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How Ethnicity is Represented in Teaching Aids.

A literature study of two English teaching aids

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Abstract

The aim of this essay is to analyze how two teaching aids is representing ethnicity and how the teaching aids is maintaining the multicultural view, as the Swedish curriculum recommends (Lgr 2011). The two teaching aids are *What's Up* (2007) and *Wings* (2010). Ajagán - Lester (1999) claims in his article that the western norm is represented in teaching aids and how the representation of "The other" is important part of our worldview because of the fact "The Other" is contradiction to "Us". Ajagán - Lester (1999) also believes teaching aids construct an ethnic self - understanding and that this plays an important role in how other cultures and ethnicities are introduced in teaching aids. Lgr (2011) advocate since there is pupils with different cultural backgrounds, nationalities and experiences it is important to work for the same democratic values and principles in all Swedish Schools. In addition, it is important to emphasize the ethos that humans are different by introducing the pupils to different nationalities and socialites.

In order to make the analysis the study is based on reader - response theory, the theory emphasize an ingoing examination of a text, as a result the analysis indicated that *What's Up* and *Wings* are introducing ethnicity with the concept of nation and the teaching aids are only present and explain the nations from an Western world perspective.

(Keywords: Ethnicity, Western world perspective, nation, reader–response theory, curriculum and teaching – aids)

1. Introduction and Aims

1.1 Introduction

As a pupil, I have always relied on teachers to teach me various subjects and, in turn, provide me with new knowledge and understanding. This has always been achieved by a variety of teaching aids such as encouraging reading and personal interaction with every teacher. Teaching aids are used in various school subjects; Math, History, Swedish and English and they are trusted to present the right kind of knowledge. More often than not, my English teachers used teaching aids to explain and to introduce the English language, but I did not usually reflect on their use of teaching aids. Statistics show that three out of four teachers rely on teaching aids when they teach English. The teaching aid is their basis when the teachers plan and aim their lessons throughout the semester (Svaleryd 2003). With that said, does the teacher reflect on what the different teaching aids consist of?

Teaching aids could be a reflection of the culture that produces them, the consequence of only using teaching aids are limiting the pupils' world view by introducing the world from a western world perspective. There are very few studies that have investigated what English teaching aid materials consist of and what world view teaching aids introduces to the pupils. In chapter 5 an investigation done by Runblom (2006) commissioned by the Swedish National Agency for Education is presented. This study looks into how ethnicity is represented in the school subjects "Social studies and History". The study, by Runblom (2006), found that even though the history teaching aids did not describe any offensive stereotyping or any discrimination of minorities or ethnicities, it was found that minorities and ethnicities outside of Europe were only mentioned when Europeans were historically involved. The aim of the Runbloms's study is to prevent implicit discrimination in Swedish teaching aids.

Luis Ajagán - Lester (1999) also did analysis of how ethnicity is represented in "Social studies and History" textbooks. Ajagán-Lester found out that the western norm is far off more represented than other norms and that could have an effect on how the pupils view the world. Ajagán - Lester explains how "The other" is a contradiction to "Us" and it is how the textbook portrays "The Other" that could have an effect on how the pupils world view, he continues with the argument that teaching aids could have an effect on the pupils self-understanding and that is why it is significant how other cultures and ethnicities are represented in teaching aids.

In addition, do the teaching aids follow the Swedish national school agencies aim of introducing the students to the world? According to the Swedish national curriculum for compulsory schooling (Lgr 2011) the English language should introduce the pupils to different English speaking cultures and to the rest of the world. They are also to be introduced to different cultures, countries which the pupils are familiar or unfamiliar with. The national curriculum states that the introduction to the world and different cultures increases the solidarity among the students and the understanding and acceptance of different cultures (Lgr 11 2011:32). According to the Swedish national curriculum, the purpose of recognizing different countries that use the English language serve the following purposes:

- contribute to developing the pupils' sense of togetherness and solidarity, and responsibility for people outside the immediate group.
- in their activities contribute to the school being permeated by the spirit of solidarity between people.
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used
(Lgr 2011:32)

1.2 Aims

The National Agency for Education stresses the importance of presenting a multicultural view of the English language to pupils, i.e. introduce them to the rest of the world through language. It is also important to introduce pupils to regional and social varieties of the English language. Still, the study by Svaleryd (2003) shows that teachers depend on teaching aids when they plan basic lessons and activities, but, they do not take-into account that teaching aids could have an effect on how the students comprehend the world.

The principal aim of this essay is to find answers to the following research questions:

- How is ethnicity represented in the teaching aids *Wings* and *What's Up* for grade 9?
- Is the multicultural view represented in the teaching aids as the Swedish curriculum recommends?

This study will only focus on ethnicity. Although gender is often linked to ethnicity, gender will not be discussed in this study. These research questions are based on Svaleryd's argument (2003) that pupils do comprehend the world through the process of using teaching aids, in addition, do the teaching aids follow the Swedish national school agencies aim of introducing the students to the world? According to the Swedish national curriculum for compulsory schooling (Lgr 2011) the English language should introduce the pupils to different English speaking cultures and to the rest of the world.

The primary source is thus the two teaching aids, *What's Up* and *Wings* written in 2007 and 2010 respectively. Textbooks are modern, they have not updated for the new curriculum, yet they are used extensively in Swedish schools today.

Both of the teaching aids are textbooks with different texts and poems, short stories, non-fiction literature and fiction. Both textbooks are adapted to different ability levels, and they are used in grades 7, 8 and 9 in Swedish schools. There are different authors and writers in the textbooks; the writer Helen Fielding is presented in both of the textbooks. *What's Up* is written by Jörgen Gustafsson, Eva Östberg, Andy Cowle, and *Wings* is written by Mary Glover, Richard Glover, Bo Hedberg, Per Malmberg, Anna Mellerby, Susanna Rinnesjö, Elisabeth Ström and Dominic Summert

2. Background

This chapter will present some key terms, and give an overview of previous research carried out in this field. The theoretical framework used will be presented towards the end of this chapter in section.

2.1 Ethnicity

Ethnicity is a complex concept. There is no common definition of the concept, but its meaning depends on the approach used when discussing ethnicity (Wikström 2003). Wikström (2003) who uses a *social scientific* approach to define ethnicity summarizes ethnicity as it being group-oriented and origin-oriented.

Constructionism offers another definition of ethnicity. Constructionism sees identity and origin of social relations, social processes and social learning as key elements of ethnicity, ethnicity are produced and reproduced by these processes. Ethnicity is a product of both one group/person and others' perception of someone's identity and origin (Wikström 2003:12). Even though there is some consensus that ethnicity is based on people's definitions and constructions, the term is often used differently in everyday speech or in daily writing. However, constructionism uses ethnicity when discussing nationality (Wikström 2003). In fact, the concept 'race' and 'nation' have become standard terms when defining ethnicity. In the constructionist approach, ethnicity is seen in terms of social organization. That is to say, ethnicity is created when a nation/ethnic group defines their borders and how they could be identified (unconsciously). An ethnic group is defined by how they view themselves and how other people view the ethnic group. The conclusion is that it is in everyday life that ethnicity is constructed, and the concept of ethnicity is thus created and submitted by us. Therefore, ethnicity is affected by both internal and external factors (Wikström 2003). Wikström adds that the term ethnicity could be used to explain why classification of people happens at all (2003:27).

The social anthropologist Richard Jenkins explores ethnicity from a *social anthropology* perspective. In the book *Rethinking Ethnicity* (1997) Jenkins explains that ethnicity requires a cultural definition since social interaction is an important part of constructing ethnicity. Ethnicity is socially constructed by the collective and the individual human, and it is produced and reproduced at a specific point of time. What the notion ethnicity means varies in different groups (Jenkins1997). Ethnicity is a social construction. As individuals we construct and internalize ethnicity in social contexts within families, at school, at work etc.

The anthropologist Eriksen (1993) sums up this section on ethnicity. He explains that ethnicity can be defined in different ways, but it corresponds to the same basic idea, namely, that ethnicity entails a classification of humans. In short, the term ethnicity is used to categorize people based on *national origin*.

2.2 Curriculum for the Compulsory School

The National Agency has formed a fundamental policy to guide Swedish schools to work for the same democratic values and principles. In today's Swedish school there are pupils with different cultural backgrounds, nationalities and experiences in life and the Swedish National Agency for education¹ require that teaching should adapt to each pupil's circumstances (Lgr 2011). According to the Swedish curriculum, Swedish schools should encourage the ethos that humans are different, and that all humans should be accepted for who they are by introducing the pupils to different nationalities and societies as a product of introducing the pupils to different cultural and national borders. The national agency also point out how important it is to have an international perspective because of the fact to understand one's own reality in a global context, and to give the pupils a chance to develop international solidarity (lgr 11).

Lgr 11 also specifies what aims the school subjects should have. The aim of the English subject is specified as to focus on developing knowledge of the English language, and also teach *different contexts of learning*. New objective in Lgr 11 is to encourage and to build up the pupils' confidence when using a foreign language. To learn a foreign language is also to get to know a foreign culture.

There are different methods of learning a foreign language. The curriculum encourages teachers to teach English from different perspectives because the pupils needs to be introduced to the world through the English language. I interpret this as meaning that the syllabus suggests that pupils should meet English in different *ethnic conditions* in the classroom (Lgr 2011:32). One approach is to teach the language under different learning conditions. The English syllabus (kursplan) declares how the English teaching should focus on different living conditions and different social and cultural phenomenon's in different context and different elements where the English language is used.

¹The Swedish National Agency for Education is in this essay occasionally referred to as 'The National Agency'

2.3 Teaching aids; the function of textbooks

Säljö (2003) writes about the effects and functions of a language on teaching aids, the author introduces us to how texts could have an effect on us, whether we like it or not.

Teaching aids are common in teaching, but who is in charge of the teaching? The teaching aid or the teacher? Svaleryd (2003) found in her study that teachers are very dependent on teaching aids when they teach their pupils; three out of four teachers rely on teaching aids when they teach. The teaching aid becomes the basis of how teachers plan and aim their lessons during the school semester.

The function of textbooks is communication; communication in the sense that the textbook interacts with the world and gives the world meaning (Svaleryd 2003). Teaching aids can also be looked upon as helping pupils to define knowledge, and create a dialogue with the world. Pupils' thoughts about the world through different textbooks help teachers to form a basic pedagogical outlook when planning their lessons and the aim of their teaching (Svaleryd 2003).

According to Svaleryd (2003) textbooks have different functions in education. One function is that teaching aids function as an introduction to how life is experienced. Another function is that they introduce the world to the pupils and teach them a way of interacting with people (Svaleryd 2003). Generally, teaching aids function as a guideline to how we comprehend the world (Svaleryd 2003).

2.4 Ethnicity in teaching aids

Runblom (2006) commissioned by the Swedish National Agency for Education² carried out a study of how teaching aids implicitly and explicitly define and portray ethnicity in the school subjects Social Science and History. Runblom (2006) carried out a qualitative study of 24 teaching aids. Runblom (2006) used the previous School curriculum lpo94, as a fundamental base for his study. The study included research on how people and nations, and minorities were introduced to the pupils.

Among Runblom's results (2006) was the observation that countries outside Europe were only discussed when Europeans were in contact with them in a historical context. Also, the number of pages discussing Western Europe was far greater than that discussing Eastern Europe. The History textbooks contained a thin reflection defining the Western World and what was to be considered Western culture. Runblom's (2006)

² In this essay, the Swedish National Agency for Education is also referred to by the acronym 'SNAE'.

conclusion was that there was no description of offensive stereotyping or any discrimination of minorities or ethnicities in the textbooks.

In his study, Runblom defines 'ethnicity' as taking place in a dualistic context. He argues that 'ethnicity' is a term that has positive features when it comes to the discussion of freedom and human rights. However, the term 'ethnicity' could also have negative features when it comes to defining people as deviant in contrast to the majority of population (Runblom 2006)

2.5 Language; the purpose of learning language

The National Agency of Education in Sweden has published an anthology of language learning and its consequences in Swedish schools. One of the writers, Malmberg (2001), writes about the point of communicative competence. Malmberg (2001) stresses that communication and language is dependent on the understanding and functions of language. The purpose of a language depends on the social and cultural circumstances it is presented in; the implicit agenda of Swedish Schools is to introduce the pupils to the world with language.

The introduction to the world is part of the cultural and social context that the Swedish schools outline and structure with textbooks and dialogues in and out of the classroom (Malmberg 2001).

Pedagogical Psychologist Roger Säljö (2003) writes about how the pupils could be affected by what the language in teachings aids tries to mediate, for instance introducing pupils the world from a western world perspective could have an effect on how the pupils comprehend the world.

Language as a communicative factor is also dependent on its context relation to teaching aids, Säljö (2003) mean if a context is thought only in a negative way the knowledge of the context will always be associated with negative aspects. Furthermore, to be able to change the negative aspect one's is in need of knowledge. Knowledge adds information about the context and can change the negative association.

All these factors are thus interrelated Säljö (2003) exemplifies how texts can have an effect on pupils whether they like it or not. Language is part of the contextual function of how the pupils understand the knowledge they are given by the teaching aids. The arrangement between language, context and knowledge is part of how the pupils understand the world (Säljö 2003). The fundamental purpose of using language as a knowledge carrier is to use language in reference to objects that do not have any physical body, but form a significant part of the world, like defining democracy or understanding a phenomenon like

ethnicity. With the use of language, we can analyze and comprehend communicative tools that help us understand politics, poems, literature, lyrics etc.

Säljö (2003) argues that even though we do not react to the functions of language, we are still affected by language, whether we want it or not. The language of textbooks functions as a *mediating* tool. The definition of ‘mediation’ is that we cannot stop learning from our environment that is constructed in social and cultural contexts. Language is part of that mediation (Säljö 2000). The power of language for constructive mediation is that language can be used as a resource and a tool when explaining the world. Language could also be used against the pupils and not be to their benefit. An example of this is when some information, knowledge or descriptions are left out (Säljö 2000).

Luis Ajagán-Lester claims in his article “Text and Ethnicity”(1999) that the western norm is represented in teaching aids. How we in teaching aids portray “the other” is an important part of our worldview. “The other” is a contradiction to “Us”. Ajagán – Lester (1999) believes that teaching aids construct an ethnic self-understanding, and that this plays an important role in how other cultures and ethnicities are represented in teaching aids. Ajagán – Lester (1999) argues that there is a Eurocentric norm in the teaching aids. What is essential is the image of Europe and its source of meaning. The rest of the world is not significant to the same degree.

3 . Methods

This study is based on both quantitative and qualitative methods. One of the benefits of using a qualitative approach on a quantitative method is an attempt to convince the reader about the credibility of the results (Bryman 2008). The principal research question for this study was to identify how ethnicity is represented in two different teaching aids.

3.1 Quantitative content analysis

When you carry out a quantitative content analysis you count how many different times something is mentioned. For instance, I have counted how many times the term ‘ethnicity’ was mentioned in *What’s Up* (2007) and *Wings* (2010). Quantitative content analysis is a research technique which involves systematically quantifying the content of what you have chosen to research. This method is based on predetermined rules and systems formulated in advance where the researcher categorizes the material from the purpose and problem area (Bryman 2008). This method was necessary to answer how ethnicity is presented in *What’s Up* and *Wings*.

However, to be able to do the counting, the term ‘ethnicity’ had to be defined theoretically. In this study, I have used Jenkin’s, Wikström’s and Eriksen’s definition of ethnicity is namely; the definition of the concept ethnicity depends on the approach used when discussing and ‘finding’ ethnicity. Ethnicity are constructed and produced by us in different ways, in everyday speech and writing. By constructing ethnicity makes it changeable and dependent on how you approach and discuss ethnicity. Wikström (2003), Jenkins (1997) Eriksen (1993).

3.2 Qualitative content analysis

Content analysis is a flexible method for analyzing text and data. The method as an analytic tool is dependent on what specific type of content analysis approach the researcher chooses. The analysis method depends on-the theory used and the research questions asked (Shannon 2005). For this research, it was relevant to use content analysis as a method because the goal of the method is to obtain, identify and understand themes or patterns. (Shannon 2005).

3.3 Summative content analysis

Summative content analysis is a method that focuses on identifying and quantifying specific words in a text. The purpose of the method is to understand the context of a text while focusing on words or content in a text.

This method is applicable the upcoming analysis of the teaching aids, this study focuses on how the phenomenon ‘ethnicity’ is presented in teaching aids. The method was used to explore how the term ‘ethnicity’ was presented in textual rather than counting occurrences, summative content analysis is used as a method to analyze the underlying meaning of words, or contexts. (Shannon 2005).

Identifying and quantifying certain words or content in text with the purpose of understanding the contextual use of the words or content (shannon 2005:1283)

3.4 Reliability

Stukát (2011) writes that reliability relies on the quality of the measuring instrument. In this study the measuring consisted of counting how many times the term ethnicity was mentioned in the textbooks *Whats’s Up* and *Wings*. A potential source of lack of reliability for this study term ethnicity was misunderstood, and that I made mistakes when counting occurrences of ‘ethnicity’. You can test reliability by doing a so-called ‘test – retest’. The method consists of conducting the same study and getting the same result again. If the result differs from those

presented in this essay, the results of this study are not valid. Another issue when it comes to reliability is generalization; – two textbooks do not cover how ethnicity is represented in all of the English teaching aids used in Swedish schools (Stukát 2011).

3.5 Reader – response theory and Affective stylistic

Reader - response theory is part of a main theory called *New criticism*. The theory emphasizes ingoing examination of a text. Furthermore the relevance of this theory rests on this studies research question, it gives the essay the advantage of understanding how the text is organized and what the text is trying to reflect on its reader.

Reader – response theory focuses on the reader’s response to different texts and what a text can do to its readers. Depending on which reader- response theory is used, the response to a text can be judged insufficient or less sufficient than others (Tyson 2006). The theory is broad and could be used as a tool for learning about your own reading process, and how we relate to specific elements in the text we read. The reader – response focuses on the following two beliefs: the first belief is:

1. “The role of the reader cannot be omitted from our understanding of literature”
(Tyson 2006:170)
2. “Readers do not passively consume the meaning presented to them by an objective literary text; rather they actively make the meaning they find in literature”
(Tyson 2006:170)

For this study I used a form of Reader-response theory called Affective stylistics. When you carry out an Affective stylistics study, you examine a line by line in order to understand how the reader could be affected by reading that text (Tyson 2006:175).

Even though Affective stylistics focuses on the text, the theory considers the text not to be an objective and autonomous entity. The text does not have a conclusive or a fixed meaning just because readers interpreted it in some way – the text is dependent on the result it produces and the result comes from one reader. Affective stylistics is a theory that focuses on cognitive analysis of how the reader can be affected by the text. A cognitive analysis of the text is a mental process that is produced and activated by different elements in the text (Tyson 2006).

As mentioned above, there are different ways of using the *reader – response* theory. Since this study focuses on how ethnicity is represented in teaching aids, it was found relevant to look at how the element ethnicity is described. However, it was also considered interesting to include how ethnicity is presented thematically. Tyson (2006) presents a

concept called thematic evidence. To a thematic evidence approach on how ethnicity is used, evidence of knowledge and experience of how reading had an effect on the reader. Tyson (2006) describes thematic evidence as a confirmation of whether the characters or the descriptions of different settings have had an effect on how the reader responds to a text. This approach helps the analysis to focus on patterns repeating themselves that could have an effect on the reader (Tyson 2006).

4. Results

4.1 An introduction to the results

The aim of this essay is to investigate how ethnicity is represented in the textbooks *What's Up* and *Wings*. The principal results are the following: (1) there were no *specific people* or *stereotypes* associated to different ethnicities or nations included in the textbooks. Eriksen (1993) writes that ethnicity can be defined by the concept of nation because ethnicity categorizes people based on national origin. In the textbooks, (2) ethnicity is represented by *different nations*.

Tyson (2006) writes to get advantage of affective stylistics as a theory it is necessary to identify elements in the text that affect the reader (Tyson 2006). The result of this study shows that (3) ethnicity is not connected, represented or associated with a typical *stereotype* in the teaching aids. Also, (4) ethnicity is not associated or represented through a specific *character* or *culture*. On the other hand, (5) ethnicity is represented and associated with the concept of *nation*.

4.2 Thematic evidence

Patterns, like words repeating themselves in a text can have an effect on a reader (Tyson 2006). In *What's Up* and *Wings* different nations are repeated in different contexts. This part of the research demonstrates how ethnicity is repeated in the teaching aids. The distribution of nations is illustrated in Figure 1 and 2 on the next page:

Fig. 1 Countries and associations to countries identified in the textbook *Wings*.
 (Countries organized according to continent.)

Europe	North America	South America	Africa	Australia	Asia
The UK	Canada	Brazil	Madagascar	Australia	Afghanistan
England	The US	Cuba	Mozambique		Iraq
United Kingdom	The United States		Zambia		China
Britain	The USA		Angola		Iran
Rome			Botswana		Saudi Arabia
Spain			South Africa		Pakistan
Belgium					India
Germany					Indonesia
Sweden					New Zealand
Denmark					
The Netherlands					
Switzerland					
Ireland					

Fig. 2 Countries and associations to countries identified in the textbook *What's Up*
 (Countries organized according to continent.)

Europe	North America	South America	Africa	Australia	Asia
England	Canada	Brazil	Kenya	Australia	India
France	San Francisco		South Africa		China
London	The US				Japan
Birmingham	The USA				
Britain	New York				
Ireland					
Germany					
Russian/Russia					

Figure 1 and 2 shows that Europe has the most identified national words and in both teaching aids. The lowest number of identified national words in *Wings* is South America and Australia, and in *What's Up* South America, Africa and Australia.

As a consequence Australia is counted as continent and a country, for the reason that Australia is not mentioned in other contexts - the teaching aids did not refer to any areas and cities in Australia. Also, North America is also mentioned mostly as The US or The USA and not to a specific cities or areas, New York and San Francisco is the only two cities mentioned.

When the elements of the nation had been identified, the occurrences were organized in the following staple diagram which shows how many times the national words were repeated.

Fig 3. Number of occurrences of nations and associations to the nations in the textbook *Wings*

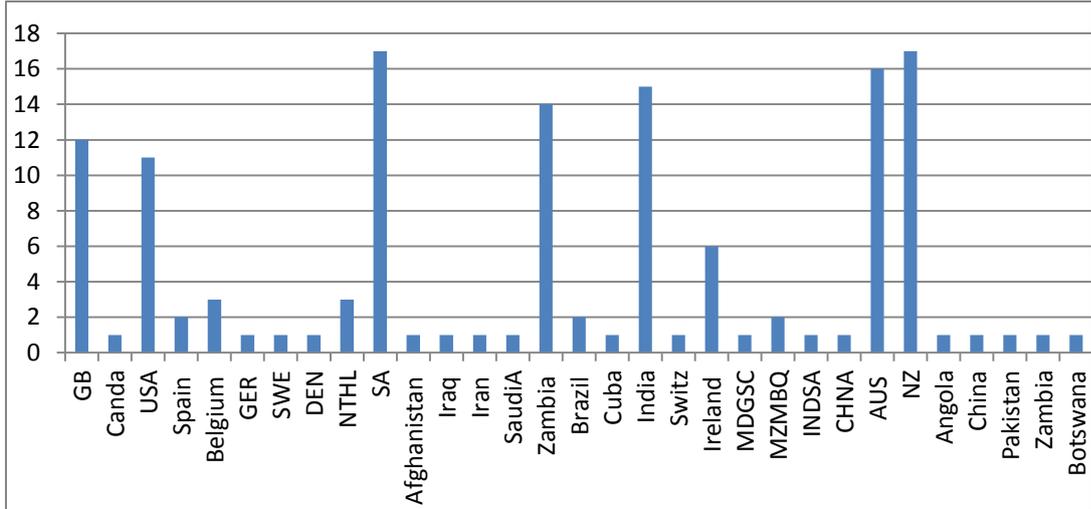
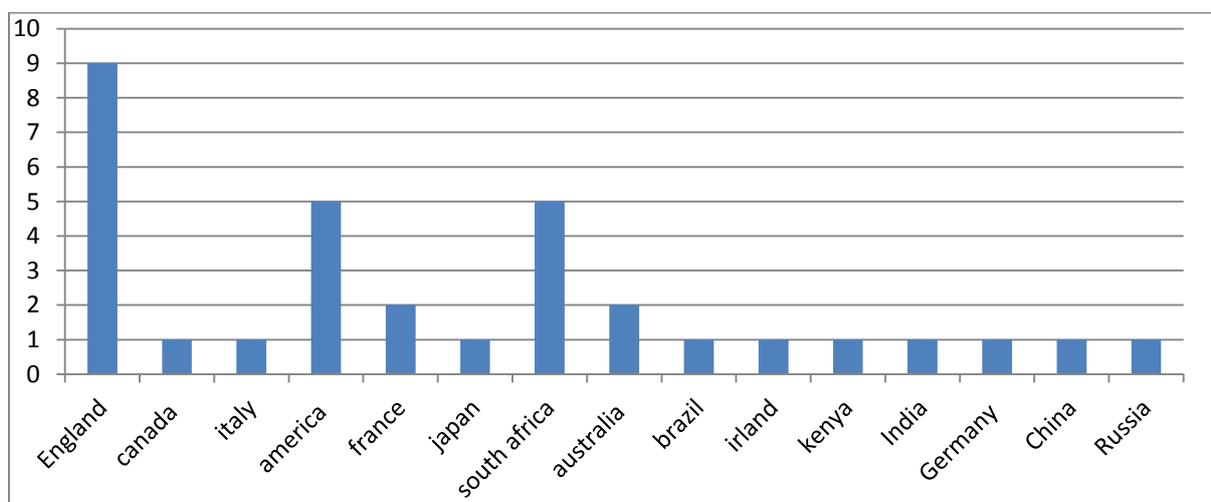


Fig4. Number of occurrences of nations and associations to the nations in the textbook in *What's Up*



As you may notice in *figure 3*, South Africa, New Zealand and Australia has the highest numbers of occurrences of nations. *Figure 4* has England, America and South Africa as the highest numbers of occurrences of nations.

4.3 English speaking countries in relation to Europe

Not all countries from *Figure 3* and *4* are presented in this section because not all countries counted are presented in a narrative text which makes it hard to analyze the context. The countries that are left out are not mentioned in the same context as European countries or western world countries. They are just mentioned without any relation to other countries; for example, they are mentioned in a poem or in “information box”.

Ajagán – Lester (1999) argues that there is a Eurocentric norm in the Swedish teaching aids, and that the rest of the world does not have the same significance. In the teaching aid *Wings* South Africa is mentioned 17 times, Zambia 14 times, India 15 times, Australia 16 times and New Zealand 17 times. In the teaching aid *What's Up* South Africa is mentioned 5 times, Australia 2 times and Brazil, Kenya, India and China are mentioned one time each. These results do not support the findings in Ajagán – Lester (1999) since the most frequent places mentioned (South Africa and Zambia) are outside of Europe. However, it supports his claim that that the rest of the world is only mentioned in relation to European countries in teaching aids. Tyson (2006) argues that different repeated elements and patterns in a text can have an implicit effect on how we receive and comprehend the text. The focal point in these results is to identify what underlying meaning or what context non-European

countries are mentioned in and if the teaching aids maintain a multicultural view of the world, just like the curriculum suggests.

South Africa is mentioned in the same context as Europeans in the teaching aid *Wings* – but that is just 1 time out of the 17. South Africa is then only mentioned alongside other African countries like Zambia and Zimbabwe as shown in examples (1) and (2) below:

1. European settlers met these peoples who moved to **South Africa** from the northern parts of the continent, about 2,000 years ago (*Wings* 2010:130)
2. The river is source of electric power to Zambia, Zimbabwe, Mozambique and **South Africa** (*Wings* 2010:131)

The country Zambia is mentioned 14 times in the teaching aid *Wings* and three out of fourteen times Zambia is mentioned in the same context as European countries or characters, in this case *British rule* and *the queen of England*. However, Zambia is also mentioned in context with other African countries. The chapter “Zambia” is the only chapter Zambia is mentioned in. The chapter includes a historical overview, and Zambia is discussed and portrayed as a colonial country. Even though example (1) is the only time South Africa is mentioned in the same context as Europe, Africa overall is mentioned often with a European context, Ajagán-Lester (1999) writes that non-European countries are only introduced and associated with European countries. This following examples (3) to (5) supports Ajagán – Lester’s claim.

3. He was the first British man to set foot in **Zambia** and the first European to see the magnificent Victoria Falls, named after the queen of England (*Wings* 2009:145).
4. 1964 the country gained independence from British rule and was given the new name **Zambia** (*Wings* 2009:146)
5. It begins in **Zambia** and flows through Angola, the borders of Namibia, Botswana, Zambia and Zimbabwe (*Wings* 2009:148)

India is mentioned 15 times in the teaching aid *Wings*; three out of fifteen times India is mentioned together with another country. Just like Zambia, India has its own chapter, but India is also brought up one more time in another chapter that introduces an Indian family who lives in England but wants to send their son away to India because he has been disobedient to his family. All three times India is mentioned, it is mentioned in the same context as England. Runblom (2006) also mentions that non-European countries are

mentioned in the same context as European countries, this claim is supported by examples (6) to (8) below.

6. Manjit's family are from **India** but they live in England (Wings 2010:68).
7. From around 1840 the British controlled almost all of **India** (Wings 2010:124).
8. Their leader, Mahatma Gandhi, and his ideas of non – violence and questioning of Britain's involvement in **India** influenced a revolt (Wings 2010:125).

Australia is mentioned 16 times in *Wings*, but once in a context with another nation and once with another continent. Australia is mentioned in the same contexts as England and Europe. The only time Australia is mentioned in same contexts as England and England has a superior role. Like India and Zambia, Australia has its own chapter where the country is introduced. The remaining 15 times Australia is mentioned in the textbook when the textbook deals with Australia's climate, food, culture and how it is to live in Australia.

9. The British arrived in the late 18th century and in 1770 **Australia** was claimed by them (Wings 2010:134).

New Zealand is also mentioned in the same historical context as *British ruling and claiming* New Zealand. New Zealand is mentioned 17 times, and two out of 17 times is New Zealand mentioned in a subordinated position to England. New Zealand is also one of the countries in the teaching aids that has its own chapter. In this chapter New Zealand is described as a country with good climate and has great nature.

10. A hundred years later **New Zealand** was claimed by the British a treaty was signed with Maori in 1840 (Wings 2010:141)
11. The British monarch would still be the head of state of **New Zealand** though. (Wings 2010:141)

In the teaching aid *What's Up* South Africa is mentioned five times. One time out of five South Africa is mentioned in the same context as England. The other two is in the same context as Australia, Brazil, India, Kenya and South Africa. South Africa is mentioned several times in a chapter called *Diamonds are forever*. Unlike *Wings* where South Africa is mentioned 17 times and has its own chapter *What's Up* does not have a own chapter for South Africa .

12. This scene took place on a British Airways flight between Johannesburg, **South Africa** and London, England. (Whats Up 2007:98)
13. 26, 000 kg of diamonds is mined annually in **South Africa**, Brazil and Australia (Whats Up 2007:89)
14. The outer circle consists of a number of countries where English is used as a second language, India, Kenya, **South Africa** etc (What's Up 2007:120)

In the teaching aid *What's Up* Australia is mentioned twice, and just one of those occasions Australia is mentioned in the same context as a European country and South American countries. The other time Australia is mentioned is the same context as USA and England. Just like South Africa in *What's Up* – Australia does not have its own chapter as in *Wings*.

15. The inner circle are countries such as Britain, The USA and **Australia**, where English is the dominating mother tongue (What's Up 2007:120).

Even though South Africa, Zambia, New Zealand and Australia is occurs most frequent in the teaching aids *Wings*, they are still associated to European countries – the non European English speaking countries can be described as being influenced or ruled by European countries. However, the non European English speaking countries are also mentioned in a greater context than European countries, they have their own chapters where they are introduced to the pupils, and as Rumbom (2006) claims, countries outside Europe were discussed when European were in contact with them in a historical context.

The diagram shows how the teaching aid *Wings* (2010) have a greater introduction to the world than *What's Up* (2007), even though *Wings* is introducing the world from a western world perspective, where Europe is the central continent that is involved in almost all other countries outside of Europe. The curriculum advocate how important it is to introduce the pupils to different nationalities and societies to encourage humans are different and that all humans should be accepted, the curriculum also advise the importance of introducing the pupils to a international perspective because of the fact to understand one's own reality in a global context (lgr 2011). Many times there is repetition about how Europe has taken over countries like, South Africa, Zambia and India, the consequence of only introducing Europe as to be dominating is to center Europe and subordinate rest of the world, is that the pupils are effected by how the teaching aids portrays "The other" because "The other" is a contradiction to "Us" (Ajagán - Lester 1999) .

Säljö (2003) writes that whether we want it or not the pupils are affected by what the pupils read in the teaching aids. The reader-response theory supports Säljö's (2003) idea that repeated patterns of environments, descriptions or contexts could have effect on the reader (Tyson 2006). Even though New Zealand and South Africa are dominating the diagram and European countries are not, the European countries are mentioned in context of *claiming* and *ruling* South Africa, Australia, New Zealand and India in the teaching aids.

Säljö (2003) writes that language as a communicative factor is dependent on its context relation to teaching aids, context is furthermore dependent on knowledge and language is part of how we understand the context of knowledge – with that said, if the pupil has a worldview of European countries is stronger and more dominant than the teaching aids *Wings* and *What's Up* is strengthening a vision of Europe being the center of the world. But despite this, the textbooks follow what the curriculum requires (Lgr 11:32), English should be taught with introducing dissimilar living conditions which *Wings* and *What's Up* does, but the textbooks are also introducing Europe to be the center of the world which could be problematic because the curriculum also requires to develop the pupils sense of solidarity between people. The problem lies in the teaching aids way of introducing countries outside Europe, to introduce countries outside of Europe to be weaker and non-developed without European countries help, could lead to the misunderstanding that the rest of the world is not significant to the same degree as Europe (Ajagán – Lester 1999). The teaching aids are constructing a Western-centered view and reinforce this amongst pupils. Consequently, this goes against what the curriculum (Lgr 11) suggest of how to introduce the pupils to a multicultural view of the world.

4.4 Non English speaking countries in relation to English speaking countries

According to the Swedish National Agency for Education, Swedish schools are obligated to introduce Swedish pupils to different contexts where English occurs. The National Agency also suggests introducing the pupils to other countries and cultures to amplify and encourage the sense of togetherness and solidarity (Lgr 2011:32)

There is a chapter in *Wings* that has the title *Crime and Punishment* (Wings 2010: 7-32). This chapter presents different well-known criminals like Bonnie and Clyde, and the chapter also discusses the issue of the death penalty, purpose of this chapter is to introduce the pupils the matter of crime and the consequence of doing criminal things and it differ from one country to another which punishment you can get if you do something against the law.

China, Iran, Saudi Arabia and Pakistan are only mentioned once in *Wings*, and in the same context as the USA, as these countries issue the death penalty most frequently.

16. Most of these executions happened in China, Iran, Saudi Arabia, Pakistan, Iraq and the USA (Wings 2010:32).

The chapter *Famous Prisons* (Wings 2010:29) also brings up the biggest and most supervised prisons in the world. The prison the quote is referring to is Guantanamo. Iraq is mentioned twice in the *Wings*, both times in the same context as the USA. Afghanistan is also just mentioned once in *Wings* and also at the same context as the USA. These countries are also mentioned in the same context as terrorist and Al-Qaida. Even though the quote does not explicitly mention that the countries were at war with the USA, they are mentioned to be invaded by the USA:

17. Since the US invasion of Afghanistan and **Iraq** at the beginning of the 21st century, people suspected of being terrorists linked with Al Quaida were imprisoned here [Guantanamo] (Wings 2010:32).

In *What's Up* France are mentioned two times in two different chapters. The first chapter is *Diamonds are forever* (What's Up 2007:88). The chapter is about the blue hope diamond and how it ended up in France with the king and Queen. France is also mentioned with other countries France is not mentioned in a bad way or in a bad context - it is only mentioned. However in the same chapter Australia is also mentioned as to be one of the diamond mining countries,. The second chapter France is mentioned in section *English in many countries*. Even though France is not mentioned in the same context as English speaking countries France is mentioned in a chapter which is about where the English is used.

18. Eventually the diamond came to **France** where it is said to have been reason for the beheading of the French king Louis XVI and his Wife Marie – Antoinette (though the French Revolution might have had something to do with it! (What's Up 2007:89)
19. The expanding circle includes for example the Scandinavian countries, **France**, Germany, Japan and China (What's Up 2007:120)

The chapter *English in Many Countries* in the teaching aid *What's Up* also point out that India, Kenya and South Africa use the English language – here Kenya, South Africa and India is mentioned with European countries not in the same sentence but in the same context as European countries.

20. The outer circle consists of a number of countries where English is used as a second language, India, Kenya, **South Africa** etc. (What's Up 2007:122).

The function of textbook is communication (Svaleryd 2003). Sense Lgr 11 suggests that the English language should be introduced with dissimilar living conditions and different social and cultural phenomenon's in different context – a requirement that *Wings* and *What's Up* does comply to. However, the curriculum does not specify how the different living condition should be described or what cultural phenomenon would be appropriate to teach. *What's Up* has a neutral and informative way of presenting the countries in different contexts, the examples (18) to (20) is a good illustration. However, example (16) to (17) illustrates how Asian countries are associated to war and being invaded by The USA. Although example (16) portrays Asian countries and the USA in the same light with regards to execution, the textbook continues to speak positively about the USA whereas Asia is only referred to in the context of war or disruption. Svaleryd (2003) claims that teaching aids is an interaction between the pupil and the world and could be a problem because, as Ajagán – Lester (1999) states, teaching aids construct an ethnic self-understanding and it plays an important role in how other ethnicities are represented in teaching aids. Luckily, this phenomenon is repeated seldom in both teaching aids, but as Tyson (2006) reader-response theory claims that patterns of this kind can be effected by how different settings is described and it could have an embedded effect on the reader.

4.5 Non English speaking countries mentioned randomly or in the same context as English speaking countries

In the chapter *Life and death* in *Wings*, there is section called *Euthanasia. Is it mercy killing?* (2010:90). The Section writes about what the concept of euthanasia means, the benefits/disadvantages of helping someone to die due to illness and how doctors sometimes have exploited euthanasia. The examples (21) to (22) are an example of Runbloms (2006) claim that Western Europe was far greater than that discussing Eastern Europe. The Netherlands are mentioned three times in the textbook, two times with no connection to any English speaking country. The text is informative and does not explain or portray The Netherlands in any bad way. Belgium and Switzerland are mentioned once in *Wings*, also in the same chapter as The Netherlands. This is the only time Switzerland and Belgium are mentioned in the textbook.

21. There are two countries in Europe where active euthanasia is legal for those living in that country: Belgium and the Netherlands (*Wings* 2010:90)
22. In Belgium, the Netherlands and Switzerland it is also legal to help other people to die (*Wings* 2010:90).

I found this section is important to demonstrate as although *Wings* and *What's Up* are English textbooks it occurs that non English speaking countries are mentioned with no relation to any other English speaking country. Examples (21) and (22) are not introduced or mentioned in the same context as countries to be talking or using the English language, they are mentioned in an informative way, Runblom (2006) mentions that eastern European countries are not mentioned or represented at all in the teaching aids he looked into. Runbloms (2006) claim correspond to the results when it comes to the text book *Wings* (2010), central Europe is overrepresented and eastern Europe is not introduced. However, *What's Up* (2007) is presenting and introducing Russia, nevertheless in the same context as New York London and Japan.

23. Natasha, a young Russian girl, claims that she is able to see through humans /.../ On the other hand no one has managed to prove that she is right! Test in London and New York have led to mixed results /.../ A Japanese professor who is a specialist on superpowers. (2007:110-111).

The one time Russia is presented it is in the same context as Western world cities and one Asian. The reader – response theory claims that if a phenomenon repeats itself it could have an effect on how the reader response to the text, but in this case Russia is only mentioned once, and is the only eastern European country mentioned in both teaching aids. Malmberg (2001) writes that the point of communicative competence is based on social and cultural circumstances; example (23) is a good case and evidence of how we can get affected by language. Svaleryd (2003) claims that teaching aids functions as a guideline to how we comprehend the world, therefore *What's Up* (2007) is introducing the pupils to a limited world view when countries is omitted or not introduced in the same variety as other countries.

Lgr 2011 encourages the ethos that humans are different and that all humans should be accepted for who they are by introducing the pupils to different nationalities and cultures. The teaching aid *What's up* (2007) is not introducing a great deal of countries and limiting the pupils world view by only introducing central European countries. Such approach of introducing the world could have an effect on how the pupils comprehend the world and

are an contradiction to the Swedish curriculum promotion to familiarize the pupils to democratic values.

9. Discussion and conclusion

The curriculum advocate how important it is to introduce the pupils to different nationalities and societies to advice that humans are different and that all humans should be accepted, yet the curriculum does not give any recommendation or specific directions of how to teach or introduce an multicultural view to the pupils. Furthermore, the teaching aids is presenting a variety of different nations and cities to introduce a multicultural view but from an western world view perspective. This prevents the democratic value the national agency tries to implement in the Swedish schools, consequently could this kind of repetition of introducing ethnicity have an effect on how the pupils comprehend the world (Tyson 2006).

The results shows that the teaching aids are not introducing, associating or representing ethnicity with any character, culture or stereotype on the contrary the results demonstrates that even though the teaching aids are introducing the pupils to different nationalities like Zambia, Australia and India the countries are always introduced in the same context as European countries claiming or ruling them. In addition the teaching aid are also leaving out some nations and cities, eastern Europe is only mentioned ones in one of the teaching aids, to leave out characters and settings could have an effect on how the pupils' understand the world. Ajagán - Lester (1999) says that teaching aids constructs an ethnic self - understanding and it plays an important role in how other ethnicities are represented, he also claims that there is an Eurocentric norm in the teaching aids, which What's Up (2007) and Wings (2010) also pursue. As a result there is a point of breakdown between the curriculum and the teaching aids and the teachers who use the teaching aids because of the teaching aids is not questioned what it consist of, the western world view is reinforced because of the textbooks.

Undoubtedly, there is a breakdown between policy and praxis, the teaching aids needs to reflect Lgr 2011 and guarantee a move to greater quality, to prevent this it should be clearer recommendations and specific directions to what the teaching aids should consist of. Clearly, the teaching aids is trying to implement an multicultural approach but do not take consideration that there are different ways of introducing an multicultural view of the world.

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