

GLOBAL ENGLISH:
Varieties of English in textbooks

Bachelor's thesis
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Englannin kieli on levinnyt laajalle maailmassa ja sitä puhutaan sekä äidinkielenä että vieraana kielenä. Huolimatta siitä, että nykypäivänä oppilaat käyttävät englantia toisten sitä vieraana kielenä puhuvien kanssa esimerkiksi internetissä, on Suomessa käytetyissä oppikirjoissa edelleen korostettu perinteiden mukaan englannin kahta suurinta variaatiota: Amerikan englantia sekä Englannin englantia. Tämän tutkimuksen tavoitteena oli saada selville onko tämä tilanne muuttunut uusissa oppikirjasarjoissa vallitsevan tutkimussuuntauksen mukaan korostamaan englannin levinneisyyttä maailmassa.

Tässä tutkimuksessa käytin lukiossa käytettävien kahden eri oppikirjasarjan, *In Touch* sekä *Profiles* toista kurssia, joka on kulttuuriin ja vapaa-aikaan keskittyvä kurssi. Odotin näistä kurseista löytyvän eniten informaatiota englannin maailmanlaajuisesta asemasta. Käytin oppikirjojen tutkimuksessa kuvailevaa analyysia. Tutkin oppikirjat kahden tutkimuskysymyksen avulla: *mitä englannin variaatioita teksteissä on* sekä *mitä englanninkielisiä kulttuureita oppikirjoissa esitellään?* Kävin kappaleet yksi kerrallaan läpi ja huomioin etenkin sanojen kirjoitusasun sekä sanaston ylipäänsä. Lisäksi katsoin kappaleiden aiheet, kulttuuritaustan sekä ulkoiset merkit Englannin kielen variaatioiden eroista sekä kappaleen ulkoasussa että tekstissä.

Tulokset osoittivat tilanteen olevan edelleen sama kuin ennen muuttuneesta maailmantilanteesta huolimatta. Oppikirjoissa oli tietoa myös englannin kielen muista variaatioista ja sen levinneisyydestä maailmassa, mutta korostus oli Amerikan englannissa sekä Englannin englannissa. Esimerkiksi *In Touch 2* – oppikirjassa esiteltiin englannin levinneisyyttä muun muassa kartan avulla, joten muuttunut englannin tilanne maailmassa otettiin kuitenkin huomioon.

Tutkimustuloksia voi hyödyntää englannin kielen opetuksen ja oppikirjojen suunnittelussa. Opiskelijoille itselleen on hyödyksi osata tunnistaa englannin variaatioita käyttäessään kieltä esimerkiksi työelämässä. Aineisto oli kuitenkin todella pieni, joten lisätutkimusta tarvitaan etenkin *Profiles* –oppikirjasarjan ollessa täysin uusi.

Asiasanat: global English, intercultural communication, language learning

1. INTRODUCTION

English has become a language spoken in almost every corner of the world, especially in the western world, with its estimated 1.5 billion speakers (Crystal, 2003). It is spoken in contexts where speakers do not share a common language and they communicate in English, using it as a *lingua franca*. This context is the one where Finnish students are probably most likely to use their English skills, with non-natives. Therefore, it is important to make them aware of the extensive amount of variations, accents, dialects and cultures that affect English. In other words, it is important to teach them intercultural communicative competence (House, 2007).

Due to the fact that textbooks are the primary source of information for students in schools, it is important that they reflect reality and provide a truthful image of the English language and culture. In order to make students aware of the intercultural status of English, textbooks should contain information of different varieties and the wide spread of the language. The tendency, however, has been introducing only the UK and the USA, and in the culture courses other *inner-circle countries* (Kachru, 1988) such as Canada and Australia.

Therefore, my goal in this research is to study two culture course textbooks, *In Touch 2: Been There, Done That* and *Profiles 2* using descriptive analysis. My focus will be on the vocabulary choices and spelling because they are the most explicit way of indicating which variety is used in a text. The aim is to find out which varieties of English are represented in texts, and how much intercultural information the textbooks contain.

Textbooks have always been studied and improved. However, English textbooks and the intercultural aspect is new and becoming increasingly important. Students, for instance, use the internet and watch television in English daily. This makes intercultural teaching more important than before. In addition, my second choice of textbook series, *Profiles*, is a completely new series that has not been studied in further detail. Moreover, research in the field of *global English* has become more popular in recent years and therefore I expect *Profiles 2* to contain more intercultural aspects than textbooks published earlier. This research is useful because it will

increase the awareness of the fact that English textbooks do not contain enough intercultural information, they rather reinforce stereotypes of the UK and the USA being the most important variations of English.

In this research paper, I will first discuss the meaning of *global English*, its wide spread and the extensive amount of people using the language every day. I aim at clarifying how commonly English is used as a *lingua franca* and how likely it is for students to use English with other non-natives. Second, I will look at *intercultural awareness* and discuss the importance of being able to use English with other non-natives and to be aware of the many variations and cultures affecting the language. Third, I will introduce my data and research methods. In the following chapter, I will present my findings and after this, I will discuss them in the context of *global English* and *intercultural communication*.

2. GLOBAL ENGLISH

In Finland, 91.7% of children chose to study English as their first foreign language in 2006 (SUKOL), therefore, it is the most popular first foreign language in the country. In addition, in the world, there are approximately 1.5 billion speakers of English (Crystal, 2003). It is a language that affects many nations through the wide use of English in advertising, for instance. Furthermore, it is used in intercultural contexts such as media and politics and an increasing number of people use it every day. English is used as a tool of communication between people from all around the world, between natives and non-natives. It has become a global language, which, in addition to native speakers, has non-native speakers who live in countries where English is an official language or is taught as a foreign language. In this chapter, I will discuss why English has achieved its global status and why it is important to realize that this language has many variations and that it is used in communication with people all over the world, not only with native speakers.

2.1. What is English as a global language?

English has a big role in intercultural communication because it is an official language in many countries, such as India, Ireland, Canada and the Philippines, and it is widely taught as a foreign language. In addition, in the field of media, certain consumers prefer English, especially the American variety, because of the influence of American films, television programs and pop music (Martin 2006: 589), which is one of the reasons why English has become the language of intercultural media, internet, music and movies, for instance.

English is a *lingua franca*, a language that is used when there is no common language between speakers. For example, when traveling to a foreign country in the western world, speakers cope with English because there usually is at least some English information available. Pennycook (2006) explains the spread of English and its global status with the help of globalization and, furthermore, the Americanization by which she means the global economic, cultural and political power of the US. However, Bhatia (2006: 606) claims that it is the non-natives that enforce the spread and power of English because they prefer it to other languages in naming products and companies. For example, in France, despite the rivalry between French and English, beauty products and cosmetics are advertised in English (Bhatia, 2006).

Crystal (2003:3) suggests that "a language achieves a genuinely global status when it develops a special role that is recognized in every country". English is not only a native language in countries such as the USA, Great Britain, Canada and Australia but it is also an official language in many countries and it has been chosen as the first foreign language to be taught by even more countries. English is used globally more than any other language with its estimated 1.5 billion speakers (Crystal, 2003). Its status and importance in the world today is bigger than that of any other language because the most powerful western nation, the USA, is an English-speaking country.

It is therefore compulsory for other nations to recognize English as an important language that has that special role which makes it a global language. This can be done in two ways: either accepting English as an official administrative language or teaching it in schools as a foreign

language (Crystal, 2003). Braj Kachru (1988) has summarized this situation with his "The three circles of English" -theory. I will discuss this theory more closely in the next chapter.

2.1.1 The Three Circles of English

Braj Kachru defined the term "world English" with this model in 1988. He states that English-speaking people can be divided in three groups: *the inner circle*, *the outer circle* and *the expanding circle* as follows:

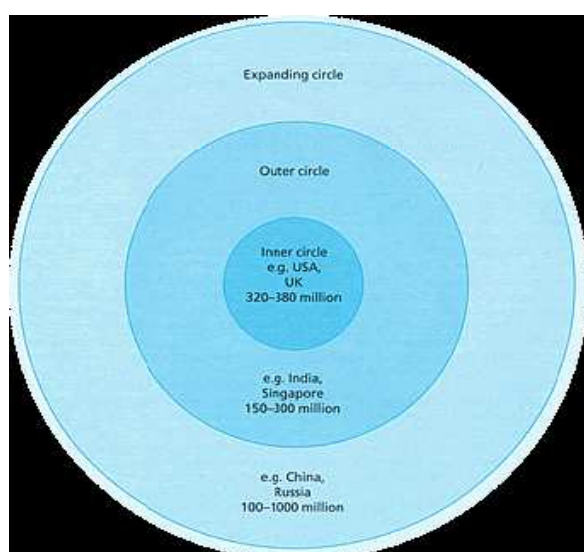


Figure 1: Kachru's (1988) circles of English

As can be seen in Figure 1, Kachru suggests that countries where English is spoken as a native or a primary language belong to the *inner circle*. These countries are the traditional bases of English language both linguistically and culturally. They include the USA, the UK, Ireland, Canada, Australia and New Zealand. The estimate amount of native English speakers is 320-380 million (Crystal, 2003). Wierzbicka (2006) talks about the *inner circle* with the term *Anglo culture*, which is the base and core of English language and culture, important for immigrants and intercultural speakers to learn in order to use the language properly.

The outer circle involves non-native English-speaking countries that have recognized it as an official language in education and government, for instance. The outer circle includes countries

such as India, Singapore, Malaysia, Sri Lanka, Ghana and Nigeria, and has an estimated number of 300-500 million speakers (Crystal, 2003).

The expanding circle countries do not have a history of colonization nor have they given English an official status but they do understand the international importance of the language. In these countries, therefore, English is taught as a foreign language. These countries include China, Russia, Finland, Poland and a number of other states. It has 500-1,000 million speakers (Crystal, 2003) but the number increases constantly as English spreads.

In this chapter, I have defined English as a global language with the help of Braj Kachru's theory "The three circles of English" (1988). Although this model is old and does not represent the state of the world today, I believe its basic idea is still valid and it represents a standard model of English in the world, which can be applied in studies of global English. It is moreover still widely used, referred to and modified for different purposes in linguistics. Although the amount of speakers changes all the time as population grows and the map of the world changes, the idea stays the same with native speakers being the smallest group of the English-speaking people in the world and, therefore, intercultural communication in English being increasingly common and important. In the next chapter, I will look at intercultural communication, English as a Lingua Franca (ELF) and focus on the importance of culture in language learning whether it is the speaker's native culture or the culture of the target language.

2.2. Intercultural communication

As I discussed in the previous chapter, English is a language spoken worldwide and affected by many cultures in many countries. The language has native speakers, it is an official language, thus in a significant role, in a number of countries such as India, and is taught as a foreign language widely, for example in Finland. In addition, English is the official language of international law and air traffic (Wierzbicka 2006: 301). The language has many different kinds of speakers. Consequently, the importance of intercultural communicative competence, and understanding other cultures is increasingly important. However, a language learner needs to become familiar with the *Anglo culture*, which is the core and the target culture in learning

English. In this chapter, I will discuss how important a role culture plays in the global spread of English and, further, in learning English.

2.2.1. Culture in language learning

In addition to raising cultural awareness, there are other benefits to intercultural language learning. Having more than one language and culture at use widens speaker's range and knowledge of important and interesting entities (House, 2007). House (2007) continues with the notion that language learners have a tendency of becoming "incompetent communicators" in the eyes of native speakers because they most likely never will acquire the target language and culture completely, or to the same extent as native speakers. If however the learner should become a "competent communicator" and as close to native-like perfection in their target language as they can, it might mean abandoning the learner's own native language (Aguilar 2007). Therefore, to avoid this and to respect learners' native languages and cultures, they should be liberated from this status of "incompetent communicators" by accepting intercultural aspects and models into language learning. In addition, although the fact that language learners might want to stay a bit apart from mainstream native speakers culturally is often interpreted as being offensive and rude, it should be accepted and appreciated (House 2007 : 19).

As teachers are important models of the language they teach, it should be carefully considered what kind of models to introduce to students. Taking a native speaker as a model in language learning might leave learners frustrated because they cannot acquire the same amount of social and cultural knowledge as them. This could make the goal of learning the language and, for instance, ambitions of sounding like the model impossible to achieve. Moreover, I believe it would be rather difficult to decide which variation of English would be a suitable model for students and why one variation would be more prestigious than others. In addition, the learner will most likely use the language with other non-native speakers of English and speak in communicative situations where many different cultures collide, using English as a *lingua franca*.

The problem with having an intercultural speaker as a model in language learning is, for example, the fact that there are no "culturally neutral words" (Wierzbicka 2006:309) in English, or any

other language, because words always contain information of the culture or the personality of the speaker. However, an intercultural speaker is a person who manages in between the cultures they are familiar with by developing their own way of communicating and being understood (House 2007: 19). It is therefore important to realize that an intercultural speaker has the knowledge and tools to understanding the target language and its words. An intercultural speaker should also appreciate foreign cultures and have an open mind, which facilitates understanding words that contain cultural information.

According to Aguilar (2007), language learners should have an intercultural speaker as a model instead of a native speaker despite the model's lack of linguistic and cultural perfection of the target language. However, some students do need excellent command of English for future professions or academic purposes, for example. In these cases, I believe that having an intercultural speaker as a teacher and model speaker could do more harm than good for the student's future needs. Baumgardner (2006) points out that having a native model in language learning might not be such a good idea when English learners are members of a non-western culture where, for example, the concept of dating, which is a big part of American culture, is not appropriate to be introduced or used in classroom exercises. In addition, English learners and speakers come from all over the world, not only from the Western culture, and recognizing this may help students understand English in international contexts better, including misunderstandings in communication and cultural differences.

The most important thing in language learning is "achieving one's goals" (Wierzbicka 2006: 313) and being understood, which cannot be completely done without both cultural and intercultural knowledge. In this chapter, therefore, I have discussed the importance of culture in language learning. The importance of intercultural communication in students' lives is increasingly important and because textbooks are the main objective source of cultural and linguistic information for students, it is important to study them further and discover how the spread of English and its global status is presented in them. In the next chapter, I will focus on this aspect more closely and introduce my study, the data and research methods.

3. PRESENT STUDY

Textbooks have a significant role in language learning and teaching. I believe they should be the student's objective guide to the target language and culture. Moreover, textbooks are responsible for creating an image of the language, culture and societies where this language is used. Students may rely heavily on this information when they learn and it is therefore important to study textbooks in order to find out what kind of ideologies, images and information they offer students, and whether or not this information is updated and objective. The spread of English has introduced new approaches to language learning, such as *English as a Lingua Franca*, and this information needs to be updated constantly. Textbooks should therefore offer an updated and relatively new image of the English-speaking world in order for students to be able to communicate in the real world after school.

In Finnish textbooks, there is a tendency of introducing only British English and American English to students and in culture courses other *inner circle countries* such as Australia and Canada. Baumgardner (2006: 668) however suggests that "diversification of the English language should be one of all teachers' goals". Furthermore, as I have discussed already, students will probably use English more frequently with non-native speakers in international contexts where they need more cultural information in addition to knowing the *Anglo-culture* (Wierzbicka 2006) and its cultural and communicative norms.

In this study, the focus will be on two textbooks aimed for high school students, *In Touch 2* and *Profiles 2* in order to find out how the English-speaking world is introduced and what kind of an image of it is created in these two textbooks. I chose these two textbooks from these two series because they are widely used in Finland, relatively new and have the same publisher, WSOY. In addition, *Profiles* is a brand new textbook series and I am therefore hoping to find new material and updated approaches to the spread of English in the world. *In Touch* is a popular textbook series that has a magazine-like cover and it is approachable for young students. I am therefore hoping to find information about global English in the form of traveling, for instance, because that might be interesting for students. I selected the second books of these series because they are the culture sections and the emphasis is on cultures, traveling and free time. I therefore concluded

that in these textbooks I would be able to find the vastest amount information of different cultures and variations of the English-speaking world.

3.2. Research methods

I studied the textbooks with the help of two main questions: *which varieties of English are introduced* and *which cultures are introduced*. The goal was to find out what kind of an image of the English-speaking world there is in these two textbooks and if it corresponds to reality and the current global status of English. In this chapter, I will look more closely at these research questions and what I wanted to discover with their help.

1. Which varieties of English are introduced?

First, I wanted to find out which varieties of English are represented in the two textbooks, and how they can be recognized. Moreover, how well students themselves would be able to recognize them. I studied both implicit and explicit hints of different varieties of English. In addition, I looked at vocabulary choices and spelling to find out if the differences of British English and American English were emphasized.

2. Which cultures of the English-speaking world are introduced?

Second, I wanted to discover which English-speaking countries and cultures are mentioned or introduced in these two textbooks, what kind of an image is created and whether or not stereotypes were reinforced in texts. I looked at implicit and explicit hints of this aspect as well and in addition to vocabulary, I also looked at the photos of the introductory pages in the beginning of each unit.

I did this analysis by studying vocabulary choices in a descriptive manner, because in images, headlines and introductions, for instance, it is usually clearly mentioned which country and culture is represented. The differences between the vocabulary choices and spellings of American English and British English, for example, are sometimes so subtle that it is difficult, especially for students, to notice which one is represented if there is no clear note about it. I therefore found this method the most useful approach of analyzing these textbooks.

4. FINDINGS

4.1. In Touch 2, *Been There, Done That*

Each of the four units in this textbook had their own themes. The textbook began with a map of the world, called "the Wide World of English". On top of the pages, there was a broad explanation about the wide spread and use of English in the world. This explanation was based on Kachru's (1988) *The Three Circles of English* -theory which I discussed earlier in chapter 2. Moreover, terms such as *native language*, *official language* and *lingua franca* were introduced to students. There was also a listening exercise, which required listening to samples of varieties of English, such as Australian, American, Irish and Indian, and placing them in the map in the order that they were heard.

Unit 1 was titled *Taking Off* and its focus was on traveling. On the introductory page, the headline *Tourist or Traveller* was spelled in British English. In addition, the first actual chapter called *Streetwise in London* had its focus on the UK. The variety of English used was British English. This could be seen in, for example, vocabulary, the spelling of words and expressions such as *theatre*, *taxi driver*, *kilometre*, *travelling*, *the tube*, *get nicked* and *carrier bag*. In addition to the chapter being read by a native British English speaker, people that represent other varieties, such as Irish or Cockney, read some parts of the chapter. Non-native speakers were also represented, there were Italian and Spanish speakers giving their tips on traveling in London. After the chapter, there was a preposition exercise consisting of a conversation about traveling full of expressions that require prepositions. This conversation represented also British English with words and expressions such as *favourite*, *sick bag* and *that's a drag*. The last text of Unit 1 was titled *Fast Forward*. Its focus was on vocabulary and such words and expressions that might not be familiar to students. These words and expressions were highlighted in green and next to them there were three alternatives from which, without the help of a dictionary, students were asked to guess the right meaning by looking at the context. This text was also written in British English with words such as *well-off*, *neighbouring*, *fare* and the most visible ones *travelling*, *traveller*, *kilometre* and *theatre*.

Unit 2, *Voices of America*, began with a picture of a woman showing her tongue that had the American flag on it. It was therefore easy to conclude that the focus of this unit would be on the USA. The first chapter of the unit called *The glorious salad bowl* was written in American English, based on words and expressions such as *favor, neighborhood, flavor, theater, cop, freeway, traveling* and *color*. Native speakers of American English who represented African-Americans, white middle class and Mexicans, read the chapter on CD. On page 40, there was a word list of British English words and American equivalents. In addition, there was an information box on the page summarizing the most common differences between British and American ways of spelling. For example, the endings *-our/-or, -re/-er* and *-logue/-log*. However, on the following page, a translation exercise used the flag of the UK as a symbol for English language despite the fact that on these pages the vocabulary was American English.

Unit 3 focused on Australia. *The Land of Oz* began with a picture of an Australian Aborigine performing a traditional dance. Chapter 1, *How to be Australian*, contained mainly slang words related to the culture and typical of the country, such as *barbie, ankle biters, mate* and *chrissie*. Native Australians, both women and men, read it on CD. After the chapter, there were three "Aussie Slang" exercises for students where they must find an explanation for an expression, for example *bush telly*; figure out from what word the slang word is short for, for example *barbie - barbeque*; and then there was a crossword puzzle which consisted of words typical to Australian slang and this particular variety of English. In addition, the following conversation exercise was meant to be done in pairs. One is an *Aussie* who has certain lines to say and the other an American who does not understand the slang used in the speech of the *Aussie* and therefore needs to ask for clarification and explanation of the slang words.

Unit 4, *Coming Home*, focused on Finland. The first chapter, *Finland for Foreigners*, is an extract from *Lonely Planet: Finland*, a popular tourist guide. The text was written in British English as it contained words such as *neighbours* and *kilometre*. However, a man and a woman who speak with an American accent read it on CD. In this unit, the last chapter consisted of four articles from which students must select one with a partner. People who have moved to Finland from abroad had written all of them. The first two texts, *Stem me up* and *The Long and Short of it*, were written in American English, which could be concluded from the spelling of words such as

favor and *neighbor*, and, in addition, the nationality of the writer is mentioned. The third text, *The Weird Side of Finland*, did not have any clear clues in spelling, word choice nor did it mention the author, but it did mention Fahrenheits and sayings such as *pretty cool*, which is more characteristic of American English. A British journalist wrote the fourth article, *Welcome to the Future*. Therefore, the spelling of the words in this article is typical of British English, for instance, *centre*.

4.2 Profiles 2

Profiles 2 consisted of four units that had their own themes. It began with a listening comprehension section called *On the Couch*, where students listen to seven people around the world, for example from the UK, the USA, Australia and India, sharing their traveling experiences. This was the introduction to the course and textbook.

Unit 1, *Traveller's tales*, began with a picture of a couple hiking. It was therefore easy to conclude that the theme of the first unit was traveling. Text one in this unit was a conversation about traveling in general called *Travel Bug*. It was written in British English with words such as *lad*, *travelling*, *holiday* and *dialogue*. The next text was *Interrail Survival Tips* written by a British student who shared her traveling tips. The text was clearly written in British English, which can be concluded from words such as a *lift* and *travelling*. Following the text, there was an exercise where an Irishman calls a hotel in London to book a reservation and the students' task is to fill in the booking form. The third text of the unit was an extract from a book written by a Scottish actor Ewan McGregor who did a motorcycle journey across the globe with his Irish friend. It was written in British English with words like *recognized* and *travelling*.

Unit 2, *Human Interests*, began with a picture of young people raising their hands. The theme of this unit was free time and hobbies. The introductory section began with a word dialogue whose spelling suggests that the unit is written in British English. Text 4, the first text of the unit, *Call that a Hobby?* was a conversation which took place between two friends filling in job application forms. It introduced spoken English with slang words and Cockney rhyming slang such as *to tell porkies* for *lying*. There were also hesitation words such as *um*, *er*, *mm* and *huh*. In addition, the

text introduced spoken English abbreviations and typical constructions such as *'cos*, *d'you* and *gonna*. After the text, there was an exercise about these spoken English characteristics with more examples, like *dunno*, *kinda* and *wanna*. However, there was a reminder for the students to not to use these examples in writing because they are not characteristic of written English. The listening activity after this text was an extract from a radio program with six people around the world describing their experiences with music. There was no CD included in this textbook and no mention of where these six people were from. Therefore, it is not possible to conclude if these speakers represent native variations of English or not. Text 5, *Europe Chills out...and stays home*, is the second text of the unit based on an article in Wall Street Journal. The spelling of words such as *neighbor* and *favorite* hints that the text is written in American English although in the introduction, *football* is used to refer to the American equivalent *soccer*.

Unit 3, *Atlantic Crossing*, took students to New York City, USA. Text 6 contained five native New Yorkers sharing their experiences of their home city. The text was written by Americans, in American English containing words and expressions such as *cab*, *subway*, *trashcans*, *elevator*, *flavors*, *neighborhood* and *apartment*. Following the text, there was an exercise where students listen to a conversation that was also written down in American English. The task for students was to underline all words, expressions and spellings typical of American English and find British English equivalents for them. It included, for example, *dialog*, *apartment*, *vacation*, *chips*, *elevator*, *cab*, *subway* and *fall*. The students were able to hear the British English version of the conversation to check their answers. This exercise emphasized the differences between these two variations of English explicitly. Text 7, *Blue-Sky Thinking: The story of Amelia Earhart*, was a story of the famous American woman. There were no clear marks of which language variation was used and in addition to altitude being *feet*, distances were in *kilometres*. After the text, there were five introductions to five influential women's lives, introducing for example, the stories of Pocahontas and Marilyn Monroe. This was written in British English with spellings such as *centre*. In addition, there was a listening exercise about important American women like Oprah Winfrey and Rosa Parks. In addition to taking notes, the students practiced spelling in this exercise.

Unit 4, *Prime Time*, dealt with media, more specifically television and internet. It began with a

quiz, the goal of which was to find out what kind of a relationship students have with television. It contained spellings such as *favourite* and words like *the box* for *television* that are typical of British English. The following pages were a television guide with television listings of three channels on them. This was also text 9, the first text of the fourth unit called *What's On?* It contained mainly TV-shows from the UK, also familiar in Finland, such as *Emmerdale*, *Men Behaving Badly* and *Hell's Kitchen*. The TV listings were written in quite a neutral way, there were no indications of any particular variety in, for example, spelling or word choice. In addition to the UK shows, there were also American well-known shows in the text such as *Who Wants to be a Millionaire*. Text 10, *Virtually yours*, was an article about the internet. It was quite neutral in its spellings and word choices but, however, more American than British English. It contained spellings such as *socialize* and *realize* that are possible in both variations, but the only possibility in American English spelling. Distances were expressed in *miles* rather than kilometres, which is also possible in both variations. Text 11 was a poem called *Television*, written in British English by the Welsh author, Ronald Dahl, who wrote *Charlie and the Chocolate Factory*. This poem included word-choices such as *ghastly*, *tot* and *fear not*, that are typical of British English in particular. The last text of the unit and the textbook, number 12, was not a text at all. It was rather a set of translation mistakes of TV shows, called *Lost in Translation*. It contained examples from very well known series such as *Star Trek* and *Frasier*. For example, "Maybe you should get a life" translated as "Elinkautinen tekisi teille hyvää".

5. DISCUSSION

5.1. In Touch 2, *Been There, Done That*

In Touch 2: Been There, Done That was very culture-oriented because it had a lot of explicit information of the English-speaking world in it. It contained cultural information mainly of the *inner-circle countries*. In addition, there was a clear map of the world on the first pages that introduced students to the spread of English in the world. This was done with the help of Kachru's (1988) "The Three Circles of English" theory that I discussed in more detail in chapter 2. I found this an indication of a subtle shift towards the teaching of global English and its different

varieties, and recognition of global English becoming more important. Furthermore, what I found most pleasantly surprising was the fact that terms such as *lingua franca* were introduced to students. Although the textbook still focused on the two main varieties of English, it did make students aware of the fact that there is a more likely possibility of having a conversation with non-native speakers of English and thus it increased their intercultural awareness that I discussed in chapter 2.2.

In addition, there were several listening activities in this textbook that contained different accents and varieties of English, such as Irish and Indian. The unit that focused on the UK, included multiple varieties of English spoken in the country, such as Cockney. I did not find the most traditional image and stereotypes of the UK, with teacups and bowler hats, in the chapter. This was an incredibly surprising but modern approach to the country.

However, the unit of America did not contain as big a variety of different accents within the country, although it is an enormous country with many different accents and dialects. There were only three different kinds of speakers who represented white middle-class, African-Americans and Mexicans. They all do have distinctive styles of speech but, in my opinion, they certainly do not represent a big enough variety of speakers in the country. Moreover, although this unit focused on American English, there was a flag of the UK representing English as a language, which contradicted the idea of this unit. It hinted subtly to students that although English is spoken in the USA, the only prestigious variety of English is British English, which also represents the entire English language with all its varieties. I found the same attitude in the Australia-chapter as well.

5.2. Profiles 2

Despite being a newer textbook, *Profiles 2* did not contain as much cultural information as *In Touch 2*. Actually, it was a slight disappointment. It began with raising the intercultural awareness (House 2007) of students by having a listening activity with people around the world speaking. They included people from the main inner-circle countries such as the UK, USA and Australia but also outer and expanding circle countries India, Portugal, Sweden and France. This

made students realize that English is a language spoken all over the world and as a *lingua franca*. The function of this activity was probably to create an image of global English but I found it rather light.

The first unit focused on traveling but through British English speakers. However, it did contain information and raise awareness of different varieties of English within the UK and Ireland by representing Irish, Scottish and Welsh varieties in texts and listening activities. It did not limit to standard British English, which is the most common style in Finnish textbooks. In the next unit, this raising the awareness of students continued with introducing Cockney rhyming slang and very subtly American English. This introduction was not explicit, there was only a mention that the article is based on *The Wall Street Journal*, which is an American newspaper, and only a couple of words had American spelling. This was a very quiet introduction to a different variety that continued in the next unit. It took students to the USA but only as far as New York. Culturally New York represented the entire nation in this textbook, which gave a false image of the vastness of the country and its different variations of English. In addition, it reinforced the stereotypes of the USA seen in television and movies, for example. This unit also had explicit comparison of American and British varieties of English, mainly the most common spelling differences such as *flavor/flavour* but also words that are completely different such as *a taxi/cab*, *a lift/elevator* and *chips/french fries*.

What was somewhat surprising was that the first text of the last unit did not contain any explicit cultural information nor did it have explicit vocabulary hints that would have made it possible to determine if the variation used was British or American English. It almost seemed to blend or eliminate the differences between these two varieties and conclude in the fact that English it is not always culture-bound because it is spoken worldwide.

6. CONCLUSION

As I expected, the two main variations of English represented in these textbooks were American English and British English. Despite the extensive research conducted in the field of intercultural awareness and English as a *lingua franca*, the newer textbook *Profiles 2* contained very little

information about the different varieties of English in the world.

However, I only studied the culture course of two textbooks of two series. The amount of data was so small that the results cannot be generalized. In order to obtain results that are more accurate and to find out if there is more intercultural information in other textbooks of these series, it would be necessary to study the two series entirely. It would be fascinating to do this in order to find out if the intercultural information would be divided between the books instead of including everything in the culture course. In addition, *Profiles* being a completely new textbook series is not fully finished. Not all of the textbooks have been published by the time this research was conducted. It is therefore impossible to know whether the other textbooks of *Profiles* contain more intercultural information. It would be useful to study the entire series when it will be published entirely.

In addition, I did not include any research done in the field of English as a Lingua Franca (ELF) by Seidlhofer or Jenkins, for example. The reason for not including such an important and big part of intercultural communication was the limited length of this research paper and the vast amount of *lingua franca* research that would have required multiple chapters. I therefore decided only to include the most general descriptions of intercultural communication, and include *lingua franca* research in my MA thesis.

The question that arose most powerfully during this research was about identity. How do students themselves see the English-speaking world and their position in it? Furthermore, do students feel the need for ELF teaching or do they prefer a native model in language learning? In my MA thesis, I aim at finding out the answers to this question and conduct further research in this area. Students' identity and the way they see and position themselves in the English-speaking world is a matter that needs research if students are to obtain best learning results in English. ELF is a rather new area of research and the students are not aware of it. Thus, they have little ability of positioning themselves in the English-speaking world in a correct and truthful manner. This could make teaching more difficult because teachers might not know where to start and what kind of English to teach to students.

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