stakes tests so the washback Wall (2012) suggested is visible in speaking activities.

The project works and creative tasks using cultural contents in Korean textbooks seem to be helpful for students' communication. Students can interact a great deal with one another through meaningful negotiation during the project works and creative tasks, which is desirable from the perspective of CLT (Gómez-Rodríguez, 2010). English culture is a very authentic lifestyle of people who use English language so the creative tasks using the culture can be a useful way to enhance students' communication (Larsen-Freeman, 2000). Finnish textbooks used Finnish language in some speaking activities such as translating from Finnish to English. The target language is the vehicle for classroom communication, not just the object of study in CLT (Larsen-Freeman, 2000). So, using the mother tongue for students' communication can be problematic in this sense. However, it can be understood that that kind of speaking activities improve the grammatical competence among the dimensions of communicative competence as Canale and Swain (1983) suggested.

#### **4.6.3 Reading**

Looking into the reading activities in Korean textbook for grade 10, it has 67 reading activities in total. The content comprehension, one of the post-reading activities appeared 25 times (37.3%), which accounts for the most portion of reading activities in the textbook. Activating schema in the pre-reading stage follows it (15, 22.4%) and the activities about personal experience and opinion after reading a text are the third frequent one (10, 14.9%). On the other hand, Finnish textbook for grade 10 has 43 reading activities in total. Like Korean counterpart, the content comprehension, one of the post-reading activities, is the most type of reading activities in the Finnish textbook, "Profiles 1", which appeared 23 times (53.5%). It is followed by activating schema (10, 23.3%) and vocabulary and expression (6, 14%) in the pre-reading stage. The following

table specifies the reading activities in Korean and Finnish textbooks for grade 10.

Reading activities		Specific activities	Practical English I (K)	Profiles 1 (F)	
Pre-reading	Activating schema	Answering questions based on suggested data (pictures, graph, &etc)	10 (14.9%)	3 (7%)	
		Completing a chart or table	3 (4.5%)	0	
		Guessing what the reading passage is about	1 (1.5%)	2 (4.7%)	
		Having an activity related to the topic of texts	0	3 (7%)	
		Answering quizzes	1 (1.5%)	2 (4.7%)	
	Vocabulary and expression	Matching picture with word or expression	1 (1.5%)	0	
		Responding to an expression	0	2 (4.7%)	
		Matching meaning with word	2 (3%)	1 (2.3%)	
		Working out the meaning of words	0	1 (2.3%)	
		Filling gaps with proper words	3 (4.5%)	2 (4.7%)	
	Personal experience and opinion	Answering general questions	3 (4.5%)	0	
		Answering specific questions	7 (10.4%)	0	
	Post-reading	Content comprehension	Finding a topic, a title, and a main idea	1 (1.5%)	1 (2.3%)
			Finding specific information	4 (6%)	4 (9.3%)
Summarizing			1 (1.5%)	0	
T / F questions			1 (1.5%)	3 (7%)	
Completing a table, a graph or a map			2 (3%)	0	

		Matching pictures with descriptions	2 (3%)	0
		Finding the meaning of the words or phrases	9 (13.4%)	9 (20.9%)
		Filling in the puzzle with words	0	1 (2.3%)
		Paraphrasing an expression	0	3 (7%)
		Filling gaps with proper words or phrases	5 (7.5%)	2 (4.7%)
	Characteristics of reading texts and logical structure	Rearranging the order of texts	2 (3%)	0
		Finding the purpose of texts	2 (3%)	0
	Function integrated activities	Speaking or writing about a personal idea	5 (7.5%)	3 (7%)
		Speaking or writing a related experience	2 (3%)	0
		Surfing the net to answer questions	0	1 (2.3%)
Total			67 (100%)	43 (100%)

Table 28 Reading activities in Korean and Finnish textbooks (Grade 10)

As for English textbooks for grade 11, Korean textbook, “Practical English II”, has 72 reading activities in total, which is almost twice of Finnish counterpart. The content comprehension is the most type of reading activities in the textbook (28, 38.9%). Activating schema (19, 26.4%) follows it and personal experience and opinion (11, 15.2%) comes next. Finnish counterpart, “Profiles 4” has 37 reading activities in total. Same as Korean textbook, the content comprehension appeared the most (24, 64.9%). It is followed by activating schema (6, 16.2%) and vocabulary and expression (6, 16.2%). The following table specifies the reading activities in Korean and Finnish textbooks for grade 11.

Reading activities		Specific activities	Practical English II (K)	Profiles 4 (F)
Pre-reading	Activating schema	Answering questions based on given data (pictures, graph, &etc)	12 (16.7%)	2 (5.4%)
		Completing a chart or table	6 (8.3%)	0
		Guessing what the reading passage is about	0	2 (5.4%)
		Answering quizzes	1 (1.4%)	2 (5.4%)
	Vocabulary and expression	Responding to an expression	0	1 (2.7%)
		Writing words about pictures	2 (2.8%)	0
		Matching meaning with word	0	3 (8.1%)
		Working out the meaning of words	0	2 (5.4%)
	Personal experience and opinion	Answering general questions	6 (8.3%)	0
		Answering specific questions	5 (6.9%)	0
	Post-reading	Content comprehension	Finding a topic, a title, and a main idea	3 (4.2%)
Finding specific information			7 (9.7%)	7 (18.9%)
T / F questions			2 (2.8%)	0
Completing a table, a graph or a map			3 (4.2%)	1 (2.7%)
Matching pictures with descriptions			1 (1.4%)	0
Finding the meaning of the words or phrases			8 (11.1%)	12 (32.4%)
Paraphrasing an expression			0	2 (5.4%)
Filling gaps with proper words or phrases			4 (5.6%)	1 (2.7%)



	Characteristics of reading texts and logical structure	Rearranging the order of texts	2 (2.8%)	1 (2.7%)
		Finding the purpose of texts	2 (2.8%)	0
	Function integrated activities	Speaking or writing about a personal idea	8 (11.1%)	1 (2.7%)
		Creating a soundtrack for reading texts	0	1 (2.7%)
Total			72 (100%)	37 (100%)

Table 29 Reading activities in Korean and Finnish textbooks (Grade 11)

Finnish textbooks have many activities for vocabularies which come in a reading text. In particular, every chapter includes questions which give the Finnish meaning and ask students to find English vocabularies or phrases which correspond to the Finnish meaning. This type of vocabulary questions using the mother tongue cannot be found in Korean textbooks. Also the length of the reading activities in Korean textbooks is shorter than Finnish ones and that is why the number of the reading activities in Korean textbooks is much more than Finnish ones.

The result suggested also in reading activities that Korean textbooks emphasize the horizontal dimension of SLA suggested by the Council of Europe (2003) but Finnish ones the vertical dimension of SLA since Korean textbooks provide more reading activities in a more inductive way so that students can improve the reading skill through encountering various authentic reading activities and Finnish textbooks provide long and complex activities to enhance learners' reading proficiency. The forms of some reading questions in Korean textbooks also follow those of high-stakes tests so the washback Wall (2012) suggested is visible in reading activities. There is a post-reading activity in Finnish textbooks which ask students to create a soundtrack for the reading text. It seems to be innovative and helpful for fostering students' creativity and communication skills. Finnish textbooks also have a question about gestures for activating schema, which is also good for intercultural competence as well as

communication skills because nonverbal expressions are vital for communication. Teaching nonverbal expressions in Finnish textbooks is one of the most effective ways to develop the strategic competence among the dimensions of the communicative competence that Canale and Swain (1983) suggested.

#### 4.6.4 Writing

Looking into the writing activities in Korean and Finnish textbooks for grade 10, “Practical English I” has 60 writing activities in total, while “Profiles 1” has 27 ones. Controlled writing has the most type of the writing activities in the Korean textbook, which includes 33 activities (55%). It is followed by composition (14, 23.3%) and guided writing (13, 21.7%). Filling gaps with the words or expressions is the most writing activity (9, 15%) in the controlled writing and copying words or sentences (8, 13.3%) and replacing words or phrases (8, 13.3%) come next. Composing a sentence with given words is the most writing activity (7, 11.7%) in guided writing. And writing various kinds of texts is the most writing activity (7, 11.7%) in composition. Like the Korean textbook, the Finnish textbook has the most writing activities in controlled writing, which includes 17 activities (63%). What is noticeable in the Finnish textbook is that it has five translation activities which are not included at all in Korean counterpart. The Finnish textbook has the same frequency order in the types of writing with Korean one, which is composition is the second most and guided writing is the least type of writing. The following table shows the summary of the writing activities in Korean and Finnish textbooks for grade 10.

Types of writing	Stage	Specific activities	Practical English I (K)	Profiles 1 (F)
Controlled writing	Copying	Copying words or sentences	8 (13.3%)	0
	Recombination	Changing a word form	1 (1.7%)	4 (14.8%)
		Arranging words or	6 (10%)	0

		phrases		
		Translation	0	5 (18.5%)
		Filling gaps with the words or expressions	9 (15%)	7 (25.9%)
		Replacing words or phrases	1 (1.7%)	1 (3.7%)
		Writing a sentence describing or explaining a picture or table	8 (13.3%)	0
Guided writing	Guided writing	Completing a sentence	1 (1.7%)	1 (3.7%)
		Composing a sentence with given words	7 (11.7%)	1 (3.7%)
		Writing an answer to a given question	5 (8.3%)	1 (3.7%)
Composition	Composition	Writing an opinion, feeling, or experience	2 (3.3%)	2 (7.4%)
		Writing an email, postcard, or letter	4 (6.7%)	4 (14.8%)
		Writing what comes next	1 (1.7%)	0
		Writing various kinds of texts (brochure, report, diary, etc)	7 (11.7%)	1 (3.7%)
Total			60 (100%)	27 (100%)

Table 30 Writing activities in Korean and Finnish textbooks (Grade 10)

As for English textbooks for grade 11, “Practical English II” has 63 writing activities while “Profiles 4” has 26 ones. Controlled writing has the most type of the writing activities in the Korean textbook, which includes 34 activities (54%). It is followed by composition (19, 30.2%) and guided writing (10, 15.9%). Filling gaps with the words or expressions is the most writing activity (9, 14.3%) in the controlled writing and copying words or sentences (8, 12.7%) and writing a sentence describing or explaining a picture or table (5, 7.9%) follow it. Writing an answer to a given question is the most writing activity (5, 7.9%) in guided writing. Writing various kinds of texts is the most

writing activity (12, 19%) in composition. Like the Korean textbook, the Finnish textbook has the most writing activities in controlled writing, which includes 13 activities (50%). It also has 5 translation activities which are not included at all in Korean counterpart just like English textbooks for grade 10. The Finnish textbook has the same frequency order in the types of writing with Korean one, which is composition is the second most and guided writing is the least type of writing. The following table shows the summary of the writing activities in Korean and Finnish textbooks for grade 11.

Types of writing	Stage	Specific activities	Practical English II (K)	Profiles 4 (F)
Controlled writing	Copying	Copying words and sentences	8 (12.7%)	0
	Reproduction	Describing a picture in words or vice versa	0	1 (3.8%)
	Recombination	Arranging words or phrases	6 (9.5%)	0
		Translation	0	5 (19.2%)
		Filling gaps with the words or expressions	9 (14.3%)	6 (23.1%)
		Replacing words or phrases	2 (3.2%)	1 (3.8%)
		Combining sentences	4 (6.3%)	0
	Writing a sentence describing or explaining a picture or table	5 (7.9%)	0	
Guided writing	Guided writing	Completing a sentence	2 (3.2%)	4 (15.4%)
		Composing a sentence with given words	3 (4.8%)	1 (3.8%)
		Writing an answer to a given question	5 (7.9%)	1 (3.8%)
Composition	Composition	Writing an opinion, feeling, or experience	3 (4.8%)	2 (7.7%)
		Writing an email, postcard, or letter	3 (4.8%)	2 (7.7%)

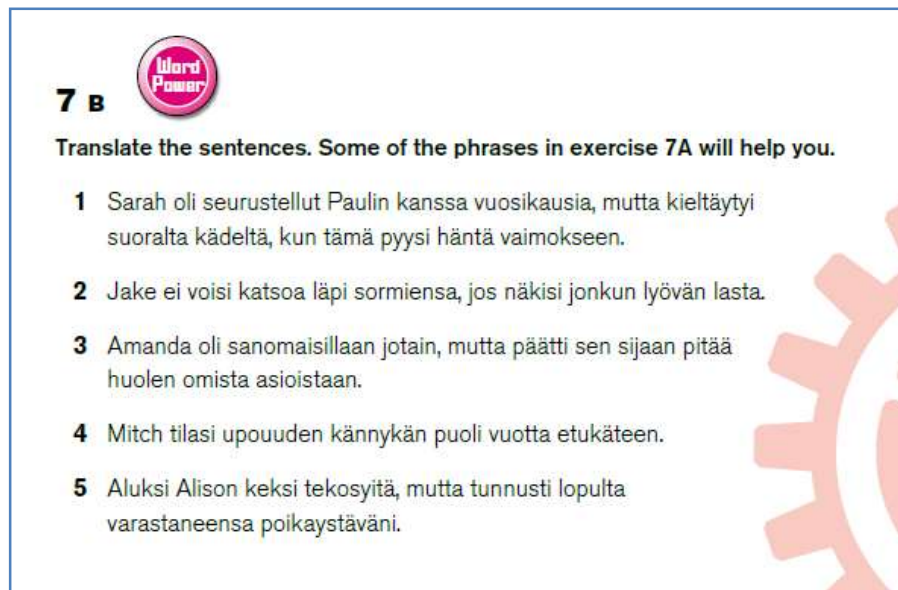
		Writing what comes next	1 (1.6%)	0
		Writing various kinds of texts (brochure, report, diary, etc)	12 (19%)	3 (11.5%)
Total			63 (100%)	26 (100%)


Table 31 Writing activities in Korean and Finnish textbooks (Grade 11)

Korean textbooks have more than twice the activities of Finnish textbooks. However, the writing activities in Finnish textbooks are longer than Korean ones. It is noticeable that Finnish textbooks have some translation tasks from the mother tongue to English which Korean textbooks do not have at all. Both textbooks have the writing activities to require students to write various types of authentic texts such as brochure, report, diary, etc. Korean textbooks have more guided steps of writing from controlled to composition in the section of “Write it out”. This seems to help students get used to the whole writing process.

It was also shown in writing activities that Korean textbooks emphasize the horizontal dimension of SLA suggested by the Council of Europe (2003) but Finnish ones the vertical dimension of SLA since Korean textbooks provide more writing activities in a more inductive way so that students can improve the writing skill through encountering various authentic writing activities and Finnish textbooks provide long and complex activities to enhance learners’ writing proficiency. The forms of some writing questions in Korean textbooks also follow those of high-stakes tests so the washback Wall (2012) suggested is visible in writing activities. Many translation works which are frequently visible in Finnish textbooks are hardly considered as communicative tasks since CLT includes the context and communication in the activities (Spada, 2007). Of course, the translation works can help students develop the grammatical competence among the dimensions of communicative competence Canale and Swain (1983) suggested but the translation activities in Finnish textbooks lack the context and the opportunities of communication. Rather, the translation

works seem to be remains of Grammar Translation Method. However, it is a good example of how the authenticity can be reflected in writing activities that both textbooks include the tasks requiring students to write real life texts (Gómez-Rodríguez, 2010).



**7 B** 

**Translate the sentences. Some of the phrases in exercise 7A will help you.**

- 1 Sarah oli seurustellut Paulin kanssa vuosikausia, mutta kieltäytyi suoralta kädeltä, kun tämä pyysi häntä vaimokseen.
- 2 Jake ei voisi katsoa läpi sormiensa, jos näkisi jonkun lyövän lasta.
- 3 Amanda oli sanomaisillaan jotain, mutta päätti sen sijaan pitää huolen omista asioistaan.
- 4 Mitch tilasi upouuden kännykän puoli vuotta etukäteen.
- 5 Aluksi Alison keksi tekosyitä, mutta tunnusti lopulta varastaneensa poikaystäväni.

Figure 12 Translation tasks in Finnish textbook (Profiles 4, p. 64)

## 5 DISCUSSION AND CONCLUSION

This study aimed to identify similarities and differences between Finnish and Korean high school English textbooks by comparing and analyzing two example books from two different series. The similarities and differences were analyzed in six different dimensions: textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. Both textbooks have been designed on the basis of Communicative Language Teaching and this study investigated the various realizations of the communicative approach in high school English textbooks of the two countries.

The findings revealed that both textbooks have similar textbook layout and physical makeup such as the size and the page number of each chapter. However, Korean textbooks have double number of chapters than Finnish

counterparts. On the other hand, Finnish textbooks have more various contents of appendix such as composition, and portfolio. The large amount of appendix in Finnish textbooks helps students' autonomous language study, which reflects a principle of CLT that students have more responsibility of their own learning (Larsen-Freeman, 2000). Finnish curriculum also states that students' independent study should be encouraged in foreign language instruction for developing their communicative competence (Finnish National Board of Education, 2003). It was found that both textbooks deal with the various activities related to all the four skills of English in every chapter. The balance of four language skills in both textbooks indicates the idea of CLT that communicative competence covers all four language skills: listening, speaking, reading, and writing (Moskalenko, 2013). In particular, Korean textbooks give more explicit instruction to foreign culture through the section "Culture Capsule". The explicit presentation of culture in Korean textbooks reflects the emphasis of CLT on culture, which is the everyday lifestyle of people who use the language (Larsen-Freeman, 2000). Culture can also provide authentic materials for communication through which students can develop the strategic competence (Canale & Swain, 1980).

Finnish textbooks have the larger number of vocabularies as well as the longer sentences in texts than Korean ones. The number of vocabularies is important in foreign language learning since large vocabularies are typically associated with good performance of the communicative skills (Milton, 2010). The large number of vocabularies in Finnish textbooks results from the tendency that Finnish textbooks make use of the authentic vocabularies from movie scripts and literary works. The authentic language materials are preferred in English language learning from the perspective of CLT (Gómez-Rodríguez, 2010). The maximum number of vocabularies restricted by English curriculum of Korea also seems to have affected the lower number of vocabularies in Korean textbooks. Furthermore, Finnish textbooks have authentic use of language for communication such as slang. Authentic language

use is one of the key factors for determining communicative textbooks (Moskalenko, 2013).

Korean textbooks deal with the large number of language forms in a wide and shallow way while Finnish ones the small number of language forms in a deep and specific way. This result is in agreement with the finding of a previous comparative study on English textbooks for basic education in Finland and Korea (Yoo, 2012). Korean textbooks aim to teach grammars in meaning-focused instruction by providing students with no grammatical terms but the authentic examples of the language forms and visual aids such as cartoons, which is one of the teaching methods CLT seeks in a foreign language classroom (Ko, 2014). On the other hand, Finnish textbooks choose form-focused instruction for teaching grammar and provide a variety of grammar exercises in the appendix for students' autonomous learning. Finnish textbooks emphasized the grammatical competence among the dimensions of communicative competence that Canale and Swain (1980) suggested through form-focused instruction with typical grammatical terms and the mother tongue. The form-focused instruction can bring about the improvement in students' language accuracy and their ability to use the target language (Spada, 2007).

The Finnish curriculum sets the main topics for each English course, which play a role as a boundary in choosing topics which consist of each course book. For example, the main topic of English course 1 in Finland is "Young people and their world" so all the topics of the course book 1 should converge on the main topic (Finnish National Board of Education, 2003). However, the Korean curriculum does not set the main topics for each English course. Korean textbooks choose more various topics than Finnish ones. The most popular topic of Korean textbooks is students' future career while that of Finnish textbooks is leisure activities such as movies or sports. In terms of cultural backgrounds Korean textbooks prefer to deal with general culture in the reading texts while Finnish textbooks English-speaking culture. The topics of Finnish textbooks include authentic social phenomena such as the divorce of



parents and the reunion with ex-boyfriend or ex-girlfriend. The inclusion of current social issues can enhance the authenticity of the materials and provide more chances for students' communication which can lead to the development of students' communicative competence (Gómez-Rodríguez, 2010). The mass media such as movies, pop-songs, and news articles account for the high proportion in English textbooks of Finland, which reflects the strong relationship between the lives of young Finns via mass media and the use of English (Leppänen & Nikula, 2007). The inclusion of mass media as an important part of youth everyday lifestyle in English textbooks can have a positive impact on students' communication and learning motivation (Larsen-Freeman, 2000).

Both textbooks do not have typical answers for the tasks in the selected sections for communicative functions. The absence of answers for the communicative tasks in both textbooks suggests that both textbooks have a high degree of validity in the perspective of CLT since communicative competence encompasses not only the ability to use grammatically correct expressions but also verbal and nonverbal strategies to compensate for the breakdowns in communication (Canale and Swain, 1980). It is possible to have various forms for a single communicative function in the perspective of CLT. The materials used in both textbooks have important implications for teaching communicative functions. The use of games in Finnish textbooks reflects the effect of games to make language lesson more communicative and interactive (Rixon, 1985). The inclusion of English cartoon in Korean textbooks can also provide students with valuable communicative practice (Larsen-Freeman, 2000).

What is noticeable in comparing the activities for four language skills between Finnish and Korean textbooks is the number of those activities. Korean textbooks have the larger number of activities for every language skill than Finnish ones. The finding suggests that Korean textbooks emphasize the horizontal dimension of SLA suggested by the Council of Europe (2001) while Finnish ones the vertical dimension of SLA since Korean textbooks provide more activities for every language skill in a short and inductive way and

Finnish ones provide long and complex activities to enhance learners' language proficiency. The forms of some activities for four language skills in Korean textbooks also follow those of high-stakes tests so the washback that Wall (2012) suggested is visible in the activities. The abundant examples and authentic materials were used in the activities for every language skill in both textbooks, which can be considered positive in the perspective of CLT (Gómez-Rodríguez, 2010). Furthermore, one particular writing activity in Finnish textbooks is the translation works from the mother tongue to English which Korean ones do not have.

On the basis of the research findings, there are some issues to deserve discussion. First of all, Finland and Korea implement the different policies on vocabulary control. The number of vocabularies Finnish textbooks have is much larger than Korean ones. The lower number of vocabularies in Korean textbooks mainly results from the vocabulary control by the Korean curriculum. The Korean curriculum controlled the maximum number of vocabularies that each English textbook can include. The Korean Ministry of Education intended to provide students with the systematic direction for vocabulary learning English by controlling the number of vocabularies in English textbooks (Cho, 2014). However, as a matter of fact, the level of English vocabularies in Korean Scholastic Aptitude Test turned to be much higher than that of English textbooks (Kim, 2014). Most English teachers already know the fact that English textbooks are not enough for preparing for the university entrance exam and almost every Korean school chooses other English materials than English textbooks for the preparation of the exam. In this situation, there needs to be the reconsideration to set the maximum number of vocabularies in English textbooks (Cho, 2014). It seems to be a better option to increase the number of vocabularies in English textbooks and give textbook publishers and authors more autonomy to design better English textbooks which can not only develop students' communicative competence but also help them prepare for Korean Scholastic Aptitude Test. On the other hand, the Finnish curriculum does not give any explicit direction for vocabulary instruction (Finnish National Board of

Education, 2013). Instead, CEFR provides the vocabulary range according to the language proficiency (Council of Europe, 2001). The difficulty of consistent and accurate application of the vocabulary range brings about the calls for more detailed criteria such as a set of figures for vocabulary size learners should possess depending on their proficiency levels (Milton, 2007). Contemplating the current situations of both Finland and Korea, the vocabulary control seems to necessitate sufficient researches and careful implementation.

Second, it seems to be worth bringing up the influence of high-stakes tests on English textbook design. A high-stakes test has an impact on individuals, policies or practices, within the classroom, the school, the educational system, or society as a whole (Wall, 1997). It can be explained by the term 'washback', which means the influence of important tests on classroom practices - in particular, the effects they have on teaching and learning (Wall, 2012). It has an impact on an English textbook design in South Korea. One of the reasons why Korean textbooks have much more activities on four language skills than Finnish ones is that they have been designed to follow the forms of the questions in high-stakes tests such as Korean Scholastic Aptitude Test or National English Ability Test. Korean textbooks are well designed to train students to give short answers required for those high-stakes tests. To make matters worse, English teachers choose other teaching materials as well as English textbooks because they are not enough for getting students ready for the high-stakes tests (Yim, 2005). That is the main reason why English textbooks are not highly respected in English classrooms of Korean high schools. In particular, most English classes for the 3<sup>rd</sup> graders who face the university entrance exam do not deal with English textbooks but choose EBS (Korean educational broadcasting system) materials directly linked to the university entrance exam. Korean students have very high anxiety for this kind of "teaching to the test" and it has a negative washback effect on English education in South Korea (Bae, 2007). On the other hand, the similar kind of washback was found in a previous study on Finnish English textbook analysis which suggested that the lack of an oral test in the Finnish matriculation exam

makes the practice of the oral communication unnecessary in English textbooks so the focus of the oral activities in English textbooks for Finnish high schools is usually on vocabulary instead of communication strategies (Hietala, 2013). The absence of pragmatic aspects in Finnish matriculation exam was also assumed to have an impact on the lack of pragmatic input in English textbooks for Finnish high schools (Luomala, 2010). I suggest that more researches on the washback in Korean English education should be followed up and what kind of washback the English education in Finland has will also be a good topic for further studies.

Third, it is surprising to see how many translation works Finnish textbooks have. The textbooks have the writing activities requiring translation in every single chapter. The activities are sometimes given without any context. In the perspective of CLT, those writing activities which lack the context do not help students learn writing skills in a meaningful way but they can also prevent students from interacting each other in a target language (Gómez-Rodríguez, 2010). CLT is not an approach to exclude language forms but the approach includes the communication and meaningful context in teaching the language forms (Spada, 2007). The translation works in Finnish textbooks seem to stem from the pedagogical idea of Grammar Translation Method. Of course, no one can deny the effect of the translation works on learning a foreign language but I would like to suggest that the writing activities need more meaningful contexts and more considerate design for improving students' communicative competence.

Finally, the present study found the prominent difference between Finnish and Korean textbooks in the way of presenting language forms and the activities for four language skills. Korean textbooks emphasize the horizontal dimension of SLA suggested by the Council of Europe (2001) while Finnish ones the vertical dimension of SLA since Korean textbooks provide a large number of language forms and activities for four language skills in a short and inductive way and Finnish ones provide a small number of language forms and activities for four language skills in a long and complicated way to enhance

learners' language proficiency. Interestingly, this result corresponds to that of the previous comparative study on Finnish and Korean English textbooks for basic education in some extent (Yoo, 2012). The previous study revealed that Korean textbooks for basic education presented listening activities in a "wide and shallow" way while Finnish counterparts a "narrow and specific" way. The present study demonstrated that the different way of presenting activities in Finnish and Korean textbooks is visible not only in the listening skill but also in the other three skills in case of high school English textbooks. Finnish and Korean textbooks seem to take the extremely opposite positions in terms of the way of presenting language forms and the activities for four language skills. If Finnish and Korean textbooks take advantage of both horizontal and vertical dimensions of SLA the textbooks saliently possess in a complementary way, they will be able to benefit from each other for the development of communicative textbooks.

There are several limitations in the current study. This study aimed to compare and analyze English textbooks for the same aged high school students in Finland and South Korea. However, it is hard to say that those textbooks are exactly for the same aged high school students in both countries because of the different English curricula in both countries. Even though Finnish national curriculum set quite rigid flow of English courses that high schools can follow so most Finnish high schools have common English courses for example from course 1 to 8. But the Korean national curriculum allows schools to choose about six English courses out of 15 so it is possible that some schools do not choose English textbooks "Practical English I" or "Practical English II" in their school curriculum. This study has started from the assumption that "Practical English I" corresponds to "Profiles 1" and "Practical English II" "Profiles 4" after the consent of the English teachers and the textbook authors of both sides. Moreover, it is not easy to ensure that the selected textbooks are definite representatives of English textbooks in both countries as these textbooks may not be the best-selling English textbooks. However, the English textbooks selected for the present study surely have common characteristics of English

textbooks in both countries and it is effective for the comparative study including the qualitative reflection to choose the textbooks whose authors are within intimate contact for the deeper understanding on them.

Considering the important components of English textbooks, the present study selected six key dimensions for a comparative analysis: textbook structure, vocabulary, language forms, topics and cultural backgrounds, communicative functions, and activities for language skills. However, these dimensions are not absolute criteria for a comparative analysis on English textbooks as previous studies encompassed other significant criteria such as the length of dialogues, illustration, intercultural competence, pragmatics, etc (Jang, 2011; Äijälä, 2009; Luomala, 2010). Which criteria to select for textbook analysis is still an open-ended and ongoing research task. Furthermore, communicative textbooks do not guarantee fostering students' communicative competence. As a matter of fact, no textbook will be totally suited to a particular teaching situation so teachers should not look for the perfect textbook which meets all the requirements but find their own way of using and adapting the textbook (Cunningsworth, 1984). The development of communicative competence can be strongly influenced by other factors than textbooks themselves such as how teachers actually use the textbooks in foreign language classes and how students take advantage of the textbooks for learning foreign languages. For example, it might be significant to investigate how different ways of using the same materials can have an effect on learners' communicative competence (Tomlinson, 2012). The effect of the various other factors in relation to textbooks on students' communicative competence seems to be worth being explored in further studies.

The present study has been built on the basis of the experiences of a 7-year English teacher in Korea, a 2-year international master's program student in Finland, and 2-year textbook project participation. The experiences inside of the educational systems of both countries helped me gain more understanding of Finnish and Korean English textbooks and what communicative English textbooks mean. Given the opportunity to participate in another textbook

project as an author again, I will be able to put much effort to design more communicative English textbooks on the basis of this research. It must not be an easy work because of the stereotype of teachers, students, and textbook publishers on English textbooks as a tool for preparing high-stakes tests and the effect of washback on English education in Korea. However, it is certain that the efforts for developing communicative English textbooks will not go in vain. I hope that the present study can contribute to the development of English textbooks for improving students' communicative competence and ignite more cooperation in English education of both countries.

## 6 REFERENCES

Ahola-Houtsonen, T. (2013). Learning and teaching English speaking skills at high school: The students' and the teachers' views. University of Jyväskylä.

Äijälä, H. (2009). Acquiring intercultural competence from coursebooks: Analysis of learning tasks in the Finnish high school coursebook series *In Touch*. University of Tampere.

Alanen, R., Huhta, A., & Tarnanen, M. (2010). Designing and assessing L2 writing tasks across CEFR proficiency levels. *COMMUNICATIVE PROFICIENCY AND LINGUISTIC DEVELOPMENT: intersections between SLA and language testing research*, 21.

Bae, J. Y. (2007). Test stress and coping style of high school students. *Parents and Children Health Society*, 10(2).

Bhanegaonkar, M., & Mahfoodh, M. (2013). New approach for evaluating EFLM: An eclectic developed checklist. *International Journal of Scientific and Research Publications*, 3(10), 1-8.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Canale, M. (1983). From communicative competence to communicative language pedagogy. *Language and communication*, 1, 1-47.



Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.

Candlin, C. N. (1981). *The communicative teaching of English: principles and an exercise typology*. Longman Publishing Group.

Cho, B. R. (2014). *A corpus-based study on vocabulary selection and analysis of vocabulary size for the primary and secondary school English curriculum*. Hankuk University of Foreign Studies.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Cowles, H. M. (1976). Textual materials evaluation: A comprehensive checklist. *Foreign Language Annals*, 9(4), 300-303.

Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Material*: London: Heinemann.

Daoud, A., & Celce-Murcia, M. (1979). Selecting and evaluating a textbook. *Teaching English as a second or foreign language*, 2(3), 302-307.

Dufva, H., & Alanen, R. (2005). Metalinguistic awareness in dialogue: Bakhtinian considerations. *Dialogue with Bakhtin on second and foreign language learning: New perspectives*, 99-118.

Elovaara, M., Ikonen, J., Myles, Jane., Mäkelä, A., Nikkanen, L., Perälä, M., Salo, O., & Sutela, T. (2008). Profiles 1. WSOY Oppimateriaalit Oy.

Elovaara, M., Ikonen, J., Myles, Jane., Mäkelä, A., Nikkanen, L., Perälä, M., Salo, O., & Sutela, T. (2008). Profiles 4. WSOY Oppimateriaalit Oy.

EURYDICE. (2009). National Testing of Pupils in Europe: Objectives, Organisation and Use of Results. Retrieved from [http://eacea.ec.europa.eu/education/eurydice/documents/thematic\\_reports/109EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/109EN.pdf)

EURYDICE. (2014). Finland: The current distribution of lesson hours. Retrieved from [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Teaching\\_and\\_Learning\\_in\\_General\\_Upper\\_Secondary\\_Education](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Teaching_and_Learning_in_General_Upper_Secondary_Education)

Finnish National Board of Education. (2003). National core curriculum for high schools 2003. Retrieved from [http://www.oph.fi/download/47678\\_core\\_curricula\\_upper\\_secondary\\_education.pdf](http://www.oph.fi/download/47678_core_curricula_upper_secondary_education.pdf)

Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. Oxford University Press.

Garinger, D. (2002). Textbook selection for the ESL classroom. *Center for Applied Linguistics Digest*.

Gómez-Rodríguez, L. F. (2010). English Textbooks for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence?. *Educación y Educadores*, 13(3), 327-346.

Heim, A. M. (2006). *A Comparative Analysis of two English Textbooks used in High School*. University of Oslo.

Hietala, M. (2013). *Practicing oral skills in Finnish high school EFL textbooks*. University of Jyväskylä.

Hulstijn, J. H., Alderson, J. C., & Schoonen, R. (2010). Developmental stages in second-language acquisition and levels of second-language proficiency: Are there links between them. *COMMUNICATIVE PROFICIENCY AND LINGUISTIC DEVELOPMENT: intersections between SLA and language testing research*, 11.

Hwang, Y. M. (2014). *A comparative study of English vocabulary used in high school English textbooks and the Korean CSATs*. Kangwon National University.

Hymes, D. (1971). Competence and performance in linguistic theory. *Language acquisition: Models and methods*, 3-28.

Kim, G. H. (2014). An analysis of cultural contents in elementary school English textbooks for Grades 3 and 4. Seoul National University of Education.

Kim, G. H., Lee, J. G., Kim, S. H., Yoo, B. S., Kim, S., Na, H. J., Namgung, W., Lee, H. J., Jo, H. E., Hong, J. H., Kim, M. J., & Timmermans, L. (2013). *Practical English I*. Kumsung Publishing Co.

Kim, G. H., Lee, J. G., Kim, S. H., Yoo, B. S., Kim, S., Na, H. J., Namgung, W., Lee, H. J., Jo, H. E., Hong, J. H., Kim, M. J., & Timmermans, L. (2013). *Practical English II*. Kumsung Publishing Co.

Kim, J. E. (2014). The investigation on validity of difficulty level between high school English textbooks, EBS teaching materials linked to Korean matriculation test, and Korean matriculation exam. Korea University.

Kim, J. H. (2008). A comparative study on the English education and the English teacher education between Korea and Finland. University of Ulsan.

Kim, J. R., & Kim, J. H. (2006). The analysis on Singaporean primary school English textbooks. *The Research on English Pedagogical Knowledge*, 10(2), 515-536.

Ko, C. (2014). An Investigation of the Communicative Approach Teaching in Primary English Textbooks in Hong Kong and Malaysia: A Search into

Communicative Language Teaching (CLT) Textbooks, And How CLT is Applied in Textbooks. *International Journal of Education and Literacy Studies*, 2(1), 63-74.

Korean Ministry of Education, Science and Technology. (2011). English curriculum.

Korean Ministry of Education, Science and Technology. (2013). The status of teacher education institutes in 2013. Retrieved from <http://www.moe.go.kr/web/100081/ko/board/view.do?bbsId=329&boardSeq=48729>

Jang, H. H. (2011). A comparative analysis on English textbooks and activity books in Korea and Germany. Korea National University of Education.

Lado, R. (1964). *Language teaching: A scientific approach*. New York: McGraw-Hill.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* 2nd edition. Oxford university press.

Leppänen, S. (2007). Youth language in media contexts: insights into the functions of English in Finland. *World Englishes*, 26(2), 149-169.

Leppänen, S., & Nikula, T. (2007). Diverse uses of English in Finnish society: Discourse-pragmatic insights into media, educational and business contexts.

*Multilingua-Journal of Cross-Cultural and Interlanguage Communication*, 26(4), 333-380.

Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan horse. In Tomlinson, B. (ed.), *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. 179-211.

Luomala, P. (2010). Pragmatics exercises and pragmatic metalanguage in English United textbook series for Finnish high school. University of Jyväskylä.

Milton, J. (2010). The development of vocabulary breadth across the CEFR levels. *Communicative proficiency and linguistic development: Intersections between SLA and language testing research*, 211-232.

Moskalenko, I. V. (2013). Communicative approach in foreign language teaching. *Наукові записки [Вінницького національного аграрного університету]*. Сер.: Соціально-гуманітарні науки, (2), 139-145.

Park, J. H. (2003). A comparative study of English textbooks for elementary school in Korea, China, Japan (EFL environments) and Singapore (ESL environment). Sejong University.

Pfingsthorn, J. (2013). Variability in learner errors as a reflection of the CLT paradigm shift. Peter Lang.

PISA 2012 results in focus. What 15-year-olds know and what they can do with what they know. OECD 2014. Retrieved from <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

Razmjoo, S. A. (2007). High schools or private institutes textbooks? Which fulfill communicative language teaching principles in the Iranian context. *Asian EFL journal*, 9(4), 126-140.

Rha, K. H. & Song, H. S. (2010). Analysis of reading activities in the 10th grade English textbooks under the revised 2007 National Curriculum. *Foreign language education*, 17(2), 145-173

Rivers, W. M., & Temperley, M. S. (1978). *A Practical Guide to the Teaching of English as a Second or Foreign Language*. Oxford University Press, 200 Madison Ave., New York, NY 10016.

Rivers, W. M. (1981). *Teaching foreign-language skills*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637.

Rixon, S. (1985). *How to use games in language teaching*. Macmillan.

Sahlberg, P. (2010). The secret to Finland's success: Educating teachers. *Stanford Center for Opportunity Policy in Education*, 2.

Savignon, S. J. (1997). *Communicative competence theory and practice: Texts and contexts in second language learning*. New York: McGraw-Hill Companies.

Seo, C. P. (2004). *A Comparative Study on Chinese and Korean Middle School English Textbooks - Centering on Listening and Speaking Activities*. Ihwa Women's University.

Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4), 237-246.

Skierso, A. (1991). Textbook selection and evaluation. *Teaching English as a second or foreign language*, 2, 432-453.

Spada, N. (2007). Communicative language teaching. In *International handbook of English language teaching* (pp. 271-288). Springer US.

Spada, N., & Lightbown, P. M. (1989). Intensive ESL programmes in Quebec primary schools. *TESL Canada Journal*, 7(1), 11-32.

Stæhr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. *Language Learning Journal*, 36(2), 139-152.

Tergujeff, E. (2013). English pronunciation teaching in Finland.



- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(02), 143-179.
- Tucker, C. A. (1975). Evaluating beginning textbooks. In *English Teaching Forum* (Vol. 13, No. 3/4, pp. 355-361).
- Ur, P. (1984). *Teaching listening comprehension*. New York: Cambridge University Press.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge Teacher Training and Development.
- Wall, D. (1997). Test impact and washback. In C. Clapham & D. Corson (Eds.), *Encyclopedia of language and education*. Vol.7: Language testing and evaluation (pp. 291-302). Dordrecht, Netherlands: Kluwer.
- Wall, D. (2012). Washback in Language Assessment. *The Encyclopedia of Applied Linguistics*.
- Yanli, W. (2013). *A Comparative Analysis of Culture Elements in Korean and Chinese English Middle School Textbooks*. Korea National University of Education.
- Yim, M. J. (2005). *A study on needs analysis of English secondary materials in a high school curriculum*. Sookmyung Women's University.

Yoo, Y. S. (2012). *A Comparative Analysis of English Textbooks from Korea and Finland*. Konkuk University.

## 7 APPENDIX

### 7.1 The list of topics in the high school English curriculum of Korea

1. Personal life
2. Family life and necessities of life
3. School life and friendship
4. Social life and human relationship
5. Leisure activities (hobby, entertainment, travel, health, sports, etc)
6. Nature (animals, plants, season, weather, etc)
7. Various ways of communication used in English culture
8. Daily lives of people belonging to various cultures
9. Linguistic and cultural differences of other cultures from Korean one
10. Korean culture and lifestyle
11. Etiquette, courtesy, cooperation, solicitude, service, responsibility
12. Environmental conservation (Environmental issues, resources and energy, climate change, etc)
13. Literature and art for developing students' aesthetic traits, creativity and imagination
14. The issues of changing society (population, adolescent issues, aging, multicultural society, IT ethics, etc)
15. Personal wellbeing issues (career, labor, job, etc)
16. Democratic and Global citizenship (democratic citizenship, human rights, gender equality, global etiquette, etc)
17. Patriotism, peace, security, and reunification of North and South Korea
18. Common senses (politics, economy, history, geography, mathematics, science, traffic, information and communication, space, ocean, exploration, etc)
19. Academic knowledge (liberal arts, social science, natural science, art

## 7.2 The descriptions for the target levels of Language Proficiency Scale in English as an A language

English language skill	Level	Description
Listening comprehension	B2.1	<p>Can understand the main ideas of propositionally and linguistically complex speech dealing with concrete or abstract topics. Can follow detailed narration of general interest (news, interviews, films, lectures).</p> <p>Can understand the main points of an input, the speaker's intention, attitudes, level of formality and style. Can follow extended speech and complex lines of argument provided that the direction of the speaking is indicated by explicit markers (connectors, rhythm).</p> <p>Can summarise or express key points and important details of what he/she has heard.</p> <p>Can catch much of what is said around him/her, but may find it difficult to follow discussions between several native speakers if they do not make any allowances.</p>
Speaking	B2.1	<p>Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences.</p> <p>Can play an active role in the majority of practical and social situations and in fairly formal discussions.</p>

		<p>Can interact regularly with native speakers without unintentionally amusing or irritating them.</p> <p>Linguistic expression is not always completely elegant.</p> <p>Can produce stretches of speech with a fairly even tempo and few longer pauses.</p> <p>Pronunciation and intonation are clear and natural.</p> <p>Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation.</p> <p>Grammatical control is fairly good and occasional errors do not usually impair understanding.</p>
Reading comprehension	B2.1	<p>Can read a few pages of text independently (newspaper articles, short stories, popular fiction and nonfiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or vocational subjects and contain facts, attitudes and opinions.</p> <p>Can identify the meaning of a text and its writer and locate several different details in a long text. Can quickly identify the content of text and the relevance of new information to decide whether closer study is worthwhile.</p> <p>Difficulties only occur with idioms and cultural allusions in longer texts.</p>

Writing	B2.1	<p>Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries).</p> <p>Can express information and views effectively in writing and comment on those of others. Can combine or summarise information from different sources in his/her own texts.</p> <p>Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution.</p> <p>Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.</p>
---------	------	--

### 7.3 The scales for the range of vocabulary knowledge in CEFR

	Vocabulary range
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.

C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations