

The Presence of English as a Lingua Franca in Finnish Lower Secondary School Teaching Materials

Content Analysis of English Textbooks and Author Interviews

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This joint thesis studies the role of English as a lingua franca in the Finnish National Core Curriculum for basic education and its presence in English language teaching materials. We conducted a qualitative analysis of four Finnish textbooks of English used in the 9th grade. The books were chosen from two popular publishing companies in Finland. The aim of the study was to bring attention to the link between the Finnish National Core Curriculum and English teaching materials by analyzing textbooks and conducting interviews for five of their authors in order to learn more about the integration of the curriculum and the textbooks.

In the content analysis of the textbooks, we created categories into which we divided the units of analysis. The categories sought to establish how the concept of English as a lingua franca was discussed and presented, which areas were used as the settings, and who were the interlocutors in the books. The interviews were semi-structured, and the answers were analyzed qualitatively.

The textbook analyses showed that the presence of English as a lingua franca was rather weak. There was some variation between the analyzed books: some mentioned the phenomenon explicitly and some discussed it implicitly. The interviewees highlighted the importance of the curriculum in creating teaching materials and presented positive views on including ELF in them. Comparing the textbook analyses and interview results showed that even if a textbook did not seem to have a strong presence of ELF-aware content according to our analysis, the phenomenon was still considered to at least some extent in the making of the textbook. The results suggest that the English teaching materials in Finland do not fully meet the guidelines of the National Core Curriculum, even though there have been efforts to include the phenomenon in lower secondary school textbooks of English.

Key words: English as a lingua franca, English language teaching, ELT textbooks, Finland's National Core Curriculum, content analysis, semi-structured interview.

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Abbreviations

ELF = English as a lingua franca
 EFL = English as a foreign language
 ELT = English language teaching
 NCC = National Core Curriculum
 L1 = first language
 L2 = second language
 L3 = third language
 NS = native speaker
 NNS = non-native speaker
 StE = Standard English

1 Introduction

Nowadays, English is spoken in almost every country of the world. The language can be perceived as the *lingua franca* of the globalized world. The term *lingua franca* refers to a language which is used as a medium of communication between people who do not share a common native language or a common native culture (House 2014, 364). *English as a lingua franca* (henceforth ELF) is a phenomenon where the language between these kinds of speakers is some form of English. In research, there are different terms for discussing this phenomenon. For example, some scholars also utilize *Lingua Franca English* in their research (for example, Dröschel 2011). Some researchers have even changed their wording during the years they have been working with this term. For the purpose of this thesis, these terms are explored interchangeably, but ELF is the chosen employed term. The present study explores the role of ELF in the Finnish educational context, more precisely in Finnish textbooks of English.

ELF is defined “*functionally* by its use in intercultural communication rather than *formally* by its reference to native-speaker norms” (Hülmbauer, Böhringer, and Seidlhofer 2008, 27), which means that the target of ELF is effective communication and not formal correctness. In contrast, English as a Foreign Language (EFL) takes the native speaker competence as a target. According to Hülmbauer, Böhringer, and Seidlhofer (2008, 28), EFL is still typically the pedagogic subject which is taught at schools. However, Takahashi (2014, 28–29) acknowledges that a new approach to *English language teaching* (ELT) is emerging, with the goal of enabling learners to communicate with not only native speakers (henceforth NSs), but also with other non-native speakers (henceforth NNSs). Even earlier, Kivistö (2005, 1) has stated that also in Finland ELT should take ELF into account more and that the new international status of English should also be seen in the language classrooms. Considering how remote Finland is from English-speaking countries, and how small the Finnish language itself is, it is highly likely that Finnish people need English for communication, and that the communication happens mainly with non-native speakers.

Finland’s *National Core Curriculum* (henceforth NCC) for basic education is provided by the Finnish National Agency for Education, and it is the basis of all local core curricula in Finnish comprehensive schools (Finnish National Agency for Education 2022). The NCC for basic education was reformed to its current form in 2014, ten years after the previous one was published. This implies that there was a need for changes in the curriculum and therefore in the entire basic education of Finland. Before the reform in 2014, ELF was not explicitly mentioned in the NCC, whereas the 2014 version does mention it when discussing the aims of English teaching for grades

7–9 (Finnish National Board of Education 2016, 376). Moreover, the 2004 NCC lacks even indirect mentions of ELF, whereas in the 2014 NCC there are also parts mentioning ELF indirectly.

Therefore, it can be assumed that the English textbooks made for Finnish lower secondary school students after the reform of the NCC for basic education should include more explicit aspects of ELF: for example, inclusion of characters with a different first language (L1) than English, or depictions of English as a global language.

In this study, we compared the concepts related to ELF in both the 2004 and the 2014 versions of the NCC for basic education, focusing more on the recent edition. We also examined the ways ELF can be seen in four Finnish textbooks of English for 9th grade students, founding our categorization on research by Kachru (1985, 1992), Jenkins (2007) and Seidlhofer (2011). We also conducted interviews for five of the authors of the books in question to learn more about the integration of the NCC and textbooks. The interview also aimed to discover the authors' opinions on the future of ELF in ELT. This study's research questions are the following:

1. How is the concept of ELF present in the contents of Finnish textbooks of English for the 9th grade?
2. According to authors, what are the possibilities and limitations for including ELF in a textbook?

Our study brings attention to the link between the NCC and English textbooks, as well as offers some insight into how the reform and changes made to the NCC are (or are not) visible in the actual teaching materials. There have been some previous studies in this field, for example the aforementioned Kivistö (2005) has studied ELF in textbooks of English for upper secondary school concerning the different accents of English in upper secondary school textbooks. Other examples exist as well, such as Syrbe and Rose (2018) in their analysis of German language books and Minh and Phuong (2020) in their study of Vietnamese English textbooks. However, in general, studying how ELF is seen in ELT has still been studied relatively little, especially in Finland.

This thesis consists of seven parts. After the Introduction, we discuss the Theoretical Background for the study in section 2. In this section, we define the concept of ELF and the interaction between native speakers and non-native speakers of English. Furthermore, we discuss the linguistic features of ELF. Next, in section 3, we describe textbooks as teaching materials. This section also focuses on the NCC for basic education as well as elaborates on previous research on textbooks. Section 4 includes the materials and methods used in this study, both for the textbook analysis and the

interviews. In section 5 we present the findings of our analyses of the textbooks and discuss them in the light of our first research question. In section 6, we present and discuss the results of our interviews as well as connect those results to the results of the textbook analyses. This section aims to answer our second research question. Finally, in section 7, we give concluding statements for our study and offer some ideas for future research.

This is a joint thesis written by two people, Writer A and Writer B. Some of the planning and background research was a collective effort, some of the writing work was precisely divided between the writers. The first section, Introduction, was written together. The same applies to all the metatext found in this thesis. In the theoretical background section, Writer A was in charge of subsections 2.1.1. and 2.2. Writer B was responsible for subsections 2.1 and 2.1.2 in the same section. In the third section, Writer A wrote the first subsection 3.1, while Writer B wrote the subsections 3.2 and 3.3. Materials and methods were divided so that Writer A focused on describing the materials and methods of the textbooks, whereas Writer B explained the materials and methods used for the interviews in the present thesis. In this section we explain in more detail how the analysis work was divided. In section 5, the subsection 5.1 was written together. As Writer B introduced Kachru's Circles in the subsection 2.1, they also wrote the results and discussion subsection 5.2. Similarly, as Writer A discussed the role of native and non-native speakers of English in ELF, they also wrote the subsection 5.3. Section 6 deals with our interviews of the textbook authors. As our questions were open-ended and the entire discussion an integrated unity, we deemed that this section is best written together. Our final section was written together as it combines all the previous sections and concludes the most important themes and arguments of this thesis.

2 Theoretical Background of ELF

The theoretical background section of this thesis begins with defining ELF for the purpose of this study, starting from the original definition of lingua franca, moving on to exploring Kachru's three circle model. In subsection 2.1.1 we overview some of the discussion between different speakers of ELF and how this affects the understanding of the term. These definitions work as the basis of our framework. Following this, we present some linguistic features of ELF that have been researched. Finally, in subsection 2.2, we consider the ways in which ELF can be taught and learned.

2.1 Defining ELF

The English language spread all over the world since the 17th century from the British Isles through colonialism and later through the widespread of American culture and as a scientific language. Developing towards a language that is used and heard almost all over the world is also due to individuals learning English as an additional language within their own country for international or even intranational purposes (McKay 2012, 72–73). Today, English is a widely spoken international language and lingua franca. By Smith's (2015, 159) definition, international language is a language "which is used by people of different nations to communicate with one another." Smith continues that English is the most used international language with its many varieties (*ibid.*), ELF as one of them.

The original term lingua franca has been defined as a language "that is used by a considerable number of people for basic/everyday communication purposes only" and "not necessarily spoken with a traditional native-speaker competence" (Sedlaczek 2017, 16). Originally, the first lingua franca has been traced to refer to a pidgin that was spoken in the South-Eastern coast of Mediterranean, which included elements of multiple different languages (Knapp and Meierkord 2002, 9). As another example, in the colonial era the European languages of the colonizers became lingua francas for the peoples living in the colonized areas (Svartvik and Leech 2006, 232). The current status of English as a global lingua franca is the result of, for example, increased language contacts due to mobility of people.

The widespread usage of English across the world is described in Kachru's (1985) model of three concentric circles. The three circles represent the types of spread, acquisition patterns and the functions of English in the different areas:

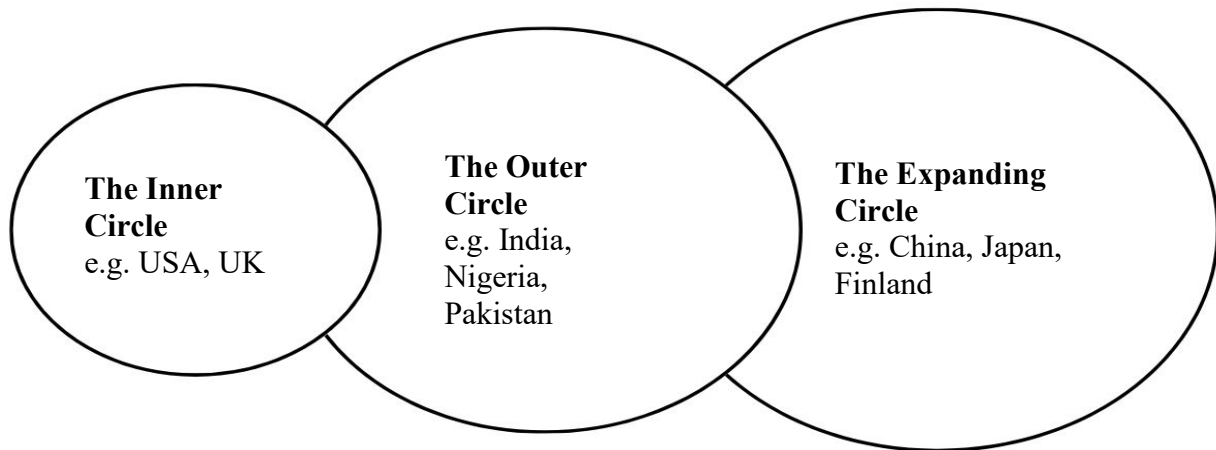


Figure 1. Kachru's three concentric circles of English

Figure 1 is adapted from Kachru's 1992 version of the model. Kachru divides the English language users and areas of the world where English is used to *the Inner Circle*, *the Outer Circle*, and *the Expanding Circle*. The Inner Circle includes areas with English as a native language or the primary language. These countries are the USA, the UK, Canada, Australia, and New Zealand. The Outer Circle includes areas with English as an official language or the second language (L2). According to Kachru in these countries, "English is only one of two or more codes in the linguistic repertoire" and "English has acquired an important status in the language policies." The areas Kachru mentions belonging to the Outer Circle are Nigeria, Zambia, Singapore, and India. The Expanding Circle includes areas with English as a foreign or international language, such as China, Japan, and many European countries. (Kachru 1985, 12–14).

Hülmbauer, Böhringer, and Seidlhofer (2008, 27) place ELF speakers in the Expanding Circle. They reconsider the model from two perspectives: whether the centrality of the Inner Circle is still justified when there are more non-native than native speakers of English in the world, and whether the Inner Circle varieties of English should still be seen as the *norm-providing* varieties (Hülmbauer, Böhringer, and Seidlhofer 2008, 27). Norm-providing means that the standardization of the language is provided by the speakers of this variety, in this case the native speakers in the Inner Circle (Jenkins 2009, 18–20). The Outer Circle varieties are given the status of *norm-developing*, as their institutionalized status of English can develop their own standard, whereas the Expanding Circle is seen as *norm-dependent* users of English who follow the standards that are set by the norm-providing Inner Circle (ibid.). This is relevant to the traditional L2 pedagogy: the native speaker model has been acknowledged as the correct form.

While acknowledging the contribution it has brought to research, Jenkins (2009, 20–21) displays some of the criticism towards Kachru’s model. For example, the model is said to depend too much on geography; nowadays, there are L1 users of English in the Outer Circle countries, and L2 or L3 (third language) users of English in the Inner Circle countries. There is also difficulty to use the model for describing the proficiency of English across the circles, since some L3 speakers of English can have higher competence in English than some L1 speakers of English. Furthermore, countries can be in transition from EFL to ESL status, which blurs the lines between Expanding and Outer Circles. The model could also be criticized for being simplistic and describing the situation in different countries too similarly, for they are unique: “countries differ in the amount of **linguistic diversity** they contain” (Jenkins, 2009, 21). However, tendency to oversimplification is a problem with every model, as Bruthiaux (2003, 172) puts it: “to be sure, no model of a complex phenomenon such as language variation can hope to account for every local twist in the sociolinguistic plot.” Making use of a linguistic model is always case-specific, and they can be applied differently according to the needs of the researcher.

Still, this model is prescribed in research as a “convenient way to capture the various functions that English performs in different parts of the world” (McKay 2012, 1). Furthermore, Kachru (2005, 211–220) has defended the model by arguing that the model is misinterpreted and can cover the sociolinguistics changes of time. For the purpose of this thesis, despite its shortcomings, the model of Kachru’s three circles of English works as a framework for analysis. We investigate the division of the areas in the textbooks according to their status of the use of English. To assure the current status of English in each country, we utilize the *Ethnologue* database (Eberhard, Simons, and Fennig 2022). The database provides information on each known living language and country in the world. It is powered by SIL International and regularly updated. By using Ethnologue, we utilize the latest information on languages and thus update the use of Kachru’s three circle model to represent the current situation.

2.1.1 Native and Non-Native Speakers of English in ELF

Firth (1996, 240) has described ELF as “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen *foreign* language of communication.” This is compatible with the previous lingua franca definitions. However, according to Jenkins (2007, 2), Firth was referring to using English as the foreign language between people, which would exclude native language users from this communication.

This subsection discusses the debate between accepting NSs and NNSs into the ELF communication.

The predominant view of ELF seems to be that the communication happens between NNSs of English. Jenkins (2007, 4) mentions ELF to be considered more as the primary communication language between NNSs rather than NNSs and NSs. Scholars Svartvik and Leech (2006, 232) even state that ELF is a “good illustration of what it means for native speakers of English to lose proprietorship of their native language”, highlighting the changed status of the language and how the users of ELF are most often considered to be NNSs. This is not a recent turn of events, because Kachru concluded in their work already in 1985 that the native speakers of English have lost their exclusive prerogative to control the standardization of the language (Kachru 1985, 30).

This conception separates ELF from the English used in countries in the Inner Circle. ELF is perceived to be developing its own usage and systematic codes and it does not necessarily follow the rules of the more standardized English that has been deemed as the target for NNSs learning English (Svartvik and Leech 2006, 234). Moreover, Kachru (1985, 13–14) discusses the Outer and Expanding Circles as follows:

The outer circle and the expanding cannot be viewed as clearly demarcated from each other; they have several shared characteristics, and the status of English in the language policies of such countries changes from time to time. What is an ESL [English as a Second Language] region at one time may become an EFL region at another time or vice versa.

Svartvik and Leech (2006, 233) use the politicians of the European Union (EU) at work as a concrete example of a situation where English is used as a means of communication between people with different native languages: even though English is not promoted, and every EU country has the right to use their own language for official purposes, English is widely used as the practical language between politicians. The bureaucratic English used in Brussels is sometimes ridiculed for being of bad quality, but it is still functional for that situation (Svartvik and Leech 2006, 233), thus demonstrating how ELF is used genuinely.

ELF can also be considered as communication between people who do not share a common L1, regardless of whether someone speaks English as their L1 or not. Seidlhofer (2011, 7) defines ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”. Sifakis (2019, 289) describes ELF in its simplest form as “the discourse produced in interactions involving speakers of different first

languages”. As this perception also includes native speakers in the idea, it makes ELF an even broader concept. For example, an international conference can still be considered a situation that utilizes ELF, even if one or more participants speak English as their native language. Identically to communication between NNSs, in communication between NNSs and NSs English is often the only language shared by the participants.

However, as Seidlhofer (2011, 7) continues, NNs of English tend to be in the minority in the communicative situations between NSs and NNSs because of the high number of NNSs of English all around the world. The current estimate is that there are nearly 1.1 billion NNSs of English, which is almost thrice the number of NSs, 373 million (Eberhard, Simons, and Fennig 2022). This, then, means that the NSs of English contribute increasingly less to the formation of ELF, even if they participate in ELF communication with NNSs.

2.1.2 Linguistic Features of ELF

Jenkins (2015, 55) describes ELF as something beyond description: a fluid concept that does not consist of restricted varieties. Similarly, Sifakis (2019, 293) notes that one should not expect codifications of ELF in the form of grammar books or dictionaries, at least not in the ways they have long existed in ELT. Instead of precise codifications, Sifakis suggests that studies of ELF users’ language knowledge and interaction should advise policies and textbook authors in ways that develop ELT closer to a “realistic experience of what has come to be global communication via English” (ibid.). For some teachers, it might be difficult to adopt the idea of ELF, that English is somehow ‘different’. Seidlhofer (2018, 97) elaborates on this, noting that it might be challenging to understand ELF’s relation to the centuries-old idea of the standardization of English because the globalized world can seem difficult in relation to ideas about boundaries between communities and languages. This can especially be the situation for someone who has been in the field of ELT for a long time.

The use of ELF is characterized by use of language forms and functions that differ from Standard English (henceforth StE) (Osimk-Teasdale 2018, 201). Variation in ELF has been examined with the help of ELF corpora, which has made systematic analysis of ELF possible since the early 2000s. The variability of ELF concerns various linguistic levels, such as phonology, lexis, morphosyntax and pragmatics. Osimk-Teasdale (2018, 202) reports some examples in the research of ELF that have been found to be varying from StE: the use of ELF can include, for example, zero-realization of third person -s as well as changes and modifications in word coinages, idioms, and phrasal verbs.

Moreover, some aspects of ELF are difficult to describe within the existing linguistic categories (Osimk-Teasdale 2018, 207). The absence of clear linguistic categories combined with the fact that there are multiple varieties to describe (since ELF is used around the world and in various ways) shows that there is still room for further research.

Observing ELF in use shows that communicative effectiveness is not achieved solely by grammatical correctness (Seidlhofer 2018, 93). ELF is deeply rooted in communication, and mutual understanding is achieved in ELF interaction even when incorrect grammar is used. Esteemed dictionaries, such as the Cambridge Dictionary or the Oxford English Dictionary, indicate users of a language what they can or cannot say, but the authentic use of the language often differs from this. Various ELF corpora have shown that speakers of English do often use ‘forbidden’ constructions; for example, *discuss about something* is used even though it is not grammatically correct according to dictionaries following StE (ibid.). Considering the firm status of StE and the subject of this thesis, it is assumed that current textbooks used in Finland follow the guidelines provided by dictionaries that are well-respected in the field of ELT.

Some efforts have been made to investigate the grammar of ELF. Ranta (2018, 246) explains that there cannot be a uniform entity of ELF-grammar because of the nature of its non-fixed code. According to them, this is also one of the reasons why ELT must still rely on StE grammar. Nonetheless, they argue that in the light of research results on ELF grammar, the target of ELT could shift from “‘native-speaker competence’ to ‘a proficient ELF speaker’” (Ranta 2018, 252), which would definitely be more ELF-aware. Moreover, grammar does not seem to significantly affect ELF’s aim of achieving successful communication: Gardiner and Deterding (2018, 227) investigated factors behind miscommunication in ELF-interactions and concluded that grammar inaccuracies were the cause of it only about one fifth of the time. The clear majority of miscommunications happened because of pronunciation – especially changes in initial consonant clusters caused confusion (Gardiner and Deterding 2018, 231). The next section further explores the ways in which ELF could be implemented in language teaching and learning.

2.2 Teaching and Learning ELF

Sifakis (2019, 290) discusses the concept of ELF awareness in ELT for teachers and learners as well as other stakeholders of ELT, such as curriculum designers or textbook developers. According to them, the ELF awareness of teachers consists of two parts: firstly, knowing about ELF and understanding the concept, and secondly, practicing ELF awareness in the classroom (Sifakis 2019,

300–301). Thus, both the knowledge and the actions of a teacher contribute to the integration of ELF in the foreign language classroom. Although this integration might be difficult to implement, it is seen as beneficial: in ELF, the learner is perceived as an efficient user of the English language independently of others (Sifakis 2019, 290). Furthermore, Sifakis (2019, 302) mentions that ELF awareness does not specify any type of teaching methodology that would be distinctive from current established methodologies. Therefore, practicing ELF awareness in the classroom would not require a teacher to drastically change their approach to language teaching, but rather to incorporate aspects of ELF into their existing methods.

Furthermore, Sifakis (*ibid.*) argues that ELF awareness could be extended to different products of ELT, such as curricula, tests, and textbooks. As teachers use various types of tools and resources alongside their teaching, it is beneficial that the materials are also versatile. Moreover, Galloway (2018, 475) states that the surface-level style of covering ELF in teaching is not sufficient, and that it requires much more than “simply mentioning the use of English as an international language on the back cover and including some non-native English recordings on the accompanying audio.” New *ELF-aware* (Sifakis’ expression) activities can be developed, and ELF-aware materials can be designed, but according to Sifakis (2019, 301) we should also continue to search for existing elements of ELF awareness in different ELT materials, such as curricula, policies, and textbooks. In that case, the aim of the research is not to establish whether the materials include the perspective of ELF or not, but to investigate the *extent* to which they are ELF-aware and why or why not (Sifakis 2019, 294). In the present study, the intent of qualitative analysis is precisely that.

In 2006, Svartvik and Leech (234–235) discussed the future of the English language. In their text they predict that it will take a long time before ELF overcomes the tradition of “favouring the teaching and testing of English using standard native-speaker norms” and state that it will be difficult even for students to discard what they know as “proper language”. They also continued to say that the providers of EFL will not want to give ground to ELF in education (*ibid.*). However, Sifakis (2019, 292) mentions that more recently the general opinion among scholars seems to be that ELF will not displace EFL but rather work within EFL. As ELF is not a codified variety of the English language and cannot therefore be taught the same way codified varieties can, ELF does not strive to replace the current ELT but to be a part of it (Sifakis 2019, 301). In other words, it is fundamentally a question of degree: what aspects and how much of ELF will be integrated into ELT (Sifakis 2019, 294). The extent of the integration will depend on, for example, local curricula and general attitudes of the ELT stakeholders.

While this study concentrates on ELF in the pedagogy, in accordance with the NCC, there are also other fields of research who recognize the global status of English, and who have suggested that L2 pedagogy should consider *English as an international language*. The principles of this kind of pedagogy, as McKay (2012, 42–43) argues, are the promotion of multilingualism, the development of an awareness of language variation, and equal access to English learning for all who desire it. There is still a long way from making teaching ELF-aware to actually teaching students to follow features of ELF in their language use. We do not assume to find current ELT textbooks use ELF as a model for the students since the practice is still relatively new and unfamiliar to traditional L2 teaching. Therefore, we only study the extent to which ELT textbooks are ELF-aware.

3 ELF and Formal Teaching of English

In this section, we focus on the Finnish NCC and Finnish English language textbooks as the basis of formal teaching of English in Finland. First, in 3.1 we overview the presence and role of ELF in the NCC for basic education. In this subsection we compare how the 2004 version of the NCC differs from the 2014 one, especially concerning instruction for the subject of English and the role of ELF. In the second subsection, 3.2, we introduce how textbooks have been studied before, and what kind of information these studies offer. Lastly, before moving on to the next section, we discuss language textbooks as an interest in research, and present some previous research on ELF in English textbooks. The focus of the chapter shifts from the Finnish setting to a broader international setting, emphasizing the study of ELF in any ELT textbooks.

3.1 ELF in the National Core Curriculum

The Finnish National Agency for Education provides the national core curricula for both the basic education and the general upper secondary education. Each NCC is a document that functions as the base for a municipality-specific and school-specific core curriculum in all cities and towns with schools in Finland (Finnish National Agency for Education 2022). The NCC includes general information and guidelines about the education system and its aims in Finland, such as transversal competences and pupil welfare. Furthermore, the document provides subject-specific objectives that schools and individual teachers should strive for in their teaching and assessment of students.

In this thesis, the focus is on the NCC for basic education, which was last reformed in 2014. The previous version was published in 2004. The 2014 NCC for basic education was first introduced for grades 1–6 in 2016 and adapted for the grades 7–9 in three steps from 2017 to 2019, one grade per year (Finnish National Agency for Education 2022). Any changes done in the reform are made to ensure that the students continue to have a high quality of skills and knowledge throughout the years (*ibid.*). The reforms are also conducted with the aim of acknowledging that the world outside of school affects learning (Krokkfors 2017, 251). Therefore, especially the 2014 NCC for basic education should demonstrate awareness of current trends in each subject.

The NCC for basic education mentions three special tasks for students in grades 7–9: supporting and guiding the students during the years they develop intensely, guaranteeing the students complete their basic education, and encouraging the students to continue their studies further on after the 9th grade (Finnish National Board of Education 2016, 300). Moreover, the NCC for basic education also provides individual objectives and their content areas for each subject taught at

school (Finnish National Board of Education 2016, 306). Regarding languages, the NCC for basic education contains objectives and guidelines for L1 and literature, second national language, and foreign languages. Each of these include tables that specify the objectives of instruction and the content areas related to the objectives. Other information given includes, for example, assessment targets and the transversal competences that are emphasized in each of the objectives.

Regarding foreign language teaching in general, the NCC for basic education defines language education and the ‘task of the subject’ in detail; for example, the curriculum describes languages as an essential part of all learning and thinking and portrays teachers as language instructors for the students, regardless of the subject they teach (Finnish National Board of Education 2016, 374). The task of the subject also includes various aspects of multiculturalism and appreciation of diversity, both inside and outside of school (ibid.). The first subject-specific syllabus in the section of foreign languages is English. The NCC for basic education lists supporting the pupils in developing their existing language skills from primary school as the main objective of the instruction (Finnish National Board of Education 2016, 375).

The concept of ELF is visible in the NCC for basic education both explicitly and implicitly, albeit almost entirely implicitly. The term ELF is mentioned under one of the content areas that relate to the objectives of instruction in the A syllabus of English in grades 7–9. The group of objectives is named “growing into cultural diversity and language awareness”, and its first content area includes the following part: “The pupils construct their perception of the multilingualism and parallel use of languages in the world as well as linguistic rights. **They also study the development of English into a global lingua franca**” (Finnish National Board of Education 2016, 376; emphasis added). This is the only direct mentioning of the term in the NCC for basic education, but it clearly holds value. Not only does it acknowledge the growth and existence of ELF, but also determines it as something that the students should study and understand.

In addition to the explicit mentioning of ELF, the objectives of instruction (and the content areas related to them) contain several references and mentions of the global status of English and the different varieties of the language. For example, the objectives of instruction for the first key content area of English are described in Table 1 below:

Table 1. Objectives of instruction in the A syllabus in English in grades 7–9.

Adapted from Finnish National Board of Education 2016, page 376.

Objectives of instruction
Growing into cultural diversity and language awareness
O1 to promote the pupil's ability to reflect on phenomena related to the status and the varieties of English and to provide the pupil with prerequisites for developing his or her intercultural competence
O2 to encourage the pupil to find interesting English-language contents and environments that expand his or her perception of the globalizing world and opportunities for acting in it
O3 to guide the pupil to observe the regularities in the English language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning

As is visible from Table 1, there are several objectives of instruction that relate to ELF in the key content area called *growing into cultural diversity and language awareness*. In Objective 1 (O1 in Table 1), the status of English as well as different variants are mentioned. Objective 2 (O2) in Table 1 states that an important goal in the instruction is to help the student to broaden their perception of the globalizing world, which is closely connected to viewing English as a global language used worldwide, not only in countries of the Inner Circle. Objective 3 (O3), on the contrary, focuses more on the rules and regularities of English and how it can be compared to other languages. Therefore, this objective does not support ELF as much as the previous two, as it contains the idea of seeing English as a language with a certain set of fixed rules and does not necessarily allow as much variation within the language.

ELF-related features are mentioned in other key content areas as well: key content area number three mentions directly that the “distribution and status of the English language as the language of global communication are taken into account” in teaching, and key content area number one mentions the aim of gaining knowledge about some varieties of English, albeit the varieties are not mentioned in more detail (Finnish National Board of Education 2016, 376–377). Moreover, the NCC contains a table for final assessment criteria for the objectives. In this table, the assessment target of object number one is “paying attention to questions related to the status of languages and intercultural competence” (Finnish National Board of Education 2016, 378). The knowledge and skills required for the grade 8 in this objective are, for example, being able to identify reasons for the distribution of English and reflecting on the status of the language (*ibid.*). Hence, the NCC indicates knowledge about ELF as a requirement for a certain grade.

The 2004 version of the NCC, the final-assessment criteria for a grade of 8 shows that when speaking, the student’s pronunciation is intelligible “even if a foreign accent is evident and

mispronunciations occur” (Finnish National Board of Education 2004, 284). This section clearly portrays a ‘foreign accent’ and ‘mispronunciation’ as something negative: the student’s speech is comprehensible *despite* sounding non-native, thus, foreign accent and errors in pronunciation are hindering intelligibility. However, the 2014 NCC for basic education does not mention foreign accent in language production as a hindrance. Instead, the newer NCC focuses on the importance of communicating and expressing opinions, as well as discussing matters that interest them personally (Finnish National Board of Education 2016, 378–379). There is no mention of any type of accent of English, and pronunciation is mentioned only when stating that, for the numerical grade of 8, the student should be able to utilize “a number of basic rules of pronunciation also in expressions that have not been practised” (Finnish National Board of Education 2016, 379). With this, teachers are guided to assess how understandable the students are and how successfully they convey their message when using English, not how much their accents have native or foreign features.

Inspecting the changes in the curricula regarding the subject of English for the grades 7–9, it is noticeable that the status of ELF is mentioned only in the newer curriculum. In the 2004 version of the NCC for basic education, the subject of English is not as clearly separated from other foreign languages, except for when language proficiency objectives and final-assessment criteria are described (Finnish National Board of Education 2004, 141–143). There is no mention of ELF, and even indirectly there is nothing indicating a global status for English. The only relevant similarity here is that the language proficiency objectives for English include the students gaining knowledge about some of the main differences between different variants of English (Finnish National Board of Education 2004, 141). It is clear, then, that ELF was deemed important enough to be added into the newer NCC when the reformation was done in 2014.

The 2004 NCC for basic education includes statements that, in a subtle way, highlight the importance of the Inner Circle countries and their cultures in ELT. For example, one objective of “cultural skills” is to familiarize oneself with the culture of the target language and come to understand it against one’s own cultural background (Finnish National Board of Education 2004, 142). Furthermore, the 2004 NCC also directly lists grammar structures (such as key tenses, use of nouns, and conjunctive structures) that are included in the core contents of the subject (*ibid.*). In comparison, the 2014 NCC for basic education does not list any specific structures the students need to learn, only that ELT for grades 7–9 is supposed to enhance the proficiency they have acquired in grades 3–6 (Finnish National Board of Education 2016, 375). Therefore, there are no explicit and precise rules in the 2014 NCC as to what grammatical structures should be taught in these years.

The 2014 NCC mentions that in ELT, the pupils should be guided to “explore cultures and ways of life in countries where English is the main language of the society” (Finnish National Board of Education 2016, 376). However, it does not explicitly state that these mean only the countries from the Inner Circle: countries from the Outer Circle could also be included. This is also what Sifakis (2019, 292) mentions ELF to do: exist alongside other variants of English, being a part of it. Even if the 2004 NCC does not deny the global status of English or the existence of ELF, it still does not give notion towards it like the 2014 NCC does.

As the examples included in this section demonstrate, the phenomenon of ELF is present in the 2014 NCC for basic education: ELF should be included in both teaching and assessing the students, and understanding ELF is required from the students. Thus, all English teachers of grades 7–9 should incorporate ELF in their work. However, following the guidelines of the NCC is also largely dependent on the teacher in question. The latitude the NCC provides a teacher is called *teachers’ professional autonomy* (Erss 2017, 193). As teachers in Finland are seen as professionals and their work is respected, they are given autonomy over the planning and execution of their teaching as well as assessing their students (Krokkfors 2017, 260; Sullanmaa et al. 2019, 28). Their individual perceptions of the NCC and its contents, such as ELF, may differ depending on the person. This, then, creates differences between the local curricula and between schools in the same municipalities (Sullanmaa et al. 2019, 30). Therefore, it is unreasonable to expect all students to obtain an identical comprehension of ELF. However, as the NCC does mention the concept both explicitly and implicitly, it should be included in teaching and materials.

3.2 Language Textbooks as a Subject of Study

The term *textbook* is nowadays used to mean material written for teaching and learning purposes, usually employed by teachers to teach a certain subject (Graves 2001, 1). Textbooks aim for readability and understandability (Karvonen 1995, 33). Textbooks offer pupils the chance to undertake subjects on their own (Graves 2001, 1). This way, they work as the bridge between the work pupils do at school and outside of school. In the recent decades, textbook research has become a focus of research internationally and across subjects. For the purpose of this thesis, the focus of this section is mainly on language textbooks.

Textbooks influence language teaching and learning. In Finland, there is an abundance of previous studies that accentuate the long tradition and almost automatic use of textbooks in language teaching, even though teachers are not required to use textbooks (see for example Karvonen, 1995;

Lähdesmäki, 2004; Luukka et al., 2008; Elomaa, 2009). Lähdesmäki (2004, 271) describes textbooks as the most important tool for a foreign language teacher and student, even if they occasionally cause frustration and annoyance, or feel restrictive. Nonetheless, Finnish textbooks are considered to be of high quality. The NCC shapes the textbooks and guides the textbook publishers' work (Kauppinen et al. 2008, 204).

Porter (2006, 141) has recognized three types of curricula: the intended, enacted and assessed curricula. The NCC falls under the intended curricula, giving the guidelines and standards for the contents of teaching. Enacted curricula include the contents of instruction delivered by classroom teachers (Porter 2006, 141). Assessed curricula include the content measured by student assessment (Porter 2006, 141). Of these three areas, textbooks belong to the instructional part. Therefore, the present study analyzes the enacted curricula according Porter's distinction. Moreover, the present study also examines how the intended curricula, the NCC, affects the enacted curricula. Kauppinen et al. (2008, 204) state that in Finland, textbooks are a sort of hidden curricula that guarantee that the ideas and emphases of the curriculum are present in teaching. Because of the strict relationship between the two, analyzing teaching materials can give valuable knowledge about how the objectives of the NCC are present in ELT.

As such an integral part of schoolwork, textbooks have a considerable standing and responsibility of defining what is important and what kind of texts and information are assigned for students. Textbooks can modify attitudes and opinions, for example by expressing what is reprehensible or acceptable (Karvonen 1995, 28). Despite their importance, Hiidenmaa (2015, 27) states that in Finland, this field lacks systematic research and that most (95%) of the studies on textbooks have been master's theses. Furthermore, Hiidenmaa (ibid.) explains that roughly half of the studies have analyzed the way some new controversial or conflicting topic is introduced in the textbooks. Other studies have taken interest in the language itself, the relationship between written and spoken language, and whether there is or should be one strict ideal target of language to teach and learn (Hiidenmaa 2015, 31). In line with the first example, in the present thesis, we analyze the way ELF-related concepts are introduced in textbooks. In line with the last, the ELF perspective of our study considers other possible targets in ELT, in addition to the traditional ones.

3.3 Lingua Franca in Textbooks of English

Teaching English as an international language is a current trend in language teaching. However, according to Seidlhofer (2011, 9), it has yet to have an effect on "how the language is formulated as

a subject in syllabuses and teaching materials.” Jenkins (2012, 487) also stated that, in spite of the vast increase in the global use of ELF, the predominant orientation in ELT materials remains unquestionably towards setting L1 English as the target of learning, regardless of the learners’ communication context. The integration of global orientation and thereby ELF in language teaching has been studied in previous research all over the world. This section reviews some relevant previous studies.

As mentioned, the Finnish NCC has brought attention to ELF in its contents. As different curricula and their customs vary by country, they are not fully comparable to the Finnish version. However, the fundamental idea of including ELF in ELT is usually similar. In previous studies (Minh 2011; Takahashi 2014; Yu 2018), the interest for examining the presence of ELF in ELT textbooks has risen from the changes in curricula, syllabuses, and trends in the countries in question. For example, Syrbe and Rose (2018, 155) studied whether German upper secondary school textbooks in nationwide use recognized ELF, since it is mentioned in the state’s curriculum. Additionally, Minh & Puong (2020, 1) evaluate Vietnamese textbooks that have been developed as a part of English language education initiative (National Foreign Languages Project), examining the extent to which the textbooks are able to develop students’ competence in intercultural communication.

Vettorel and Lopriore (2013, 489) published their study of the presence of ELF in secondary school ELT coursebooks in Italy. Their results showed no significant existence of activities raising awareness of the plurality of Englishes or ELF in the textbooks (2013, 497). Characters were mostly NSs, and the settings of chapters were predominantly Anglophone countries (*ibid.*). Similarly, some years later, Syrbe and Rose (2018, 160) found in their analysis that there were some efforts of presenting English as a global language with, for example, maps presenting where English is spoken. However, most of the target interlocutors in textbooks were native speakers, and the researchers felt that the textbooks did not meet the students’ needs in terms of how they will actually use the global language in the future (Syrbe and Rose 2018, 161). Minh and Puong (2020, 156) also found that there is a prevalence of Anglo-American and Western contexts in the books: even if a wider range of cultural contexts were present in the textbooks, the Anglo-American cultures were represented the most.

However, Minh and Puong (*ibid.*) also noticed that the textbooks did still contain a reasonable amount of localized input that can teach the students linguistic means for communicating about their own country and culture. This would be applicable for Finnish ELT students as well since they will likely use English when travelling and are then able to talk about their country and culture in

English. Takahashi (2014, 30) studied the extent to which Japanese coursebooks of English used in secondary school have ELF features. Unlike other the aforementioned studies of textbooks, Takahashi (2014, 32–33) found that in the books English communication was represented as mostly occurring between a NS and a Japanese speaker, and that the majority of English use takes place between a NS and a NNS. Some of the textbooks even included lessons that incorporated ELF, and two coursebooks had written forms of non-standard English (Takahashi 2014, 33). Thus, the Japanese textbooks include a much stronger presence of ELF than any of the textbooks in the previous studies. Both studies mentioned in this paragraph also underline how the textbooks include characters and settings that are relevant for the target audience's home country. In the present study, this would be presented as Finnish characters and settings in the textbooks.

Concerning the framework that is present in this study, Kachru's circles of English, Syrbe and Rose (2018, 161) detected that most of the samples were from Inner Circle countries, while only two examples of Outer Circle varieties existed in the books. While studying pragmatic contents of Vietnamese upper secondary school ELT textbooks, Minh (2011, 27) also found fewer other varieties than those of native speakers, concluding that textbook publishers should consider regional varieties besides the norms that come from the Inner Circle if the goal is to develop the students' competence in communication in the globalized world. In Finland, Kivistö (2005) examined whether there were non-native accents present in two Finnish English textbook series, i.e., whether there is ELF contents in the books. They found that the use of non-native accents was insufficient. Overall, the previous studies show that textbooks tend to focus on portraying predominantly NSs of English in their contents.

As mentioned, language teaching is not based on textbooks alone. Yu (2018, 257) studied the phenomenon of ELF in textbooks on a university level in Taiwan, conducting textbook analysis but complementing that with questionnaires, classroom observation and interviews to investigate how the use of textbooks "encourage or discourage ELF-aware pedagogy." They found that the classrooms use the textbooks critically and skillfully, and that the impact of the NS approach is not vast and does not hinder ELF-aware pedagogy (Yu 2018, 263). For example, even if they reported that 72% of the textbook's resources were US-related, they also stated that by adapting the textbook alternately and by giving the students opportunities to provide input, the teacher was able to "decenter the US resources" (Yu 2018, 262). They conclude that students and teachers should have the opportunity to locally use an open approach to reinterpret and make use of the materials in teaching and learning in order to determine how to be ELF-aware in their pedagogy (Yu 2018, 264).

In the present study, textbook analysis is complemented with an interview for textbook authors, which shares first-hand knowledge of the decisions that have been made towards ELF awareness in creation of the books. Another example of a textbook analysis combined with an interview comes from Finland. Kivistö (2005) studied the role of ELF in textbooks of English and furthermore interviewed one author of each analyzed textbook series to find out what their reasons and opinions were on the inclusion of non-native accents in the books. According to the interviews, the limitations for including non-native speakers in the textbooks were the lack of resources and negative attitudes against learning non-native English. Kivistö (2005) also mentioned that as ELF was not mentioned in the curricula at the time, it would have been ill-advised to produce books that were not in accordance with the NCC. After the curriculum reform in 2014, and the inclusion of ELF in it, the results from the present thesis might differ considerably from those by Kivistö (2005).

4 Materials and Methods

In this section, we discuss our materials and methods for this study. The section is divided into two subsections, covering the textbooks in 4.1 and the interviews in 4.2. First, in subsection 4.1.1 we present the material analyzed in the study – four textbooks of English. In 4.1.2, we also present our chosen method, content analysis. To complement the analysis of the textbooks, we interviewed five textbook authors, and in subsection 4.2.1 we give an overview of the participants and explain how the interviews were conducted. Finally, in subsection 4.2.2 we introduce our interview in more detail, giving examples of the questions used. Overall, our study takes a mixed-methods approach, which is described as combining qualitative and quantitative methods within a single research project (Dörnyei 2007, 44).

4.1 Textbooks

We begin this subsection by discussing textbooks as an interest in research and explain why we chose to study them. Next, we introduce each of the four textbooks of English analyzed in the present study. They are designed primarily for Finnish-speaking students in their last year of lower secondary school, that is, the 9th grade. First, we give general information about the textbooks, and then present them individually with more detail. Following this, we present content analysis, which we use as our method of analysis. We also explain in detail how we created the categories for our analysis of the textbooks.

4.1.1 Materials

As discussed, textbooks work as the basis and a central tool for teaching. Of course, teachers use and apply the textbooks differently, and therefore you cannot truly analyze language teaching solely by analyzing the textbooks. However, textbooks set the context for language learning (Kauppinen et al. 2008, 206). So, to some extent, the contents of teaching and learning can be analyzed through textbooks. We decided to only analyze textbooks in the present study, as they are the ones that include the majority of any narrative or content included in the series. Workbooks, on the other hand, have been created for the students to practice the contents they have been introduced to in the textbook. Therefore, analyzing the workbooks would most likely result in repetition. Also, as workbooks consist of different small exercises, there is not as much material to analyze from our perspective.

In this study, our primary material are four English textbooks created for teaching ninth-grade students in Finnish lower secondary schools. The textbooks can be considered natural data since they have not been created for the purpose of this study. Two of the four books in question are published by *Otava Publishing Company Ltd*, which describes itself as a major Finnish publishing house whose materials are “one of the reasons behind the Finnish success in the educational field” (Otava Learning 2022). The other two books are published by *Sanoma Pro Ltd*, which labels itself as “the number one educational publisher in the Finnish market” (Sanoma Pro Oy, a Sanoma company 2022). Even though these sentences are quite bold and probably stated for marketing purposes, these two publishing companies are still major ones in Finland. Their textbooks can be considered of high quality within the market, and they are known to be used in many schools all over the country.

We approached both publishing companies explaining the plans for our study in as much detail as we could at that point in time. We requested access to the textbooks to study them in our thesis, and this access was willingly given by both companies. We received one of the textbooks physically via mail, and the others were granted to us as digital versions. The digital versions of textbooks offer some additional material for the students, such as quizzes and group exercises, but the main structure of the books stays the same regardless of the form it is presented in. In order to make this and future sections of this thesis clearer and more concise, we have numbered the books from 1–4 in Table 2 below. Besides the reference information, Table 2 also contains the publishing years and editions of each textbook, as well as their page numbers. It should be noted that all the analyzed textbooks were published after the 2014 curriculum reform, and should therefore follow its guidelines.

Table 2. The textbooks analyzed in the study

Textbook	First published	Edition	Pages	Henceforth referred as
Banfield, Kristian, Antti Hiitti, Jaana Lumiala, Essi Parikka, and Niina Tolkki. Scene 3 Texts. Helsinki: Otava.	2019	2 nd (2019)	196	Textbook 1
Blom, Aija, Zoë Chandler, Jaana Lumiala, Marjo Pajunen, and Eija Raitala. Top 9 Texts. Helsinki: Otava.	2013	6 th (2021)	238	Textbook 2
Daffue-Karsten, Louisa, Anna-Mari Ojala, Salla Ojala, Jyrki Peuraniemi, Leena Semi, and Marjut Vaakanainen. On the Go 3 Textbook. Helsinki: Sanoma Pro Oy.	2013	8 th (2022)	183	Textbook 3
Haapala, Mika, Raija Kangaspunta, Eero Lehtonen, Jyrki Peuraniemi, Leena Semi, and Paul Westlake. Spotlight 9 Textbook. Helsinki: Sanoma Pro Oy.	2009	11 th (2022)	183	Textbook 4

Textbook 1 is a digital book accessed through the Otava Opepalvelu website. It was originally published in 2019, but the second edition is discussed in the present study, and it was published in the same year. Textbook 1 has been written by five authors. In the foreword of Textbook 1 it is described as book that takes the reader on a journey to the English-speaking world, and it is mentioned that all the people, places and events in the book are non-fictional, so students can search for further information on the topics if they wish to do so. Textbook 1 contains six different topic areas with basic texts, sections for practicing vocabulary, communication, and grammar, as well as increasing cultural knowledge. The central themes of Textbook 1 are the environment, society and education, technology, and literature.

Textbook 2 is a physical book, since this book series does not have a digitalized version. It was first published in 2013, but the edition analyzed in the present thesis is the sixth one, published in 2021. It has been written by five authors. Textbook 2 is a part of a series that is described by its authors as easy-to-use and versatile. Moreover, the series is said to acknowledge differentiation well. Textbook 2 is largely focused on countries and cultures, which are explored with chapter texts, games, and literature extracts. Other contents of Textbook 2 include oral exercises, theme vocabularies, bonus texts, and grammar. Some of the most central themes of Textbook 2 are nature, education and work life, traveling, and performing.

Textbook 3 is a digital textbook accessed through the Sanoma Pro website. It was originally published in 2013, but the edition discussed in the present study is the eighth one, published in 2022. It has been written by six authors. In the forewords of the book, Textbook 3 is described to

encourage the student to use language actively and in various ways. Furthermore, Textbook 3 has stories from all around the world and will present the reader with different variants of English. It contains texts, grammar, communication exercises, and theme vocabularies. Additionally, Textbook 3 includes different extra texts for the students to choose from based on their personal preference. The central topics of Textbook 3 are environment and nature conservation, human rights, and necessary skills for youngsters' futures.

The final book, Textbook 4, is also a digital version accessed through the Sanoma Pro website. The first version of Textbook 4 was published already in 2009, but in the present study we analyze its eleventh edition, published in 2022. It has been written by six authors. The forewords of Textbook 4 describe it as a book that diversifies one's language proficiency and skills of studying. One of the central themes in Textbook 4 is English as an instrument of global communication. It contains, for example, comics, texts of different difficulty levels, grammar and listening comprehensions. The main topics of Textbook 4 are individuals, international media, working life, and the environment.

4.1.2 Methods

As for the methods, content analysis was used to research the material in order to explore the first research question: how is the concept of ELF present in the contents of the textbooks? Content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff 2004, 18). Content analysis has been widely used in previous research of language textbooks, so it is applicable here as well. We conduct both quantitative and qualitative content analysis: first, we gather and categorize the units of analysis from the textbooks according to, for example, Kachru's classification of the spread of English and compare the number of occurrences between the books. After this, we will evaluate the data in a qualitative manner: drawing conclusions about the results and exploring the meaning of the data according to our research question.

Our first research question was to evaluate how the concept of ELF is present in the contents of Finnish textbooks of English for the 9th grade. To answer this research question thoroughly, we created three subquestions by utilizing the previous ELF research by Kachru (1985), Firth (1996), and Jenkins (2007) in order to define different ways ELF could be present in textbooks of English. Besides mentioning ELF, we also considered the settings used in the textbooks, and the number of interactions between NSs and NNSs of English. The subquestions are: how is the concept of ELF

discussed or presented in the textbooks, what areas are there in the settings of their chapters, and how many instances of interaction is there between native or non-native speakers of English?

Following this, we created five categories to use as the framework for the analysis. All categories were created to support the subquestions. To answer the first subquestion, we gathered all the instances of directly mentioning or discussing the ELF from the textbooks, i.e., content depicting direct teaching of perceptions and ideas related to ELF. For example, if the textbook included a definition of the term, we counted it as an instance for the category. The second subquestion concentrates on the different settings of the textbooks' chapters, which we classified according to Kachru's (1985) concentric circles. For example, if a chapter's events were located in the US, we counted it as an instance of the Inner Circle.

Finally, in favor of the third subquestion, we looked at all the instances of interaction. Any instances of interaction between two or more people were included in one of the three categories: interaction between NSs, interaction between NNSs, and interaction between NSs and NNSs. In some cases, the L1 of the speaker was clearly mentioned in the chapter (for example, in an introductory box about the character). In the absence of a direct acknowledgment of the speaker's L1, indications of nationality were used to determine the L1 in question. While nationality does not always determine a speaker's L1, for the purpose of this study, we chose to allow the depictions of nationality as a way to categorize these instances. However, if there was no trustworthy indication of the L1 or nationality, i.e., in cases where it was completely unclear whether the participants are NSs or NNSs, the interaction was categorized as ambiguous.

As an example, if two characters were having a conversation, located in a British school, discussing their homework, we counted it as an interaction between NSs. If Finnish and German students on an exchange year were talking about their assignments, we counted it as an example of interaction between NNSs. Finally, if a Finnish exchange student interacted with a Canadian peer, we counted it as an instance of interaction between a NS and NNS. Ambiguous cases included interaction between characters that had no descriptions or settings to indicate nationality or L1, for example conversations between two anonymous speakers. We only analyzed existing interaction, omitting tasks where pupils were instructed to have a conversation about a certain topic.

Below, Table 3 illustrates the three subquestions and next to them the five categories to which any appropriate units of analysis were categorized to:

Table 3. Categories of the textbook analysis

1. How is the concept of ELF present in the contents of Finnish textbooks of English for the 9 th grade?	
a. How is the concept of ELF discussed or presented?	Mentioning or discussing ELF
b. What areas are there in the settings of the chapters?	Inner, Outer, and Expanding Circles in the Textbooks
c. How many instances of interaction is there between native or non-native speakers of English?	Interaction between NSs
	Interaction between NNSs
	Interaction between NSs and NNSs

Due to the books containing both text and images, the analysis was conducted as a multimodal one: taking into account both the text and the illustrations. The listening comprehension exercises and other audio files were not included in the analysis, as we did not have access to them all. The four textbooks were studied page by page, while simultaneously marking all findings to an excel table with their exact page numbers. Writer A analyzed Textbook 2 and Textbook 4 first, whereas Writer B analyzed Textbook 1 and Textbook 3. After this, the textbooks were cross-checked by the other writer, thus, both writers analyzed each book. For the interaction categories, we also decided to write down any ambiguous cases that could not be categorized accurately, to be able to establish the overall number of interaction cases.

After collecting all the instances into each category, the analysis was conducted primarily quantitatively. All the instances in each category were counted numerically and analyzed comparatively utilizing tables or figures. However, the instances were also studied in a qualitative manner, especially when discussing the direct or indirect mentions of ELF in the textbooks. Visual examples from the textbooks were presented alongside the analysis in order to provide a more extensive overview of the textbooks. As the analysis was carried out manually, there is potential for errors. However, to avoid errors, our analyses were systematic and consistent. As already mentioned, to ensure reliability, we unified our analytical methods and cross-checked the books. The findings were furthermore discussed with each other, to reach an agreement on the results. Our analysis is limited to the contents of the textbooks, as we do not examine how they are used in teaching. The aim of this study is not to criticize the textbooks, but rather describe the contents of the book from the perspective of our study, ELF.

There were some limitations for our textbook analysis. Firstly, as we only analyzed four ELT textbooks available in Finland, our results do not represent the situation in a generalizable manner. Furthermore, the NCC gives the ELF-related guidelines to all grades lower secondary school (7–9),

not only the 9th grade which we focused on. Therefore, the development of English into ELF could be described in more detail in the books of the two other grades, the 7th and 8th. Lastly, it should be noted that the audio files of each textbook could also contain some type of ELF awareness. As mentioned earlier, we could not access the audio files of all books, which is why they needed to be excluded from this study.

4.2 Interviews

This subsection focuses on the interviews we conducted with five different authors of the textbooks we analyze. First, in subsection 4.2.1 we introduce the participants in general, and mention which book(s) they were the authors of. Following this, we present the characteristics of the interviews, for example, how and in what language they were conducted. In subsection 4.2.2, we explain how the interview questions were formulated, and how they sought answers to our second research question: what are the possibilities and limitations for including ELF in a textbook? Lastly, we also give some examples of the questions we asked.

4.2.1 Participants

Interviews were conducted to complement the textbook analysis. The interviewees were authors from both textbook publishing companies, Otava Publishing Company Ltd and Sanoma Pro Ltd. They were addressed for their expertise and firsthand knowledge of the textbooks. In Table 4 below, the interviewees are numbered and the textbooks they have worked on are provided next to it, with some additional information about the process of the interview.

Table 4. The interview participants

Interviewee	Author of	Interviewed via	Language	Month
1	Textbook 1 & 2	E-mail	Finnish	November 2022
2	Textbook 2	E-mail	Finnish	November 2022
3	Textbook 2	E-mail	Finnish	December 2022
4	Textbook 1	E-mail	Finnish	December 2022
5	Textbook 3	Video Call	Finnish	January 2023

Despite our efforts to include authors of each of the textbooks, only authors of the first three textbooks were available for the interview. There were difficulties finding an appropriate route to reach the authors, and in some cases, there was no answer to our request, or the authors were unable to take part in our study. As Table 4 shows, in the end, three authors Textbook 2, two authors of

Textbook 1, and one author of Textbook 3 participated in the interview. None of the authors of Textbook 4 were available or reached for the interview.

The interviewees were offered a chance to complete the interview through e-mail or via video call. We chose to offer the option to conduct the interview through e-mail because of the effectiveness and ease of the instrument. We believed that this decision would provide us with more answers on account of time management, since answering an e-mail does not have to be scheduled with anybody. Most of the interviewees opted for an interview through e-mail, as can be seen in Table 4. Only one interviewee wished for an interview through a video call. The interviewees also had the opportunity to choose the language of the interview, between English and Finnish. As Table 4 shows, all the participants chose to answer in Finnish. The interview with Interviewee 5, who opted for a video call, was conducted in January 2023, whereas the other ones were conducted in 2022, in November or December.

The interviewees had similar educational backgrounds: they are Masters of Arts, with English as a major or minor language, and possible other languages alongside of it. Their backgrounds in textbook creation varied: some have been working within the field for 20 years, others for about two years. Most of the interviewees have created teaching materials for lower secondary school while some have experience also with upper secondary school teaching materials. Some have been in the creation process of multiple textbooks, while some have experience with just one. Some of them have changed publishing companies during their careers, while others have worked for the same employer throughout their textbook writing. The interviewees did not represent the publishing companies in the interview, but rather their individual thoughts and experiences.

4.2.2 Methods

As a research method, interviews offer qualitative data. Interviews can differ in their structure; in the spectrum of structured and unstructured interviews, our method lands somewhere in the middle. We stuck to our basic questions, but we did not hinder the answer length in any way, nor controlled the additional information the authors may result to comment on. This way, while the questions we presented were pre-prepared, the answers the authors respond with were not regulated and the authors were encouraged to elaborate, which is what Dörnyei (2007, 136) defines as a semi-structured interview. We deemed this type of interview appropriate for our study, as it assured the answers are within the relevant subject area, but also allows the interviewee to express their own experience and expertise as much as they wish.

The interview was compiled to explore our second research question: according to authors, what are the possibilities and limitations for including ELF in a textbook? The interview questions were developed by both writers in hope of getting a clearer insight about the process of textbook creation, finding out about the role that a curriculum plays in the process, and the incorporation of ELF aspects in the books. Created together, the questions reflect our understanding and curiosity about the topic, while considering the research questions and overall theoretical background of this thesis. The questions were left open-ended and phrased in a neutral way, to affect the responses as little as possible. We wanted to develop easily approachable questions for the authors. We asked some background questions (1–3) before the content questions (4–11). The questions 1–3 enquired the authors' educational background and career (work in textbook creation). All the questions are provided in the Appendices 1 and 2, in Finnish and English, respectively.

The latter questions addressed the authors' knowledge and expertise about the role of the NCC in textbook creation and the inclusion and exclusion of ELF-aspects in the textbooks. For example, with Questions 4 and 5, we asked the authors about the role of the NCC in the planning process of a textbook and whether previous textbooks guide the planning of a new textbook. Concerning ELF, for example with Question 8, we asked the authors about the inclusion of ELF in textbooks after the curriculum was reformed:

8. How much attention was given to features of ELF while making the books after the curriculum reform in 2014 (where ELF was first directly mentioned)?
 - a. What possibilities are there for including ELF in textbooks?
 - b. What limitations are there for including ELF in textbooks?

In addition, with Questions 10 and 12, we asked the authors to share their opinion on whether textbooks should or should not be more ELF-aware, and whether they think that ELF will be more prominent in textbooks in the future. The interviewees were each assigned to a number, and the answers were analyzed anonymously. This was made clear for the participants prior to the interviews. After obtaining the answers via e-mail and transcribing the recording of the video call, we compiled the texts into one document, all answers under each question. This way we were better able to compare the answers with each other as well as form an integrated idea of how the questions were answered in general. The document containing the interview answers was seen only by the writers of this thesis.

As for the limitations and restrictions of the interviews, naturally, we would have wished to get more participants. Due to the time pressure and the nature of the thesis process, we were unable to use endless amounts of our time and resources to reach more interviewees. Despite the incapability to reach all the authors, we managed to include authors of three of the four analyzed textbooks. As there are merely five interviewees, from Textbooks 1-3, Textbook 4 is unrepresented within the interview results. However, the answers provide us with valuable qualitative knowledge, and can offer some insight to what textbook creators believe about the current status and the future of ELT.

5 Analysis and Discussion of the Textbooks

In this section we present the results of our textbook analysis, as well as discussion of the said results. We decided that it is clearer to present the results as well as link them to previous research in the same section, to be able to discuss them together. This section is divided into three parts, all of which are related to our first research question and its subquestions as presented in section 4: how is the concept of ELF discussed or presented, what areas are there in the settings of the chapters, and how much interaction is there between native or non-native speakers of English? Each section consists of a table or a figure presenting the findings, analysis of them and examples from the textbooks, to ensure a clear view for the reader. We also compare our findings to the previous research introduced in the Theoretical background.

5.1 Mentioning or discussing ELF

As the NCC suggests, there should be explicit attention given for ELF and the global status of English in ELT (Finnish National Board of Education 2016). Therefore, it was interesting for us to investigate the frequency (or infrequency) with which this concept is treated in textbooks of English. This was done by searching instances of explicit use of the term, as well as more indirect discussion of the phenomena, as explained in the previous section. In Table 5 below, the findings are marked quantitatively.

Table 5. Instances of mentioning and discussing ELF

	Textbook 1	Textbook 2	Textbook 3	Textbook 4
Direct mentioning of ELF	1	0	0	3
Discussing the global status of English	5	2	2	3

As can be seen from Table 5, there are four instances of direct mentions of ELF, one in Textbook 1 and three in Textbook 4. For example, Textbook 1 visually illustrates the English-speaking world with a map:

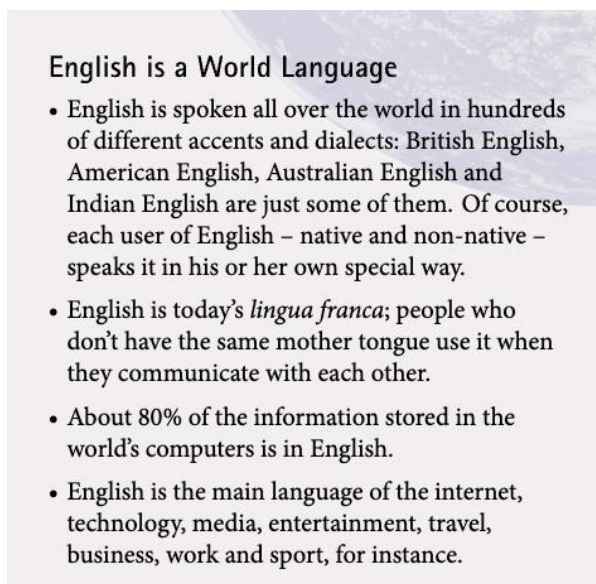


Picture 2 Map of the English-speaking world in Textbook 1, page 195

In Picture 1, the students are provided with a map of “Countries where English is used as a first and official language” in green and “Countries where English is used as a Lingua Franca or official language” in lighter green. The former includes countries from the Inner and Outer Circle and the latter includes Outer Circle countries. The rest of the map is left undefined. This way, the map might give the reader the impression that the rest of the world (for example European countries) do not employ English as a lingua franca. However, if the definition of ELF is a chosen language of communication between people who do not share a common language (Firth 1996, 240), there should be inclusions of Expanding Circle countries, which use English as a practical language, such as many European countries (Kachru 1985, 12–14). Of course, the classifications of the countries and nations that use ELF differ, and Kachru’s distinction is only one of the many classifications.

Despite mentioning it in alongside the map, the term ELF is not explained in Textbook 1. It is perhaps expected that the reader already knows what the term means, or at least that the teacher using the book in their classroom makes sure everyone has understood it. Furthermore, the map is at the last page of the digital book (named “inside covers” so it is most probably the last page of the physical book as well). As such, it can be overlooked or treated as extra material. Textbook 1 may rely on the teacher to navigate the students and explain the ELF related terms if they do not know them from their previous studies. As mentioned in the theoretical background, according to Sifakis (2019, 302), practicing ELF awareness in the classroom requires teachers to incorporate aspects of ELF into their teaching, in addition to them existing in the teaching materials.

In Textbook 4, ELF is mentioned three times, for example, when introducing an Indian character who talks about the language situation in their homeland: “We have so many languages in India that using English as a *lingua franca* is often the best way to communicate.” The term is mentioned directly also on page 10 of the book:



Picture 3. Description of English being a world language in Textbook 4, page 10

Picture 2 shows an introductory page on the L1s of the world, where ELF is discussed in detail under the title “English is a World Language.” This segment shares knowledge about the different accents and dialects of English, how English is the main language of the internet and more. While promoting the global role of English overall, English is directly defined as “today’s *lingua franca*” and the term is given a definition: a language that people use to communicate when they do not share the same L1. As can be seen from Table 5, Textbook 4 gives the most attention to ELF overall.

Textbooks 2 and 3 lack the use of the term completely. However, it should be noted that both publishing companies have implemented the use of the term in one of their books at least once. Not including the term goes against the guidelines of the NCC, as it explicitly includes the phenomenon in the contents taught for lower secondary school students and also in their assessment. The reasons behind not including it could be that the term has been covered in the previous textbooks of the same series (in this case, the textbooks for the seventh and eighth grade in the series), to leave room for other contents in the ninth-grade textbook. In other words, the previous decisions made in series obviously affects the more recent books. Still, it could be argued that it would be favorable to see the term discussed in each grade.

As for discussing the global status of English, five instances from Textbook 1, two instances from Textbook 2 and 3, and three instances from Textbook 4 were detected. Based on the numbers, there is more indirect ELF discussion than direct mentioning of ELF in the books. The notion of global English, how it is spoken all over the world is acknowledged in Textbook 1, 3 and 4, with recurring phrase like ‘English is spoken all over the world.’ The advantages of global English are discussed in three books: Textbooks 2, 3 and 4. It is mentioned as a useful common language, as a way of getting to know people around the world, as an advantage at the job market, and as a language with which to find information and understand media. The benefits of knowing English are even connected to the climate change: Textbook 4 mentions that English can help us with finding correct information and useful contacts, thus assisting us even in solving large global issues. Moreover, Textbooks 1 and 2 include a list of ‘English-Speaking Countries of the World’ in their theme vocabularies. Textbook 1 invites the pupils to discover the English-Speaking world through a group exercise:



Picture 4. Group exercise about the English-speaking world in Textbook 1, page 114–115

In Picture 3, the pupils are instructed to pick an interesting area and topic from the pages, to find information about it and to make a poster or an electronic presentation about it in English. Interestingly, the areas that are presented as the English-Speaking World include Inner Circle countries (The USA, The United Kingdom, Australia and New Zealand), one Outer Circle country (India), as well as Africa and The Caribbean, both of which include Outer and Expanding Circle

countries. The nature of a group exercise allows students to venture the topics freely, which could result in discussions of the global English as well. As Yu (2018) states, students' own input gives more opportunities for ELF awareness.

These descriptions of different contents of the textbooks above illustrate and highlight the global status of English, which is sought after by the NCC and the Objective 1 (Table 1). The books should be commended on their positive depictions of English as a global language, for example the advantages they mention and the maps they include. This is realization of the Objective 2 (Table 1) that guides to broaden the students' perception of the globalizing world. In general, there was more indirect discussion of the global status of English than explicitly mentioning ELF, but even the amount of indirect discussion was low. Furthermore, if ELF was mentioned, the term was not really explained. This makes the teacher more responsible for including ELF in their teaching to be in accordance with the NCC. As Galloway (2018, 475) stated, ELF should be covered in depth, and that teaching about it requires much more than merely mentioning it on the back cover of a textbook. However, as the previous examples illustrate, Textbooks 1–3 seem to have included ELF in their contents rather superficially. Textbook 4 makes an exception here, as it did, to some extent, include an explanation of the term ELF.

Even beyond that, as stated previously, the NCC for basic education states that the teaching for grades 7–9 should include learning about the **development** of ELF (Finnish National Board of Education 2016, 376). It is clear from the results that none of these four textbooks inform the students in any way how English has established its status as a global lingua franca. Thus, either the aspect is covered in more depth in series' textbooks for the 7th and 8th grades, or covering it is left solely as the teacher's responsibility. This is not to say that a textbook should do the teaching by itself, but rather work as a tool for both teachers and students. As the NCC acknowledges ELF as a subject that should be covered in the ELT of the grades 7–9, it would be favorable to include the aspect in every book of the series, thus ensuring continual teaching and providing the students with a deeper understanding of the phenomenon.

In the previous studies Vettorel and Lopriore (2013, 479) found no considerable existence of activities that would raise awareness of ELF. Likewise, Syrbe and Rose (2018) found that English was not represented as a global language, except for via maps that illustrated how English is spoken all over the world. In the present study, the results were somewhat different: Textbooks 1 and 4 contained both direct mentions and indirect discussion of ELF. Some of the characters in the books talked about the usefulness of having English as a lingua franca in their multilingual country. Even

Textbooks 2 and 3 mention the phenomenon in discussion, highlighting the global status of English. Similarly to Syrbe and Rose's (2018, 160) study, the textbooks analyzed in the present study also included maps of the English-speaking world. However, the Finnish ELT textbooks seem to have at least more representation of ELF than in some other countries, even if the countries had ELF mentioned in their version of the NCC.

However, the analysis in the present study showed that ELF is not as present in the textbook as it was in Takahashi's study (2014). They found that some textbooks contained non-standard English in written form and even whole lessons that incorporate ELF in the ELT (Takahashi 2014, 33), which is something that was not found in our study. Instead, the textbooks we analyzed either did not directly include ELF at all, or had it briefly mentioned in a spread or as a type of warm-up exercise. Of course, a teacher could still teach lessons that incorporate ELF, but these textbooks do not offer chapters or unities that would provide the necessary materials ready-made.

5.2 Inner, Outer, and Expanding Circles in the Textbooks

To examine the extent to which Kachru's Circles were included in the textbooks, we counted all the countries explicitly mentioned in the settings of chapters. Each instance of a country in the settings of the textbooks was counted as an individual instance: for example, if a textbook had the USA as a setting four different times, each of them were counted into the overall number. After collecting all the instances of countries, we verified the status of English in each of them using the Ethnologue database. Based on the status, we were able to categorize the countries into the three Circles: Inner, Outer and Expanding. Below, Figure 5 demonstrates the spread between the Circles in each textbook.

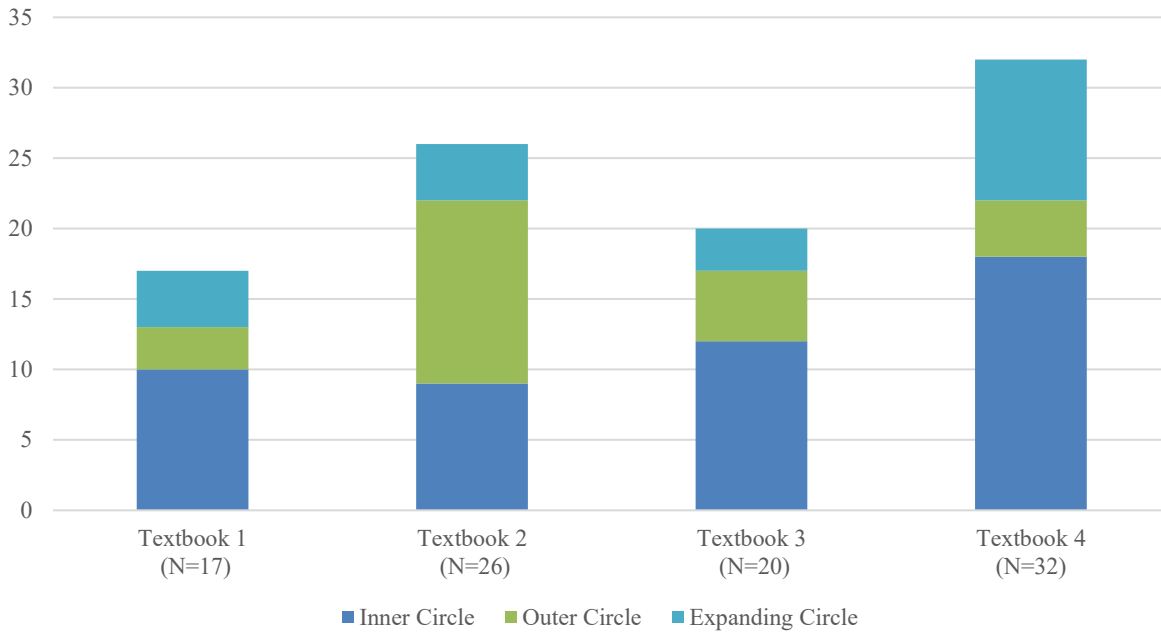


Figure 5. The Inner, Outer, and Expanding Circles in the textbooks' settings

As Figure 5 shows, the overall instances of Circles found in the textbooks varied from 17 to 32. Textbooks 1, 3 and 4 had a clear majority of Inner Circle countries in their settings: 10 in Textbook 1, 12 in Textbook 3, and 18 in Textbook 4. Especially Textbook 4 had relatively lot of Inner Circle countries, as their total number was bigger than the number of all the three Circles found in Textbook 1 combined. Textbook 2 had most of its settings in Outer Circle countries (13), clearly more often than any other textbook. Textbook 1 had 3, Textbook 3 had 5, and Textbook 4 had 4. Countries from the Expanding Circle was the minority in Textbooks 2 (4) and 3 (3), whereas the other two textbooks had more instances from the Expanding Circle than from the Outer Circle, 4 in Textbook 1 and as many as 10 in Textbook 4. However, this result is hardly noteworthy with Textbook 1, as it only had one more instance from the Expanding Circle than from the Outer Circle. Overall, Textbook 4 had the most instances of Inner and Expanding Circle countries, and Textbook 2 prevailed in the number of Outer Circle countries.

In some of the textbooks, the central themes were created based on different countries or areas. For example, Textbook 1 listed its first theme to be India, the second one the USA and the UK, and the third one New Zealand and Australia. This, of course, makes it more likely that the book directly mentions areas that can be categorized into one of the three Circles. In comparison, Textbook 3 had its themes divided based on topics such as technology or nature, rather than specific countries. Much of the stories in all the textbooks happened in Inner Circle countries like the UK, the USA or Canada. For the Outer Circle countries, India was by far the most common country mentioned. For

instance, the relatively high number of Inner Circle locations in Textbook 2 is explained by one of their main topics being India. Other Outer Circle countries included, for example, Kenya and Jamaica. As for the Expanding Circle, the country appearing the most in the textbooks was Finland. Other countries from the Expanding Circle included, for example, Japan and Germany.

One recurring issue in the textbooks was that Africa, a continent, was discussed the same way as individual countries were. For example, Textbook 2 contained a section called *Fact and Fiction* for each of its themes. All other themes were individual countries, but theme one was called Africa. Therefore, this theme contained short facts about the continent of Africa in its entirety. An interesting observation was that the only continent this happened to was Africa. Sometimes certain countries from Africa were mentioned (South Africa in Textbook 3 and Senegal in Textbook 4, for example), but often the continent was presented almost like a country. In these cases, it was not possible to classify the characters or their interaction into any of our categories, as the only background information given was that they were from Africa, which has countries from both the Outer and the Expanding Circles. Textbook 2 had solved addressing the status of English in Africa by making it the students' task: one of the "TOP-tips" for the students is to find out how many English-speaking countries there are in Africa. Pedagogically, this gives the pupils the possibility to be active participants in their own learning by seeking information independently. However, for this to actually happen, the task should most likely be given directly by the teacher.

Out of the Expanding Circle countries, Finland appeared at least twice in Textbooks 1, 2, and 3. As all the textbooks were designed for Finnish students, it is no surprise that they include some Finnish characters or someone visiting the country. The most obvious reason for this is the relatability for the book users. For example, Textbook 4 has an environment-themed chapter which includes a discussion exercise where one of the questions is "Do you think Colin is right when he says that people in Finland really take care of their environment? Why do you think so?" The chapter includes a part where Colin is camping in the Lake District of the UK and compares his experience to camping trip in Finland. The discussion exercise gives the students a possibility to talk about their own experiences in English, simulating a situation that could certainly happen in real life.

Out of the four textbooks, Textbook 3 was the only one which did not include Finland. Instead, its three Expanding Circle countries were Poland, Japan, and Dubai, likely none of which are geographically or culturally very relatable for a Finnish 9th grader. As Minh and Puong (2020, 156) stated in their study, localized input in textbooks can benefit a student as it teaches them linguistic means of communicating about their own culture and home country. Including Finnish characters

functioning in the English-speaking world would, in a way, provide a model for the students for their future travels and work life in international settings, for example. Textbook 3 does not offer such means for Finnish students, at least not the extent to which the other three textbooks do.

Each textbook included passages from novels that can broaden the text interpretation skills of a student. This is related to one of the objectives of instruction for English in the NCC for basic education: offering students versatile text to read and listen to evolves their language proficiency (Finnish National Board of Education 2016, 376). Some textbooks also discussed writers: Textbook 4, for example, included a short chapter about Agatha Christie, an English writer. Even though these passages might geographically or otherwise represent the English-speaking world and the nationality of their author was most often mentioned, they were excluded from our categories. As such, they were connected to exercises that diversify the student's vocabulary and reading skills, and most likely added into the textbooks for those purposes, not to promote ELF.

Compared to the previous studies of ELF in ELT materials, Textbooks 1, 3, and 4 also had predominantly Inner Circle countries in their contents, as was found in the studies of, for example, Syrbe and Rose (2018, 161), Vettorel and Lopriore (2013, 497), and Minh (2011, 27). However, Textbook 2 differed from the previous results by including more Outer Circle countries than Inner Circle ones. Furthermore, the textbooks we studied, especially Textbook 4, seemed to also include a fair number of countries from the Expanding Circle. These instances were found less in the previous studies. Therefore, it can be deduced that the inclusion of countries outside of the Inner Circle is increasing.

5.3 Types of interaction in the Textbooks

As explained in section 2.1.1, ELF can be considered as English interaction between NNSs of the language (Firth 1996, 240; Svartvik and Leech 2006, 232), but also English interaction between NSs and NNSs (Seidlhofer 2011, 7). In our analysis, we included both ideas as ELF interaction. Additionally, we also counted all the instances of interaction between NSs, to be able to compare the number of instances. Finally, ambiguous cases of interaction were also included in the overall results. In Table 6 below are listed the types as well as the number of interactions in each textbook.

Table 6. Types and number of instances of NS and NNS interaction in the Textbooks

	Textbook 1	Textbook 2	Textbook 3	Textbook 4
NSs interaction	0	3	1	0
NNSs interaction	0	4	0	1
NSs and NNSs interaction	1	0	0	0
Ambiguous interaction	14	5	11	9
Total	15	12	12	10

NS = Native speaker, NNS = Non-native speaker

Any instances of interaction between two or more people were included in the first three categories, as long as the nationalities or the L1s of the speakers were provided (albeit the nationality of a speaker does not always determine the speaker's L1, as we addressed in the method section). In cases where it was unclear whether the participants are NSs or NNSs, the interaction was categorized as ambiguous. Most of the instances of interaction appeared in the core texts of the chapters. As Table 6 shows, the total number of interactions found in the textbooks varied between 10 and 15 instances. This does not include any interaction-based tasks instructed in the textbooks, only existing interaction.

The first row of Table 6 shows the number of instances of interaction between NSs of English, which, in these four textbooks, is low. Textbooks 1 and 4 lack any interaction between NSs, and Textbook 3 only has one such instance. In the Canada-themed part of Textbook 3, three Canadian teenagers discuss and work on their project about Canadian culture:

Canadians Kingsley, Sam and Tara live in Vancouver. They have to do a project for their Social Studies class. The topic is "Canadian culture". They meet up at Sam's place to plan the project. They're in his room. Listen to their conversation.

T205 GOOD THINKING!

- Kingsley:** I sometimes think that one of the most important things in Canadian culture is that we're NOT American. I'm so fed up with foreigners who think that I'm American. So write that down, Sam: Canadians are not Americans. Naturally, there are many similarities. We're neighbours, we're both multicultural countries, and ...
- Sam:** That's an excellent point, Kingsley. Canada is very multicultural. That's definitely part of our culture. Just look at the three of us! You're black, I'm Jewish, and Tara is... Well, what are you exactly, Tara? I never thought about this before. You sort of, kind of look Chinese, but I know for a fact that you're not. Where does your family come from?
- Tara:** My mum's from Korea, and her mother was originally from Japan. I think there's a Chinese ancestor somewhere, too. My dad's third-generation Syrian. My family is therefore from both the Middle East and the Far East. How cool is that! But have you noticed that we're always saying that we're Canadian and something else?

Picture 4. Part from a chapter with NS interaction in Textbook 3, page 27

Picture 4 shows that the Canadian characters are also acknowledging their multicultural backgrounds, even though they all identify with being Canadian, referring to the culture as something that is 'theirs'. Textbook 2, then, has three instances of NSs interaction, which is not a lot as such, but a larger amount in comparison. In this textbook, one whole topic area concentrates on Scottish acting group that travels to different countries after winning a competition. Textbook 2 has also the highest number of interactions between NNSs (4), whereas Textbook 4 had just one such occurrence and Textbooks 1 and 3 lack any interaction of this kind. Most of the aforementioned instances from Textbook 2 come from the second topic area of the book, India. The chapters covering India include two Indian teenagers who discuss their interests and finding work, for example.

The number of interactions between NSs and NNSs in the textbooks was almost nonexistent, as Table 6 demonstrates. Textbooks 2, 3, and 4 had no interaction of this kind, and Textbook 1 only had one such occurrence. As the only example, Textbook 1 includes a chapter about student exchange, with students from Canada, Germany, and Finland. They are interviewed and encouraged to share their exchange experiences together. Of course, some of the ambiguous interaction had the possibility of being between NSs and NNSs. For example, Textbook 3 has a chapter about a Finnish boy, Sam, being an exchange student in South Africa. In the chapter there is a comic where Sam is talking with students from his school. As South Africa has multiple official languages besides English (Eberhard, Simons, and Fennig 2022), one cannot be sure whether this interaction is between NSs and NNSs, or simply NNSs.

As Table 6 shows, a vast majority of the instances of interaction were ambiguous when it came to the nativeness of the participants. In Textbook 1, 14 out of the 15 occurrences of interaction were ambiguous. This was largely due to the main characters of the book, Jane and Jackson, being the only participants in almost all interaction in this textbook, and their nationalities left unmentioned at least in the textbook analyzed in this study. All the people in Textbook 1 were said to be real, but their stories never included any interaction with another character. Textbook 2, on the contrary, clearly stated where all their main characters were from, which led to the number of ambiguous interactions being much lower (5). Textbook 3 had 11 ambiguous interactions out of 12, and in Textbook 4 the amount of ambiguous interaction is 9 out of 10. An example of completely ambiguous interaction where the nationality of neither of the participants is stated can be found from Picture 5 below:

Jacob is an average student who gets average grades. But he really enjoys photography and computer graphics. He's in the last year of middle school. He's hard-working but doesn't really know what he wants to do. Here he is talking to his student counselor, Mr. Presley.

Mr. Presley: So, how are things going, Jacob? Are you still into photography?

Jacob: Yes, Mr. Presley. But how can I use it in the future? Anyone can take photographs nowadays.

Mr. Presley: Yes, but the best photographs are taken by gifted photographers. And you're gifted, Jacob.

Jacob: And you don't think my dyslexia would get in the way?

Mr. Presley: Definitely not. You have managed well in school even though you have had a learning problem. You have been taught well. And now it's highly important that you do something that you would really enjoy in the future.



Jacob checking Mr. Presley's list.

Picture 5. An example of ambiguous interaction from Textbook 4, page 43

In Picture 5, a student is talking to his student counselor about his future. In this chapter, there are no indications of the characters' current location or their L1s. Therefore, this was categorized as an instance of ambiguous interaction.

Overall, as can be seen from Table 6, the amount of interaction between NSs or NNSs was very low. The only textbook that had more categorizable (7 out of 12) than ambiguous (5 out of 12) instances of interaction was Textbook 2. Compared to the other results presented in Table 6, it is clear that Textbook 2 had the most representation of interaction between NNSs of English. According to Firth (1996, 240), this type of communication is the basis of ELF, and therefore Textbook 2 had the most representation of English being used as a lingua franca "in action". On the other hand, the more recent descriptions by Seidlhofer (2011, 7) and Sifakis (2019, 289) define ELF as the language of communication between any speakers of different L1s. This definition makes the interaction between NSs and NNSs also an indicator of English being used as a lingua franca. As Table 6 shows, Textbook 2 lacks any interaction of this sort, whereas Textbooks 1 and 3 have at least some cases of it. Textbooks 1 and 4 had all but one interaction categorized as ambiguous, showing hardly any systematic inclusion of ELF representation in the interactions included in the books.

As the number of NNSs of English is almost three times as large as the number of its NSs (Eberhard, Simons, and Fennig 2022), textbooks used for ELT include a great possibility for this to be demonstrated and exemplified. Still, these four textbooks did not include much interaction where

the participants do not share a common L1, with perhaps the slight exception of Textbook 2. However, none of the textbooks contained much (if any) interaction between just NSs of English, either. If the amount of ambiguous interaction showed in Table 6 is taken into consideration, it seems that it might have been a conscious decision from the authors of the textbooks to not mention the nativeness or non-nativeness of some characters in the books. This is not a negative decision per se, but neither does it contribute to raising awareness of ELF and how English is often used by NNSs.

The target audience of these textbooks is Finnish 9th graders studying English. Therefore, the textbooks could offer relatable content for the students by including content where NNS characters use English in interaction with other characters that they do not share a common language with. As it is likely that most of the 9th graders using these textbooks will use English as a lingua franca whenever they travel or meet people that do not speak Finnish, including interaction that portrays those situations could present relevant content for them. Some of the textbooks have included something similar in their chapters: In Textbook 3, a Finnish woman named Hanni talks about her travels around the world. She first did her exchange in the USA, and then traveled also to Nepal, India, and New Zealand. She mentions meeting new people and creating new relationships with people from all over the world, which obviously required the use of ELF.

Some of the previous studies showed a predominance of NS interaction (Vettorel and Lopriore 2013, 497; Syrbe and Rose 2018), which is something that does not apply to the present study. Textbooks 1 and 4 had no clear interaction between NSs, and Textbooks 2 and 3 did not have high numbers on this, either. However, this did not show as an increase in interaction between NSs and NNSs or only NNSs, but rather as a high number of ambiguous interactions. It is impossible to say whether it was a conscious choice by the textbook creators to (most of the time) not determine the nationality of the interlocutors, but it does affect the results of this present study, nonetheless.

Another difference from the previous studies was the amount of localized input in the textbooks: Minh and Puong (2020, 156) found that the books they studied can teach the Vietnamese students to communicate about their own country and culture with relatable example situations. Furthermore, Takahashi (2014, 32–33) found that the communication in the Japanese textbooks happened primarily between NSs and NNSs, mostly between a NS of English and a Japanese speaker. In the present study, hardly any interaction happened between NSs and NNSs, and only Textbook 2 had a relatively considerable amount of NNS interaction. Again, the high number of ambiguous interactions affected the overall results.

6 Analysis and Discussion of the Interviews

In this section we focus on our second research question about the possibilities and limitations for including ELF in an ELT textbook according to textbook authors. More precisely, in subsection 6.1, we present, analyze, and discuss the findings of the conducted interviews. As the interviews were semi-structured and the questions open-ended, the lengths of the answers varied significantly. We do not include the full answers in the thesis, but rather discuss their core contents and possible similarities and dissimilarities between the answers, providing examples of the relevant ones. Additionally, in subsection 6.2, we compare the results of our interviews to the results from our textbook analyses.

6.1 Interviews

The participants answered all of our questions, and as we hoped for, concentrated especially on the content questions. After the first general questions about the participants' educational and professional background, we asked about textbook creation and the role that the NCC has in that process. After this, we moved on to the questions that concentrated more on ELF: how the settings of chapters are determined, and what possibilities and limitations there are for including ELF in the textbooks. The final three questions of our interviews focused on the authors' personal opinions on the importance and future of ELF in ELT materials. With these questions, the teaching experience and years spent with textbook making affected the lengths of the answers greatly.

According to the authors, textbook creation includes different stages: background work, planning work, material creating, proofreading, peer feedback, re-editing the materials, etc. Through multiple edits and versions, the final textbook is published. According to Interviewee 5, the whole process takes about five to six years. One textbook usually has multiple authors, who create a team. The interviewees emphasize the communication between team members: making judgement calls, compromises, and decisions about the contents of a textbook is important to establish a joint approach for the textbook.

When inquired about the elements which shape textbook creation, the interviewees mentioned that a published textbook is a sum of many factors: NCC, previous textbooks, user feedback, current trends, and possible contacts of the authors. According to the authors, the curriculum holds the most significance in the planning process: "the NCC is the primary guideline, when we start to plan the contents of a new textbook" (Interviewee 4.) The importance of the NCC to textbook publisher's work was also pointed out by Kauppinen et al. (2008). To put it in Porter's distinction, intended

curricula (the NCC) is an important point in creation of the enacted curricula (textbooks). As a part of the background work, the authors familiarize themselves with the curriculum. In addition to the thorough background work in the beginning of the process, the authors point out the NCC is revisited along the process. Sometimes the NCC reform can occur in the middle of the creation process, according to Interviewee 2. In that case, the materials have to be modified accordingly and usually with a time pressure. Interviewee 5 added that the pace of the reforms has accelerated and sometimes the changes can cause inhuman schedules for the authors.

In accordance with the previous studies, Interviewee 5 wanted to highlight that in their opinion, Finnish textbooks (regardless of the publisher) abide by the NCC very well. They mention that sometimes teachers get criticized for following textbooks rather than the NCC. Interviewee 5 concludes that while it is important for a teacher to be familiar with the NCC, they cannot be totally wrong by following textbooks, since textbooks follow the NCC so well. This is in line with Kauppinen et al.'s (2008, 204) notion that textbooks work as sort of a hidden curricula in Finland.

In addition to the NCC, we interviewed the authors about the extent to which previous textbooks guide the planning of a new one. Analyzing previous publications is mentioned as a vital part of the planning. Interviewee 4 mentions creating lists about advantages and disadvantages of the previous textbooks by the series or similar series by the company as well as carrying out a competitor analysis. By analyzing the previous materials, the parts that are considered well-functioning can be adapted in the new materials. In addition to analyzing the books themselves, the authors can and want to also utilize available user feedback and wishes. In fact, Interviewee 5 emphasizes acknowledging the experiences that teachers report after using a book, taking into account which contents have been liked or disliked. They also mention that it is important to keep in mind all the different situations that the book can be used in.

Current trends and topics in the world also shape the planning, as well as the different contributors of the project. The NCC mentions some topics that have to be included in the book (for example technology, media, recycling), but otherwise the authors make the decisions of what they deem important. For example, Interviewee 4 mentions that the texts and characters of the books have to represent the world comprehensively and the topics in the book aspire to be realistic, relatable and fascinating. Moreover, Interviewee 5 mentioned that each author brings something different to the project, according to their experiences: they are of different ages, so they have different experiences of teaching and learning English. For example, experiences differ according to what kind of classes

and pupils they have taught, in which kinds of schools, et cetera. These experiences shape the opinions of the authors, which in turn shapes the textbooks.

The authors can also have experiences outside of teaching and learning English, with which they can contribute to the textbook planning and creating. Interviewee 5 shared that the native English-speaking author of Textbook 3 had contacts in various places of the world, due to their family relations, and travelling experience in multiple different countries. Utilizing those contacts, it was easier for them to plan and write texts about real life, and also to connect different topics of the NCC to some existing places and events from the world.

All the interviewees had a similar experience with areas of responsibility in the process of textbook creation: the work is often clearly divided between the members of the team. The planning state at the beginning is often a shared effort. Several interviewees said that together as a group they created the basic concept of the textbook and planned the contents of each section. Then, the actual creation of the contents is divided between the members. Several interviewees also mentioned that there was a native speaker in the team, and they were responsible for writing the texts of the chapters. Other areas of responsibility can be, for example, the alphabetical glossary, pronunciation exercises, or copyright issues. Interviewee 5 highlighted that their division of labor was done with consideration of each member's strengths, and they deemed this to be extremely important.

However, when editing the created texts and exercises, the division becomes more unclear. According to Interviewee 5, each text or unit is worked on several times by the whole team, and others can (and should) make suggestions and corrections to them. Therefore, the very final version of a certain section has been influenced and edited by many people. Interviewee 5 commented here that they consider the whole team to be responsible of the final product and that it is not fair if some members of the author team separate themselves from parts of the book that might get criticized, saying that it 'was not their unit'. They stated that the final product is created together, and the members of the team could at any point of the joint editing suggest improvements. Also, Interviewees 1 and 4 note that that the customs of creating a textbook can be shaped along the process, as it lasts for several years.

We connected the interviews even more closely to the theme of the present thesis by asking about features of ELF in the textbooks, starting from the settings of the chapters. Interviewee 3 answered that they joined the author team a bit later on in the process, and therefore cannot answer this precisely. The other interviewees all highlighted that the settings are something that requires

planning and that many different aspects are to be considered. The most frequently mentioned aspect was diversity: both the created characters and the chosen settings try to represent the English-speaking world as diversely as possible. For example, the authors try to include an ample number of different nationalities, various cultures, and countries from different continents. Interviewee 4 mentions that the series “cannot contain stereotypes or only represent, for example, middle class life.” Interviewee 5 also states that it can be difficult to connect the countries and cultures to the mixture of topics that need to be discussed in the textbooks.

Several authors mentioned the Inner Circle countries to be the “basis” of the setting planning. Interviewee 2 even mentioned the Great Britain, Ireland, the USA, Australia, New Zealand, India, and South-Africa to have been obligatorily included in Textbook 2. However, the authors also mentioned that they also tried to include new and ‘interesting’ settings, some that had hardly been represented in Finnish ELT materials. Often the planning of settings is already considered at an earlier stage and on a higher level, throughout the entire textbook series. In Textbook 2, the team decided that all people and places in the textbook should be from the real world. According to Interviewee 4, this added challenge for the authors as they had to find the materials from the linguistic regions they had decided to use. All interviewees used words such as *try*, *aim*, and *plan* in their answers to this question, which indicated that they acknowledged a difference between the intentions at the planning state and what can be achieved in the end.

Next, we reminded the authors of the inclusion of the term ELF in the 2014 NCC for basic education and asked how much they thought ELF was given attention after this curriculum reform. Generally, the interviewees emphasized the continuing importance of the NCC. Interviewee 3 mentioned that they tried to be open to the new trends of ELT, and Interviewee 1 said that they especially focused on what was new in the NCC. Interviewee 4 even stated that ELF was one of the central elements when starting to plan the textbook series. The authors of Textbook 1 specifically acknowledged that students will most likely use English with NNSs, and the aim of their pronunciation exercises was intelligibility rather than “learning to sound British or American” (Interviewee 4). This information is significant, because it demonstrates that the changes in the NCC do affect the teaching materials. Of course, as Interviewee 1 said, not everything can be highlighted as central, so the team must decide what contents they deem essential.

Some of the interviewees, on the other hand, considered ELF to have already been a big part of ELT textbooks even before the curriculum reform. Interviewee 2 said that ELF was given just as much attention as before, implying that the curriculum reformation of 2014 did not initiate significant

changes regarding the global status of English. Interviewee 5 even said that they were surprised to recall that ELF was mostly a new addition in the 2014 NCC, because they consider it to have been a part of ELT for a long time, at least 20 years already. Thus, they did not perceive ELF as anything new, but rather a phenomenon already very present in ELT, but which was only explicitly mentioned in the 2014 NCC for basic education. However, Interviewee 5 said that what they did discuss as something ‘new’ was how ELF affected assessment: it was much more clearly stated in the new NCC that the assessment of language production should focus on getting the message across to others and communicating successfully, rather than achieving ‘perfect English’.

Interviewee 4 also strongly emphasized intelligibility to be the basis of all speech production practice in Textbook 1.

When specifically asked about the possibilities for including ELF in ELT textbooks, the interviewees unanimously said the possibilities to be abundant, almost limitless. Interviewee 4 said that ELF can be present in any section of a textbook, which allows endless space for the authors’ imagination. More specifically, Interviewees 1 and 5 mention texts and audios as a great possibility to provide the students with examples of different Englishes and even broaden their understanding of different phenomena in English learning. Students can choose additional texts to study based on their interests, which might make them more appealing for them to read and learn. However, the focus of teaching is often on the core contents of each textbook, usually included in the main chapter and its exercises. Thus, not every student has the time to familiarize themselves with the possible additional texts, which are mostly seen as optional language practice.

Regarding the limitations of including aspects of ELF in a textbook, the most mentioned aspects were limitations of time and space. The publishing companies have deadlines to meet, so they cannot spend endless hours discussing a single matter like ELF. Moreover, the textbooks only have a certain number of pages, so the contents need to fit into the desired length. Some interviewees also mentioned the limitations concerning the audios used in the books. Interviewee 4 said that it is important to consider how “strong or regionally small” varieties of English can be included in textbooks, because they might actually have a negative effect; if a student has difficulties understanding a variant, it can decrease their motivation and lead to a negative attitude towards variation in a language. Interviewee 4 elaborated that the textbook authors want to avoid this. As a more practical issue, Interviewee 2 noted that the recording studios used might not offer all the accents that the authors wish to include in a textbook. This shows again that the end result depends on more than just the authors, and some plans may need to be altered along the process.

Interviewee 5 mentioned the concept of ELF itself as something that can cause issues. They said that for lower secondary school students the phenomenon can be hard to grasp, and that teaching about ELF is often not realized in the language classroom. Interviewee 5 added that in the practical ELT, ELF awareness is taught through “travelling all over the world with the textbook and discussing why English is used in different places”. In connection to this, Interviewee 5 also mentions that they have noticed an increase in the inclusion of colonial countries in ELT textbooks. In other words, the English-speaking world presented in the textbooks has become more extensive. Interviewee 1 also stated that they do not think there are specific possibilities or limitations of including ELF, but rather a large unity that can be realized in many different ways, depending on the desired focus.

We also asked about the authors’ opinions on whether they think textbooks should or should not be more ELF-aware. In general, the interviewees thought that it is important to consider new trends in ELT. However, Interviewee 1 emphasized that what matters is the textbook as a whole, not just one element. Most of the authors also stated that the current textbooks are ELF-aware and up to date with the NCC. Interviewee 3 stated that a textbook is merely the instrument of teaching, and the teacher can make teaching more or less ELF-aware. As Yu (2018, 263) pointed out, classrooms can use textbooks critically and skillfully, and textbooks solely do not hinder ELF-aware pedagogy.

New trends can help teachers to learn something new, and thereby encourage them to be more ELF-aware. Interviewee 5 shared that they had received positive feedback on some of their ELF-aware contents of the books from teachers that have used them. They added that they appreciated the feedback, because it meant that they had done something new that was well received by the users of the book. Interviewee 3 said that “new trends come and go,” emphasizing that it is important to maintain good quality of teaching, even if new elements are brought to the books. They also said that even if some elements are missing from the book, it does not mean that the textbook is of less value or less accommodating.

Interviewee 4 believed that ELF is taken into account well, but there is always room for improvement. However, they believed that this applies to many other elements as well. They concluded that language teaching is always evolving, and once further information and knowledge is brought to textbook writers’ attention, it is easier to take them into account better in future series of textbooks. Interviewee 2 mentioned that most teachers have not received any further training since their master’s degree, suggesting some teachers might have difficulties accepting newer trends in ELT because of this. This is in agreement with what Sifakis (2019, 300–301) said about ELF

awareness of teachers: it is both about understanding the concept and practicing it in the classroom. Overall, the authors spoke positively about ELF awareness being applied to the textbooks, and they believed it will continue to be included.

In our interview, we also wanted to investigate how important the authors consider the role of traditional models to be. As an example, we mentioned native models and standardized grammar. Some interviewees recognized that this is a topic that teachers disagree on, and that the role of the traditional models varies between different textbooks. Mostly the authors agreed that at least some traditional models need to be preserved, because teachers want them included. Interviewee 2 mentioned that if the contents of a textbook are considerably changed, there is a risk that teachers will not choose to use those textbooks as they are “not ready for big changes”. Naturally, publishing companies want their products to sell as much as possible, so very bold or drastic changes cannot be expected.

The interviewees also acknowledged that some students want and need clear, traditional models. Interviewee 3 stated that traditional and simple approaches “would serve the students best”, and that nowadays many textbooks lack straight-forwardness and have even lost some important parts due to giving up traditional paper materials. Interviewee 5 said that students wish for “extremely clear and visually presented grammar rules” that can be easily found in one section of the textbook. Interviewee 4, on the other hand, thought that the traditional model is not that important in grammar. Instead, the textbook needs to have a united model according to which grammar rules are presented, and this model is created based on what the authors believe the students would understand best. The most important matter, according to Interviewee 4, is that grammar needs to be taught to at least some extent so that the students will be able to produce understandable English.

Several interviewees note that a native model is important in learning pronunciation. According to Interviewee 5, many students benefit from having a clear native model in chapter text and pronunciation audios. Interviewee 4 added to this by saying that especially at the beginning of a textbook, it is important to provide the students with spoken English that does not have strong regional characteristics. However, they mentioned that this is more related to the very beginning of English studies and therefore does not have as much of an effect in lower secondary school. Interviewee 4 also strongly emphasized that it is not important that the students themselves would have native-like pronunciation, but rather that they are understood. Then, after the students’ language proficiency increases, it is important that the textbook also includes more regional varieties because those are what the students will encounter in real life. Interviewee 3 had a similar

opinion, as they stated that textbooks should first provide simple and straightforward contents, and only after that any “modern extras and games” are welcome.

Lastly, we asked the authors’ beliefs about the future of ELF in ELT textbooks. While the answers to this question were shorter in length than others, they convey a positive outlook on ELF.

Interviewees 1 and 2 believed that it is already prominent and is increasingly more prominent in the textbooks. Interviewee 4 agreed, comparing the textbooks they have used in the beginning of their career to the ones that are available nowadays, recognizing the growing role of ELF in them.

Interviewee 5 pointed out that the ELF awareness can even become an important criterion by which schools and teachers choose textbooks. In their opinion, ELF pedagogy can be truly motivating for the pupil: “English is taught as a global language, and not as a native language, which I think is encouraging.”

6.2 Comparing Interviews and Textbook Analysis

Comparing these interviews with the results of our textbook analysis we noticed that authors’ comments about including different settings in the chapters are reflected in the textbooks. Inner Circle countries were said to be the basis of the settings. Nevertheless, all authors mentioned that the textbooks were planned to represent the world as diversely as possible by including countries outside of the Inner Circle, too. As our analysis showed, all textbooks contained settings from each of the three Circles, while still having a strong foundation of the Inner Circle countries. Textbook 2 contained the largest number of Outer Circle settings which is in accordance with Interviewee 2 mentioning India and South Africa as part of their ‘obligatory’ countries to include in the textbook.

Furthermore, some interviewees said that they wanted to avoid emphasizing the USA or the UK in the textbooks, and instead include a wider selection of countries from the English-speaking world. This was visible in the textbooks, as they all contained parts set in Australia or New Zealand, as well. Several interviewees also mentioned that they wanted the settings to change naturally and create a sensible entirety: every setting that is included should relate to the themes of the book. This was visible in the textbooks already in the books’ tables of contents, as all the settings were tied to a larger theme. For example, the Caribbean was combined with natural disasters and the Finnish school system was introduced in comparison with UK and USA’s systems.

The authors mentioned that including NNSs in the textbooks was important and that they wanted the books to represent the English-speaking world as realistically as possible. However, a vast majority of the existing interaction in the textbooks was deemed ambiguous in our analysis, as the

participants' nationalities were most often unmentioned. It is likely that the authors had more detailed information about the characters and, for example, the accents of the readers of the texts, but the information was not included in the textbooks. Therefore, it is impossible for the student to know which type of interaction happens in the chapters and additional texts, even if the authors intended to include various types of interaction in the textbooks.

Interviewee 4 mentioned that ELF was one of the focal points of their work when their team started to develop Textbook 1. This is noticeable in the results of our textbook analysis, as Textbook 1 contained the second most mentions and discussion of ELF. Furthermore, as any people in the texts of Textbook 1 are real, the book provides the students with authentic language from all three Circles. As we unfortunately were not able to contact any authors of Textbook 4, which seemed to be the most ELF-aware textbook in the present study, we cannot compare the book with the interview answers. Nevertheless, it cannot be argued that the textbooks which seemed to have less ELF content according to our analysis had teams that gave significantly less importance in the planning.

Overall, the authors portrayed positive attitudes towards ELF and mentioned it being of prime importance when creating the books. The global status of English was said to have an impact in the planning of the chapters, both with the settings and the characters portrayed. However, according to our analysis, the textbooks did not contain a strong presence of ELF, nor did they discuss how English has developed its global status, even though the NCC for basic education mentions it. This shows that there has most likely been a lot of changes along the way, and the contents have been modified from the original plans. Of course, as Sifakis (2019) and some of the interviewees also mentioned, the teacher is also an essential part of ELF-aware teaching. Any ELF-related content in textbooks can be supported and broadened by a capable teacher who considers the phenomenon to be worthy of more attention.

7 Conclusion

In this final section of our thesis, we summarize our theoretical background, conclude the most important observations of our research, and answer our two research questions. Furthermore, we also present some ideas for future research on this topic. The purpose of this thesis was to study the presence of ELF in the teaching materials used in Finnish lower secondary school. More precisely, we analyzed how the NCC's instructions of including ELF in ELT have affected four textbooks. This study can offer useful information to both teachers and policymakers about the inclusion of ELF in ELT textbooks and exhibit how the guidelines of the 2014 NCC for basic education have affected the materials. Furthermore, the interviews provided us with detailed insight about a specific part of education – the creation of teaching materials.

The theoretical background of this thesis began with providing definitions for the term ELF. After explaining the term, we introduced Kachru's (1985) concept of the three concentric circles of English that demonstrates the differing statuses of English. Moreover, we discussed the differentiating views on ELF interaction – whether it can only occur between NNSs, or also between NNSs and NSs. We also presented some linguistic features of ELF and discussed how they differ from StE. As our study focused on the role of ELF in ELT materials, we also considered how ELF can be taught and learned. Much of it depends on the ELF awareness of both the teacher and the teaching materials.

In the beginning of this thesis, we presented our two research questions. First, we wanted to know how the concept of ELF is present in the contents of Finnish textbooks of English for the 9th grade. To study this, we analyzed the books and divided any ELF-related content into one of the five categories we created. The categories included directly mentioning or implicitly discussing ELF, the Circles the textbooks' settings were from, and the amount of interaction between NSs and/or NNSs. In the analysis we found that only some of the books mentioned ELF directly, but all of them discussed the global status of English at least briefly. All four textbooks had settings from all three Circles, and the Inner and the Outer Circles were most dominant. The textbooks severely lacked representation of interaction between NSs and NNSs. In fact, a vast majority of all the interaction in the textbooks had to be categorized as ambiguous, for it was impossible to determine the nativeness or non-nativeness of some of the speakers.

Secondly, we wanted to know about the possibilities and limitations for the inclusion of ELF in an ELT textbook. We conducted semi-structured interviews with five textbook authors, all of whom

were included in the process of creating at least one of the textbooks we studied. In the interview, we asked about the process of developing a textbook, how the NCC affects it, and how the authors see the future of ELF in ELT. The NCC was seen as a basis for all the textbook work and as a very important outline that is used throughout the process. Some of the authors thought ELF has been present in ELT for decades already, and some saw it as a newer phenomenon that guided the textbook work after the 2014 NCC reform. All the authors thought traditional language models are important in the role of simple grammar rules and clear pronunciation models, but a student does not need to become a native-like speaker. The views on ELF's future were positive, and many of the interviewees thought that it will grow more dominant in the future.

To answer our first research question, the concept of ELF is rather weakly presented in the contents of the textbooks, but it is mentioned in some of them. There was some variation between the four textbooks: for example, Textbooks 1 and 4 mentioned ELF to some extent both implicitly and explicitly, but Textbooks 2 and 3 only discussed the global status of English implicitly. All textbooks had settings from each of the three Circles, mostly from the Inner and Outer Circles. However, none of the textbooks discuss how English developed into a global lingua franca, even though the NCC mentions it as a topic for the lower secondary school. It is possible, however, that the phenomenon is covered in the earlier books of the series. Compared to the previous textbook studies, the contents were similar or somewhat more ELF-aware. These textbooks did contain a fair amount of mentions and discussion of ELF and more settings from the Outer and the Expanding Circle than the textbooks in the previous studies. However, these textbooks had hardly any examples of interaction between NNSs or NSs and NNSs, and therefore lacked the relatability for the student that some of the textbooks in the previous studies have shown.

Regarding our second research question, we learned that the textbook authors see many possibilities for including ELF in a textbook at least in theory, especially with texts and audios. They reasoned that ELF can be included in almost anything if the authors wish to do so. Some limitations the authors mentioned included time pressure, limited space, and the complexity of the phenomenon for a lower secondary school student. The textbook analyses and author interviews illustrated some of the thought processes behind the creation of the books and showed that even if a textbook did not seem to have a strong presence of ELF-aware content according to our analysis, the phenomenon was still considered to at least some extent in the making of the textbook.

As also stated in previous research, there is a need for more research in the field of ELF. Especially its role in pedagogics has caused an increase in the interest to study the phenomenon. The ELT

textbooks used in Finland could be studied further and with a larger set of materials to provide useful information to English teachers and textbook authors. This type of study could be conducted on any level on teaching, provided that the level's curriculum states something about the inclusion of ELF. Alternatively, other aspects of the NCC could be studied in textbooks to further detect how the document's guidelines can be seen in teaching materials. Interviews could be conducted with teachers that use the textbooks to hear their opinions about the ELF awareness of the materials. We also noticed that an oral interview provides much lengthier answers. As ELF becomes more and more prominent in the global world, it should also be increasingly studied and acknowledged in ELT pedagogy. Including the phenomenon more visibly in ELT textbooks would keep the materials relevant and useful for students studying English.

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Appendices

Appendix 1 Interview questions in Finnish

TAUSTAA:

1. Mikä on koulutustaustasi?
2. Mikä taustasi on oppikirjatyössä?
3. Kuinka kauan olet ollut tekemässä oppimateriaaleja? Mille asteille?

OPPIKIRJATYÖ:

4. Mikä on opetussuunnitelman suuntaviivojen (tai sen mahdollisten muutosten) rooli suunnittelutyössä?
5. Kuinka paljon aiemmissa oppikirjoissa tehdyt valinnat vaikuttavat suunnittelutyöhön?
6. Onko oppikirjojen tekijöillä usein selvää työnjakoa vastuualueista?

ENGLANTI *LINGUA FRANCA* ENGLANNIN OPPIKIRJOISSA:

7. Mitä tekijöitä tulee ottaa huomioon, kun päätetään, mistä kappaleiden hahmot ovat kotoisin ja mihin tarinat sijoittuvat?
8. Kuinka paljon huomiota ELFin sisällyttämiselle oppikirjoihin annettiin vuoden 2014 opetussuunnitelmauudistuksen jälkeen (jossa ELF mainittiin ensimmäisen kerran suoraan)?
 - a. Millaisia mahdollisuuksia on ELFin sisällyttämiselle oppikirjoihin?
 - b. Millaisia rajoituksia on ELFin sisällyttämiselle oppikirjoihin?
9. Tulisiko oppikirjojen olla ELF-tietoisempia? Miksi / Miksi ei?
10. Kuinka suuri rooli perinteisillä malleilla on oppikirjoissa (esim. natiivimalleilla tai kielioppisäännöillä)?
11. Luuletko, että ELF tulee olemaan näkyvämpi tulevaisuuden oppikirjoissa?

Appendix 2 Interview questions in English

BACKGROUND:

1. What is your educational background?
2. What is your background in textbook creation?
3. How long have you been involved in making learning materials? For which grades?

TEXTBOOKS:

4. What is the role of the National Core Curriculum (or its possible changes) in the planning process?
5. How much do the decisions made in previous textbooks guide the planning of a new one?
6. Do the textbook authors often have a clear division of their areas of responsibility?

ENGLISH AS A LINGUA FRANCA IN TEXTBOOKS OF ENGLISH:

7. What kinds of factors are considered when determining where the chapter characters are from and where the storylines are located?
8. How much attention was given to features of ELF while making the books after the curriculum reform in 2014 (where ELF was first directly mentioned)?
 - a. What possibilities are there for including ELF in textbooks?
 - b. What limitations are there for including ELF in textbooks?
9. Should textbooks be more ELF-aware? Why / Why not?
10. How important of a role do traditional models have in textbooks (for example native models or standardized grammar)?
11. Do you believe ELF will be more prominent in textbooks in the future?

Appendix 3 Finnish Summary

Tämän pro gradu -tutkielman aiheena on *Englanti lingua francana* -teorian (ELF) näkyminen yläkoulussa englannin kielen oppimateriaaleissa. Tutkielman tarkoituksena on selvittää, miten ELF-näkemyksiä käsitellään suomalaisen yläkoulun englannin tekstikirjoissa. ELF tarkoittaa viestintää englannin kielellä sellaisten henkilöiden kesken, joilla ei ole yhteistä äidinkieltä tai kulttuuria (House 2014, 364). Tässä tutkimuksessa ELF-ilmiotä tutkitaan opetuskontekstissa. ELF on noussut perinteisen *Englanti vieraana kielenä* (EFL) ajatusmallin vierelle. Perinteisessä EFL-mallissa englannin opetuksen tavoitemalleina on nähty vain natiivipuhujien (esim. Iso-Britannia ja USA) mallit. Muun muassa Takahashin (2014, 28–29) mukaan nykyään englantia kuitenkin opetetaan uudesta näkökulmasta, jossa on tavoitteena saada oppilaat viestimään niin natiivipuhujien kuin ei-natiivipuhujienkin kanssa. Suomessakin muun muassa Kivistö (2005, 1) on ilmaissut, että ELF:n ja englannin kielen kansainvälisen statuksen tulisi näkyä kielen opetuksessa. Suomalaisten englannin kielen käyttö kohdistuu todennäköisesti natiivipuhujien lisäksi ei-natiivipuhujiin.

Teimme pro gradumme parityönä. Tutkielman ideointia, suunnittelua ja taustateoriaa kartoitimme kollektiivisesti ja joitain osioita kirjoitimme yhteistyössä. Tietyt tekstiosiot olivat yhden kirjoittajan (A tai B) vastuulla: teoreettisessa taustassa kirjoittaja A oli vastuussa alaosioista 2.1.1 ja 2.2 ja kirjoittaja B alaosioista 2.1 ja 2.1.2. Kolmannessa osiossa kirjoittaja A kirjoitti ELF:in esilletuonnista opetussuunnitelmien perusteissa osiossa 3.1, ja kirjoittaja B tutki aikaisempaa tutkimusta opetusmateriaaleihin liittyen osioissa 3.2 ja 3.3. Osiossa 4 kirjoittaja A keskittyi kirjoittamaan tekstikirjoista materiaalina ja niiden menettelytavoista, kun taas kirjoittaja B kuvasi haastattelua tutkimusmenetelmänä sekä haastattelun osallistujia. Osiota 5 jaoimme kirjoittamisen suhteen eri tavoin: 5.1 kirjoitimme yhdessä, osion 5.2 kirjoitti kirjoittaja A ja osion 5.3 kirjoittaja B, sillä ne vastasivat kategorioiltaan kummankin käsittelemiä aikaisemman tutkimuksen aiheita. Osion 6 kirjoitimme yhdessä, sillä suunnittelimme, toteutimme ja analysoimme haastattelut yhdessä. Johtopäätös-osion kirjoitimme myös kollektiivisesti.

Perusopetuksen opetussuunnitelman perusteet (POPS) on ”Opetushallituksen antama valtakunnallinen määräys, jonka mukaan paikalliset opetussuunnitelmat laaditaan” (Opetushallitus 2023). Se sisältää tietoa ja suuntaviivoja opetukseen liittyen sekä opetuksen tavoitteita. POPS päivitettiin vuonna 2014 nykyiseen muotoonsa, joka myös puoltaa englannin kielen kansainvälisen aseman ja ELF-käsityksen sisällyttämistä opetukseen, aiemmasta POPS:n versioista poiketen. POPS:n mukaan opetuksen tulisi käsitellä myös englannin kielen kehittymistä globaaliksi lingua francaksi. Oppimateriaalien tekijät ja tätä kautta oppimateriaalit seuraavat POPS:n sisältöjä

(Kauppinen et al. 2008, 204). 2014 julkaistun päivityksen jälkeen julkaistujen oppimateriaalien tulisi täten sisältää ELFiin liittyviä sisältöjä.

Tutkielmamme tarkastelee POPSin (2004 ja 2014) ELF-sisältöjä ja sitä, miten se näkyy englannin kielen oppikirjoissa. Suoritamme kvalitatiivista analyysia yhdeksännen luokan tekstikirjojen sisällöistä, perustaen kategorisointimme Kachrun (1985), Jenkinsin (2007) ja Seidlhoferin (2011) aikaisempiin tutkimuksiin. Täydennämme tutkimustamme haastatteluilla. Puolistrukturoiduissa haastatteluissa haastattemme tutkimuksessamme analysoitavien tekstikirjojen tekijöitä saadaksemme lisää tietoa POPSin ja tekstikirjojen yhdistämisestä, sekä mielipiteitä ELFin sisällyttämisestä oppikirjoihin. Pro gradumme tutkimuskysymykset ovat seuraavat:

1. Miten ELF-käsitys on läsnä suomalaisissa yhdeksännen luokan englannin kielen oppikirjoissa?
2. Minkälaisia mahdollisuuksia ja rajoituksia ELFin sisällyttämiseen tekstikirjoihin on kirjojen kirjoittajien mukaan?

Tutkielmamme selvittää POPSin ja tekstikirjojen välistä suhdetta ja niiden välisen yhteyden laajuutta. Näin tutkielma pyrkii tuomaan tietoa toisen kielen opetusmateriaaleihin liittyen, lisäämään tietoutta oppikirjojen ja opetussuunnitelman yhteydestä, sekä tarjoamaan näkemyksiä ELFin sisällyttämisestä oppikirjoihin kirjan tekijöiden näkökulmasta. ELFin näkemysten läsnäoloa englannin kielen opetuksessa on tutkittu vähän, etenkin Suomessa. Joitain aikaisempia tutkimuksia on, kuten Kivistön (2005), Syrbe ja Rosen (2018) sekä Minh ja Puongin (2020) tutkimukset, jotka tutkivat kielten oppikirjoja ELFin ja englannin globaalin aseman näkökulmasta.

Tutkielman ensimmäisessä teoriaosiossa käsitellään ELF-termiä eri näkökulmista ja asetetaan se opetuksen kontekstiin. Termiä määritellään aikaisemman tutkimuksen ja Kachrun (1985) kolmen ympyrän mallin avulla, sekä pohdinnalla eri puhujayhdistelmistä. Nämä määritelmät toimivat analyysimme viitekehyksen pohjana. Englannin kieli on levinnyt ympäri maailmaa muun muassa kolonialismin, yhdysvaltalaisen kulttuurin ja tieteen kielenä toimimisen ansiosta. Niiden lisäksi englanti leviää siksi, että yksilöt opettelevat englantia niin kansainvälistä kuin valtakunnallistakin viestintää varten (McKay 2012, 72–73). Tämän myötä englannin kielelle on vakiintunut asema globaalina lingua francana: se on valittu kontaktikieli sellaisten henkilöiden kesken, joilla ei ole yhteistä kieltä tai kulttuuria.

Kachrun (1985) mukaan englannin kielen leviämistä, oppimistyylejä ja toimintoja voidaan kuvata kolmen ympyrän mallilla. Sen mukaan maailman alueet, joissa englantia käytetään, voidaan jakaa

kolmeen: Sisäympyrään (*the Inner Circle*), Ulkoympyrään (*the Outer Circle*) ja Laajenevaan ympyrään (*the Expanding Circle*). Sisäympyrä sisältää alueet, jossa englannin kieli on äidinkieli tai ensisijainen kieli, kuten Yhdysvallat, Yhdistynyt Kuningaskunta, Kanada, Australia ja Uusi-Seelanti. Ulkoympyrä sisältää alueita, jossa englannin kieli on virallinen tai toinen kieli, kuten Nigeria, Zambia, Singapore ja Intia. Laajenevan ympyrän alueilla englannin kieli on vieras tai kansainvälinen kieli, kuten Kiinassa, Japanissa ja monissa Euroopan maissa. (Kachru 1985, 12–14). Analyysissa käytämme tätä mallia viitekehyksenä tekstikirjojen tapahtumapaikkojen kategorisoinnissa.

Vallitseva näkemys ELFistä on ollut se, että keskustelu tapahtuu ei-natiivien puhujien välillä. Jenkins (2007) on kuitenkin tutkimuksessaan sisällyttänyt ELFiin myös keskustelut ei-natiivien ja natiivipuhujien välillä sekä pelkästään natiivipuhujien kesken. Tämä laajentaa ELF-käsitystä. Esimerkiksi Sifakis (2019) ja Seidlhofer (2011) puolustavat myös tätä näkemystä siitä, että vaikka joku englanninkielisessä keskustelussa olisi natiivipuhuja, se on ELF:n käyttöä. Tämä näkemys lisää tutkimuksemme viitekehykseen kategoriat tekstikirjoissa tapahtuvien keskustelujen analysoinnista. Analysoimme keskustelut niihin osallistuvien puhujien mukaan: natiivipuhujien välinen keskustelu, ei-natiivipuhujien välinen keskustelu, sekä natiivipuhujan ja ei-natiivipuhujan välinen keskustelu.

Teoreettisen taustan yhteydessä esittelemme myös joitain ELF:n kielellisiä piirteitä, joita on tutkittu erilaisten ELF-korpuksien avulla. Esimerkiksi ELF:n kielioppia tutkiessa on huomattu, että se on EFL:stä poiketen standardisoimatonta ja vaihtelevaa. Lisäksi on huomattu, että kieliopillinen paikkansapitävyys ei vaikuta merkittävästi kommunikoinnin tehokkuuteen. Sifakis (2019) on pohtinut ELF:n opettamista ja oppimista niin opettajankoulutuksen kuin oppimateriaalien tasolla. Hänen mukaansa tutkijoiden yleinen mielipide on, että ELF ei korvaa nykyistä englannin opetusta, vaan pyrkii toimimaan sen vierellä. Tämän vuoksi tutkimuksemme keskittyy siihen, missä määrin ja miten laajasti oppikirjoissa on piirteitä ja tietoisuutta ELFistä.

Aikaisemmat tutkimukset ELF:n roolista englannin oppikirjoissa ovat antaneet vaihtelevia tuloksia. Esimerkiksi Vettorel ja Lopriore (2013) eivät löytäneet mitään merkittävää ELF-tietoista sisältöä italialaisista englannin oppikirjoista. Syrbe ja Rose (2018) taas huomasivat, että saksalaisissa oppikirjoissa englannin globaalia statusta oli tuotu esille esimerkiksi karttojen avulla, mutta suurin osa keskusteluista tapahtui natiivipuhujien välillä. Minhin ja Puongin (2020) tutkimuksen tulokset vietnamilaisista oppikirjoista olivat samansuuntaisia, mutta kirjoissa oli kuitenkin huomattavasti oppilaille samaistuttavaa materiaalia, jonka avulla he voivat harjoitella omasta maasta ja

kulttuuristaan viestimistä. Muista aiemmista tutkimuksista poiketen Takahashin (2014) tutkimus totesi japanilaisten englannin oppikirjojen olevan vahvasti ELF-tietoisia: kanssakäyminen tapahtui yleensä natiivipuhujan ja japanilaisen välillä, ja oppikirjoista löytyi jopa ELFiin suuntautuvia oppitunteja.

Materiaaleinamme ovat neljä yhdeksännen luokan englannin kielen oppikirjaa. Kaksi kirjoista on kustannusosakeyhtiö Otavan julkaisemat *Scene 3 Texts* ja *Top 9 Texts*. Kaksi muuta kirjaa ovat Sanoma Pro Oy:n *One the Go 3 Textbook* ja *Spotlight 9 Textbook*. Nämä kustannusyhtiöt ovat Suomen suurimpia. Oppikirjat toimivat Suomessa opetuksen perustana. Vaikka koko opetusta ei voi analysoida pelkän tekstikirjan perusteella, sen sisältöjä voi arvioida ainakin jonkin verran oppikirjojen sisällön analyysillä, sillä Suomessa oppikirjat muodostavat kielen oppimiselle kontekstin (Kauppinen et al. 2008, 206). Tutkimuksemme tähtää kuvaamaan POPSin ja oppikirjojen välistä yhteyttä ja tätä kautta opetuksen sisältöjä, etenkin ELFin näkökulmasta.

Menettelytapamme on laadullinen sisältöanalyysi. Yllä mainittujen kategorisointiemme lisäksi tarkastelemme kirjoissa esiintyvää suoraa mainintaa ELFistä tai ilmiön käsittelyä.

Viitekehuksemme koostuu siis kolmesta osasta:

1. ELF-käsitteen suora maininta (tai siihen liittyvä keskustelu)
2. Kirjoissa esiintyvien tapahtumapaikkojen kategorisointi
3. Kirjoissa tapahtuvien keskustelujen kategorisointi (puhujien natiiviuden mukaan)

Keräsimme kirjoista näihin liittyviä tapauksia, ja kategorisoimme ne sisällön perusteella.

Analysoimme kirjoja multimodaalisesti ottaen huomioon kirjojen tekstit ja kuvat. Kuuntelutehtäviä tai muita äänitiedostoja emme analysoineet, sillä kaikkiin niistä meillä ei ollut pääsyä.

Varmistaaksemme analyysin luotettavuuden, analysoimme molemmat jokaisen oppikirjan.

Toisessa osassa tutkimustamme haastattelimme kirjojen tekijöitä teemahaastattelulla. Haastatteluun osallistujat olivat analysoimiemme kirjojen tekijöitä molemmista kustannusyhtiöistä.

Haastattelimme yhteensä viittä eri henkilöä kolmesta kirjasta, sillä *Spotlight 9* -kirjan tekijöistä emme tavoittaneet ketään. Haastateltavillamme oli vaihtelevia taustoja ja kokemuksia oppikirjatyössä. Haastattelut suoritettiin sähköpostin tai videopuhelun kautta suomen kielellä marraskuun 2022 ja tammikuun 2023 välisenä aikana. Haastattelun kysymykset luotiin yhdessä kirjoittajien kesken. Kysymykset olivat avoimia ja neutraaleja, ja ne pyrkivät saamaan tietoa tekijöiden kokemuksista opetus suunnitelman vaikutuksesta oppikirjatyöhön sekä ELFin

sisällytyksestä tai poissulkemisesta oppikirjoissa. Haastateltavat edustivat mielipiteillään omia näkemyksiään ja kokemuksiaan oppikirjatyöstä ja heidän vastauksensa käsiteltiin anonyymisti.

Ensimmäiseen tutkimuskysymykseen liittyen ELF-käsitys on tutkimuksemme mukaan melko heikosti läsnä tekstikirjojen sisällöissä, mutta se mainitaan joissakin niistä. Analysoitavien kirjojen välillä oli vaihtelua; osa mainitsi ELF:n epäsuorasti ja suorasti, kun taas osa keskusteli ilmiöstä vain epäsuorasti. Kaikki tekstikirjat sisälsivät tapahtumapaikkoja kustakin kolmesta Kachrun (1985) ympyrästä, eniten Sisäympyrästä ja Ulkoympyrästä. Mikään kirja ei kuitenkaan käsitellyt englannin kielen kehittymistä globaaliksi lingua francaksi. Kirjat eivät juurikaan sisältäneet keskusteluja selkeästi natiivipuhujien ja ei-natiivipuhujien välillä tai keskusteluja vain ei-natiivipuhujien välillä.

Toiseen tutkimuskysymykseemme liittyen opimme, että oppikirjojen tekijät näkevät monia mahdollisuuksia sisällyttää ELF:iä oppikirjoihin, etenkin teksteihin ja äänitteisiin. Heidän mukaansa ainakin teoriatasolla ELF:iä voitaisiin sisällyttää melkein mihin vain, jos oppikirjan tekijät niin näkevät parhaaksi. Joitain rajoituksia on ajan, tilan ja käsitteen monimutkaisuuden suhteen. He myös painottivat POPS:n vaikutusta oppikirjatyöhön. Tekstikirjojen analyysit ja tekstikirjojen tekijöiden haastattelut osoittivat, että vaikka oppikirjatyön taustalla olisi ajatuksia sisällyttää jokin ilmiö kirjaan, se ei välttämättä päädy julkaistun teoksen. Tutkimuksen tulosten mukaan ELF-ilmiöön suhtaudutaan positiivisesti ja sen nähdään lisääntyvän englannin kielen oppimateriaaleissa.

Tutkielman pohjalta voidaan todeta tarve jatkotutkimukselle. Englannin oppikirjoja voitaisiin tutkia useammista näkökulmista ja laajemmilla materiaaleilla, jotta englannin kielen opettajille ja oppikirjojen tekijöille saataisiin lisää tarpeellista tietoa. Tällainen tutkimus voitaisiin suorittaa millä vain opetuksen tasolla, jos sen opetussuunnitelmassa mainitaan jotain ELF:n sisällyttämisestä. Vaihtoehtoisesti joitain muita POPS:n sisältöjä voitaisiin tutkia oppikirjoissa, jotta saataisiin lisätietoa opetussuunnitelman ja opetusmateriaalien yhteydestä. Haastatteluja voitaisiin laajentaa myös opettajiin, jotta saataisiin kuulla myös heidän mielipiteitään opetusmateriaalien ELF-tietoisuudesta. ELF tulee olemaan aina vain huomattavammassa asemassa globaalissa maailmassa, joten sen tulisi olla myös kasvavammassa määrin tutkittua ja tiedostettua englannin kielen opetuksen pedagogiikassa. Ilmiön vakiinnuttaminen englannin kielen oppimateriaaleihin pitäisi materiaalit relevantteina ja tarpeellisina englannin kielen oppijoille.