

**The Representation of the Expanding Circle**  
**in the Secondary School Textbook Series *Smart Moves***  
**- Focus on Finland**

Anni Saavalainen  
University of Tampere  
School of Language, Translation  
and Literary Studies  
English Philology  
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Englannin kieli on viime vuosikymmeninä vahvistanut asemaansa kansainvälisenä kielenä ja sitä käytetään yhä useammin myös konteksteissa, joissa ei ole osallisina englantia äidinkielenään puhuvia henkilöitä. Englannin kieltä ei enää yhdistetä pelkästään maihin, joissa englantia puhutaan äidinkielenä vaan myös englantia vieraana kielenä puhuvat kuvataan osana englanninkielistä maailmaa. Tässä sivuainetutkielmassa tarkastellaan, missä suhteessa maat on esitetty Suomessa käytössä olevassa yläkoulun englannin kielen oppikirjasarjassa *Smart Moves*. Lisäksi tutkitaan, kuinka moni teksti keskittyy Suomeen ja siihen millaisen kuvan tekstit välittävät Suomesta esimerkkinä maasta, jossa englantia opiskellaan ja puhutaan vieraana kielenä. Nämä maat kuuluvat alueeseen, joista käytetään nimitystä "Expanding Circle".

Tutkielman teoriaosa käsittelee kuvausta, jota voidaan käyttää jaottelemaan maailma kolmeen alueeseen sen mukaan, mikä asema englannin kielellä on kyseisellä alueella. "Expanding Circle" maiden lisäksi puhutaan "Inner Circle" maista, joissa englantia puhutaan äidinkielenä, ja "Outer Circle" maista, jotka ovat maita, joissa englannilla on vakiintunut asema. Käytän työssäni metodina sisällönanalyysia ja jaottelen oppikirjasarjan tekstit yhdeksään (9) eri kategoriaan sisällön perusteella.

Tässä tutkimuksessa selviää, että luokitelluista teksteistä 46 % keskittyy ainoastaan "Inner Circle" maihin. Lisäksi näiden maiden kansalaiset ovat vahvasti edustettuina kirjasarjassa kuvattavissa ihmisten välisissä yhteyksissä. Yllättäen tekstit, jotka eivät sisällä viittauksia mihinkään kulttuuriin, ovat toiseksi suurin ryhmä oppikirjasarjan analysoiduista teksteistä. Tämä voidaan nähdä tuloksena siitä, että englantia aletaan pitää kansainvälisenä kielenä, joka ei ole sidoksissa tiettyyn kulttuuriin.

Suomea käsittelevässä analyysiosiossa selviää, että Suomen ja suomalaisen kulttuurin kuvaus on monipuolinen. Kuvaus sisältää runsaasti aineksia, joiden pohjalta suomalaiset oppilaat voivat kertoa kotimaastaan ulkomaalaisille ja joissa suomalaiset esitetään aktiivisina osallisina kansainvälisissä kontakteissa. Suomella on luonnollisesti erityinen asema kirjasarjassa *Smart Moves*, koska se on luotu suomalaista peruskoulua varten. Jotta tekstikirjat olisivat lähempänä oppilaiden kokemusmaailmaa, niiden tulisi jatkossa sisältää tekstejä, joissa "Expanding Circle" maiden kansalaiset kommunikoivat keskenään englanniksi.

Avainsanat: englannin kielen opetus, "World Englishes", Suomi ja suomalaiset, oppikirjat, sisällönanalyysi

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# 1 Introduction

In the course of the last centuries, the English language has witnessed a great spread. According to Canagarajah (2005, xxiii), today, there are more speakers who use English as an additional language compared to those who use it as their “native language”. Furthermore, he (ibid.) states that English is heard increasingly in multilingual contexts both inside and outside English-speaking countries. One widely accepted model of World Englishes is Kachru’s three-circle model (1985, 12) which is comprised of the Inner, the Outer and the Expanding Circle (cf. chapter 2). The three-circle model is the theoretical basis of this study. However, the study concentrates on World Englishes merely as areas in the teaching material rather than on their linguistic features.

This study gives an overview of the representation of the Circles in one English Language Teaching (henceforward ELT) material and concentrates on the representation of Finland through the examination of a recently (2005–2008) published Finnish secondary school textbook series *Smart Moves*. According to Kachru’s three-circle model (1985, 12), Finland can be labeled as an Expanding Circle country and thus the role of the Expanding Circle in the textbook series is the primary interest of this study. The aim of the study lies in investigating if the changing conception of the English speaking world is visible in the textbook series. In other words, the study focuses on the point of view from which the content of the textbook is fabricated; whether the English speaking countries dominate or whether the non-English speaking countries also have a role in the presentation.

The study takes an interest in the way Finland is portrayed in the textbook series because the Finnish National Curriculum (2004, 140) sets in the goals of the grades 3-6 that pupils know the central similarities and differences of their own and the target culture. This presupposes that

the pupils are able to tell foreigners about their own culture. Further, among the goals for the grades 7-9, it is stated that pupils should familiarize themselves with the target culture and to understand it reflecting on their own cultural background (ibid., 141). Once again, this requires that the pupils are capable of expressing basic information about their native country in English. Since the Finnish National Curriculum has these goals defined in it, the textbooks are expected to contain the necessary information.

The study seeks to answer the following two sets of questions:

- What is the percentage of the representation of the Inner, the Outer and the Expanding Circles in the textbook series? Do the Circles receive equal attention when compared to each other? How many texts deal with the Expanding Circle country Finland?
- Which topics does the textbook series cover in the texts dealing with Finland, Finns and the Finnish society? What are the ways in which the representation of Finland is created?

The method in this textbook series' analysis is content analysis. My interest for the topic stems from my profession as an English teacher and from a long-time fascination towards textbook editing. The study of textbooks is relevant because of the major role textbooks have in Finnish classrooms. Luukka et al. (2008, 64) comment on this by saying that in Finland, textbooks create the frames for teaching and also influence what is being considered important in teaching. This is because of their institutional nature; in Finland textbooks are made on the basis of the Finnish National Curriculum which stipulates the goals for education in Finland. The power of textbooks in the classroom is based on the fact that they structure the teaching and emphasize certain things while others are left in the background (ibid.). Unquestionably, the teacher has a major impact on what is accentuated in the classroom, but this study only concentrates on the textbook content.

This is legitimate because according to the study of Luukka et al. (ibid., 95), 98% of foreign language teachers use textbooks *often* in the classroom.

There are similar studies related to the topic of the thesis. Previous research on English as an international language in the Finnish school context has for example concentrated on teachers' and pupils' attitudes (Ranta 2004) and on the accents of the English varieties in textbook tapes (Kivistö 2005). In addition, Pohjanen (2007) has studied the actual textbook content but with a focus on the presentation of the UK and the USA in two older Finnish secondary school textbooks, *Key English* and *The News Headlines*. Accordingly, this study differs from the previous ones because the focus is on an Expanding Circle country instead of the Inner Circle ones. The hypothesis of the thesis is that seeing that *Smart Moves* has only recently been published, the wider conception of the English speaking world will be taken into consideration in the way in which the three Circles are represented. The results of this study may be of interest to those researchers who are dealing with English as an international language, and encourage language teachers to observe their teaching materials from a more critical perspective.

Chapter two forms the theoretical background of this study. It contains a concise explanation of Kacru's three-circle model of World Englishes alongside with a short consideration of the representation of Finland. Chapter three introduces the material and the method used in the empirical part of the study. Finally, chapter four is dedicated to the analysis of the textbook series *Smart Moves*. In short, the fourth chapter discusses categories and categorization principles, forms an overview of the representation of the Circles and then concentrates on Finland from two perspectives. Firstly, the categories where Finland is included are presented and secondly, the study examines the ways in which the representation of Finland is created.

## **2 Theoretical framework**

This chapter contains information on Kachru's three-circle model of World Englishes and the representation of Finland. The three-Circle model is presented first and then, the focus is on the representation of Finland. Together these two sub-sections form the theoretical background of the thesis.

### ***2.1 Kachru's three-circle model of World Englishes***

Anyone interested in the global use of English has encountered a great variety of terms circulating in the literature. Confusions occur since the meanings of the terms vary depending on the author and on the date of publication. Moreover, the terms do not always even have a fixed meaning. I will begin with presentation of Kachru's three-circle model of World Englishes which constitutes the main theory of this study.

Kachru's three-circle model of World Englishes remains to be used in the literature even though it was created almost 30 years ago. His model (1985, 12) is comprised of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle, representing the English speaking world of the 1980s. Kachru (ibid.) initially distinguished the three Circles according to the "types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages". I will now discuss the three Circles and their distinctive features.

According to Kachru (ibid., 12), the Inner Circle refers to regions where English is the primary language such as in the USA, the UK, Canada, Australia and New Zealand. Jenkins (2009, 18, 20) describes the Inner Circle as "norm-providing" because the speakers set the norm for those learning English as a foreign language. These countries are traditionally widely presented in teaching materials, perhaps the USA and the UK more than others. Seidlhofer (2003,

13) concurs by saying that the focus in textbooks and reference materials is still largely on Anglo-American culture(s).

The Outer (or extended) Circle contains countries, which often have encountered extended periods of colonization by the users of the Inner Circle varieties (Kachru 1985, 12). Kachru (ibid.) mentions two major characteristics of this Circle. Firstly, English is only one of the two or more languages used in the country and, secondly, English has acquired an important status in the language policies. He (ibid., 12–13) adds that in the Outer Circle, English has been institutionalized and “has an extended functional *range* in a variety of social, educational, administrative, and literary domains” (emphasis in the original). India is a clear example of an Outer Circle representative, but every country does not fall easily into the categories. Kachru himself (ibid., 14) recognizes the difficulty of categorization with some countries, namely South Africa and Jamaica. In this study, I have included South Africa in the Outer Circle. From a linguistic point of view, Jenkins (2009, 18, 20) characterizes the Outer Circle as “norm-developing” since English has become institutionalized and the speakers are developing their own standards that differ from those of Inner Circle speakers.

The third Circle, the Expanding Circle is the main interest of this study. Following Kachru (1985, 13), it covers regions, which do not necessarily have colonization history by the users of the Inner Circle. Within these countries English is learned as a foreign language. As was stated in the introduction, Finland is labeled as a representative of the Expanding Circle. According to Jenkins (2009, 18, 20) the Expanding Circle is “norm-dependent” because the varieties spoken in these regions are without any official status and rely on standards set by Inner Circle speakers. Nevertheless, as Kachru (1985, 13) points out, the Expanding Circle English



speakers are in a crucial role since they further strengthen the position of English as an international language.

Kachru's three-circle model can be used as a basis of the study because the distribution of the three Circles can be used to examine whether the conception of the English speaking world has changed or has it remained the same. In other words, this study examines the representation of the English speaking world in the textbook series *Smart Moves* through a specific model. Kachru's three-circle model has been criticized because it relies so heavily on geographical and historical features, and because it does not depict the proficiency of speakers (for further information, see Jenkins 2009, 20–21). A noteworthy detail is, in fact, that Kachru's model does not take into account the proficiency of an English speaker. For example a person who has learned English as a foreign language can have a higher proficiency in English than a person who speaks English as a mother tongue.

The importance of World Englishes is starting to be acknowledged in the ELT context throughout the world. For example, Kachru (Y. 2005, 166) discusses the importance of World Englishes in the ELT context. She (ibid.) states that learning and teaching “[W]orld Englishes means making learners aware of the rich variation that exists in English around the world at an appropriate point in their language education in all the three Circles and giving them the tools to educate themselves further about using their English for effective communication across varieties”. According to this definition, teaching World Englishes should be part of the curriculum in all of the Circles so that pupils all over the world would be well equipped for the international communication.

## **2.2 Representation of Finland**

The main aim of this study is to examine the representation of Finland, which is understood to be conveyed through the topics and the ways in which Finland is dealt with in the textbook series *Smart Moves*. As a result, the texts create an image of Finland and this image is examined as a representative of the Expanding Circle. Hall (1997, 17) defines representation as “the production of the meaning of the concepts in our minds through language”. Moreover, he (ibid.) states that representation is the link between concepts and language which enables us to refer to the real world of objects, people or events. Hall (ibid. 17–18) describes representation through two systems, the first of which involves ways of organizing, clustering, arranging and classifying concepts, and of establishing complex relations between them. The second system, according to Hall, is language which is involved in the overall process of constructing meaning. Hall’s theory of representation is relevant in this study because it examines the representation of Finland through what is expressed with language in one Finnish ELT material. In this case, the authors of the series *Smart Moves* have chosen certain topics and elements to symbolize Finland and they describe these in written mode. The task is to depict what kind of representation the texts create of Finland and how this representation is constructed. In addition to the representation of Finland, this study is interested in the proportion in which the three Circles appear in the textbook series. This study only compares the percentages in which the Inner and the Outer Circle appear in the textbook series, however their representation is not examined in detail in because of the concise nature of this study.

### 3 Material and Method

This chapter concentrates on presenting the material and the method of the thesis. At first, a short description of the textbook series *Smart Moves* is provided. Then, content analysis, which is used in the empirical part of the study, is introduced.

#### 3.1 The textbook series *Smart Moves*

The secondary school textbook series under observation, *Smart Moves*, is designed exclusively for Finnish market. The series comprises of three books, *Smart Moves 1* (2005), *Smart Moves 2* (2007) and *Smart Moves 3* (2008) and their workbooks (hereafter SM1, SM2 and SM3). However, this study only analyzes the textbooks because they contain enough of material in order to have a concise study. Each of the textbooks cover one year of studies, which means that the pupils who study English using *Smart Moves* are between 13 and 16 years old. In the introductory chapter (SM1, 6) of the series, it is said that pupils are going to go on a trip with the English language in the English-speaking countries. The tour is carried out with the help of “Bits ‘n’ Pieces” pages which present one country at a time and divide the textbook into sections.

The six text types included in the analysis of the textbook series are “Bits ‘n’ Pieces” sections, the actual chapters, “Smart Talk” sections, “Off the record” texts, other short texts and cultural products, such as songs or poems. “Bits ‘n’ Pieces” pages often introduce the context of the upcoming chapters and contain basic information about countries under the headings “facts”, “good to know”, “culture”, and “national anthem”. The chapters do not have principal characters that would appear throughout the series. This means that the chapters include various persons from all over the world. “Smart Talk” sections are short dialogues, which include example discussions of various topics such as hobbies (SM2, 16) or talking about school (SM2, 52) or contain a discussion task for the pupils. “Off the record” texts are small info boxes containing

info about the topic of the chapter. Alongside with songs and poems, “Off the record” parts are often topic related and introduce a different angle to the topic. Other text material such as short texts comprising of opinions or utterances, for example “Kids talk about love” (SM2, 82), are not included in the analysis. Similarly, vocabulary, grammar section and “Help pages” at the end of the textbooks are not included in the analysis because they are not part of the educative textmaterial of the book. Their function is to support the understanding, use and learning of English.

### **3.2 Content analysis**

The method used in the analysis of the textbook series *Smart Moves* is content analysis. Titscher et al. (2000, 55) note that all those methods of text analysis which somehow approach text by means of categories can be described as variants of content analysis. Thus, content analysis can be described as a “research strategy” rather than as a single method of text analysis. This explains the multitude of possible procedures in content analysis based studies. Hakala (2003, 16) defines that content analysis is a directive method where answers are sought only to the research questions set by the researcher. Hakala (ibid., 22) notes that content analysis includes three basic phases, which are design, execution and reporting. According to Hakala (ibid., 14), content analysis can be used in systematic examination of words and pictures. However, only the text material will be analyzed in this study.

Tuomi and Saarijärvi (2003, 95–98) distinguish three different approach methods for content analysis: data-based analysis, theory-guided analysis and theory-based analysis. Generally, Tuomi and Saarijärvi (ibid., 95, 97) say that data-based analysis is formed uniquely on the basis of the data, whereas in theory-based analysis an existing model is tested in practice. Theory-guided analysis was chosen for this study because it enables the use of theory in the

analysis without relying entirely on it and also, because the analyzed items and their classification stem both from the data *and* the theory. In this study, the theory-guided analysis is understood to serve as a kind of amalgam of data-based and theory-based analysis.

The analysis was carried out with the help of the theory-guided analysis. First, on the basis of skimming through the contents of the three textbooks, categories were created according to Kachru's three-circle model (1985, 12). Additional categories needed to be created because some of the texts had no contextual references and some of them presented communication between speakers from different Circles. In other words, in addition to the Inner, Outer and Expanding Circle categories, more categories were added on the basis of the data because the theory alone would not have been sufficient to cover the different types of occurrences (a presentation of the nine categories will be presented in the section 4.1). After the categories had been precisely stated, the coding process began. The occurrences were listed under the appropriate category marking the number of the volume and the page number. For instance, the chapter 4 "Nature's fury" from *Smart Moves 3* was added in the class "Inner Circle" with the following abbreviation: SM3, 37–39. The division was made in order to examine what is the proportion of the different Circles in the textbook series and in particular to find out in how many text is the Expanding Circle the topic. The texts dealing with Finland were sorted out of all the Expanding Circle occurrences and they were then analyzed more profoundly.

## **4 Results**

In this section, the results of the study will be presented. At first, the principles that were followed in the analysis will be clarified, then, an overview of the representation of the three Circles in the textbook content is provided. Finally, the study will examine how much of the content deals with Expanding Circle and focus then on the representation of Finland. The

analysis of the texts dealing with Finland is done in two ways. Firstly, the categories in which Finland occurs are examined through the topics, which are presented when talking about Finland. Secondly, the ways in which the representation of Finland is created will be examined.

#### **4.1 Categories and categorization principles**

The texts were categorized into nine classes depending on their content. On the basis of the theory and the data, I created the following nine categories to describe the context of the texts:

1. Inner Circle
2. Outer Circle
3. Expanding Circle
4. De-nationalized setting
5. Inner Circle contacts
6. Inner and Outer Circle contacts
7. Inner and Expanding Circle contacts
8. Outer and Expanding Circle contacts
9. Mix of the three Circles

The first three categories presented in the list above contain texts dealing with one country or one nationality. The fourth category includes texts without cultural reference, and, in the last four, there is a mixture of people from different Circles communicating with each other.

In most of the cases, the occurrences were easy to place because the characters' origin was told at the beginning of the text, as with example (1) below, or, the texts contained place names related to one of the Circles, as with the example (2). In addition to direct references, the classification could be made according to cultural or social references, which connected the occurrence with a country. For instance, pound as currency in "Shopping" (SM1, 72–73) gave enough grounds for the text to be placed in the "Inner Circle" category. Similarly, "Leprechauns tales" (SM2, 98–101) was connected to Irish folklore and a reference to Fourth of July (example 3) was connected with the United States of America and these two occurrences were labeled as Inner Circle occurrences. Finnish cultural references, which were included in the "Expanding

Circle” category, include the “Canine Kalevala” (SM3, 81–83) and the song “Bittersweet” (SM3, 47) with singers Ville Valo and Lauri Ylönen.

- (1) Thomas and Ian are the best of friends. They first met at school in South East London at the age of 11 (SM1, 38).
- (2) Our first guest comes from Newcastle, and she’s dived in many interesting places (SM2, 25).
- (3) It was the Fourth of July and we went to shoot off fireworks in a friend’s yard (SM1, 19)

It was difficult to decide how to categorize some of the occurrences because they could sometimes be labeled into two categories. The problem was resolved by admitting these occurrences in two categories if the content required it. For example, the chapter “New Zealand – naturally” is included in the “Inner Circle” category but also in the “Inner and Expanding Circle contacts” category because the texts describes five things that a New Zealander would tell foreigners about their native country and because the text also contains a description of Inner and Expanding Circle speakers communicating with each other. The New Zealander tells about a Norwegian visitor who during his visit commented on the similarity of the Norwegian scenery to the scenery of Milford Sound (SM2, 39).

In cases where two Inner Circle countries were mentioned in the same text I did not mark the occurrence twice because the text deals with one of the Circles and because the representation of the different Inner Circle countries was not in the scope of this study. For example, the chapter “Animals at work” is consisted of two separate texts describing the work of police constable from London and that of bomb dog from the USA (SM1, 25–26). This example was labeled once in the category “Inner Circle”.

All types of contacts were included in the analysis, which means that the texts might describe the contact taking place as we speak (example 4) or the contact might have taken place in the past and the text would only report it (example 5). The mode of the contact, for example via letter or in person, did not make a difference as I accepted all.

(4) -Where do you come from?

-I come from Finland, which is in northern Europe. It's one of the Nordic countries (SM2, 113).

(5) [the speaker is a New Zealander] Once my family had a visitor from Norway, and we took him on a boat across Milford Sound (SM2, 39).

Chapters where the backgrounds of American immigrants were presented (SM2, 122; 131, SM3, 61–62) can be stated as problematic to label because their focus was clearly on the USA. Yet, the texts also contained a reference to Taiwan, Mexico, Ireland and Finland. Because the main thing in the chapters was to describe the rich cultural variety of the USA, these occurrences were marked in the “Inner Circle” category with the exception of the chapter dealing with Finnish ancestors. The chapter dealing with Finnish ancestry is categorized differently because Finland is the main interest of this study. Therefore every text containing information about Finland is included in the analysis. Thus, I included the chapter in both “Inner Circle” and “Inner and Expanding Circle contacts” categories. Examples (6) and (7) illustrate the seemingly similar chapters which were categorized in a different way because of their topic:

(6) We have lived here all our lives. We were both in the USA. Our parents come here in the 1960 from Taiwan and settled here in Irvine, California (SM2, 122)

(7) Over 40 percent of the population of Hancock has Finnish ancestors. The ancestors emigrated from Finland to come and live in the US in a place with a similar climate. [...] At that time, the pay was very meager. [...] With *sisu* the Finns survived (SM3, 62).

With some countries like Singapore, Namibia, and Qatar it was hard to define whether they belonged to Outer or Expanding Circle, because I was not familiar with the countries and their historical background. In these cases, I referred to the Internet to find out if the country has



colonial history and if English had an official status in the country. After this, I placed the countries according to my findings. This shows the difficulties of Kachru's three-circle model; if one does not know the country and its society, the model can be difficult to apply.

The category "De-nationalized setting" includes texts which do not have a clear reference to any of the Circles and could thus represent any of them. This category also contains texts where the characters have English sounding names like "Emma, Brandon and Tony" (SM1, 18–20) but where the characters' nationality is not referred to. I decided to follow this principle because only an English sounding name is not a sufficient criterion for the occurrence to be placed in the "Inner Circle" category. Either, I did not include texts in categories on the bases of their placement in the book. The way the center of the attention moves from one region to another would have made this possible. "Bits 'n' Pieces" sections serve as a kind of introduction into a new area and the texts following "Bits 'n' Pieces" sections often deal with the area. However, the context in the texts is not always the same as in the preceding "Bits 'n' Pieces" section. This is why it is better to examine only the text content. For example the chapter "Pasta and Pavlova, please" (SM2, 33–35) is placed shortly after "Bits 'n' Pieces Australia", but the text itself does not contain any reference to Australia. Thus, I placed it into "De-nationalized setting" category. It is expected that the pupils do not know the origin of the dessert Pavlova.

The songs and poems were left out of the analysis unless they were accompanied by an explanatory text which clearly stated their context. "Off the record" boxes are labeled as entries of their own, because they bring additional information about the topic of the text and sometimes relate the phenomenon with other Circles. For example "Off the record" box (SM2, 35) explains that it is expected to tip in Australia and in the UK, not expected to tip in Finland and definitely

expected to tip in the USA. Chapters and “Smart Talk” sections are counted as separate occurrences because they do not necessarily deal with the same topic.

## 4.2 Overview of the Circles

I categorized the texts in order to find out the proportions in which each of the Circles occur in the textbook series *Smart Moves* (see Appendix 1). In addition, I was interested in the contacts within and across the Circles. All in all, I counted 164 occurrences. The reader should bear in mind that the actual number of the texts is smaller because some of the texts were counted in two categories. For example, the chapter “New Zealand – naturally” (SM2, 39) was included the “Inner Circle” category but also in the “Inner and Expanding Circle contacts” category.

Table 1 below contains the number of occurrences in the series *Smart Moves* of the material which represents the Circles or the contacts between the Circles.

Inner Circle	Outer Circle	Expanding Circle	De-nationalized setting	Inner Circle contacts	Inner and Outer Circle contacts	Inner and Expanding Circle contacts	Outer and Expanding Circle contacts	Mix of the three Circles	Total
75	9	11	37	9	4	16	2	1	164

Table 1. Number of texts dealing with the Inner, Outer and Expanding Circle content and contacts between the Circles in the textbook series *Smart Moves*.

The same information as in Table 1 is presented with percentages in the Figure 1 below. I will comment on the textbook series' content on the bases of the percentages, as they are more illustrative than mere figures.

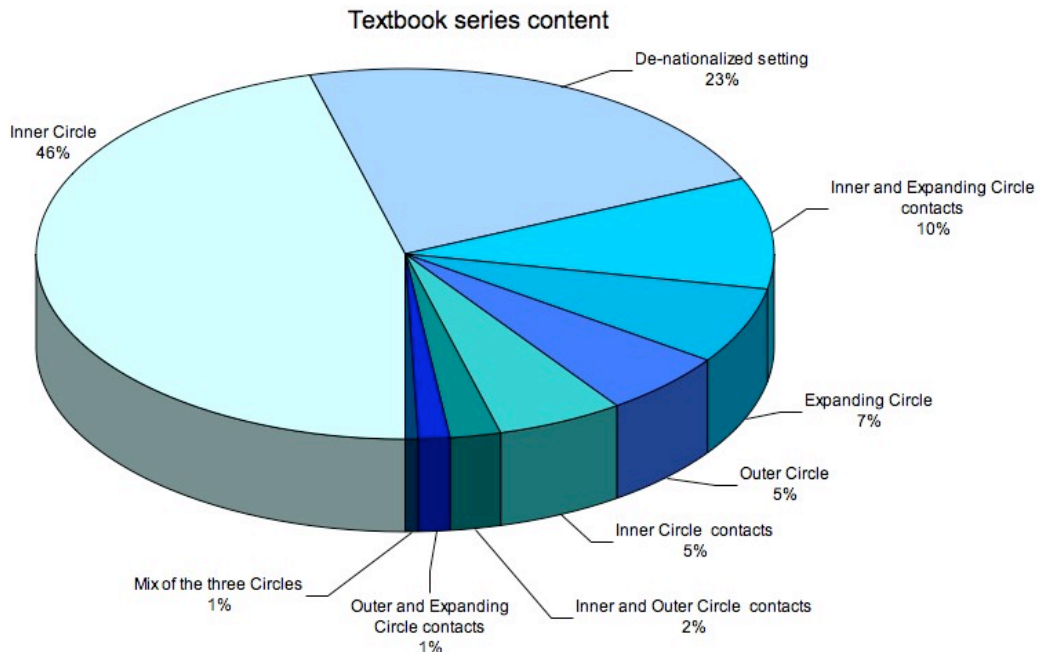


Figure 1. Percentages of the Inner, Outer and Expanding Circle content and contacts between the Circles in the textbook series *Smart Moves*.

The Inner Circle countries dominate the content of the series *Smart Moves* with nearly half (46%) of the analyzed texts in the series *Smart Moves*. Moreover, 5% of the content describes a contact between two Inner Circle countries. The high number of texts in the “Inner Circle” category is not surprising because these countries have traditionally been given most of the attention in ELT materials.

The “De-nationalized setting” category is surprisingly substantial. With 23 % of the textbook content, it is the second largest category in the series, just after the Inner Circle occurrences. This could be seen as a concession to the ideology according to which the English

language is no longer connected with a small number of target cultures but is an International language instead.

In the textbook series *Smart Moves*, the Expanding Circle countries have a little bigger percentage of occurrences with 7% than the Outer Circle countries (5%). I would have expected a bigger difference in favor of the Expanding Circle because the pupils studying English with *Smart Moves* are from an Expanding Circle country. It is worth noting that South Africa could also be considered as an Inner Circle country which would have decreased the proportion of the Outer Circle occurrences in the series.

The Inner Circle countries have a strong presence in the different types of contacts as well. Among the five types of contacts, the Inner Circle speakers appear in four of them leaving only one type of contact where they are not included. The biggest group among the different contacts is “Inner and Expanding Circle contacts” with 10%. For Finns, it would be interesting to include more situations where Expanding Circle speakers are involved. Thus, pupils studying English with *Smart Moves* would see other Expanding Circle speakers communicating in different communicative situations and would be encouraged to take an active role themselves.

I examined the Expanding Circle occurrences in detail in order to find out how many of them include Finland, Finns or Finnish culture. These texts constitute the data of a more detailed analysis. All of the Expanding Circle occurrences are listed in Table 2 below.

	Expanding Circle country	Contact between Inner and Expanding Circle country	Contact between Outer and Expanding Circle country	Mix of the three Circles	<b>Total</b>
Finland	8	8	1	1	<b>18</b>
Expanding Circle country other than Finland	3	8	1	-	<b>12</b>
<b>Total</b>	<b>11</b>	<b>16</b>	<b>2</b>	<b>1</b>	<b>30</b>

Table 2. Finland and other Expanding Circle countries in the occurrences.

All in all, Finland occurs in 18 texts (of which one is included into two categories, thus the number of the actual texts is 17). These texts represent four categories. Interestingly, 13 of these 18 texts are in *Smart Moves 3* (see Appendix 1). A list with a brief description of the 18 texts is included in Appendix 2. Interestingly, Finland appears as much alone as it does in contact with the Inner Circle. This can be considered as a positive result, because emphasis is given to an Expanding Circle representative without the presence of an Inner or an Outer Circle country, where English has a more established status.

There are three types of contacts where Finns are involved (contact here is understood to be an act of communication including speech, but also situations where two countries are contrasted with one another or situations reporting a contact that has taken place). The three types of contacts are firstly, Finns in contact with Inner Circle speakers, secondly, Finns in contact with Outer Circle speakers and thirdly, mix of the three Circles. The last one is a chapter where Finnish culture is discussed by Inner, Outer and Expanding Circle speakers but the discussion

does not include Finns. Nevertheless, the topic of the discussion is Finland and thus, it was included in the analysis.

The 12 texts which deal with another Expanding Circle country than Finland are left out of the analysis. However, it is an interesting fact that the majority of the Expanding Circle occurrences in the series *Smart Moves* deal with Finland (18 texts where Finland is discussed and 12 where another Expanding Circle country is the topic).

### **4.3 Finland in the categories**

In the first category, Finland is treated independently of the other Circles. There are 8 texts where Finland appears alone, first of which is the chapter “Love and Affection” (SM2, 80–81). The topic in this text is love and the use of the word “love” in Finnish is contrasted with its use in English (example 8).

(8) Love is a strong word when you say it in Finnish. You seldom say it to anyone unless they’re your boyfriend or girlfriend. However, in English you use it much more often to show that you like something or somebody very much. “I love walking on the beach” you might hear people say in the summer. Pop stars shout out to their audience “I love you” (SM2, 80).

Thus, the Finnish language is the first topic on Finland. The pupils are given facts about Finland in “Know your Finland” pages (SM3, 54–55). This is done in order to give the pupils the needed vocabulary for telling foreigners about Finland. Finland is the only Expanding Circle country which has these “Know your Finland” pages which are similar to “Bits n’ Pieces” pages where either Inner or Outer Circle countries are presented in the textbook series. The fact that no other country has this kind of information page shows that the other Expanding countries are given less attention and also reveals the special role of Finland in the series. Moreover, *Smart Moves* includes “Smart Talk” discussions where Finns talk about their hometown (SM2, 113) or country (SM3, 56) with a foreigner. These discussions display detailed conversation models for the pupils

to follow. Moreover, they contain a Finn in an active role, which is positive for the Finnish pupils who can easily relate to the characters. These two “Smart Talk” sections could also have been included in the categories where contact is involved, but because the background of the other participant was not precised they were included in the “Expanding Circle” category.

In addition, Finland is approached trough the presentation of cultural products, including Mauri Kunnas’ English version of “The Canine Kalevala” (SM3, 81–83) and the song Bittersweet (SM3, 47) by two Finnish musicians Ville Valo from the band “Him” and Lauri Ylönen from the band “Rasmus”. The other Expanding Circle countries do not have their cultural products presented in the series *Smart Moves*.

Finally, Finnish ways are treated independently of the other Circles in the chapter “Hobbies – the spice of life” (SM3, 48–51) where three Finnish youngsters talk about their hobbies. The introduction of the chapter concentrates on Finnish pastime:

(9) Everybody in Finland knows how to ski and skate. Every Finn spends their free winter evenings skiing, and the summers are a nightmare for people who have a craving for snow. Wait a minute! Not everybody in Finland likes skiing and skating! It is true that Finns learn the basics at school and there are a lot of people who go in for skiing and skating. However, there are a lot of other things Finns do after school or work. Three Finns were interviewed by *Smart Moves* to find out what kinds of activities Finnish people do in their spare time (SM3, 48).

After the introduction, three youngsters tell about their hobbies and the pupils get a detailed explanation of parkour, LARPing and circus as a hobby. The topic of the chapter is hobbies but the context and the especially the introduction deal with Finland.

The chapter “Studying – what’s the point?” (SM3, 68–70) concerns Finnish ninth graders options for their future education. The chapter presents the education choices that are available for Finnish pupils probably because by the end of the ninth year of education, they should know what they would like to do in the future. This chapter deals with a topic that is current in the lives

of the pupils and is therefore important. The fact that the series *Smart Moves* is only targeted at Finnish market makes this kind of topic possible.

The second category, after the category where Finland is treated independently of the other Circles, is the category where Finns are in contact with Inner Circle speakers. This category has a total of 8 occurrences. In four of the eight occurrences, Finns have traveled abroad; to Australia, Ireland or to the USA (in two of the occurrences). The first of these is an article (SM2, 12) written by a Finnish exchange student Rasmus, who is staying in Alice Springs in Australia, and who reports to Finnish pupils' magazine in Finland. Further, the series describes a Finnish class' excursion to Ireland (SM2, 94–96) and a Finnish boy's experience of studying at an American University (SM3, 63–65). The last of the examples of Finns going abroad the chapter "Home is where the heart is" (SM3, 61–62) is analyzed more closely in the next section. These four examples show that Finns go actively outside the borders of their native country. Nevertheless, Finns are not the only ones who are exploring the world because also Inner Circle speakers come to Finland. Thus, the contact is reciprocal and the world is shown to be open in both ways; from the Expanding Circle outwards and into the Expanding Circle.

The four remaining contacts in this category are Inner Circle speakers who have come to Finland. In one of these, Josh Mansner describes his visit to Sysmä in Finland (SM3, 57–59). Josh speaks about Finnish Easter traditions and delicacies, the difference of climate in the wintertime and in the summertime, and finds out what the *Kihveli soikoon!* music festival in Hankasalmi is all about. It is refreshing that the textbook shows a foreigner who speaks about Finnish phenomena. Thus, pupils are forced to examine their own culture from the perspective of an outsider. They are also encouraged to realize that cultural traditions and norms vary in different countries. Moreover, *Smart Moves* includes a song by Mike Martin (SM3, 60), a



member of London Philharmonic Skiffle Orchestra who was inspired by the *Kihveli soikoon!* music festival in Hankasalmi. This shows an appreciation of Finland by an Inner Circle speaker and should show to Finns that their country can be inspiring to foreigners as well. Finally, Finland is connected with the Inner Circle countries in “Off the record” box (SM2, 53) on tipping conventions which was mentioned earlier in this study. This “Off the record” box is a short list but it can be used as a discussion initiator in the classroom to introduce different customs in different cultures.

The series includes only one text where Finns are in contact with Outer Circle speakers. This occurrence is a text describing how a group of Finnish pupils have set up a link to Namibia to show the use of solar cookers (SM2, 28). This situation is complementing to Finns and emphasizes the Finnish know-how in the field of technology and in environmental issues. The fact that there is only one occurrence of this contact type shows that the relations between Outer and Expanding Circle speakers are not considered as important as the contacts with Inner Circle speakers.

The fourth category including Finns is the one where speakers from all the three Circles are involved. This occurrence is a discussion which includes speakers from the Inner, Outer and Expanding Circles: a Kenyan, an Indian, a Scottish and a German exchange student discuss their experience of the Finnish culture. More closely, they discuss the Finnish language, the weather, safety, people’s respect of law and Finnish food (SM3, 52–53). All of the students have come to Finland to study at Helsinki University. I found it surprising that the discussion does not include Finnish citizens. In my opinion, this emphasizes the foreigners’ view on Finnish culture. Maybe this is also done so that the pupils notice that they do not have to go outside Finland to practice their English.

To conclude the section on Finland in the categories it can be stated that the texts in the series cover a large array of topics related to Finland. Moreover, every Expanding Circle category includes occurrences of Finland or Finnish culture which also highlights the versatile presentation of Finland. In the same time, it is not that surprising that Finland has a special role in the series as the series *Smart Moves* is targeted at Finnish pupils.

#### **4.4 Creating a representation of Finland**

The representation of Finland is created in various ways. Firstly, the textbook series makes use of comparison between different cultures, traditions or languages. The authors of *Smart Moves* compare the use of the word “love” in pupils’ mother tongue to its use in English which shows that Finland has a special role in the textbook. The Finnish perspective is taken into consideration in a more thorough way than that of the other Expanding Circle countries. For example, the series also includes a comparison where the Norwegian scenery is compared with that of New Zealand. The topic of comparison in the use of the word “love” shows a more profound approach to the Finnish point of view. At least, it could be argued that comparing sceneries and the use of a verb expressing deep personal feelings is not of the same caliber. Other comparisons in the series *Smart Moves* are the already mentioned tipping conventions in the “Off record” box (SM2, 53). Moreover, the text where Joseph from Kenya tells about his first encounter with the Finnish “lihapiirakka” shows that things are not always how they seem to be:

(10) Well, another thing that can be funny is Finnish food. One day, soon after getting to Finland, I felt like having something sweet. I went into the corner shop and I saw that there were freshly baked doughnuts on the bread counter. “Excellent” I thought, and I chose a big doughnut to sink my teeth into. But imagine my horror when I discovered that it was filled with meat!” (SM3, 53).

Thus, cultural differences are included in the series with the example of food. A simple example on pastries shows how seemingly similar things can vary in different cultures.

Secondly, the representation of Finland is created through stereotypes. There are three texts containing a stereotypical conception on Finland. The stereotypes found in the textbook series include the conception of Finland as a country of cold weather. The discussions (11) and (12) illustrate this view:

(11) - I must say I don't know much about your country. Except for the polar bears, of course.

- Well, we actually have no polar bears at all. We do have brown bears, and elks and lynx.

- Really? But isn't it terribly cold in Finland?

- Yes it is, in the wintertime, anyway. The temperature normally remains below zero.

- That must be hard for you. What are your houses like?

- They are very strongly built. We have double or triple glazing and lots of insulation. (SM3, 56).

(12) - Yeah, it [Finland] is great! Besides the weather maybe... in winter at least...

- Now that you mentioned the weather, I must tell you guys that I was quite pleasantly surprised when I first arrived here in the middle of the winter. [...] You don't freeze indoors in Finland, because all the buildings are so well heated. I freeze more in Scotland than I do here. (SM3, 52)

In discussion (11), it is a Finn who contradicts the coldness, while in discussion (12) it is a Scottish girl who says that Finland is not actually that cold. This is explained by the high standard of insulated buildings in Finland. It seems that this stereotype is included in the textbook so that pupils are aware of the stereotypes often connected to Finland. It might then be easier for the pupils to redress the conceptions about their native country. The weather seems to be a common topic in discussions about Finland because the textbook series also includes the following examples: "Is it always cold there?" (SM2, 113), and also "...it's definitely the first Easter for me with woolly long johns on! And this is what they call spring!" (SM3, 57). The example of the Finnish spring also contains an element of comparison. The chapter "Hobbies – the spice of life" (SM3, 48–51) discusses stereotypes. The stereotype in this chapter is that because there is snow in Finland everybody skis and skates. However, the youngsters show that there are also other possible hobbies in Finland.

Thirdly, one of the ways of creating a representation of Finland is to show that Finns travel and live abroad. The textbook series provides examples of how Finns have visited or moved abroad at various stages of their lives for various reasons. This is emphasized in four texts. The chapter “Home is where the heart is” (SM3, 61–63, example 13) demonstrates that Finns emigrated in the USA already in the 20<sup>th</sup> century:

(13) Over 40 percent of the population of Hancock has Finnish ancestors. The ancestors emigrated from Finland to come and live in the US in a place with a similar climate. Around the turn of the 20<sup>th</sup> century, thousands of Finnish families settled in the Upper Peninsula of Michigan. The families came to work as farmers or as lumberjacks in the boundless forests. They also arrived in order to work in the many copper mines that were opening in the area. At that time, the pay was very meager. The immigrants earned only \$1.50 to \$2 a day. But what the Finns had was *sisu*. With *sisu* the Finns survived (SM3, 62).

The fact that there are Americans who have Finnish ancestors may come as a surprise to the secondary school pupils. The example above illustrates Finnish who live in an Inner Circle country while another example, that of Antti Suoniemi’s story of studying in the States (SM3, 63–65), describes a temporary stay. Moreover, *Smart Moves* includes Rasmus’ article of his residence in Australia (SM2, 12). Rasmus spends an exchange year in Australia. Thus, models of Finns abroad seem to encourage pupils to explore the world themselves. Antti’s and Rasmus’s stories describe situations that Finnish pupils might experience themselves or might dream of doing themselves.

In addition, Finland is presented as an international country due to the widespread use of English language in Finland:

(14) - Thank God they speak English in the international program!  
 - I know! It’s so great that there is a common language in the world that connects lots of different cultures (SM3, 52).

Finland is actively presented as a country which is open to contacts. Finns have either gone abroad themselves or welcome foreigners in Finland. The example (14) above implies that English is spoken in Finland is not the only complementing text about Finland. The Finns are presented in a positive light both in the ancestry text (SM3, 62) as well as in the text where Finns help Namibians with introducing solar cookers to them (SM3, 28). In the first text, Finns are persistent and hardworking and in the second, Finns are resourceful and helpful. Thus, the fourth way of creating a representation of Finland is to present Finland or Finns in a positive light.

The fifth and the last way Finland is portrayed, is by showing Finnish cultural products or Finland inspired cultural products (three occurrences). “The Canine Kalevala” (SM3, 81–83) appears as one of the additional texts and the song Bittersweet (SM3, 47) under the heading “SONG”. In addition, one of the cultural products, the song “Hankasalmi” (SM3, 60), establishes a link between the Inner and the Expanding Circle. The fact that Finnish cultural products appear in the textbook is significant because all the other cultural products in the series are either from the Inner or the Outer Circle.

## 5 Conclusion

The first aim of this study was to examine the percentage in which the Inner, the Outer and the Expanding Circle countries are represented in the secondary school textbook series *Smart Moves*. The goal of the study was to find out if the presentation follows traditional model which emphasizes the Inner Circle countries at the expense of the Outer and the Expanding Circle countries. Since the textbook series was recently published and World Englishes approach has received a lot of attention both in research and in educational field, it was expected to find a broader consideration of the English speaking world. Kachru’s three-circle model was used to

examine whether the Inner Circle countries would be in the focus of the textbook series or, if the Outer and the Expanding Circle countries receive equal attention.

The results show that the Inner Circle countries receive much more attention than the other Circles with almost half of the categorized texts handling exclusively the Inner Circle countries. One could say that the native speaker still has a strong foothold in the series *Smart Moves*. The results of this one textbook series analysis reveal that the Inner, Outer and Expanding Circles are not given equal amount of attention. This might hint that the Outer and the Expanding Circle areas are still not considered as an essential part of the English speaking world. Fortunately, active communication across the Circles is encouraged in the series.

Another interest of this study was to examine the representation of Finland as an Expanding Circle country. In the category of the Expanding Circle countries, Finland has the most occurrences and has a special role in the series. Cultural products, info pages and comparison with English language do not occur for other Expanding Circle countries than Finland. All in all, the representation of the textbook series gives some insight to the fact that cultural norms are not the same in different cultures. Finland's special role did not come as a surprise, as the textbook series under investigation is targeted at Finnish ELT classrooms and has been created keeping the Finnish pupils' point of view in mind. It was interesting to note that the texts where Finland is mentioned are not distributed evenly in the series but 13 out of 18 texts occur in *Smart Moves 3*. This means that Finland is not referred to throughout the series.

The textbooks series tries to show Finland in a positive light and also prepare Finns to encounter stereotypical views of their native country. To be able to present Finland and Finnish culture is clearly set as one of the goals in the series. It is worth noting that the contacts presented in the textbook series are reciprocal; not only Finns travel abroad but foreigners visit Finland too.

Even though the series depicts a diversified representation of Finland, it is still in minority when compared to the presence of the Inner Circle countries. It would be essential that English language learners in Finland were offered more examples of Expanding Circle speakers in active roles. It is interesting to note that in the textbook series *Smart Moves* there is not a single communication situation where Expanding Circle speakers would communicate among themselves. This would be the best way to represent the Finnish pupils' use of the English language. In fact, as Modiano (2009, 215–216) states, in Europe “English is no longer a “foreign language” acquired because one aspires to interact with and perhaps assimilate into an Inner Circle fraternity. Instead, it has now become an important mainland European language in its own right, one which facilitates communication between non-native speakers”. All in all, the Expanding Circle countries should have a more influential role in the textbook series. The model of native speakers in key position is an outdated one and should not appear in textbooks as much as it appears today. Jenkins (2006, 169) agrees since she acknowledges that one way of putting forward English as a Lingua Franca is the inclusion of more non-mother tongue speakers in teaching materials.

Every ELT professional should acknowledge the spread and use of the English language, and include World Englishes in their lessons in a way that conforms to their conception. Naturally, this is easier if the World Englishes perspective is taken into consideration in the teaching material. The problem with a too narrow representation of the spread and use of English is that the pupils will then be familiar with only the Inner Circle varieties and will eventually find out that the majority of English speakers around the world do not speak in a way that is taught in school. According to my opinion, the pupils would benefit from a strong presence of models where competent Finns and speakers from other Expanding Circle countries interact with

speakers of all the Circles. Seeing positive models would encourage pupils to take an active role and give them a feeling of belonging to the multifaceted English speaking community. The Expanding Circle speakers should be equally represented in the teaching materials.

Kachru (Y. 2005, 164) notes that “[a]ppplied linguistics and ELT professionals have yet to take a principled stand and prepare themselves to incorporate the world Englishes perspective into their academic practices. These then will have an effect on the education policymakers, and educational authorities will then be able to adopt an appropriate stance toward the teaching and learning of English”. In future, it is interesting to examine the ways in which the World Englishes perspective will be included in the ELT materials. It would be interesting to examine the representation of the other Circles and compare the topics that are covered with each of the Circles. Another interesting research topic would be to compare different textbook series and their representation of the Circles.



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## Appendix 1.

The text categorized according to their content:

## Smart Moves 1

Inner Circle	Outer	Expanding	De-nationalized	Inner contacts	Inner and Exp	Exp & Outer	Inner & Outer	Mix
SM1,13			SM1,17	SM1,10	SM1,42-45		SM1, 6	
SM1,14-15			SM1,21-23	SM1,63-64(2.)	SM1,48-49			
SM1,18-20			SM1,24	SM1,66-69	SM1,51-53			
SM1,25-26			SM1,32	SM1,76-77	SM1, 63-64(2.)			
SM1,29-31			SM1,36	SM1,83-85				
SM1, 33-35			SM1,40-41					
SM1,38-39			SM1,46					
SM1,56-58			SM1,50					
SM1,60-62			SM1,55					
SM1,72-73			SM1,65					
SM1, 11-12			SM1,70					
			SM1,74-75					
			SM1,79					
			SM1,80-82					
<b>11</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>



SM2,132-133								
SM2, 24								
SM2,98-101								
SM2,25-27								
<b>42</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>0</b>

## Smart Moves 3

Inner	Outer	Expanding	De-nationalized	Inner contacts	Inner and Exp	Exp & Outer	Inner & Outer	Mix
SM3,8 (2)	SM3,26 (2)	SM3,8-9 (2)	SM3,19-23 (2)		SM3,13	SM3,28	SM3,92-95	SM3,52-53
SM3,10-12	SM3,26 (2)	SM3,27	SM3,24-26 (2)		SM3,56		SM3,40-42 (2)	
SM3,14-16	SM3,28 (2)	SM3,33-35	SM3,66		SM3,57-59			
SM3,36	SM3,28 (2)	SM3,47	SM3,71		SM3,60			
SM3,37-39	SM3,29	SM3,48-51	SM3,77		SM3,63-65			
SM3,38	SM3,30-31	SM3,54-55	SM3,78-80		SM3, 61-62			
SM3,39	SM3,32	SM3,68-70	SM3,86-89					
SM3,40-42 (2)	SM3,96-98	SM3,81-83	SM3,91					
SM3,43-46	SM3,124	SM3, 61-62	SM3,104					
SM3,61-62			SM3,118-120					
SM3,73-76								
SM3, 88 O								
SM3,90								
SM3,99-101								
SM3,102								
SM3,105107								
SM3,108110								
SM3,111-113								
SM3,114-115								
SM3,116-118								
SM3,121-124								
SM3,125-127								
<b>22</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>

## Appendix 2.

### Analyzed texts:

#### Expanding Circle country: Finland

1. SM2, 113 SMART TALK, “Talk about your home town”.
2. SM2, 80–81 chapter “Love and Affection”.
3. SM3, 47 song Bittersweet by Ville Valo and Lauri Ylönen.
4. SM3, 48–51 chapter “Hobbies – the spice of life”. Discusses Finnish hobbies. Three Finns tell about their unusual hobbies (parkour, LARPing and circus).
5. SM3, 54–55, “Know your Finland”, similar to “Bits ’n’ Pieces” sections.
6. SM3, 61–62 “Home is where the heart is”
7. SM3, 68–70 chapter “Studying – what’s the point?” discusses the future education of the ninth graders. Finns are mentioned in the beginning and the education system is Finnish.
8. SM3, 81–83 READER “The Canine Kalevala”.

#### Finns in contact with Inner Circle speakers

9. SM2, 12 article “G’day from the outback!” Rasmus from Finland is staying in Alice Springs and wrote an article to the Finnish pupils’ magazine.
10. SM2, 53 “Off the record” box, Tipping in Finland, UK, USA and Australia.
11. SM2, 94–96 chapter “Land of shamrocks and leprechauns – excursion to Ireland” a Finnish class goes to Ireland.
12. SM3, 56 SMART TALK “Talking to a foreigner”.
13. SM3, 57–59 chapter “Destination Finland” where Josh Mansner is visiting the village of Sysmä.
14. SM3, 60 song “Hankasalmi” from Mike Martin, a member of London Philharmonic Skiffle Orchestra who has performed many times in Kihveli soikoon! music festival in Hankasalmi. He wrote the song Hankasalmi because he was inspired by the festival.
15. SM3, 61–62 “Home is where the heart is”
16. SM3, 63–65 chapter “Bearcat spirit – our lad at Lander” Antti Suoniemi studies at an American university.

#### Finns in contact with Outer Circle speakers

17. SM3, 28 short text “Solar power” in chapter dealing with the environment. The text discusses how a group of Finnish pupils have set up a link with schools in Namibia and introduced solar cookers to young people in Namibia.

#### Mix of the three Circles

18. SM3, 52–53 chapter “A taste of Finnish culture” where a bunch of foreign students who came to study at Helsinki University talk about Finnish culture. The discussion includes speakers from Kenya, India, Scotland and Germany, which means speaker from Inner, Outer and Expanding Circle.