English as a global language in the Finnish National Core Curriculum (2014): Teachers’ perspective to the implementation of the Curriculum’s objectives and contents

Saara Tikkakoski
Master’s thesis
English Philology
Faculty of Humanities
University of Oulu
Autumn 2018
# Table of Contents

Abstract ................................................................................................................................. 1

1 Introduction .................................................................................................................................................. 3

2 Finnish National Core Curriculum 2014 on values and global English ........................................................... 6

3 English as a global language ......................................................................................................................... 9
  3.1 How English became a global language .................................................................................................. 10
  3.2 What are the main characteristics of English as a global language ......................................................... 12
  3.3 English as a Lingua Franca .................................................................................................................... 14
  3.4 Standard English ...................................................................................................................................... 16

4 Post-method pedagogy ................................................................................................................................. 21

5 Connection between the theory chapters ...................................................................................................... 25

6 Data collection, analysis process and research ethics ..................................................................................... 28

7 Findings ...................................................................................................................................................... 34
  7.1 Perceptions of the scope of English varieties ............................................................................................ 34
  7.2 Perceptions of the Core Curriculum’s terminology in comparison to research literature ............................ 38
  7.3 Reliance on teaching materials ................................................................................................................ 44
  7.4 Contradiction between values and perceptions ........................................................................................ 46
  7.5 Lack of time as an overarching factor ...................................................................................................... 47

8 Discussion .................................................................................................................................................... 49

9 Conclusion .................................................................................................................................................... 53

10 References .................................................................................................................................................. 55

Appendices
Abstract

This thesis promotes the role of English as a global language and examines how it is taken into consideration in the teaching of English as a foreign language (EFL) in Finland. Languages are learned to be used. Therefore, the language user’s needs are the starting point of language learning. For this reason, the usability should become before language form. In addition to this, the Finnish National Core Curriculum 2014 for basic education emphasises cultural diversity and the role of English as a language of global communication, and it recognises the global position and varieties of the English language. Therefore, EFL teaching must take these aspects into consideration in Finnish EFL classrooms. Thus, theoretically this thesis builds on the examination of the Core Curriculum, the phenomenon of English as a global language, and post-method pedagogy. Post-method pedagogy can be seen useful in the implementation of the objectives and contents of the Core Curriculum, which relate to the status of English as a global language.

Empirically, the research in this thesis builds on the observations collected with an online questionnaire directed at Finnish EFL teachers. The purpose of the questionnaire is to answer the following research questions: How do the EFL teachers implement the objectives and contents of the Core Curriculum as they concern English as a Lingua Franca? What affects the implementation? How important are the objectives and contents from the teachers’ point of view? The teachers’ responses are analysed with a qualitative data-based content analysis. The purpose of the analysis is to categorise the responses in order to find consensus and further to make conclusions.

The main findings of the thesis are as follows: The global aspect of English is important to take into consideration in EFL teaching because it promotes diversity and equality among English users and is emphasised in the National Core Curriculum 2014, which is the basis of Finnish basic education. Finnish EFL teachers are generally aware of the phenomena of global English and understand the terminology connected to it. However, in practice their view on English is rather Anglo- and Americentric. When it comes to the above-mentioned objectives and contents of the Core Curriculum, the teachers find them important but often, due to lack of time, they must prioritise and omit them in teaching. For the same reason, they also rely much on teaching materials in the
implementation of the objectives. Finally, the main conclusion is that due to the lack of resources – largely time constraints – the objectives and contents of the National Core Curriculum, which relate to the status of English as a global language, are not thoroughly implemented in Finnish EFL classrooms.
1 Introduction

This master’s thesis asks the following questions: How are the objectives and contents of the Finnish National Core Curriculum 2014, which relate to the status of English as a global language, implemented in Finnish 7th grade classrooms? What affects their implementation? How important they are from the teachers’ point of view? Therefore, the four objectives of the thesis are: 1. to promote the importance of taking the role of English as a global language into consideration in English as a foreign language (EFL) teaching; 2. to examine how the objectives and contents of the Finnish National Core Curriculum 2014, which relate to the role of English as a global language, are implemented in the 7th grade English classrooms, where the new Core Curriculum has been applied since autumn 2017; 3. to examine which factors influence the implementation of the above-mentioned objectives and contents; and 4. to examine Finnish English as a foreign language (EFL) teachers’ knowledge and understanding of the objectives and contents, and how the teachers view the importance of them.

The motivation for the topic of this thesis is based on the following aspects. Languages are learned to be used. Therefore, the most important aspect in language learning is to promote the learning of language skills, which serve the language user’s needs. The usability should become before the language form. Personal experience has shown that while travelling and interacting with people in English, the majority of those people have been non-native English speakers. In those situations, I have repeatedly simplified the form, the structure and the vocabulary of my own spoken English. I have also slowed down my speech tempo and varied the pronunciation from my received pronunciation (RP) English resembling variety to a “simpler”, more Finnish-influenced variety. What is more, sometimes I have done the same also with native English speakers who probably have not been in contact with RP English or other British varieties of English. In addition to these personal experiences, EFL teaching and the popular opinion on English language need a change of attitude. Focus on and the promotion of achieving native-like language skills should be discarded and the attitudes drawn towards a more global mind set, as the new National Core Curriculum for basic education decrees (Opetushallitus, 2014). The overemphasising of the core English-speaking countries, which include Britain, the USA, Australia, New Zealand, and Canada (Phillipson, 1992a), and
the unheeding of others cultivates an unequal and Western culture-centric perception, which is incompatible with the global world of today.

Therefore, this thesis emphasises the global role English has achieved and the effects of it when considering the attitudes towards and the uses of the English language. The situation of the English language today includes aspects such as non-native English speakers outnumber the native English speakers (Crystal, 1995; McArthur, 1992; as cited in Bhatt, 2001a; see also Phillipson, 1992a), there are a great number of World Englishes, which already deviate from the norms of “native” Englishes (Bhatt, 2001a), and the use of English as Lingua Franca by mixed users shapes the English in different international contexts (Crystal, 2003). What is more, citing several studies, Bhatt summarises the issue in EFL teaching today by stating that "[e]ven where learners meet the criterion of functional bilingualism, trivial dichotomies such as proficiency/competence and standard/nonstandard are created by the [English language teaching] profession and then used as an alibi for maintaining linguistic ethnocentrism disguised with concern over intelligibility among the English-using population" (Bhatt, 1995; 2001c; B. Kachru & Nelson, 1996; Lippi-Green, 1997; as cited in Bhatt, 2001a, p. 542). According to Bhatt’s article, this results in detaining learners permanently in apprenticeship level in their second language learning process without a hope for sociolinguistic emancipation (Tollefson, 1991; 1995; as cited in Bhatt, 2001a).

Finally, the Finnish National Core Curriculum 2014 emphasises cultural diversity, human rights-respecting global citizenship and the broadening of views on globalising world, the phenomena and values concerning the position and varieties of the English language, and the consideration on the prevalence of the English language and its position as a language of global communication (Opetushallitus, 2014). Therefore, the above-mentioned elements, which I find important in EFL teaching, are already covered in the new Core Curriculum. However, how the field of Finnish EFL teaching understands these elements and implements them in their classrooms, is yet to be discovered. This thesis pursues on its part to clear the matter and to provide freshly-acquired information on it from the field of Finnish EFL teaching.
This thesis begins with a theory section, in which I review the Finnish National Core Curriculum 2014 and build a foundation for the argumentation concerning the first objective, i.e., clarify what a global language is, how English became one, and how it affects the use of and the attitudes towards the language. These aspects are important to know and acknowledge in order to understand the objectives and contents of the Core Curriculum. The theory chapters on the National Core Curriculum and global English meet the first objective of this thesis. After this, the theory of post-method pedagogy is reviewed because it can be seen useful in the implementation of the objectives and contents of the National Core Curriculum. To conclude the theory section, the connection between the National Core Curriculum, global English, and post-method pedagogy is made in chapter 5. The theory section is followed by the main part of this thesis, the research section. The research section begins with a chapter on data collection, analysis process, and research ethics. The study is executed with an online questionnaire directed at Finnish EFL teachers. The purpose of the questionnaire is to answer the research questions. The responses of the questionnaire are analysed with data-based content analysis, which aims to categorise the data in order to find similarities and further to make possible generalisations and finally, conclusions. The findings chapter, along with the discussion and conclusions chapters, answer the research question and meet the second, third and fourth objective of the thesis.
2 Finnish National Core Curriculum 2014 on values and global English

This chapter reviews the contents of the new Finnish National Core Curriculum, which is put into operation year-by-year in grades 7-9 of Finnish basic education starting from the 7th grade in autumn 2017. In the context of this theses, the Core Curriculum includes several aspects in common with the view of English as a global language and with post-method pedagogy. These aspects are examined in more detail later. To begin with, the Finnish National Core Curriculum 2014 (Opetushallitus, 2014) states in the value basis of basic education that discussion on values guides the students to recognise and name the values and appreciations they encounter, and also to deliberate them critically. It also states that teaching strengthens the respect for cultural diversity, furthers interaction between cultures and within them, and lays thus a foundation for culturally sustainable development. Basic education also gives ground for human rights-respecting global citizenship and encourages to act on behalf of positive change. In addition, the new broad-based competence section states that students grow up in a culturally, linguistically, and religiously diverse world with a multitude different views, and students are guided to view this diversity in principle as a positive resource. Teaching supports students’ growth as versatile and skilful language users both in their mother tongue and in other languages. Students are encouraged to interaction and self-expression even with limited language skills. Lastly, in the guiding principles of basic education culture section the Core Curriculum states that a language-aware community discusses the attitudes concerning language communities and understands the vital importance of language in learning, interaction and cooperation, in the basis of identity, and when socialising in the society (Opetushallitus, 2014).

The language education section in the National Core Curriculum (Opetushallitus, 2014) states that language studies provide building materials for multilingual and multicultural identity formation and appreciation. The students’ interest towards linguistic and cultural diversity of the school community and the surrounding world is gradually awoken and students are encouraged to communicate in authentic environments. In school, the students are guided to value different languages, their speakers and different cultures. Information and communications technology provide a natural opportunity to implement language teaching in authentic situations and according to the students’
communicational needs. Teaching provides readiness to be part of and actively influence the international world (Opetushallitus, 2014).

Finally, the English A syllabus for grades 7-9 in the National Core Curriculum 2014 (Opetushallitus, 2014) states that in language education in general, multilingual competence comprises of skills of different level in mother tongue, other languages and in their dialects. The starting point of language teaching is the use of language in different situations. The students learn to utilise different ways of learning languages. The students are guided to acknowledge not only their own but also others’ multilayered linguistic and cultural identities. Teaching strengthens the students’ trust in their own abilities to learn languages and to use even the slightest language proficiency confidently. In specifically English teaching, students are encouraged to use English in diverse interaction and data acquisition. One objective of the teaching is to advance the comprehension of cultural diversity by deliberating upon the different value-bound phenomena concerning language communities. Students use English in their free time to an increasing extent, and this knowledge acquired through informal learning is taken into consideration when planning the teaching and selecting the contents of teaching. The English A syllabus lists also central objectives for English teaching in grades 7-9, which include firstly advancing the student’s skill to deliberate the phenomena and values concerning the position and varieties of English. Secondly, it includes encouraging the student to find interesting contents and operational environments in English, which broaden their ideas on the globalising world and on the possibilities to act in it. Central contents in the English A syllabus include growth to diversity and language awareness, building comprehension of the world’s multilingualism and parallel lingualism, and of linguistic rights. It also includes examining the development of English language into a global Lingua Franca and discovering about the cultures and living of those countries, where English is the most central language used in the society. Finally, it mentions obtaining information about some varieties of the English language and taking into consideration the prevalence or spread of the English language and its position as a language of global communication (Opetushallitus, 2014).

The National Core Curriculum’s objectives and contents emphasise the role of English as a global language and the values connected to that role. The Core Curriculum also omits Anglo- or Americentric view on English language in Finnish EFL teaching. The purpose of this thesis is to
examine whether these specific views of the Core Curriculum are understood and reflected in Finnish EFL teaching. Next, chapter 3 reviews research literature on the phenomenon of English as a global language. It also clarifies simultaneously what the Core Curriculum’s terminology entails according to research literature. This determination is later compared with the teachers’ own views on the terminology to see if their views correspond to the determination. The result indicates further whether the teachers understand the objectives and contents of the Core Curriculum as they should be understood and can, therefore, also implement them as they are meant to be implemented in Finnish EFL classrooms.
3 English as a global language

This chapter reviews what a global language is, how English became one, and what are its main characteristics as a global language. The concepts of ‘Lingua Franca’ and ‘standard English’ are introduced, too, because of their strong connection to the phenomenon of English as a global language. This is to provide a background to the strong position of English in foreign language teaching not only globally but also in Finland, and to why it is important to take into consideration the position of English as a global language in Finnish EFL teaching. In addition, the Finnish National Core Curriculum 2014 includes similar terminology and concepts, such as the position of English, its varieties, phenomena and values concerning the position and the varieties, ‘global Lingua Franca’, language used in the society, the prevalence of English, and the position of English as a language of global communication (Opetushallitus, 2014). Therefore, this chapter defines simultaneously the terminology of Core Curriculum according to research literature. This information is later compared with the questionnaire responses where the terminology and concepts are also determined by the respondents, i.e., Finnish EFL teachers.

According to Crystal (2003), for a language to be a global language, the largest number of mother tongue speakers is not enough. The language must also have an official status and priority in foreign language teaching in more countries than other languages have. However, the number of speakers is not the most important indicator either, but who those speakers are. Language does not have an independent existence, it exists in people. If the people who speak the language fail, the language fails as well. For this reason, only a language whose speakers have power, most importantly military, political, and economic power, but also ecclesiastical, technological, and cultural power, can become a global language. "The history of a global language can be traced through the successful expeditions of its soldier/sailor speakers" (Crystal, 2003, p.9) and its maintenance and expansion has been secured with economic power. The world’s leading industrial and trading country was, by the beginning of the 19th century, United Kingdom, which made English "a language on which the sun never sets" (Crystal, 2003, p. 10). During the twentieth century the economic supremacy shifted to United States and English remained as the language of economic power (Crystal, 2003; see also British Council Serbia, 2013).
3.1 How English became a global language

There are two ways in how English has originally settled into other countries (Bhatt, 2001a). In the first settlement, English was transplanted by native speakers (Knowles, 1997; B. Kachru, 1992; as cited in Bhatt, 2001a). Even though this settlement included countries such as Wales, Scotland, parts of Ireland, Northern America, Canada, Australia, and New Zealand (Bhatt, 2001a), or what are also called the core English-speaking countries (Phillipson, 1992a), it still did not make English a global language (Bhatt, 2001a). In the second settlement, English was announced an official language at the side of other national languages (Knowles, 1997; B. Kachru, 1992; as cited in Bhatt, 2001a). This second settlement ensured global status for the English language when bringing it to non-English sociocultural contexts in areas such as South Asia, Africa and Latin America, and more importantly, it altered the sociolinguistic profile of it (Bhatt, 2001a). Contact with such diverse languages initiated the development of regional-contact varieties of the English language, such as Indian, Malaysian, Singaporean, Philippine, Nigerian, and Ghanaian Englishes (B. Kachru, 1965; Foley, 1988; Lowenberg, 1986; Bautista, 1997; Bamgbose, 1982; Sey, 1973; as cited in Bhatt, 2001a). These countries can also be called the periphery-English countries (Phillipson, 1992a). In the teaching of English, this resulted also in a new ecology in terms of linguistic input methodology, norms and identity (Bhatt, 2001a).

However, there is also a third phase of the expansion of the English language according to Bhatt (2001a). It is another wave of English expanding to clearly non-English contexts, which has raised controversies concerning the process of introduction of English to those contexts and controversies over its consequences (Bhatt, 2001a). There are two perspectives which explain the third expansion. The first one is the perspective of linguistic imperialism (Phillipson, 1992b; as cited in Bhatt, 2001a). Bhatt (2001a) continues that in linguistic imperialism English is seen to have spread in non-native contexts via active promotion of English teaching agencies, like the British Council, and used as an instrument of foreign policies of major English-speaking states. The British Council and for example TESOL are agencies of linguistic coercion, which impose English universally and introduce and dictate ‘standard English’ (SE) as the norm. SE is then used to secure the dominance of those groups which are in possession of the means of declaring SE as “legitimate” as well as the monopoly on the means which enable the appropriation of it. As a result, an asymmetric relationship develops between the
producers and the consumers (Bhatt, 2001a). The relationship is then “internalized as natural, normative, and essential and, on the other hand, of heteroglossic (hierarchical) arrangement of languages, pervaded by hegemonic value judgements, material and symbolic investments, and ideologies that represent interests of only those in power” (Bhatt, 2001a, p. 532). SE ideology and its problematique are discussed further in chapter 3.4.

The second perspective on the third expansion is the perspective of econocultural model (Quirck, 1988; as cited in Bhatt, 2001a). In England in the late 18th and early 19th century industrial revolution, trade practices, and commercial exploitation generated circumstances where the world market needed one language to develop as the language of the trade, i.e., as the “commercial Lingua Franca” (Bhatt, 2001a). As mentioned earlier, England and the United States were in the 19th century at the core of industrial capitalism, which resulted in English as the language of global commerce (Bhatt, 2001a). After the Second World War and especially the founding of the United Nations, the World Bank, UNESCO, UNICEF, WHO, and later the Common Wealth and the European Union, the general competence in English grew rapidly in different political, social, cultural, and economic markets (Mazrui & Mazrui, 1998; Brutt-Griffler, 1998; as cited in Bhatt, 2001a). Therefore, the success of the spread of English is guaranteed, according to this perspective, by linguistic pragmatism instead of imperialism (Bhatt, 2001a).

However, the most important instrument of the propagation of English symbolic capital was the education system in the colonies (Bourdieu, 1977; Goke-Pariola, 1993; as cited in Bhatt, 2001a). This was because the value of the linguistic competence depends on the reproduction market and schools were the institutions which had the monopoly over the markets (Bourdieu, 1977; Goke-Pariola, 1993; as cited in Bhatt, 2001a). When the colonisers left, what remained was a linguistic habitus of their creation as well as a peculiar market condition. On the other hand, their departure created also “a new ecology for the teaching of English in terms of (non[-]native) linguistic input, local […] norms, multiple identities, communicative competencies and methodologies that respect language variation” (Bhatt, 2001a, p. 533). It is important to understand how English has developed into a global language, because it is also the reason why English has a great role in Finnish foreign language education and especially in the new National Core Curriculum 2014. Due to the emphasis on the view
of English as a global language in the Core Curriculum, this thesis examines how Finnish EFL teachers understand and view the matter. Chapter 5 includes further discussion on how the Core Curriculum and the phenomenon of English as a global language are connected.

3.2 What are the main characteristics of English as a global language

McArthur (1998) states that there is no more only one English language, but there are several. These many Englishes represent diverse linguistic, cultural, and ideological voices and most of them are departed from the early Judeo-Christian tradition of the English language (Bhatt, 2001a). According to this view, there is "a paradigm shift in research, teaching, and application of sociolinguistic realities to the forms and functions of English. It rejects the dichotomy of US (native speakers) vs THEM (non-native speakers) and emphasizes instead WE-ness" (McArthur, 1993; 1998; B. Kachru, 1992; as cited in Bhatt, 2001a, pp. 527-528). Therefore, English can be considered as a pluricentric language, which represents diverse sociolinguistic histories, multicultural identities, numerous norms of use and acquisition, and specific contexts of function (Smith, 1981; 1983; 1987; Ferguson, 1982; Kachru, 1982; Kachru & Quirk, 1981; as cited in Bhatt, 2001a). In the modern age, non-native speakers also outnumber native speakers, who, due to this development, now determine less the linguistic and literary creativity in English than non-native speakers (Crystal, 1995; McArthur, 1992; as cited in Bhatt, 2001a).

According to Bhatt (2001a), the people who adopted English as it spread, used it in various functional domains including administration, education, and high society. As a result, English underwent a process of nativisation and linguistic experimentation. In addition, non-native users altered and manipulated the structures and functions of English in this new ecology by creating new socially appropriate and cultural-sensitive meanings. Therefore, English was also acculturated so it could compete in local linguistics markets, which, so far, had been in domination of indigenous languages. Linguistic creativity, innovations, and emerging literary traditions in English were then accepted immediately, for example, in Africa and South Asia, where linguistic and cultural pluralism was already a prevailing phenomenon (Bhatt, 2001a).
Bhatt (2001a) depicts the outcome of the spread of English with a concentric circle model adapted from Kachru (1997) which consists of an inner circle, an outer circle and an expanding circle. The inner circle includes what Phillipson (1992a) calls the core English-speaking countries, i.e., the USA, the UK, Canada, Australia, and New Zealand. The outer circle includes countries of the second expansion where English was taken to distinctly non-English countries in South Asia and Africa. English is spoken in these countries as an additional second or official language. These countries include countries such as Bangladesh, India, Malaysia, the Philippines, Singapore, Sri Lanka, Pakistan, Ghana, Kenya, Nigeria, South Africa, Tanzania, Zambia, and Zimbabwe. The expanding circle consist of countries from both the second and the third expansion, where English is mainly spoken as a foreign language. These countries include China, Japan, Indonesia, Taiwan, Nepal, Korea, Saudi Arabia, Egypt, Israel, and Caribbean and South American countries (Bhatt, 2001a; see also Y. Kachru, 1997).

These characteristics imply that the global nature of English makes it adjustable, flexible and adaptable to the contexts in which it is used. English as a global language is not tied to the tradition and heritage of the core English-speaking countries. Therefore, those traditions cannot be expected to be followed in the non-English speaking contexts accordingly. For this reason, this thesis examines how Finnish EFL teachers perceive the objectives and contents of the National Core Curriculum and whether they find them important enough to be applied in the EFL classrooms. In addition, this thesis introduces post-method pedagogy, which emphasises, similarly to global English, the role of the context and the surroundings. However, whereas global English depicts variations in the forms of English in different contexts, post-method pedagogy takes into consideration how the context in which teaching takes place affects for example language teaching. In this sense, global English, the National Core Curriculum and post-method pedagogy include similarities. Therefore, they are connected to each other in this thesis. To continue with the description of the features of global English, the following chapter demonstrates how the use of English as a global Lingua Franca has made it also an intersubjectively constructed, shared resource among its speakers. Therefore, it is always shaped by the context of its use.
3.3 English as a Lingua Franca

In order to understand the objectives and contents of the National Core Curriculum, it is important to know why and how English has become a global language and a global Lingua Franca. According to Crystal (2003) Lingua Franca is a solution to the limits of translation and to the problems of relying on individuals in linguistically mixed communities in order to ensure communication between different groups in those communities. Occasionally, communities have created pidgins to serve as a Lingua Franca, or an indigenous language may have been emerged as a Lingua Franca. However, in most cases ‘Lingua Franca’ is a language, which has been accepted from outside the community due to a political, economic, or religious influence of a foreign power. Political factors govern the geographical extent of a Lingua Franca. Therefore, it is possible that there are many Lingua Francas in the world, because they are used in limited areas. Not until the 20th century, since the 1940s to be more exact, arose the need for and the prospect of Lingua Franca for the entire world. Several international bodies, such as the United Nations, which is the chief international forum for political communication, the World Bank, UNESCO, UNICEF, WHO, IAEA, and multinational regional or political groupings such as the Commonwealth and the European Union, were established then. In these establishments multi-way translation facilities were considered expensive and impractical and the use of Lingua Franca was chosen instead. A widespread view is to try to reduce the number of languages involved in the international bodies due to economic reasons. However, choosing the language is one of the most sensitive issues that a planning committee must face. No one wants particularly their language to be omitted. A common and an easier situation for a committee is the automatic use of a single language as a working language, which is slowly becoming reality as general competence in English grows around the world (Crystal, 2003).

Dewey and Cogo define ‘English as Lingua Franca’ (ELF) as “the principal contact language […], the primary medium of communication […], the preferred option for intercultural communication” (2012, ch. 1.2, para. 1-3), and a new research paradigm in sociolinguistics (Dewey & Cogo, 2012). Along these lines, Canagarajah (2007, p. 925) states that “English is used most often as a contact language by speakers of other languages in new contexts of transnational communication”. The form of ‘Lingua Franca English’ (LFE) is determined by the speakers of that moment for whatever purpose they need it
for. Therefore, it is constructed in every specific context of interaction intersubjectively (Canagarajah, 2007). Canagarajah (2007) continues that speakers of LFE form a kind of a virtual speech community, where LFE is considered a shared resource. In this community, a mutually recognised set of attitudes, conventions and forms are activated, which secures successful communication in LFE when interacting within the community. Even though LFE speakers may not be as proficient in English as native speakers, LFE speakers cannot be treated as incompetent because there is a distinction between proficiency and competence. LFE speakers have the same competence as native speakers, but their proficiency may not be as developed. However, there are no boundaries for the development of their proficiency either. Language acquisition is multimodal, multisensory, multilateral and thus multidimensional. This is because proficiency is practice-based, adaptive, and emergent due to the success of language learning and the use of “through performance strategies, situational resources, and social negotiations in fluid communicative contexts” (Canagarajah, 2007, p. 923). In addition, our understanding of language acquisition is shaped by our definitions of communication, language and communities (Canagarajah, 2007). Canagarajah (2007) emphasises that when change occurs in historical conditions and when new realities are encountered as existing models are critiqued, new paradigms must be constructed on the basis of the new knowledge. Thus, “it is time to reverse, reformulate, and refine our models of acquisition for the more egalitarian context of transnational relations and multilingual communities” (Canagarajah, 2007, p. 936).

Finnish people learn English as a foreign language and often they use it also as a common language with other EFL speakers, e.g. when working in international companies and communities or when travelling. Therefore, it is reasonable to emphasise more the ‘Lingua Franca’ characteristics and flexibility of the English language in Finnish EFL teaching than standardised English or the supremacy of the native Anglo- or Americentric varieties. The National Core Curriculum also emphasises English as the language of global communication—and the diversity of the global world overall—to be taken into consideration in teaching and refrains from appointing any English variety superior in comparison to others. This thesis examines later, whether this view is applied also in the Finnish 7th grade English classrooms and what the teachers think of it. The following chapter describes in more detail the phenomenon of ‘standard English’ and the consequences of its dominance.
3.4 Standard English

The concept of 'standard English' (SE) is in the core of the phenomena and values concerning the varieties of English. This chapter discusses the ideology behind SE and its effects on the perceptions of different varieties of English. When it comes to standardisation of a language, a central concern and an underlying question is who has the power to set a certain norm and why do they do it (Phillipson, 1992a). According to Piller (2015), 'standard language ideology' consists of a belief that there is a particular variety of language, which is intellectually, morally, and aesthetically superior to other varieties. This superior variety usually originates from the variety of the most powerful group in the society. The variety is also highly homogenous, based on a written language, and it can be acquired only through extensive formal education (Piller, 2015). Piller (2015, p. 4) continues that “[w]hile only relatively few members of a society can speak that particular variety, its recognition as a superior is universal and thus serves to justify social inequalities”. Standard language ideology portrays the occupancy of society’s privileged positions by the speakers of the standard variety as fair and equitable, and both those, who benefit from this portrayal and those, who are disadvantaged by it, seem to accept it, too (Piller, 2015).

Bhatt (2001a) states that SE is a solution to sociolinguistic, educational and acquisitional problems, which are interpreted to be caused by liberal linguistic thinking, general grammatical ignorance and other similar contraventions of English linguistic forms. "The success of standardization depends largely on the ideological strategies and rhetorical operations used to devalue indigenous (non-native) varieties against the standard (native) variety" (Bhatt, 2001a, p. 541). According to Bhatt (2001a), in SE ideology the ELT profession recognises or believes in terms and phenomena such as ambilingualism, which is the aim of second language acquisition, fossilisation, which is the ultimate fate of second language learners, and interlanguage, which is the variety spoken by non-native English speakers. Ambilingualism means a complete and equal mastery of two languages and it can be contrasted with bilingualism, where a person can speak two languages fluently (Chalker & Weiner, 2014). Fossilisation happens when ideas, systems etc. never develop or change even though there would be a reason to (Longman, 2000). Interlanguage or interlingua is, in this context, an artificial language, which is considered only a representation of a natural language (Hanks, McLeod, & Urdang,
These ideas have conditioned a habit of thought, which has then later been accepted as a something of a common scholarly understanding and above all debate (Bhatt, 2001a). However, in reality this tacit understanding sanctifies and maintains linguistic and cultural privilege (Bhatt, 2001a). As stated earlier in the introduction of this thesis, this leads to trivial dichotomies between standard and non-standard language, which maintain linguistic ethnocentrism (Bhatt, 1995; 2001c; B. Kachru & Nelson, 1996; Lippi-Green, 1997; as cited in Bhatt, 2001a). It also sentences EFL learners to a lifelong status of an apprentice of a language without ever receiving sociolinguistic emancipation (Tollefson, 1991; 1995; as cited in Bhatt, 2001a), even if their language skills allowed them fully functional bilingualism (Bhatt, 2001a). In addition, ELT professionals manage and minimise language variation often by presenting it as “an unfortunate outcome of liberal pedagogy and liberation linguistics that presumably locks second language learners to substandard use of English” (Bhatt, 2001b; as cited in Bhatt, 2001a, p. 542).

What is more, Wiley and Lukes (1996) state that language is not only a neutral and an equal code of communication. It includes also social behaviour, which is further subjected to normative expectations. These norms define what constitutes appropriate behaviour and are based either on a consensus or they are imposed by a dominant group. In addition, where there is a standard for expected linguistic behaviour, the mastery of the privileged varieties or standard language becomes social capital, which grants access to education, educational success, employment, public office, and economic advantages. Teachers face the challenge of questioning harmful institutional language policies while at the same time they must try to help their students to acquire good enough proficiency in standard English to prevent their exclusion from mechanisms that require the ability to use standard English. What is more, writing systems and language assessments are most often based on standardised language. Therefore, the notions of language proficiency also include generally an implicit literate bias, which results in an implicit bias opposing oral language varieties (Wiley & Lukes, 1996). If a language variety does not have a writing system of its own, it is called a dialect, which implies that it has a lower status in comparison to language and is, therefore, treated as substandard and a deviant (Romaine, 1994; as cited in Wiley & Lukes, 1996). Wiley and Lukes add that one policy recommendation from professional organisations for the promotion of more equitable instructions
for those speaking non-dominant varieties of English, is to raise awareness on language variation and dialects among teachers (1996). To understand better the past and the scope of standardisation, which is still present today, Quirk (1968) for example noted in the 1960s that due to standardisation, dialects cannot in most cases be differentiated in written language. Therefore, writing in dialect or in non-standard spelling implies an ignorance of orthography, which suggests lack of formal education which, at the time, was stigmatising (Quirk, 1968).

A challenger of the SE ideology is liberation ideology, which confronts the dominant SE ideology and promotes a competing set of values (Bourdieu, 1991; as cited in Bhatt, 2001a) in favour of non-standard varieties (Bhatt, 2001a). Agents of linguistic coercion, such as grammarians, lexicographers, and teachers marginalise non-standard varieties because firstly, it is seen that if language variation was recognised, it would be a threat (Bhatt, 2001a) to an ideological link, which exists between authority and grammar (Milroy & Milroy, 1999; as cited in Bhatt, 2001a). Secondly, the dominant groups, which impose SE as legitimate and have the means to do so, as they also have the monopoly on the means of appropriating SE, use SE as the norm, which asserts and maintains their domination (Bourdieu, 1977; as cited in Bhatt, 2001a). In other words, dominant groups cultivate the legitimacy of the concept of standard and monopolise the means of appropriating it. They do it to maintain the status quo without questioning the motivation behind the maintenance or admitting that is done in order to stay in power and to remain in their position as an authority of language.

However, there are also those, who defend SE ideology in ELT and reject the idea of introducing varieties, especially spoken ones, in English teaching. Prodromou (2008) argues that in EFL teaching it is not often an appropriate option to introduce especially spoken variety of grammar for a number of reasons. Firstly, spoken grammar is highly contextual and bound by place and time, which causes it to lose its pragmatic relevance when transferred to EFL classroom. Secondly, ‘authentic’ English ceases to be ‘authentic’ when the cultural context which originally formed it, is removed. Thirdly, from the teachers’ perspective, spoken grammar is greatly more challenging to teach in comparison to generative, analytic grammar (Prodromou, 2008). Lastly, learning a culturally different variety restricts learner’s autonomy considerably, because the language that is real for native speakers, is not real for a EFL learner (Widdowson, 1996). However, this raises a question of why would it be any different
when teaching learners standard English, except for the third reason perhaps? As Piller (2015) mentions, standard language can only be acquired through extensive formal education, which implies that it is not essentially the native variety of or culturally similar for anyone. However, the arguments above illustrate the practical challenges, which EFL teachers face if they decide to base their teaching on liberation ideology.

When it comes to the new National Core Curriculum, standard ideology is not in line with its values, nor does it correspond with view of English as a global language. Both the Core Curriculum and the global English perspective emphasise diversity and equality, that is, values which the SE ideology discounts. Therefore, it is not in accordance with the National Core Curriculum to teach English according to SE ideology and claim that there is a variety and form of English above others. Naturally, teachers face the above-mentioned practical challenges concerning e.g. teaching English grammar. However, EFL teaching which follows the principles of the Core Curriculum understands and acknowledges the situation and brings forth also the view of global English and emphasises a positive attitude towards diversity and equality. For this reason, this thesis aims to promote the importance of taking the role of English as a global language into consideration in EFL teaching and examines Finnish EFL teachers’ knowledge and understanding of the objectives and contents of the Core Curriculum and how important they are to the teachers.

Overall, this chapter provides knowledge and understanding of the phenomenon of English as a global language. It provides a short history on how English developed into a global language and on what the consequences of and the related phenomena raising from that status and development are. This information helps to understand what is stated in the new National Core Curriculum and how it can be interpreted. The knowledge on global English gathered from research literature and the according interpretation of the objectives and contents of the Core Curriculum are later compared with the responses of the Finnish EFL teachers, who answered the questionnaire for this thesis. The responses indicate how the teachers understand the objectives and contents of the Core Curriculum and if the understanding corresponds to the research literature. The responses also include information on how the teachers have implemented the objectives and contents in their classrooms and whether they find them important. Finally, the responses outline which factors support or restrict the
implementation of the objectives and contents. In conclusion, this chapter supports the interpretation of the National Core Curriculum and provides knowledge on what to reflect the responses from the questionnaire later. The next chapter reviews post-method pedagogy, which connects with both global English and the Core Curriculum, because it also emphasises the importance of the context in teaching.
4 Post-method pedagogy

This chapter introduces post-method pedagogy and its subcategory, context-sensitive teaching methods, that is, situated task-based approaches. This relatively recent view on language pedagogy is in line with the National Core Curriculum with the idea of basing EFL teaching on the fact that English is a global language. Context-sensitive teaching methods take into consideration that each context requires its own different methods (Jeon, 2009; as cited in Littlewood, 2013) because the existing beliefs, values, and practices of the teachers as well as the culture and the setting interact with the principles of task-based learning (Carless, 2007; as cited in Littlewood, 2013). The Core Curriculum determines the context of EFL teaching in Finland. Post-method pedagogy, which emphasises the context in teaching, is, therefore, a potential method to utilise when implementing the objectives and contents of the National Core Curriculum in EFL classrooms. For this reason, this thesis proposes the connection between post-method pedagogy and the implementation of the National Core Curriculum 2014.

Post-method pedagogy was inspired by the challenges of communicative language teaching (CLT). According to Littlewood (2013), there has never truly been a genuine consensus on what the concept of CLT really means and entails. This has resulted in varying conceptions of CLT among teachers, and further in teachers focusing on different individual features of CLT, which are not even explicitly features of CLT only but can also be found from other approaches. As a result, it is more reasonable to adapt CLT to suit the context of where the English teaching takes places (Littlewood, 2013). This is where “culture, setting, and teachers’ existing beliefs, values and practices interact with the principles of task-based teaching” (Carless, 2007, p. 605; as cited in Littlewood, 2013, p.9). This includes not only the integration of new ideas, but also the maintenance of traditional ones (Zheng & Adamson, 2003; as cited in Littlewood, 2013). Ideas and techniques can be chosen from a universal pool, which has been filled over the years and evaluated according to their contribution towards creating meaningful experiences which support the development of communicative competence (Littlewood, 2013). An alternative term for CLT can then be “communication-oriented language teaching” (COLT) which has uncontroversial goals of teaching, i.e., goal of successful communication, but which is more flexible when it comes to the means of teaching and allows them to vary with context (Littlewood, 2013).
Kumaravadivelu (2001) conceptualises post-method pedagogy with three pedagogic parameters, which determine post-method pedagogy as pedagogy of particularity, practicality, and possibility. ‘Pedagogy of particularity’ emphasises sensitivity for the fact that language pedagogy takes place among particular teachers and learners in a particular institutional context and in a particular sociocultural milieu and aims for particular goals. This means that more than one set of pedagogic aims and objectives are recognised, and they can be implemented through more than one set of pedagogical principles and procedures. Particularity means also that pedagogy is local and a continuous cycle of observation, reflection, and action for the teacher. This is also a necessity for the development of context-sensitive pedagogic knowledge. Therefore, particularity is also deeply connected to practicality, without which observation and experience of particularity cannot be achieved (Kumaravadivelu, 2001).

‘Pedagogy of practicality’ concerns the relationship between theory and practice (Kumaravadivelu, 2001). Theory consists of theories generated by professionals, i.e., they are professional theories, whereas practice consists of personal theories, which are developed by the teacher on the basis of professional theories when interpreting them and applying them into practice (O’Hanlon, 1993; as cited in Kumaravadivelu, 2001). Professional theories are usually valued whilst personal theories remain ignored (Kumaravadivelu, 2001). However, ‘pedagogy of practicality’ aims explicitly for teacher-generated theory of practice (Kumaravadivelu, 2001) by pursuing to encourage and enable teachers to theorise themselves from what they do in practice and to practice what they theorise (Kumaravadively, 1999; as cited in Kumaravadivelu, 2001). Unless developed through practice, theory of practice cannot be usable and useful (Kumaravadivelu, 2001). Kumaravadivelu (2001) emphasises that practicality consists on the one hand of teachers’ reflection and action, and on the other hand of teachers’ insights and intuition. Teachers’ intuitive awareness of what constitutes good teaching forms through prior and ongoing experiences with learning and teaching (Kumaravadivelu, 2001).

‘Pedagogy of possibility’ aims to sensitise itself to the predominant socio-political reality (Kumaravadivelu, 2001). It empowers the participants of the pedagogical situation, i.e., students and teachers, and encourages them to question the status quo of their subject positions, which consist of e.g. class, race, gender, and ethnicity (Auerbach, 1995; Benesch, 2001; Giroux, 1988; Simon, 1988; as
cited in Kumaravadivelu, 2001). In addition, pedagogy of possibility indicates the need for the development of forms of knowledge, theories, and social practices, which collaborate with the participants’ experiences that they bring to the pedagogical setting (Kumaravadivelu, 2001). These experiences are shaped by the social, economic, and political growth milieus of the participants, as well as their learning and teaching experiences, and they may change the pedagogic practices of the classroom in unintended and unexpected ways (Kumaravadivelu, 2001). For example, the experiences of the participants may call forth different ways of discourse negotiation, which may encourage the participants to express themselves and to reframe and reinterpret teaching contents and materials (Canagarajah, 1999; as cited in Kumaravadivelu, 2001). The subject position of the participants, their experiences, and, for example, socio-political events and surroundings may influence directly or indirectly the content and the character of the input and interaction in the classroom (Kumaravadivelu, 2001). Pedagogy of possibility is also concerned with individual identity (Kumaravadivelu, 2001). Languages and cultures meet in second and foreign language education, which leads to identity conflicts (Kumaravadivelu, 2001). These conflicts then affect the participants’ subject position in the classroom as well as their relationship with the teacher (Norton, 2000; as cited in Kumaravadivelu, 2001). For these reasons, teachers cannot ignore the influence of the sociocultural reality to the identity formation in the classroom or detach the learner’s social needs from their linguistic needs (Kumaravadivelu, 2001). In other words, teachers have not only pedagogic obligations, but also social obligations (Bhatt, 2001a).

When teaching English in Finland, the context is teaching English as a foreign language to people, who most likely use it as a Lingua Franca, that is, a common language between other EFL speakers. Finnish people may naturally encounter native English speakers, too, home or abroad. However, native-like language skills are seldom required or needed in those situations either. In addition, the Core Curriculum emphasises the familiarisation of different English varieties and the role of English as a language of global communication (Opetushallitus, 2014). The purpose of language learning is, therefore, self-expression, interaction and communication (Opetushallitus, 2004), and not the form per se. In conclusion, post-method pedagogy takes into consideration who the people involved in and what the surroundings of the learning situation are, and how that affects the learning situation. It also encourages to utilise of professional knowledge, e.g. the Core Curriculum in this case, jointly with
teachers’ own knowledge and experiences. Therefore, post-method pedagogy could be helpful when implementing the objectives and contents of the National Core Curriculum, which relate to status of English as a global language. The next chapter summarises the connection made in this thesis between the National Core Curriculum, global English, and post-method pedagogy. The connection is analysed in chapter 8 with the teachers’ responses in view of the background provided. The responses demonstrate the teachers’ point of view and opinions on the matter and offer insight into the practices in Finnish EFL classrooms.
5 Connection between the theory chapters

This chapter clarifies the connection between the National Core Curriculum, global English, and post-method pedagogy. The starting point of this thesis is the Finnish National Core Curriculum 2014. It sets the current frame according to which basic education in Finland is organised. It also defines on its part the context in which teaching takes place in Finland. It can be deduced from the Core Curriculum that we live in a diverse and multilingual world, where it is probable that the students encounter more speakers of English, who do not come from Anglo- or American English language backgrounds. Therefore, it is reasonable to teach English from the global perspective. In addition, in these encounters interaction and communication needs are prioritised over language form. Overall, three of ten (3 of 10) objectives and two of three (2 of 3) content areas in the English A syllabus of the Core Curriculum include or are related to global themes.

Due to the emphasis on global themes in the English A syllabus and overall in the Core Curriculum, this thesis includes a theory section on English as a global language. It is important to take the perspective of global English into consideration in EFL teaching and to implement it in the EFL classrooms. This is not only because it is part of the Core Curriculum, but also because of the following reasons. The perspective of Global English acknowledges the history behind the status of English as a global language and the phenomena derived from this history. Therefore, the perspective promotes the idea that all Englishes and varieties of English and their users are equal and valuable. It also promotes the dissolution of power structures, which standardisation and the unequal depiction of varieties maintain. The global perspective recognises also that it is more likely globally to encounter varieties other than British or American, especially the further away from those language areas one is located. Consequently, the usefulness of learning or being exposed to a variety is bound to location and culture, that is, it depends on the context. What is more, from the global perspective, the Lingua Franca use of English stretches the meanings in and the uses of English, which emphasises the significance of context even further.

The context described for EFL teaching in the Core Curriculum is that students grow up in a diverse, multilingual, and multicultural world. Finnish EFL teaching must cater to the needs this context
generates. Global English ideology is embedded into the objectives and contents of the Core Curriculum and it adds to this the view, which sees English as flexible and diverse common language of the world, including a multiplicity of equal varieties. Post-method pedagogy is connected to these observations in several ways. To begin with, from the three parameters of post-method pedagogy, pedagogy of particularity concentrates on the context in which teaching takes place (Kumaravadivelu, 2001). Every Finnish EFL classroom has naturally its own context, which is shaped by the students, the teacher, the location, and the surrounding society, among other things. However, the Core Curriculum defines the context of Finnish EFL teaching further, as mentioned earlier. When contrasting pedagogy of practicality and the Core Curriculum, the Core Curriculum does not discuss the use of theories per se, however, it can be assumed to be written by professionals in the field of education. Therefore, the entire document is based on professional theories and research knowledge on education. Teacher theories become involved when the teachers apply and adapt the Core Curriculum in their classrooms. The Core Curriculum is rather generous when it comes to practical applications. It provides broad guiding principles leaving room for different interpretations. Therefore, the Core Curriculum can be seen to provide room also for inclusion of teacher theories in addition to its professional theory. The last parameter of post-method pedagogy, the pedagogy of possibility, can be connected to the Core Curriculum, because several aspects in the Core Curriculum promote the questioning of prevailing situation and taking into consideration the students’ identities and experiences, and their surroundings, global and local, in education and teaching. Global English ideology also encourages empowerment because it emphasises the equality of all varieties, including EFL varieties (see Bhatt, 2001a; Crystal, 2003).

In conclusion, the National Core Curriculum defines the context in which EFL teaching takes place in Finland. This includes considering English as a global language instead of an Anglo- or Americentric language. Post-method pedagogy emphasises the impact of context in teaching. Consequently, the principles of post-method pedagogy would serve well in the implementation of the Core Curriculum objectives and contents. This is the framework for the study conducted in this thesis. The study consists of a questionnaire for Finnish EFL teachers. The purpose of it is to examine what do the teachers know and remember about the new National Core Curriculum, how they understand its
terminology, how they implement its objectives and contents in their classroom, and whether they think the objectives and contents are important in EFL teaching. The responses are analysed for findings and the findings are compared with the theoretical knowledge presented in this thesis when applicable. The next chapter begins the analytic section by reviewing the data collection, analysis methodology and research ethics.
6 Data collection, analysis process and research ethics

This chapter reviews the data, i.e., the responses and the data collection method and the data analysis methodology. Research integrity is also discussed in the final paragraph. As mentioned earlier, the research questions of this thesis are the following:

- How are the objectives and contents of the Finnish National Core Curriculum 2014 which relate to the status of English as a global language implemented in Finnish 7th grade classrooms?
- What affects their implementation?
- How important are they from the teachers’ point of view?

In addition, this study examines English teachers’ knowledge and understanding of the terminology concerning the objectives and contents of the National Core Curriculum. The data comprises of 16 responses collected with an online questionnaire during May and June 2018. Originally there were 19 responses. However, the answers of three respondents were disregarded because the teachers did not teach English in the 7th grade. The survey was sent via email to EFL teachers in the biggest cities and their sub-regions in Finland. Due to the anonymity of the survey, the respondents or their responses cannot be identified or located.

The questionnaire (Appendix 1) consists of eight questions. The first question is a multiple-choice question to ensure that the respondents taught English in the 7th grade during the school year 2017-2018. The remaining seven are open-ended questions with no character limit. The first question determines what the teachers remember about and consider important in the National Core Curriculum in general. Secondly, the respondents are asked to read a few excerpts from the Core Curriculum and to define terminology included in the excerpts. The terminology includes a) the position of English, b) the varieties of English, c) the phenomena and values concerning the position and varieties of English, d) ‘global Lingua Franca’, e) the language used in the society, f) the prevalence of the English language, and g) the position of English as the language of global communication. However, the term “language used in the society” is left outside the final analysis. It is presented out of context in the questionnaire because the full expression in the excerpt from the
Core Curriculum is “the most central language used in the society,” which presumably is the native or official language of the society. However, by oversight the concept asked to explain is only “language used in the society”.

To continue with the questions, the respondents were thirdly asked how they have implemented the objectives and contents mentioned in the excerpts of the Core Curriculum in their classrooms. Fourthly, the respondents were asked which factors, on the one hand support, and on the other hand, restrict the implementation of these objectives and contents. Finally, respondents were asked if they consider the introduction of these objectives and contents in the classroom important. The questionnaire is in Finnish and its content has been summarised and translated to English by the author. This data collection method was chosen because it is economical and enables to reach a large number of potential participants in a short period of time. However, it also has shortcomings such as the easiness to disregard an online survey invitation, and the potential brevity and lack of depth of the responses. These and other shortcomings of the study will be discussed in more detail in chapter 9.

The data, i.e., the responses are analysed with a qualitative data-based content analysis. This method was chosen, because the purpose of the analysis is to find consensus from the data, and further to be able to find themes and possibly form generalisations on the teachers’ views on the Finnish National Core Curriculum 2014 and their implementation means in classrooms. In the discussion section the results are compared with the theoretical knowledge in this thesis and with the contents of the Core Curriculum. Data-based content analysis was chosen as the analysis method also because it aims to form a clear verbal description on a phenomenon from scattered data (Tuomi & Sarajärvi, 2018). It also allows the purpose of the study to navigate the selection of units of analysis from the data (Tuomi & Sarajärvi, 2018). In this case, the units of the data are condensed utterances (CUs), which represent the main meanings and ideas of each individual answer. A single answer can contain several units of which condensed utterances are formed. The condensed utterances are then coded and divided into categories according to their similarities. This data-led approach on content analysis can be called inductive.
The process of the data analysis is first described according to theoretical knowledge to give basis for the data analysis process in this thesis, which is described later. According to Miles et al. (2014) an inductive data analysis consists of data condensation, data display, and conclusion drawing and verification. Data condensation includes “selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in [...] empirical materials” (Miles et al., 2014, p. 12). Miles et al. (2014) continue that condensation begins already as the framework, research questions, data collection approaches etc. are chosen. The condensation continues as the data itself is summarised, coded, thematised, and so on, until the final report is completed. All these decisions are analytic choices and a part of the analysis. Data display is also considered a part of the analysis. As data display is designed, information is assembled, organised, and compressed into a form from which conclusions can be drawn. When it comes to qualitative data, the most common form of display is extended text. However, using only text, which may be cumbersome, dispersed, sequential, bulky, and poorly structured, it is easy to jump into hasty and unfounded conclusions. What is more, the information is more difficult to process in extensive text form. Therefore, a visual display is an effective form of displaying information. The phases of data display are all analytic activities and, therefore, a data display can be said to resemble data condensation. The third phase of data analysis, that is, conclusion drawing and verification, is decision making on what the data means. This includes e.g. finding patterns, explanations, and propositions. After this the meanings are tested for their validity and the analysis is complete (Miles et al., 2014).

The data analysis in this thesis follows the principles of the theory above. Individual phases of the analysis are illustrated in Figure 1. Firstly, condensed utterances are gleaned from each questionnaire answer and listed next to the responses they represent. Secondly, the condensed utterances relating to each question are coded. This means that utterances with similar meaning are coloured over with the same colour. Thirdly, the utterances under each question are regrouped to form categories according to the coding colours. The utterances are also added the running number of the respondent in brackets to track if the same respondent appears in a category more than once. The categories are then arranged according to the number of their utterances from the largest to the smallest. At this stage, the utterances are also translated from Finnish to English. There is often also a miscellaneous
category, which includes deviatory utterances from all the rest. However, this category is automatically excluded from the following stages of the analysis. Fourthly, the responses are read through again thoroughly in search for emerging themes relating to the topic of the thesis, its aims and the research questions. At this stage, the responses are not only reviewed relating to each question individually, but also as a whole in order to find connections, similarities, and repetition between the answers of different questions. In addition to examining the categories, other notes and remarks from the responses are also taken into consideration. The fifth stage is to discard responses, which are irrelevant or too scattered to be included in the themes. The sixth and final stage includes drawing conclusions based on the emerged themes, which answer the research question and meet the aims of the thesis.

![Diagram of data-based content analysis process]

**Figure 1. Process of data-based content analysis for this thesis**

It is noteworthy to mention, however, that even though the stages of the analysis seem consecutive and separate phases, they, in fact, overlap and their development has been in practice closer to circular or gradual during the process. For instance, the idea of themes and what they include has developed through all stages and the utterances have been specified and adjusted also after the initial stage as the analysis has progressed and the responses have become more familiar. This also supports the justification of the interpretation of the responses, because the utterances and categories are compared to their original context in the responses throughout the analysis.
By the means of the above-described process, larger themes were found from the responses. These themes cross boundaries between the answers of several different questions. The themes form the result of the analysis in this thesis. The themes are formed according to the largest groups or subcategories of similar condensed utterances, which indicates consensus among the respondents. In some cases, the scattered nature of the responses is seen to indicate divergence among the respondents. An indication of consensus in the responses is, for example, that native or Anglo- and Americentric varieties were mentioned in the responses as an example of the English varieties in 34 different utterances, whereas non-native or other than Anglo- and Americentric varieties were mentioned in eight (8) different utterances. This indicates, according to the analysis, that Anglo- and Americentric varieties of English occur more frequently to the respondents than other varieties when thinking about what the “varieties of English” entail.

When analysing the responses in this thesis, it is important to pursue to understand the answers from the respondents’ point of view. According to Tuomi and Sarajärvi (2018), during the entire analysis process, the researcher pursues to understand the research subjects from their own perspective. Similarly, when reaching conclusions, the researcher pursues to understand what the utterances and expressions mean to the research subject. It is a challenge in data-based analysis to analyse the data according to what the respondents mean. The researcher’s prejudices or biases may affect the results unconsciously. In some cases, the issues are reduced, though not eliminated, by writing down and acknowledging the preconceptions of the researcher. However, in general there is no method, which would guarantee absolute success in search for the truth. Therefore, the result depends not only on the meaningful implementation of research methods but also on the researcher’s ability to receive intellectual information, on the level of their perception, and even on sheer luck (Tuomi & Sarajärvi, 2018). It is a challenge in this thesis, too, to try to interpret the responses as they are meant by the respondents. For example, the respondents may use less precise language as they describe the terminology of the Core Curriculum. Therefore, their understanding of the terminology may seem more insufficient than it actually is. This must be noted when considering the validity and the possible shortcomings of the analysis.
To conclude this chapter, ethical issues are discussed. This thesis follows the criteria included in research ethics or research integrity prescribed by The Finnish Advisory Board on Research Integrity. The criteria are complied to the best of my knowledge and with the help of the thesis instructor, especially when it comes to presenting and interpreting the data. The criterion concerning research permits is met with anonymity in the data collection process. The respondents cannot be identified from the responses because no identifying information was required. In addition, at the beginning of the questionnaire form it is stated that by answering this questionnaire the respondent gives their permission to use the responses for this master’s thesis. The data is also destroyed after the thesis is complete. The next chapter discusses the main findings of the analysis performed according to the principles of the data-based content analysis described in this chapter. As mentioned earlier, the data or the questionnaire responses are condensed into individual utterances, which are then combined into groups or subcategories according to their similarities. Subcategories are examined closely in search of emerging themes, which are the findings of this thesis.
7 Findings

This chapter presents the analysis and the main findings. To begin with, condensed utterances are extracted from the questionnaire responses and subcategories are formed from the utterances. The subcategories are scrutinised to find connections between them. Those connections are the themes discussed in this chapter and the main findings of this research. The analysis process results in many subcategories and, therefore, the subcategories are presented individually only if it is necessary in order to describe a theme thoroughly. Overall, five themes emerge from the responses in the analysis. The themes are perceptions of the scope of English varieties, perceptions of the Core Curriculum’s terminology in comparison to research literature, reliance on teaching materials, contradiction between values and perceptions, and lack of time as an overarching factor. The respondents are referred to as “teachers” from now on. When giving examples from the original responses and quoting the answers, the quotations are presented first in Finnish inside quotation marks and then in English in brackets and translated by the author.

7.1 Perceptions of the scope of English varieties

The first theme to emerge from the responses is perception of the scope of English varieties. This means that the finding presents the idea on what is included in the perceptions of the teachers when considering the varieties of English. English as a global language and its varieties is discussed earlier in chapter 3, where also the scope of English varieties is explained according to research literature. To begin with the finding, varieties are acknowledged and accepted widely among the teachers. However, in most responses, the answers seem to concern only the core English-speaking countries. The responses imply that teachers are well-aware of the predominant position and prevalence of English, its uses in global communication, and the varieties and the phenomena relating to different varieties of English. The teachers are also aware that these aspects are part of EFL teaching. Table 1 illustrates this by displaying all the subcategories that relate to English as global language. Each subcategory is formed from condensed utterances of the same idea or content. The purpose of Table 1 is to show that mentions concerning or relating to English as a global language appear rather frequently and widely in the responses. The teachers also bring forward in several occasions that
there are also non-native varieties to be considered. Nevertheless, when mentioning examples of specific varieties of English, the responses lean strongly towards the varieties of the core English-speaking countries or Anglo- and Americentric varieties. In other words, the varieties spoken in the periphery-English countries (Phillipson, 1992a) countries are almost completely excluded. Table 2 illustrates the distribution between the mentions of Anglo- and Americentric varieties and other English varieties in the responses. The purpose of having both tables is to illustrate the comparison between them and the contradiction that the comparison reveals. Even though mentions concerning or relating to global English are frequent, the scope of varieties mentioned by name is narrow and sympathises strongly Anglo- and Americentric varieties of English.

This result may be partly due to the questionnaire format, since the answers are relatively compact and brief. Perhaps the lists of examples would have continued further outside Anglo- and Americentric varieties, had the data collection method been more in-depth and in-person, an interview or alike. On the other hand, examples which make an appearance in the responses, are probably the ones which are primarily in the teachers’ minds when they think about “varieties”. Therefore, they may indicate what is emphasised in the teachers’ full views, too.

When interpreting Table 1, the first column with title “Q” shows the number of the question in the questionnaire. The second column with the title “Subcategory” lists all the subcategories including themes concerning global English in the responses. The third column with the title “CU”, an abbreviation of “condensed utterances”, indicates how many condensed utterances each subcategory includes. Table 2 lists all the mentions concerning specific varieties and the “CU” number indicates again the number of the condensed utterances in which the mentions appear.

<table>
<thead>
<tr>
<th>Q</th>
<th>Subcategory</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Global themes</td>
<td>7</td>
</tr>
<tr>
<td>4a</td>
<td>Prevalence and amount [of the English language]</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Predominant language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common global language of communication</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Importance as a medium of (global) communication</td>
<td>2</td>
</tr>
<tr>
<td>4b</td>
<td>Non-native periphery-English varieties</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Different forms of English in different places</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Culture defined varieties</td>
<td>2</td>
</tr>
<tr>
<td>4c</td>
<td>The spread of English and its change in different countries</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Dichotomies</td>
<td>2</td>
</tr>
<tr>
<td>4d</td>
<td>Global Lingua Franca/Common language between users of different mother tongues.</td>
<td>7</td>
</tr>
</tbody>
</table>
Most commonly used language and a standard language 7
Different statuses of English: mother tongue, official language, second language, Lingua Franca and foreign language. 7
The vastness of the prevalence of English and the amount it is spoken. 4
The amount and status as a medium of communication. 4
Colonisation 2
Its history and different varieties 2
Varieties in audio-visual format 6
Listening to varieties 4
Reading in different varieties 3
Learning about differences between vocabularies 6
Learning about different cultures 3
Limited, insufficient, stereotype-emphasising and enslaving teaching materials 3
Important 9
Somewhat 5

Table 1. Subcategories indicating the teachers’ understanding on what English as a global language entails.

<table>
<thead>
<tr>
<th>Specific core English-speaking varieties mentioned in the responses</th>
<th>CU</th>
<th>Specific periphery-English varieties mentioned in the responses</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native varieties in general</td>
<td>3</td>
<td>Non-native varieties in general</td>
<td>2</td>
</tr>
<tr>
<td>British variety/varieties</td>
<td>14</td>
<td>Varieties outside US and UK</td>
<td>2</td>
</tr>
<tr>
<td>American variety/varieties</td>
<td>12</td>
<td>Indian variety/varieties</td>
<td>2</td>
</tr>
<tr>
<td>Australian variety/varieties</td>
<td>4</td>
<td>South-African variety/varieties</td>
<td>1</td>
</tr>
<tr>
<td>Canadian variety/varieties</td>
<td>1</td>
<td>African variety/varieties</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2. Specific varieties mentioned in the responses

As stated in earlier chapters, no particular varieties of English are mentioned in the National Core Curriculum. The Core Curriculum mentions only, for example, to look into the cultures of those countries where English is the most central language used in the society and obtain information about some varieties of the English language (Opetushallitus, 2014). The emphasis in the Core Curriculum is more in multiculturality, English as the global language of communication, English-speaking environments, etc. (Opetushallitus, 2014). Therefore, it is conspicuous that British and American varieties emerge from the responses overwhelmingly. On the other hand, the result is rather predictable, and the responses reflect the history of the spread of English and the dominant position of the British and American varieties in the English-speaking world. The British and American varieties are perhaps seen as the starting point and all the rest can be placed under larger, less definite categories such as “kymmeniä muita” (dozens of others), “uudet variantit” (new varieties), “paljon muitakin” (many others as well), “entisissä siirtomaissa puhuttavat englannit, jne.” (The Englishes
spoken in the former colonies, etc) mentioned in the responses. Despite this, majority of the teachers feel that the objectives and contents concerning the status of English as a global language in the Core Curriculum are important or somewhat important (Table 1, Q8). However, there are additionally other important aspects in EFL teaching, and due to lack of time the teachers must prioritise. Therefore, this topic cannot be included in EFL teaching as thoroughly as the teachers would wish or the Core Curriculum dictates. This notion is elaborated in chapters 7.4. and 7.5.

In conclusion, according to the responses, the teachers acknowledge the global status of English, the large number of English varieties and how the varieties have developed in general level. However, when moving to the practical level and into EFL teaching situations, the emphasis shifts strongly towards the varieties of core English-speaking countries. The British and American Englishes are the standard and some other varieties, in most cases from other core English-speaking countries, are mentioned, discussed, and perhaps listened or read in an exemplary fashion in classroom. However, the topic is not taken further due to restricting factors, such as lack of time combined with, for example, more pressing priorities. Since the Core Curriculum does not specify which varieties should be presented in EFL teaching, it depends on the teachers or the teaching material producers to make the decisions, as is discussed further in chapter 7.3. However, if the teachers’ views are Anglo- and Americentric, do they follow the Core Curriculum’s guiding principles?

Another question relating to this is how well does the teacher training prepare the teachers to follow the Core Curriculum? The responses do not include information on when the teachers have taken their teacher training. Therefore, it cannot be concluded whether their training was designed to take into consideration the new Core Curriculum 2014. However, because the Core Curriculum is updated approximately every ten years, it is part of the teacher profession to be able to adjust to a new curriculum without additional studies in university. Therefore, teacher training should provide teachers the tools to be aware of the changes and to develop their professional knowledge to meet today’s requirements of English teaching after their training. Since English is a global language today, the emphasis can no longer be exclusively on Anglo- and Americentric varieties of English. The discussion on this finding and on its possible causes and consequences continues further in chapter 8.
7.2 Perceptions of the Core Curriculum’s terminology in comparison to research literature

The second theme in the findings is perceptions of the Core Curriculum’s terminology in comparison with research literature. This theme consists of comparison between what the terminology means according to the teachers’ knowledge and what it means according to research literature. The purpose of this theme is to reveal whether the teachers understand the terminology as it is defined in research literature. This reveals further, whether the teachers’ knowledge reflects the views in the research literature in order to provide teaching, which implements the Core Curriculum accurately and is of uniform quality. The perceptions on most of the National Core Curriculum’s terminology concerning global English are consistent in the responses to some extent on a general level, however, they vary on individual level. “‘Global Lingua Franca’” is the only exception. Most of the respondents determined it either a common language between users of different first languages or mother tongues, or most commonly used language and a standard language. Both are definitions, which also do not differ from each other considerably.

Table 3 illustrates all the subcategories of responses for each term or expression from the Core Curriculum, which the teachers explain in their own words. The numbering from 4a to 4g, excluding 4e, marks the order of the terminology as they are presented in the questionnaire form. As stated earlier in chapter 6, expression 4e is left outside the analysis, because it is presented out of context in the questionnaire. Abbreviation “CU” on the right column refers to condensed utterances and the numbers below indicate of how many similar condensed utterances each subcategory is formed.

<table>
<thead>
<tr>
<th>4a) The position of English</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predominant language</td>
<td>5</td>
</tr>
<tr>
<td>Common global language of communication</td>
<td>5</td>
</tr>
<tr>
<td>Position in different contexts</td>
<td>5</td>
</tr>
<tr>
<td>Importance as a medium of (global) communication</td>
<td>2</td>
</tr>
<tr>
<td>Different contexts of use</td>
<td>2</td>
</tr>
<tr>
<td>Mother tongue</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4d) ‘Global Lingua Franca’</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common language between users of different mother tongues.</td>
<td>7</td>
</tr>
<tr>
<td>Most commonly used language and a standard language</td>
<td>7</td>
</tr>
<tr>
<td>Working language</td>
<td>2</td>
</tr>
<tr>
<td>Guarantees managing</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4b) The varieties of English</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native core English-speaking varieties</td>
<td>11</td>
</tr>
<tr>
<td>Native dialects and accents</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4f) The prevalence of English</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different statuses of English: mother tongue, official language, second language, Lingua Franca and foreign language.</td>
<td>7</td>
</tr>
<tr>
<td>The vastness of the prevalence of English and the amount it is spoken.</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 3. Subcategories from responses 4 a-g, excluding 4e

When comparing the subcategories formed under each term or expression with the research literature, responses concerning the term 4a) The position of English include practically all the main aspects determined in the research literature. Subcategories “Position in different contexts” and “Mother tongue” refer to the status of English in different countries (native, official and/or foreign language). Subcategory “Predominant language” includes the aspect of power. However, the research literature discusses in more detail of different types of power and emphasises especially economic power (Crystal, 2003), whereas in the responses the type of power is expressed in only one utterance. Therefore, the teachers’ perceptions on the type of power and further the development of the power position may be imprecise. This imprecision influences naturally the full understanding of the position of English. On the other hand, how essential this “full” understanding in EFL teaching in grades 7-9 is, is debatable. Subcategory “Common global language of communication” includes the ideas of English as a Lingua Franca and global language. Global language aspect is also completed with subcategories “Importance as a medium of (global) communication,” “Predominant language” and “Prevalence and amount”, which refer to the large number of users together with the vastness of the prevalence of English.

The responses concerning the term 4b) The varieties of English cover native varieties and dialects or accents within native varieties with outstanding numbers of utterances in subcategories “Native core English-speaking varieties” and “Native dialects and accent”. However, varieties which are explicitly
named in the utterances are mostly only British and American, as is mentioned already in chapter 7.1. Approximately half of the utterances in the subcategory “Native core English-speaking varieties” include examples and they are either British or American varieties or both. Non-native varieties emerge in “Non-native periphery-English varieties”. However, it is unclear in several utterances whether they mean outer circle varieties or expanding circle varieties or perhaps both. If the utterances imply outer circle varieties, the varieties can also be native, because English is an official language in those countries, and, therefore, the citizens may be bi- or multilingual. If the utterances imply expanding circle varieties, then they concern varieties of EFL speakers, who can be seen as the “actual” non-native speakers, if the distinction between native and non-native speakers must be made. The subcategory “Different forms of English in different places” is also somewhat vague. The utterances refer to varieties spoken in different countries without defining whether they are native, official or foreign varieties; varieties used in different situations; and also to the different ways of using English language.

From this it can be concluded that teachers’ perceptions on the varieties of English are more precise when moving towards the centre of the concentric circle model and that towards the outer and expanding circle the perceptions grow vaguer. In addition, the perceptions on what constitutes “native varieties” appear narrow, since mostly only British and American are mentioned, even to an overwhelming extent. However, this most probably does not mean that the teachers would not acknowledge other native varieties, but that these are the main ones, the dominant ones, which occur first when considering native English varieties. In addition, had the question form been something along the lines of “give examples of all the varieties you know,” the responses and the results would probably be wider and more diverse. Nonetheless, the fact that British and American varieties are so frequently mentioned explicitly, and other varieties excluded, raises an intriguing question on how Anglo- and Americentric view the teachers have when it comes to perceiving the full scale and multiplicity of English varieties? And how much and in what ways does it affect, consciously or subconsciously, their teaching and the values and conceptions they convey to the students in the classroom? In addition, it would be interesting to study further what is included in the perceptions of
British and American varieties, because the varieties themselves include great diversity with for example regional, social, and ethical varieties, not only RP English or Standard American.

The responses concerning the concept 4c) The phenomena and values concerning the position and the varieties of English are more complex. The research literature includes in these phenomena and values colonialism, positions of power, standard English ideology, dichotomies, equality, challenges in English teaching and pluricentricity. Subcategory “Dichotomies” is in the heart of the matter; however, it consists of only two condensed utterances, that is, it is mentioned in all the responses two occasions only. The subcategory “The spread of English and its change in different countries” includes colonialism and standard English ideology to some extent, because some of the utterances refer to different forms of English, and that is what SE ideology discusses. Subcategory “The meaning and acceptance of language” is more related to the positions of power, SE ideology, equality and pluricentricity to some extent. Subcategories “Values, value judgements and their change concerning varieties” and “Appreciation of varieties” are quite similar, and they are closely related to SE ideology and equality. Basically, all the topics that the research literature covers are mentioned in the responses, but on a very general level and superficially. Again, this raises a question on what is the sufficient amount of knowledge on the phenomena and values concerning the position and the varieties of English in order to implement the Core Curriculum adequately in classrooms?

The responses relating to the term 4d) Global Lingua Franca are the most unanimous, there are only four subcategories and two of them include equally most of the condensed utterances. When excluding the development of English into a global Lingua Franca, subcategories “Common language between users of different mother tongues” and “Most commonly used language and a standard language” cover the two main features of ‘Lingua Franca’ discovered in the research literature. These features are the principal language for intercultural communication and the contact language in transnational communication by speakers of other languages. However, when excluding the development of English into a global Lingua Franca, the reason why particularly English is a global Lingua Franca, is excluded as well. This is an important factor because without it, the two subcategories or features above could describe any Lingua Franca in a particular context. On the other hand, the question was to determine what a ‘global Lingua Franca’ is, not why English is a global
Lingua Franca. Perhaps the responses do not, therefore, reflect the history of English becoming one. However, due to the low variation among responses and the fundamental nature of them, the idea of English as a global Lingua Franca seems to be the most familiar term among the terminology mentioned in the questionnaire. It is also a very important one to comprehend in the Core Curriculum, because Finnish students will use and likely often encounter English as a Lingua Franca themselves.

When it comes to the concept 4f) The prevalence of English, it can be determined similarly to varieties via concentric circle model or with the model of core English-speaking countries and periphery-English countries. The teachers’ responses formed subcategories such as “Different statuses of English: mother tongue, official language, second language, Lingua Franca and foreign language,” “The vastness of the spread of English and the amount it is spoken,” “the amount and status as a medium of communication,” and “Colonisation”. The first and the last subcategory can be said to accord with and cover the research literature. However, the second one is merely describing the name of the concept in different words. The third subcategory is related to the first one, especially to the Lingua Franca aspect. Again, the responses reflect what is said in research literature, but in a less minute and accurate manner. The first subcategory, which is also the most accurate perception of the concept prevalence of English, is also the one with most condensed utterances. From the perspective of the Core Curriculum, the concept of the prevalence of English is important to understand, because it is in the core of the phenomenon of English as a global language. Without the prevalence, which reaches far and wide, the scope of global English varieties would have not developed, and English would have not developed into a global language. The prevalence also maintains the status of English as a language of global communication, because people around the world use it as a Lingua Franca. The perceptions of the teachers cover this substantially. Therefore, they should be able to reflect this in their teaching relatively well.

Finally, the concept 4g) The position of English as a language of global communication is related to position of English as a global Lingua Franca according to research literature. It is used as common language in intercultural and transnational communication. The largest subcategories formed from the responses are “Global Lingua Franca/common language between users of different mother
tongues” and “Meaning as a common language of communication”. Smaller subcategories are in addition “language of business and online games” and “History and different varieties.” Interestingly, one respondent sees this as a self-evident concept. The responses cover the concept sufficiently and also include notions of the use of English potentially in one’s free time and in working life. These aspects are important to take into consideration in EFL teaching, because students learn English also outside the classroom. The Core Curriculum (Opetushallitus, 2014) mentions that this informal learning should be taken into consideration and utilised in EFL teaching. The use of English in working life relates to the target of language learning in general, because language learning should respond to the language learner’s communicational needs.

In conclusion, the teachers’ perceptions on the concepts and terminology concerning the status of English as a global language in the National Core Curriculum follow mostly the views of research literature, even though the perceptions are often on a more general level and less thorough. However, it is important to note that this may be due to the data collection method and the questionnaire format and not due to possible gaps in the teachers’ knowledge. On the other hand, the results are a combination of several teachers’ perceptions. Therefore, little can be said on an individual teacher’s perceptions, other than they vary. The teachers can be expected to implement the objectives and contents of the National Core Curriculum in their classrooms the way the Finnish National Board of Education intends them and with nationwide equal standards only if the teachers’ perceptions on the terminology of the Core Curriculum is uniform and in line with scientific, factual knowledge.

According to the results, the teachers’ perceptions are in general in line with the research literature and there is also uniformity to be found to some extent. However, as mentioned above, it is difficult so say what is the scale of variation between individual teachers in their perceptions. The responses include individual responses, which deviate notably from the general result of the combined responses. Therefore, one may cautiously conclude that not all the teachers have as accurate perception on what the terminology in the Core Curriculum entails. This may lead to differences in equality when it comes to the overall quality of English teaching. Perhaps additional training concerning the contents and use of the Core Curriculum would be in order in those cases. However,
this study concerned only a very limited and novel part of the Curriculum. In addition, the same phenomena may affect this finding as in chapter 7.1: the sample is small, and the questionnaire format is compact and brief, which may lead to shorter, more general-level and indefinite responses. The causes and possible consequences of this finding are discussed further in chapter 8.

7.3 Reliance on teaching materials

The third finding is the reliance on teaching materials. The most common ways to implement the contents of the National Core Curriculum in teaching according to the responses are via teaching materials and discussion (Table 4). Also, the most common supportive factor in the implementation of the objectives and contents is clearly mentioned to be teaching materials (Table 5). On the other hand, “Discussions and deliberation on the matter,” “Listening and watching varieties in an audio-visual format,” and “Learning about differences in vocabularies” are also common means in the implementation of the objectives and contents in the classroom. Therefore, teaching materials, especially textbooks, is not the only tool utilised in classroom. These categories mean also that the teacher may produce used materials themselves, they may suggest discussion topics outside teaching materials, they may find relevant audio-visual materials from the Internet, and perhaps gather information about the differences in vocabularies outside learning materials. However, the responses do not imply whether the materials and sources in these occasions come from the ready-made teaching materials or not. On the other hand, the second most supportive factor in the responses is “Other materials and resources.” This implies that even though teachers do not always rely on teaching materials, they may rely on other ready-made materials. In this case the teachers must only undergo the trouble of finding the materials, not the trouble of creating them themselves.

<table>
<thead>
<tr>
<th>Means used to apply the objectives and contents of the Core Curriculum in classroom</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions and deliberation on the matter</td>
<td>7</td>
</tr>
<tr>
<td>Using exercises, texts, and examples from teaching materials/textbooks</td>
<td>7</td>
</tr>
<tr>
<td>Listening and watching varieties in an audio-visual format</td>
<td>6</td>
</tr>
<tr>
<td>Learning about differences in vocabularies</td>
<td>6</td>
</tr>
<tr>
<td>Listening to varieties</td>
<td>4</td>
</tr>
<tr>
<td>Teacher lecturing/experience sharing</td>
<td>4</td>
</tr>
<tr>
<td>Reading in different varieties</td>
<td>3</td>
</tr>
<tr>
<td>Learning about different cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4. Subcategories concerning the means used by the teachers in classroom
Nonetheless, three teachers also mentioned the teaching materials as a restrictive factor indicating to their “hopeless” level, limited scope and tendency to lean on stereotypes, and their “enslaving” influence. In addition, one teacher said that a supportive factor is “kirjasarja jossain määrin, muttei kovin kattavasti (mukaan valittu vain tavallisimmat englanninkieliset maat ja aksentit melko kapeita)” (the course book series to some extent, but not very thoroughly (only the most common English-speaking countries are included, and accents are quite limited). These views are in line with Macalister (2016), who states that due to the immense diversity of language teaching contexts around the world, optimised language learning cannot be achieved without adapting already-published materials. The materials should be, for example, culturally and linguistically relevant to the learners (Macalister, 2016). Naturally, Finnish EFL teaching materials can be assumed to be adapted to the Finnish culture to some extent. However, whether it is relevant for EFL learners to be most frequently exposed to emphasising American and British varieties, which seems to be common according to the responses, is another matter.

On the other hand, some of the responses where teaching materials were mentioned as a supportive factor mention that “Monissa oppikirjasarjoissa tämä on otettu huomioon” (These things have been taken into consideration in many course book series), “Uusi kirja, jossa varmasti nämä asiat on otettu huomioon. Kirjan mukaan mennään, joka on OPSin mukainen.” (New book, where these things are surely taken into consideration. We progress according to the book, which is in accordance with the Core Curriculum), “Asema ja käyttö on huomioitu oppikirjassa. […] Eri alueelliset variantit perinteisестикы hyvin huomioitu oppikirjassa.” (Position and use are taken into consideration in the course book. Different regional varieties have been taken into consideration well in the course book traditionally, too). These examples indicate rather strong trust in the contents of the teaching materials. To support these views, Cunningsworth (1984) notes that it is a time-consuming and difficult process to produce original materials and that it lacks practical and economic sense to repeat the efforts of teachers in the process of creating large amounts of individually produced materials. In addition, published course books from reputable publishers are usually made by professionals and tested in pilot studies. Therefore, it can be assumed that they serve their purpose well. However, when using the course books, the learners’ needs should always be the basis for objectives and not the content of the course book (Cunningsworth, 1984).

<table>
<thead>
<tr>
<th>Supporting factors subcategories</th>
<th>CU</th>
<th>Restricting factors subcategories</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching materials</td>
<td>11</td>
<td>Lack of time</td>
<td>6</td>
</tr>
<tr>
<td>Other materials and resources</td>
<td>6</td>
<td>Other priorities</td>
<td>5</td>
</tr>
<tr>
<td>Group size (small enough)</td>
<td>4</td>
<td>Group size (too big)</td>
<td>3</td>
</tr>
<tr>
<td>Discussions</td>
<td>3</td>
<td>Limited, insufficient, stereotype</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 5. Supporting and restrictive factors in implementation of the objectives and contents

<table>
<thead>
<tr>
<th>Factor</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher experience and knowledge</td>
<td>2</td>
</tr>
<tr>
<td>Teacher training and school’s support</td>
<td>2</td>
</tr>
<tr>
<td>Sufficient time</td>
<td>2</td>
</tr>
<tr>
<td>Teacher co-operation</td>
<td>2</td>
</tr>
<tr>
<td>emphasising and enslaving teaching materials</td>
<td></td>
</tr>
<tr>
<td>Lack of material resources</td>
<td>2</td>
</tr>
<tr>
<td>Teacher’s own opinion</td>
<td>2</td>
</tr>
</tbody>
</table>

The responses imply that the reason for relying heavily on the teaching material is lack of time, since the most restrictive factor is “Lack of time” and the second most restrictive factor is “Other priorities” (Table 5). Lack of time creates conditions where the contents of teaching must be prioritised and where there is no time to prepare original materials or materials designed particularly for an individual classroom’s needs. This is a familiar and natural condition to most who have worked in a school environment: the resources, whether time or material and financial resources, are not endless. They are sufficient perhaps, but in most cases nowhere near abundant. In conclusion, the responses imply that due to mostly lack of time, and other priorities, teachers rely much on teaching materials and find them highly supportive. Therefore, the responsibility shifts heavily on the textbook makers to produce materials, which implement the objectives and contents of the Core Curriculum thoroughly. The responsibility of schools and teachers is then to select the most suitable materials. This finding is discussed further in chapter 8.

7.4 Contradiction between values and perceptions

Most of the respondents consider the objectives and contents concerning the status of English as a global language important or at least somewhat important (Table 6). As chapter 7.2 illustrates, the teachers’ perceptions on the terminology concerning the objectives and contents are altogether comprehensive. On the other hand, the perceptions could be developed and deepened because there is some impreciseness in them and they are Anglo- and Americentric. If the objectives and contents concerning the status of English as a global language are important to the teachers, how do the precisions appear like this? Especially striking is the quantity of Anglo- and Americentric examples. What is more, when asked what they remember from the Core Curriculum in general and what they think is important, global themes are remembered in some of the responses, however, they appear important in none. Only pronunciation, varieties, and learning vocabularies of different countries are mentioned, each in a single response (Table 7).
On the other hand, when considering the *whole* Core Curriculum, the view and emphasis may naturally differ greatly in comparison when considering *only* the English A syllabus in the Curriculum. In addition, as mentioned in chapter 7.3, lack of time is the most frequently mentioned restrictive factor in the implementation of the objectives and contents. Therefore, the pressure to prioritise is most likely great among themes, which are otherwise considered important. Furthermore, the teachers are not asked in the questionnaire how important the objectives and contents are in relation to other teaching contents, only whether they are important in an absolute sense. Therefore, it cannot be deduced from the responses what and how many other elements the teachers consider important in teaching, and whether they consider those elements as important or perhaps more important than the objectives and contents discussed here.

<table>
<thead>
<tr>
<th>Do the teachers feel these objectives and contents are important in EFL teaching?</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>Somewhat</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

*Table 6. The importance of the objectives and contents*

<table>
<thead>
<tr>
<th>What is remembered</th>
<th>UC</th>
<th>What is important</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global themes</td>
<td>7</td>
<td>Pronunciation</td>
<td>1</td>
</tr>
<tr>
<td>Varieties</td>
<td>1</td>
<td>Learning vocabularies of different countries</td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 7. What is remembered and what is considered important in the Core Curriculum*

### 7.5 Lack of time as an overarching factor

This chapter considers why lack of time is an overarching factor behind the above-mentioned findings. When it comes to chapter 7.1., perhaps there is no time to go deeply into the subject. Therefore, only “the starting point” of the phenomena, i.e., the varieties of the core English-speaking countries, come primarily to the respondents’ minds. When it comes to chapter 7.2., there is no time to prepare your own materials. Therefore, teachers must rely on textbooks and other ready-made teaching materials and their contents. For instance, one of the respondents says when asked about what would support the implementation of the objectives and contents that “*No, enpä tiedä. Kaikki sisällöt pilkoittuina [sic] maailmalla, josta on etsittävä ja yhdistettävä. Riittävä määrä aikaa tukisi, jos sitä olisi.*” (Well, I can’t say. All the contents are in bits and pieces all around the world, where from you must find
them and put them together. Sufficient amount of time would support it, if there were any). When it comes to chapter 7.4, one reason behind the contradiction between values and perceptions may be lack of time. It is the most frequently mentioned restrictive factor in implementation of the objectives and contents of the Core Curriculum. Even though the teachers value the objectives, there is not time to implement them thoroughly. A very illustrative example of this is the response: “Aina ei ehdi, vaikka haluaisikin” (There isn’t always time, even if you wanted to). Chapter 7.3. cannot be directly linked to lack of time in classroom teaching, because teachers naturally acquire their professional knowledge beforehand, during their own studies and teacher training. However, similarly to chapter 7.1., lack of time may be reflected in the Anglo- and Americentric examples of the teachers, because there is no time to go further beyond those varieties.

Overall, responses concerning lack of time as restrictive factor in the implementation of the National Core Curriculum’s objectives and contents include notions such as “Tavoitteet sanaston ja rakenteiden ovat sen verran laajoja, että kovin yksityiskohtaiseen kielen kehittymisen tutkimiseen jää juuri aikaa” (Objectives concerning the vocabulary and structures are so wide that there isn’t really time left to examine the development of the language in detail), “Aihe ei ole kaikista keskeisin, joten siksi jää vähemmälle huomiolle” (The topic is not the most central one, therefore, it is more overlooked), “Opettajan työn kuormittavuus, jonka vuoksi lisämateriaalien etsintään ja tuottamiseen jää rajallisesti aikaa” (The strain of teaching work because of which there is limited time left for searching and producing additional materials), and “Ei siihen hirveesti aikaa tuhleta, siis enkun aseman pohtimiseen” (One does not waste time terribly on pondering about the position of English).

From these examples, and the responses overall, it can be concluded that lack of time lowers the value of the objectives and contents discussed in this thesis, which also explains findings in chapters 7.4. Contradiction between values and perceptions and 7.3. Reliance on teaching materials. The following section summarises the main findings and discusses in more detail how the research questions of this thesis are answered, and the aims met.
This chapter summarises the findings of the research section in order to meet three of the four goals of this thesis and to answer the following research questions: how are the objectives and contents of the Finnish National Core Curriculum 2014, which relate to the status of English as a global language, implemented in Finnish 7th grade classrooms, what affects their implementation, and how important are they from the teachers’ point of view? The four goals of the thesis are: 1. To promote the importance of taking the role of English as a global language into consideration in English as a foreign language (EFL) teaching. 2. To examine how the objectives and contents of the Finnish National Core Curriculum 2014, which relate to the role of English as a global language, are implemented in the 7th grade English classrooms, where the new Core Curriculum has been applied since autumn 2017. 3. To examine which factors influence the implementation of the above-mentioned objectives and contents. 4. To examine English teachers’ knowledge and understanding of the objectives and contents, and how the teachers view the importance of them. The first goal is met earlier in the theory section of this thesis, and is, therefore, omitted here where the focus is on the results of the research section. In addition to this, the findings of the study are viewed with respect to the principles of post-method pedagogy. The principals of post-method pedagogy, such as context-sensitivity, combining professional and teacher theories, and the questioning of status quo of the participants’ subject positions, are compared with the findings, because they can be seen convenient in the implementation of the objectives and contents of the National Core Curriculum.

To begin with, the findings show that the teachers are, in general, aware of the global status of English and the vastness of the varieties of English and the phenomena related to them. However, in practice it seems that when considering examples of varieties and which varieties are mainly highlighted in EFL teaching, the answer is British and American varieties. Similarly, when it comes to the teachers’ perceptions of the Core Curriculum’s terminology in comparison to research literature, the perceptions follow mostly the research literature, however, on a more general and less thorough level. Individual responses include also a lot of variation. Therefore, it may be carefully concluded that not all the teachers have as extensive a perception on the terminology as the general result shows. This may lead to differences in the quality of EFL teaching and further to inequality among students of
different teachers. High-quality teacher training and additional training for teachers already in working life would ensure the equality in this matter. Especially additional training on the subject of global English and, more importantly, on the objectives and contents of the National Core Curriculum in order to keep the teachers’ knowledge modern is important.

The third finding from the responses is reliance on teaching materials. Teaching materials are one of the most used mean in the implementation of the objectives and contents of the Core Curriculum and clearly the most common supportive factor in the implementation of the objectives and contents. Linked to this is lack of time as the most common restrictive factor in the implementation. Due to lack of time, teachers do not have the chance to create materials of their own to suit an individual classroom’s needs perfectly. This puts a lot of responsibility and pressure on the producers of the teaching materials. What happens if the materials are faulty or not in accordance with the contents and the objectives of the National Core Curriculum? The fourth finding is the contradiction between the teachers’ values and perceptions. Most of the teachers consider the objectives and contents of the Core Curriculum important or somewhat important. However, due to lack of time, teachers also must prioritise what to teach and, in those cases, global aspects are often overrun by other priorities, such as grammar and vocabulary. What is more, the teachers’ perceptions on the terminology concerning the global status of English in the Core Curriculum are, although comprehensive to some extent, also lacking in precision and very Anglo- and Americentric. This does not imply motivation to acknowledge global aspects thoroughly.

On the other hand, it seems that the teachers share the values of the National Core Curriculum. However, if there are no resources, timely or other, to enable the implementation of the values in classroom, do the values matter at all? In that case they are only noble words on a piece of document. This is the core dilemma in Finnish basic education. Thorough and modern guidelines and plans do not matter, if there are no resources to implement them. The last finding concerns also resources, it is lack of time also as an overarching factor. Lack of time restricts the teachers to implement the objectives and contents of the Core Curriculum to their full extent, it prevents the teacher from planning their own, more versatile teaching materials and activities, and it forces the teachers to
prioritise the teaching contents in which case technical aspects of the language rise above the global aspects.

When looking at these findings in the light of post-method pedagogy, several notions and questions arise. Firstly, when considering the pedagogy of particularity and the reliance on ready-made teaching materials in the responses, it raises a question on whether those materials always suit to all Finnish EFL classrooms? This is a concern especially today when classrooms are increasingly multicultural and diverse. In addition to this, the teachers’ examples on the varieties of English are leaning heavily towards Anglo- and Americentric varieties according to the responses. However, is Anglo- and Americentric emphasis relevant in the Finnish context, when it is likely that when Finnish people use English language, they use it with another EFL speaker or a speaker outside the USA or the UK? On the other hand, the media in Finland and the internet offer Anglo- and Americentric contents very intensively. Therefore, their teaching becomes more justified. Especially, when the internet plays such a great role in people’s lives today. However, since the internet is a global arena of communication there is a mass of English speakers from non-native backgrounds too. This supports the teaching of global English over Anglo- and Americentric varieties.

When it comes to pedagogy of practicality, the responses reveal little of whether the teachers develop their own teacher theories to add on their knowledge on professional theories. However, the reliance on teaching materials indicates that the means used in teaching are those means presented in the teaching materials and not the teachers’ own. Lastly, when considering pedagogy of possibility, the use of teaching materials suggests that students’ identities and experiences and the surrounding environment is not taken into consideration in very much detail. However, discussion as a second most used mean in the implementation of the objectives and contents perhaps implies that also additional topics outside the teaching materials are reached and perhaps student input and influence of the environment is included as well. In conclusion, there are indications in the responses that some of the principals of post-method pedagogy are already implemented in the means of the teachers. Lack of time and, therefore, the extensive use of ready-made teaching materials are restrictive factors if one was to implement the principles fully. This is true, if the teaching materials do not support the methods of post-method pedagogy.
To conclude this chapter, the findings of this thesis indicate that even though Finnish basic education has an extensive document to base on, which includes precious and contemporary values, the reality is that its objectives and contents are not fully implemented in Finnish EFL classrooms. There are several reasons for this. The greatest reason is lack of time. There is a multitude of elements to be implemented in the EFL teaching without sufficient amount of time. This leads to prioritisation and forces the teachers to omit contents, even though they would find those contents important. This occurs with the objectives and contents related to the status of English as a global language in the National Core Curriculum. Several responses state, for example, that grammar and vocabulary are more important or that merely the teaching of the basics consumes all the time reserved for teaching. Lack of time also very likely causes the great reliance on teaching materials. The teachers do not have time to prepare materials themselves. Therefore, they utilise the quickest possibility: the usage of ready-made teaching materials. Those materials are made according to the requirements of the Core Curriculum and are of relatively high quality in Finland in general. However, they are made to suit all nationwide. Therefore, they cannot take into consideration the contexts of individual classrooms. This is because in addition to the surrounding society, the local environment and all their different aspects, the context is created also by the individual people involved, the teacher and the students. In order to take into consideration the context of an individual classroom the teachers should complete the teaching materials by adding their own contribution to them according to their classroom context. This contribution would enable e.g. the identity formation and the empowerment of the students.

What is more, it is common today to read in the media features, stories, blog entries, comments, and opinion pieces concerning the difficulties, pressure, and the stress teachers face and must endure while working in Finnish basic education. The main reason behind this seems to be lack of resources, which seems to become even more emphasised when occurring at the same time with the Curriculum reform. Sufficient resources are the key if the objectives and contents of the National Core Curriculum 2014, which relate to the status of English as a global language, are to be valued in teaching and implemented efficiently and thoroughly in Finnish EFL classrooms.
9 Conclusion

This chapter discusses the validity of the findings, or, the weaknesses and strengths of this study, ideas for future research, and possible practical applications. The validity of the findings, both internal and external, is discussed by listing the weaknesses and the strengths of this study. To begin with, there are several weaknesses in the study of this thesis. Firstly, the questionnaire received relatively small number of responses. Therefore, the findings cannot be generalised to concern the entire Finnish EFL teaching profession. The qualitative nature of the responses also sets challenges for the analysis. It requires interpretation and decision making, which includes always potential for misinterpretations. When it comes to the data collection method, that is, the questionnaire, the possible inaccurate wording of the questionnaire and the accompanying email may also cause misinterpretations, because three respondents do not teach English in the 7th grade during school year 2017-2018. Also, questions two and three could be specified to concern what the teachers remember on a general level, which the question meant. On the other hand, it could also be only about the English A syllabus. Either way, the current wording induces answers concerning both the Core Curriculum on a general level and English A syllabus, which means that not all answers are comparable to each other. The written online format of the questionnaire causes also likely the answers to be shorter and narrower than perhaps what they would be in face-to-face interviews. This may also cause interpretations of different answers to be deviant in comparison, even though if answered more thoroughly, they could mean the same thing. Short answer format leaves more room for interpretation overall, which increases the responsibility of the researcher to make more interpretative choices.

However, the study has also several strengths. Firstly, the research is conducted at a convenient point in time. It is conducted directly at the end of the first school year during which the new National Core Curriculum is brought to effect for the first time. Therefore, the results are novel and topical. It may be the first study on the matter. In addition, the questionnaire is sent to EFL teachers in several locations, therefore, the responses are from different parts of the country, not only from one city or region. Naturally, it cannot be verified where, since the location is not asked in the questionnaire. The
qualitative data is also not only a weakness but also a strength. It reveals detailed information and even reflects wider contexts for the responses, even though they are not asked.

For future research it would be interesting to investigate, if there is any correlation between the answers, the knowledge and opinions of the teachers, and the year when they have done their teacher training. For example, one of the respondents mentions that their academic training received in the 1980s may be a supporting factor in the implementation of the objectives and contents of the National Core Curriculum in the classroom. This is a peculiar statement considering that pedagogical methods and theories are constantly in development and the Core Curriculum represents the latest perceptions on what constitutes teaching in Finland. It would also be interesting to examine the correlation between how important the teachers consider these matters and when they have done their teacher training. Global perspective on English is, despite researches already for several decades, rather a new aspect in Finnish EFL teaching. Similar questionnaire could also be repeated in greater volumes for more thorough and generalisable results. When it comes to practical applications, this thesis and its results serve as a medium to give rise to and continue the public discussion over the resources of Finnish basic education. It is an addition to the studies concerning the state of education in Finland and to the public discussion on the topic.
10 References


Finnish Advisory Board on Research Integrity. (2012). *Responsible conduct of research and procedures for handling allegations of misconducts in Finland* (pp. 30-31). Helsinki: Finnish Advisory Board on Research Integrity.


Appendix 1


1. Kysymys (1/8): Rastita kaikki sopivat vaihtoehdot. Opetan A-englantia:
   7. vuosiluokalla
   8. vuosiluokalla
   9. vuosiluokalla


Lue alla oleva katkelma perusopetuksen opetussuunnitelman perusteista, jotka koskevat englannin A-oppimääärän opetuksen tavoitteita ja niihin liittyviä keskeisiä sisältöalueita vuosiluokilla 7-9. Vastaan sen jälkeen kysymyksiin 4-8.
"Opetuksen tavoitteet

T1 edistää oppilaan taitoa pohtia englannin asemaan ja variantteihin liittyviä ilmiöitä ja arvoja [...]

Opetuksen tavoitteisiin liittyvät keskeiset sisältöalueet

S1 [...] Tutkitaan englannin kielen kehittymistä globaaliksi Lingua Francaksi. Otetaan selkoa joidenkin sellaisten maiden kulttuureista ja elämänmuodoista, joissa englanti on keskeisin yhteiskunnassa käytetty kieli. [...] Hankitaan tietoa jostakin englannin kielen varianteista.

S3 [...] Otetaan huomioon englannin kielen levineisyys ja asema globaalin kommunikaation kielenä."


a) "englannin asema"
b) "englannin variantit"
c) "englannin aseman ja variantteihin liittyvät ilmiöt ja arvot"
d) "globaali Lingua Franca"
e) "yhteiskunnassa käytetty kieli"
f) "englannin kielen levineisyys"
g) "englannin kielen asema globaalin kommunikaation kielenä"

[Excerpt removed]


[Excerpt removed]

Asiat voivat koskea esimerkiksi opetusmateriaaleja, ajankäyttöä, ryhmäkokoaa, lisäkoulutuksen tai perehdytyksen määrää tai mitä tahansa muita resursseja tai muita tekijöitä.


Asiat voivat koskea esimerkiksi opetusmateriaaleja, ajankäyttöä, ryhmäkokoaa, lisäkoulutuksen tai perehdytyksen määrää tai mitä tahansa muita resursseja tai muita tekijöitä.

[Excerpt removed]