

UNIVERSITY OF JYVÄSKYLÄ

**”NO BETTER, NO WORSE – BUT DEFINITELY DIFFERENT.”
THE PRESENTATION OF TARGET CULTURES IN TWO
ENGLISH TEXTBOOK-SERIES FOR FINNISH SECONDARY
SCHOOL CHILDREN**

A Pro Gradu Thesis in English

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HUMANISTINEN TIEDEKUNTA
KIELTEN LAITOS

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Alkuperäinen vieraan kielen opetus keskittyi opettamaan oppilaita kirjoittamaan ja lukemaan vierasta kieltä, ei puhumaan sitä. Vieraita kieliä opiskeltiin, jotta voitaisiin tutkia vieraalla kielellä kirjoitettuja tekstejä kirjallisuuden, filosofian ja tieteen aloilta. Näitä opiskelijoita voidaan kutsua oppilaiksi, jotka opiskelevat kieltä lukeakseen. Toisen maailman sodan jälkeen matkustelu ja turismi yleistyivät, jolloin oli tärkeä oppia puhumaan vieraita kieliä. Näitä oppilaita voidaan kutsua oppilaiksi, jotka opiskelevat kieltä matkustaakseen. EU:n myötä tämä ei ole enää riittävää, sillä maahanmuutto on lisääntynyt. Modernin vieraan kielen opiskelijat ovat oppilaita, jotka opiskelevat kieltä ymmärtääkseen kulttuuria.

Tämän tutkimuksen tarkoituksena oli selvittää, miten kohdekulttuuri esitetään kahdessa eri englannin kielen oppikirjasarjassa, joita opiskellaan suomalaisissa yläkouluissa. Tutkimusmenetelmänä oli sisällön analyysi. Materiaalina olleet oppikirjasarjat analysoitiin käyttäen sekä materiaaliin perustuvaa että teoriaan perustuvaa analyysiä. Materiaaliin perustuva sisällön analyysi on induktiivista analyysiä, jossa teoria muodostetaan materiaalin sisällön perusteella. Teoriaan perustuva sisällön analyysi on deduktiivista analyysiä, jossa materiaalia tarkastellaan tietyn teorian tai mallin näkökulmasta. Pohjana teoriaan perustuvassa analyysissä oli Michael Byramin, Carol Morganin ja heidän kollegoidensa yhdeksän-kohtainen ehdotelma kulttuurin opetuksen sisällöksi. Heidän teoriasa perustuu kulttuurienväliseen oppimiseen, jossa tavoitteena on edistää kulttuurienvälistä ymmärtämistä ja vierauden sietämistä. Tutkimuksen tulokset osoittavat, että molemmissa analysoiduissa oppikirjasarjoissa kielen opettamisen pohjana oli opettaa kieltä matkustamiseen. Monen kohdekulttuurin esittely muistutti matkailuoppaista luettavia esittelyjä. Teoriaan perustuva sisällön analyysi osoitti sen, että kummassakaan tekstikirjasarjassa kohdekulttuurien esittely ei ollut riittävää. Kohdekulttuureja ei esitelty tasavertaisesti vaan Yhdysvaltojen ja Britannian kulttuurit saivat eniten huomiota. Kohdekulttuurien esittely analysoiduissa tekstikirjasarjoissa muodostuu pääosassa tietyistä faktoista eikä kerro kohdekulttuurien asukkaiden jokapäiväistä elämästä, uskomuksista ja arvoista, ja ei täten lisää kulttuurienvälistä ymmärtämistä.

Asiasanat: textbook analysis. content analysis. data-based analysis. theory-based analysis. intercultural learning. intercultural understanding.

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1 INTRODUCTION

God of all beings, of all worlds, and of all times: ...may the small differences between the clothes that cover our weak bodies, between our inadequate languages, between our many ridiculous customs, between our imperfect laws, between our numerous foolish opinions...may all these tiny nuances that distinguish the atoms named *homo sapiens* be not the causes of hatred and persecution, may those who light candles at noon in order to celebrate you, tolerate those for whom the light of your sun is sufficient; may those who are wearing a white robe to preach your love be not hating those who preach the same thing wearing a black robe; may it be the same whether one worships you in a jargon made of an ancient language or in a newer jargon;...May all men remember that they are brothers (Morain 1983:410).

These words were written by Voltaire in 1763 in *Traite sur la tolerance* but it seems as if the words from the Prière à Dieu are still very relevant in the world today. Every day we come into contact with news that informs us that we human beings do not remember that we are brothers and sisters. Hatred, intolerance, prejudice and persecution are still very much a part of our daily lives in the modern world. Nothing much has changed for the better in that regard since Voltaire's days in the 18th century.

With his words Voltaire encourages us to consider others as our equals, accept other ways of life and behaviour and celebrate our differences. The same principles are included in the goal of modern foreign language teaching, namely intercultural learning (Kaikkonen 2000:49). Nowadays it is widely accepted that language and culture are closely related and cannot be viewed separately. So when learners learn about a language they learn about a culture, and when they learn to use a new language they learn to communicate with speakers from a different culture (Brosh 1997:312). In other words, when learners communicate in the new language they take part in intercultural communication. That is why learners need to be aware of the target culture and the behavioural patterns of the people from the target culture. Intercultural learning is beneficial to learners in more ways than one, since learning about a new culture also increases learners' knowledge and information about their own culture (Kaikkonen 2000:52). Learning about the new culture leads to understanding the people from that cultural area and that in turn leads to the principles that Voltaire spoke or wrote for, namely tolerance and acceptance. In our ever more interconnected world, in which people of diverse nationalities are

increasingly called upon to communicate with one another and work together on common issues, it is, in my opinion, extremely important that we do have some intercultural awareness and understanding that can come from mastering another language and from authentic encounters with its writers and speakers.

Since culture is an integral part of modern foreign language teaching I decided to study in my thesis how target cultures, the cultures of the countries where the foreign language in question is spoken, are taught in modern foreign language textbooks. The textbooks I chose for this analysis are two English textbook-series for Finnish secondary school children. The first of these series is called *The News Headlines Courses 1-8* and it was first published in 1995 but is still used in some Finnish secondary schools with pupils between the ages of 13-15. The second series, *Key English 7-9*, is a new series from the same publishers as *The News Headlines Courses 1-8* and was first published in 2003. *Key English 7-9* is currently among the most widely used English textbook-series in Finland. This series is also meant for pupils in secondary school. I chose these two series because I thought that it would be interesting to see if and how the teaching of the target cultures in textbooks has changed within the last ten years.

The research method I used in my analysis of these two English textbook-series was a qualitative method called content analysis. Content analysis is a text analysis that aims to get a general and summarised description of the problem at hand (Tuomi and Sarajärvi 2003:105). I chose this method since the aim of my study is to get a summarised description of the problem, the presentation of the English-speaking target cultures in the two textbook-series. I first approached the problem by reading through the material and collecting all the information given of the target cultures. Then I went through the information given of each of the target cultures mentioned in the textbook-series and categorised it and thus got an overview of the representation of the target cultures in the chosen material. I continued the analysis by comparing my findings of the representation of the target cultures in the two textbook-series to the set of guidelines proposed by Michael Byram, Carol Morgan and colleagues for the content of cultural learning, which is outlined and recommended in their book *Teaching and learning language and culture* (Byram et al. 1994:51-52). I went on to present my findings.

The idea for the current study came to me when I was teaching English in a Finnish secondary school and realised that that the pupils' knowledge of the

English-speaking countries and the cultures in those countries was quite limited. I wanted to know what kind of image pupils would have of for example Britain and Britons after studying English for three years with the help of certain textbook-series. And would the information pupils got out of their textbooks be enough according to the standards set by leading experts in intercultural learning? I wanted to know what kind of information I as a teacher would have to add to the information given by the textbooks so that the standards would be met. So the aims of my study were to find out which target cultures are presented in the two Finnish textbook-series, what sort of information learners receive of the target cultures and what is left out and has to be added by the teacher. Furthermore, it was interesting to see whether all the target cultures mentioned were given an equal amount of attention.

2 INTERCULTURAL LEARNING

2.1 Intercultural learning – the aim of modern language learning

The reasons why people study foreign languages today are very varied. Some people want to learn to communicate with people from other parts of the world. Some people just want to learn a new language. And some people do it just because they have to. It's a part of the national curriculum. We all have our own motives for learning a foreign language but what we do have in common is the aim of our study. At the end of our hard work, we all want to be able to communicate in our new language.

This has not always been the case. Byram and Esarte-Sarries (1991:2-12) remind us why and for what aim people studied languages in the past. When people first started to learn foreign languages, it was only for academic or educational purposes. The few people who studied foreign languages wanted to learn to read and write a language so they could study the literature, philosophy and science people who lived in the societies that spoke that language were producing. They did not aim to learn to speak and communicate in that language. In fact, they did not need to use the language verbally. Byram and Esarte-Sarries (1991:9) call these learners “students of ‘language for reading’”. They were followed by “students of ‘language for touring’”. After the second world war people started to travel more. With tourism they found out that learning to read and write in a foreign language was not enough. They needed to be able to speak with other people in that language. However, in the ever-changing world that is not enough anymore, as Byram and Esarte-Sarries point out (1991:4). EU and open frontiers in Western Europe have lead not only to more tourism but to more migration. This presents a new challenge for foreign language teaching.

According to Byram and Esarte-Sarries (1991:11) this challenge is met by teaching people “language for cultural understanding”. Byram and Esarte-Sarries (1991:5) see language as an inseparable part of culture: “It [language] expresses and embodies the values, beliefs and meanings which members of a given society, or a part of it, share by virtue of their socialisation into it and their acceptance of and identification with it”. Language also refers to objects and phenomena known to a given culture and gives them their original expression. This

means that language teaching is and has, in fact, always been language and culture teaching. When travelling to a foreign country an individual needs to be able to accept and cope with behaviour and ways of thinking which are new and probably strange to him or her. In addition, his or her own behaviour must be at least tolerated by people who live in the country being visited. Thus, language teaching becomes, as Byram and Esarte-Sarries (1991:6) indicate, associated with the notion of encouraging tolerance of that which is strange and maybe threatening or unpleasant, and the instilling of behaviour that is acceptable and common in the foreign country. Language teaching should also provide learners with a capacity to adapt to new situations (Byram and Esarte-Sarries 1991:8). When we are teaching our students to cope in a foreign country in a foreign language with people with alien behaviour, it is not enough to advise them of the predictable, we have to prepare them for the unpredictable. In this new perspective, instead of being a student of ‘language for reading’ or ‘language for touring’, the learner should be, as Byram and Esarte-Sarries (1991:10) formulate it: “encouraged to model himself on the ethnographer: someone who learns language and culture as a whole in order to describe and understand the people in question.” The new perspective on language learning and teaching, namely ‘language for cultural understanding’ that Byram and Esarte-Sarries advocate does, of course, include the older perspectives of ‘language for reading ‘ and ‘language for touring’.

The new perspective in language learning and teaching aims to broaden learners’ minds. It wants to wean them away from an ethnocentric view that considers some cultures superior and others inferior. It attempts to modify learners’ mono-cultural awareness towards intercultural awareness that “recognises the existence of other centres of ethnic identity with different perspectives” (Byram and Esarte-Sarries 1991:14). The main idea is to guide learners to see and rise above the borders their mother tongue and own culture has set for them. This new perspective that Byram and Esarte-Sarries presented in their book is a perfect example of intercultural learning.

2.2 Intercultural learning – the theory

“By nature people are nearly alike; by practice they get to be wide apart.” The previous thought was written by Confucius at about 500 BC but it seems as if we still do not quite comprehend it in the 21st century. Very often we see only the things that

separate us. Confucius was quoted by Seelye (1993:120) who goes on to explain the meaning of the thought. According to Seelye, we are alike by nature because we all have the same basic needs. We all need to eat and drink and to make friends, for example. The different ways we go about fulfilling these needs frequently puzzle and sometimes alienate people who are looking in from the outside. Seelye (1993:135-136) states that any human behaviour can be seen as a result of physical and psychological needs. Our actions are expressions of these needs. How these needs can be met is determined by the behavioural options in our culture. The behavioural options that exist in any given society are the results of the society's past history, its world view, its geographical setting, its technological advances and its contemporary crises. Thus, in order to understand how people from another country live and how they think and view life we should look at how societal values, institutions, language and the land they live in affect them. We live in a multicultural world. And it is therefore very important that we do learn to understand other people and their ways of life. This is why, according to Seeley (1993:267), we need to teach all our children intercultural communication skills.

Wesche (2004:279) states that languages are the most comprehensive reflections of the complex cultures of the societies with which we share the world. That is why languages offer us generous access to the experience of others. Carol Herron (1980 as quoted by Morain 1983:405) points out that since studying another language can expose students to the reality that other people have other ways of understanding the world, as can be seen in the language that they speak, an ideal place to study other cultures and intercultural communication skills is the language classroom. As a matter of fact, according to Seeley (1993:9), one cannot truly understand another culture without learning to talk to the people in their own language. The recent worldly events have confirmed that there is a definite need for intercultural understanding. Being able to see through the lens of those who speak other languages is needed more than ever in the post-9/11 world, in which stereotyping that views all members of a group as sharing certain characteristics, causes significant harm to many individuals. Foreign language teachers all over the world recognise their part in 'making the world a better place'. Wesche (2004:279) states: "What is most urgently needed from our field is what has always been needed: to help our students learn, through the study of another language, to see the world through others' eyes."

The traditional view on cultural education in language classrooms has been limited to transmission of general information about the target country and its people (Kramersch 1993:203). Learners have been taught the information that they need as tourists to get by in a foreign country. This has not, however, always helped students to understand the people from the target culture better, as Ito (2002:50) points out, because a mere superficial understanding of the target culture may only add to students' ethnocentric orientation. They continue to consider their own culture as natural, normal and even better. According to Claire Kramersch, the traditional view needs improvement. She formulates her new ideas about intercultural learning in the form of "four lines of thought" (1993:204-206). The first line of thought that Kramersch presents deals with interculturality. She points out that in order for learners to understand a foreign culture they have to put that culture in relation with their own culture. Comparing your own culture to the target culture is an essential part of intercultural learning. Wesche (2004:279) remarks further that being open to the foreignness or otherness of other people requires distancing oneself from one's own cultural assumptions and seeing oneself as possessing a learned culture just as the people from the target culture do. This concept is radically different from the traditional transmission of information-approach. The second line of thought in Kramersch's presentation of intercultural learning is the notion of teaching culture as an interpersonal process. With this she is saying that instead of teaching our students fixed, normative phenomena of language use and prescriptions of cultural facts and behaviours, we should teach our students to cope with and understand foreignness or otherness. Students should be learning cross-cultural aspects of communication rather than ready presentations of culture and strict rules about how to use the language since the meaning of every utterance emerges through social interaction. The third line of thought in Kramersch's theory has to do with the way culture is presented in classrooms. Traditionally it has been very common to view culture only from a national point of view. The presentation of culture has focused on national traits. In recent years this has become more difficult since modern societies are increasingly multiethnic and multicultural. It is therefore important to take into consideration other aspects of a person's 'culture' than just national traits. These other aspects include age, gender, regional origin, ethnic background and social class. In other words, Kramersch encourages foreign language teachers to teach their students to see beyond national stereotypes. Wesche (2004:282) agrees with

Kramersch and argues that students should not accept a particular behaviour or geographical origin or interpersonal feature as the reality of a target culture. They need to be aware that every culture accommodates a wide range of possibilities, and that all cultures change over time. The fourth of Kramersch's lines of thought is called "crossing disciplinary boundaries" (1993:206). The point in this last line is that in order for teachers to get a thorough and versatile view of a particular society and its cultural dimensions, the teachers should broaden their readings to include literature, studies by social scientists, ethnographers and sociolinguists on both their own society and the societies that speak the language they are teaching. This way the students will also receive a thorough and versatile view of the culture they are studying. Even though Kramersch's ideas may seem new and strange to the majority of language teachers, her goal is still familiar: to teach learners to be able to communicate appropriately with native speakers of the language, get learners to understand others and get them to understand themselves in the process.

According to Kaikkonen (2000:50) the goal of foreign language teaching that is based on intercultural learning is to get students to understand difference and to support communication between people from different cultural backgrounds. It is typical for this kind of intercultural communication that at least one of the communicators is using a language that is not his or her own mother tongue. Kaikkonen (2000:50) describes successful intercultural communication as a dialogue. He sees that in intercultural communication people from different cultures approach each other and take some kind of middle position where they activate all the skills, knowledge and abilities they have about what it means to encounter another person or other people in a dialogue. All participants with their own cultural features try to understand and interpret each other's linguistic and non-linguistic behaviour while making sure that they themselves are being correctly understood and interpreted. Thus, Kaikkonen claims that in every dialogue the participants take part in intercultural learning. According to him, even dialogues that take place between people from the same national culture or linguistic area are intercultural by nature.

Kaikkonen (2000:50) also points out the important fact that in intercultural language teaching it is not necessary for students to achieve native-speaker competence in the target language as it was when foreign languages were studied as 'language for reading' or even 'language for touring'. The main goal now for students is to learn to cope with situations of intercultural communication as well

as possible. Linguistic competence is important but so are all forms of culture-specific behaviour, tolerance, mutual understanding and respect, empathy and communicative competence. Kaikkonen (2000:51) argues that the guiding principle behind intercultural learning is communication between people from different cultural backgrounds, not the foreign language, country, people or culture. As a result intercultural learning produces intercultural speakers with an intercultural communicative competence. This competence includes the traditional linguistic and communicative competences as well as several features in learners and aspects dealing with understanding and interpreting other people, such as beliefs and expectations, ability to deal with 'otherness', empathy, respect, interactivity and ability to cope with ambiguity (Kaikkonen 2000: 52).

In their book Byram and Esarte-Sarries (1991:18) see foreign language teaching that includes the teaching of target culture as an important tool in preparing young people for a future in an international and national life. According to them teaching a foreign language unavoidably involves teachers and learners in taking a view of and attitude towards cultures and societies, whether they are aware of it or not (Byram and Esarte-Sarries 1991:18). Very often this view or attitude is a favourable one. Byram and Esarte-Sarries (1991:22) report that as a consequence of language teaching in schools, pupils' perceptions of and attitudes towards foreign people and cultures have become more positive, subtle and differentiated. More positive attitudes and mere tolerance is not enough, though, in intercultural learning. The aim is to get our learners to understand people from other cultures and societies (Byram and Esarte-Sarries 1991:177). This involves a change in ways of thinking rather than just attitudes.

Byram and Esarte-Sarries' (1991:179-180) notion of language for intercultural understanding implies that foreign language teaching expands learners' range of experience and helps them to acquire new ways of thinking and new ways of valuing their new knowledge and experience. In the end this new framework involves a change in learners' social identity, a modification of their national identity to include identification with people from other countries and cultures. The point of the change in the framework of thinking, which Byram and Esarte-Sarries (1991:180) advocate, is not simply to get learners to experience a new way of life different from their own. Rather the aim is to expose them to the values and meanings which are the framework of the social identity of people who live that

other way of life. According to Byram and Esarte-Sarries (1991:180), it is not enough to offer learners a new experience which they add to their established framework as an acceptable variation on the 'normal' way of doing things. It is necessary for them to make sense of that experience through the framework of meanings and values which guide and control the ways people in that culture see the experience. Byram and Esarte-Sarries compare this to the process of socialisation that every child goes through when acquiring the framework of knowledge, values and meanings that enables him or her to function and communicate in his or her own cultural and social group.

Together with Carol Morgan and other colleagues Byram compiled a set of guidelines to the general nature of a course of language and culture (Byram et al. 1994:50). According to them it is important for learners to engage actively with alternative interpretations of the world. This gets them in touch with a new and different view of the world which they can then compare and contrast with their own view of the world. Another guideline by Byram, Morgan and colleagues is that learners should, especially in the early stages, be familiarised with a selection of stereotypes in the foreign group and in the learners' own national, social and cultural group. This enables learners to realise that stereotypes are not always true but can at times be useful. Learners should also have access to both routine, taken-for-granted information and conscious information of the cultural world that the foreign group share among them, so that learners can adjust routine behaviour and allusive communication. The last guideline in Byram, Morgan and colleagues' list (Byram et al 1994:50) advises teachers to give learners access to the complex values and meanings of the national culture and other cultures that exist within the national boundaries of the target country. It is then important that learners analyse these values and meanings which can also be seen in cultural institutions and artefacts, such as literature, film, history, political parties, social welfare, education and so forth. Byram, Morgan and colleagues also inform us that these guidelines embody a degree of progression (Byram et al 1994:50-51). When learners start to study a foreign language they should begin their culture studies with looking at the stereotypes and then move on to more complex cultural phenomena and finally to literature and other artefacts. This does not, however, mean that learners should not get acquainted with more complex cultural phenomena, for example literature, at an early stage but rather that a more complex analysis should be left for later on.

Similarly, advanced learners can return to analyse earlier learned data which have only been dealt with through superficial comparison and reflection, such as routine behaviours. For example, the rules of verbal and non-verbal behaviour in interaction and the rules of politeness will probably need more detailed analysis at a later date when learners' skills and knowledge in the foreign language and culture increase.

Byram and Morgan (1994:51-52) present their view of the content of cultural learning that can be taught separately or as integrated into linguistic learning. The areas of study that they propose as the content of cultural learning do not have to be presented in any particular order or follow any particular progression. The first area of study in the content of cultural learning is called *social identity and social groups*. This category introduces learners with groups within the nation-state in question which are the basis for other than national identity. All people in every society have several roles which place them in different groups based on their social class, regional identity, ethnic minority, professional identity and other social identities. Learners should be made aware of the different groups in a given society and how belonging or not belonging to a certain group affects peoples' lives in the target culture. The second category in the content of cultural learning is *social interaction*. Learners need to be aware of the ways people in the target culture behave verbally or non-verbally when they interact with each other. They need to know, for example, when to address people formally or whether it is common to shake hands when meeting new people or what is the custom. The third category in the content of cultural learning is called *belief and behaviour*. This category contains routine and taken-for-granted actions and behaviours within a social group and the religious and moral beliefs embodied within these actions and behaviours. Furthermore, this category includes the routines of daily behaviour which are not significant markers of identity within a certain social group. Here it is again, as it is throughout the entire cultural learning, important that learners do not associate all people in the target culture with certain behaviour. Lado pointed it out already in 1957 when he wrote: "In describing a culture as complex as that of the United States one should see that what a religious person does on a Sunday is not generalized to all religious groups and much less to the nonreligious members of the culture" (Merrill Valdes 1986:61). The fourth category in Byram, Morgan and colleagues' list of areas of study in the content of cultural learning is *socio-political institutions*. These include the institutions of state which characterise the state and its citizens and which

constitute a framework of ordinary, routine life within the social groups. These institutions deal with issues, such as health-care, law and order, social security and local government. The fifth category is called *socialisation and the life-cycle*. This category includes all the institutions of a society that aim to train the members of a society for a life in that society, such as families, schools, employment, religion and military service. This category also includes the ceremonies which mark the passage through stages of social life that the members of the society go through. The aim here is to give foreign language and culture learners a clear presentation of the divergent practices in different social groups as well as nationally shared interpretations and expectations. The sixth area of study in the content of cultural learning is *national history*. Byram and Morgan (1994:51-52) advise foreign language and culture teachers to inform their students of the periods and events, historical as well as contemporary, in the target country which the members of that society perceive as important and significant for the nation and its identity. *National geography* is an important part of cultural identity of a nation. It is, therefore, also listed as a category in the content of cultural learning. This seventh category consists of geographical factors within the national borders which are significant in its members' perception of their country. Furthermore, the category includes information about the geographical factors which are important to outsiders in intercultural communication but not significant to members. The eighth area of study in the content of cultural learning according to Byram and Morgan (1994:51-52) is *national cultural heritage*. This category includes the cultural artefacts that members of the culture perceive as emblems and embodiments of the national culture from past and present. Shakespeare and Agatha Christie serve as examples of national cultural heritage of Britain. The ninth and the last area of study in the content of cultural learning is called *stereotypes and national identity*. In this category foreign language and culture teachers are encouraged to teach their learners to understand stereotypes and their meaning. Furthermore, learners should be aware of the notion of what is 'typically' understood as target culture-like behaviour and what are the origins of these notions and how have the notions changed over time. Also national symbols, such as famous monuments and people, are included in this category.

Byram and Morgan (1994:52) point out that they do not intend with their proposition for content of cultural learning to turn foreign language classes to courses of history, sociology or geography. The aim is to give learners an

understanding of how a nation's history, social institutions or geographical facts influence the way the people in that nation see their own country and themselves. By comparing and contrasting the information given of the target culture to learners' own national views of themselves and their identity, learners will learn about themselves and begin to understand and tolerate other world views. This view supports Kramersch's first line of thought of interculturality where she points out that the key factor in understanding a foreign culture is the comparisons between the learners' own culture and the target culture (Kramersch 1993:205). Also Kramersch's second line of thought about coping with and understanding otherness (1993:205-206) coincides with Byram and Morgan's theory where they encourage learners to actively engage in interpreting alternative worldviews (1994:50). Kramersch's third line of thought (1993:206) is discussed in Byram and Morgan's proposition for content of cultural learning (1994:51), as well, as they point out that not all people in a given society share the same behaviours but belong to different social groups and may therefore have social traits that differ from the national traits. Learners need to be made aware of the diversity of a nation. Kaikkonen (2000:50) supports this idea, as well, and explains it even further. He points out that since we all belong to different social and cultural groups, intercultural learning takes place in all dialogues we take part in, not just between people from different countries. I feel that Kaikkonen is telling us that this is not a novel idea but something that we have subconsciously been doing since we have been able to communicate but have just recently started to pay attention to in foreign language learning. The last of Kramersch's four lines of thought, crossing the disciplinary boundaries (1993:206), where she urges teachers to familiarize themselves with studies from different social and cultural fields, is also supported in Byram and Morgan's content for cultural learning (1994:51-52) as they also present different social and cultural fields in their proposal. The content of cultural learning, that Byram and Morgan have presented and whose ideas are supported by Kramersch and Kaikkonen, is the basis for the analysis that I will be using in my study of cultural content in two Finnish secondary school textbooks-series of English.

3 CULTURE IN FOREIGN LANGUAGE TEXTBOOKS

3.1 Presentation of target culture(s) in foreign language textbooks

According to Brosh (1997:173) language classroom observations indicate that direction of lessons and content, particularly the cultural content, are strongly influenced by the language textbook available to both teachers and students. Textbooks, therefore, are considered to be one of the most important instructional tools for most language teachers and a central source of information about a foreign culture (Brosh 1997:311). According to Byram and Esarte-Sarries (1991:173) teachers use the textbook as their syllabus guideline in the day-to-day planning of lessons, with respect to which language to introduce, but also with respect to what information to give pupils. Teachers may rely entirely on the textbook or they may extend and elaborate, using their own materials or their own experience. Byram and Esarte-Sarries also report of classroom observations where the order of introduction of topics in classes was determined by following the textbook, a system which ensures that parallel classes cover the same ground (Byram and Esarte-Sarries 1991:173). They continue to point out that this is normal practice in most schools.

Though teachers use language textbooks as guidelines for their lessons, language textbooks are often criticised for providing generalised information and opinions about cultures rather than experiences of them. Tomlinson and Masahura (2004:5) inform us of a textbook analysis by Tomlinson that criticises the foreign language textbooks for depicting “stereotypical and often clichéd behaviour”. Ndura (2004:143-153) reports of several textbook analyses which all find foreign language textbooks culturally biased. She conducted her own study of six different English-as-a-Second-Language textbooks that were commonly used at the time of the study in the USA. In her study she discovered three major forms of bias, namely stereotyping, portraying one set of people exhibiting one set of values, behaviours and roles; invisibility, the omission of information regarding variables of cultural identity such as race, ethnicity, nationality, religion, social class and exceptionality; and unreality, a technique in which controversial topics such as discrimination and prejudice are avoided in favour of a more idealistic and traditional view of national history or current issues (Ndura 2004: 146-148). According to Tomlinson and Masahura (2004:6) the same can be said about many of the textbooks of English-as-

a-Foreign-Language. They say that the cultural knowledge that we gain from foreign language textbooks in the form of descriptions, explanations, statistics, generalisations, anecdotes and examples is typically external, static, articulated, stereotypical and reduced. Textbooks of English-as-a-Foreign-Language are often also criticised for concentrating almost entirely on the British and/or the American culture ignoring all the other English speaking cultures throughout the world. Matsuda calls this practice “focusing on the Inner Circle” (Matsuda 2002:437). According to him the current representation of English in foreign language textbooks is problematic from the perspective of international understanding. If learners are exposed to only a limited section of the world, their understanding and awareness of the world may become limited as well (Matsuda 2002:438).

According to Byram and Esarte-Sarries (1991:179-180) the notion of language for intercultural understanding implies that foreign language teaching is an important factor in maintaining the expansion of young people’s range of experience and helping them to acquire new ways of thinking and new ways of valuing their new knowledge and experience. Ultimately this new framework involves a change in learners’ social identity, a modification of their national identity to include identification with people from other countries and cultures. Studying a foreign language and with it a foreign culture for intercultural understanding exposes learners to the meanings and values which are the framework of the social identity of people who live that other way of life (Byram and Esarte-Sarries 1991:180). This view of language teaching requires a textbook that can do more than encourage positive attitudes through presentation of a harmonious image of the other culture. In their book Byram and Esarte-Sarries (1991:183-184) present the principal characteristics of a textbook that is written to promote intercultural understanding in learners. Their first characteristic is that the representation of culture must be given the same importance that is given to the linguistic features of the language, namely structures and vocabulary. Secondly, the notion of language for touring must be replaced by the notion of language for intercultural understanding which emphasises learners’ ability to communicate with people from different cultural backgrounds. Furthermore, Byram and Esarte-Sarries argue that the representation of the foreign culture in a foreign language textbook must be realistic and structured. It needs to present the target culture as it is lived and talked about by people who are credible and recognisable as real human beings. The characters in the textbook should be

portrayed in situations that represent a range of social interactions and that provide an adequate knowledge of the history and geography of the society and country chosen. The fourth characteristic in Byram and Esarte-Sarries' list (1991:183-184) is that the realistic representation of the culture must include interpersonal and intrapersonal relationships and some accounts of the socio-political issues current in the society and between it and the learners' society. This cross-cultural approach to language teaching, where students are encouraged to make comparisons between their own culture and the one represented in the textbook, is currently being advocated by the Council of Europe's Educational Committee/ Council for Cultural Co-operation (Gray 2000:280). The textbook must also take into account the mutual representation of the two societies and the influences learners are exposed to outside the language-teaching classroom. The sixth and final characteristic, that should according to Byram and Esarte-Sarries (1991:184) be present in a foreign language textbook, is that it should encourage learners to observe, reflect and participate in the foreign culture. It should also provide for the possibility of an educational visit to the foreign country with the necessary preparation and later reflection on the experience.

If the textbooks available do not meet the requirements set by Byram and Esarte-Sarries, teachers should keep in mind what Jeremy Harmer, a textbook writer, has to say. He points out that textbooks are not instructions of use but proposals for action (Harmer 2001:8). Teachers should look at these proposals and decide if they agree with them, if they want to do things the way the textbook suggests or if, they want to make changes, replace things, modify activities or approach texts differently. According to Harmer (2001:8) in the hands of engaged teachers, textbooks, instead of being straitjackets, are spurs to creativity, somewhere to start, something for teachers to work with and react with or against.

3.2 Criticism of target culture elements in foreign language teaching materials

Intercultural learning is a relatively new concept. Its foundations can be found in the didactic literature of the early 1990s where foreign language teaching is seen as a tool for such noble causes as intercultural understanding, intercultural cooperation, friendship and peace (Kaikkonen 1994:6). A decade earlier it was considered in many countries that it was a threat to national identity to teach their children target culture along with target language (Alptekin and Alptekin 1984:16). Since cultural education in those days consisted mainly of giving learners information about the

target country's culture, people were afraid that this one-way flow of information about Britain and the USA could mean that the host country's culture would be replaced by the target culture. Alptekin and Alptekin report in their article (1984: 15-16) how in many Asian, African and Latin American countries there was a desire to "de-Anglo-Americanize" the English language that was being taught in their schools as a foreign language both linguistically and culturally so that the teaching materials in those countries would reinforce their own cultural norms and values. Back then language and culture were considered to be two different and separate entities, language could be emptied of its cultural content. Alptekin and Alptekin (1984:17) went as far as to say that the assumption that language cannot be taught separately from its cultural content was unrealistic. Also native English-speaking teachers were to be avoided since they had no idea of the ways and minds of the local people and their language, and yet they wanted to teach their students to become bilingual and bicultural while they themselves continued to remain monolingual and monocultural. Alptekin and Alptekin also claim that in many countries the students themselves resisted the kind of foreign language teaching that would have made them bilingual and bicultural (Alptekin and Alptekin:1984:17).

In his later article Alptekin (1993:141) recognises the close link between language and culture and states that our language has no function independently of the social contexts in which we use it. However, he continues to question the importance of target culture teaching in foreign language classrooms. He criticises Byram for his view on target culture teaching along with target language by stating several problems behind Byram's guidelines (Alptekin 1993:139). According to Alptekin (1993:139-141) one of the problems in using elements of target culture in foreign language teaching is learners' lack of experience of the target culture. He criticises modern foreign language teaching for 'forcing' learners to express a culture of which they have hardly any experience. Personally I find this commentary rather puzzling since the purpose of target culture teaching along with target language is to increase learners' knowledge and understanding of the target culture. Another problem in target culture teaching is, according to Alptekin, the alien modes of behaviour learners are exposed to when studying English as a foreign language (Alptekin 1993:139-140). He argues that learners will not be able to learn English properly if they have to behave in ways that are alien to their educational culture and even forbidden in their daily lives. The point in the

target culture teaching as a part of intercultural learning is not to force learners to behave in a strange way or adopt unfamiliar customs but to learn about the ways other people conduct their businesses and lead their lives and at the same time get learners to understand their own customs and way of life. The point is to make sense of those alien behaviours. Another problem in target culture teaching in Alptekin's opinion is a feature he calls "ownership of language" (Alptekin 1993:140). According to him the use of target culture elements in foreign language teaching gives learners the impression that the native speakers of the language are "arbiters of well-formedness and appropriacy" (Alptekin 1993:140). Personally I cannot see how mere target culture teaching would be able to get learners to consider native speakers as some sort of owners of the language, but the point about the grammatically perfect language of the native speakers should be discussed with the learners. It is important that students are aware of the fact that not all native speakers of a language are equally good and educated in that language, and that there are usually several different forms of a language. People in different parts of the world or a country who speak the same language may have different usages, practices or rules of language. Learners need to understand that similarly as they can make mistakes in their own mother tongue, so can the native speakers of the language that the learners are studying. No one is faultless in their language use and no one can own a language. Alptekin (1993:140-141) also criticises the use of target culture elements in foreign language teaching for ignoring learners' earlier and familiar knowledge. According to him the alien features of the target language background make foreign language learning more difficult for learners. Thus, he encourages the use of teaching material that deals with issues and topics that are familiar to learners from their own native language background. In intercultural learning it is considered important that learners compare their own cultural features to that of the target country or countries. Therefore, it is only useful to present learners with new and sometimes even strange concepts and features of the target culture. We all see the world according to the standards and definitions of our own culture. Sometimes we are so embedded in our own culture that we do not see that it determines our behaviour. It is, therefore, useful for learners to get acquainted with topics and issues that are alien and strange to us. While learners learn something new about the target culture, they are also learning about themselves and their own behaviour. Alptekin also criticises target culture elements in foreign language teaching for stereotypical presentation (Alptekin

1993:141). That is and has often been the case, as I pointed out in chapter 3.1, but in intercultural learning stereotypes are not only considered to be a negative phenomenon. In fact, Byram, Morgan and colleagues advise teachers to start their cultural teaching in foreign language classes with stereotypes (Byram et al 1994:50-51). It is natural to have stereotypes, we all have them. Stereotypes are our way of mapping out the world and the people in it. It is important, though, that we are all willing to look beyond the stereotypes. We are all individuals and cannot and should not be categorised or judged according to our nationality, culture, ethnicity, class, gender, race or religion. By teaching learners to realise and see past their own stereotypes of other people, teachers are encouraging intercultural learning. Merrill Valdes summarises my thoughts as follows:

Obviously no one can learn everything about all cultures – no one knows everything about one’s own culture – but even rather sweeping generalities, so long as they are not false, may be a help, if one avoids the pitfall of stereotyping and does not expect all members of a culture to fit the generality (Merrill Valdes 1986:49).

Alptekin concludes his criticism of target culture elements in foreign language teaching materials by stating that since English can be considered as a lingua franca, it would be “unrealistic and misleading” to confine English to its native settings (Alptekin 1993:141). This is an interesting point. Nowadays it is very common that when learners of English as a foreign language communicate with somebody in English, it is not with a native English speaker, but another learner of English as a foreign language. Thus, learners are not always dealing with a representative of the target culture but with a person with a completely different cultural background. It can, therefore, seem unnecessary to teach learners elements of a target culture or cultures. However, I personally feel that intercultural learning is an essential part of modern foreign language teaching and since it is impossible for English teachers to teach their students the elements of all the cultures that their students might come into contact with, the teaching of target culture elements continues to be an important part of teaching English as a foreign language. The goal of modern foreign language teaching is intercultural understanding, so why not begin with representatives of the target culture. Besides, since culture is an integral part of language, it is impossible to

teach a foreign language without some insight into the culture within which the language was born.

4 THE SITUATION IN FINLAND

4.1 The national curriculum

In 2004 Finnish primary and secondary schools were given a new national curriculum. This new curriculum follows the principles of intercultural learning quite accurately. Since the purpose of this study is to analyse target culture presentation in two series of English textbooks in use in Finnish secondary schools I will next give a brief summary of the Finnish national curriculum from 2004 concerning culture in foreign language teaching.

Culture teaching is considered important in the new Finnish national curriculum. In fact, one of the main values of basic education is the acceptance of multiculturalism (OPS 2004:14). The purpose of education, meaning all education, not just foreign language teaching, is to support the formation of pupils own cultural identity and their role in the Finnish society and the ever globalising world. Another purpose of education is to increase tolerance and intercultural understanding (OPS 2004:14). According to the national curriculum (2004:92) the aim of foreign language teaching is to give pupils the ability to communicate in situations where people speak different languages. Pupils should learn to take advantage of their language skills, and they should also learn to understand and appreciate other people's and cultures' way of life. This means that both the linguistic and cultural elements are considered to be important in foreign language teaching.

The Finnish national curriculum of 2004 also lists the goals of cultural education in foreign language teaching. In the following I will discuss these goals concerning secondary school children between the ages of 13 and 15. The main goal for these pupils is to develop their skills in intercultural communication (OPS 2004:94). Pupils should learn more and more about how to function according to the rules of the target culture. They need to learn to know the target culture and to understand the similarities, differences and connections that exist between the target culture and their own culture. Pupils should also be taught about the values of the target culture and the fact that values are always culture bound (OPS 2004:94). Also the history of the target culture and its way of life is listed as the elements of cultural education for Finnish school pupils between the ages of 13 and 15. The major theme

in cultural education in Finnish schools seems to be the comparison between the target culture and the pupils own culture.

4.2 Finnish secondary school children's knowledge of English target cultures; an earlier study

In 1993 Storhammar and Ailinpieti completed a study where they asked Finnish secondary school children between the ages of 16 and 18 what they knew and thought about the English language and the English speaking people from different countries and cultures around the world. The study was done in the form of a questionnaire and the pupils who took part in the study came from different parts of Finland. The English speaking countries and cultures included in the study were Hong Kong, England, Australia, Ireland, New Zealand, The United States, Jamaica, Canada, India and South Africa. The questionnaire also included questions concerning the pupils' own culture in order to determine what secondary school children between the ages of 16 and 18 thought of their own culture.

The results of the study show that almost all Finnish secondary school children between the ages of 16 and 18 had communicated in English outside the foreign language classroom (Storhammar and Ailinpieti in Salo-Lee 1995:24). Pupils had used the English language during their travels abroad, in correspondence and in general contacts. When asked to set the English speaking target cultures in ranking order from 1 to 10 according to how well pupils know these cultures, the most familiar culture was the American culture (Storhammar and Ailinpieti in Salo-Lee 1995:27). The second was the English culture. The culture that was the least familiar to the Finnish pupils was the Jamaican culture. The main source of information was the news in different medias. The American culture had, however, become familiar through TV series and movies. The main source of information concerning the English culture was the English textbook. Other sources of information the pupils mentioned were the textbooks for other subjects, exchange students, music, relatives, own experiences and travel brochures (Storhammar and Ailinpieti in Salo-Lee 1995:28). The English textbook was mentioned as a source of information about the American, English, Canadian, Australian, New Zealand and Irish cultures. According to the 147 Finnish secondary school children between the ages of 16 and 18 that took part in the study, they did not receive any information in their English textbook about the Hong Kong, Indian, South African and Jamaican cultures.

One of the goals of the study that Storhammar and Ailinpieti (in Salo-Lee 1995:21-45) conducted in 1993 was to find out what Finnish pupils thought of the different English-speaking peoples. The results (Storhammar and Ailinpieti in Salo-Lee 1995:29-36) showed that boys chose more negative features when describing different English speaking nationalities than girls, who chose rather neutral features or refused to choose any of the given features at all. According to the Finnish pupils Americans are superficial, self-confident, outgoing and talkative. English people were considered to be polite, conservative, friendly and punctual. Since the English textbook was the main source of information concerning the English culture, according to this study the English textbooks used in Finnish schools give a rather traditional view of the English people and their culture. Canadians were considered to be friendly, polite, trustworthy and outgoing, and Australians were friendly, humorous and outgoing, whereas Irish were conservative, aggressive and funny. The people of Hong Kong were, according to Finnish secondary school children, hard-working, polite and friendly, Indians were untidy, conservative, deep and calm and South Africans were aggressive, conservative, reserved and shrewd. The features connected to the New Zealanders were calm, friendly and polite, whereas Jamaicans were considered to be friendly, open, outgoing and funny. The pupils' answers showed an interesting point, namely that pupils who had visited the countries in question or had been in contact with people from those countries, had a rather different view of the people in those countries than pupils who had had no direct personal contact with the country or its people. Usually pupils who had visited the country in question had a more positive view of the people in that country than pupils whose only connection to the country were the news, textbooks, TV series, movies and so forth. When viewing the results of this study, it seems as if the best way to change people's stereotypical views of the representatives of other cultures is to get them into close personal contact with the country and its people. Close personal contact with the Finnish people has not, however, changed the Finnish secondary school children's view of themselves which is rather stereotypical. According to the pupils we Finns were quiet, shy, reserved, honest, timid and hard-working. Pupils that had lived abroad had a somewhat different view of the Finnish people. According to them we Finns were quite insecure (Storhammar and Ailinpieti in Salo-Lee 1995:44).

Though this study was conducted among the Finnish secondary school children between the ages of 16 and 18, I still consider it very relevant for my own analysis. My own analysis will show what the pupils of today learn about the different English speaking countries and cultures between the ages of 13-15 from their English textbooks. This older study gives me a reference point from fourteen years ago that enables me to see what, if anything, has changed during those years.

5 THE METHOD

5.1 What was I studying?

The aim of my study was to find out how English-speaking target cultures are represented in two English textbook-series currently in use in Finnish secondary schools for learners between the ages of 13 and 15. Since English is spoken as the first or second language by millions of people or it is one of the official languages in several countries around the world, I wanted to study which of these countries and the cultures of those countries are introduced and told about in the two textbook-series. I also wanted to study, what is said about these countries and their cultures. By doing this I wanted to find out, what kind of an impression and what information of the countries and their cultures, learners receive from these textbooks. I conducted a text analysis, and the unit of analysis consists of certain keywords that appear in the texts in these textbooks. These words were the names of all the English speaking countries in the world, the words of citizenship in these countries, the names of famous sights and buildings, the names of cities in these countries, the names of citizens in these countries famous or non-famous and any other words that could somehow be connected to a certain English-speaking country or its people. I then collected the adjectives, nouns and verbs connected to the words I was using as a unit of analysis and studied them and categorised them and formed a theory of the representation of the target cultures in the two textbook series. This first stage of my study was the data-based content analysis.

The second stage of my study was the theory-based analysis. As a basis for the analysis I was using the framework for the content for cultural learning by Byram, Morgan and colleagues which I presented in section 2.2. I studied the data I collected for the data-based analysis again and reduced and categorised it according to my basis for analysis. The purpose of this second stage of my study was to find out, whether the textbook series I had chosen for my study, followed the guidelines of intercultural learning. I wanted to find out, how much of the information presented in these textbooks about the target cultures corresponded to the information required in the theory of intercultural learning, and what was possibly left out if any.

The underlying reason for my study was not to criticise and praise or condemn the textbook series I was analysing, but to get a clear understanding of their

content. My goal as an English teacher is to teach my pupils to communicate with and understand people from different cultural backgrounds in English. This can be done with the help of intercultural learning. Therefore, I wanted to find out, what kind of information my pupils would be able to get from their textbooks and what information I would personally have to add to that information, so that it met the standards of intercultural learning.

5.2 What did I expect to find?

As I pointed out in section 3.2, foreign language textbooks are often criticised for giving a rather stereotypical presentation of the target cultures and the people who live in the target countries. Therefore, my expectations concerning the results of my own textbook analysis, were not very high when it comes to the quality of the representation of the target cultures in them. I believed that the representation of target cultures would not be very realistic and versatile but rather stereotypical and simple but I did expect to receive better results than in the study by Storhammar and Ailiniemi from twelve years ago. I also believed that the textbooks would, as has traditionally been the custom, concentrate on depicting the British, or rather English and American way of life. I did not believe that the way of life in other English-speaking countries would be given a lot of attention. This would especially apply to the countries that are not considered to be a part of the so called Western World. Here again I expected to find that the situation had improved since 1993 when the study I presented in section 4.2 had been conducted. When it comes to the theory-based section of my analysis, I did not expect to find thorough presentations of any target cultures concerning the content of intercultural learning. I did believe that the textbooks would give a rather good presentation of the required features in English and American cultures but yet again I expected the other cultures to have been given less attention in this section as well.

6 THE TEXTBOOK SERIES

6.1 The News Headlines 1-8

The News Headlines 1-8 is a textbook series for Finnish secondary school children between the ages of 13 and 15. It was first published in 1995 by the Finnish publishing company Wsoy and has been widely used in Finnish secondary schools ever since. It consists of eight courses in two separate books, four in each. Each course consists of three units where every page or double page has its own special function. Every unit has a so called study-text, a basic text that every pupil will study. That is the most important part of the unit along with a grammar section. Furthermore, every unit includes several other sections where pupils' diverse language skills are rehearsed and tested. These other sections are not compulsory. The teacher can decide which of these he or she wants to go through with the pupils. The introduction to *The News Headlines 1-8* does not give a definition for culture or describe what learners will be studying and learning about the target cultures on its pages. The only mention of culture in the introduction is in the paragraph that introduces extra material that is published separately. It is said to give cultural background information about the English speaking countries.

6.2 Key English 7-9

Key English 7-9 is another English textbook-series for Finnish secondary school children between the ages of 13 and 15. The series consists of three books, one for every school year. The first book, *Key English 7*, was first published in 2003. *Key English 8* came also out for the first time in 2003 and the last book, *Key English 9*, was published in the late 2004. The publishing company behind this textbook-series is also Wsoy. This is its new and improved English textbook-series. *Key English 7-9* also consists of eight courses. Each of these courses includes four units with three different texts. The first of the texts in each unit is the basic text that all pupils will study intensively. The two other texts are voluntary and can be studied if the teacher so wishes or then the pupils can study them individually if they choose to do so. According to the introduction *Key English 7-9* gives pupils information about the countries where English is spoken, about the people in those countries and their way of life and their habits and customs.

6.3 Choosing the data for this study

After I made up my mind that in my thesis I would study the representation of target cultures in English language textbooks used in Finnish schools, the first thing that I had to decide was whose textbooks I would be studying. At first I thought I would study textbooks that were meant for pupils in secondary school between the ages of 16 and 18 but since I was working as an English teacher for pupils in secondary school between the ages of 13 and 15, I arrived at a decision of choosing textbooks that were meant for my pupils.

The choice was very easy. *The News Headlines 1-8* was a textbook-series that I myself was very familiar with. I had been using it in teacher training and in my work in schools around Finland, so it was an obvious choice. Since my first choice was an older textbook-series I wanted the other series to be more contemporary, a textbook-series for the new curriculum of 2004. I got to know a couple of new English textbook-series from different publishers but since Wsoy had come out with a new series, it seemed only natural to choose their new version *Key English 7-9*. It felt like the perfect opportunity to see the change in how culture was and currently is portrayed in English textbook-series in Finland. Thus my data was chosen.

7 CONTENT ANALYSIS

7.1 Description

The research method I used in my analysis was content analysis. I chose content analysis, since it can be used to determine elements of culture in a document of some sort through systematic analysis of the words in the document (Hakala 2003:14). Content analysis is a research method for studying the content of written, heard or seen data (Tuomi and Sarajärvi 2003: 93). Krippendorff (1981 as quoted by Hakala 2003:14) defines it as “a method for seeing in context what is mediated in public”. With the help of content analysis one can analyse different kinds of documents, such as books, articles, diaries, letters, interviews, speech, dialog, reports and almost all material that has been written down at one point, systematically and objectively in order to get a general and summarised description of a particular phenomenon (Tuomi and Sarajärvi 2003:105). Content analysis is, therefore, a form of text analysis (Titscher et al. 2000:226). According to Hakala (2003:14) the roots of content analysis can be tracked down to journalism and sociology but during the years it has spread to many other disciplines, as well. Today, content analysis is a popular research method in linguistics, psychology, anthropology, political science, history, advertising, communication, international politics and cultural studies.

Over the years different researchers have debated over the question whether content analysis represents qualitative or quantitative research. The traditional view is to determine it to be qualitative of nature but, as Toivonen (1999 as quoted by Hakala 2003:15) points out, content analysis is not only qualitative but also quantitative. In content analysis it is, therefore, possible to examine the contents of a text without strict rules and measures and count the frequency of words, for example. Leiss, Kline and Jhally (1986:174) summarise this in the following fashion: “Content analysis allows us to treat qualitative data in quantitative terms”.

Content analysis is a directive method (Hakala 2003:16). It only gives answers to the questions posed by the analyst. Thus, what is studied is determined by the research questions. The procedures of content analysis consist of three basic phases, namely design, execution and reporting (Hakala 2003:22). Designing means realising an idea and coming up with a way of observing it. This includes selecting the units to be analysed and the categorising of the data. In the execution phase the

researcher collects the data and analyses the results. Reporting consist of describing the findings and interpreting their significance in the research report.

According to Kassirjian (1977 as quoted by Hakala 2003:25-26) a successful realisation of content analysis calls for particular requirements: content analysis must be systematic, quantitative and objective. The systematisation of content analysis means that all the content has to be analysed in terms of all the relevant categories. This is a way of eliminating partial or biased analyses. With the requirement of quantification Kassirjian (1977 as quoted by Hakala 2003:26) implies that the analysis should produce counts of key categories, and measurements of the amounts of other variables. The requirement of objectivity means that the categories of analysis have to be defined so accurately that another researcher may apply them to the same analysed document and get the same results. Krippendorff (1981 as quoted by Hakala 2003:27) mentions yet another requirement for a successful realisation of content analysis, namely validity. The requirement of validity refers to the consistency of the results with the established knowledge.

A quantitative content analysis can be performed using three different methods of approach (Tuomi and Sarajärvi 2003:110). These methods of approach are data-based analysis, theory-guided analysis and theory-based analysis. Data-based analysis is an inductive analysis where the researcher attempts to form a theoretical collection of the data under study. Tuomi and Sarajärvi (2003:98) describe theory-guided analysis as a data-based analysis that is guided or helped by the researcher's previous knowledge of the topic. In theory-guided analysis the observation has a leading motive or a clue. It is, thus, an abductive analysis. Theory-based analysis is a deductive analysis where the researcher analyses his/her data according to a theory, a model or an authority. In the following I will look more closely at the data-based analysis and the theory -based analysis, since in my own analysis I have used both of these methods of approach. First I will present the findings of the data according to the data-based analysis where I formed an overall view of the presentation of culture in the two textbook series I analysed. Then I will continue by presenting the findings of the theory-based analysis where I analysed the data according to the content of cultural learning compiled by Byram, Morgan and colleagues.

7.2 Data-based analysis

In data based analysis the researcher's previous observations, knowledge and theories should not have anything to do with the realisation of the analysis or its results since it is completely data motivated (Tuomi and Sarajärvi 2003:97). Data-based analysis is a process with three different phases (Tuomi and Sarajärvi 2003:110-115). The first phase consists of reducing the data. This means that all the information in the document being analysed that is not relevant for the analysis is removed. Content analysis begins with the definition of the unit of analysis which may, for instance, be a word or a sentence. These units are then marked in the document so that they are easy to find later on. The units are then written down and renamed by using expressions found in the data. This procedure is called reducing the data. The second phase is called clustering. Here the reduced data is being checked and categorised in to different groups. The last phase in data-based analysis is called conceptualisation (Tuomi and Saarijärvi 2003: 114). This means that the categorised data is yet again reduced and the researcher forms theoretical concepts of it. Then the researcher is ready to report his or her findings. The goal of data-based content analysis is to get an answer to the research question by combining concepts (Tuomi and Sarajärvi 2003:115).

7.3 Theory-based analysis

Theory-based analysis is guided by a theme or a sort of a mind map. The first phase in theory-based analysis according to Tuomi and Sarajärvi (2003:116) is to form a basis for analysis. This basis can be rather wide with different classifications or categories, or strictly structured with firm definitions of the concepts of theory. The basis is then used in gathering information from the data. This is then followed by reducing the data where all the information that fits the basis for analysis is gathered together and the rest is removed. According to Tuomi and Sarajärvi (2003:117) the reduced data is then classified or categorised. The last thing to do after that is to report the findings.

8 RESULTS

8.1 Data-based analysis

The results of the data-based analysis show that there is a significant difference between the two textbook-series. A lot has happened considering the content of cultural learning in ten years. The older of the two textbook-series, *The News Headlines 1-8*, gives a rather fragmented image of the English speaking countries and cultures and the people who live in those countries and cultural areas. Learners do not get a thorough description of any of the English speaking countries and cultures mentioned in the text, only bits and pieces from various aspects of the culture in question. The main focus is on the USA and Americans and Britain and Britons. *Key English 7-9*, on the other hand, gives a more comprehensive picture of the English speaking countries and cultures described in its pages. In fact, every book concentrates on describing the life in a particular country. *Key English 7* concentrates on UK, *Key English 8* on the USA and the main focus in *Key English 9* is on Canada. In my analysis of both the textbook-series I studied what was written about both the United Kingdom or Britain as a whole and England, Scotland, Wales and Northern Ireland separately, since all of these concepts appear in the texts.

8.1.1 The News Headlines

The representation of English-speaking countries and cultures in *The News Headlines* is, as I pointed out in the previous section, rather shattered. The English speaking countries mentioned in the texts are the United States, the United Kingdom, England, Scotland, Wales, Ireland, Canada, Australia, New Zealand, South Africa, India and Singapore. The information learners are given of these countries and the cultures in those countries consist of various facts and on the basis of the textbooks learners do not receive a concise description of what it means to live in a particular country. Often the information given in the textbooks is quite irrelevant, such as that there are over 6000 windows in the Empire State Building (*The News Headlines 1-4:177*), when learners are not even told what the Empire State Building is or what it was built for; or that dozens of whales were stranded on the beaches of Newfoundland (*The News Headlines 1-4:131*) when learners are not told what Newfoundland is, where it is and what it is like to live there.

The basic texts that all students study intensively rarely give any information about the target cultures, but the information learners do receive is located in the so called Fact Files and Click Files which learners often go through independently and in their own time. The Fact Files and Click Files are short pieces of text that function either as an introduction to the topics of the basic texts or as a detailed conclusion of some of the points in the basic texts. Often the basic texts deal with imaginary and supernatural situations and introduce fictional characters. It is also often the case that when the texts deal with real life situations and normal people, learners are not told where the events described in the text take place or which country and which part of the country the characters come from. So when learners do get an idea of the way of life in an English-speaking country, they do not know which country it is.

The presentation of the United States and Americans in *The News Headlines 1-8* matches the stereotypical image of the country and its inhabitants. Americans are often considered to be superficial, talkative, Coca-Cola-drinkers who wear jeans and sweat shirts. After reading the texts in *The News Headlines 1-8*, one starts to believe that the stereotype is the truth. The whole presentation of the American culture is superficial. We are only given little pieces of information here and there. We do not get a thorough description or explanation of anything, only a list of different facts about the United States, like "...the American flag in the moon has a rod in it to hold the flag in position" (The News Headlines 1-4:178) or "It [Death Valley] was named by gold-seekers, many of whom died crossing the valley during the 1849 gold rush" (The News Headlines 1-4:140). It is very difficult for learners to form a clear view of the United States or an understanding of the people that live there on the basis of the miscellaneous facts given here and there in the texts during the eight courses. There is not a single description of what it is like to work, study or live in the United States. The only time learners come close to knowing, how an American family lives, is in the form of a picture where the Skeen family from Texas is pictured in front of their home with all of their furniture and belongings laid out on the front lawn (The News Headlines 5-8:78). According to *The News Headlines 1-8* the American way of life consists of Coca-Cola, jeans, cars, skyscrapers and popular culture. All of these features are mentioned several times in the text in connection to the United States or Americans. When it comes to the American people, nearly all of the ones learners are introduced to are famous people

who represent popular culture. Learners get to know the life stories of several singers, like Elvis Presley (The News Headlines 1-4:111) and Bruce Springsteen (The News Headlines 1-4:116); actors, such as Marlon Brando (The News Headlines 5-8:113) and James Dean (The News Headlines 1-4:116) and cartoonists, like Charles M. Schultz (The News Headlines 5-8:69) and Matt Groening (The News Headlines 1-4:169). Other American people that appear in the text are famous historical figures such as Neil Armstrong (The News Headlines 1-4:188) and Charles Lindbergh (The News Headlines 1-4:230) or people who have done or achieved something extraordinary, like Thomas Fuller, a slave who could not read or write but was able to count so well that he was called a human calculator (The News Headlines 1-4:130), or Joni Dunn, who was injured badly in a skiing accident but recovered surprisingly well and was able to run the New York City Marathon only six years later (The News Headlines 1-4:105). The only times learners are told about an American who leads a normal life is the time when a twelve-year-old Thomas Grant talks about friendship (The News Headlines 1-4:198) and when Bill tells learners how he felt when passed his driving test at the age of fifteen (The News Headlines 5-8:109). These are the only things learners ever find out about those two boys. So learners never really find out how regular Americans live and spend their time.

According to *The News Headlines 1-8* the United Kingdom is a country which issued the world's first postage stamp, the Penny Black, in May 1840 (The News Headlines 1-4:234), and where an average family throws away six trees' worth of paper every year (The News Headlines 1-4:256). The presentation of the United Kingdom or Britain and the British people in *The News Headlines 1-8* continues to concentrate on miscellaneous facts about the country and its people as it did with the United States. Learners do, however, get some insight to what it is like to live in Britain when you are sixteen years old. This comes in the form of a short text on the rights and responsibilities in Britain (The News Headlines 5-8:172). This gives a good opportunity for learners to compare the situation in the United Kingdom with the one in Finland. Another good opportunity to compare Britain and Finland is given in the piece of text about school uniforms in the United Kingdom (The News Headlines 5-8:114). Most of the texts that deal with Britain are historic by nature, like the text about child labour in the 18th century (The News Headlines 5-8:206) or the story of Titanic (The News Headlines 5-8:241). I believe that this kind of concentration on history can enhance in learners the traditional stereotype of Britons

as a conservative and history-loving people. There is nothing wrong with taking up stereotypes in school textbooks, as I pointed out in section 2.2, but it should be pointed out that learners are dealing with popular beliefs that are not the only or the whole truth. *The News Headlines 1-8* also takes up another popular stereotype of British people, namely that they are not the best of cooks in the world (The News Headlines 5-8:124). This particular stereotype is part of a joke about the perfect European, who should, among other features, be as talkative as a Finn and cooking like a Brit. I see this joke as a perfect way to open up the discussion about stereotypes in class but, unfortunately, the textbook chooses not to treat it as such. It is, therefore, up to each and every teacher to make the connection themselves. The British people learners meet in the textbook-series are either famous or have done great deeds. Learners do not meet a single ordinary British person during the eight courses. The British people learners come into contact with on the pages of *The News Headlines 1-8* are famous fictional or non-fictional Britons. The famous fictional characters learners meet are Sherlock Holmes and his partner Doctor Watson (The News Headlines 1-4:124-125), Robin Hood and his troops (The News Headlines 1-4:216) and James Bond (The News Headlines 5-8:135). The non-fictional Brits learners are introduced are famous for their contribution to British popular culture, like Sting (The News Headlines 1-4:190), Sir Alfred Hitchcock (The News Headlines 5-8:137) and Agatha Christie (The News Headlines 5-8:135). The information a learner receives of the United Kingdom and the British people from *The News Headlines 1-8* is too insufficient for him or her to develop an overall idea of the country and its people.

The information learners receive of English culture and way of life is also a list of diverse facts. Learners learn that the first railway in England and the world run between Stockton and Darlington (The News Headlines 1-4:74) and that Yorkshire is a county in the north of England (The News Headlines 1-4:186). Since the basic texts do not offer much cultural information about the English-speaking countries, many of the facts can be found in the margins, like the ingredients of a traditional English breakfast (The News Headlines 1-4:84) or that Norfolk is a county in the east of England (The News Headlines 1-4:124). Most of the facts about England in *The News Headlines 1-8* deal with history, geography and food. There is, however, one text that deals with English manners. It is a text where learners are reminded about the importance of politeness in English language use. Learners are

given an example of what can happen when people forget to use phrases like *Please*, *Thank you* and *Excuse me* (The News Headlines 5-8:254). The English people learners meet on the pages of this textbook-series are known all over the world for their achievements in their own field. We get to know the life-stories of, for example, Charlie Chaplin (The News Headlines 1-4:170), William Shakespeare (The News Headlines 5-8:51) and Charles Darwin (The News Headlines 5-8:188). Besides famous people, learners also meet two teenage girls, best friends Naomi and Vicky from London who tell learners a little about their friendship and families (The News Headlines 1-4:192). Here again it is impossible for learners to get an understanding of what it is like to live in England on the basis of the information offered in the textbooks.

Scotland is given very little attention in *The News Headlines 1-8*. Learners are told the usual facts, e.g. that the population of Scotland is over five million, the capital is Edinburgh, Ben Nevis is the highest mountain, Loch Lomond is the largest lake and English and Gaelic are the official languages (The News Headlines 1-4:168). Learners are also told that “Mac” or “Mc” in Scottish family names like MacDonald stands for “son of” (The News Headlines 1-4:168). Besides that learners find out that the worst bank robbers ever robbed a bank in Scotland (The News Headlines 1-4:160). The Scottish people learners get to know of are famous people, like James Watt, Sean Connery and Alexander Graham Bell (The News Headlines 1-4:168). The only thing learners are told about them is what they are famous for. That is all the information learners receive of Scotland from *The News Headlines 1-8*.

According to *The News Headlines 1-8* Wales united with England in 1536 (The News Headlines 1-4:246). One fifth of the population of 2.8 million can speak Welsh, which is a Celtic language (The News Headlines 1-4:246). Learners are further told that the eldest son of the British Monarch holds the title of Prince of Wales and that the singer Tom Jones is called the “Welsh tiger” (The News Headlines 1-4:246,232). Another Welsh person learners get to know is Simon March, a schoolboy, who took over the school bus after the driver suddenly collapsed (The News Headlines 1-4:104). Simon saved himself and 27 other pupils. Furthermore, learners are told that rugby is widely played in Wales (The News Headlines 1-4:118). Once again learners learn a few details about Wales but do not really get to know it or its inhabitants.

“Ireland is one island, but not one country” (The News Headlines 5-8:91). The information learners receive of Ireland focuses mainly on explaining what is meant with the previous sentence. Learners learn also that Ireland has two official languages and that all road and other signs and government documents are in both English and Gaelic (The News Headlines 5-8:91). Otherwise the information learners can find in *The News Headlines 1-8* corresponds to the information they can find on a regular encyclopaedia. This includes facts like the full country name, area and the capital of the country. The only Irish person learners meet is Brian O’Sullivan, a 24-year-old young man, who tells learners about his first love (The News Headlines 5-8:60). Learners are also told that Irish people drink a lot of alcohol (The News Headlines 5-8:124). This is revealed through the same joke about the perfect European according to which Brits are bad cooks. According to the joke, which plays with popular stereotypes, the perfect European should be sober as the Irish.

Canada is presented to learners as one of the most multicultural societies in the world (The News Headlines 5-8:91). It is also said that Canada stresses the fact that all cultures, religions and races are equal. Learners learn that in Canada 40% of the people are of British descent, 27% French, 20% other Europeans, 2% Asians, 2% Native Americans and 9% of the population are of some other descent (The News Headlines 5-8:91). Another thing that comes up in connection to Canada is ice hockey. In the very first basic text Teemu Selänne tells learners how he plays ice hockey in the NHL in Canada (The News Headlines 1-4:15) and later on learners learn some facts about the Canadian ice hockey player Wayne Gretzky (The News Headlines 1-4:216). Learners also get to know Yvon Cournoyer, a French-speaking Canadian, who is fifteen years old and plays ice hockey all winter (The News Headlines 5-8:81). He tells learners about his life on a farm, school, chores and hobbies. The text about Yvon Cournoyer and his typical day is an excellent way of telling learners what it is like for a teenager to live in Canada. For the sake of comparison, it would, however, have been interesting to also read about the life of a Canadian teenager who lives in a city. We are also told about two other Canadian teenagers. Samantha Drysdale tells learners about her best friend Sheba, her dog (The News Headlines 1-4:199) and Bill Kelson remembers how he fell in love with a girl he saw at a train station (The News Headlines 5-8:60). Since learners are given a deeper insight into the life of a Canadian teenager with the text about Yvon Cournoyer, the image learners get of Canadians, or rather Canadian teenagers, is

more concise than of other English-speaking nationalities. Learners are therefore able to compare their own life to that of Canadian youths. The comparison learners do on the basis of the information given in *The News Headlines 1-8* shows them that the lives of teenagers in Canada and Finland are pretty much alike. The teenagers in both countries battle with similar issues such as school and have similar hobbies like ice hockey.

The presentation of Australia in *The News Headlines 1-8* concentrates heavily on the Australian nature and wildlife. Learners get to know such Australian animals as kangaroo, koala, platypus, dingo (The News Headlines 1-4:56) and kookaburra (The News Headlines 1-4:56). Besides that, they learn about the Great Barrier Reef and its beautiful corals and fish (The News Headlines 1-4:104, 116). The textbook also points out that since Australia is situated on the southern hemisphere, the seasons are opposite to ours (The News Headlines 5-8:89). Summer in Europe is winter in Australia and autumn in Australia is spring in Europe. Learners are also told about the history and life of the Aborigines, the first people to live in Australia (The News Headlines 1-4:174; The News Headlines 5-8: 22). Besides learning a little about the way of life of the Aborigines, learners do not meet many Australians during the eight courses of *The News Headlines 1-8*. The only Australian of whom learners learn more about than just the name and the nationality is a thirteen-year-old Eric Dean, who talks to learners about his best friend, his big brother (The News Headlines 1-4:198). On the whole the information learners receive of Australia and Australians is rather scarce.

The presentation of New Zealand differs from the presentation of other English-speaking countries in that *The News Headlines 1-8* includes a fairly good map of New Zealand (The News Headlines 1-4:136). With other countries learners have to be content with mere outlines of a country whereas the map of New Zealand includes the capital Wellington, other cities and towns and the Cook Strait that exists between North Island and South Island. New Zealand is said to have beautiful, mountainous scenery and learners can read a story of a dolphin who guided ships through dangerous waters of the French Pass in the Cook Strait (The News Headlines 5-8:90; The News Headlines 1-4:136-137). Learners find out that the first people to live in New Zealand were the Maoris and that the first Europeans arrived in the early 19th century (The News Headlines 5-8:90). Other information about New Zealand consists of the same details learners learn about all except one of the English-

speaking countries mentioned in texts, namely the full name of the country, area, the name of the capital, population, ethnic groups, official languages, religions and the year of independence (The News Headlines 5-8:90). These facts are presented in a statistical form. Therefore this information stays quite distant and impersonal to learners. The only New Zealander learners meet in *The News Headlines 1-8* is the dolphin.

According to *The News Headlines 1-8* rugby is widely played in South Africa (The News Headlines 1-4:118). The textbook-series also tells learners that there are elephants in South Africa (The News Headlines 1-4:40). These are the only things that learners are told about South Africa during the eight courses of English. For some reason *The News Headlines 1-8* does not even present learners with the statistical facts about the country as it does of other English-speaking countries. The texts tell learners about two South Africans. The first one is a female who describes a scene where an African elephant is drinking water from a waterhole (The News Headlines 1-4:40). The only thing learners are told about this woman is her name. The other South African learners meet is a fourteen-year-old girl Joanna Van Baston who talks about her best friend Winnie (The News Headlines 1-4:199). Joanna is white while her best friend is black and this fact has caused problems in the past both for the two girls and their families. According to the text the biggest problem has been the difference in the standard of living between the two families. Joanna and her family are able to do things, like travel to Europe and go out to restaurants, while Winnie's family is not. So according to Joanna the biggest strain on this intra-racial friendship is not the racial differences, which are, nevertheless, pointed out, but economical matters. This piece of text gives a description of the South African society today. Apartheid is a thing of the past and South Africans want to look forward, but the old beliefs and differences do still cause problems. The roots of these problems are still the same even though the problems are thought to be different. Even though Joanna tries to explain that the problems are caused by economical differences, the real problem is the racial differences that cause these economical differences. It is, however, very questionable whether learners will understand the text as I did or interpret it literally or even think about it at all. The textbook-series does not raise any questions about the meaning of the text but leaves the interpretation and analysis to individual teachers and learners. I feel that learners

can get more out of this text than just an answer to the question, who has a black friend (The News Headlines 1-4:199).

India is presented as a big country, the seventh largest country in the world, with enormous population and over 1600 different local languages (The News Headlines 5-8: 232-233). Learners are also told about India's fascinating animals like tigers, rhinos, lions and elephants which are now rare (The News Headlines 5-8:233). The presentation of India in *The News Headlines 1-8* concentrates on geographical issues and nature. The only Indian learner meet is a young woman who talks about her arranged marriage (The News Headlines 5-8:61). It is a very positive text where the woman expresses her happiness over her parents' choice of husband and declares that she loves him. The woman also questions the success of such marriages where women can choose their husbands themselves. It is implied that this sort of "European" marriages do not occur in India. This piece of text is a good example of the cultural differences between India and the so called "Western world" where people mostly marry for love. I think it is good that *The News Headlines 1-8* presents in this case a woman who is happy with the Indian tradition when it could have been easy to take a certain moral high ground, as is so often done in the Western media, and condemn this kind of marriages by presenting a woman who is not happy with the tradition. However, I do feel that this piece of text is rather generalising in nature. Learners get the idea that there are only arranged marriages and no divorces in India, which is misleading. I am sure that not all marriages in India are arranged, especially in larger cities, and not all arranged marriages are happy and ever-lasting. When textbooks present beliefs, values and customs that differ quite drastically from the ones learners are used to, it is, in my opinion, extremely important that these beliefs, values and customs are explained thoroughly, objectively and in a non-shocking manner. Textbooks have to be very careful in their presentation of foreign cultural, moral and ethic features that are relatively different from the ones of the learners so that the texts in the textbooks do not appear judgemental. In this case *The News Headlines 1-8* treads quite near the boundaries of acceptable cultural presentation. Although the Indian woman in the text is happy and content with her life, I still believe that it is quite shocking for Finnish learners to read about how the woman's marriage was arranged when she was 12 years old. Learners are not told about the values, beliefs and traditions that are behind this custom, which could help learners to understand the custom better, but just told that this is how it is done in India

without any explanation. This kind of reporting can cause animosity towards the Indian culture in some learners. Furthermore, the woman is presented to have a rather judgemental view on Western marriages which is not very beneficial for the purposes of intercultural learning.

Singapore is presented to learners as a rich city-state in south-eastern Asia where “east meets west” (The News Headlines 5-8:90). The textbook-series emphasises Singapore’s position as a modern, high tech commercial centre. Learners are also informed of Singapore’s strict policy in fighting crime, including chewing gum (The News Headlines 5-8: 80). It is also told that Singapore is one the cleanest cities in Asia (The News Headlines 5-8:80). Learners get to meet a fifteen-year-old Singaporean girl Shanhsiu Chin-hua who tells them about her everyday life in Singapore (The News Headlines 5-8:80). Shanhsiu opens up about her family, dreams of the future, Singaporean cooking, her hobbies, Singaporean society and values. She describes a life in a modern city that is still old-fashioned in some ways. She tells learners about her hobbies, like squash, sailing, golf, tennis and watching television, and informs them that it is forbidden for couples to live together or have children without being married. This piece of text is a very good description of what it is like to live in Singapore today as a teenager. If only learners were presented with similar texts from other English-speaking countries as well. However, the text could have been more precise on what are the values, ethics or reasons behind the old traditions and habits that are described in the text. Why is chewing a gum an offence in Singapore? Why is it forbidden for couples to live or have children together without being married? Is that prohibition based on religious values or morals? And if so which religion? Once again learners are presented with a rather superficial and one-sided description of a country and its people.

8.1.2 Key English 7-9

The presentation of culture in English-speaking countries in *Key English 7-9* is rather different from the one learners get by studying *The News Headlines 1-8*. Learners are still given several facts but besides that they also get descriptions of what it is like to live in a particular country. These descriptions are often written by young people who are visiting the country in question and are thus not inhabitants of that country. This means that they are looking at the country and the way of life of its people from the same point of view as the learners. They are strangers observing how people live

and get by in another country and culture. The English-speaking countries mentioned in *Key English 7-9* are the United States, the United Kingdom, England, Scotland, Wales, Northern-Ireland, Ireland, Canada, Australia, New Zealand, South Africa, India and Jamaica. The information learners receive of these countries and cultures is presented in the basic texts. The two voluntary texts that follow the basic texts in all of the 28 units that learners study during three years enhance and add to the information learners receive in the basic texts. Furthermore there are separate Key Card-sections that focus on a particular country and give additional information that was not mentioned in the basic text. The Key Card-sections function as a basis for a project work that learners do at the end of every course. Since each of the three *Key English 7-9* textbooks concentrates on describing the life in a certain English-speaking country, as I pointed out in section 8.1, the information learners receive of a particular country and culture is more cohesive than in *The News Headlines 1-8*, where the information was scattered all over the pages of the textbooks. The fact that the information is gathered together makes it easier for learners to get a better image and understanding of the country in question.

The presentation of the United States of America begins with the definition that it is “the richest and one of the biggest countries in the world” (Key English 8:56). The textbook then continues to talk about all of the names that are used about this country. Learners are also given a map that includes all the fifty states and the six time zones of the United States (Key English 8:56). Besides a couple of statistical facts, such as area and population, *Key English 7-9* also gives learners a good description of the life of Americans. This is done through the eyes of four British teenagers who are staying in the United States for a longer period of time. They live in host families and take part of the daily life of that family. With the British teenagers and their host families learners are taken shopping to a shopping mall in Boston, Massachusetts (Key English 8:60-61); they go to a school in Saint Paul, Minnesota (Key English 8:69-70); they eat out in San Francisco, California (Key English 8:79) and they end their visit in the United States with a trip driving through Nevada, Texas and Arizona (Key English 8: 89-91). In between all this learners learn about the most popular sports in America, such as baseball, basketball and American football (Key English 8:63-64), get to know New York (Key English 7-9: 72-73) and celebrate the Independence Day (Key English 8:92). *Key English 7-9* gives learners a very versatile image of America with its different states from tropical

Florida to snowy and icy Alaska (Key English 8:56). It is presented as a country where people do a lot of sports either as participants or spectators (Key English 8:63-64). Americans are told to be friendly people who love to use first names, even with strangers (Key English 8:79). They also love their flag which can be seen everywhere (Key English 8:81). Although learners are presented with a very positive image of America and Americans, *Key English 7-9* also points out some negative features. Learners are told about the American history, how European settlers destroyed the native people of America and their rich and fascinating culture (Key English 8:94), and how black people were brought into the United States to work as slaves (Key English 8:95). Americans are also told to be somewhat ignorant of the ways of the world. For example, according to Nolan Campbell, a Scottish teenager, many Americans do not realize that pizza, tacos and curry are not native American food (Key English 8:79). Americans are also told to travel mostly within their own country camping and visiting national parks or amusement parks (Key English 8:70). Furthermore *Key English 7-9* comments on the American gun laws by stating with the mouth of an English teenager Fadime Cooch that most families have guns in their homes and that they must think that it is still the wild west (Key English 8:90). When presenting Americans *Key English 7-9* does not concentrate mostly on famous people, like *The News Headlines 1-8* did, but learners also get to meet normal Americans who go to school or work as vets, fire fighters or bakers; and live in New York or on a little farm in Newtown, Texas. The famous people learners do get to know about are people like Elvis Presley (Key English 8:96), Babe Ruth (Key English 8:63) and Isaac Asimov (Key English 8:66). The presentation given in *Key English 7-9* of the United States and Americans is real. It concentrates on describing every day life in America in different parts of America. Learners are told about the famous symbols of the American way of life, namely McDonald's (Key English 8:82) and Coca-Cola (Key English 8:83), but the main emphasis is on the way people live there.

Key English 7-9 makes it very clear for learners what is meant with the terms the British Isles, the United Kingdom and Great Britain (Key English 7:123) and who are British and who English (Key English 7:124). Learners are also told about the British flag, the Union flag (Key English 7:124). They are shown that it is really three flags, Irish, English and Scottish flag, on top of each other. Besides that the textbook-series does not tell a lot about Britain but concentrates more on its

different parts, namely England, Scotland, Wales and Northern Ireland. There is, however, one text that describes Britain and British people in a very interesting way. *Key English 7-9* has asked four European teenagers to comment on each other's cultures (Key English 8:17-18). The teenagers who come from Ireland, Great Britain, Belgium and Spain have quite stereotypical views of Britain and Britons. According to the teenagers Britain is a country with big and dirty cities and a culture full of pubs, churches and fish and chips. British people are described as people with a sense of humour who eat and drink too much on their holiday in Spain. Apparently they also do not comb their hair enough and they dress very badly. Adele from Spain likes the royal family, especially Queen Elizabeth, but wonders whether all British men have ears as large as Prince Charles's (Key English 8:18). This text is, in my opinion, a perfect way to teach learners about stereotypes. We all have opinions about other people and cultures that we have formed on the basis of our own personal experience or on the basis of something we have seen or heard from somebody else. By telling learners about silly stereotypes, like the big ears or failure to comb their hair, the writers of this textbook-series show learners that sometimes our perceptions of other people and their culture are just that, silly stereotypes that are not always correct. British people are rather rare in *Key English 7-9*. Learners do get to meet the twins Sean and Sharon Sebastian, age thirteen, who constantly change their hobbies (Key English 7:68-69) and a nurse, Dave Rabin, who loves his job (Key English 9:59).

When the presentation of the United States in *Key English 7-9* concentrates on describing the way of life in different parts of America, the presentation of England concentrates on London and its tourist attractions. Learners are given a tourist-guide sort of description of London that states what places tourists should visit, what to do and how to get around London (Key English 7:61-64). Learners are even warned to watch out for pickpockets (Key English 7:63). This piece of text is similar to the ones learners can find in different travel guides. The tourist's view on London is already familiar to learners as they have read about it in magazines and seen it on television, so they have some sort of an understanding of what it is like to be a tourist in London. A textbook-series could provide them with a text of what a Londoner does and goes to see in London, so that learners would have an understanding of what it is like to live in London. The point of intercultural learning is to enhance learners' understanding of the target culture and its people, the

tourist's point of view is an outsider's description of the culture when learners really need an inside one. I also wonder why textbooks always concentrate on London only. Why are learners not in addition told about other English cities and towns like Manchester, Bath or Liverpool? These towns are mentioned in the text as places where the English people learners get to know live but that is all they find out about those towns. In addition to the London tour, learners do get the usual facts about England, such as the capital, area, population, national symbol and national saint (Key English 7:123), but besides that they are not offered much. They get to hear about a typical day in an English school, which is quite different when compared to a Finnish one with its 55-minute lessons, extra-curricular activities and subjects such as media studies and food and nutrition (Key English 7:36). Learners are also taught how to prepare the traditional English breakfast (Key English 7:110-111). Although the presentation of England does not offer much information, learners get to meet some very colourful English people on the pages of *Key English 7-9*. They meet Greg, age thirteen, who has just moved to a little village in Cornwall from London and tells learners how he has adjusted to the new environment and people (Key English 7:10). Learners are also introduced to an English band (Key English 7:74), some Red Cross volunteers (Key English 7:96-97) and an animal activist (Key English 9:93). Learners are told about a few famous English persons, like William Shakespeare (Key English 9:112) and J.K. Rowling (Key English 9:113) but the main emphasis on *Key English 7-9* is on regular English people.

According to *Key English 7-9* Scotland is a country famous for bagpipes even though they are originally from Ireland (Key English 9:110). Other famous Scottish things are stone circles, kilts and tartans (Key English 8:36). *Key English 7-9* provides learners with a map of Scotland with major cities, the highest mountain Ben Nevis and the famous lake Loch Ness (Key English 8:36). Learners also find out that the capital of Scotland is Edinburgh (Key English 8:36) and that it rains a lot there (Key English 8:80). The textbook-series also states that Scotland is visited by millions of tourists every year (Key English 8:36) and presents a possible hotel, Corsewall Lighthouse in Stranraer, if learners wish to travel to Scotland (Key English 8:28). On the pages of *Key English 7-9* learners meet a couple of Scottish teenagers. They meet a thirteen-year-old Annie McGregor who lives in Loch Lomond and tells learners about her hobbies, like animals and singing in a choir (Key English 7:8). Another Scott learners read about is Nolan Campbell who tells

learners about his stay in the United States (Key English 8:56, 79-83). Learners are also told that the steam engine was invented by a Scottish engineer James Watt (Key English 8:32). Since *Key English 7-9* introduces Annie McGregor to learners (Key English 7:8) and tells them the history of McDonald's (Key English 8:82), it wants to make it clear for students what is meant with "Mac" or "Mc" in front of many common Scottish and Irish family names (Key English 7:125).

In *Key English 7-9* Wales is introduced to learners by two Finnish girls Raija and Mia who went to Wales on a walking holiday (Key English 8:25). According to girls it rains often in Wales. The countryside there is beautiful, hilly, varied and very different to Finland's, full of sheep and cows. The girls had a great time even though the food was a bit heavy with chips on every lunch and supper and without a proper shower. However, people are friendly and girls enjoyed their stay very much. So much so, that they intend to go back next year. Another time learners read about Wales in *Key English 7-9* is in a story about a school trip to the Joe Brown Outdoor Centre in Bangor, North Wales where students spend a week canoeing and mountain climbing (Key English 8:108-110). The presentation of Wales in *Key English 7-9* concentrates on introducing Wales as a perfect travel destination for people who love different outdoor activities. It seems as if there are no large cities in Wales, only pretty countryside villages. The only Welsh people learners meet are two teenage girls who visit other countries. Linda from Wales tells learners about her visit to Scotland (Key English 8:36) and Beryl from Wales tells learners about her experiences from Saint Paul, Minnesota in the United States (Key English 8:69-70). In her text about the United States Beryl's intention is to compare Wales and the United States but she does not succeed very well in that. It is not sufficient comparison to say, for example, that the school system in the United States is very different to the Welsh one and then tell learners only about the American system. Learners are left wondering what the school system is like in Wales. Beryl also comments that the four, six or eight weeks' summer camps that American kids often go to on their summer holiday sound tough for her but she does not say how she spends her summer holidays back home in Wales. I think it is very good that *Key English 7-9* uses comparison as a theme in the basic texts but in this case the comparison is rather one-sided.

The main message concerning Northern Ireland in *Key English 7-9* is that it is part of the United Kingdom of Great Britain and Northern Ireland and not

part of Southern Ireland (Key English 8:11, 53). Learners are told the usual facts, such as capital, area, population and official language (Key English 8:53). Furthermore learners are told about the Troubles, the fighting and violence that broke out in Northern Ireland in the late 1960's between the Catholic minority and Protestant majority over whether to join the Republic of Ireland or remain as a part of the United Kingdom (Key English 8:54). Learners are also informed of Northern Ireland's most famous sight, the Giant's Causeway on the northern coast (Key English 8:55). According to legend the stone columns are old stepping stones that giants used when they walked across the channel from Ireland to Scotland and back again. The only Northern Irish person learners meet in *Key English 7-9* is a teenage boy from Belfast who tells learners about his visit to Boston, Massachusetts in the United States (Key English 8:56, 60-64). He does not talk about Northern Ireland but does mention that Americans found his Irish accent difficult to follow (Key English 8:60).

According to Damen from Cork Ireland is "the greenest and most beautiful country in the universe" (Key English 8:11). The presentation of Ireland in *Key English 7-9* concentrates mainly on describing Ireland's beautiful nature and scenery and its mild and rainy climate. *Key English 7-9* also emphasises the fact that Ireland is one island but not one country. Learners are told more than once that Northern Ireland is part of the United Kingdom of Great Britain and Northern Ireland and Southern Ireland is the Republic of Ireland, an independent country (Key English 8:11, 53). One of the topics for learners' project works is Ireland. In that section learners are told about Dublin, Ireland's two official languages, climate, emigration to the United States, religion, scenery, Blarney Stone, Irish music, Irish sports and Irish literature (Key English 8:53-55). Patricia from Great Britain says that Ireland is a beautiful country with plenty of rain (Key English 8:17). According to her the Irish have always hated the Brits because of the way the English people treated the Irish in the past but goes on to say that all Irish people she has met have been "extremely kind and friendly" (Key English 8:17). She then continues by wondering whether the Irish have forgiven British people. I think this piece of text works as a perfect discussion opener in the classroom of how strongly we people hold on to our preconceptions. Even if we ourselves experience otherwise, we still at times choose to believe in something we have heard somebody say some time. It is not always easy to admit that we might have been wrong about something and that the world

keeps changing. This piece of text is perfect material for intercultural language learning. It evokes questions and thoughts. Learners meet relatively many Irish people on the pages of *Key English 7-9*. Besides teenagers they now meet several parents as well who talk about their children and pocket money (Key English 7:84-85). An interesting point about Irish teenagers presented in *Key English 7-9* is that every single one that tells learners about their hobbies mentions literature in some form or another.

If *The News Headlines 1-8* concentrates on Canada's multiculturalism and ice hockey, then *Key English 7-9* concentrates on Canada's nature and geography. Both textbook-series have been eager to always mention every country's area, as if learners could make sense of the abstract numerical details. However, with Canada *Key English 7-9* makes a refreshing exception. Learners do get to know the square kilometres but only after they have been explained what the numbers mean in many different ways. Learners get to know that Canada is the second largest country in the world (Key English 9:9). It is slightly larger than the United States and about forty times the size of Britain (Key English 9:14). Canada covers six of the world's 24 time zones as it stretches nearly a quarter of the way around the globe (Key English 9:14). The distance from the east coast to the west coast is 5,500 kilometres and the distance from north to south is 4,000 kilometres (Key English 9:14). And similar information continues. After studying *Key English 9* learners are very aware that Canada is a large country. Learners get to know Canada's wildlife, such as caribou, black bear, grizzly and polar bear (Key English 9:20-21), and they even learn the names of some of the winds that blow across Canada every year (Key English 9:42). When dealing with Canada, *Key English 7-9* brings out an issue that is not dealt with concerning other English-speaking countries, namely the English language spoken in a particular country. Learners find out some interesting points about Canadian English. According to *Key English 7-9* Canadians prefer British English spellings, whereas the pronunciation is becoming more and more American (Key English 9:16). There are three different pronunciation areas in Canada: in the east the accent is a combination of Jewish and French influences; the accents used in the west have Scottish and Irish influences; and in central Canada the accent has a very strong Irish influence (Key English 9:16). The textbook-series concludes the text about Canadian English by stating that Canadians use English for literature, Scottish for sermons and American for conversation (Key English 7-9:16). Although

Key English 7-9 concentrates on describing Canada's nature and size, it does not forget to tell learners about the multicultural nature of Canada and ice hockey as well. Learners are told about the French-speaking population, Native Americans, the Inuit people and the immigrants from all over the world (Key English 9:15). Ice hockey is mentioned as Canadians' favourite sport (Key English 9:54). *Key English 7-9* introduces learners a couple of Canadian teenagers. The most interesting of these is a thirteen-year-old Kirk who tells learners how his life changed when he moved to Edmonton from a small village (Key English 7:11). Learners will also get to meet Jean, a nineteen-year-old bilingual student from Montreal (Key English 9:47). Learners are also provided with a long list of famous Canadians, like Bryan Adams, Celine Dion and Jacques Villeneuve (Key English 9:54).

Australia is described in *Key English 7-9* as a country with more beaches than any other country in the world (Key English 8:48, Key English 9:98). With the presentation of Australia *Key English 7-9* is once again concentrating mostly on nature and geography as the textbook-series has done with several other countries as well. Learners are told that most of Australia is flat and dry (Key English 8:48). It is the smallest continent in the world with an interesting animal life, including koalas, kangaroos, flying opossums and wombats (Key English 8:48). Besides learning about the Australian nature and geographical facts learners are also told about Australian people. They find out that the Aborigines came to Australia over 40,000 years ago, and that the European settlers first arrived in Australia little over 200 years ago (Key English 9:97). They also learn that 90 percent of Australians live in cities and almost all live within a few kilometres of the sea (Key English 8:48). Learners are also told about the life in the Australian outback with no schools and the Flying Doctor service (Key English 9:98). Then they find out that Australians are great sport-lovers (Key English 9:98). The only Australian mentioned in *Key English 7-9* is the woman who wrote the presentation of Australia (Key English 8:48). The only thing learners find about her is that she works in a radio station. I find that the presentation of Australia and Australians learners get out of *Key English 7-9* is surprisingly shallow. Learners are offered bits and pieces from here and there and are, in my opinion, not able to form an idea of what it is like to live in Australia. The fact that learners did not really get to meet any Australians in *Key English 7-9* had a very strong effect in my opinion. I believe that this fact left

Australia quite distant to learners. The presentation of Australia seems impersonal compared to other presentations in *Key English 7-9*.

The presentation of New Zealand in *Key English 7-9* is rather similar to the one learners get of Australia. Learners find out the key facts, such as area, capital and other major cities, population, official languages, head of state, head of government and money (Key English 9:99). Otherwise the main focus is once again on geography, nature and people. *Key English 7-9* describes for learners New Zealand's geographical make up of two islands, its spectacular scenery and animal life with sheep and kiwis and its population, a combination of Maoris and British (Key English 9:99-100). Furthermore, learners are told about New Zealand's national rugby team, The All Blacks, adventure sports and New Zealand's flag (Key English 9:100, Key English 8:49). The feature that does make this presentation different from the Australian presentation is that learners meet several New Zealanders on the pages of *Key English 7-9*. They get to know a web designer from Wellington who tells them about her education and job (Key English 9:58). Learners also find out what the schools are like in New Zealand from a fourteen-year-old John Forester (Key English 7:40). John tells them about the different school year that starts in February and ends in December, strict school rules and the school uniforms. This text gives learners a great opportunity to compare school systems in New Zealand and Finland. Furthermore, learners meet a radio reporter from Auckland who tells learners about his home country and a little bit about himself as well (Key English 8:49).

South Africa is presented in *Key English 7-9* as one of the Commonwealth countries and the presentation includes following aspects: geography, history, wildlife and people (Key English 8:49). Learners find out what is meant with tableland, why tens of thousands of Dutch and British settlers came to South Africa in the 19th century and what kind of mining industry can be found in South Africa today (Key English 8:49). Learners are also told that millions of tourist travel to South Africa every year to see the Big Five, namely elephants, lions, rhinos, leopards and buffalo (Key English 8:49). When talking about history and people the textbook-series is very careful and states only that the minority of people in South Africa are white and the majority are black, and that until 1991 whites and blacks lived separately (Key English 8:49). Other comments about the famous political era are not made and the word apartheid is never mentioned. The learners do not meet many South Africans on the pages of *Key English 7-9*. They are given some

information about the first black president of the country, Nelson Mandela (Key English 8:49) and they meet a fifteen-year-old Ken who admires him very much (Key English 8:116). They also get to know Brenda Carlyle, a black South African, who talks to learners about her country and tells them what she hopes the future will bring to South Africa (Key English 8:49).

India is presented to learners in two different ways. *Key English 7-9* has a similar kind of presentation of India as it has of Australia, New Zealand, South Africa and Jamaica, where a radio personality from each of these countries has written a short text about their own country (Key English 8:46-47). This presentation of India includes the following sections: geography, people and work, Bollywood and Commonwealth. Here learners find out that only China has more people than India and that most Indians are farmers and live in villages (Key English 8:46). Learners are also told that India produces more films than any other country in the world and that the Indian film industry is called Bollywood (Key English 8:47). The other presentation of India is a description of how a Swedish girl from Stockholm experienced India when her family swapped houses with an Indian family from Delhi for the summer (Key English 8.44). This presentation is an honest description of what positive and negative things the Swedish family encountered during their stay. The text includes descriptions of people who try to sell you everything, stomach aches, crowded buses and freely roaming cows but at the same time it is a description of a beautiful country with delicious food and un-hurried people. All the things in India do not run as smoothly as in Sweden but it is not necessarily a bad thing. According to Nina Karlsson India is not better or worse but definitely different (Key English 8.44). This kind of presentation is good in a textbook since learners get more out of this than from a mere list of facts. It is easier for learners to get an understanding of a country when they are told about it by a person that sees the world very much like they do but at the same time has experienced more than they have. Nina Karlsson's experiences of India are more authentic, true and believable for learners than a presentation any Indian radio personality can ever give.

Reading the presentation given of Jamaica in *Key English 7-9* is like reading a travel brochure. It is a description of a beautiful paradise in the middle of the Caribbean where they make the best coffee in the world (Key English 8:48). Besides being complemented on its nature and the products of its farms including coffee, Jamaica is also praised for its music. Learners are told about reggae, calypso

and hip-hop (Key English 8:48). The text also mentions Bob Marley. Furthermore, learners are informed of the importance of tourism on Jamaica and Jamaicans (Key English 8:48). The Jamaicans learners read of in *Key English 7-9* are Bob Marley, the reggae singer and composer, and Jasmin Tosh, a radio reporter who wrote the presentation on Jamaica (Key English 8:48). Learners are not, however, given much information about these people and their lives.

8.2 Theory-based analysis: social identity and social groups

In the previous section I discussed the presentation of target cultures in two Finnish textbook-series for English as a foreign language. In this section I will do the same but I will be looking at the two textbook-series on the basis of the principles that Byram, Morgan and colleagues have suggested for the content of cultural learning (1994:51-52). The guidelines behind their framework emphasise the importance of familiarising learners with alternative interpretations of the world and target culture stereotypes as well as those of learners' own national, social and cultural groups (Byram et al.1994:50). According to Byram, Morgan and colleagues learners also need to be made aware of the taken-for-granted information and conscious information about the target culture as well as its values and meanings (1994:50). The content for cultural information can be taught together with the linguistic information or separately (Byram et al. 1994:51-52). The first of the principles is *social identity and social groups*. This principle includes features like social class, regional identity, ethnic minority, professional identity, sub-culture identity, cultural minority and dialects.

8.2.1 The News Headlines 1-8

The presentation of social identity and social groups of the target cultures in *The News Headlines 1-8* concentrates mostly on describing people's professional identity. Learners also find out something about the ethnic minorities in different target countries. Furthermore, there are some references to social class, sub-culture identity, cultural minority and regional identity in some countries but the dialects in any of the target countries are not discussed at all.

The Americans whom learners get to know during the eight courses of *The News Headlines 1-8* work mostly in the entertainment industry. They are singers, actors, composers, directors or musicians, like Bill Haley (The News Headlines 1-

4:169) or River Phoenix (The News Headlines 5-8:174). Furthermore, learners meet a pilot (The News Headlines 1-4:230) and an astronaut (The News Headlines 1-4:188). Learners are only told what the people they meet do for a living. They do not get a description of what the jobs entail. With most Americans featured on *The News Headlines 1-8* learners are not told where the people are from or where they live. There are, however, some presentations where people's regional identity becomes clear. Learners get to meet a young boy from Sedona, Arizona who tells them a little about his life on a farm (The News Headlines 1-4:46-47). This text describes a peaceful life in the countryside that is disrupted by a coyote. Arizona is depicted as a farming country where people live close to nature and its wildlife. In a couple of presentations learners get to know where the people they meet live or where they were born but they are not told anything about their life in those places. According to *The News Headlines 1-8* the biggest ethnic group in the United States are people with European ancestors or whites, as they are called in the textbook-series (The News Headlines 5-8:92). They make up 83.9 percent of the American population. A clear majority of the Americans introduced to learners on the pages of the textbook-series are white. Their ethnic backgrounds are not discussed. The information learners receive of the ethnic minorities in the United States concentrates on describing their life in the past. According to *The News Headlines 1-8* 0.8 percent of Americans are Native Americans (The News Headlines 5-8:92). They are described as nature loving and respecting people (The News Headlines 5-8: 248-249). Learners also find out that Native Americans were in 1492, when Christopher Columbus arrived in America, divided to many different tribes with their own names and customs (The News Headlines 5-8:269) but how they live their lives today is not revealed in the textbook-series. Learners do, however, find out that Mohawk Indians are not afraid of heights (The News Headlines 5-8:20). African-Americans or Blacks make up 12.3 percent of the population of the United States (The News Headlines 5-8:92). The African-Americans learners meet in the textbook-series are a slave, who lived in Virginia in the 18th century (The News Headlines 1-4:130); a fifteen-year-old girl from Little Rock, Arkansas, who was the first black student to attend the local high school in August 1957 (The News Headlines 5-8:86-87) and Louis Armstrong, the famous jazz singer and trumpet player (The News Headlines 5-8:22). The information learners get of the African-Americans does not indicate what it means to be an African-American in the United States today. All the references to African-

American culture in *The News Headlines 1-8* deal with music. Learners are told that blues, rhythm and blues, jazz and rock 'n' roll have their roots in Africa from where slaves brought their music with them to the United States (The News Headlines 5-8:30). Furthermore, learners find out that rap music was born in the African-American streets of New York, in the Bronx and Harlem (The News Headlines 5-8:104). Other ethnic minorities mentioned in the textbook-series are Hispanics, who make up 9 percent of the American population, and Asian and Pacific Islanders with their 3 percent (The News Headlines 5-8:92). The only representative of these minorities that learners meet is a Hawaiian woman Sandra Kitaoka who received a message in the bottle from Japanese school children (The News Headlines 1-4:235). The sub-culture identities presented in *The News Headlines 1-8* are the different youth culture trends from the 1950s to the present day (The News Headlines 5-8:102-105). According to the textbook-series the youth trends are the rebels, the hippies, the punks, the rappers and the rave partiers. These social groups are not limited to one country alone but were and are sub-culture identities in several English-speaking countries.

Although *The News Headlines 1-8* points out to learners that the United Kingdom is made of four different countries, namely England, Scotland, Wales and Northern Ireland, each with their own customs and traditions (The News Headlines 5-8:93), it chooses not to go into any more detail in describing what those customs and traditions are. Learners are not told how people in the four parts of the United Kingdom see themselves in relation to other Britons. It would have been interesting to find out when, for example, Welsh people consider themselves as Britons or whether there are such circumstances. The regional identities of the British people are given very little attention. According to *The News Headlines 1-8* the ethnic groups of Britain are Europeans 94%, Indian 1.4%, West Indian 1%, Pakistani 0.6% and Other 3% (The News Headlines 5-8:93). However, the British ethnic minorities are not present in the textbook-series. All the Britons learners meet are of European origin. Most of the British people learners get to know are famous figures from the entertainment industry so the professional identities of the Britons in the textbook-series are singer, songwriter, actor, director and author, like Sting (The News Headlines 1-4:190) and Agatha Christie (The News Headlines 5-8:135). Furthermore learners get to meet a few British inventors and scientists, such as Charles Darwin (The News Headlines 5-8:188) and Sir Alexander Fleming (The

News Headlines 1-4:168). Learners are also told that the school uniform performs as an identity marker with the British school children (The News Headlines 5-8:114). The reasons for having uniforms have to do with social identity and groups. The schools often say that the school uniforms make children equal, since no-one is wearing expensive clothing which others' may not afford. The school uniform is also said to unite school children, since it makes pupils feel like part of the school. One of the British people learners get to know about has a clear sub-culture identity. This person is the lead singer of the punk band The Sex Pistols Johnny Rotten (The News Headlines 5-8:114). He was the voice of his generation that came from the streets and the dole queues and wanted to be heard. The text hints to the social conditions of the young British people in the 1970s but does not explore the matter any further.

People who are introduced to learners as English are teenagers, a scientist and people from the entertainment industry. The teenagers Naomi and Vicky are each other's best friends but do not describe the life of English teenagers any further. The professional identities of the English people presented in *The News Headlines 1-8* are actor, singer, songwriter, writer and scientist. Furthermore learners can read about the most dangerous jobs in London, like police officer, fire-fighter, builder and factory worker (The News Headlines 5-8:154). The jobs are not, however, connected to any particular people or characters in the texts but are just mentioned in the textbook-series. Mostly the English people learners get to know live in London but there are some references to counties, like Norfolk (The News Headlines 1-4:124) and Yorkshire (The News Headlines 1-4:186), and towns, like Liverpool and Manchester (The News Headlines 1-4:74). Here the place names are once more just mentioned as people's place of residence. Learners are not given any further information about living in these places and what the places mean to the residents.

The News Headlines 1-8 does not say much about Scotland but learners do get to meet a couple of Scots. The Scotland fact file includes some famous people from Scotland like the actor Sean Connery and Alexander Graham Bell, the man who invented the telephone (The News Headlines 1-4:168). Besides actor and inventor, another Scottish professional identity learners read about is that of a doctor (The News Headlines 5-8:156). Learners meet a sailing doctor who takes care of the Scottish people who live on the islands on the Inner Hebrides. The doctor tells learners about his typical day and the difficulties he faces when travelling from

one island to another to treat his 150 patients. The text is a good description of what it is like to work as a doctor off the coast of Scotland. It also describes the living conditions of the Inner Hebrides and gives learners some idea of the regional identity of the people who live there. Other Scottish place names mentioned in the textbook-series are Edinburgh, Glasgow and Aberdeen but learners do not meet any people who are told to live there, so the places remain impersonal and distant. *The News Headlines 1-8* states that, besides English, people in Scotland also speak Gaelic (The News Headlines 1-4:168). However, it does not mention how many people speak it.

According to *The News Headlines 1-8* the largest city in Wales is the capital Cardiff (The News Headlines 1-4:246). Learners are also told that a village in northern Wales is called Llanfairpwllgwyngyllgogerychwyrndrobwlllantysiliogogoch (The News Headlines 1-4:232). That is the information on the basis of which learners are expected to form an idea of the regional identity of the Welsh people. It does not provide much to work on. Learners also get to hear a piece of a radio programme where the reporter speaks English with a Welsh accent (The News Headlines 1-4:232). The text does not, however, reveal to learners which Welsh accent they are listening to nor does it point out specifically how the Welsh accent differs from the English accent they are used to listening to. According to the *The News Headlines 1-8* about one-fifth of the population of Wales speak the Celtic language Welsh (The News Headlines 1-4:246). During the eight courses learners are told of two Welsh people. They meet a young heroic schoolboy Simon March (The News Headlines 1-4:104) and the singer Tom Jones (The News Headlines 1-4:232). That is all the information learners receive of the Welsh social identities and groups.

The News Headlines 1-8 points out that Irish people have two national identities, the British for the Northern Irish and the Irish for the people of the Republic of Ireland (The News Headlines 5-8:91). However, it does not say anything about the regional identities of the Irish. The only Irish town that is at all mentioned in the text is Dublin (The News Headlines 5-8:91). It is only mentioned because it is the capital of the republic of Ireland. The only Irish person that is introduced to learners is a 24-year-old Brian Sullivan but he does not say anything about his own social identity or refer to particular social groups that he is a part of (The News Headlines 5-8:60). He does, however, mention Cathy West, who is currently working as a hairdresser. Learners also find out that Cathy left school, it is apparently possible

in Ireland, but they do not get any further information about Cathy's job. According to *The News Headlines 1-8* there are two ethnic groups in Ireland, namely Gaelic and English. However, the textbook-series does not comment on either of them any further.

According to *The News Headlines 1-8* Canada is one of the most multicultural societies in the world (The News Headlines 5-8:91). Canada's ethnic groups are British, French, other Europeans, Asians, Native Indians, Inuit and others (The News Headlines 5-8:91). Learners do not get much information of how the different ethnic groups live in Canada. The only ethnic minority that is more closely presented is the French. Learners get to meet a teenage boy Yvon Cournoyer who lives on a farm in Levis near Quebec (The News Headlines 5-8:81). He talks about learning English. It had not been easy for him. The same text gives learners some idea of what it is like to be a farmer in Canada. Another profession learners get to read of concerning Canadians is a professional hockey player (The News Headlines 1-4:216). Here the profession is only mentioned and learners are not told anything else about the profession. Regional identities of Canadians presented in *The News Headlines 1-8* do not add more light to the social identities and social groups of Canadians, since the only other Canadian town learners get to know of besides Levis is Montréal (The News Headlines 5-8:207). They find out that Montréal hosted the Olympics in 1976 but learners do not meet any people from Montréal. Yvon Cournoyer does tell something about living on a farm in Levis (The News Headlines 5-8:81). He likes living there and would not want to live anywhere else, so he is very loyal to his hometown. Furthermore, the textbook-series includes a text about Newfoundland and dozens of whales that are stranded on its beaches (The News Headlines 1-4:131). The text does not, however, indicate to learners that Newfoundland is a part of Canada. The Canadians learners get to meet during the eight courses of *The News Headlines 1-8* are regular teenagers with similar problems and experiences that teenagers come across all over the world. Samantha Drysdale talks about the lack of friends (The News Headlines 1-4:199) and Bill Kelson about falling in love (The News Headlines 5-8:60).

When it comes to the presentation of Australian social identity and social groups, learners get a rather good description of one of the ethnic minorities in Australia, namely the Aborigines (The News Headlines 5-8:22). Learners are told about their origin in Asia, clashes with European settlers and their way of life back in

the day and for some Aborigines even today. According to the textbook-series most Aborigines today follow Australian-European lifestyles but it does not specify it any further. Other ethnic groups in Australia are British and other Europeans and Asians (The News Headlines 5-8:89). *The News Headlines 1-8* does not reveal what is meant with other Europeans and Asians, but does, however, mention that many of the first Europeans to arrive in Australia in the late eighteenth century were convicts that were sent there from Britain (The News Headlines 5-8:89). Learners get to know three Australians during the eight courses, of which one is a fictional character in a quiz show (The News Headlines 1-4:54). The other two are a reporter (The News Headlines 1-4:40) and a teenage boy (The News Headlines 1-4:198). The reporter does not say anything about himself but talks about Australian wildlife and the teenage boy talks about his best friend, his big brother. Neither of the two says anything about their regional identity nor professional identity. Learners get to read of three Australian cities; the capital Canberra (The News Headlines 5-8:89) and the Olympic cities Melbourne and Sydney (The News Headlines 5-8:207) but that is all they find out about them.

It is impossible for learners to learn anything about the social identity and social groups of New Zealanders since the textbook-series does not introduce learners with a single New Zealander. They do get to know the percentages of the ethnic groups, such as Europeans, Maori, Polynesian and other but they do not find out what kind of life the people that belong to these before mentioned groups lead (The News Headlines 5-8:90). Learners do get to know that the capital of New Zealand is Wellington but since *The News Headlines 1-8* does not present learners with any people who live there, learners will have no idea of what it is like to live there and how the people of Wellington experience their own hometown.

South Africa is given very little attention in *The News Headlines 1-8*. Learners do not receive a lot of information about the country but they do get to meet a couple of South African women. Learners get some information about the South African wildlife from a reporter but she does not tell them anything about herself or her life (The News Headlines 1-4:40). Furthermore learners get to know two teenage girls who talk about their friendship (The News Headlines 1-4:199). This is a friendship between a black and a white girl which has caused problems for the girls in the past. The text does not talk about the racial issue any further but points out that there still exists in South Africa a difference in the social and economic situation

between the blacks and the whites. The blacks are generally poorer than the rich or well to do whites. This is a problem for the girls' friendship, since they are not always able to do certain things together, like go out to restaurants. This is the only time when people's social class or social standing in any of the target countries is ever mentioned on *The News Headlines 1-8*.

The only Singaporean learners meet on the pages of *The News Headlines 1-8* is a teenage girl who tells them a great deal about her life in the city-state (The News Headlines 5-8:80). Learners meet a girl who is proud of her own hometown and country which is very regulated but clean and an exciting place to live in. Most of the people in Singapore are of Chinese origin (The News Headlines 5-8:90). The ethnic minorities mentioned in the textbook-series are Malay and Indian. The ethnic background of the teenage girl is not mentioned in the text but her name, Shanhsiu Chin-hua, points to Chinese heritage. The text does not say anything about her family's social standing in the Singaporean society but on the basis of her hobbies, sailing, squash, golf and tennis, one could guess that her family is quite wealthy. Since neither the family's social nor economic status is talked about, and since by reading the text one gets the idea that Shanhsiu is describing the life of a regular Singaporean family, the text presents learners with an image of a wealthy nation with wealthy inhabitants.

Although *The News Headlines 1-8* presents India as the seventh largest country in the world with more people than any other country in the world except China (The News Headlines 5-8:232), it does not tell learners much about the country and its people. The only Indian learners get to know of is a young woman Jeeta Kureishi who speaks to learners about her marriage (The News Headlines 5-8:61). Learners do not, however, find out anything about her social identity or the social groups she is a member of. All the information they receive of her is that she is 25 years old and married. The textbook-series does not say anything about the ethnic groups of India but on the basis of the information that says that there are 25 main languages and more than 1,600 different local languages in India (The News Headlines 5-8:233), learners can get some sort of an idea of the versatility of the population of India.

8.2.2 Key English 7-9

The presentation of the social identity of different people from different countries and the social groups they belong to is more precise in *Key English 7-9* than it is in *The News Headlines 1-8*. Learners of *Key English 7-9* get to meet more people from different countries and they also find out more about them and their lives than learners of *The News Headlines 1-8* do about the people presented in that textbook-series. *Key English 7-9* concentrates on describing people's regional, ethnic and professional identity but does also shed some light into people's social class, sub-culture identity and cultural identity. Even dialect is mentioned.

The presentation of Americans' social identity and social groups focuses on describing American life in big cities, such as Boston, Massachusetts (Key English 8:60-61) and San Francisco, California (Key English 8: 79-80). Life in a small town or in the countryside receives less focus. Professional identities of several Americans are mentioned and learners are often told what their average working day looks like. Learners get to know about the daily activities of an on-line veterinarian (Key English 7:29-32) and the heroism of the fire fighters and police officers in New York on the 11th of September 2001 (Key English 8: 118-119). The textbook-series mentions the multiculturalism of the United States several times in different ways but interestingly never by that name as it does with Canada. The United States is presented as a mosaic where each group of immigrants have kept their own customs and thus made the country richer, stronger, more interesting and different (Key English 8:95-96). There are, however, many references to people's ancestors that came from various countries, such as Norway (Key English 8: 71) or Puerto Rico, Ireland and Poland (Key English 8:72). Learners are also told about the different ethnic groups and minorities, such as African Americans (Key English 8:95) and Hispanic Americans (Key English 8:95) but they are only mentioned as groups, learners do not get to meet any of the members of these groups and hear with their own words what it is like to live in the United States as a member of an ethnic minority. Most of the Americans learners meet on the pages of *Key English 7-9* are teenagers and the texts deal with issues that relate to the life of teenagers. An example of the texts that deal with teenage culture is the text about the birth of hip-hop culture that presents one of the sub-culture identities of teenagers (Key English 9:119).

The social identities and social groups of Britons mentioned in *Key English 7-9* deal with their professional identities, such as nurse (Key English 9:59). English people learners meet are teenagers who live in the countryside in Calstock in Cornwall (Key English 7:10) or London (Key English 7:36). The text about the English teenager who lives in Cornwall also contains a reference to dialectal differences within England. The teenage boy has recently moved to Cornwall from London and states that in Cornwall all his classmates laugh at the way he speaks. Scottish people presented in the textbook-series are also teenagers. One of them is a girl from Loch Lomond (Key English 7:8) and the other a boy who is partly American and is describing the American way of life from a European and particularly Scottish perspective (Key English 8:79-83). The Welsh people in *Key English 7-9* are also teenagers but they do not tell learners anything about Wales but describe Scotland (Key English 8:36) or the United States (Key English 8:69-73) instead.

The Irish people presented in *Key English 7-9* are teenagers and their parents who discuss the matter of pocket money given in each of the families to their children (Key English 7:84-85). This text reveals some differences in the families' social status, such as the financial difficulties of a single parent family or a large family with five children. Otherwise, the textbook-series does not say much else about the social identities or social groups of the Irish people. It does mention a few major cities, such as Dublin (Key English 8:53) and Cork (Key English 8:55), but does not say anything about the people who live in these cities so learners are not able to determine any facts or features of the regional identities of the Irish people. The textbook-series does, however, show that the Irish people are very proud of their own country, the Emerald Isle (Key English 8:11). *Key English 7-9* also states that one of the most famous professional identities of the Irish people is that of a writer (Key English 8:55).

Canadians are said to be multicultural (Key English 9:15). In fact the textbook-series states that in Canada there are people from all nationalities, such as Ireland, Germany, Italy, Ukraine, Poland, China, Vietnam and Scandinavia (Key English 9:14-15). The two main cultural groups, the British and the French, are of course mentioned as well. Furthermore, the ethnic minorities the Inuit and the Native Americans are also told about. Learners find out that today many of the Native Americans live on reservations (Key English 9:15). Learners find out also that there

are three major dialectal regions in Canada which all have their own unique accents, namely the eastern, the western and the central dialectal regions (Key English 9:16). Learners also find out a little about the life in different parts of Canada. They are told about the typical North American cities, like Montréal and Toronto, with high-rise apartments, restaurants, shops and cafés; small fishing ports on the coast; sleepy little towns in Ontario; and lovely, little communities in central and northern Canada (Key English 9:20, 46-49).

The only Australian learners meet on the pages of *Key English 7-9* is a radio reporter who does not tell them anything about her life but concentrates on describing the country as a whole (Key English 8:48). Learners are told about the different ethnic groups of the country, like the Aborigines (Key English 8:48; key English 9:97-98) and the Europeans who arrived in to the country in the late 18th century (Key English 9:97). Learners also get a glimpse of what it is like to live in the Australian outback and thus get an idea of the regional identity of the Australians living outside the major cities (Key English 9:98).

The New Zealanders learners meet on the pages of *Key English 7-9* are a teenage boy who describes his typical school day (Key English 7:40), a radio reporter who tells learners some facts about New Zealand (Key English 8:49) and a web designer who tells about her work (Key English 9:58). They do not, however, say much else about their social identities or the social groups they belong to. Learners are told that New Zealanders are basically a combination of two ethnic groups, namely the Maoris and the British (Key English 8:49). Two major cities in New Zealand, Auckland and Wellington, are mentioned in the textbook-series but learners are not given much information about the two cities or the people who live there.

According to *Key English 7-9* the majority of South Africans are black Africans who were forced to live separated from the whites until 1991 (Key English 8:49). The ethnic minorities in South Africa are the Dutch and the British who arrived in the country in the 19th century (Key English 8:49). Learners do not get any further information about the social identities and social groups of the South Africans.

Key English 7-9 tells learners about a country with nearly nine hundred million people of whom most are poor farmers and live in villages but of whom many live in cities and towns and work as computer programmers, for example (Key

English 8:46). This contradictory country is India. Learners get some idea of the regional identity of the people of Delhi when they read the description of everyday life in that city by a Swedish girl who spent 56 days there with her family (Key English 8:44). The differences in people's social classes in India also come out in the statement made by an Indian teenager who says that there are thousands of beggars in Delhi (Key English 8:43).

Another English speaking country presented in *Key English 7-9* is Jamaica. Learners do not, however, learn much about the social identities or social groups of the Jamaicans. The only two Jamaicans they get to know about are a singer, songwriter and a radio reporter (Key English 8:48). Furthermore, learners find out that tens of thousands of Jamaicans have moved to Britain which means that Jamaicans are an ethnic minority in the United Kingdom (Key English 8:48).

8.2.3 Suggestions and comments

The presentation of the *Social Identity and Social Groups* in *The News Headlines 1-8* does not offer learners much information. Most of the information that they do get are certain facts, like a country's ethnic groups, that does not say much since the people from those ethnic groups do not get to describe their lives. A textbook-series should include different people from different countries and different cultural backgrounds describing their and their families' lives. In most of the texts in the English textbooks for Finnish secondary school children the main character is a teenager. That is fine but since not all the people in English-speaking countries are teenagers, it would not hurt to describe the lives of the parents and grandparents of the teenagers as well. All learners have parents, grandparents or other adults in their lives so they are also able to compare and contrast the lives of the adults they know in Finland with that of the ones they can read about in their English textbook-series. Because most of the texts are about teenagers, it is not surprising that there is so little information about people's professional identities. So texts where also adults' lives are described would give learners more information about different professions. Professional descriptions could also help teenagers to find their own professional paths.

In *Key English 7-9* learners are given more information than *The News Headlines 1-8* provides them with. The textbook-series includes more descriptive texts about people and their lives not just simple facts. Here even the dialects are

discussed. The text about the English language in Canada is particularly interesting. If only there were similar texts about other countries and the English language in them, as well. Since English is a universal language and learners will speak it with people from all over the world, they will, therefore, come into contact with several different dialects and accents. That is why it would be very important to familiarise learners with as many dialects as possible in the safe environment of their own classroom. The fact that some countries are given much more attention than others is, in my opinion, the biggest problem with *Key English 7-9*. Learners receive all kinds of information about the lives of the people in the United States and even Canada but the people in other English-speaking countries are hardly discussed at all. Since learners are already somewhat familiar with the American culture through media and entertainment industry, one would hope that the English textbooks paid more attention to the less familiar English-speaking countries.

People's social class and regional identity are basically ignored in both of the textbook-series. This is rather surprising since both of the features have a big influence on the way people speak. It is a well known fact that for example in Britain one can determine people's social class from the way they speak. People from different social classes have different accents. Regional identity also manifests in the way people speak. Neither of the textbook-series really presents learners with people who describe their surroundings and what it means for them to live there and how it differs from the rest of the country or the world.

8.3 Social interaction

The second principle in Byram, Morgan and colleagues' suggestion for the content for cultural learning is *social interaction*. This principle includes features such as verbal behaviour and non-verbal behaviour in social interaction, greetings, levels of formality, meals and food, gender relationships and taboos. In both of the textbook-series learners are given examples of and instructions on what to say in different social situations. These instructions are under the headings of *Talk* (The News Headlines 1-8) and *Key Talk* (Key English 7-9). The instructions include topics like describing people (The News Headlines 1-4:32-33), asking for and giving opinions (The News Headlines 1-4:122-123; The News Headlines 5-8:162-163; Key English 7:67), greetings (The News Headlines 1-4:214), asking for and giving directions (The News Headlines 5-8:82-83; Key English 8:35), verbal behaviour at a post office, a

police station or a health care centre (Key English 9:74-75), and clothes shopping (The News Headlines 5-8:98-99). The instructions given for verbal behaviour in the preceding situations did not include any information on whether and/or how people's behaviour varies from one English-speaking culture to another. Most of the situations were presented in British settings. Both of the textbook-series pay attention to the verbal behaviour of each of the English-speaking countries they present on their pages by mentioning the different languages spoken in each of the countries. Learners are told, for example, that Canada has two official languages (The News Headlines 5-8:91; Key English 9:15-16, 52) or that the languages in Scotland are English and Scottish Gaelic (The News Headlines 1-4:168; Key English 8:36) Non-verbal behaviour in social interaction was mainly not dealt with at all.

8.3.1 The News Headlines 1-8

Two of the twenty-five units featured in *The News Headlines 1-8* dealt with topics that are included in the principle of *social interaction*, namely units five (The News Headlines 1-4:81-100) and twenty-three (The News Headlines 5-8:209-227). Unit five dealt with food and unit twenty-three with communication. Most of the information in both units was general and not linked to any specific culture, but learners did find out that the non-verbal behaviour of tapping the nose in Britain means that the message just given by the speaker is a secret (The News Headlines 5-8:225) or that zero or one kiss is the appropriate number of kisses on the cheek in Britain (The News Headlines 5-8:225).

Learners do not find out much about the *social interaction* of the Americans on the basis of *The News Headlines 1-8*. The information concentrates on mentioning food like Coca-Cola (The News Headlines 1-4:70-71; 76) and Halloween treats, like candy, cookies, nut or cake (The News Headlines 1-4:246) but does not explain the eating habits of the Americans any further. Learners find out also that the gesture of thumb-and-index finger in a circle in America means OK (The News Headlines 5-8:225). Other topics of the principle of social interaction in the United States are not dealt with in *The News Headlines 1-8*.

The information given of the *social interaction* of the British in *The News Headlines 1-8* is much better than that of the Americans mainly because all the examples of the verbal behaviour in social interaction are set in Britain. Furthermore learners learn the ingredients of the English breakfast (The News Headlines 1-4:84).

The textbook-series also includes an educational piece of text about the importance of politeness in England (The News Headlines 5-8:254). The social interactions of the Scottish and the Welsh particularly are not dealt with in *The News Headlines 1-8*.

The social interaction of the Irish people is mentioned only once in *The News Headlines 1-8* and even that behaviour is not in any way specifically Irish behaviour. The textbook-series describes the non-verbal behaviour of an Irish boy towards his first love (The News Headlines 5-8:60). As a proof of his affection towards his first love the Irish boy pulled her hair and hid her pencil case, for example. This behaviour can also be categorized under the gender relationships principle.

The learners are also given an example of the non-verbal behaviour and gender relationships of the Canadians (The News Headlines 5-8:60). A Canadian teenager stops the train by pulling the emergency handle just because he falls in love with a girl who is standing on the platform. The girl is not, however, impressed but tells him to get lost. This is universal behaviour and does not reveal anything about the real relationships between men and women in Canadian society.

The learners of *The News Headlines 1-8* find out the following facts about the social interaction of the Australians. As an example of the foods they eat in Australia the textbook-series mentions hamburgers (The News Headlines 1-4:99), and roast turkey and Christmas pudding during the Christmas season (The News Headlines 5-8:89). None of the foods mentioned in the textbook-series are traditional Australian dishes but the last two mentioned are a clear evidence of the British heritage of many of the Australians, whereas hamburgers are nowadays eaten all over the world. The textbook-series also mentions something of the gender relationship of the Australians. The learners find out that in the traditional lifestyle of the Aborigines men hunt the food with their spears and boomerangs while women and children gather and pick the food as well as prepare it (The News Headlines 5-8:22).

The social interaction of the New Zealanders and The South Africans is left unmentioned in *The News Headlines 1-8*. One cannot, however, help wondering whether the fact that apartheid is hinted at but not mentioned by name (The News Headlines 1-4:199) is given as a proof of a taboo or whether the omission was the choice of the writers of the textbook-series.

The social interaction of the Singaporeans is presented in regards to two principles, namely meals and food and gender relationships. Learners are told of

the “delicious natural ingredients” of Singapore, such as some tropical fruits like rambutan, zircon, duku and jeruk, of which most of the Finnish students have never even heard of (The News Headlines 5-8:80). Learners also find out that the rules concerning gender relationships are stricter in Singapore than in Finland (The News Headlines 5-8:80). It is forbidden for young people in Singapore to live together or have children together before they are married.

The social interaction of the Indians is limited to dealing with only one principle, the gender relationships. Learners get to know a girl who is living in an arranged marriage (The News Headlines 5-8:61). She tells learners how she was chosen a 22-year-old husband when she herself was twelve years old and how she was too nervous to look at her future husband in the face when they met for the first time. They got married when the girl was 18. This piece of text gives an example of women’s social position in the Indian society. The woman is not allowed to choose her own husband, it is done for her at a very young age, and her behaviour when meeting her future husband for the first time indicates not only shyness but also humbleness and submissiveness.

8.3.2 Key English 7-9

Three basic texts in *Key English 7-9* dealt with subjects concerning social interaction. To begin with the text 8A informed learners of the traditional English breakfast (Key English 7:110-111). Furthermore, a part of the text 20B dealt with the verbal behaviour of the Canadians (Key English 9:16). And finally the text 25B dealt with the verbal behaviour in service situations in a post office, a police station and at a health care centre in Britain (Key English 9:74-75). Otherwise, the presentation of the social interaction of the people living in the English-speaking countries mentioned in *Key English 7-9* concentrates on describing their verbal behaviour and their meals and food.

According to Key English 7-9 Americans “love to use first names with everyone, even strangers” (Key English 8:79). Learners are told of the differences in the English language in different countries when they read of the experiences of an Irish boy in the United States. He says that many Americans found his Irish accent funny and hard to follow (Key English 8:60). He also mentions some differences in the vocabulary. Another boy from Scotland says that he has problems with the American spelling (Key English 8:79). Besides the use of first names, neither of the

two mentions any other differences in verbal or non-verbal behaviour. American foods mentioned in *Key English 7-9* are pizza, tacos and curry (Key English 8:79). It also said that most Americans believe that these foods are native American foods. American meals are told to be “informal, always enormous and often cooked outdoors at barbecues” (Key English 8:79).

The description of the social interaction of the British people concentrates on describing their verbal and non-verbal behaviour. According to the texts in *Key English 7-9* British people are funny and use a lot of humour (Key English 8:17-18). But they behave badly when on holiday in Spain by eating and drinking too much and do not speak foreign languages (Key English 8:18). As another part of the social interaction of the British learners find out about a British food, Fish ‘n’ Chips (Key English 7:125). They are told that they used to be served in old newspaper but now come in clean white paper with salt and vinegar on top.

Learners do not receive much information of the social interaction of the different British peoples. The only English feature mentioned in this category is the English breakfast (Key English 7:110-111). The social interaction of the Scottish people is limited to the mentioning of the languages spoken in Scotland (Key English 8:36). The information of the social interaction of the Welsh people also deals with food. From a Finnish point of view the Welsh people are said to eat a bit heavy food when they eat chips with everything (Key English 8:25).

Little is said about the social interaction of the people in Ireland, Canada, Australia, New Zealand and South Africa. All that is mentioned of these countries concerning social interaction is the languages spoken in them. The textbook-series does not, however, point out any differences in the use of the English language which is spoken in all the countries. Learners do find out that Canadians like to end their sentences with “eh?” as if they are asking for approval or confirmation to their message (Key English 9:16), but learners are not told of whether there are similar or contradictory verbal or non-verbal behaviour among other English-speaking peoples.

The presentation of the social interaction of the Indian people in *Key English 7-9* concentrates on describing Indian food. According to the textbook-series it is not all curry but it is spicy and delicious with hundreds of different fruits and vegetables (Key English 8:43). It is also mentioned that it is characteristic to the Indian verbal behaviour that everyone talks all the time (Key English 8:44).

Jamaican people are also mentioned with regard to their social interaction. Once more it is the food that gets most attention. Learners find out that Jamaicans produce and eat a lot of bananas, sugar, coconut, oranges and coffee (Key English 8:48). *Key English 7-9* states that one of the best coffees in the world the Blue Mountain coffee comes from Jamaica (Key English 8:48).

8.3.3 Suggestions and comments

Even though both textbook-series include examples of verbal behaviour in social interaction, most of the examples are placed in British settings. Cultural differences between different English-speaking countries are not taken into account or discussed at all. In *The News Headlines 1-8* the *Social Interaction* of different English-speaking nations is mostly covered by discussing the different languages spoken in a certain country. *Key English 7-9* also pays a lot of attention to the different languages spoken in different English-speaking countries but adds a little spice to the mix by making little comments about the country's quality of food. Non-verbal behaviour receives far too little attention in both textbook-series even though it is a very important part of human communication. Learners do not find out anything about the levels of formality which certainly differ between different target countries and Finland, as well. It would also be beneficial to inform learners of the discussion topics that they should avoid, if there are any. Meals and food and gender relationships, when they are discussed, are covered by giving one example from each country which very often differs considerably from the Finnish counterpart. Similarities are not discussed. Learners would also benefit from a more thorough look at some of the characters in this principle. A textbook-series could, for example, name all English meals and inform learners of the favourite foods in England and compare those to the favourite foods of the learners and other English-speaking nations.

8.4 Belief and behaviour

The third principle in Byram, Morgan and colleagues' suggestion for the content for cultural learning in foreign language education is *belief and behaviour*. This principle concentrates on describing the moral and religious beliefs of the people of the target cultures as well as their daily life routines. In the two textbook-series that I investigated, the content of this principle was among the least mentioned on the

pages of the textbooks. Neither of the textbook-series paid much attention to people's religious or moral beliefs which I found rather surprising, since both of these factors have an immense effect on our behaviour. Most of the information on the daily life routines of the people of the target cultures presented to learners on the pages of the two textbook-series concentrated on describing people's hobbies and spare time activities. The daily life routine of going to school is not dealt with here since I will discuss it in paragraph 8.6 in principle *Socialisation and life-cycle*.

8.4.1 The News Headlines 1-8

Three of the units in *The News Headlines 1-8* dealt with issues related to the principle of *belief and behaviour*. The basic text in unit six presented learners with a story of a group of people who go in for survival activities, like camping out alone, rock-climbing, sailing or orienteering (The News Headlines 1-4:108-109). Unit twelve dealt with a very popular spare time activity, namely watching television (The News Headlines 1-4:238-239). Unit seventeen told learners of the daily life routines of two teenagers, one from Singapore and the other from Canada (The News Headlines 5-8:80-81). Otherwise this principle comes out in *The News Headlines 1-8* in the short country presentations where there is a list of the country's religions. Learners do not, however, find out how people practise their religious beliefs.

According to *The News Headlines 1-8* Americans are Protestants, Roman Catholics, Atheists, Jewish or members of some other church (The News Headlines 5-8:92). Their daily life routines consist of driving a car and in their spare time they do some sport like wind-surfing (The News Headlines 1-4:62-63). *The News Headlines 1-8* informs learners of the Native American way of life of the Onondaga tribe where the goal is to live in harmony with Mother Nature and not trying to conquer her (The News Headlines 5-8:249).

British people were only dealt with as a whole in this category. Learners are not given any specific details of behaviour or beliefs of the English, Scottish or Welsh people. British people are Anglicans, other Protestants, Roman Catholics or members of other religious groups (The News Headlines 5-8:93). That is all the information of the British people concerning this principle given in *The News Headlines 1-8*.

The information of the beliefs and behaviour of the Irish people in *The News Headlines 1-8* is also limited to the mentioning of the country's different

religious groups. 93 percent of the Irish are Roman Catholics. The remaining seven percent consist of Anglicans, other religious groups or Atheists (The News Headlines 5-8:91). The moral beliefs and daily life routines of the Irish people are left without a mention.

Learners get a very good description of the daily life routines of a Canadian teenager who lives in the country and helps his parents on the farm and plays ice hockey on his spare time (The News Headlines 5-8: 81). Otherwise the information of the religious and moral beliefs of the Canadians is once more a list of the religious groups of Canada. Canadians are Roman Catholics, Protestants, Anglicans, Atheists or members of other religious groups (The News Headlines 5-8:91).

According to *The News Headlines 1-8* Australians are Anglicans, Roman Catholics, other Christians, Atheists or members of other religious groups (The News Headlines 5-8:89), whereas New Zealanders are Anglicans, Presbyterians, Roman Catholics, other Christians, Hindus, Buddhists, Atheists or members of other religious groups (The News Headlines 5-8:90). Learners do not find out anything else about the beliefs and behaviour of the Australian or New Zealanders on the pages of this textbook-series.

The information of the beliefs and behaviour of the South Africans given in *The News Headlines 1-8* is even more limited than the previously mentioned nationalities. Learners are not told of the South African religious groups at all. But there is a reference to a moral dilemma in South African. The textbook-series informs learners of the different social status of the whites and the blacks in South Africa (The News Headlines 1-4:199). The situation has improved but people are still not totally equal.

Singaporeans are Taoists, Buddhists, Muslims, Christians or Hindus (The News Headlines 5-8:9). They are told to believe strongly in the traditional values and morals, such as the respect of the elders or following the rules of the society (The News Headlines 5-8:80). Learners are also told of the spare time activities of Singaporean teenagers as a Singaporean girl tells of her hobbies sailing, squash, golf, tennis and watching television (The News Headlines 5-8:80).

The only thing learners find out about the beliefs and behaviour of the Indian people is the mentioning of the arranged marriages (The News Headlines 5-8:61).

8.4.2 Key English 7-9

The presentation of the third principle of the content for cultural learning in *Key English 7-9* concentrates on describing people's daily life routines and their spare time activities. Religious beliefs are in *Key English 7-9* given very little attention but there are some references to people's moral beliefs. There are several basic texts in the textbook-series that deal with this principle. There is, for example, a very good text about the moral beliefs of a young girl who used to shoplift (Key English 7:91-92). It is interesting to read how she justifies her actions. This text will definitely serve as a discussion opener in the classroom and encourage learners to talk about their own moral values and beliefs. There are also eye-opening texts about bullying (Key English 8:102-103), the importance of winning (Key English 9:34) and child labour (Key English 9:64-65) which do not aim to judge but encourage learners to think about things. Furthermore, there are texts about hobbies, like football, chess and ballet (Key English 7:68-69) and baseball, basketball and American football (Key English 8:63-64).

Key English 7-9 lists the American religious groups (Key English 8:94) but concentrates on describing the spare time activities of the Americans. According to the textbook-series Americans are into baseball, basketball, football, bowling, auto racing, soccer, ice hockey, watching television and shopping (Key English 8:63-64; 94-98). There is a reference to Americans' moral beliefs in that it is said in the text that most families in Texas, at least, have guns in their homes (Key English 8:90).

The British culture is referred to as a culture full of pubs, churches and fish and chips (Key English 8:18). Other references to the religious beliefs of the British people are not made. *Key English 7-9* concentrates on describing British spare time activities, such as football, fishing, collecting stamps, horse-riding, board games and water polo (Key English 7:68-69). The national saint of the English is Saint George (Key English 7:124) and cricket is mentioned as "popular summer sport in England" (Key English 7:126). *Key English 7-9* also presents the daily life activities of an English school girl in a text that describes her normal school day (Key English 7:36). English moral beliefs are presented in a piece of text about an animal rights activist (Key English 9:93). The people of Northern Ireland are mostly Protestants and *Key English 7-9* also informs learners of the Troubles between the Protestant majority and Roman Catholic minority in Northern Ireland (Key English 8:54).

There are no separate texts about beliefs and behaviour of the Scottish and Welsh people.

Key English 7-9 states that ninety percent of the Irish people are Roman Catholics (Key English 8:54) and their patron saint is Saint Patrick (Key English 7:53) but their moral beliefs are not specified. Irish people are into sport in their spare time. The favourite hobbies of the Irish are football, hurling, Gaelic football, golf, horse racing and fishing (Key English 8:55). Other spare time activities are music and literature (Key English 8:55).

The moral beliefs of the Canadians mentioned in *Key English 7-9* deal with nature protection (Key English 9:20). The textbook-series presents learners with Canadian wildlife and talks about Canadian nature conservation (Key English 9:18-22). According to the textbook-series the number one pastime in Canada is ice hockey (Key English 9:54). Canadians play ice hockey, watch ice hockey games on television or go to see a game at the ice hockey rink.

The only reference to the religious beliefs of the Australians is the piece of text about Uluru or Ayers Rock, as it is also known, which is a sacred place for many Aboriginal tribes (Key English 9:98). The text does not, however, state the reason for this. Once more *Key English 7-9* concentrates on describing people's spare time activities, which for the Australians are rugby, cricket, swimming, surfing, tennis and Australian rules football (Key English 9:98). Besides doing different sports Australians are said to spend a lot of time on the beach (Key English 9:98).

The information of the belief and behaviour of the New Zealanders deals with only with the daily life routines. Learners get to read about a typical school day in New Zealand (Key English 7:40). Furthermore, *Key English 7-9* presents learners with a list of the most popular sports in New Zealand. New Zealanders are into adventure sports, like hang gliding, bungee jumping, skydiving, rock climbing and surfing but even some more traditional sports are popular, like rugby and cricket (Key English 9:100).

Learners do not find out much about the beliefs and behaviour of the South Africans, Indians or Jamaicans. Indian religious beliefs are referred to when a Swedish girl mentions the hundreds of cows who roam free around the streets of India (Key English 8:44). But it does not even tempt to explain why the situation is so. According to *Key English 7-9* Jamaica is music (Key English 8:48). Reggae, calypso and hip-hop are a very important part of the daily life in Jamaica.

8.4.3 Suggestions and comments

As the results show religions, moral beliefs and values seem to be a taboo in Finnish textbook-series. I find this very surprising and odd since beliefs, values and morals are the basis for our behaviour. How can we learn to understand and get along with people from other countries if we do not know why they behave the way they do? Even though people in many target countries and Finland may basically share the same religious values and morals, it does not mean that we are all alike and that beliefs, morals and values do not, therefore, need to be discussed. Learners need to be aware of both the differences and similarities so that they can properly function in a foreign environment. Omission does in no way enhance intercultural understanding. The only information learners receive of people's daily life routines are basically their hobbies. I believe that the reason for this is the fact that learners do not really get to know any of the people they meet on the pages of the textbook-series. It is always so that one person discusses one aspect of his or her life and is never mentioned again. If a textbook-series concentrated on describing the lives of just a few people learners would get to know the people and their every day lives better and even get to see the world through their eyes.

8.5 Socio-political institutions

The next principle in the content of cultural learning suggested by Byram, Morgan and colleagues are *socio-political institutions*. This principle includes health-care, law and order, social security, local government, government and elections, trade-unions and the arts. The features of this principle are not given very much attention in the two textbook-series I analyzed. Some socio-political institutions are mentioned in the texts but very often they are left without further explanation.

8.5.1 The News Headlines 1-8

One of the basic texts in *The News Headlines 1-8* can be categorised under this principle and its feature law and order. In unit eight learners get to read about the worst bank robbers in history and the worst driver ever (*The News Headlines 1-4:160-161*). Both of these pieces of texts deal with people breaking the law and order and are therefore punished for their actions.

The American socio-political institutions mentioned on the pages of *The News Headlines 1-8* are the Pentagon, the President of the United States and

Nato(The News Headlines 5-8:16-19). The textbook-series gives definitions for the Pentagon and Nato but does not describe their functions any further. The only reference to the law and order in the United States is the piece of text about the Guardian Angels or vigilantes who patrol trains, parks, roads and streets in order to stop crime (The News Headlines 5-8:174). American legal system or regular police forces are not mentioned.

According to *The News Headlines 1-8* the four parts of United Kingdom, namely England, Scotland, Wales and Northern Ireland, share the same government (The News Headlines 5-8:93). Learners are also told that the country is governed by a king or a queen and that “the eldest son of the British Monarch holds the title of Prince of Wales” (The News Headlines 1-4:246). The Houses of Parliament is also mentioned in the text but only because of its clock tower Big Ben (The News Headlines 5-8: 192).

Socio-political institutions of other English-speaking countries are hardly mentioned and I will therefore deal with them in a single paragraph. Learners find out in *The News Headlines 1-8* that Ireland, India and Singapore are republics (The News Headlines 5-8:91, 232). Whereas Australia is a commonwealth country and New Zealand is a dominion but the terms are not explained to learners (The News Headlines 5-8:89-90). Furthermore they are told of the law and order in Singapore. They find out that the number of children in a family used to be regulated there and that any kind of crime is heavily punished, like chewing gum (The News Headlines 5-8:80). The socio-political institutions of Canada and South Africa are not mentioned at all.

8.5.2 Key English 7-9

Key English 7-9 gives out more detailed information about the socio-political institutions of the target cultures than *The News Headlines 1-8* does. But certain features of this principle, like local government, elections and trade-unions are not told of at all. One of the basic texts in the textbook-series deals specifically with socio-political institutions. Text B in unit 25 informs learners of the services provided by the post offices, police stations and health care centres (Key English 9:74-75).

On the pages of *Key English 7-9* learners can read about some American socio-political institutions. Learners are told how the FBI fights crime in

the United States (Key English 8:58) and the New York Fire Department fights fire (Key English 8:118-119), and how NASA sends astronauts to space from its headquarters in Texas (Key English 8:90). Furthermore learners find out that the United States consist of fifty States which is the amount of stars in the American flag “Stars and Stripes” (Key English 8:81). Learners are also told where the United States got one of its nicknames “Uncle Sam” (Key English 8:92).

When reading about Britain in *Key English 7-9*, learners find out about Queen Elizabeth and Prince Charles (Key English 8:18). Furthermore they find out that the United Kingdom is a member of the European Union but likes to hold on to its special relationship with the United States and their former colonies (Key English 8:18). Another British socio-political institution mentioned on the pages of this textbook-series is the British Red Cross for whom a group of teenagers decide to raise money by selling their own unwanted clothes (Key English 7:96-97). *Key English 7-9* informs learners of the law and order in Britain in the form of a couple of laws, contemporary and old. When cars were a new phenomenon in British society at the end of the 19th century, there was a law that stated that “when a car was on the road someone had to walk in front of it and wave a red flag” (Key English 8:33). A more contemporary law concerning child labour in Britain is also explained to learners in this textbook-series (Key English 9:65). Learners are also reminded to look right when crossing a road in Britain since they drive on the left (Key English 7:62). The socio-political institutions of specifically England, Scotland, Wales and Ireland are not mentioned in *Key English 7-9*.

The information learners receive of the socio-political institutions of Canada deal with law and order, government and local government. *Key English 7-9* presents Canada as a member of the Commonwealth but mentions also that its most important influence today is the United States, not Britain (Key English 9:52). Learners also find out that the head of state in Canada is the king or queen of England and the head of government is the Prime Minister (Key English 9:52). Furthermore, learners are told of the Canadian Inuit who since 1999 have had their own self-governing territory called Nunavut (Key English 9:54). *Key English 7-9* also informs learners of the Mounties, Royal Canadian Mounted Police, who uphold the law and order in parts of Canada (Key English 9:52). The Mounties are known for their red tunics and broad-brimmed hats.

The head of state of Australia is the king or queen of England and the head of government is the Prime Minister (Key English 9:97). Australia is also presented as a member of the Commonwealth (Key English 8:47-48). *Key English 7-9* also tells learners of the challenges of health care in a country as large as Australia and how Australians founded the Flying Doctor service to help with those challenges (Key English 9:98). New Zealand is also presented as a member of the Commonwealth (Key English 8:49). The head of state of New Zealand is the king or queen of England and the head of government is the Prime Minister (Key English 9:99).

Other Commonwealth countries are South Africa, India and Jamaica (Key English 8:46-49). Learners also find out that the head of state of South Africa is the president (Key English 8:49). They are also informed of the irregularities in the Indian public transport system (Key English 8:44) and India's own space programme (Key English 8:46). That is all the information of the socio-political institutions of the target cultures presented in *Key English 7-9*.

8.5.3 Suggestions and comments

The categories in this principle have such an enormous effect on people's lives that the lack of information here was once again really surprising to me. Learners did not get to know anything about the health-care, social security, local government, government and elections, and trade-unions in any of the English-speaking countries in neither of the textbook-series. I have experienced in my own classroom that learners are interested in social and political matters and like to discuss the differences in those areas between the English-speaking countries and Finland. Therefore, I think that these issues should receive more attention in English textbook-series. The only category that gets more than just a mere mention is law and order. However, the information is yet again rather superficial and really does not present learners with anything new, since they have already seen it on TV. Many learners think that they know quite a lot about the law and order in some English-speaking countries, especially the United States, through different fictional TV-shows and movies that depict the lives of lawyers and police officers. The reality can, however, be very different. Since these TV-shows and movies are rather popular and learners do assume things to be the way they see it on television or the big

screen, an English textbook-series should include some realistic texts about these institutions.

8.6 Socialisation and the life-cycle

The next principle in Byram, Morgan and colleagues' content for cultural learning is socialisation and the life-cycle. This principle includes the following categories: families, schools, employment, religion, military service and different kind of ceremonies. Since both of the textbook-series are written for secondary school children, the features of this principle deal mainly with the lives of teenagers. Grownups are almost always parents and they very rarely give any further information about their own lives. Both textbook-series, however, introduce learners with a couple of adults who tell learners of their own professions.

8.6.1 The News Headlines 1-8

Even though *The News Headlines 1-8* does not give much information about this principle in its textbooks, there are several texts that deal with this principle. These texts are, however, rather superficial and do not do much to help learners to understand what it is like to live in a certain country and be a member of a certain cultural group. In the basic text in unit three learners get to read what happened to an American family from Sedona, Arizona when a coyote tried to catch their little puppies (The News Headlines 1-4:46-47). Even though the main focus of the story is on the family pets, learners get to read something about farm life in America. Another text that deals with this principle is a little piece of text that informs learners of different wedding customs (The News Headlines 5-8:69). Learners find out about Eskimo, Orthodox, Jewish, Hindu and Western types of wedding ceremonies. The basic text in unit eighteen deals with teenage trends and rebellion in five different decades from 1950s to the 1990s (The News Headlines 5-8:102-105). What happened in each of the decades is told by a person who was a teenager then. There is also a very good text as a reading comprehension in unit eighteen (The News Headlines 5-8:108-109). This text tells learners how different cultures celebrate or mark childhood's end and the beginning of adulthood. The examples in the text are from Finland, Israel, Polynesia, Britain and America. The basic text in unit twenty also covers issues that have to do with this principle (The News Headlines 5-8:148). This text presents learners with a couple of young people who have created jobs for

themselves and opened up their own businesses to avoid unemployment. Also the basic text in the following unit, unit 21, deals with socialisation and life-cycle (The News Headlines 5-8:164). This text tells of parents who have had problems with communicating with their teenage children and have therefore entered and gone through a parenting course. In unit 25 learners get to read a poem by a teenage boy from London, England whose parents are from Jamaica (The News Headlines 5-8:251). This poem shows brilliantly the cultural differences of the two countries and it also reveals how times have changed from when the boy's parents were teenagers to his own teenage years.

The socialisation and life-cycle of the Americans is presented in *The News Headlines 1-8* in four pieces of text. Learners are told about Halloween, a very popular festival in North America when children go 'trick or treating' (The News Headlines 1-4:246). Learners get to meet an American boy Thomas whose best friend is his grandmother who raised him because his parents were not able to do it properly (The News Headlines 1-4:198). Another kind of American family is the Skeen family from Texas with a mum, a dad and two children, a girl and a boy (The News Headlines 5-8:78). Learners are not told anything about the family but shown a photo where they stand outside their home with all their belongings spread on the lawn in front of their home. Furthermore there is a piece of text that I already mentioned in the preceding paragraph where an American boy tells learners about his rite of passage into adulthood (The News Headlines 5-8:108-109). His rite of passage was passing the driving test.

As an example of a British family learners get to read of Allison Hargreaves, the mother of Kate and Tom, who at the age of 34 climbed Mount Everest (The News Headlines 1-4:216). The rite of passage to the adulthood for the British Katie was smoking cigarettes (The News Headlines 5-8:109). Even though they tasted horrible and made her puke, she still wanted to look like a grown-up. Learners get to read about two English families, Naomi's and Vicky's (The News Headlines 1-4:192). Naomi's family consists of a mum, a dad, a brother, a sister and two nephews, whereas Vicky does not have any brothers or sisters only a mum and a dad. The socialisation and the life-cycles of the Scottish and Welsh people are not discussed in this textbook-series. *The News Headlines 1-8* does mention something about the life-cycle of the Irish boy Brian when learners are told of his first love Cathy (The News Headlines 5-8:60).

The socialisation and the life-cycle of the Canadians is discussed in the basic text about the French-Canadian Yvon where he mentions a few things about his family (The News Headlines 5-8:81). His family lives on farm which they took over from Yvon's grandparents and he will take over the farm from his parents pretty soon. In his family the traditional way of life goes on from one generation to another. Learners get to meet two Australian brothers, one of whom is handicapped and sits in a wheelchair (The News Headlines 1-4:198). Learners are also told of the Australian Christmas which is celebrated by eating roast turkey and Christmas pudding and swimming in the ocean since it is summertime in Australia in December (The News Headlines 5-8:89).

The socialisation and the life-cycle of the New Zealanders is not discussed in *The News Headlines 1-8*. Two South African families are mentioned but learners do not find out what kind of families the two South African girls are a part of (The News Headlines 1-4:199). In Singapore they used to limit the number of children in a family in the 1970s but that was cancelled in the 1980s (The News Headlines 5-8:80). Therefore the Singaporean girl learners get to know in the textbook-series is the youngest of four children. The socialisation and the life-cycle of the Indians is not given much attention but learners do get some idea of the marriage-process in India through the text about an Indian marriage which I already discussed in paragraph 8.1.1.

8.6.2 Key English 7-9

The socialisation and the life-cycle of the English-speaking peoples in *Key English 7-9* deals more with schools than *The News Headlines 1-8* in which school was hardly mentioned. This can clearly be seen in the basic texts that inform learners of the school systems of different countries. Most of the texts in *Key English 7-9* deal with secondary schools in different English-speaking countries. Nursery schools, kindergartens and primary schools are not talked about in the textbook-series probably because students read about them when they themselves are in primary school. There is, however, one text about a little boy called Laurie who has some trouble getting used to kindergarten (Key English 9:128-129). What options and possibilities students have after the secondary school is given very little attention. The only options mentioned are college and university (Key English 8:69). What students are able to study in a college or a university or whether there are other

schooling possibilities, such as vocational schools, is not discussed. The basic text in unit three tells learners of a typical day in an English secondary school (Key English 7:36). Learners are also given an example of an English secondary school timetable (Key English 7:34). Another text in the same unit deals with a typical day in a secondary school in New Zealand (Key English 7:40). The American school system from nursery school to college or university is presented in the basic text in unit fourteen (Key English 8:69-70). The textbook-series also includes an extract from Nick Hornby's book "About a boy" where learners get to read of the school experiences of a twelve-year-old Marcus who has just started in a new school in London (Key English 9:136-137). This text deals with bullying which is also dealt with in a basic texts in unit seventeen where learners get to read about a new girl in the class who gets bullied by another girl in the same class (Key English 8:102-103). The whole unit 17 deals with bullying and how to fight it. The textbook-series also talks about families in different English-speaking cultures but this is done rather superficially. Learners find out how many members there are in a certain family but do not get any further information about their every-day-life. And since learners are given very little information about the families of the teenagers they get to know on the pages of *Key English 7-9*, the other principles of the category *socialisation and life-cycle* such as employment, religion, military service and different ceremonies are hardly mentioned.

The socialisation and the life-cycle of the Americans concentrates on describing different families. Learners meet a thirteen-year-old Daniel who does not have any brothers or sisters (Key English 7:8). Learners are also told that he lives in the country in Texas but his parents are left without a mention. Learners are also told of an American family that consists of mom Cheryl, dad Brad and children Ricky, Rachel and Daryl (Key English 8:60-61). The text describes their regular Saturday shopping trip to the mall. Here learners get a good glimpse in to a day in the life of an American family. Another description of a day in the life of an American family is described in the text about the events of the September 11th, 2001 (Key English 8:118-119). Here a fifteen-year-old Melissa tells her family's story on that tragic day. Melissa's mother works at a bakery and her father is a firefighter. Melissa's father was working that day and Melissa tells learners of the anxiety and worry she and her mother endured while waiting for news of her father. Melissa's father survived and continues to work as a firefighter in New York City. The religious beliefs of the

Americans are dealt with by mentioning what different religious groups there are in America (Key English 8:94). How the people in these religious groups practise their religion and how the religion manifests in their daily lives is not discussed. The other principles of this category are not mentioned.

Since I already discussed the British school system in the first paragraph of this chapter, I will here concentrate on the other categories of the socialisation and life-cycle of the British people. Unfortunately, there is not a lot to write about. The presentation of British families in *Key English 7-9* is rather superficial. Learners meet quite a few British teenagers on the pages of this textbook-series but their families are either not mentioned at all or are just referred to by telling learners how many members there are in the family of this particular teenager. Learners find out, for example, that Greg who lives in Calstock, England has a mom, a dad and two brothers and two sisters (Key English 7:10). A Scottish girl Annie has a twin sister (Key English 7:8). As does a British boy Sean who talks about his and his sister's hobbies in his diary (Key English 7:68-69). What British families do together is not mentioned. Neither is the religious customs, employment, military service nor different ceremonies of the British people.

Key English 7-9 does not say much about the schools in Ireland. Learners are told that a fourteen-year-old Sandy is taken to school by her mother (Key English 7:8) and the only other reference to Irish schools is in the caption to the picture taken of the Old Library in Trinity College in Dublin (Key English 9:105). On the pages of this textbook-series learners get to meet six Irish families. Two of these families are only mentioned as we learn more about the teenager in that family. But four of the families become more familiar to learners as they read about the pocket money the teenager in each family receives (Key English 7:84-85). Learners get to read of different kind of families where children's monthly allowance varies from zero to 300 euros per month depending on the family's economic situation. Even though the text talks about the economic situation in the four Irish families it does not say how the families earn their money and whether both of the parents work outside home. This means that the employment of the Irish people is not discussed. Irish religious customs are only referred to by stating that 90 percent of the Irish are Roman Catholics (Key English 8:54). There are no references to the military service nor the different ceremonies when dealing with the Irish people.

Key English 7-9 does not say much about the *Socialisation and the life-cycle* of the Canadian people. Learners get to meet a young Canadian boy Kirk who tells them about his life changing experience of how he moved from a small village into a large city (Key English 7:11). The information learners receive of Kirk's family is the only information they get of a Canadian family. Kirk's family consists of Kirk's mother, brother, sister and Kirk himself. Even though the textbook-series talks a lot about Canada, it concentrates on describing its nature, climate, peoples and cities and not individual people and their lives. Besides Kirk's story the only reference to the socialisation and the life-cycle of the Canadians is given when a Canadian student Jean Rousseau, who talks about Montréal and bilingualism, is said to study at McGill University (Key English 9:47). The employment situation, religious aspects in life, military service and other ceremonies of the Canadians are not discussed in *Key English 7-9*.

When talking about the *Socialisation and the life-cycle* of the Australians *Key English 7-9* tells learners how children who live in the Australian outback cannot go to school because there are no schools nearby so they have to study by listening lessons on the radio, watching videos or using the Internet (Key English 9:98). Australia's regular school system as well as other principles of the *Socialisation and life-cycle* are not introduced.

An example of a regular day in a New Zealand school is given when learners get to read of a fourteen-year-old John who goes to Waitakere College in Auckland (Key English 7:40). In New Zealand school starts in February and finishes in December just in time for their summer holiday. John also informs learners of other differences in the school system of New Zealand when compared to the school system in Finland. In New Zealand pupils wear uniforms and their curriculum is a bit different too. John's timetable includes such subjects as social science, technology and Japanese. There are some similarities as well. Lessons in New Zealand last forty-five minutes like they do in Finland as well, and the school days are also equally long in both countries. Another similarity that comes across in John's story is that in both countries pupils can get detention for misbehaving or playing truant. Learners do not get to meet any New Zealand families but they do find out something about the employment situation of the New Zealanders as they get to meet a 21-year-old Jenny who works as a web designer (Key English 9:58). *Key English 7-9* does not present learners with information of the religious ceremonies or military service of the New

Zealanders but it does mention a tribal ceremony. Maoris, the first people to live in New Zealand, are famous for their tribal ceremonies. New Zealand's national rugby team, The All Blacks, performs a traditional Maori war dance before their every match (Key English 9:100). This tribal dance is called haka.

The categories of the *Socialisation and the life-cycle* of the South Africans, Indians and Jamaicans are not discussed on the pages of *Key English 7-9*.

8.6.3 Suggestions and comments

Even though both textbook-series presented learners with many families from different English-speaking countries, they were all very much alike. There were only one or two cases where the family did not consist of a mother, a father and a couple of children. The only exceptions to this rule were single-parent families. I could not help but wonder if it really is true that single-parent families and other kinds of families are very rare in the English-speaking world, and that the traditional family is still so dominating. There were no families where the mother or the father had remarried or families where the grandparents were included in the immediate family, for example. A textbook-series could provide a more varied presentation of the families in different English-speaking countries. A category that was hardly mentioned in either of the textbook-series was employment, even though it is a subject that touches the lives of the teenagers as well as their parents and can have a major effect on their lives. It would have been interesting to read, for example, if it is as common for mothers to work outside home in India as it is in Finland. Also, since many Finnish teenagers live in a family where either one or both of the parents are unemployed it would also have been interesting to find out what a regular day is like in a Canadian family where the parents are unemployed. Unemployment can be a difficult and hard time for a family and therefore not often discussed. Texts about it in an English textbook can make learners understand that unemployment is a world-wide phenomenon that can be a part of everyday life anywhere for anybody and thus nothing to be ashamed of. The textbook-series could also have included more information about religious and other kinds of ceremonies. Since most of the learners have just taken or will soon be taking part in the confirmation ceremony, it could be interesting for them to get some information about the same ceremony and the confirmation classes and camps in some English-speaking countries. The biggest delight in this principle was the text about a typical day in a secondary school in New

Zealand in *Key English 7-9*. It gave an excellent opportunity for learners to compare their own school life to that in other countries. There should be more texts like this one. Unfortunately, *The News Headlines 1-8* did not include a single description of a typical school day in any of the English-speaking countries it mentioned on its pages.

8.7 National history

This principle in Byram, Morgan and colleagues' content for cultural learning consists of national historical periods, important historical and contemporary events and also the national boundaries and how they have changed during the nation's history. Neither of the textbook-series being analysed give learners any historical overviews of a particular country's past but concentrate on describing certain isolated events from here and there on a country's historical timeline. This means that historical periods are hardly mentioned and special events are dominating this principle. National boundaries and the changes in them are mentioned in very few cases. The current boundaries are pictured in the maps of different English-speaking countries that *Key English 7-9* presents on its pages. Surprisingly, *The News Headlines 1-8* does not include maps of different English-speaking countries.

8.7.1 The News Headlines 1-8

When reading *The News Headlines 1-8* learners come across a couple of units which deal with general historical issues. In unit 22 learners get to travel through some important and famous events from the history of the world (The News Headlines 5-8:190-191). This story of the world includes such events as the eruption of Vesuvius, the birth of Mohammed in Mecca, The French Revolution, the invention of the telephone, the start of the Second World War and many more. The basic text in unit 18 tells learners the history of youth culture from its beginning to the present (The News Headlines 5-8:102-105). The text informs the youth of today of the rebellious 1950s, the hippies of the 1960s, the anarchy of punk rock in the 1970s, the rap music of the 1980s and the techno era of the 1990s. All the other historical information given in *The News Headlines 1-8* is concerned with a particular country's history.

The presentation of the American national history in *The News Headlines 1-8* deals mainly with certain special historical and contemporary events. Learners find out that Christopher Columbus discovered America on October 12th, 1492 when he arrived at an island in the Bahamas (The News Headlines 1-4:230).

Learners are also told that the United States declared its independency in 1776 (The News Headlines 5-8:92); the work on the first American railroad began in 1828 (The News Headlines 1-4:74); Charles Lindbergh was the first man ever to fly from New York to Paris non-stop in 1926 (The News Headlines 1-4:230); it rained ice in Long Beach, California in December 1955 (The News Headlines 1-4:130); and the American Neil Armstrong was the first man ever to walk on the moon in July 1969 (The News Headlines 1-4:188). Learners also find out when slavery was abolished in the USA, when the first atomic bomb was dropped and when the Wright brothers flew the first flight (The News Headlines 5-8:180). Furthermore learners are told that three American cities have hosted the Olympic Games (The News Headlines 5-8:207). Besides these certain individual events in American history *The News Headlines 1-8* tells learners that Americans are descendants of European pilgrims, African slaves, European immigrants, South and Central Americans or Asians and reveals simultaneously some important eras in American history (The News Headlines 5-8:92). There are also a couple of texts where learners get a more personal account of a historical event in the United States. The first of these texts is a young black girl's account of the events of her first day in a white school in Little Rock Arkansas in 1957 (The News Headlines 5-8:86-87). The other more personal account tells learners of more contemporary event in the American history. It was Tuesday evening in November in New York City during the rush hour when all of a sudden north-eastern USA and south-western Canada suffered from the biggest power break in the history of electricity (The News Headlines 5-8:265-267). The power break lasted for twelve hours and 30 million people were affected by it.

When dealing with the *National History* of Britain *The News Headlines 1-8* concentrates on mentioning certain special and important facts and events. Learners find out such miscellaneous facts as Caesar who lived about 100-44 BC invaded Britain and conquered most of it (The News Headlines 5-8:207) and that London has functioned as an Olympic city twice in 1908 and 1948 (The News Headlines 5-8:207). A more detailed description is given of the Great Fire of London in 1666 (The News Headlines 5-8:208), and of the maiden voyage of the Titanic (The News Headlines 5-8:241). Another more detailed description of a historical event is the story of the British expedition to the South Pole of the Antarctic led by Captain Robert Falcon Scott (The News Headlines 1-4:224-227). The tragic story includes

entries from Scott's diary that was found beside his body eight months after the last entry.

The textbook-series also mentions a couple of particularly English historical events. The first of these is the world's first railway the Stockton and Darlington line which was opened in 1825 (The news Headlines 1-4:74). The other is the curious incident that took place in Trowbridge in England on June 16th in 1939 (The News Headlines 1-4:130). The historical event that occurred on that day was a shower of frogs. The *News Headlines 1-8* does not give any information of the National History of Scotland. An event in the National History of Wales is mentioned when learners are told that Wales was united with England in 1536 and is now part of the United Kingdom (The News Headlines 1-4:246). The presentation of Britain includes the explanation of the contemporary boundaries of the country. According to *The News Headlines 1-8* the United Kingdom consists of the island of Great Britain which contains England, Scotland and Wales, and Northern Ireland (The News Headlines 5-8:93).

The historical information learners are given of Ireland includes the explanation of the contemporary national boundaries (The News Headlines 5-8:91). Furthermore, learners are told of Ireland's independency (The News Headlines 5-8:91). What is strange here is the fact that the textbook-series mentions two separate years 1921 and 1949 but does not give any explanation to this.

The same occurs with Canada's presentation (The News Headlines 5-8:91). Here again learners find out that Canada became independent in 1867 and then again in 1982 but what these two different years mean is not explained to learners. Another event in the history of Canada that is mentioned in *The News Headlines 1-8* is the Olympic Games that were held in Montreal in 1976 (The News Headlines 5-8:207).

The information learners receive of the *National History* of Australia begins with the arrival of the Aborigines from Southeast Asia about 40,000 years ago (The News Headlines 5-8:22). The text goes on to describe what happened to the Aborigines when the European settlers arrived in 1788. Learners are also told that many of the Europeans who came to Australia were British convicts (The News Headlines 5-8:89). Further along the pages of the textbook-series learners get to answer to a question about James Cook's arrival on Australia (The News Headlines 5-8:180). Soon after that they can read that the man who discovered Australia was

Willem Jansz (*The News Headlines* 5-8:191). Even though *The News Headlines 1-8* talks about the discovery of Australia and mentions two names, it does not, however, tell learners why two different names were given, that is to say who discovered what. Another important historical event took place in Australia in 1901 when it became independent (*The News Headlines* 5-8:89). Once again the textbook-series lists the Australian cities that have acted as Olympic Cities, namely Melbourne in 1956 and Sydney in 2000 (*The News Headlines* 5-8:207).

The information learners receive of the *National History* of New Zealand deals with its inhabitation. New Zealand was first inhabited by the Maoris (*The News Headlines* 5-8:90). According to the textbook-series the first Europeans arrived in the early 19th century. New Zealand got its independency in 1907.

The information given about the *National History* of Singapore in *The News Headlines 1-8* is limited to mentioning the year of independency, which occurred in 1965 (*The News Headlines* 5-8:90).

8.7.2 Key English 7-9

As a piece of general history *Key English 7-9* includes a text where learners are told of the inventions that have made it easier for us humans to move around in (*Key English* 8:32-33). Learners are told of the invention of the wheel about 5,000 years ago, the Scottish engineer James Watt's steam engine, Robert Fulton's steamboat, Robert Stephenson's steam locomotive, Karl Benz and Gottlieb Daimler's "horseless carriages" and Orville Wright's 37 metres long first flight. Other historical information on this textbook-series deals with individual English-speaking countries and their members. When the historical information in *The News Headlines 1-8* was scattered all over the pages of the textbook-series, in *Key English 7-9* it is mostly presented together with the country's presentation. So it is easier for learners to connect certain information with a certain country and remember it afterwards.

The presentation of the *National History* of the United States in *Key English 7-9* covers information dating from about 40,000 years ago to the beginning of the 21st century. The earliest information deals with the arrival of the Native Americans from Asia (*Key English* 8:94). The textbook-series also refers to Christopher Columbus as the man who discovered America (*Key English* 8:80). As a result of this European settlers began to arrive to the United States from the 16th century onwards (*Key English* 8:94). There are a few references to the days of the

“Wild West” and the famous people of that time, like Sitting Bull, Buffalo Bill, the Apaches and the Sioux, Cochise and Geronimo (Key English 8:88,91). Learners also find out that Americans celebrate their independence day on 4th of July, since on that day in 1776 it declared its independency from Britain (Key English 8:92). The first president of the United States was George Washington (Key English 8:58). Slavery is also mentioned as the textbook-series tells learners that a large amount of the African Americans are descendants of slaves that were brought to America to work on tobacco and cotton plantations during the 17th, 18th and 19th centuries (Key English 8:95). *Key English 7-9* also gives a short description of the famous battle of Alamo in San Anton, Texas in 1836 (Key English 8:95). Since over the years millions of people have immigrated to the United States from all over the world, nearly every American can tell something about his or her family's background and arrival to the country. In *Key English 7-9* this is done by a boy named Eric who tells how his mother's ancestors came to America from Stavanger in Norway (Key English 8:71). A more contemporary event is described on a piece of text where a young girl Melissa tells learners about the attack on the World Trade Center in New York on September 11th 2001 (Key English 8:118-119). She describes the day as “one of the worst days in American history” (Key English 8:119).

Key English 7-9 does not say much about the *National History* of Britain nor its parts England, Scotland and Wales. Learners find out that the world's first railway line opened in England in 1825 between Stockton and Darlington (Key English 8:32). They also get to read about and listen to the legend of King Arthur who is believed to be a real Celtic war leader who lived around 400 and 600 AD and fought against the Anglo-Saxons (Key English 8:122). Furthermore learners are told of the origins of the celebration of Guy Fawkes' Night (Key English 7:126). Similarly to *The News Headlines 1-8* also *Key English 7-9* deals with the tragic story of the Titanic (Key English 8:37-40). Here it is told by two teenagers who were travelling on the ship. Another piece of British history is told in the text about the Scottish doctor, missionary and explorer David Livingstone (Key English 8:50-52). The text tells learners his life-story and includes Richard Stanley's famous words: “Doctor Livingstone, I presume” which he uttered when he met Livingstone in Africa. The *National Histories* of Scotland and Wales are not dealt with in *Key English 7-9* but it does mention the situation and the Troubles of Northern Ireland (Key English 8:54).

The *National History* of Ireland is dealt with by telling learners that during the years many Irish people have left the country looking for a better life somewhere else. As an example the textbook-series mentions the emigration to America between the years of 1841 and 1925 when over five million people left their home country for the United States. That is all *Key English 7-9* says about the Irish *National History*.

The information about the *National History* of Canada given in *Key English 7-9* starts with the arrival of the Indians or the “First Nations”, as they now are called, but the text does not reveal when this took place (Key English 9:53). The next people to arrive were the Inuit (Key English 9:53). They arrived about 4,000 years ago. European settlers started to arrive in Canada in the 18th century (Key English 9:15). The textbook-series also mentions the fact that Canada was a British colony for hundreds of years (Key English 9:15). Some information of the French influence on Canada is given in the introduction of Montréal (Key English 9:46). Learners find out that the city is an old French settlement.

According to the *Key English 7-9* the Aborigines arrived in Australia from Southeast Asia more than 40,000 years ago (Key English 8:48, Key English 9:97). They were the first people to live in Australia. The Aborigines invented the boomerang and the didgeridoo (Key English 8:48). The first Europeans, of whom many were convicts from Britain, arrived in the late 18th century (Key English 8:48, Key English 9:97). They were then followed by people from many other European countries. The European settlers treated the Aborigines “rather badly” (Key English 8:48). Australia is part of the Commonwealth of Nations which means that it was once ruled by Britain (Key English 8:46).

The *National History* of New Zealand is also dealt with by telling learners about the arrival of the different parts of the population. According to *Key English 7-9* the Maoris arrived in New Zealand from the Pacific Islands “hundreds (maybe thousands) of years before the British” (Key English 8:49). They were the first people to live in New Zealand (Key English 9:100). Learners also find out that New Zealand was once under British rule which can be seen in the country’s flag (Key English 8:46, 49). The Union flag is still part of the New Zealand flag.

South Africa’s *National History* is yet again dealt with a couple of sentences. Learners find out that tens of thousands of Dutch and British settlers came to South Africa to look for gold and diamonds (Key English 8:49). South Africa was

also ruled by Britain once (Key English 8:46). The textbook-series refers to Apartheid by stating that until 1991 the whites and the blacks lived separately (Key English 8:49). Now things have changed which can be deduced from the fact that Nelson Mandela was the country's first black president (Key English 8:49). The information learners are given of the *National Histories* of India and Jamaica is limited to the fact that they both used to be part of the British Empire (Key English 8:46-48).

8.7.3 Suggestions and comments

Since both textbook-series concentrate on describing certain events from here and there in the history of the English-speaking countries they present on their pages, I do not believe that learners are able to remember much of the information later on. *The News Headlines 1-8* presented its information in a random order and in bits and pieces which makes it very hard for learners to get a concise understanding of the information they have been given. The information in *Key English 7-9* was more chronologically organised and there was more of it but I still would have hoped to find out something else besides the inhabitation history. Learners do get some information about the history of the English-speaking countries on their history lessons but the main focus there is, however, the history of Europe. An English-textbook could tell learners of the different historical periods of a particular country and the most important events in its history. The information should deal with events that the people of the country themselves consider as the most important events of their history. Also since the learners are Finnish, there could, in my opinion, be more information and details of the historical relations between Finland and the country in question. I am sure learners would be interested in finding out how the English-speaking countries have affected our lives and how we have affected theirs.

8.8 National geography

The areas of geography that should according to Byram, Morgan and colleagues be taken into account when teaching foreign language learners target countries' culture are distribution of population, areas of industrialisation, neighbouring countries, topography, climate and vegetation and the natural environment. Both of the textbook-series give learners geographical information about the English-speaking countries mentioned on their pages but in *Key English 7-9* geographical information

is given very much attention. Even though there is information about the *National Geography* of different English-speaking countries, this information tends to concentrate on describing countries' climate and vegetation and natural environment. Some information is given about the distribution of population but areas of industrialisation, neighbouring countries and topography are hardly ever mentioned in either *The News Headlines 1-8* or *Key English 7-9*.

8.8.1 The News Headlines 1-8

As the case has been with the previous principles, also the information and facts given about the *National Geography* in *The News Headlines 1-8* are scattered all over the pages of the textbook-series. It is impossible to get a coherent understanding of any country's geography since there is a piece of information here and another piece of information there. However, there are a couple of units in *The News Headlines 1-8* that deal with geography and nature, namely units 13 "Green" and 24 "Spaceship Earth" but the issues dealt with in these two units are universal or describe the situation in other than English-speaking countries. The only geographical information learners receive of several English-speaking countries is the area. I feel that this numeric information does not offer learners much since it is impossible to comprehend and understand a country's size on the basis of a series of numbers. It would help if the textbook-series compared a country's size to that of Finland. That would give learners a better idea and understanding than just plain numbers.

When learners study English with the help of the textbook-series *The News Headlines 1-8*, they find out that the area of the United States is 9,363,400 square kilometres (*The News Headlines 5-8:92*). They are also told that coyotes live in grasslands, open country and some mountain forests in North America (*The News Headlines 1-4:46-47,57*). Furthermore, the textbook-series informs learners of Honolulu's situation on the island of Oahu (*The News Headlines 1-4:74*), Death Valley and its moving stones (*The News Headlines 1-4:131,140*), and The Grand Canyon and Colorado River (*The News Headlines 1-4:174*). While talking about the birth of rap music, the textbook-series mentions Bronx and Harlem and gives a piece of information about the distribution of population by stating that Harlem is an area on the Manhattan in New York where the coloured people live (*The News Headlines 5-8:104*). Learners also find out that the highest mountain in the world is Mauna Kea

in Hawaii which measures 4,205 metres above sea level but continues an extra 5,547 metres below the sea level (The News Headlines 5-8:240). Other natural wonders in the United States according to *The News Headlines 1-8* are the Carlsbad Caverns with its limestone walls, stalactite statues and icicles in New Mexico, and the most famous geyser in the world “Old Faithful” in Yellowstone National Park (The News Headlines 5-8:237).

The geographical presentation of the United Kingdom in *The News Headlines 1-8* includes the area and the definition for the geographical term British Isles which refers to the islands of Great Britain, the Channel Islands, the Isle of Man and the whole of Ireland (The News Headlines 5-8:93). Another reference to British geography can be found in the description of the nature of the West Country with its “...sandy beaches, majestic cliffs, lonely open moors, deep valleys, ancient woodlands and historical towns...”. (The News Headlines 5-8:234). According to the text the West Country offers a traveller “the holiday of a lifetime” with its free-roaming wild ponies, rugged shipwrecking coastline and dark and secret caves (The News Headlines 5-8:234).

The geographical information given in the textbook-series that is particularly English is the mentioning of Norfolk and the explanation of the name as a county in eastern England (The News Headlines 1-4:124). Yorkshire is also mentioned and said to be a county in the north of England (The News Headlines 1-4:186). Even though the term county is used to explain parts of England mentioned in the texts, the textbook-series does not explain what the term stands for. Another reference to the English geography is the story of a survival course that takes place in Dartmoor in Devon (The News Headlines 1-4:135). The story tells learners how dangerous the English moors can be on a bad weather.

Scottish geography is dealt with by mentioning the country’s highest mountain Ben Nevis and largest lake Loch Lomond (The News Headlines 1-4:168). The country’s capital Edinburgh is mentioned twice (The News Headlines 1-4:168; The News Headlines 5-8:82).

The information given of Wales’ geography tells learners that it is situated to the west of England and that its climate is mild and rainy (The News Headlines 1-4:246). The distribution of the population and areas of industrialisation are also mentioned by stating that most of the population live in the south where there is heavy industry, like coal mining, oil refining and iron and steel

manufacturing (The News Headlines 1-4:246). Another reference to Wales' geography is the name of a village in northern Wales which I mentioned in paragraph 8.2.1.

The information given about the Irish *National Geography* in *The News Headlines 1-8* does not amount to much. The only fact learners find out is the country's size in numbers (The News Headlines 5-8:91). There are no other references to the geography of Ireland. The same occurs with Canada. Learners find out that Canada is a big country with an area of 9,970,000 square kilometres (The News Headlines 5-8:91).

According to the textbook-series Australia, "the world's smallest continent and sixth-largest country", has a warm climate that attracts people to move there even today (The News Headlines 5-8:89). And, since the country is at the opposite side of the world when viewed from Europe its seasons are opposite to ours (The News Headlines 5-8:89). When we in Europe have winter Australia is enjoying of summer and, when we have summer Australians have winter. Learners are also given a short presentation of Australia's special animals (The News Headlines 1-4:40,56,259). They are told of the kookaburra, the kangaroo, the koala, the platypus and the dingo. The textbook-series also mentions the Great Barrier Reef which is the best place in the world for scuba-diving (The News Headlines 1-4:104), and the Australian red-sand desert, the bush, where aborigines hunt for kangaroos and emus or pick and gather nuts and berries (The News Headlines 5-8:14,22).

New Zealand is said to consist of two mountainous islands, the North Island and the South Island (The News Headlines 5-8:90). Learners are also told that the scenery in both of the islands is beautiful. The area of New Zealand is 270,534 square kilometres. A reference to New Zealand's wildlife is made in the story of a porpoise called Jack who guided ships through the dangerous waters of New Zealand's coast (The News Headlines 1-4:136-137).

The information given of the *National Geography* of Singapore is limited to the mentioning of the city-state's area (The News Headlines 5-8:90). A little more information is given of the National Geography of India. Learners find out that India is the seventh largest country in the world with the land area of some 3,300,000 square kilometres (The News Headlines 5-8:232). India is also said to have a great variety of landscapes (The News Headlines 5-8:233). According to the *The News Headlines 1-8* this is the reason why there are so many marvellous plants

and animals in India (The News Headlines 5-8:233). Among these fascinating animals are elephants, tigers, lions and rhinos which are said to be rare nowadays due to hunting and destroying of the forests and grasslands, their traditional habitat. The *National Geography* of South Africa is not discussed in *The News Headlines 1-8*.

8.8.2 Key English 7-9

When *Key English 7-9* presents an English-speaking country on its pages, it likes to talk about the country's geography. Most of the information given of a country deals with its *National Geography*. *Key English 7-9* discusses all the characteristics in Byram, Morgan and colleagues' principle but not necessarily about all the English-speaking countries that it presents.

The presentation of the *National Geography* of the United States begins by pointing out to learners that "every part of the country is different, from Alaska in the north, covered with snow and ice, to tropical Florida in the south" (Key English 8:56). The geographical information continues with a few facts. Learners are told that the Mississippi-Missouri is the longest river in the United States, and that Texas is the largest state (Key English 8:58). After that the textbook-series concentrates on describing life and nature in a couple of American states. The first of these is Minnesota (Key English 8:69-70). The state is presented by a Welsh exchange student, who is shocked by the Minnesotan climate of snow. She also mentions America's 39 national parks of which the most famous is the Yellowstone National Park. Another national wonders mentioned in the text are Niagara Falls and The Grand Canyon (Key English 8:70). The next state presented in the textbook-series is California (Key English 8:79-80). The geographical information about California concentrates on describing some natural wonders of the state. Learners are told of the Giant Redwood Forest where it is possible to see trees that are 3,000 to 4,000 years old (Key English 8:80). The text also mentions Yosemite Falls, the second-highest waterfall in the world. Before the textbook-series moves on to talk about Nevada, it informs learners that the river that runs through New York City is called The Hudson River (Key English 8:88). Nevada is a state with a population of 2.1 million (Key English 8:89). It is 286,352 square kilometres big and its state bird is the Mountain bluebird. Nevada is said to be the state of Las Vegas, Death Valley desert and kangaroo rat, and the mountain range of Sierra Nevada where there is snow for almost half the year (Key English 8:89). Also the name of the state Nevada is a

geographical term since the Spanish word “covered with snow” is a reference to the states climate. The following presentation is of the state of Texas (Key English 8:90). The population of Texas is 21 million, ten times the population of Nevada, and its state bird is the Mockingbird. Learners are also told once more that it is the biggest state in the United States covering an area of 286,601 square miles which stands for 691,027 square kilometres (Key English 8:90). Furthermore, they get to know that Houston and Dallas are situated in Texas. The population of the next state, Arizona, is 5.2 million (Key English 8:91). Arizona’s area is 295,239 square kilometres and the state bird is the Cactus wren who builds its nest inside the giant saguaro cactus. The state is said to have “...the most fantastic sunsets in the world” (Key English 8:91). Then the text goes on to talk about the Grand Canyon. Learners find out that it is 350 kilometres long and in some places up to 1,620 metres deep. At the bottom of it runs the Colorado River which has worn down the canyon over millions of years and continues to do so even today. After presenting the previously mentioned states the textbook-series goes on to state some geographical facts about the entire country. The area of the United States is 9,629,091 square kilometres (Key English 8:94). The country’s national symbol is the American eagle (Key English 8:94). The geographical information about the United States is concluded by telling learners about the country’s national parks. Earlier in the textbook it was said that there are 39 national parks in the country (Key English 8:70) but now the number has risen to 54 (Key English 8:98)! These national parks are said to include “...high mountains, dry deserts, sandy coasts, grassy prairies and wooded mountains full of wild life” (Key English 8:98). The oldest of the national parks is Yellowstone National Park. It is the home of coyotes, wolves, antelopes, buffalo and elks. Yellowstone National Park is famous for its hot springs and geysers of which “Old Faithful” is the best known. According to the text it erupts about once every hour and spurts out 35,000 litres of hot water reaching up to the height of 45 metres (Key English 8:98).

According to *Key English 7-9* “The British Isles is the name for a collection of about 4,000 islands, including The United Kingdom and Ireland” (Key English 7:123). The text goes on to say that the biggest of these islands is Great Britain that consists of England, Scotland and Wales. The text book-series does not have much information about the *National Geography* of England. A couple of cities are mentioned in the text but only as places where the people learners are told of live. These cities are Manchester (Key English 8:105), and Bath (Key English 9:93).

Another city that is mentioned in the textbook-series is the capital London (Key English 7:124). Furthermore learners find out that the area of England is 130,439 square kilometres and population 57 million (Key English 7:124). In addition to this some English place names, like Matlock (Key English 8:27) and Calstock (Key English 7:10), and county names Cornwall (Key English 7:10) and Yorkshire (Key English 9:84), are mentioned here and there in the text but nothing more is said about them. Surprisingly the English climate, vegetation, natural environment, areas of industrialisation and distribution of population are not mentioned at all.

More attention is, however, given to the *National Geography* of Scotland. According to *Key English 7-9* Scotland has 5.2 million inhabitants and its area is 78,772 square kilometres (Key English 8:36). The highest mountain is Ben Nevis which goes up to the height of 1343 metres (Key English 8:36). Scotland's largest lake is said to be Loch Lomond which area is 70 square kilometres (Key English 8:36). The text mentions some Scottish place names like Inverness, Glasgow, Aberdeen, Edinburgh, the capital of Scotland, (Key English 8:36), Stranraer (Key English 8:28) and St. Andrews (Key English 8:36). Scottish climate is referred to in a statement about the weather in Edinburgh. According to the text it rains a lot in Edinburgh (Key English 8:80).

The weather in Wales is also said to be rainy. According to the two Finnish girls, who in the textbook-series tell learners about their trip to Wales, it rained every other day (Key English 8:25). The Welsh natural environment is said to be beautiful, varied and hilly (Key English 8:25). Learners are also told that the countryside is full of sheep and cows (Key English 8:25). The only Welsh place name mentioned in the text is Bangor in North Wales (Key English 8:108). The name of Wales' capital Cardiff is also mentioned in the textbook-series but only in a picture of the Welsh map (Key English 8:25).

Northern Ireland is described as "a beautiful, green country with lots of lakes, rivers and mountains" (Key English 8:55). Compared with other parts of the United Kingdom, it is not very large. Its area is only 14,160 square kilometres (Key English 8:53). The number of inhabitants amounts to about 1.7 million (Key English 8:53). The capital of Northern Ireland is Belfast (Key English 8:53).

According to an Irish boy who describes his own country Ireland is "the greenest and most beautiful country in the universe" (Key English 8:11). The same boy goes on to describe the natural environment of Ireland as being full of

meadows and moors. The climate is mild and rainy. The textbook-series presents Ireland geographically as “a large island on the western edge of Europe” (Key English 8:53). As in *The News Headlines 1-8* Ireland is also in *Key English 7-9* said to be “one island but not one country” (Key English 8:53). Ireland’s area is 70,282 square kilometres and its population is 3.8 million (Key English 8:53). Nearly one third of the population of Ireland live in the capital, Dublin, which makes it Ireland’s largest country (Key English 8:53). The writers of the textbook-series agree with the previously mentioned Irish boy and state once more that Ireland is very green (Key English 8:54). The country is therefore often called “The Emerald Isle”. The greenness is due to the warm and wet climate of Ireland. The Irish winters are mild and summers cool. The average temperature is about 6° C in January and about 15° C in July. Ireland’s natural environment is described as beautiful with rugged cliffs and rocks, soft green valleys and quiet bays (Key English 8:55). Besides Dublin also the city of Cork, situated in the south-west, is mentioned on the pages of the textbook-series (Key English 8:11, 55).

The geographical information learners receive of Canada in *Key English 7-9* truly is *National Geography* since the information deals with different parts of Canada. Not only does the textbook-series say how big Canada in numbers but it also explains what those numbers actually mean. Canada has an area of about 9.9 million square kilometres, which makes it the second largest country in the world, and means that it is bigger than the United States, the southern neighbour, and 40 times the size of Britain (Key English 9:14). Learners are told that if they travel across Canada they will be able to see every possible type of landscape and weather (Key English 9:14). The distribution of population is commented at by informing learners that over 80 percent of the people live within 300 kilometres of the United States border (Key English 9:9,52). The rest of the country is said to be “very thinly populated” (Key English 9:52). Many Native Americans live in reservations (Key English 9:15). Canada’s climate is told to be one of the coldest in the developed countries in the world (Key English 9:42). The temperatures can vary between -60° C in the far north in the winter and 40° C in the south during summertime (Key English 9:42). The presentation of Canada’s climate and weather in *Key English 7-9* is so detailed that learners are even told the names of the winds that blow across the country annually. The textbook-series also introduces learners to Canada’s wildlife. Learners get to read and see pictures of porcupines, deer, moose, caribou, black bear,

grizzly and even polar bears that live in the far north parts of Canada (Key English 9:20-22).

According to *Key English 7-9* most of Australia's area of 7,686,849 square kilometres is flat and dry but it has more beaches than any other country in the world (Key English 8:48, 9:98). Some 70 percent of the country is hot dry land called the outback (Key English 9:98). Learners also find out that Australia is the smallest continent in the world but at the same time it is world's sixth largest country (Key English 9:97). They are also told that if they put Australia on the map of Europe it would stretch from Sweden to the Greek Islands in the south (Key English 8:48). Some 90 percent of the Australians live in big cities, like Sydney and Melbourne and almost all live within a few kilometres of the sea (Key English 8:48, 9:98). Australia is said to have a pleasant climate where the sea never gets very cold (Key English 8:48, 9:98). The climate has also contributed to Australia's interesting animal life. In Australia learners can pump into animals like kangaroos, koalas, flying opossums, wombats and the duck-billed platypus (Key English 8:48, 9:98). The textbook-series also mentions a couple of Australia's natural wonders. Learners are told of the Great Barrier Reef but reminded to watch for sharks if they visit there (Key English 8:48). Furthermore, they get to know Uluru, four kilometres long and 348 metres high table rock, which is a sacred place to many Aboriginal tribes (Key English 9:98). Also in *Key English 7-9* as in *The News Headlines 1-8* learners are told how Australia's position on the opposite side of the world changes things. They find out that daytime in Europe is night-time in Australia and, that during autumn in Europe it is spring-time in Australia (Key English 9:98).

The information about the *National Geography* in New Zealand includes the country's area of 268,676 square kilometres (Key English 8:49). The size is explained a little further by saying that New Zealand is a little bigger than Britain. The textbook-series also tells learners that New Zealand consist of two main islands and a number of smaller islands (Key English 8:49; 9:99). According to a New Zealander Bill Murray, who presents his own country, the North Island is known for its volcanoes and hot springs whereas the South Island has the Southern Alps and is also known for its many lakes and waterfalls (Key English 8:49). Most of the New Zealanders live in cities or towns of which the largest ones are Auckland and the country's capital Wellington (key English 8:49). Both of these cities are located in the North Island. Many New Zealanders are a lot like Finns in that they

own holiday cottages by a lake or a river (Key English 8:49). The textbook-series describes New Zealand's nature as spectacular (Key English 9:99). When visiting New Zealand, learners will be able to see green valleys and forests, deep fjords, high mountains, hot springs, geysers and volcanoes, high waterfalls, deep lakes, wild rivers and sandy beaches. The climate is said to be mild and moist (Key English 9:99). It is never too hot and never too cold in New Zealand. Before people came to the islands New Zealand was inhabited by birds (Key English 9:99). Since they did not have any natural enemies, they lost the ability to fly. One of these birds was the kiwi which is now New Zealand's national bird. Nowadays New Zealand is known for its sheep (Key English 9:99). They were brought to the islands by the European settlers along with cows and pigs. The sheep population has since then grown up to be more than 100 million.

According to *Key English 7-9* the climate in South Africa is pleasant (Key English 8:49). The weather is never too hot during summer and never too cold during winter. Most of the country's area of 1,223,412 square kilometres is so called tableland, a high region of flat-topped hills. Learners are told that the country has some of the world's richest gold mines and diamond fields but the text does not reveal where they are located. Also the distribution of population is not discussed. However, South Africa's wildlife is described. According to the text the country's main tourist attraction is the Big Five which refers to the elephants, rhinos, lions, leopards and buffalo (Key English 8:49). The country has several wildlife reserves where the animals can be seen of which the most famous one is the Kruger National Park.

India is presented as a country with a hot climate (Key English 8:46). According to a Swedish girl Nina Karlsson who spent 56 days in India with her family the environment is too hot (Key English 8:44). India is a large country with an area of 3,287,590 square kilometres and a population of 900 million (Key English 8:46). Only China has more people than India. Learners are told that many Indians live in the north on the plains below the Himalayas (Key English 8:46). That is also where the country's largest rivers, the Ganges and the Brahmaputra, are situated. The largest cities are Delhi, Calcutta and Mumbai (Key English 8:44, 46-47). However, most of the people are farmers and live in villages (Key English 8:46).

Jamaica is presented to learners by a Jamaican radio reporter who describes her country using the words in a travel brochure and says that the country

is “a beautiful paradise in the middle of the Caribbean” (Key English 8:48). She tells learners that beside the country’s blue and green mountains there are hundreds of springs. That is also where the country got its name. The word Jamaica stands for “island of springs” (Key English 8:48). Furthermore, Jamaica is told to have an area of 10,991 square kilometres and the population of 2,6 million (Key English 8:48). The capital, Kingston, is mentioned in the textbook-series but the distribution of the population is not discussed. Learners do find out that there are a lot of farms in Jamaica that grow coffee, oranges, sugar cane, coconuts and bananas (Key English 8:48).

8.8.3 Suggestions and comments

The description given in *The News Headlines 1-8* concentrated on describing a country’s climate and vegetation and natural environment. The climate was often commented on with a single phrase and the vegetation dealt mainly with animals. The natural environment was described by telling learners of the country’s natural wonders whereas the environment where people live their everyday lives was not discussed at all. This kind of reporting reminds me of travel brochures where everything is described as beautiful and positive since the aim is to get people to visit the country in question. Since the main aim of a language textbook-series is not, however, to get people to travel to a particular country but to get those people to understand people in other countries, the textbook-series should deal with issues that are not always positive and beautiful, like floods, tornadoes, earthquakes and drought. Learners need to know how the environment and nature affect the lives of the people that live there and their behaviour. The omission of distribution of population, areas of industrialisation, neighbouring countries and topography could be fixed with a good map. A good map that shows the mountains, valleys, deserts, river, lakes, towns and cities and neighbouring countries can give learners a lot of information about a country’s geography. The travel brochure-like description continues in *Key English 7-9*. Learners are often even given advice for their visits. There is, however, much more information and learners are told of people’s natural environment, not just a particular country’s natural wonders. As has been the case in other categories also here the texts in *Key English 7-9* are more informative. This is due to the fact that the textbook-series pays more attention to describing different English-speaking countries and does so one country at a time. The information in

The News Headlines 1-8 is too scattered. Both textbook-series would benefit from paying more attention to learners' own country. Since the learners here are Finnish and know at least something about Finland and its geography, the information that they receive of the English-speaking countries would be more intelligible, clearer and made better sense if it was compared with the national geography of Finland.

8.9 National cultural heritage

The principle of *National cultural heritage* in Byram, Morgan and colleagues' content for cultural learning includes classical musicians and painters, authors and their most widely known works, artist and past and contemporary artefacts and people. Here the term culture is used in its popular meaning, which means it used to describe different art forms, not to describe people's way of life. So here I will present the information that is given of the arts in a certain country. Arts is a wide term that includes branches like music, literature, dance, theatre, architecture, paintings, sculptures, photographs and movies. Both textbook-series have a lot of information concerning this principle on their pages. But since the books are aimed for teenagers most of the information deals with popular culture. There is not a lot of information about the so-called classical artists and their works. Since the following principle includes the category of famous monuments, I will not discuss architecture under this principle.

8.9.1 The News Headlines 1-8

While studying English with the help of the textbook-series *The News Headlines 1-8* learners get to listen to many songs and read the lyrics in the textbook. There are such songs as "Cadillac Ranch" by Bruce Springsteen, "Jake the Peg" by Rolf Harris, "We are the Champions" by Queen and "I Just Called to Say I Love You" by Stevie Wonder. The songs give learners the opportunity to get to know famous artists and their works from different English-speaking countries and through the lyrics a description of a way of life in a particular country. However, the textbook-series does not always reveal the performer or the country of which the song comes from. Sometimes learners do find out who the performer is and are even given a little presentation of the performer, but the performer's nationality is still not mentioned. An example of this is the Rolling Stones. Learners listen to Mick Jagger sing "Let's Work" (*The News Headlines 5-8:149*) and read a presentation of "the greatest

rock'n'roll band in the world" (The News Headlines 5-8:136), but are not told where in the world the band comes from. Learners also get to read fairy tales and stories, whose origin is not always mentioned. Among these pieces of cultural heritage are stories like "Little Red Riding Hood" (The News Headlines 1-4:77-79), "The Enchanted Toad" (The News Headlines 1-4:141-147), "Big Tex Meets The Galactic Witch" (The News Headlines 5-8:138-142) and "The Glass Cupboard" (The News Headlines 5-8:256-257). Some of the stories are world-famous fairy tales that children have listened to and read all over the world for generations, whereas other stories are more contemporary and not so familiar to learners. But as it is common to all fairy tales all of them offer some important universal lesson about life.

The information learners receive of the *National Cultural Heritage* of the United States concentrates on describing popular music, movies and actors, and cartoons. Learners find out that some American music has African roots (The News Headlines 5-8:30). The text reveals that slaves brought their rhythm and music with them from Africa to America, where these grew into blues, rhythm and blues, jazz and rock 'n' roll. Americans also get the credit for inventing the first electronic synthesizers in 1963 (The News Headlines 5-8:31). Another piece of American musical history is told in a text that explains the origins of rap music (The News Headlines 5-8:104). Learners find out that rap music was invented on the streets of Harlem and the Bronx in New York City. The textbook-series presents learners with a couple of American musicians and their work. On the pages of *The News Headlines 1-8* learners get to listen to and read about Louis Armstrong (The News Headlines 5-8:21,22) and Bruce Springsteen (The News Headlines 1-4:102,116). They are also told of Elvis Presley (The News Headlines 5-8:115) and Bill Haley and His Comets (The News Headlines 1-4:169). The best introduction, however, is given of Leonard Bernstein's musical *West Side Story* (The News Headlines 5-8:32). The basic text in unit 15 is the musical's plot in a nutshell. Learners are also given the opportunity to find out more about Leonard Bernstein's career and achievements in a little piece of text in a Click File section (The News Headlines 5-8:49). Most of the information about the *National Cultural Heritage* of the United States deals with movies and actors. The textbook-series presents such famous movies as "Gone With The Wind" (The News Headlines 5-8:69) and "Wild One" (The News Headlines 5-8:102). Learners are also told of famous actors like Danny Kaye (The News Headlines 5-8:29, 49), James Dean (The News Headlines 1-4:116), Marlon Brando (The News

Headlines 5-8:113) and River Phoenix (The News Headlines 5-8:174). There is even a short text about the director and producer Steven Spielberg (The News Headlines 5-8:137). All of these presentations include a list of the actors' and director's most important works. Also the leading actors Vivien Leigh and Clark Gable from the movie "Gone With The Wind" are mentioned in the presentation of the movie (The News Headlines 5-8:69). Their other performances are not discussed. The textbook-series mentions the name of the actor Pamela Anderson, as well, but nothing else is said about her (The News Headlines 5-8:146). Even though her nationality is not mentioned, most of the learners will know that she is American because she is so famous. The textbook-series does not pay much attention to American authors and their most widely known works. The only literary representatives are the cartoonists Charles M. Schultz (The News Headlines 5-8:69) and Matt Groening (The News Headlines 1-4:169). Their famous characters are also featured on the textbook-series as learners get to enjoy an example of Schultz' "Peanuts" (The News Headlines 5-8:59) and Groening's "Life in Hell" (The News Headlines 1-4:154-155). Furthermore, learners get to read how another famous American cartoon character, Superman, came about (The News Headlines 1-4:213). The textbook-series does include information about other American cartoon characters as well, but the text does not reveal where they come from or who drew them.

The representatives of the British *National Cultural Heritage* include a singer and a songwriter, a punk band, an author and a movie director. As an example of the British popular music learners get to listen to Sting perform his song "Moon Over Bourbon Street" (The News Headlines 1-4:180) and read about his career (The News Headlines 1-4:190). The textbook-series also includes a presentation of the famous British punk band The Sex Pistols (The News Headlines 5-8:114). Their most famous songs "Anarchy in the UK" and "God Save the Queen" are mentioned in the text as well. Another representative of British cultural heritage is the journalist and former intelligence officer Ian Fleming (The News Headlines 5-8:135). His stories about James Bond, a member of the British Secret Service with the code name 007, are the basis for the movies about "the most popular fictional hero of the 20th century"(The News Headlines 5-8:135). The British movie director, presented on *The News Headlines 1-8*, is Sir Alfred Hitchcock (The News Headlines 5-8:137). This British-born director and producer is also known as "the Master of

Suspense” whose most famous films include such classics as “The Birds”, “Vertigo” and “Rear Window”.

The information about the *National Cultural Heritage* of England deals with such famous writers as William Shakespeare and Arthur Conan Doyle. Learners find out that William Shakespeare worked as an actor, had his own theatre company in London and wrote over 30 plays (The News Headlines 5-8:51). Among his most famous plays are such tragedies like “Hamlet”, “Romeo and Juliet” and “Othello”. Arthur Conan Doyle, on the other hand, is the creator of the world’s most famous detective Sherlock Holmes (The News Headlines 1-4:139). Besides reading about Arthur Conan Doyle and his books about Sherlock Holmes, learners are also given an example of his writing. The basic text in unit 7 is an extract of a Sherlock Holmes Story “Gloria Scott” (The News Headlines 1-4:124-125). Agatha Christie is also presented on the pages of *The News Headlines 1-8* but the text does not reveal her nationality (The News Headlines 5-8:134). On the basis of the text one could even assume her to be Belgian since there is a reference to her famous Belgian detective Hercule Poirot. Another piece of English cultural heritage is the legend of Robin Hood. Learners are told of this man who “stole from the rich and gave to the poor” in a text that introduces heroes and idols (The News Headlines 1-4:216). English music is represented by the Beatles. The textbook-series features a text that covers the history of the band from the start as the Quarry Men in Liverpool in 1957 to the murder of John Lennon in New York in 1980 (The News Headlines 5-8:42-45). One of the songs in the textbook-series tells learners about life in an industrial town in northern England (The News Headlines 5-8:247). “Dirty Old Town” is also a piece of English cultural heritage. Another representative of English *National Cultural History* in *The News Headlines 1-8* is Charlie Chaplin (The News Headlines 1-4:170). The English actor, director, producer and even composer started his career at the age of five and grew up to be the creator of the best-known screen character of all time, the “Little Tramp”. Learners are also told of his most famous works like “The Kid”, “The Gold Rush”, “City Lights”, “Modern Times” and “The Great Dictator”.

The information about the Scottish cultural heritage is limited to mentioning the actor Sean Connery who is known as the first James Bond (The News Headlines 1-4:168). Tom Jones, also known as the “Welsh Tiger”, is the only representative of the *National Cultural Heritage* of Wales (The News Headlines 1-4:232).

The *National Cultural Heritage* of Canada, New Zealand, South Africa, Singapore and India are not discussed on the pages of *The News Headlines 1-8*. Australian Cultural Heritage is represented by the song “Waltzing Matilda” (The News Headlines 5-8:75). The song is said to be a kind of unofficial national anthem of Australia and the best-known Australian song in the world.

8.9.2 Key English 7-9

The information given of the *National Cultural Heritage* of the English-speaking countries in *Key English 7-9* concentrates also on describing the pop and rock music and musicians, movies and movie stars, known authors and their best-known works and famous cartoons and cartoonists. The textbook-series does, however, include a couple of painters, designers and even opera singers. Also in *Key English 7-9* learners are able to read fairy tales and stories and listen to music. In most of the cases learners are told who wrote the story or performed the song and where they come from, so learners can tell what country is being described in the story or the song. But sometimes this information remains unclear.

The information about the *National Cultural Heritage* of the United States in *Key English 7-9* starts by mentioning the King of Rock ‘n’ Roll, Elvis Presley (Key English 8:58). Later on in the textbook-series learners find out that he is considered to be the most important single figure in rock ‘n’ roll’s history and the most popular entertainer of the 20th century (Key English 8:96). Madonna’s name comes up a couple of times in the textbook-series and she is also described by a fan (Key English 8:80, 115-116). Curt Cobain is mentioned, too, but no other information is given of him (Key English 9:124). Learners also find out that the national anthem of the United States is called “The Star Spangled Banner” (Key English 8:80). Break dancing is presented as part of the rap and hip hop culture (Key English 9:119). This acrobatic dance style was developed in New York in the 1980s. Another piece of America’s musical history is the musical “West Side Story” which is based on William Shakespeare’s play “Romeo and Juliet” (Key English 9:119). The famous movie version of the musical is also mentioned in the text. Besides “West Side Story” the only other American movie presented in the *Key English 7-9* is “Star Wars”, one of the greatest science fiction movies ever made (Key English 9:115). James Dean is the American actor who gets most attention in the textbook-series. Learners are told that he only got to do three movies, “East of Eden”, “Rebel

Without a Cause” and “Giant”, before his tragic death in a car accident (Key English 9:114). The actors Marilyn Monroe and Tom Cruise are also mentioned on the pages of the textbook-series but their career and greatest accomplishments are not discussed (Key English 8:80). American literature is represented by Isaac Asimov. Learners get to read one of his stories “The Fun They Had” and at the end of it there is a short introduction of the writer where the writer is said to have written over 500 books (Key English 8:65-66). Other American writers that appear in *Key English 7-9* are the cartoonists Walt Disney and Charles Schultz. Walt Disney is presented as a film producer whose expertise were the cartoons (Key English 8:96). He was the creator of Mickey Mouse and Donald Duck and he won 39 Oscars for his work. His most famous films are “Snow White and The Seven Little Dwarfs”, “Fantasia” and “Bambi”. The textbook-series also includes a Disney cartoon. Learners get to read about Goofy’s adventures in “Goofy: Cheaper but Colder” (Key English 9:44-45). Charles Schultz is known as the man behind “Peanuts” (Key English 9:121). His famous characters: Charlie Brown, Snoopy, Lucy, Linus and the rest of them have appeared in newspapers, books, films, plays, television shows, computer games, DVDs, calendars, T-shirts and all kinds of merchandise. Learners also get to read an inspiring short story about a young boy who had problems at school and failed every subject in the eighth grade (Key English 9:126). But there was one thing he loved to do and that was to draw cartoons. After many of his cartoons had been rejected by different editors, he decided to draw a cartoon about himself as a young boy. His new autobiographical cartoon became a worldwide success. The cartoonist was Charles Schultz and the character was Charlie Brown. At the end of the short story there is a Charlie Brown comic strip. The textbook-series also mentions the cartoon characters Spiderman and The Simpsons and describes them shortly but does not reveal their creators or nationality (Key English 9:84). Other American artists that are discussed in *Key English 7-9* are the painter Andy Warhol and the sculptor Gutzon Borglum. Andy Warhol is described as a pop artist who took everyday objects and turned them into art (Key English 9:121). Gutzon Borglum is known as the man who carved the faces of American presidents George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt into the mountain Mount Rushmore in the Black Hills in South Dakota (Key English 8:98).

The representatives of British *Cultural Heritage* in *Key English 7-9* are the Beatles, Ian Fleming, William Morris, Emmerdale, The Post Office and Mr Bean.

The textbook-series describes the Beatles as “one of the most successful British pop groups ever” (Key English 8:105). Furthermore, learners get to listen to one of their number-one hits, “Help”. Ian Fleming is the creator of the British secret service agent James Bond (Key English 9:113). His books about 007 have sold more than 20,000,000 copies and been turned into popular films. The text about William Morris introduces learners with one of the most influential British designers of all time (Key English 9:122). His field of design were furnishings, and he thought that people should never have anything in their houses that they did not know to be useful or believe to be beautiful. “Emmerdale”, “The Post Office” and “Mr Bean” are presented to learners as famous British TV shows. “Emmerdale” is a soap opera of a small Yorkshire village which has been running on British television since 1972 (Key English 9:84). “The Post Office” and “Mr Bean” are British comedy series which are mentioned in the text (Key English 8:18, 9:84).

The information given of the English cultural heritage starts with a presentation of London. In the presentation of England’s capital learners are told of the city’s theatres in which learners can see all kinds of shows from Shakespeare to musicals (Key English 7:64). Learners are also encouraged to visit London’s famous museums and other sights, like the Science Museum and Madame Tussaud’s Wax Museum. The traditional English puppet show that dates back to the 1700s is also mentioned in the textbook-series (Key English 9:118). The shows are comic stories about Mr Punch and his wife Judy with such violent subjects, as wife-beating and murder. English literature is represented in *Key English 7-9* by William Shakespeare, J.K. Rowling and Agatha Christie. The English playwright and poet William Shakespeare is according to the textbook-series “one of the world’s most celebrated writers” (Key English 9:112). He is told to have written about 37 plays, among which are such theatre classics as “Othello”, “Macbeth”, “Romeo and Juliet” and “A Midsummer Night’s Dream”. Joanna Kathleen Rowling is a former English teacher who started to write books about a boy who had magical powers (Key English 9:113). Her first book “Harry Potter and the Philosopher’s Stone” was an instant hit and the success has continued with the other Harry Potter-books that followed. So much so, that “Harry Potter and the Goblet of Fire” became the fastest-selling book in history. It sold 3 million copies in the United States within the first 48 hours of its publication. Surprisingly, Agatha Christie is presented as the writer of the world’s longest-running play (Key English 9:118). Her murder mystery “Mousetrap” has

been playing in London's West End since 1952. The text leads learners to believe that Christie is a playwright since her famous detective stories are not discussed. Another English cultural figure is Charlie Chaplin who is presented to learners as the most famous film comedian in the world (Key English 9:114). The text tells his story from a young boy on stage at a music hall to a director of his own films. His most famous films are said to be "The Gold Rush", "Modern Times" and "The Great Dictator".

Scottish cultural heritage is presented by two completely different things from the fields of music and literature. Learners are told that Scotland is famous for its bagpipe music (Key English 9:110). Bagpipes are played by blowing air in to a bag and then pushing it up and out of the bag through its pipes. Scottish literature is represented by the world-famous fairy tale "Goldilocks and the Three Bears" (Key English 7:118-122). Like many stories it had been passed down from one generation to the next until it was first written down in the early 19th century. Welsh cultural heritage is not discussed in *Key English 7-9*.

The information about the Irish cultural heritage deals with music and literature. The textbook-series states that today traditional Irish music and dance are popular not only in Ireland but all over the world (Key English 8:55). Many Irish pop groups and singers are also said to be world-famous. The text does not, however, mention any of them. Learners do get a taste of Irish pop music as they get to listen to the song "Radio" by the Irish pop band Corrs (Key English 8:13). It is also mentioned on the pages of *Key English 7-9* that Riverdance and bagpipes come from Ireland (Key English 8:17; 9:110). Irish literature is said to have a long tradition of writers who are known all over the world (Key English 8:55). This information is proven by giving an impressive list of Irish writers, with names like Jonathan Swift, Oscar Wilde, James Joyce, Roddy Doyle and Frank McCourt. According to the textbook-series Ireland today has more writers per capita than any other English-speaking country (Key English 8:55).

Canadian cultural heritage is presented with a list of names (Key English 9:54). The list includes Canadians who have become internationally known in their own field of art. Music is represented by singers and songwriters Bryan Adams, Paul Anka, Leonard Cohen, Celine Dion, Joni Mitchell, Alanis Morissette, Shania Twain and Neil Young; and the pop group Crash Test Dummies. Literature is

represented by authors Margaret Atwood and Lucy Maud Montgomery. The list also includes the following actors: Jim Carrey, Keanu Reeves and Kiefer Sutherland.

The information given of the Australian cultural heritage is also a compiled list of famous Australian artists (Key English 9:98). These people are representatives from music and film industries. According to the textbook-series famous Australian pop and rock groups are AC/DC, INXS, Midnight Oil and Savage Garden. Nick Cave, Kylie Minogue and Joan Sutherland are internationally known Australian singers. Famous Australian actors are Nicole Kidman, Barry Humphries, Russell Crowe and Mel Gibson who is also credited as a film director. Besides the list there is no further information about Australia's cultural heritage.

New Zealand's cultural heritage is represented by the following people: Jane Campion, Peter Jackson, Kiri Te Kanawa and Katherine Mansfield (Key English 9:100). Jane Campion and Peter Jackson are film directors. One of Peter Jackson's films, the last in the Tolkien trilogy "The Lord of The Rings – The Return of the King", is even mentioned as learners can read a summary about it in an Australian TV Guide (Key English 9:84). Learners are told that Kiri Te Kanawa is an opera singer and, that Katherine Mansfield is an author but nothing else is said about either of them (Key English 9:100).

The only representative of South Africa's cultural heritage is John Ronald Reuel Tolkien (Key English 9:112). The author was born in South Africa but lived most of his life in England. His most famous works were "The Hobbit" which got started as a bedtime story for his children, and "The Lord of the Rings" which took him twelve years to write. Learners are also told that J. R. R. Tolkien even taught himself Finnish so that he was able to study the Kalevala (Key English 9:112). The Kalevala functioned as a basis for part of the storyline of "The Lord of the Rings" and the Finnish language is the basis for Quenya, the language of the Elves.

In *Key English 7-9* the Indian cultural heritage is dealt with by telling learners about the Indian film industry (Key English 8:47). Learners find out that India produces more films than any other country in the world. The film studios are located in Mumbai which used to be called Bombay so the Indian film industry is often referred to as "Bollywood".

According to *Key English 7-9* Jamaica equals music (Key English 8:48). It is therefore no surprise that all the information given about Jamaica's cultural heritage deals with music. Jamaica is said to have all kinds of music, like

reggae, calypso and hip-hop. The textbook-series presents learners with Bob Marley, Jamaica's most famous reggae singer and songwriter (Key English 8:48). Learners find out that he died over twenty years ago but his music continues to live on all over the world.

8.9.3 Suggestions and comments

Even though there was a lot of information about this category in both textbook-series, it seemed to concentrate on popular culture. There was very little information about composers and classical music or painters and their paintings. Very often the image given of an English-speaking country in the media depicts a culture full of popular music, movies and TV shows. This is particularly true with the United States and Great Britain. Learners may never have heard about famous American painters or British composers though they may have seen or heard their work. An English-textbook could therefore educate learners and present them with some information about classical music and art in the English-speaking world.

I was surprised to see that the people who were presented in *The News Headlines 1-8* were basically the same people that learners get to read about in *Key English 7-9*. The textbook-series do share some same writers but it was still surprising to see how few differences there were between the two. Even more surprising is, however, that the same people were presented in the English textbook-series that I studied when I was in secondary school. Not much has changed since then. Learners do need to read about the artists and performers of the past but there should also be more texts about more contemporary artists and performers. Unfortunately many learners who study these textbook-series have never even heard of Alfred Hitchcock or Sherlock Holmes so it is good that they find out about them in their English textbooks. But in order for learners to remain interested in the cultural heritage of a particular country, it would be beneficial to mention also people that they already know and maybe even admire.

The text about Charles M. Schultz and his problems at school and struggle to get his cartoons published in *Key English 7-9* was very good. I believe that learners will find it very inspiring to find out how far you can go and how much you can achieve if you believe in yourself and what you do. The text gives learners hope. There should be more texts like this one.

8.10 Stereotypes and national identity

The last principle in Byram, Morgan and colleagues' content for cultural learning deals with what is typically considered or was once considered as a part of national identity in a particular English-speaking country. The principle also includes symbols of national identity and stereotypes. Furthermore, it deals with famous monuments and people. In both of the textbook-series that I analysed learners are given information about the national identities of the different nations but direct stereotypes are practically only given in *Key English 7-9*. One could even say that in *The News Headlines 1-8* they seem to be avoided since there are only two of them in the entire textbook-series. Some old famous stereotypes can, however, be reinforced, if learners are aware of them, and some new ones can even be made on the basis of the texts in *The News Headlines 1-8*. The information learners are given deals with such issues as sports, sportsmen, buildings, monuments, scientist, inventors and their inventions, amusement parks, cities, historical figures etc.

8.10.1 The News Headlines 1-8

The information about the *Stereotypes and National Identity* of different English-speaking countries in *The News Headlines 1-8* concentrates on describing the national identity but there are a couple of references to some stereotypes. Mainly the information deals with sports, buildings and people. It is once more the case that the information learners are given is very superficial. Usually a building or a sportsman is just mentioned in the text and not much is said about it or him. The textbook-series very rarely discusses their national significance. One symbol of national identity is, however, given of every single English-speaking country that *The News Headlines 1-8* presents on its pages. Every country's presentation includes the national flag (The News Headlines 5-8:89-93). Since there is no presentation of India, its national flag does not appear on the textbook-series. In my report of the famous people in this principle I will not deal with the famous historical figures, authors, actors, film directors and artists I mentioned in the previous principles, *National History* and *National Cultural Heritage*. Also sports may not directly be considered as a symbol of national identity but I will discuss it here since victory or failure in international sport events can increase or decrease people's pride of their own country and therefore affect their national identity.

The information learners receive of the *Stereotypes and National Identity* of the United States includes a presentation of one of the best-known symbols of American life, namely Coca-Cola (The News Headlines 1-4:76). The text reveals to learners that John Pemberton, a pharmacist from Atlanta, Georgia created the drink in his own backyard in 1886. Learners also get to read a story about two American kids that during their visit to Tibet turn all the water in the country to Coca-Cola by rubbing a lamp and making a wish (The News Headlines 1-4:70-71). Another famous American product that has become a symbol of the American way of life is the Levi's jeans. *The News Headlines 1-8* tells learners that the jeans were invented by a Bavarian immigrant Levi Strauss in California in 1850 (The News Headlines 5-8:113). Learners are also told that with the aid of such actors as James Dean and Marlon Brando, who wore the jeans in their movies, the blue jeans became the symbol of youth culture all over the world. A car is also considered to be a symbol of the American way of life. In this textbook-series Americans and cars are dealt with by mentioning the Model T-Ford that was developed in the United States in 1908 (The News Headlines 5-8:181). Between the years of 1908 and 1927 the company sold 15, 000,000 Model T-Fords. The text does not, however, reveal why this model became so popular and what significance it had to the entire American auto industry and why cars are so important in America. Another reference to American cars is in the song "Cadillac Ranch" by Bruce Springsteen where he sings about his car the Cadillac and the Pontiac Trans Am (The News Headlines 1-4:102). A very important symbol of American identity is the American football. *The News Headlines 1-8* informs learners of the game by telling them of the equipment the players wear and the aim of the game (The News Headlines 1-4:118). The text does not say anything about the game's meaning to the Americans. The famous American buildings that are mentioned in the textbook-series are the famous skyscrapers, the Singer Building, the Woolworth Building, the Chrysler Building, the Empire State Building, the World Trade Building and the Sears Tower; and The Statue of Liberty. The skyscrapers are presented by telling learners where they are located, when they were built and how tall they are (The News Headlines 1-4:176). A little more information is given of two of them, the Empire State Building and the Sears Tower (The News Headlines 1-4:177, 190). The Statue of Liberty is a gift from the French to the American people (The News Headlines 5-8:192). It is situated on an island in New York harbour. Since most of the famous Americans were dealt with in the

previous principle I will here discuss only a few who are not artists, actors or authors. The textbook-series mentions the name of Andre Agassi, a famous American tennis player, on its pages but does not say anything about him (The News Headlines 5-8:147). Also the former president of the United States, Abraham Lincoln, is mentioned but only by last name (The News Headlines 5-8:185). The only information learners receive of him is his name and title. Thomas Fuller is another famous American mentioned in *The News Headlines 1-8* (The News Headlines 1-4:130). He was a slave who could not read or write but could count like a calculator. It took him only one minute and 30 seconds to figure out how many seconds there were in 70 years and 17.5 days. He is referred to as a human calculator. Learners do not get to read about American stereotypes.

One of the most famous stereotypes of the British people is that their food tastes bad. The only British stereotype in *The News Headlines 1-8* deals with just that stereotype. It is presented in a funny postcard with the title “The Perfect European Should Be...” where readers are given a list of European nationalities and their stereotypes (The News Headlines 5-8:124). The reference to the British peoples says: “The perfect European should be cooking... ..like a Brit”. In comparison, the reference about the Finnish people says: “The perfect European should be talkative ... as a Finn”. Learners are also told of a famous Brit when they read of Alison Hargreaves (The News Headlines 1-4:216). She was the first woman ever to climb Mount Everest without the use of oxygen equipment.

The textbook-series does not mention any stereotypes of the English people but their national identity is referred to by describing their favourite sports, famous monuments and people. According to *The News Headlines 1-8* English people created football or soccer, as it is also called (The News Headlines 1-4:118). The first game is said to have been played in the 11th century when a couple of English workers found a human skull on the ground and started kicking it around. Learners are also told the point of the game, to get the ball into the opposition’s goal, and what the players in different parts of the field are called. England is again mentioned in reference to another sport, rugby (The News Headlines 1-4:118). Neither of the texts says anything about the games’ meaning to the English people and how success or failure in those sports affects the nation. The famous English monuments or buildings that are mentioned in the textbook-series are Big Ben and St. Paul’s Cathedral. Learners find out that Big Ben is the bell in the clock tower of

the Houses of Parliament in London, not the clock itself (The News Headlines 5-8:192). St. Paul's Cathedral is described a little bit better. Learners are told that it was designed by the famous architect Sir Christopher Wren after the Great Fire of London that took place in 1666 (The News Headlines 5-8:208). According to the text the construction work started the year after that and took 35 years to complete. Another famous English construction is the Channel Tunnel also known as "the Chunnel". Even though it is not a monument I mention it here because it has a great impact on the lives and travels of particularly English and French but also all Europeans, since it links the British Islands with the European mainland. The Chunnel's two train tunnels can take you from south-east England to northern France or vice versa in 35 minutes (The News Headlines 5-8:208). As a result of the Chunnel it is possible to travel from London to Paris or Brussels in only three hours. Besides Sir Christopher Wren the textbook-series also mentions another famous English person that I did not present in the previous principle. This famous person is the scientist Charles Darwin. Learners are told about his book "On the Origin of Species" where he reveals his theory of the natural selection (The News Headlines 5-8:188). According to the text his ideas challenged the scientific world since in 1859 people did not believe in adaptation and evolution.

As a part of Scottish national identity learners find out that the letters "Mac" or "Mc" which appear in many Scottish family names stand for "son of" (The News Headlines 1-8:168). So the meaning of the name MacDonald is simply "son of Donald". Famous Scottish monuments are not mentioned in *The News Headlines 1-8* but some famous people are. James Watt, the designer of the first practical steam engine, was a Scott (The News Headlines 1-8:168). Another famous Scott is the inventor of the telephone, Alexander Graham Bell (The News Headlines 1-4:168). Learners are also told of Sir Alexander Fleming (The News Headlines 1-4:168). He is the man who discovered penicillin.

Welsh national identity does not receive much attention in the textbook-series but a couple of facts that are mentioned can be categorised under this principle. Learners are told that the Welsh people are eager Rugby players and followers (The News Headlines 1-4:118). Furthermore they find out that the title of the first son of the British Monarch is the Prince of Wales (The News Headlines 1-4:246). This is a clear national symbol that emphasises the fact that Wales is a part of the United Kingdom.

The only information that learners receive of the *Stereotypes and National Identity* of the Irish people is a stereotype. The same postcard that made fun of the British is also mocking the Irish people by saying that: “The perfect European should be sober... ..as the Irish” (The News Headlines 5-8:124).

A popular stereotype of the Canadians is that they love ice-hockey. This stereotype is reinforced by the only Canadian who mentions ice hockey (The News Headlines 5-8:81). He is crazy about it. Canadian ice hockey is also brought up in another text where learners are told of a famous Canadian ice hockey player. The ice hockey player is so famous around the world that even though his nationality is not mentioned in the text, most of the learners know that he is Canadian. The ice hockey player is Wayne Gretzky (The News Headlines 1-4:216). Learners are told that Gretzky is the National Hockey League’s all-time leading goal-scorer.

The information about the *Stereotypes and National Identity* of the Australians deals with sports. Australians are told to be eager rugby players and fans (The News Headlines 1-4:118). Furthermore, they have a game all of their own. The textbook-series informs learners of the Australian version of football which is a mixture of rugby and football (The News Headlines 1-4:118). New Zealand is also mentioned as a nation where rugby is a popular game (The News Headlines 1-4:118).

On the pages of *The News Headlines 1-8* there is not much information about South Africa. But in one single text the textbook-series breaks a stereotype about the South Africans and also reinforces another one. Learners are told about the friendship of two South African girls (The News Headlines 1-4:199). One of the girls is white and the other is black. The text goes on to inform learners that interracial friendships are not a big issue anymore. This breaks the stereotype that black and white people do not interact in South Africa. The same text reinforces the stereotype of the rich white people and poor black people by presenting a wealthy white girl and a poor black girl. The national identity of the South Africans is dealt with by mentioning the sports. Learners find out that besides the English, Welsh, Australians and New Zealanders also South Africans play and follow rugby (The News Headlines 1-4:118).

The information about the *Stereotype and National Identity* of the people of Singapore deals with a stereotype. The learners get to meet only one Singaporean teenager who tells them about her life (The News Headlines 5-8:80). Since she is the only representative of Singaporean people, it is very likely that

learners form opinions of all Singaporeans on the basis of what she tells learners. She is the source for a stereotype of the Singaporeans. According to the stereotype Singapore is a very regulated and clean country. The people are wealthy, which can be seen in the fact that the girl's hobbies are not exactly the cheapest ones. Her hobbies are sailing, squash, golf and tennis.

Also the information about the Indian marriage, which I discussed in detail in paragraph 8.1.1, functions as a source for a stereotype. Since I have already discussed the meaning of the text for Finnish learners earlier, I will not repeat it here.

8.10.2 Key English 7-9

The information about the *Stereotypes and National Identity* of different English-speaking countries in *Key English 7-9* deals mainly with monuments, buildings, sports, famous people and tourist attractions. When discussing a certain country the textbook-series often even presents the country's national symbol. As I mentioned in paragraph 8.10 *Key English 7-9* has a lot of direct stereotypes. With this I mean that the textbook-series includes people's opinions and observations of a country and its people that are not necessarily the whole truth but which they present as a fact.

In *Key English 7-9* the United States is presented through the eyes of four European teenagers who are visiting there. Their texts about the country and its people include many stereotypes. Very often Americans are said to be ignorant about the ways of the world and this stereotype is reinforced in one of the teenagers' story. According to a Scottish boy Nolan most Americans do not know that pizza, tacos and curry are not American foods (Key English 8:79). Nolan also reinforces the stereotype that everything is big in the United States by stating that American meals are enormous (Key English 8:79). Another stereotype that is often heard about the Americans is that they are very open, friendly and familiar. This stereotype is backed up by statements from both Nolan and an English girl called Fadime. Nolan says that most of the people are friendly and, that they use first names with everybody, including strangers (Key English 8:79). Fadime also refers to Americans as friendly people (Key English 8:91). Americans are also often said to be a gun-loving nation. Fadime backs this statement up by saying that most families in Texas have guns in their homes and, that they must still believe that it is the Wild West (Key English 8:91). The national symbol of the United States is the American eagle (Key English 8:94). Another important national symbol, the American flag, becomes very familiar

to learners when they study English with the help of *Key English 7-9*. The flag appears in almost every page where the text deals with the United States and there is also a short text about it. In the text learners are told about the “Stars and Stripes” and what the colours and the stars and the stripes stand for (Key English 8:81). Famous American monuments and buildings that are mentioned in the text are The Statue of Liberty, the Empire State Building, the Chrysler Building (Key English 8:73), the Golden Gate Bridge (Key English 8:58), Mount Rushmore (Key English 8:70,98) and Madison Square Gardens (Key English 8:72). Other famous American symbols are the amusement parks Disney World and Disneyland (Key English 8:58,70), Manhattan, Times Square, Chinatown, Central Park, Broadway, Ellis Island and Wall Street in New York (Key English 8:72-73), Hollywood (Key English 8:80), the Oscars (Key English 8:96) and the nickname Uncle Sam (Key English 8:92). Learners are told of a couple of products that have become the symbol of the American way of life. They get to read how the fast-food restaurant the MacDonal’d’s and Coca-Cola got started (Key English 8:82-83). Other famous American products that are mentioned in the textbook-series are potato chips (Key English 8:79) and Pepsi (Key English 8:80). Learners also receive a presentation of sports in America. They can read three short texts about Baseball, Basketball, and American football, three major sports that were invented by Americans (Key English 8:63-64). Learners are also told that the most popular participant sport in the United States is bowling and the biggest spectator sport is auto-racing (Key English 8:64). Furthermore, such sports as soccer and ice-hockey are also mentioned in reference to Americans (Key English 8:63,97). Famous Americans that are mentioned in *Key English 7-9* are Babe Ruth, a baseball player (Key English 8:63); Robert Fulton, the engineer that built the first steamboat (Key English 8:32); Orville and Wilbur Wright, bicycle mechanics who created the first airplane (Key English 8:33), John Pemberton, the pharmacist who created Coca-Cola (Key English 8:83); and the MacDonal’d brothers Mac and Dick who opened the first MacDonal’d’s restaurant (Key English 8:82).

One of the best-known national symbols of Britain is the British flag also known as the Union Flag (Key English 7:124). Learners are told and shown that the Union flag is actually a union of three flags, the flags of Ireland, England and Scotland. In *Key English 7-9* Britain is also associated with Fish ‘n’ Chips (Key English 7:125). The textbook-series does not feature any famous British monuments but one famous Britt does appear on its pages. Learners get to read a short

description of Princess Diana (Key English 8:115.116). On the pages of textbook-series learners can also read stereotypes of Britain and the British people. In fact, *Key English 7-9* contains quite colourful descriptions of the country and its people. According to an Irish boy the British think that they are better than everybody else (Key English 8:17). He continues to say that most of them have a sense of humour but they are the only people to laugh at their own jokes. The Irish boy also states that the British cities are big and dirty. A Spanish girl supports the Irish boy's statement by complementing the British people for their sense of humour (Key English 8:18). She goes on to describe British people as people who eat and drink too much on their holiday in Spain. According to her British people do not comb their hair and have the worst dress sense in Europe. The Spanish girl continues her description by referring to the popular stereotype of the British food when she declares that she would not let British food go anywhere near her mouth. She also wonders whether all British men have big ears like Prince Charles does. A Belgian boy describes the British culture as being full of pubs and churches (Key English 8:18). The same boy also discusses Britain's close relationship with the United States and their former colonies. According to him Britain is still somehow outside of Europe. The Belgian boy also claims that the British people do not speak any foreign languages but then goes on to admit that maybe they can speak a little French. He ends his statement about Great Britain by saying that he could never live there.

The presentation of Stereotypes and National Identity of England deals mainly with famous monuments, buildings and tourist sights. The famous monuments and buildings are Stonehenge (Key English 7:126), Big Ben (Key English 7:61), The Tower and Tower Bridge (Key English 7:64), Buckingham Palace and the Science Museum (Key English 7:64). England and especially London is also known for the red double-decker buses and black taxis, Oxford Street (Key English 7:61), the Tube, Covent Garden (Key English 7:62), Harrods, Camden Market (Key English 7:63), The London Eye, the West End, Portobello Road, Piccadilly Circus, Trafalgar Square, Madame Tussaud's (Key English 7:64) and the Notting Hill Carnival (Key English 7:125). Besides sights and tourist attractions learners are told of the country's national symbol. According to *Key English 7-9* the national symbol of England is a red rose (Key English 7:124). Also another national symbol, the English flag, appears on a couple of pages of the textbook-series (Key English 7:123,124). English sports are represented by Cricket which is said to a popular

summer sport in England where all towns and villages have their own cricket teams (Key English 7:126). Learners are also told that big international cricket games can last for five days. Even though the textbook-series does not discuss English football on its pages one famous footballer is mentioned. The name of the footballer David Beckham is mentioned when learners are encouraged to discuss their idols (Key English 7:116).

The Scottish boy that provided learners with many stereotypes of the United States and Americans also refers to an old stereotype of his home country Scotland. He makes a comment about the beautiful weather in California and then asks learners whether it is still raining in Edinburgh, the capital of Scotland (Key English 8:80). It is very often said that it is always raining in Scotland. The information of *Stereotypes and National Identity* of Scotland also deals with a national symbol and a famous person. The national symbol is the flag of Scotland which learners are able to see on a couple of pages (Key English 7:123,124; 8:36). The famous Scot is James Watt, the man who invented the steam engine (Key English 8:32).

The information about the *Stereotypes and National Identity* of Wales is discussed by referring to the weather, food and hot water supply and presenting the national flag. In *Key English 7-9* Wales is described by two Finnish girls who visited the country on a walking holiday. The girls inform learners of the Welsh weather by stating that it rains every other day (Key English 8:25). According to them the Welsh food is heavy. Welsh people eat chips with everything. The girls also state that there are no proper or properly working showers in Wales and, that hot water is expensive. Most of the national flags are presented several times but the flag of Wales appears only once (Key English 7:123).

Key English 7-9 also describes Ireland as a country where it rains a lot. A British boy who describes the country says that it rains more there than it does in Britain (Key English 8:17). He says that the Irish have always hated the British, but then goes on to admit that the Irish people he has met have always been kind and friendly to him. Irish national identity is dealt with by discussing the different names of the country. The textbook-series explains to learners that Ireland is often called "The Emerald Isle" because of its green countryside (Key English 8:54). Another name for Ireland is the country's Irish name Eire (Key English 8:53). The national symbol of Ireland is the shamrock (Key English 8:53).

Most of the information about the *Stereotypes and National Identity* of Canada concentrates on describing “the great Canadian sport” (Key English 9:54). This sport is ice hockey. Ice hockey is told to be Canada’s favourite sport. The text mentions some famous Canadian teams that play in the National Hockey League, the NHL, like the Calgary Flames, Toronto Maple Leafs and Montréal Canadiens. The popularity and importance of ice hockey can also be seen in the list of the internationally famous Canadians (Key English 9:54). The list includes two hockey players, Wayne Gretzky and Mario Lemieux. Other famous Canadians are James Naismith, the inventor of basketball, and Jacques Villeneuve, the formula one driver. Learners are also told of the Canada’s national symbol the red maple leaf which appears in the Canadian flag (Key English 9:6). The only Canadian stereotype describes the Canadian people. According to *Key English 7-9* Canadians are very polite and friendly (Key English 9:16).

Learners do not receive much information about the *Stereotypes and National Identity* of Australia. They do find out that Australians are great sport-lovers (Key English 9:98). The textbook-series tells learners that Australian teams are among the best in the world in such sports as rugby and cricket. Tennis, swimming, sailing and yachting are also popular sports in Australia. Furthermore, the textbook-series mentions the Australian rules football but does not explain it any further. Other information about Australia includes a famous Australian and a national symbol. The famous Australian is Ned Kelly who is described as an outlaw (Key English 9:98). Nothing else is said about him. The national symbol is the Australian flag which appears on the pages of *Key English 7-9* several times (Key English 8:47,48; 9:97). Australia’s history as a British colony can be seen in it as the British flag appears in the upper left-hand corner of the flag. The textbook-series contains a picture of the famous Australian building, the Opera House in Sydney, but the name of the building and its location in Australia is not mentioned (Key English 7:69). Australia’s nickname “Down Under” is also used in reference to the country but only in its literal meaning. There are no stereotypes of Australia or Australians.

The presentation of New Zealand in *Key English 7-9* includes some information that can be categorised under this principle. New Zealand’s Maori heritage can be seen in the mentioning of the country’s Maori name Aotearoa (Key English 9:99). It stands for “land of the long white cloud”. Learners are also told that New Zealanders often call themselves “Kiwis” after the national bird (Key English

9:99). New Zealand's British heritage can be seen in the flag which includes the Union Flag. The flag is featured on every three books of the textbook-series (Key English 7:40; 8:47,49; 9:99). Another national symbol is New Zealand's national rugby team, The All Blacks (Key English 9:100). The country's national cricket team is also internationally known (Key English 7:126). The name of New Zealand is nowadays very closely connected to such outdoor sporting activities as skydiving, rock climbing, mountaineering, surfing, white-water rafting, bungee jumping and downhill skiing (Key English 9:100). The textbook-series does not contain information about New Zealand stereotypes or famous buildings but one famous person is mentioned. Learners are told that the man who conquered Mount Everest was a New Zealander by the name of Sir Edmund Hillary (Key English 9:100).

The information learners receive of South Africa deals with a national symbol, a sport and a famous person. The only South African national symbol is the country's flag (Key English 8:47,49). The fact that the country used to be ruled by Britain is not shown in the flag as it is in the flags of Australia and New Zealand. It can, however, be seen in that South Africa is considered a big cricket country (Key English 7:126). The famous person is the former president Nelson Mandela (Key English 8:49). He was the first black president of the country. *Key English 7-9* does not tell learners any stereotypes of the country or its people.

Another famous cricket country is India (Key English 7:126). According to an Indian radio reporter Indians take the game very seriously (Key English 8:47). The only other information of India in this principle is the presentation of the Indian flag (Key English 8:46).

The *Stereotypes and National Identity* of Jamaica is represented by a national symbol. The national symbol is the flag of Jamaica which learners are able to see twice on the pages of the textbook-series (Key English 8:47,48).

8.10.3 Suggestions and comments

What was surprising with the presentation in *The News Headlines 1-8* was that after I had presented the famous actors, authors, singers and directors in the previous category there just did not seem to be any famous people left. An English-textbook-series should also mention other famous people who have had an influence on the country's people or the world. Historical figures were also hard to find on the pages of the textbook-series. Another thing that came to mind while reading about the

famous people was that they all presented the past, not many currently active, famous people were mentioned. The presentation of famous monuments was, in my opinion, rather insufficient. All the monuments learners were told of were monuments they have heard of many times before. No new ones were really presented. Besides mentioning the obvious ones that are always mentioned and shown, like the Statue of Liberty and the Big Ben, a textbook-series could present some less famous and familiar ones as well.

The presentation in *Key English 7-9* included more stereotypes, famous people, monuments and national symbols than the presentation in *The News Headlines 1-8* did. The problem here was once again the unequal presentation. Learners got much more information about the United States and the United Kingdom than they did of the other English-speaking countries. Learners deserve to get more information about the less known English-speaking countries.

Neither of the textbook-series really dealt with facts that are typically considered as part of national identity as identified by the people of the country themselves. There were no Americans, Brits or Australians telling learners what it means to be an American, a Brit or an Australian or what is considered to be typically American, Brit or Australian. This information was given by people who really do not live there themselves. I was also bothered by some of the stereotypes. In *The News Headlines 1-8* learners were told of an Indian woman who had had an arranged marriage and did not believe in choosing your own spouse since that kind of western marriages seem to end up in a divorce. It is a very thought-provoking piece of text that has always resulted in discussions in my classrooms but I still have doubts about it. This woman is the only Indian person learners are told of in this textbook-series and her thoughts and ideas are so profoundly different from our thoughts and ideas that I have to wonder if that text in itself increases intercultural understanding. I have seen many teenagers who have experienced this text as a kind of attack against their own worldview, which they are in the process of creating, so it is very hard for them to see the world through that Indian woman's eyes and understand why she said what she said. No matter how much I have tried to talk about it with them their attitude remains unresponsive. Since learners know so little about India and the textbook-series does not give them any further information about the country, I do not believe that their attitudes towards India and understanding of its people have improved after they have studied English with the help of *The News*

Headlines 1-8. The other stereotype that I wonder about is the stereotype in *Key English 7-9* about the gun-loving people of Texas who still think that they live in the Wild West. It is clear that it is meant as a joke but in this international political situation where we currently live in, it is not a good one. It is almost fashionable to be anti-American these days and these kinds of comments only add fuel to that kind of attitudes. I do not yet have any experiences of going through this piece of text with learners myself so I do not know what kind of reactions or interpretations it will create but I feel that it might be a bit too heavy a subject for many teenagers to discuss seriously. And it really needs to be discussed.

9 CONCLUSION

Contemporary foreign language education sees culture as an integral part of foreign language teaching. So much so, that one of the main goals of modern foreign language teaching is intercultural learning and intercultural communication. The aim is that while learners are learning the vocabulary and the grammar of a language, they are also learning how to function according to the rules of the target culture. Therefore I set out to find out how English-speaking countries and their cultures and people were presented in two English textbook-series for Finnish secondary school children between the ages of 13 and 15.

In an earlier study conducted by Storhammar and Ailinpieti the English textbook had been the main source of information about the English culture (1995:27-29). The English textbook had also been a source of information but not the primary one about the American, Canadian, Australian, New Zealand and Irish cultures. I wanted to find out whether this was still the case, or had there been any changes. The results of this study show that the previously mentioned cultures are still given quite a lot of attention in English textbook-series for Finnish secondary school children between the ages of 13 and 15. But other countries, cultures and people are, however, mentioned as well. The two textbook-series included in this study informed learners also of the cultures in Scotland, Wales, Hong Kong, India, Jamaica and South Africa. The main focus in *The News Headlines 1-8* were on the British cultures, mainly that of England, but in *Key English 7-9* the main focus was on the American culture. I do not believe that this shift of focus would make the English textbook the main source of information about the American culture but it could have an effect on the English textbook as the main source of information about the English culture. If the English textbook contains less information about the English culture, other Media such as movies and TV-shows may take the English textbooks place as the main source of information about the English culture.

The presentation of the English-speaking countries and cultures in *The News Headlines 1-8* concentrates on presenting learners with certain facts of the English-speaking countries it has chosen to present. The facts given in the textbook-series are similar to the facts learners can read in different encyclopaedias. The facts are often statistical in nature, like ethnic groups or religions. These facts are, in most cases, given together as a kind of a country in a nutshell -presentation. Any other

information learners are given of each of the countries mentioned in the texts are scattered all over the two textbooks and eight courses. This other information consists mostly of separate details on diverse subjects. There are surprisingly few basic texts that include cultural information. When reading and analysing *The News Headlines 1-8*, I was constantly reminded of the question that Merrill Valdes posed to the foreign language teaching community two decades ago: “Since one must read, speak, or write about *something*, and listen to *something*, why should not that something have a cultural content? ...thus learning culture while learning language” (Merrill Valdes 1986:121). On the basis of the information learners receive in *The News Headlines 1-8* it is impossible to form an idea and understanding of what it is like to live in a certain country and have a certain cultural background. The presentation learners are given in *The News Headlines 1-8* deals mostly with the country and its features, such as the names of the major cities, the name of the highest mountain or the longest river or the area. There is very little information about the people who live in these countries and how they see their own lives, their own country and the world. Learners do not find out what people in different English-speaking countries hold dear, what they value, what is important to them and why. If we teachers and our society as a whole want to teach our children to accept and understand other people, we should teach them about the things that determine the way the other people behave, namely the values. *The News Headlines 1-8* was obviously written for learners who are studying a foreign language, English, as a language for touring. Teachers who use this textbook-series and wish to teach their learners to understand and accept people from different cultural backgrounds really have their work cut out for them. They must come up with the information they need themselves from other sources.

Also in *Key English 7-9* most of the presentations were obviously written to encourage learners to visit and travel in these countries, like is the case with England, Scotland and Wales, for example. Often it felt like one was reading a travel brochure not a foreign language textbook. The presentation of the United States is different, however. More than presentations of other English-speaking countries it concentrates on describing the everyday life of the people that live in the country being presented, in this case the Americans. Another good thing about the American presentation is that it was written by non-Americans who were sometimes even critical of the things they saw and experienced. This makes the text seem more

authentic and the writers' experiences more real. As Byram and Essarte-Sarries point out a textbook needs to do more than encourage positive attitudes through presentation of a harmonious image of the other culture (1991:180). It needs to present that culture as it is lived and talked about by people who are credible and recognisable as real human beings. The textbook needs to be realistic. One thing that could have made the American presentation even better would have been to have Finnish presenters instead of British ones. The use of British presenters can of course be explained by saying that this gave learners the opportunity to learn something about both the American and the British cultures but unfortunately the British form of conduct did not always come across to learners. Even though other English-speaking countries and cultures were described as in travel guides, it was, however, good that here again the descriptions were not only positive in nature. Learners were also told about the darker sides of a society, like pickpockets (Key English 7:63), bullying in schools (Key English 9:136-137) and shoplifting (Key English 7:91-92). Also the stories where different people told about their travels in a certain country included descriptions of things and practices that the travellers did not experience as pleasant, but eventually they got used to these things or they did not let them ruin their holiday. Teachers who are teaching a foreign language as language for intercultural understanding need to use other materials than the English textbook as well to achieve their goals. *Key English 7-9* provides learners with background information from which to start. Teachers can then increase learners' knowledge of the foreign English-speaking cultures on the basis of the information given in the textbook-series.

The results of the theory-based study of the two textbook-series show that the information learners receive through these textbook-series is inadequate and does not meet the requirements of teaching language for intercultural understanding as defined by Byram, Morgan and colleagues. The framework for cultural content in foreign language teaching contains nine principles and none of them were thoroughly presented and discussed in either of the textbook-series. The results of this study also show that in both of the textbook-series the different English-speaking countries and cultures that appeared on their pages were unevenly presented. *The News Headlines 1-8* concentrated mostly on describing the situation in England and the United States whereas the other English-speaking countries and cultures were hardly mentioned. *Key English 7-9* also concentrated on describing the life in the United States the best

but gave England and the rest of the United Kingdom far less attention. The other English-speaking countries, like Australia, India, New Zealand and Ireland were much better presented in *Key English 7-9* than in *The News Headlines 1-8*. In *Key English 7-9* these countries were presented in the so-called Key Card- sections that were much more versatile and informative than the country-in-a-nutshell – presentations in *The News Headlines 1-8*. When the presentations in *The News Headlines 1-8* consisted of certain facts, like the population, area and religion, the presentation in *Key English 7-9* went further by pointing out the special features of a certain country, like its nickname, historical events, scenery and monuments.

The results show that the information given of the first principle *Social Identity and Social Groups* in *The News Headlines 1-8* concentrated on stating the different ethnic groups in different English-speaking countries and mentioning some professions. The textbook-series did not elaborate on this by describing the way of life of the different ethnic groups it mentioned nor did it inform learners of the work the people whose professions it did mention did. The category of dialect was not mentioned at all in none of the English-speaking countries and cultures presented on its pages. The rest of the categories, namely social class, regional identity, sub-culture identity and cultural minority were mentioned with regard to some of the countries and cultures but not in all of them. The texts in *Key English 7-9* were more descriptive not just stated facts as in *The News Headlines 1-8*. Learners were given more detailed descriptions of people's professions, ethnic groups and regional identities. *Key English 7-9* even had a very informative text about Canadian English, its spelling, pronunciation and varieties. All categories were mentioned in *Key English 7-9* but not about all the English-speaking countries presented on the textbook-series. In this principle most attention was given to the United States and Canada.

The second principle, *Social Interaction*, contains such categories as verbal behaviour in social interaction, non-verbal behaviour in social interaction, greetings, levels of formality, meals and food, gender relationships and taboos. Both of the textbook-series presented learners with examples of verbal-behaviour in social interaction in different situations in Britain. The verbal behaviour in other countries was mostly dealt with by stating the languages spoken in that country. *The News Headlines 1-8* gave learners also some information about the non-verbal behaviour in social interaction in Britain and the United States. Another category dealt with in *The*

News Headlines 1-8 was gender relationships, but this information contained only examples of different kind of behaviour in male-female interaction, and apart from Aborigines in Australia, Indians and Singaporeans did not really discuss the differences in the status of men and women in each country either by pointing out the differences or discussing the similarities. The other facts given in *The News Headlines 1-8* concerning this principle dealt mainly with food. There was surprisingly little information about non-verbal behaviour in *Key English 7-9*. Besides mentioning the drunken behaviour of the British people on holiday in Spain, this category was not dealt with at all. The main focus was on the languages spoken in each of the countries and their meals and food.

The third principle is called *Belief and behaviour*. This principle entails such categories as moral beliefs, religious beliefs and daily life routines. The results of this study show that neither of the textbook-series really discussed these characters. In *The News Headlines 1-8* religious beliefs were dealt with by stating the different religious groups in seven target countries. In *Key English 7-9* this was done only twice. A reference to the religious beliefs in India was made by mentioning the free-roaming cows but the religious aspect of it was not mentioned. The only information about moral beliefs in *The News Headlines 1-8* was the respect for elders in Singapore and arranged marriages in India. The social inadequacies between the blacks and the whites in South Africa were also mentioned. The textbook-series also informed learners about nature protection but not in any particular country. *Key English 7-9* discussed such general moral issues as child labour and shoplifting. It also mentioned Americans and guns at home, nature conservation in Canada and animal protection in England. The information of the daily life routines in target countries in both textbook-series consisted of popular hobbies and spare time activities.

The fourth principle in Byram, Morgan and colleagues' framework is *Socio-political institutions*. The categories in this principle are health-care, law and order, social security, local government, government and elections, trade-unions and the arts. This principle received far too little attention in both of the textbook-series. *The News Headlines 1-8* stated a few facts about a couple of the target countries but once more did not explain anything in depth so the information learners get will be very easily forgotten. In *Key English 7-9* more categories were mentioned and more information was given but the information was mostly interesting facts from various

categories and did not give a clear understanding of how the different English-speaking societies and their institutions function.

The fifth principle is called *Socialisation and the life-cycle*. This principle consists of the following categories: families, schools, employment, religion, military service and different ceremonies. Since the textbook-series were written for teenagers, the point of view was clearly that of a teenager. This became clear in the fact that very few events in the life-cycle of an adult or adulthood ceremonies were mentioned. *The News Headlines 1-8* talked about weddings, and mentioned a few sets of parents but the parents were never the ones telling the story. Even the text about work and employment told of teenagers or other young people and their professions. Even though the textbook-series concentrated on teenagers, it did not say anything about schools. *Key English 7-9*, however, had a couple of very interesting descriptions of a typical school day in England and in New Zealand. More families were mentioned than in *The News Headlines 1-8*, but not many descriptions of every-day-life were given. *Key English 7-9* was also mostly written from a teenager's point of view, but there were a couple of texts where adults got to describe their own lives. Neither of the textbook-series said much about different religious practices or other types of ceremonies in different countries. Military service was not discussed at all.

The sixth principle is *National history*. The categories are periods, historical and contemporary events, and national boundaries and their changes. The presentation in both textbook-series concentrated entirely on describing certain events in the target countries' history. Different historical periods and the nations' boundaries were not mentioned. All the information about the target cultures in *The News Headlines 1-8* is presented in a random order and scattered all over the two textbooks, which will make it very difficult for learners to get a clear understanding of any of the principles in any of the target cultures. This was particularly difficult in this principle, since the information did not follow any chronological order or concentrate on describing any particular culture or country at a time. Often the information learners received described special or extraordinary events that were not particularly important from a historical point of view. In *Key English 7-9* the information was chronologically better organised and each country was discussed separately but the information tended to concentrate entirely on describing a certain

country's inhabitation. The textbook-series rarely mentioned other important historical events let alone more contemporary ones.

The next principle is called *National geography*. The categories included in it are distribution of population, areas of industrialisation, neighbouring countries, topography, climate and vegetation, and the natural environment. The most common piece of information in this principle was the area. Both textbook-series mentioned this fact about all of the countries they presented on their pages. But since in most cases it was not explained what the numbers really meant, I do not believe learners will truly understand the size of the country in question. The information about *National geography* in *The News Headlines 1-8* mostly dealt with natural wonders, climate and animals. The same information was also given in *Key English 7-9* but there was much more of it and it was more detailed and described different parts of a country. Topography, areas of industrialisation and neighbouring countries were not really discussed at all in either of the textbook-series and the distribution of the population was only discussed in some countries in *Key English 7-9*. I was very surprised too see that neither of the textbook-series had any good maps of any of the target-countries.

The eighth principle is *National cultural heritage*. The categories in this principle are past and present artefacts and people, artists, authors and their most widely known works, and classical musicians and painters. There was plenty of information about this principle in both textbook-series. However, the information concentrated heavily on popular culture, like rock and pop music and singers and movies and actors. There was very little information about classical musicians and composers or painters. In *The News Headlines 1-8* the only classical musician and composer learners got to read about was Mozart. The textbook-series did not present any classical musicians or composers from the target countries. Painters and their paintings were not mentioned either. Some authors and their works were mentioned, like Agatha Christie, Arthur Conan Doyle and William Shakespeare, but more contemporary artists, writers and authors were left out completely. *Key English 7-9* did present more contemporary authors, like Nick Hornby, Frank McCourt and J.K. Rowling, and even mentioned some painters and their paintings, like Andy Warhol but did not pay much attention to classical music either. The only references to it were the names of a couple of opera-singers, like Joan Sutherland and Kiri Te Kanawa.

The last principle is called *Stereotypes and national identity*. Its categories are historical and contemporary features of national identity, symbols of national identities and stereotypes, and famous monuments and people. Both textbook-series contain some information about all of the previously mentioned categories but not necessarily about all the target-countries. The United States and Great Britain were once more given the most attention. Since famous artists, authors, actors and directors were presented in the previous principle, the focus on this principle was on famous people from other fields. However, neither of the textbook-series contained much information about other famous people. National identity and what it means to be an inhabitant in a certain country was really not discussed at all. Some symbols of national identity were mentioned as well as stereotypes, some of which were quite controversial, in my opinion. Both textbook-series also included information about famous monuments in different countries.

The results of this study show that neither of the textbook-series that I analysed gives sufficiently information about the English-speaking target countries and their cultures. The two textbook-series are still teaching 'language for touring' not yet 'language for cultural understanding'. *Key English 7-9* does have more information about the target countries and their cultures than *The News Headlines 1-8*, but it is not the right kind of information. A lot of the information presented in both of the two textbook-series is same information learners have already heard when studying other subjects than English. Learners may learn some new facts about the target countries but I do not feel that the information in the textbook-series enhances or increases intercultural learning and understanding. The way to do it is to present learners with real people from the target cultures telling learners about their every-day-lives, surroundings, countries, beliefs and values. Then by comparing the lives of the people from the target countries with their own lives learners can learn from other cultures and start to understand them. It will be a real challenge for the textbook writers to write a textbook that teaches 'language for cultural understanding' since there are no universally acknowledged rules of how this is done, but by following the principles presented by Byram, Morgan and colleagues in their suggestion for content of cultural learning, they may very well succeed in that.

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