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Master's thesis

The Presentation of Ethnic Minority Groups in the UK in *Access to English: Social Studies*: A Critical Discourse Analysis

Framstillingen av etniske minoritetsgrupper i Storbritannia i *Access to English: Social Studies*: En kritisk diskursanalyse

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Contents

List of Illustrations 4

Chapter 1 - Introduction 5

Chapter 2 – Theoretical Background 9

2.1 Discourse analysis 9

2.2 Ethnic minorities in the UK 16

2. 3 Interpretation of the curriculum goals 19

Chapter 3 – Methodology 22

Chapter 4 – Analysis 31

4. 1 The Discourse and Framework of the Chapter as a Whole 31

4. 2 The use of illustrations in the chapter 37

Photographic illustrations 37

Non-photographic illustrations 41

4. 3 In-depth analysis of texts referring to ethnic minorities 42

4.4 How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*? 65

Chapter 5 – Alternative ways of working with the curriculum goals 72

Chapter 6 – Final comments 84

Bibliography 88

Norsk Sammendrag 90

Engelsk sammendrag (abstract) 91

Appendix 1 92

Appendix 2 96

Appendix 3 98

List of Illustrations

Figure 1 - These photos are placed together in the textbook and show the difference in the way ethnic minorities and white British are portrayed. 39
Figure 2 - Excerpt from "Nostalgia Isn't What It Used to Be: Britain in the 21st Century", referring to ethnic minorities. 43
Figure 3 - "The Emperor Windrush" text and photograph. 46
Figure 4 - Excerpt from "How Bad are British Youth", referring to ethnic minority groups. 50
Figure 5 - Ingress to story "I am Malala; Prologue". 53
Figure 6 - Text and tasks "Adverts Urging Illegal Immigrants to Leave UK Attacked by Ex-Minister". . 56
Figure 7 - Refugee Fact Sheet and tasks. 61
Figure 8 - Extract from a map of the UK showing the distribution of child poverty. 73
Figure 9 - Example of UKIP poster from campaign in 2014. 80
Figure 10 - Anti-UKIP poster. The original source is unknown. This poster has been widely distributed on Twitter. 81

Chapter 1 - Introduction

In this thesis I want to look at what we are teaching our pupils about ethnic minority groups in the UK through the textbooks used in Norwegian upper secondary schools, using critical discourse analysis to uncover the real meaning of the texts.

My research question is "How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?" In order to answer this question, I will consider three sub-questions. The main focus will be on the sub-question, "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?" To answer this, I will analyse the texts referring to minorities to reveal the Discourses and see if any Discourse is predominant. The second sub-question will consider "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?" To answer this, I will consider statistical information on ethnic minority groups and see how it is reflected in references to ethnic minority groups in the textbook. My third sub-question will consider "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?" To answer this, I will consider the texts in light of the requirements of the curriculum goals.

I have chosen to work with *Access to English: Social Studies* as it is a new book on the market, and it is published by one of the major Norwegian publishing houses, making it likely to be widely used in Norwegian schools.

The *Access to English: Social Studies* textbook is designed for use by pupils following the course in English Social Studies (*programfaget: samfunnsfaglig engelsk)* in their final year of upper secondary school in Norway. This is an optional course inside language studies in the upper secondary school and pupils who have chosen to take this course will usually have good language skills and an interest in English language, culture and society. The curriculum for this course encompasses aims relating to "Language and language learning", "Communication" and "Culture and Society". The part of the curriculum which relates mainly to the teaching about ethnic minority groups, and which I will focus on in this thesis, reads as follows:

Culture, society and literature

The aims of the studies are to enable pupils to

- elaborate on and discuss how key historical events and processes have affected the development of American society and British society
- elaborate on and discuss political issues and systems in the English-speaking world, with a special focus on Great Britain and the United States
- elaborate on and discuss questions related to social and economic conditions in some English-speaking countries
- analyse a regional or international conflict in which at least one English-speaking country is involved
- elaborate on and discuss current debates in the English-speaking world
- interpret at least one major work of fiction, one film and a selection from other English-language literature from the 1900s up to the present
- present a major in-depth project with a topic from Social Studies English and assess the process (Udir, 2006)

The textbook, *Access to English: Social Studies*, is built up around these curriculum goals. The curriculum goals for each chapter are written at the start of every chapter. Some of the curriculum goals are repeated and are covered by more than one chapter. The chapters focus on either the UK or USA. The two countries are kept separate in the book and no chapters focus on other English-speaking countries, although several of the curriculum goals open for this possibility.

Access to English: Social Studies is divided into four parts: "Access to History", "Access to Politics", "Access to Society" and "The Long View" (Antony, Burgess, & Mikkelsen, 2014, pp. 4-6). In my analysis, I have chosen to focus on chapter five "The UK: Today and Tomorrow", which comes in the third part, "Access to Society". Within chapter five, I will be focusing on how ethnic minorities are represented in the chapter as a whole, in illustrations in the chapter, in the texts that make direct reference to ethnic minority groups and in some of the tasks.

As mentioned above, the curriculum aims for "The UK: Today and Tomorrow" are given at the start of the chapter. These curriculum aims are largely the same as the ones given above, but they are refined to focus on the United Kingdom, and they also include some of the

curriculum aims from other parts of the course curriculum. The curriculum aims for chapter five are as follows:

Competence aims in focus:

The aims of the studies are to enable students to:

- elaborate on and discuss questions related to social and economic conditions in the United Kingdom
- analyse a regional or international conflict in which the United Kingdom is involved
- elaborate on and discuss current debates in the United Kingdom
- elaborate on and discuss linguistically demanding texts with a social perspective
- summarize, comment on and discuss differing viewpoints on social issues
- use information based on figures and statistics as a basis for communicating on social issues
- present a major in-depth project with a topic from Social Studies English (Antony, Burgess, & Mikkelsen, 2014, p. 237)

These curriculum aims should make the frame for the texts and tasks chosen by the authors and editor in chapter five of *Access to English: Social Studies*. They will be discussed at more length in chapters five and six of this thesis, referring to how well the textbook covers them and how else they could be covered by pupils using texts from other sources.

This thesis is divided into four main chapters. In chapter two, I will present the theoretical background. The starting point for this thesis is certain well-known theories surrounding communication and social interaction, in particular those found in the works of Michael Foucault in relation to human interaction as a form of discourse and discourse as power, those of Jõrgen Habermas concerning communicative action and Pierre Bourdieu's theories about social fields and the meeting between individuals in unfamiliar social fields. Moving from these more general theories, mention will be given to the work of several well-known discourse analysts, such as Norman Fairclough. Reference will be made to Fairclough's theories on social practices and how orders of discourse are reenacted within these practices. The theoretical chapter will then go on to focus on James Paul Gee's discussion of the difference between discourse and Discourse. Gee's definition and concept of Discourse are used throughout this thesis.

This theoretical chapter will then consider the situation of ethnic minority groups in the UK and present some facts and figures from recent censuses and other research projects that are relevant for a comparison to be made between the portrayal of ethnic minorities in the textbook and the real situation in the UK. Finally, the theoretical chapter will consider the curriculum goals for English Social Studies that are covered by chapter five of *Access to English: Social Studies*, focusing on how they could be interpreted by the teacher.

Chapter three of this thesis will cover the methodology used in the analysis of chapter five of *Access to English: Social Studies*. The analytical approach used in this thesis is based on the method presented by James Paul Gee in his book, *How to Do Discourse Analysis* (Gee, 2011). Gee's Toolkit consists of 27 different tools that can be used in discourse analysis.

In chapter four of this thesis, I will present the results of the analysis of chapter five of *Access to English; Social Studies*, focusing on the chapter as a whole, on illustrations used in the chapter and on texts that refer directly to ethnic minority groups . This section will end with an assessment of the results in light of the research question, "How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?"

In chapter five, I will look again at the curriculum goals covered by the chapter and suggest some other ways they could be covered by pupils, including some texts and tasks that could be used in the classroom.

After these four main chapters, I will review the research question and sub-questions for a final time in the comments in chapter six.

Chapter 2 – Theoretical Background

2.1 Discourse analysis

The information given in this section will form the theoretical background for answering the first and main sub-question of this research, "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?" I will focus on some more general theories on communication and Discourse, before focusing on the theories of Norman Fairclough and John Paul Gee.

Discourse analysis is focused on what people do with language. However, it is not a study of language in an isolated setting. It is language in interaction with others, what people do with the language they have. In human interaction, it can be the case that what people say and what they actually mean are not always (or indeed often) the same thing. For example, people can make requests in circuitous ways that make them seem less demanding, or which make it easier for the other person to refuse. When in England, a listener may often hear a native speaker who is making a request of another person, asking "Would it be too much bother for you to help me...?" rather than "Can you help me with…?" or even a direct "Help me with …!"

A discourse analyst is interested in looking beyond the words, and seeing what is really being said, and why. For discourse analysts, it is important to consider social setting and the content of language interaction equally. In the example above of a native speaker making a request in different ways, the analyst might be interested in why the person speaking had chosen this way of expressing themselves. Is it due to the situation? Would they express themselves differently in another setting? Who are they talking to and what is their relationship to them? What is implied about the relationship in their choice of expression? When people are using language, they are constructing their version of the world in which they exist. The discourse analyst's aim is to deconstruct this world.

Critical Discourse Analysis is a field within discourse analysis. Critical discourse analysis focuses on the function of discourse in the reproduction of dominant relationships, and the creation of new dominant positions. Dominance in critical discourse analysis usually

refers to “the exercise of social power by elites, institutions or groups, that results in social inequality, including political, cultural, class, ethnic, racial and gender inequality.” (Van Dijk, 2001, p. 300).

Critical discourse analysts focus on the structures that enforce inequality, and how verbal interaction reinforces and creates them. Critical discourse analysis is often focused on “top-down” relations of dominance (i.e. how the stronger party dominates the weaker). However, analysts can also show how the dominant position is accepted and maintained by both sides within the social setting: the weaker part can have a more or less conscious acceptance of their position.

It is important in critical discourse analysis to understand the nature of social power and dominance. The focus is on *social* power, rather than *individual*. It is assumed that the person in the dominant position has access to certain resources that have enabled them to gain their position. These resources can typically be things such as wealth, education, ethnicity and gender.

Discourse has been the focus of several modern philosophers’ work, for example, Michael Foucault discussed discourse at length. He saw all human interaction as forms of discourse. To Foucault, it is through discourse that we are created. Our morality, ethics and understanding of the world are created through the interaction we have with the world around us (Foucault, 1971, pp. 10-11). For a child, their view of the world is created through the interaction they have with their immediate family. As the child becomes older, their sphere of interaction widens and they are formed by discourse within a wider social setting. The person can only understand and place themselves within the discourse that they know. In an educational setting, this may explain why children of parents who themselves are well-educated and highly literate often do better than pupils who come from backgrounds where literacy and school-based education are less valued. The pupils in the latter category are put in an unfamiliar social setting, with an unfamiliar discourse, whereas although the former category of children may meet new situations at school, they will already be familiar with the discourse of the setting at large (Gee, 2012, pp. 26-46).

A central aspect of Foucault’s theories on discourse is power. Power is everywhere and is pervasive, but it is not necessarily a negative force. It disciplines rather than dominates (Foucault, 1971, pp. 23-24). Power is what shapes discourse as it decides what are legitimate contributions and who is allowed to participate in the discourse. Whoever has the power

defines the terms and the outcome of the discourse. Rather than a domination of one group by another, it is a form of negotiation which shapes the form and outcome of the discourse. Power is what constructs reality.

Jörgen Habermas has a very different understanding of the concept of discourse to Foucault. In *The Theory of Communicative Action* (Habermas & McCarthy, 1981), he explains the concept and function of discourse. He focuses on the human ability for rationality and for rationality to exist within argumentation. He sees the sides in an argument as working together in a mutual project to create understanding. He differentiates between communicative action and other kinds of actions, such as strategic or pragmatic. In communicative action, the individuals are participating with a common understanding of the situation and with a common goal. Communicative action is different from other forms of interaction as it is not aimed at achieving a goal, but rather at creating a greater communal understanding. The idea of communicative action is based on the conception of humans as social beings who need to interact in order to prosper. However, he does recognize that real discourse can be influenced by other factors, such as those Foucault considered in his discourse theory. He therefore defined the "ideal speech situation", where communication action could occur:

- nobody can be excluded from the discourse
- everybody must have the same chance to contribute
- participants must say what they mean
- communication must be free of external and internal constraints (Stahl, 2004, pp. 4330-4331)

Habermas' ideas can seem somewhat idealistic in comparison to Foucault's. The stipulations of the "ideal speech situation" do not exist in many discourse settings. Habermas may seem to have unrealistic expectations of equality, believing it can transcend social class, and gender.

Moving from more philosophical aspects of discourse into the field of social science, Norman Fairclough is a prominant name within critical discourse analysis. Fairclough defines orders of discourses as "ways of interacting," "ways of representing," and "ways of being." (Fairclough, 2004). Fairclough's critical discourse analysis focuses on assumptions made within society on issues such as gender, ethnicity and social class. He analyses political speeches and shows how politicians can manipulate the emotions and thoughts of the listeners

using certain discourse strategies. Fairclough has a more specific definition of discourse than, for example, Foucault. Discourse is used in relation to the study of "texts". These "texts" can be written or spoken, or may consist of a combination of the two (Fairclough, 2004, p. 119).

Fairclough is interested in social structures. In his definition, social structures are abstract rather than concrete entities. They are the spaces in which different forms of social interactions and discourses are possible. For example, social structures can be built around economic factors or social class or ethnic group. These structures are not fixed within these categories, rather there are many possibilities within the structures. Different groupings of people or even the same people in a different setting, will be acting within a different social structure. It is within these structures that social practices take place. These practices exploit certain elements of the structures at the point in time, and may shift in form over time.

Fairclough's ideas about social settings and social practices are somewhat reminiscent of Pierre Bourdieu's social fields (Broady & Palme, 1989, pp. 192-193).The participants within Bourdieu's social fields must follow certain rules. These rules can be stated clearly or can be implicit, but participants in the social field are aware of what they are, either consciously or unconsciously. Social fields have "gatekeepers" who ensure that the field is not open to everyone. Gatekeeping may be an unconscious role that certain individuals play within the field. Gatekeepers are those who assess if the individual has the correct background, interests, etc. to be part of the field and they exclude those who do not fit in. Bourdieu's theory of social fields is reminiscent of Fairclough's social structures, with their defined boundaries within which social practices take place.

One of the key concepts in Bourdieu's theories is that of the "habitus". The habitus is a set of behavioural aspects that form the individual's attitudes and reactions. All individuals have a habitus: for example, an English public school boy would have a certain way of walking, dressing, addressing others that mark him out as coming from a certain background, while a gang member from the Bronx would walk, dress and talk in a completely different way that would identify a completely different habitus. According to Bourdieu, the individual's behaviour is affected by the meeting between the field and habitus. The habitus will send the individuals towards some fields while avoiding others and will send them off in different trajectories within the field itself (Broady & Palme, 1989, pp. 192-195). This interaction with habitus and field is similar to the way Fairclough's social practices play out within the social structure.

Fairclough divides social practices into orders of discourse. An order of discourse is a network of social practices relating to language. They can be genres (ways of acting), discourses (ways of representing) and styles (ways of being) (Fairclough, 2004, p. 121). An example of social structure is a classroom. A classroom has a very clear power dynamic, with the teacher in the dominant position and with the pupils in the subordinate position. The structure also includes semiotic elements, such as the blackboard, the desks, where they are positioned, the textbooks, etc. The social practices within the classroom will also have certain ritualistic elements, for example roll call at the start of class, standing up when the teacher comes in, getting out books. The class may follow a similar pattern as it progresses. There are also ritualistic elements in the linguistic aspects of the class, such as how the teacher is referred to, how pupils interact with each other. These ritualistic elements can help reinforce power structures within the classroom.

The orders of discourse as mentioned above can be seen in the relationships between the teacher and pupils, for example, in the teacher going through something on the board (genres), in how pupils interact in their free time and how they interact when discussing subject matter (discourse) and in how the teacher maintains his/her position of authority within the classroom through linguistic and semiotic methods (styles).

Fairclough says that texts are shaped by the effects of social structures and social practices, and by the people involved in the event (Fairclough, 2004, p. 122). As well as being shaped by these, texts can also play an important role in shaping social structures, for example, telegrams leading to declarations of war (a famous example is Bismarck's Ems telegram which manipulated France to start the war he wanted, the Franco-Prussian War, in 1870). Certain books have had a major impact on shaping social structures, such as Karl Marx's *Communist Manifesto* in 1848 or Darwin's *The Origin of Species* in 1859. People learn through texts and speech. They learn new ways of acting and relating to each other and this forms and changes their way of being. Texts can contribute greatly to changes in people, relations and material concerns. However although texts play an important part, Fairclough makes clear that while they do have causal effects, these effects are not regular and predictable, as many other factors come into play in deciding what the outcome may be.

James Paul Gee, following in the tradition of Foucault and Bourdieu, distinguishes between two sorts of discourse: "discourse" and "Discourse" (Gee, 1999, pp. 6-8). The former of these categories, "discourse", refers to how language is used in activities and in the creation

of identities. This form of discourse can be seen in textual analysis, which is the focus of this thesis, where only the written word is assessed, not including how it is used. However, in most activities, it is not just the words that count. Clothing, gestures, body-language, symbols, etc., also play a crucial part in social interaction. When the discourse is integrated with these elements, we can talk about "Discourse". Discourse is the sum of the linguistic and other elements within the creation of identity. All people are members of many different kinds of Discourses, for example, a person can be a member of one sort of Discourse at home with his family, a different one at work, and a different one when taking part in a club or hobby. These Discourses can also include wider groupings, such as national identity, gender or ethnicity.

Discourse is built with a number of different tools, according to Gee. Firstly, he talks about "situated identities". These are the different identities individuals have in different social settings. The situated identity is created through the interaction of the person's existing knowledge and the greater source of knowledge that the person has come into contact with. For example, a child in a school history lesson may already have some knowledge about the Viking era. When this knowledge is expressed in the classroom to the teacher, the child meets a greater source of knowledge. The point at which the child's own knowledge meets the teacher's knowledge is the situated identity at that moment of time. The situated identity will change as the child learns more about the topic. Secondly, he talks about "social languages". These are the different styles of language that are used when we enact different identities in different social settings. Thirdly, he considers the integration of language and non-language based ways in which humans interact (Discourses). Finally, there are "Conversations", which are long-running themes or motifs that have been the focus of a variety of interactions over a period of time (Gee, 1999, pp. 12-13).

"Situated meanings" are linked to the "situated identities" and are an important tool for the discourse analyst in understanding the meaning of texts. Situated meanings are used in textual analysis when the researcher picks up on certain key words or groups of words that are used and analyses what is actually meant when the individual expresses himself in this particular way. A context for the utterance in the text can be built up through finding the situated meaning. The analyst should consider: What specific situated meaning can be attributed to the authors of the text? What meanings from other Discourses is it reasonable to infer that the authors have based on the evidence in the text? What other situated meanings might the authors potentially have from what can be inferred in response to the two previous questions? (Gee, 1999, p. 53). The answer to the final two questions must be handled

sensitively and with caution. We can suggest some tentative answers, but should be wary of coming up with any definite answers, as there can be many other factors at play in the formation of an individual's identity other than what is revealed in an utterance of spoken or written word.

"Cultural models" are another important consideration in discourse analysis. Cultural models consist of the wider perspective in which the communication is analysed. They can interrelate and there can be smaller cultural models contained within larger models. For example, they can be attitudes to gender within a society, racism or sexuality. Cultural models can be consciously acquired but more often they are an unconscious part of individuals' thought processes. Yet they influence and construct the assumptions people make about what is "typical" or "normal". They decide what is the "appropriate" way to think and behave. However, when people are made aware of their cultural models, they can often see that they are simplifications that can reinforce prejudices and derogatory assumptions (Gee, 1999, pp. 58-59). When analysing a text, it is important to consider the cultural models of the authors: What cultural models are relevant for the text? What cultural models are being used to make value judgements? Which cutural models are related to the ones revealed in the text? What Discourse and Conversations are these cultural models producing and reproducing? (Gee, 1999, p. 78)

These theoretical perspectives form the backdrop for the analysis done in this thesis. Gee's methodology as presented in the next chapter is based on the theories that are presented here. Gee's concept of Discourse is vital to the analysis in this thesis and is referred to throughout.

In order to assess the Discourse on ethnic minority groups in chapter five of *Access to English: Social Studies*, I will look at how the texts portray the identity of the immigrants in the UK and the social fields in which they move. I will consider what forms these social fields take and who the "gatekeepers" are. In considering these gatekeepers, I will also consider the Discourse on the white ethnic British, and how the power relations between this group and the ethnic minority groups are formed and maintained.

2.2 Ethnic minorities in the UK

In covering the curriculum goals of English Social Studies (see the Introduction for the list of goals covered) which include those goals referring to "social and economic issues" and "current debates" in the UK (Udir, 2006), it would seem natural that the ethnic minorities living in the country would be included in the texts and tasks in the chapter. It would also seem logical that the references to minorities should reflect the reality of the situation in the UK in their numbers, influence and socio-economic background. The information found in this section will form the basis for answering the second sub-question of this thesis, "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?"

The last major census in the United Kingdom was carried out in 2011. Local government agencies were responsible for organizing the census in each region, which led to the statistical information being presented in a slightly different manner in different regions of the UK. Since that time, further work has been done in England and Wales and more up-to-date statistical evidence is available for these two regions.

In England and Wales, the ethnicity demographics released in 2013 showed that 80.3% of the population in England and Wales were "White: British". This means that 19.7% of the population did not identify themselves as "White: British" (Slane, 2014), or in other words, that approximately 1/5 of the population of England and Wales did not consider themselves as both ethnically white and British. The same census shows that London in 2013 had a counted population of 8,459,567. Of this total, 3,569,384 people did not identify themselves as "White: British" (Slane, 2014). This means that 42.19% of the total population of London do not identify themselves as from a white, British background.

This census also revealed that there were a large number of ethnic groups who considered themselves British, but from a non-"white" background. In reference to the population of London, the other options referring to British nationality in the census were Asian or Asian British: either Pakistani, Indian, Bangladeshi or Other, and Black or Black British: either Caribbean, Black African or Other. In the Asian category, the largest group were the British of Indian origin, with 6.68% of the population of London. Altogether, 18.27% of the population of London identified themselves as Asian or Asian British. Among Black ethnic groups, the largest was the Black African group, making up 7.3% of the

population of London. Altogether, 13.63% of the population of London identified themselves as Black or Black British.

In Scotland in the census of 2011, about 96% of the population identified themselves as white and British, while about 4% of the population was from non-white ethnic minorities. The largest ethnic minority group was clearly "Asian/Asian Scottish/Asian British", with 2.7% of the population, followed by "African", with 0.6% of the population (National Records of Scotland, 2011). Glasgow had the largest percentage of residents of non-white British ethnicity, with 12% of the population. Edinburgh and Aberdeen had the second largest percentage, with 8% in each city identifying with a non-white British ethnicity (National Records of Scotland, 2011). The statistics show that Scotland has a much smaller ethnic minority population that England and Wales.

In Northern Ireland, the immigrant population is substantially smaller than elsewhere in the UK. In the census of 2011, the percentage identifying themselves as "White" is 98.28% of the population. As elsewhere in the UK, the two main ethnic identities are related to Asian and Black heritage. The percentage of the population identifying themselves as of Asian ethnicity is 1.06%, while the percentage identifying themselves as of Black ethnicity is 0.20% (Northern Ireland Statistics and Research Agency, 2011). Northern Ireland has traditionally had low immigration, as the political problems have not made it an attractive destination. Recent years have seen a large influx of Eastern Europeans moving to the province. From statistics referring to native language, it could be deduced that 1.71% of the population are Eastern European in origin, the largest group being Poles, with 1.02% (Northern Ireland Statistics and Research Agency, 2011).

The socio-economic conditions of white and non-white groups are complex and it is impossible to draw general conclusions that are valid for all white or non-white groups. However it is clear that ethnic minorities are more likely to live in poverty than people of white ethnicity, and that people of an ethnic background will work for lower pay than white British people (Barnard & Turner, 2011, p. 2). Within ethnic groups there can be wide disparities. Studies show that there is a wide gap between poor and rich in Indian and Chinese ethnic groups, while there is less of a difference between the upper and lower economic levels of Afro-Caribbean ethnic groups (Barnard & Turner, 2011, p. 15).

Educational background plays a role in the socio-economic conditions of both groups. Within ethnic minority groups there is also often a huge difference in the experience and

financial achievements of first generation immigrants and those of second and third generation immigrants. Educational differences are apparent by upper secondary school, with more ethnic minority pupils choosing vocationally based education over academic at sixth form level. These differences continue into higher education. Ethnic minority pupils are more likely to study at newer and less renowned universities than their white British contemporaries (Barnard & Turner, 2011, pp. 5-6).

In the work-place, discrimination against people of an ethnic background is still found. Research has shown "that net discrimination in favour of white names over equivalent applications from candidates from a number of minority ethnic groups was 29 per cent" (Barnard & Turner, 2011, p. 7). Migrant workers who come to the UK, although perhaps in possession of good qualifications from their home land, find often only low-paid, seasonal work open to them, meaning that they end up living in poverty in spite of being in employment.

Poverty among ethnic groups may also be related to a number of factors relating to family and social relationships. Not all ethnic groups permit women to work outside the home, reducing the income to the family. The employed members of the family may be supporting an extended group of family and friends back in the home country, leaving less money for the nuclear family group in the UK. Research also shows that unfamiliarity with the social welfare system and lack of language skills make ethnic minority groups less likely to seek out help than white British people of a similar socio-economic background (Barnard & Turner, 2011, p. 8).

Social contact is also important in creating and recreating socio-economic conditions. Research show that people tend to seek and make friends with people from similar backgrounds to themselves, and that these friendships shape the possibilities people have to change their life situation. They can both function as a positive source of inspiration, support and for making important connections, and negatively, in demoralizing people and trapping them in low aspirations for their future (Barnard & Turner, 2011, pp. 10-11).

Looking at the statistical information from national censuses given above and the information from the report on poverty and ethnicity, I would suggest that these statistics show there is a non-white British population of significant size within the UK, especially within England and Wales. These ethnic groups are large enough to make up an important part of British society. With reference to London, the large number of people identifying with

non-white ethnic groups living within the city make them an essential part of London's society and culture.

In discussing British society, it is to be expected that these ethnic minority groups will be included in the texts and tasks in chapter five of *Access to English: Social Studies* and that they will be portrayed in a way that is close to the reality of the situation for ethnic minority groups in the UK.

2. 3 Interpretation of the curriculum goals

The curriculum goals given below are relevant for the entirety of chapter five of *Access to English: Social Studies*, and are meant to cover all sides of British society, not just ethnic minority groups which is the focus of this thesis. Nevertheless, the statistical information presented in section 2.2 shows that ethnic minority groups are an important part of British society and therefore they should be given an appropriate place when working with these curriculum goals.

The curriculum goals will be considered in relation to the texts analysed in chapter four of this thesis, with focus on the third sub-question of the research, "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?"

The curriculum goals presented at the start of chapter five of *Access to English: Social Studies* are as follows:

- elaborate on and discuss questions related to social and economic conditions in the United Kingdom
- analyse a regional or international conflict in which the United Kingdom is involved
- elaborate on and discuss current debates in the United Kingdom
- elaborate on and discuss linguistically demanding texts with a social perspective
- summarize, comment on and discuss differing viewpoints on social issues
- use information based on figures and statistics as a basis for communicating on social issues

- present a major in-depth project with a topic from Social Studies English (Antony, Burgess, & Mikkelsen, 2014, p. 237)

Pupils are required to "elaborate and discuss" in three of the curriculum goals, to "analyse" in one curriculum goal, to "summarize, comment on and discuss" in one curriculum goal, to "use information" in one curriculum goal, and to "present" in the final curriculum goal.

"Elaborate on and discuss" requires that pupils have further knowledge that they can draw on when discussing the topic. It requires that the pupil either already has this knowledge, or has access to sources from which to gain this knowledge. The three curriculum goals using these skills refer to "social and economic conditions in the United Kingdom", to "current debates in the United Kingdom" and to "demanding texts with a social perspective". "Social and economic conditions" refers to how people in the UK live and work (what influences their everyday lives and where do these influences come from?). "Current debates in the United Kingdom" refers to which stories are currently prevalent in the media and in political spheres (what are people in the UK currently concerned about?). Both these curriculum goals require a wide and in-depth knowledge of the current situation in the UK, both from a socio-economic and political perspective. The third "elaborate and discuss" curriculum goal requires pupils to use "linguistically demanding texts with a social perspective". This curriculum goal is more vague than the other two, but it can be combined with the two previous curriculum goals if pupils read a range of demanding texts about social, economic and current debates, for example from British media and governmental sources.

"Analyse a regional or international conflict" requires a different skill from the "elaborate and discuss" curriculum goals. Analysis requires that pupils can weigh pieces of information up against each other and build an argument. This curriculum goal requires that pupils have enough information to be able to build up their argument. "A regional or international conflict" could refer to conflicts within the four regions of the UK, for example about economic investment in different regions of the UK, or it could also refer to British involvement in international conflicts, such as the wars the UK is involved in through its NATO-membership. This curriculum goal gives the teacher flexibility to choose between regional or international.

"Summarize, comment on and discuss" requires pupils to interpret information, come with their own comments on it and then discuss it with others. This curriculum goal is focused on "differing viewpoints on social issues". The teacher is given the flexibility to decide which

social issues to focus on, but it would seem natural to use some of the issues covered by the previously mentioned curriculum goals. It is important that pupils have access to a range of viewpoints here, from a range of sources.

"Use information based on figures and statistics as a basic for communicating on social issues" could be linked to the curriculum goal above. This curriculum goal does not require that pupils discuss the data, only that they have to use it as a basis for communication on social issues, for example in a presentation in class or in project work.

"Present a major in-depth project" requires pupils to choose a topic from the whole course to study in more detail. The curriculum goal is flexible as to whether this presentation has to be oral or written. It encourages pupils to work more with a topic that is of particular interest to them. A "major in-depth project" suggests that this is a piece of work that will go on over a longer period of time.

The interpretation of these curriculum goals and how well the texts and tasks in chapter five of *Access to English: Social Studies* fulfil them will be discussed in chapter four of this thesis, section 4.4.

Chapter 3 – Methodology

The analysis in this thesis is done using the methodology of James Paul Gee, as described in *How to do Discourse Analysis: A Toolkit* (Gee, 2011). Gee's Toolkit offers clear guidelines to doing discourse analysis, while still being open to adaptation and interpretation. In the theoretical companion book to the Toolkit, Gee talks about research methodology. He says that in his opinion, there is no one way of doing research that is more acceptable than any other within discourse studies. How the research is to be best conducted is dependent on the theory being tested. There is no "scientific method" with a hard set of rules to be followed in discourse analysis. Tools and strategies are part of a community of practice used by researchers working within the field. These tools and strategies must continuously be transformed to suit the problems encountered and the context of the study (Gee, 1999, p. 6).

Gee says that when we talk or write, we construct within six areas of reality:

- We affect aspects of the material world (e.g. when a teacher is talking to a class in a room, the position of the teacher becomes the "front" of the room).
- We are involved in activities that make us choose from a range of possible spoken styles (e.g. we speak differently when chatting to friends than when giving a lecture).
- We take on different identities (e.g. in different situations one person can take on an identity of friend, parent, colleague, etc.)
- We speak within a political context (e.g. are we speaking on behalf of women in general, or representing a minority or majority group?)
- We connect with things said before on previous occasions (e.g. we reenact previous contexts)
- We use semiotics to reinforce our message (Gee,1999, p. 12)

These areas of reality are considered in Gee's approach to discourse analysis. They are the foundation for the techniques he uses in analysis, and his Toolkit is divided up to cover these six different areas. The analysis of chapter five in *Access to English: Social Studies* presented in the chapter four of this thesis will use tools related to all of these six areas.

Gee's Toolkit consists of twenty-seven different tools that can be used in analyzing text. These tools are presented here in the order Gee himself finds most logical, according to the area of reality they relate to. However, Gee says when doing analysis it can be more practical to use them in a different order. These tools are used actively in the analysis in chapter four. I found it was more meaningful to analyse the text as I worked through it and use the tools in the order that relevant points occurred in the text, rather than using the tools in the order Gee presents and therefore jumping around in the text.

As these tools are used actively in the analysis and will be referred to as they are used, an overview of Gee's Tools and their content is given briefly below (Gee, 2011). Gee refers to "speaker" and "listener" when referring to both oral and written forms of communication, so I have chosen to use these terms below, although I have worked with written texts only.

Tool 1: The Deixis Tool

This tool considers how deictics are used to tie what is being said to the context. It may be possible to observe what implicit assumptions are being made about the listeners' views on the subject.

Tool 2: The Fill in Tool

This tool "fills in" the information and the assumptions that are being made. It looks at what is not said openly by the speaker, that which it is assumed is already known by the listener.

Tool 3: The Making Strange Tool

This tool involves looking at the text from the "outside". What would someone who had never heard about the topic before notice and/or have problems understanding? Used in conjunction with tools 1 and 2, making the text strange can help reveal assumptions that the researcher otherwise may overlook.

Tool 4: The Subject Tool

This tool considers why the speaker has chosen these particular subjects and what they are saying about them. What other subjects could they have chosen and why did they choose not to talk about these instead?

Tool 5: The Intonation Tool

This tool looks at the speaker's intonation. How does the intonation contribute to the meaning of an utterance? Which parts of the utterance are stressed? Written texts can also be assessed using the intonation tool by reading them out loud, especially texts that are informal in style.

Tool 6: The Frame Problem Tool

This tool is a method for checking that analysis has been done correctly, after working with tools 1- 5. After doing the initial analysis, the researcher should consider the analysed text within the context of the whole situation. If the analysis seems to fit within the wider context, then it is most likely on the right track. If the analysis seems unlikely within this wider context, it suggests that it has gone off track or may need more work done on it.

Tool 7: The Doing and Not Just Saying Tool

This tool considers not only what the speaker is saying but also what they are doing. What is the purpose of their utterance? What are they trying to achieve? Why are they trying to achieve it?

Tool 8: The Vocabulary Tool

This tool focuses on the vocabulary choices the speaker makes. What choices did the speaker have and why were these ones made? What do the words used say about the style of communication? How do they contribute to it?

Tool 9: The Why This Way and Not That Way Tool

This tool is linked to tool 8, but it focuses on grammar rather than vocabulary. Why did the speaker choose to build sentences in this way? In which other ways could the speaker have expressed the same and why did the speaker choose not to use them?

Tool 10: The Integration Tool

This tool looks at how clauses are integrated into the utterances being studied. What has been included and what is left out? What perspectives are being given when looking at the arrangement of main and subordinate clauses? Why are certain perspectives placed in prominent positions within the text?

Tool 11: The Topics and Themes Tool

This tool considers what the topic and theme are in each clause, and looks at how they relate to each other. Sometimes the theme can vary from the topic and in cases when this happens, why is it so?

Tool 12: The Stanza Tool

In longer oral communication, the speaker will use stanza clusters to mark larger blocks of information. Stanza clusters are short bursts of speech. Finding these stanzas is an important way to organize the data before interpretation.

Tools 7-12 are focused on the language choices made by the speaker. They are concerned with analyzing which words and grammatical structures are used and looking at why the speaker has made these choices. It is also important in using these tools to look at what the speaker has not chosen to say, and reflect on why the speaker has chosen not to use these ways of expressing themselves.

Tool 13: The Context is Reflexive Tool

This tool links to tools 2, 6, 7 and 9 in that it explores the context of the communication. This tool looks firstly at the context the speaker is using to frame what they are saying. The speaker creates the context to help the listeners understand what is being said. This context may already be familiar to the listeners. In this case, the speaker is reproducing an already known context and perpetuating it. This idea of context is linked to Fairclough's ideas of "social practices", such as in the classroom example given in chapter 2.

These contexts may be produced consciously or unwittingly. Is the speaker aware of the contexts that they are using and would they necessarily want to reproduce them if they were more consciously aware of them? And if so, would a more conscious awareness lead to the speaker changing the form of the contexts, so that they would not continue to exist in their present form?

Tool 14: The Significance Building Tool

This tool is similar to and can be used in conjunction with tool 9. It looks at how certain words and grammatical devices are placed within the text and are used to build up the significance of some points and downplay others.

Tool 15: The Activities Building Tool

This tool is linked to tool 13, but rather than looking at the contexts, it focuses on the activities and practices being reenacted. What activities are being accomplished and which social groups (institutions, cultures, social classes) set the norms for the accomplishment of these activities?

Tool 16: The Identities Building Tool

This tool looks at the identities that the speaker is trying to create. How does the speaker's language treat other people's identities? What identities does the speaker recognize and how do they relate to the speaker's own identity? This idea of identity can be linked to Bourdieu's "habitus". What is the "habitus" of the person and how is it affecting their trajectory across the social field?

Tool 17: The Relationships Building Tool

This tool examines the relationship between the speaker and listener and how this relationship is being built, changed or maintained. It has similarities to Foucault's ideas of power relations and how they are formed and shaped through discourse.

This tool also examines how relationships between other people, social groups and cultures are presented. It looks at how these people are placed in society in relation to one another.

Tool 18: The Politics Building Tool

This tool looks at the social goods that are presented in the text. Social goods can be wealth, position, power. How are these social goods constructed? How should these social goods be distributed in society? Who controls them or is in the dominant position? This tool has similarities with Bourdieu's theory of "gatekeepers". Who are the gatekeepers of the social field and how do they maintain this position?

This tool examines which words and grammatical phrases are used to build the viewpoint on how these social goods should be distributed, and how different recipients relate to each other.

Tool 19: The Connections Building Tool

This tool examines how pieces of information are connected in the text. Which points are connected, and which are kept separate? How are different points presented as more or less relevant to each other?

Tool 20: The Cohesion Tool

This tool relates to tool 19. It looks at the use of cohesive devices in the text to connect pieces of information. What devices are used to connect which pieces of information? What is the speaker trying to communicate about this information by using these cohesive devices?

Tool 21: The Sign Systems and Knowledge Building Tool

This tool looks at how the words and grammar used in the text can signify different approaches to the world. This can be through, for example, the use of scientific language as opposed to everyday language. It is closely linked to the Politics Building Tool, as the mastery and use of the correct "sign system" is a way of claiming social goods.

Tool 22: The Topic Flow or Topic Chaining Tool

This tool consists of finding the topics of all the main clauses of the text and seeing if they can be linked together to form an overall topic or some sort of coherent sense of what the text is about. This tool also considers how changes in topic are marked.

Tools 14 to 22 make up a group of building tools. They look at how the text is built up and how it recreates activities, social goods and positions, relationships and identities. Use of these tools should give the researcher insight into the "world" being constructed.

Tool 23: The Situated Meaning Tool

This tool looks at the situated meanings found in the text. Situated meanings are the specific meanings given to certain words and phrase when used in this particular form of communication. How are these words and phrases used to create a context for the understanding of the text?

Tool 24: The Social Language Tool

This tool looks at how words and grammatical structures can enact a social language. A social language is the variety of language that is used within a specific social identity, for

example, the social language of a classroom will be more formal than that used among friends and family.

Tool 25: The Intertextuality Tool

This tool looks at how references are made to other texts within the communication and how they are integrated. Are the other texts directly quoted or alluded to? How do these different elements fit together and how do they affect one another? Intertextuality can consist of different types of text, but may also be seen in switching between different social languages within the text.

Tool 26: The Figured Worlds Tool

This tool looks at what stories and figured worlds the text is recreating. What do these figured worlds consists of? Figured worlds are a simplified picture of certain situations. They contain a picture of that which is considered "normal". For example, in a figured world of "a classroom lesson", there might be a blackboard, teacher's desk and rows of pupils' desks. The teacher might be writing on the blackboard and talking, the pupils might be making notes in their book. This figured world of the classroom lesson might fit certain classrooms, but it may also be far from the reality of other classrooms. This tool relates to the Context is Reflexive Tool (Tool 13).

Tool 27: The Big "D" Discourse Tool

This tool looks at what Discourse is portrayed in the text. How and why is this Discourse reenacted? What sort of actions, values, beliefs are typical with this sort of Discourse? Has there been a conscious choice to portray this Discourse or is it an unconscious representation of attitudes?

There can be a number of different Discourses present in the same text. Use of the Intertextuality Tool can reveal different Discourses from different original texts. The same text can also refer to different Discourses based on the "situated identity" (see page 14 for more information on "situated identity"). These situated identities change according the situation the individual is in, meaning that one person can be part of a number of different Discourses. In working with this tool, it is important to be aware of these different identities and the different Discourses that can occur.

Gee recommends that as many as possible of these tools are used in analysis of a text so as to cover all possible implications. However, when studying the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* in depth it became clear to me that some of the tools are more useful for analyzing oral communication than for working with the written texts, such as the Stanza Tool or the Intonation Tool. Some other tools, such as the Activities Building Tool and the Social Languages Tool proved to be more useful when analyzing more controversial texts, such as political speeches and other argumentative texts.

Certain tools proved to be particularly important in my analysis. Tool 6: The Frame Problem Tool was a tool that I found important to keep in mind at all times, as it required me to consider the wider context and assess if the results the analysis was showing seemed likely in the context of the whole chapter. Tool 27: the Discourse Tool was also used throughout, as the aim of the analysis was to discover the Discourse on ethnic minorities in chapter five of the textbook.

One of the tools I found most useful was Tool 3: The Making Strange Tool. I found this tool invaluable in gaining a more objective stance on the text, and I found it often revealed Discourses that were not immediately obvious at first. This tool worked well in conjunction with Tool 6 and Tool 27, as mentioned above.

Tool 13: The Context is Reflexive Tool and Tool 26: The Figured World Tool were also widely used in the analysis of the texts. Both these tools made me consider what assumptions the authors were making, consciously or unconsciously, about the figured world of the reader and the context in which ethnic minority groups were being portrayed. These two tools gave me invaluable insight into the authors' Discourse on ethnic minorities.

Tool 16: The Identity Building Tool, Tool 17: The Relationships Building Tool and Tool 18: The Politics Building Tool were important in the light of my research topic, as these tools could be used after analyzing vocabulary and grammatical choices to see how the identity of ethnic minority groups was created by the authors, and how this identity related to the white ethnic Britons and how the power dynamic between these two groups was portrayed.

In the next chapter I will start by looking at chapter five in *Access to English: Social Studies* as a whole, before considering the six texts or excerpts from texts that refer to ethnic minorities in depth. All tools except The Stanza Tool were used at some point in the analysis.

Naturally, tools relating to vocabulary and grammar choices were widely used throughout and the tools mentioned above occur more often than some of the others. The tools used are marked in parenthesis in the analysis in the next chapter, if not explicitly referred to. I recommend that the reader refer back to the tool overview in this chapter while reading through the analysis of the texts.

Chapter 4 – Analysis

Gee's tools are used throughout to analyse this chapter. Which tool is being used is given in parenthesis in the text. I recommend that the reader refer to the description of the tools given in chapter two while reading the analysis. The extracts from the textbook that are being analysed are shown after the title of each text. Where the text being analysed is part of a longer text, this longer text can be found in the Appendix.

The three sub-questions that make up the research question will be related to different selections of the analysis, and will be summed up in the final section 4.4, along with the research question, ""How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?"

4. 1 The Discourse and Framework of the Chapter as a Whole

This section will focus on the chapter as a whole and on the first sub-question, ""What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?". The third sub-question, "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?" will be considered briefly here, but more focus will be given to this goal in section 4.3, which looks at the texts in depth.

Chapter five of *Access to English: Social Studies* is entitled "The UK: Today and Tomorrow" and is found within part three of the textbook; "Access to Society". Before looking at the construction and content of this chapter, it is worth considering briefly this title.

The frame for the chapter is set within this title: it will focus on the current state of society in the UK and will look at how society is going to develop in future. What implicit assumptions are being made in this title? Which figured world associated with the UK will be triggered by this title (Tool 26)? How do the readers see the UK and how may their image be affected by their own experiences of the UK through travel or the media? In reading this

chapter, they will meet another figured world, that of the authors, which may or may not overlap with their own.

Looking briefly at the grammatical structure within the title, and at the balance of "Today" and "Tomorrow", there may be some insight as to the plan for this chapter (Tools 7 and 8). The use of conjunction "and" suggests that both topics are to be equally balanced within the chapter. Both words, "Today" and "Tomorrow" are fairly vague in what they encompass. They both give little more than an idea that reference will be made to current and future states within British society. They give the textbook authors the possibility to include many different topics while still being within the scope of the title. While this gives a great freedom to the writers, it also may give too great a scope within which it is easy to lose focus on the aims of the chapter.

Before looking at specific texts and tasks referring to ethnic minorities within chapter 5, I will look at the larger Discourse (Tool 27). As mentioned above, the content of chapter 5 will be affected by the figured worlds of the authors and editor. The contents page of the book gives insight into what "The UK: Today and Tomorrow" looks like for them:

Chapter 5: The UK: Today and Tomorrow

- Nostalgia Isn't What It Used to Be – Britain in the 21st Century
- Going, Going (Philip Larkin)
- How Bad Are British Youth?
- Dying for Dreadlocks
- Last Call for British Pubs?
- How to Be Good (Nick Hornby)
- Leaving the Beaten Track
- Ta-Ta, London. Hello, Awesome
- Gibraltar and the Falklands Deny the Logic of History
- I am Malala: Prologue (Malala Yousafzai)

(Antony, Burgess, & Mikkelsen, 2014, p. 5)

The first text on Nostalgia includes subtitles, "The Fabulous Forties", "The decline of country life", "The widening social gap", "The challenge of immigration", "Looking for a place in the world" and "Looking on the bright side" (the full text can be found in Appendix

1). This text is relevant to the curriculum goal, "Elaborate on and discuss questions related to social and economic conditions in the United Kingdom".

What is the figured world presented in this text? It seems to be that Britain is a place that was better in the past. "There's nothing like the magic of the 1940s" (Antony, Burgess, & Mikkelsen, 2014, p. 238), claims the text. The post-1940s Britain is portrayed as an age of loss:

> An indefinable loss, often accompanied by a shake of the head and a muttered "I don't know what the country's coming to…" For some it is a specific loss: (…) loss of Empire, loss of working-class solidarity, loss of ethnic homogeneity. (Antony, Burgess, & Mikkelsen, 2014, p. 238).

What Discourse is revealed in this quotation? It may be the idea that Britain was better in the past and that this "fabulous" and "magic" time has disappeared. Also, that this time included the subjection of other nations by the British through the British Empire, that the working class stood together against the upper and ruling classes and finally that ethnic homogeneity was a good thing and a sad loss to British society.

This homogenous, ideal Britain is referred to again in the following subsections of this text. In "The decline of country life", a rural idyll, described as "the real England", "quaint" and "cosy", including images of "the vicar on his bicycle" has been replaced by "urban sprawl", "out-of-town" retail and "business parks". There are no appealing adjectives used about the modern day Britain: they are reserved for the Britain that no longer exists, and a Britain that seems most reminiscent of a BBC costume drama.

The subsection, "The widening social gap", shows a more balanced view of education in the UK, as it largely sticks to the facts of Beveridge's educational reform, and discusses the difference between public and private education. The next subsection, "The challenges of immigration" will be discussed in more detail later in this chapter, but the use of "challenge" in the title give an indication of the Discourse revealed in this subsection: that immigration is not positive.

The final subsections, "Looking for a place in the world" and "Looking on the bright side", give a slightly more positive slant on British life. In the first of these subsections, Britain is described as looking to American and European cultures, while the final subsection looks at how British people make the best of bad situations, through "the well-spring of

British humour", and "a willingness to muddle on through" (Antony, Burgess, & Mikkelsen, 2014, p. 244). There is still an assumption that these qualities are fundamental for British people to deal with the society they now live in, and that this society is not as great as it once was.

The Discourse revealed in the first text in chapter five of the textbook, shows a Britain that is not the place it used to be. It is no longer the idyllic country world where people cycled across the village greens and met for a pint in the local pub. It has been ruined forever by forces such as immigration, industrialization and other nations' desire to gain independence from the Empire. Modern immigration and contact with other nations through organizations such as the EU are troubling to the British identity. However, the British people are plucky and they have a good sense of humour and will muddle through and make the best of things. Well-known songs, such as Eric Idle's "Look on the Bright Side of Life" (Antony, Burgess, & Mikkelsen, 2014, p. 245), will be their inspiration.

This Discourse is not an unfamiliar one within Britain. It is the Discourse of right-wing tabloid media within the UK. This figured world is the one in which many articles published by tabloids such as the *Daily Mail* operate. In chapter five, newspapers are referred to directly 8 times. It is notable that four of these times it is the *Daily Mail* that is referred to. One of the times is in a task that requires pupils to go to the website and read the news stories published by the paper (Antony, Burgess, & Mikkelsen, 2014, p. 256). The *News of the World*, a tabloid that had a similar Discourse to the *Daily Mail* is mentioned twice in the chapter[1]. The front pages of both these newspapers are used as illustrations within this chapter. The other two newspapers mentioned are *The Guardian* and *The Independent*. Both are mentioned once each and neither is portrayed in illustrations.

How do the other texts in chapter five relate to this first text? The next text is a poem by Philip Larkin, "Going, Going" which is about how Britain has changed since his youth:

> And that will be England gone,
>
> The shadows, the meadows, the lanes,
>
> The guildhalls, the carved choirs (Antony, Burgess, & Mikkelsen, 2014, p. 248)

[1] It seems odd that the *News of the World* is mentioned twice and used in one illustration considering that it closed down in 2011 following the phone hacking scandal. Although its closure is alluded to in the chapter, it is never explained to readers. Why choose this paper and not one that is currently published, such as *The Sun*?

The themes of this poem, as can be seen in the above quotation, fit in well with the image of Britain given in the first text. The next text is called "How Bad Are British Youth?" (this text can be found in its entirely in Appendix 2). This text is relevant to the curriculum goal, "Elaborate on and discuss current debates in the United Kingdom" and "Summarize, comment on and discuss differing viewpoints on social issues".

This text gives a more positive view of the current situation in the UK, and actually claims things are better than what they have been. In spite of this positive view, it starts off by enacting a figured world in which things were very dark for young people in the recent past. Young people's Britain is described as having been "a teenage wasteland full of drunks and disaffected kids" (Antony, Burgess, & Mikkelsen, 2014, p. 251). Young people are described as "idle", "everyday hooligans", "pill-poppers", "sidewalk-pukers" and "petty criminals". They like to spend time "getting wasted", "raising hell" and "binge drinking".

Where does this Discourse come from? It is similar to the Discourse of the first text in that it is a common view of British youth shown in the tabloid papers in the UK. For a short while in this text, the authors take a step away from this Discourse and show a more positive modern view of British youth. Today's youth are described as "well-behaved". Immigration is portrayed in a positive light here as part of this shift is "due to immigration from non-drinking cultures, like Pakistan and Bangladesh" (Antony, Burgess, & Mikkelsen, 2014, p. 253). Unfortunately, this more positive view is quickly quashed by the texts within the task section following, one concentrating on youth crime and the other, the listening text "Dying for Dreadlocks", which is about a teenage girl who was murdered by a gang of youths for being different.

The next text is "Last Call for British Pubs?" It is relevant to the curriculum goal, "Elaborate on and discuss questions related to social and economic conditions in the United Kingdom". This text focuses on the decline of the traditional British pub. Features of modern life, such as cheaper beer in supermarkets, national chain-ownership and the decline of communities have led to the closure of many of the older pubs. According to this text, "a tidal wave of change in rural and urban communities with the closure of hundreds of services – bookshops, garages, grocery shops, post offices" (Antony, Burgess, & Mikkelsen, 2014, p. 260) has happened in the UK. Again, this fits in the Discourse revealed earlier in the chapter.

Following this is an excerpt from Nick Hornby's "How to Be Good", about family life in the UK, and then a listening task about someone who makes a living as a busker. "Ta-Ta

London. Hello, Awesome" is about an American living in Britain who has recently moved back to America. These three texts seem to move in a new direction to the earlier texts in the chapter. They seem to be more focused on personal experiences and less on society in the UK. This personal aspect could be related to the curriculum goal "elaborate on and discuss linguistically demanding texts with a social perspective", as a perspective is given in all three. On the other hand, they don't relate to the "social issues" mentioned in two of the other curriculum goals, nor to "social and economic conditions" or "current debates" (see the Introduction for an overview of all the curriculum goals). It seems odd that the authors have chosen to focus three of ten main texts in this chapter on one curriculum goal.

The final texts have a feeling of being tagged on the end and have little connection with the texts in the rest of the chapter. A somewhat tenuous link is made to chapter one, but otherwise these texts are poorly integrated into the chapter.

The second last text is "Gibraltar and the Falklands Deny the Logic of History". This is an interesting text discussing Britain's claims to both territories and is aimed at covering the curriculum goal, "Analyse a regional or international conflict in which the United Kingdom is involved", which it does well. On the other hand, there is no obvious reason why these two small territories have been focused on, when there are so many other larger and more important countries that have made up the British Empire and that continue to make up the Commonwealth. The conflicts within these areas are also not currently ongoing, and there are more modern and relevant conflicts that could have been focused on.

The final text, "I am Malala: Prologue" has very little to do with Britain at all. In the introduction it mentions that she has come to the UK as a refugee, but apart from two short references in the 26 lines of the story, Britain is not mentioned at all. It is unclear why this story is included in this chapter as this extract has no reference and relevance to the UK.

What are the Discourses on ethnic minorities shown in this chapter when considering the main texts as presented in the contents page? On the whole, they do not reflect "The UK: Today and Tomorrow" in a positive light. The UK of today seems to be portrayed as a place that is significantly worse than it was fifty years ago and the UK of tomorrow is hardly touched upon. Ethnic minorities are referred to in several of the texts, but they are included as part of the negative image of present day Britain and they are excluded from the idealized Britain of the past.

How do the texts fulfil the curriculum goals for the English Social Study course? The main texts in the chapter given above are relevant to four of the seven curriculum goals for the chapter. To cover all the curriculum goals, it is important that the chapter contains tasks relating to them (this will be explored further in section 4.3). The curriculum goal, "Elaborate on and discuss questions related to social and economic conditions in the United Kingdom" seems to be covered from several different angles, while the choice of Gibraltar and the Falklands for the text covering "Analyse a regional or international conflict in which the United Kingdom is involved" may be a poorer choice of topic. A number of the texts mentioned above refer to ethnic minorities. How relevant these sections are to fulfilling the curriculum goals in English Social Studies will be discussed further in section 4.3.

4. 2 The use of illustrations in the chapter

This section on illustrations is divided up into photographic and non-photographic illustrations. The majority of illustrations in chapter five of *Access to English: Social Studies* are photographic.

All three sub-questions, "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?", "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?" and "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?" will be considered in this section.

Photographic illustrations

There are 36 photographic illustrations altogether in chapter five. Of these illustrations, the following are represented (some may be included in more than one category):

Geographical location:

- Showing a photo of somewhere in England – 12 photos
- Showing a photo of London – 7 photos
- Showing a photo of Wales, Scotland or Northern Ireland – 0 photos
- Showing a photo of a specified city other than London – 0 photos.

- Showing photos of other places in the world – 4 photos (Florida 1, Gibraltar 2, Falkland Islands 1)

Considering the geographical scope of the photos, little variation is shown. It is notable that none of the photos are from Wales, Scotland and Northern Ireland. The photos are entirely Anglo-centric, and 58% of those of England are of London.

What Discourse does this reveal? The British media has been widely recognized and condemned as being London-centric. London is where the biggest newspapers and broadcasting networks are based and they have always had a tendency to focus on their own immediate environment over regions at a distance from the South East. Historically, many Englishmen have had the attitude that they are the leading nation within the United Kingdom. It has been the English king who has reigned and the parliament for all four nations has been in London. This Discourse seems to be perpetuated within the photographic illustrations in this chapter. England and London dominate completely and the other three nations have been ignored.

Ethnicity:

The photos in chapter five show the following (see Figure 1 on the next page for an example):

- Showing a photo of someone of an ethnic minority background in the UK– 6 photos (three of these six photos show sport stars)
- Showing someone of a white British background – 9 photos (all photos portray normal people in everyday situations)
- Showing ethnic minorities and white people together – 0 photos
- Showing ethnic minorities in other countries – 1 photo (showing a woman begging in an Indian subcontinental setting)

Looking at photographs of people, 56% of the photos show white British people, while 37.5% show people of an ethnic background in the UK.

Considering this in the light of the question, "How close to the reality of the situation for ethnic minorities in the UK is their portrayal?", the textbook shows a higher level of ethnic diversity than is the reality in the UK. In England and Wales, the percentage is 19.7%, while it is lower in Scotland and Northern Ireland, with 4% and 1.7% respectively. London, which has the largest ethnic minority population by far, still only has 42.2% of her population coming from an ethnic minority background (see section 2.2 for more details).

Figure 1 - These photos are placed together in the textbook and show the difference in the way ethnic minorities and white British are portrayed (Antony, Burgess, & Mikkelsen, 2014, p. 271).

When considering the ethnic background shown in the photos, the major ethnic minority groups are not reflected in the photos of ethnic minorities within chapter five (people of Asian origin are most numerous, followed by people of Black ethnicity), and in fact the opposite of the demographic reality is shown. The photographical illustrations of ethnic minorities in the UK show:

- People of Black ethnicity: 5 photos
- People of Asian ethnicity: 2 photos

Socio-economic class:

The people shown in these photos could be assumed to be members of different socio-economic classes, judging by their appearance and the activities in which they are engaged. In

analyzing the socio-economic class, I have grouped them into three possibly categories; poor, working/middle class and rich/people of exceptional achievement. Among the 7 photos of ethnic minorities in both the UK and other countries:

- Two photos showed people who were poor or who were fleeing from poverty (street beggar and ship with Jamaican economic immigrants)
- Two photos where the people could possibly be classified as middle/working class (photo of someone crossing London Bridge where only his/her arm is shown, and a photo of Malala)
- Three photos of people who could be classified as rich. All three photos show people who have excelled in sport.

Among the photos of white British people,

- There are no photos of white British people living in poverty
- Seven photos showed people who could be classed as middle-class/working class (various crowd scenes, people at work, family scenes)
- Two photos showed people who could be classified as rich (pupils at Eton College and a child with an enormous number of toys)

It is notable that there were no photos of poverty among white British people, and there were no photos among the ethnic minorities of rich people who had achieved success from any means other than exceptional sporting talent among the ethnic minorities. There were no photos of people from an ethnic minority background working, apart from street begging in another country.

Considering this distribution in light of the question, "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?", the Discourse seems to be that the ethnic minorities are on the bottom rungs of society and are the poorest. It suggests that ethnic minorities can only do well if they have extreme talents such as being world class sports athletes. On the other hand it suggests a society where white British people live comfortable middle-class lives and where they can achieve wealth. This wealth is not restricted only to those with exceptional talents, but is achievable by normal people. In this figured world, white people and ethnic people do not mix. Yet there are illustrations of these ethnic minorities in other countries alongside texts about the UK, which may suggest a

Discourse in which they have more in common with people in these countries than they do with white British people.

Non-photographic illustrations

Other non-photographic illustrations are used in this chapter. Intertextuality is created through the use of cartoon illustrations, maps and tables, although none of these is used to a large extent in the chapter. Among other types of illustration, there are:

- Two cartoons (one of a shop sign and one of an English man reading a newspaper)
- Two maps that illustrate the area mentioned in the text (Falkland Islands and Pakistan)
- Three paintings of British scenes
- One chart taken from *The Economist*

The cartoons do not appear to have any significant input in the chapter except to fill in space in the margins. The two maps seem to perform a similar function. They are factual in style, pointing out boundaries and main cities.

The man in the cartoon is dressed in a stereotypically British style, with brown trench coat, trilby and newspaper. Stereotypical images such as this one often fit into figured worlds of people of different nationalities. This particular image fits into the figured world of the English business man.

The paintings are dissimilar from the photos since they come from a wide geographic area. *Nighttime, Canary Wharf* (Antony, Burgess, & Mikkelsen, 2014, p. 249) is painted by Frances Treanor, a London-based artist. *After the Wedding* (Antony, Burgess, & Mikkelsen, 2014, p. 264) is painted by Laurence Stephen Lowry, a Lancashire born artist who is best known for his paintings of industrial scenes in North West England. The third painting is *Happy Families* (Antony, Burgess, & Mikkelsen, 2014, p. 268), by Willie Rodger, a Scottish artist. Not only do southern England and London not dominate in these paintings as they do in the photographic illustrations, they also show three different sides of British life; a modern skyscraper at Canary Wharf, a traditional northern industrial scene and a scene from family life. The Discourse on British life suggested in these three paintings shows signs of being slightly different to the main Discourse in chapter five.

Considering the question, "How do the texts referring to ethnic minorities fulfil the curriculum goals for the English Social Study course?", the illustrations, both photographic and non-photographic aid the fulfillment of several of the goals. The portrayal of ethnic minorities in a high percentage of photos can relate to the curriculum goal which focuses on "social and economic conditions in the United Kingdom", although the effect of this is somewhat reduced by the ethnic majority groups not being correctly represented. The socio-economic conditions portrayed by the photos also reflect the reality of the situation in the UK and help fulfil this curriculum goal.

Another one of the seven curriculum goals of this chapter, "to use information based on figures and statistics as a basis for communicating on social issues" is less well fulfilled by the illustrations in this chapter. The task referring to this goal consists of a chart showing a statistical comparison between people in Britain and the USA (Antony, Burgess, & Mikkelsen, 2014, p. 278). This chart is the only mathematical activity found in chapter five.

While the activity does relate to this curriculum goal, the only "social issues" referred to are religion, values and ideology. The curriculum goal is only partially covered by this task. To fulfil it, more mathematical and statistical information should have been included.

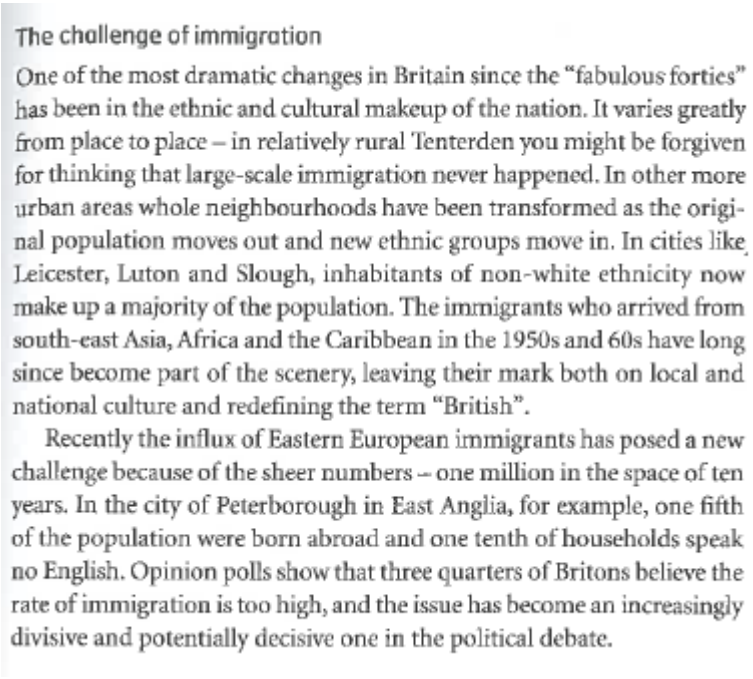
4. 3 In-depth analysis of texts referring to ethnic minorities

The three sub-questions that make up the research question will be considered here as they relate to the text being analysed (see the top of section 4.2 for details on these questions). All three questions will be considered in relation to the texts seen as a whole in section 4.4.

"The Challenge of Immigration" (Antony, Burgess, & Mikkelsen, 2014, p. 243)

This is an extract from the text "Nostalgia Isn't What It Used to Be: Britain in the 21st Century" (Antony, Burgess, & Mikkelsen, 2014, pp. 238-245). The two paragraphs under this subheading are 18 lines long, making it 9.5% of the total text. This paragraph is the only time

immigration is mentioned in the text. The excerpt referring to ethnic minorities is given below. The text in its entirety can be found in Appendix 1.



The challenge of immigration

One of the most dramatic changes in Britain since the "fabulous forties" has been in the ethnic and cultural makeup of the nation. It varies greatly from place to place – in relatively rural Tenterden you might be forgiven for thinking that large-scale immigration never happened. In other more urban areas whole neighbourhoods have been transformed as the original population moves out and new ethnic groups move in. In cities like Leicester, Luton and Slough, inhabitants of non-white ethnicity now make up a majority of the population. The immigrants who arrived from south-east Asia, Africa and the Caribbean in the 1950s and 60s have long since become part of the scenery, leaving their mark both on local and national culture and redefining the term "British".

Recently the influx of Eastern European immigrants has posed a new challenge because of the sheer numbers – one million in the space of ten years. In the city of Peterborough in East Anglia, for example, one fifth of the population were born abroad and one tenth of households speak no English. Opinion polls show that three quarters of Britons believe the rate of immigration is too high, and the issue has become an increasingly divisive and potentially decisive one in the political debate.

Figure 2 - Excerpt from "Nostalgia Isn't What It Used to Be: Britain in the 21st Century", referring to ethnic minorities (Antony, Burgess, & Mikkelsen, 2014, p. 243)

There are number of assumptions being made in the first paragraph. An assumption seems to be being made in the subtitle, "The challenge of immigration". This assumption is that immigration is a challenge, and that the reader agrees on this with the authors (Tools 1 and 2). This is further supported by the use of the definite article "the". This suggests that this challenge is well-known to reader and authors alike. Why it is a "challenge"? Why use this word and not use another with more positive connotations (Tool 3)? The use of "challenge" here has clear negative implications, which set the tone for the following paragraph (Tool 8).

The first line of this paragraph continues in this tone. In this line, immigration is described as "One of the most dramatic changes since the "fabulous forties". The juxtaposition of "dramatic changes" and "fabulous forties" clearly suggest that one is in contrast to the other. "Dramatic changes" from something that is "fabulous" seem unlikely to be positive, so the reader is expected to assume that these changes are negative in character

(Tool 2). The use of "fabulous" here could be interpreted ironically, but I think its use in the text in its entirety (see Appendix 1) suggests otherwise.

In lines 3-4, the authors write, "you might be forgiven for thinking that large-scale immigration never happened". This phase tries to create a bond between authors and reader (Tool 17). In this phrase, the reader is directly addressed and brought into a more intimate relation with the authors, a sort of "us and them" mentality. This mentality is very common in politics relating to immigration, especially among people who find immigration a threat to their own way of life. The authors seem to be trying to replicate it here at this point in the text. In the wording of this quotation there is an implicit assumption that large scale immigration is bad and that low immigration is good, through the use of the expression "You might be forgiven for thinking…"

The authors go on to say that "whole neighbourhoods have been transformed as the original population moves out and new ethnic groups move in." (lines 6-7) The use of "transformed" is not necessarily negative, but the use of this verb ties in with the "dramatic" of the first line. Later on the authors write about "sheer numbers" of immigrants (line 13) and say immigration is "redefining the term British" (line 11). The authors are choosing emotionally charged words to express attitudes to immigration (Tool 8).

Lines 7-8 say that "inhabitants of non-white ethnicity now make up a majority of the population". Looking at the identity enacted in the text so far (Tool 16), there seems to be an assumption that these non-white ethnic people are not to be considered British, or not as British as white people are. There is no suggestion that two different cultures could be amalgamated or that non-white people could have the same culture as white people.

The text mentions a few of the immigrant groups by name: Asian, African and Caribbean, and says that they have "left their mark" (lines 9-10). This is not expanded on, so there is no suggestion to how this might be. Why have the authors chosen to pass over this opportunity to tell about immigrant culture? The authors have chosen to use this paragraph on immigration to talk about how white British culture has been hugely impacted by immigration and how much of a challenge it is to white British people, but the cultural goods that the immigrants have brought with them are ignored, as is their experience of living in Britain (Tool 4).

The second paragraph refers to modern Eastern European immigrants. This paragraph is focused on the large number of immigrants, rather than why they come and what they do. A lot of numbers are used in this 7 line paragraph: "One million in the space of ten years", "one fifth of the population were born abroad", "one tenth of the households speak no English", "three quarters of Britons believe the rate of immigration is too high." This use of numbers to build up an argument is similar to that used in political rhetoric (Tool 18).

It is notable that the second and third quotations given above are used about Peterborough, a not particularly significant or large city in East Anglia. They are not significant in the scale of the whole UK, and yet the authors have chosen to focus on them. Why is that (Tool 3)? Do they fit the authors' viewpoint and are the authors trying to gain legitimacy by quoting figures? The information about Petersborough is followed by the statement in the third quotation. It is clear that the authors intend the reader to link the information together and also come to the conclusion that immigration is too high (Tool 19). The paragraph ends with a strong statement that immigration is "increasingly divisive and potentially decisive."

Who are the "Britons" in the quote given above? There is an implicit understanding that they do not include people of a non-white ethnic minority. But what about second and third generation immigrants and people of mixed heritage? The authors do not seem to include them as Britons (Tools 1-3).

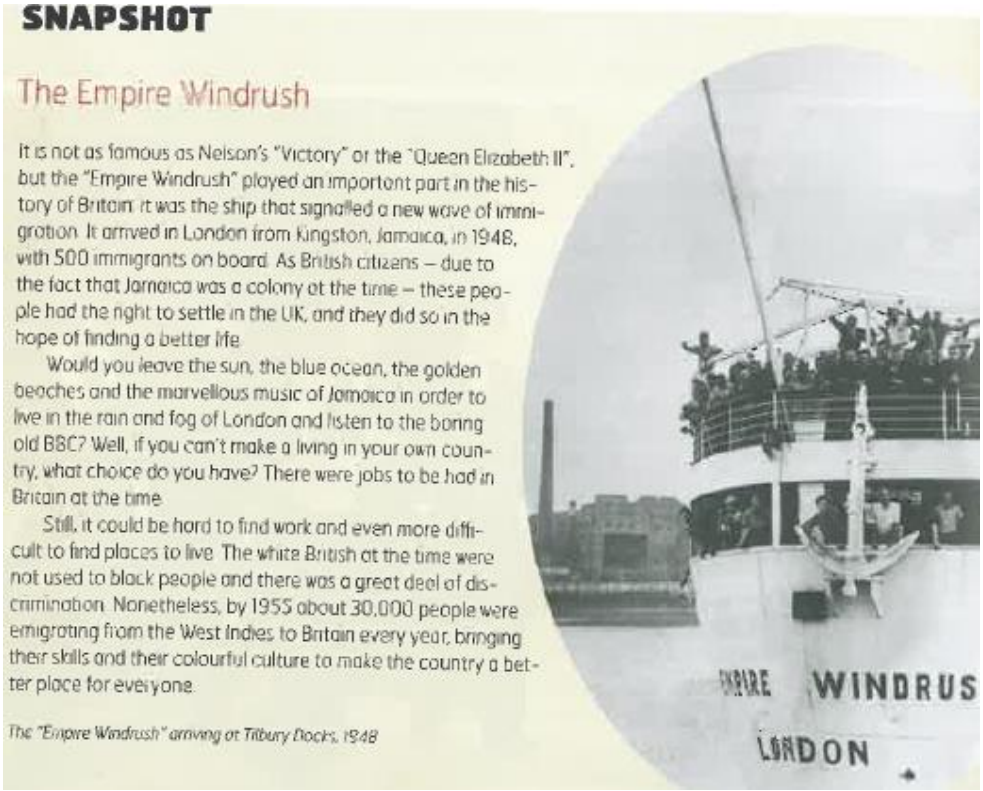
Looking at this text in the light of first sub-question, "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?", there appears to be a Discourse that life were better before this mass immigration and that immigration is seen as a problem by the majority of British people. The authors have chosen to focus on how different things in Britain are now compared to the way they were in the past, without actually specifying what is different apart from lots of non-white immigrants having arrived. The authors have chosen not to focus on, for example, what ethnic cultures consist of, how they have been integrated into existing cultures or how immigrants have made positive contributions to the UK.

Looking at the context that the authors are using for what they are saying (Tool 13), the content of these paragraphs creates a familiar context within immigration debate and one that readers are likely to be familiar with. Subconsciously or not, the authors have presented a well-known anti-immigration argument.

Does this text help fulfil the curriculum goals for English Social Studies? It relates to several of the goals: "to elaborate on and discuss questions related to social and economic conditions in the United Kingdom", "to elaborate on and discuss linguistically demanding texts with a social perspective" and "to summarize, comment on and discuss differing viewpoints on social issues". This makes it a useful text in the classroom, although it should be used in conjunction with other texts on similar issues, as it presents a largely one-sided view.

Snapshot – The Empire Windrush (Antony, Burgess, & Mikkelsen, 2014, p. 242)

This text comes in the middle of the longer text "Nostalgia Isn't What It Used to Be: Britain in the 21st Century" and is focused on immigration from Jamaica to the UK. It is 21 lines long and is largely factual. As well as the text, there is a photo of the refugees arriving in the ship at Tilbury Docks in London. This text is shown in Figure 3.



SNAPSHOT

The Empire Windrush

It is not as famous as Nelson's "Victory" or the "Queen Elizabeth II", but the "Empire Windrush" played an important part in the history of Britain. It was the ship that signalled a new wave of immigration. It arrived in London from Kingston, Jamaica, in 1948, with 500 immigrants on board. As British citizens – due to the fact that Jamaica was a colony at the time – these people had the right to settle in the UK, and they did so in the hope of finding a better life.

Would you leave the sun, the blue ocean, the golden beaches and the marvellous music of Jamaica in order to live in the rain and fog of London and listen to the boring old BBC? Well, if you can't make a living in your own country, what choice do you have? There were jobs to be had in Britain at the time.

Still, it could be hard to find work and even more difficult to find places to live. The white British at the time were not used to black people and there was a great deal of discrimination. Nonetheless, by 1955 about 30,000 people were emigrating from the West Indies to Britain every year, bringing their skills and their colourful culture to make the country a better place for everyone.

The "Empire Windrush" arriving at Tilbury Docks, 1948

Figure 3 - "The Emperor Windrush" text and photograph (Antony, Burgess, & Mikkelsen, 2014, p. 242).

The text starts off by comparing the Empire Windrush to other famous British ships. In lines 1-2, the authors write, "It is not as famous as Nelson's "Victory" or the "Queen Elizabeth II" but the "Empire Windrush…" It seems odd that the text about the Empire Windrush starts off by referring to two other ships that are not mentioned elsewhere in the book (Tool 3). The authors have perhaps started with this comparison to place the Empire Windrush in a historical context, and to portray it as of similar historical significance as the Victory or the QEII? Although the authors do say it is not as important as these two, mentioning it in the same sentence places it within the same category. The placing of the Empire Windrush in the subordinate clause also reflects this secondary importance (Tool 10).

Paragraph two changes focus from the factual tone of paragraph one. It consists of two questions and a short answer at the end of the paragraph. The authors choose a conversational style, starting the second question with "Well,…" (line 12) This gives the appearance of the authors having a conversation with the reader. The authors use these techniques to build a closer relationship to the reader (Tool 17).

The first question the authors ask in this paragraph sets up a contrast between Jamaican and British life. Jamaican life is described as " the sun, the blue ocean, the golden beaches and the marvellous music" (lines 9-10). It seems an odd and illogical jump from geographical and climactic features to music. Why not include other cultural elements of Jamaica (Tool 3)? Was the music really so important to those emigrating? This description plays on stereotypes and reproduces a figured world of what Jamaica and Jamaican culture are like (Tool 26).

This question continues to describe similar elements, but this time relating to Britain, "the rain and fog of London and listen to the boring old BBC" (lines10-11). This recreates a figured world of cold damp London and the traditional BBC. It is interesting to note the use of "listen" rather than "watch". Why have the authors chosen the former and not the latter verb (Tool 8)? The authors are not creating a scene of a modern British life, but rather one of 1948, when the Empire Windrush arrived. The BBC was broadcasting on television at that time, but televisions were still not widespread and listening to the radio was still the most common form of entertainment. "The boring old BBC" reenacts a social context (Tool 13) where the BBC is part of the British identity. The choice of "boring" and "old" creates a slightly rude and familiar tone (Tool 8). It refers to an activity of making fun of the BBC (Tool 15), like an

old family member that Britons are fond of but find a bit dull. This activity and the idea behind it are not uncommon within British culture.

The juxtaposition of the warmth and sun of Jamaica and the wet weather of London, and the "marvellous music" and the "boring old BBC" and the placement of Jamaica first within the clause, suggest that Jamaica is seen in a more positive light. The second sentence changes this image. The use of "Well…" in the second sentence ties the two questions together, while marking the change in topic (Tool 22). "Well" is a marker that is used in informal conversations and is often used to mark the start of a statement that the speaker considers to be an obvious comment (Tool 5). Here it is followed by a rhetorical question, "Well, if you can't make a living in your own country, what choice do you have?" (lines 12-13). It is never explicitly mentioned in the text that there were no jobs available in Jamaica. By using "Well" and asking a rhetorical question, the authors are making the assumption that the reader already knows and agrees with their view (Tool 1). The following sentence is presented as a statement of fact, "There were jobs to be had in Britain at the time" (lines 13-14).

What is the Discourse on ethnic minorities revealed in this paragraph? This paragraph enacts a Discourse that Britain has a lot more to offer immigrants than their home country. The authors make it first appear that this paragraph is going to give a fair assessment, but by the end it is clear that the authors wish to express a firm belief that the UK had more to offer than Jamaica. Looking at how and why the authors have chosen to build sentences in a certain way (Tool 9), the second paragraph in this text has a number of features that highlight this Discourse. It starts with a comparison that appears to put Jamaica in the better light, and then asks a question that appears at first to be genuine. Then there is a sudden change in tone, marked by the use of "Well,…", when the idea that this could be a genuine question is ridiculed through the use of the rhetorical question, before the truth that Britain is in fact better than Jamaica is reinforced by the final statement.

The final paragraph begins with "Still…" This marks another change in topic (Tool 22) and returns to the largely factual style of the first paragraph. It also marks a change in tone where the final statement of the previous paragraph is moderated somewhat. Line 16-17 states, "the white British at the time were not used to Black people". This is presented as fact, but is rather a sweeping generalization about the population of the UK at that time, a country that still had a wide influence across the globe through its important role in international

affairs. The use of such absolute statements makes the reader less inclined to question the content than if the information is presented as a question or in a less definite tone. The authors wish us to accept this statement as fact. They are recreating a context of the British people and their attitudes to Black people in the late 1940s/1950s (Tool 13).

At the end of the paragraph and to finish off this text, Jamaicans are described as "bringing their skills and their colourful culture" (line 20). This reenacts the same stereotype of Jamaicans as appeared earlier in the text and "colourful" perhaps suggests that their contributions were lacking in substance.

This text is placed within the larger text "Nostalgia Isn't What It Used to Be" and is different in style. The Discourse here is much more positive in tone than in the longer text. It mentions a number of positive points about immigrants and also does not paint the white British in such a positive light. Although here, as in the "Nostalgia" text, what immigrant culture consisted of and its contribution to British culture are not expanded on.

Within the text there is intertextuality in the change in tone between the different paragraphs. The text moves from a factual, neutral voice to a direct and informal voice before returning to the factual tone at the end. This change may be a sign of how the text has been created: that the authors have taken factual information from elsewhere and amalgamated it with their own text. If this is so, the authors' own voices come out most clearly in paragraph 2, which is the most negative towards the Jamaicans. This would fit the Discourse recreated by the authors in the larger text, as is discussed in the analysis of "The challenge of immigration" above.

Considering "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?" in light of this text, the authors appear to have made some interesting and relevant points. They have highlighted the historical significance of the Empire Windrush and its place in immigration history, and they have focused on an important and large immigrant group in the UK. They have reflected a knowledge of Britain at the time that is relevant, although possible over generalized, as mentioned above.

Looking at how this text helps fulfil the curriculum goals in relation to ethnic minority groups, this short text covers "social issues", "social perspectives" and "social and economic conditions". Its relevance to three different curriculum goals makes it a more important text in

the chapter than its placement in the middle of the longer text would make it appear (see Appendix 1). It also takes up a number of interesting points about Jamaican culture that are not expanded upon, but that would have fitted well into the curriculum goal,"elaborate on and discuss questions related to social and economic conditions in the United Kingdom" if they had been approached from a Jamaican perspective.

Excerpt from "How Bad Are British Youth?" (Antony, Burgess, & Mikkelsen, 2014, pp. 251-253)

The excerpt referring to ethnic minorities is Figure 4 below. The text in its entirety can be found in Appendix 2.

So what's gotten into this new generation of well-behaved youngsters? Some experts speculate it's the social sanitizing effect of the internet, which keeps kids cooped up indoors online instead of out on the street. Others point to the success of public health campaigns, such as those by the alcohol education group Drinkaware. St. James says part of the shift is due to immigration from non-drinking cultures, like Pakistan and Bangladesh. "If your parents came from another country where drinking isn't part of the culture, you aren't brought up to do it here," she said. Nevertheless, she adds that her generation's restraint is mostly about economics. "When you're paying £9,000 a year in tuition and coming out of school with debt, you can't be splashing money everywhere if you don't have it. My generation can't afford to go mad."

Figure 4 - Excerpt from "How Bad are British Youth", referring to ethnic minority groups (Antony, Burgess, & Mikkelsen, 2014, p. 253).

This excerpt is taken from a longer text called "How Bad are British Youth?" This text looks at the behaviour of British young people. The paragraph which refers to ethnic minorities comes in the middle of this text, and the four lines referring to ethnic minorities are embedded in a longer paragraph. Before looking at the lines relating to ethnic minorities, I will look briefly at the text as a whole.

The text starts off largely negative in tone. This negativity is reflected in the title, "How Bad…" The first line describes Britain as a "wasteland full of drunk and disaffected kids". The authors have chosen vocabulary that trigger very negative images: "wasteland",

“drunk”, “disaffected” (Tool 8). Right from the start a figured world is created that contains a negative image of young people. References to this figured world continue throughout the text, with vocabulary choices such as “truant”, “anti-social behaviour”, “pill-poppers”, “petty criminals” and “materialism and mistrust”.

This context is enacted from the start (Tool 13). The “wasteland” is described in the first paragraph as “coloured by high unemployment”, full of “rising tuition costs” and “cuts to social welfare”. The young people are described as “bored, broke, idle kids” who are best at “getting wasted” and “raising hell”. The context created here is one of extremes. It is not a youth scene that many people would recognize, but it is one that is sometimes reproduced in newspapers, especially British tabloids. In paragraph 6 of this text, the authors make specific reference to this context: “Visit any newsstand and you will see plenty of tabloid stories about youthful pill-poppers, sidewalk-pukers and petty criminals alike” (Antony, Burgess, & Mikkelsen, 2014, p. 252). The tabloid feel of this context is heightened by the use of expression such as “broken Britain”, a favourite one used in tabloid newspapers to describe modern day Britain.

This text has two aims. The first is to recreate this negative image from the tabloids and the second is to give counter-arguments to this view. The authors also mention that young people are “much better behaved than before the recession”, that there is “an increase in civic engagement” and there is a “new generation of well-behaved youngsters.”

The paragraph referring to ethnic minorities is part of this second element. In this paragraph the positive effect that immigrant communities have had on the UK is mentioned. The theme of this paragraph is why young people are better behaved than before. Within this theme, there are three topics (Tool 11). The first is that the internet has kept children off the streets and out of trouble. The second is that the influence of non-drinking immigrant cultures has led to a decrease in anti-social behaviour. The final topic is that schooling costs so much that young people don’t have the money for other things.

The reference to immigrant cultures is just 4 lines long and relates to the improved behaviour of young people due to influence from immigrant cultures: “the shift is due to immigration from non-drinking cultures, like Pakistan and Bangladesh” (line 5-7). These Asian cultures that are referred to directly are also the largest immigrant group within the UK, so their influences may be correctly referred to here as the largest. However this statement is quickly modified. The following sentence starts with “Nevertheless” (Tool 20). This marks a

change in topic, and the importance of immigrant influence is downplayed compared to the importance of economic factors.

There is an implicit assumption in this final topic that tuition and schooling are necessary for getting a job. It is not explicitly stated, but the reader is assumed to have made the connection anyway. The amount of £9,000 is mentioned. Again, it is not stated why this amount is given, but those reading from a British perspective would connect it with tertiary education, as it is the amount for tuition that most universities in the UK require that their students pay per year. Here the authors are recreating a context of the cost and the need for education that would be familiar for British people (Tool 13)[2].

Looking at "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?", this paragraph mentions important ethnic minority groups and refers to their influence, albeit very briefly. It also reflects the problems and challenges young people face in meeting educational costs. Again, as in the "Empire Windrush" text, these topics are left undeveloped. The authors could have made comparisons between educational achievement among non-white ethnic groups and white Britons, as was discussed in chapter two, but they have not taken this opportunity to present these issues. As elsewhere in this chapter, immigrant culture is alluded to but not expanded on.

How does this text fulfil the goals for *English Social Studies*? Considered as a whole and not just in relation to ethnic minorities, it fulfils the curriculum goal, "summarize, comment on and discuss differing viewpoints on social issues" well. Youth behaviour is an important social issue in the UK and one which features widely in the media. This text gives a reasonably well balanced view on this social issue.

[2] It may seem odd that tertiary education is referred to as "schooling" here, as this is an American term, but I am sure that it is referring to university education in this case. The amount £9,000 is the tuition cost per year of a good university and it has been discussed widely in the media. Public schools vary greatly in price and £9,000 does not have any particular significance in relation to them. Also, secondary pupils in the UK are most unlikely to be paying for their education themselves, while at tertiary level this is more normal.

Ingress to story about Malala, "I am Malala: Prologue" (Antony, Burgess, & Mikkelsen, 2014, p. 284)

This ingress consists of a short introductory paragraph of 8 lines giving background information to Malala's story, and 3 discussion questions for pupils to discuss in small groups. The aim is to introduce pupils to the story, get them to think over what they already know about Malala and engage them in the topic of refugees in general. The text is shown in Figure 5 below.

Below is an excerpt from Malala Yousafzai's autobiography. She is a girl from Pakistan who has been forced to become a refugee in Britain due to extraordinary events. In an incomprehensible act of violence, the Taliban shot this 15-year-old girl for wanting an education. Malala survived the attack after treatment in hospitals in Pakistan and in Birmingham, England. Like many others, Malala has become an unwilling refugee, forced from the country she loves by political persecution and cruel fate. Her story has moved an entire world.

Discuss in small groups:

a What do you know about Pakistan? How do you think Pakistan compares to Norway or the UK?

b Share what you already know about the story of Malala.

c How should countries treat refugees?

Figure 5 - Ingress to story "I am Malala; Prologue" (Antony, Burgess, & Mikkelsen, 2014, p. 284).

The introductory paragraph gives generally factual information about Malala, although it is not factual in tone. The authors use the following expressions in the first three lines:

"forced to become a refugee" (line 2)

"extraordinary events" (line 3)

"incomprehensible acts of violence" (line 3)

The authors have made these vocabulary choices to make the text sound more dramatic, and to show their own viewpoint on the topic (Tool 8). The reader is left in no doubt that the

authors are identifying themselves as being opposed to the violence Malala experienced in Pakistan.

Malala's own experiences as a refugee are also referred to in this text. In the previous texts referring to immigrants, the viewpoint has always been from the white ethnically British perspective (how they experience immigration and what it has meant for the white ethic British culture). There has been little reference to immigration from the viewpoint of the immigrant. However, in this ingress the experience of refugees, through the viewpoint of Malala, is briefly mentioned. Malala is described as "an unwilling refugee, forced from the country she loves by political persecution and cruel fate" (lines 6-8). The authors have chosen dramatic words to describe Malala's situation as a refugee: "unwilling", "forced" "persecution", "cruel" (Tool 8). These choices also build the identity of Malala and of other refugees, as people who have experienced extreme injustice and who are forced by circumstances rather than by choice to leave their country (Tool 16). The identity created here contrasts with the identity created by the "Empire Windrush" text, where the authors suggest that the immigrants came willingly to what was a widely acknowledged better choice.

The authors choose to end this paragraph with the short statement, "Her story has moved an entire world" (line 8). This sentence is emotive hyperbole. It is certain that the "entire world" is not familiar with the story of Malala, never mind moved by it. It is a very short sentence and presents a personal opinion of the authors in a manner that suggests it is a fact (Tool 9). Why have the authors made this choice? It fits with the emotional feel of the paragraph and adds a final climatic moment to what has come before. It reflects the authors' own engagement in the story and their own feelings towards Malala's story. It also gives the readers the sense that they are about to read something important. Ending with this short sentence gives it as a sense of significance that it would not have had if it had been buried within the text (Tool 14).

There are three tasks at the end of this text. These questions are directly focused at the pupils and are in a different tone to the factual paragraph (Tool 25). The questions are aimed at engaging pupils in the topic, but little or no guidance or background information is given to help pupils answer them. The first question asks pupils to compare Pakistan to Norway or to the UK. This will recreate pupils' knowledge of Pakistan. However, unless the pupils have personal experience, it is most likely to recreate the images portrayed in the media: war, the Taliban, women in burkas, etc. This is the most common context in which Pakistan appears in

the media. No alternative image is given to this context in the textbook, so there is nothing to challenge or contradict it. Therefore this context is being reproduced and reinforced here (Tool 13).

The second question is to encourage pupils to discuss Malala and what they already know about her. The third question asks pupils how refugees should be treated. No direct reference is made to the UK in either of these questions. The third question asks for discussion of an enormously complex topic. No information or guidance is given to pupils as to how to answer it. The answer to this question can trigger many familiar Discourses within society on refugees: whether they are welcome or not, whether they make a useful contribution or not, whether they should be allowed to stay indefinitely or not, and so on. As in the first question, certain contexts can be recreated and reinforced through this question, as there is nothing to give an alternative viewpoint or challenge them.

What are the Discourses on ethnic minorities revealed in this ingress? The Discourse referred to in the introductory paragraph is focused on the immigrants' experiences and why they have ended up as refugees in a different country. This Discourse does not appear elsewhere in chapter five, so this short paragraph gives an important perspective. The three questions at the end invite a discussion of larger and more important topics than space is given to in the chapter. As they are, they invite the reproduction of Discourses concerning immigration that are reproduced in the earlier texts in the chapter, and they are a contrast to the introductory paragraph which suggests a more positive attitude towards immigrants.

Does this text on Malala fulfil the curriculum goals for the English Social Study course? It is aimed at the curriculum goal, "elaborate on and discuss linguistically demanding texts with a social perspective". This curriculum goal does not state which country these texts have to come from, but in a chapter on the UK, entitled "The UK: Today and Tomorrow" it seems odd to have a literary text that is entirely about events in Pakistan. The questions following the text also don't relate the topic back to the UK. Therefore I would say that the authors have not made a good choice of this text in regards to this curriculum goal. Here the authors have missed an opportunity to let pupils work with a literary text that is written about immigrants and integration within the UK, such as the example given in chapter 5 of this thesis.

Text and tasks "Adverts Urging Illegal Immigrants to Leave UK Attacked by Ex-Minister" (Antony, Burgess, & Mikkelsen, 2014, p. 290)

This short text is part of an activity called "Analysis". It consists of a photo, a short article of 30 lines, and four questions relating to the article. This text is shown in Figure 6.

Read the text and answer the questions that follow.

ADVERTS URGING ILLEGAL IMMIGRANTS TO LEAVE UK ATTACKED BY EX-MINISTER

Adverts being driven around six London boroughs this week in pilot scheme to encourage voluntary returns.

A former Liberal Democrat minister, Sarah Teather, has criticised a Home Office "go home or face arrest" mobile billboard advertising campaign as "nothing less than straightforward intimidation". Teather accused ministers of "cranking up the anti-migrant rhetoric".

The advertising vans will also show residents how many illegal migrants have recently been arrested in their local area and carry a text number for overstayers to use to arrange their return home. The adverts say: "In the UK illegally? Go home or face arrest. Text HOME to 78070 for free advice, and help with travel documents. We can help you to return home voluntarily without fear of arrest or detention."

The immigration minister said: "We are making it more difficult for people to live and work in the UK illegally. But there is an alternative to being led away in handcuffs. Help and advice can be provided to those who co-operate and return home voluntarily." He said the pilot scheme was part of a package of immigration reforms being introduced this year, including restricting migrants' access to benefits and services.

a What type of genre is this text? Use examples from the text in your answer.
b What problem is being examined here? How are vans being used to help solve this problem?
c What is Sarah Teather's attitude to the issue?
d What is your opinion of the pilot scheme and the advertising campaign?

Figure 6 - Text and tasks "Adverts Urging Illegal Immigrants to Leave UK Attacked by Ex-Minister" (Antony, Burgess, & Mikkelsen, 2014, p. 290).

The theme of this activity is the return of illegal immigrants to their home countries (Tool 11). This theme has not been considered previously in the chapter and it is the focus for this text and the following text. A number of topics appear that relate to this theme: The

content of the advertising campaign, the government's stance on illegal immigration and criticism of the advertising campaign. These topics are not explored in the questions following the text to any great extent. It feels like they are left hanging without further discussion or reference.

This text follows the activities attached to the Malala story. It has no obvious connection to it, apart from being about refugees. Why was it chosen and positioned here in the chapter? It fits in with earlier references to immigration as it reflects the white ethnically British viewpoint. It also fits in with the Discourse that is reenacted throughout this chapter, that immigration is a problem and that it has had a negative effect on British society and culture, and that the relationship between white Britons and non-white ethnic groups is a troubled one (Tool 17).

The title of the article "Adverts Urging Illegal Immigrants to Leave UK Attacked by Ex-Minister" sounds like the article is going to be positive towards immigration. The article starts off by quoting an ex-Liberal Democrat minister who said the advertising campaign was "nothing less that straightforward intimidation." (lines 9-10). However, this opposition to the campaign is not extrapolated on. The second paragraph in the article focuses on the content of the advertising campaign and the final paragraph focuses on the attitudes to the immigration minister who has initiated the campaign. The placement of these three topics in this order gives preeminence to the final paragraph. There is no rounding off of the article with reference to the first topic, therefore the reader is left with a negative image of immigrants (Tool 22).

Following the title there is a photo and caption related to the article. The photo shows a van with the advertising campaign on the side. The words that are most clearly visible on in the photo are:

"In the UK illegally?"

"106 Arrests Last Week"

"Go Home or Face Arrest".

What identity is created by this advertisement? (Tool 16). The advertisement is direct and threatening in tone. The immigrant is criminalized through the repeated use of "illegal" and "arrest". These words are reinforced by the black background and photo of handcuffs. The

immigrant is portrayed as a negative element in society. No identity is suggested for the immigrant outside that of the criminal.

The article focuses on two sides of the debate, that of the Home Office and that of the illegal immigrant. In the relationship between these two, the Home Office is portrayed in the dominant position. These different positions are shown through the activities in which they engage (Tool 15). In the first paragraph, the Home Office (described through quotations from an ex-minister) uses "straightforward intimidation" (line 9-10) and is "cranking up" the situation (line 11). These expressions also may suggest a criminal identity. Coming immediately after the photo that criminalizes the immigrants, it may suggest that the authors wanted to create a similar identity for both sides.

The portrayal of the immigrants shows that they are in a weaker position to the Home Office. The immigrants have "recently been arrested" (line 13-14), they are "overstayers" (line 15), they need "help" (line 19) and they live in "fear of arrest or detention" (line 20). This adds new information to the identity already created in this article. The repeated use of "arrest" reinforces the criminal identity, as does the image of people who have overstayed their welcome, who need help to sort out their situation and who are frightened to be caught in their criminal activities (Tool 23).

This identity of the immigrant is further expanded on in the third paragraph. The authors talk about the immigration minister's reforms, saying, "the pilot scheme was part of a package of immigration reforms being introduced this year, including restricting migrants' access to benefits and services." (lines 26-30). The subordinate clause in this sentence picks up on one particular part of the reform. Why have the authors chosen to focus on this and on no other part of the reform (Tool 3)? This focus on "benefits and services" reflects a common Discourse found especially in the British tabloid press, and that is that immigrants' main aim in coming to the UK is to get access to benefits and to make the most of the social services. This Discourse says that immigrants are looking for a free or an easy life, rather than wanting to seek work in the UK.

No reference to the immigrants' plight or reactions to this advertising campaign is given. The advertising campaign is only discussed from one side. Both the people quoted are involved in the government and most likely identify with being ethnically British. The authors mention that residents will be shown how many illegal immigrants have been arrested in their local area. Why include this detail? It enacts a relationship between resident and immigrant

where the immigrants are a source of fear and residents should be concerned at having them living in their area (Tool 17). If the residents are scared by the immigrants in their area, it suggests that the residents have something that could be ruined by immigrants. This gives the residents a more positive identity than the immigrants.

This relationship is reminiscent of Foucault's power relationships, as presented in chapter two. The relationship between the residents and the immigrants in this text is unequal. The residents are in the dominant position and the immigrants are clearly subordinate. In this dominant position, it is the residents who define the terms and the outcome of the interaction. In this text, it is clear that the desired outcome is that immigrants remove themselves from the district.

What are the Discourses on ethnic minorities in this text? As mentioned above, this text recreates a widespread Discourse in the media about immigrants' reasons for coming to the UK and their behaviour in the UK. It also recreates a Discourse about how British people relate to immigrants living in their area. As this Discourse is so widespread, it is important for pupils studying English Social Studies to know about it and be able to discuss it. It is also important that pupils learn about other Discourses on the same topic to act as a counterbalance.

Unfortunately, the four questions after the text do not expand or invite balanced discussion on these Discourses. The first three questions focus on the understanding of the text, rather than interpretation. In question two, the theme of the text is described as a "problem" twice. Nowhere in the article is the word "problem" used to describe this situation with illegal immigration. The repeated use of the word in this question may reflect the authors' own attitude to the theme. The final question requires pupils to reflect over the scheme described in the text. As in the final question following the ingress to the Malala story, this is a question which is huge in scope and which can lead to the reproduction of contexts that are one-sided and created by a certain media picture. As in the case of the previous text, little thought has been put into creating a two-sided discussion of the topic.

The analysis of this task shows that it fits the general pattern of this chapter (Tool 6). The focus is from the white, ethnically British perspective and the immigrants are portrayed as the "others". There is a continuing Discourse that immigration is something problematic and something that has affected the UK negatively. As in other texts, various important

Discourses are referred to briefly, but they are not expanded on. The potential to discuss these Discourses within the tasks has been largely ignored.

Looking at "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in this text?", real insight is given into what illegal immigrants in the UK face, as this advertising campaign and its poster are actually being used in the UK. Unfortunately this interesting topic is not expanded on, and no explanation or further work is encouraged on why immigrants might be in the UK illegally, how many of them there are, how they have reacted to the campaign, etc. As elsewhere in the chapter, the topic is viewed from the ethnically British perspective.

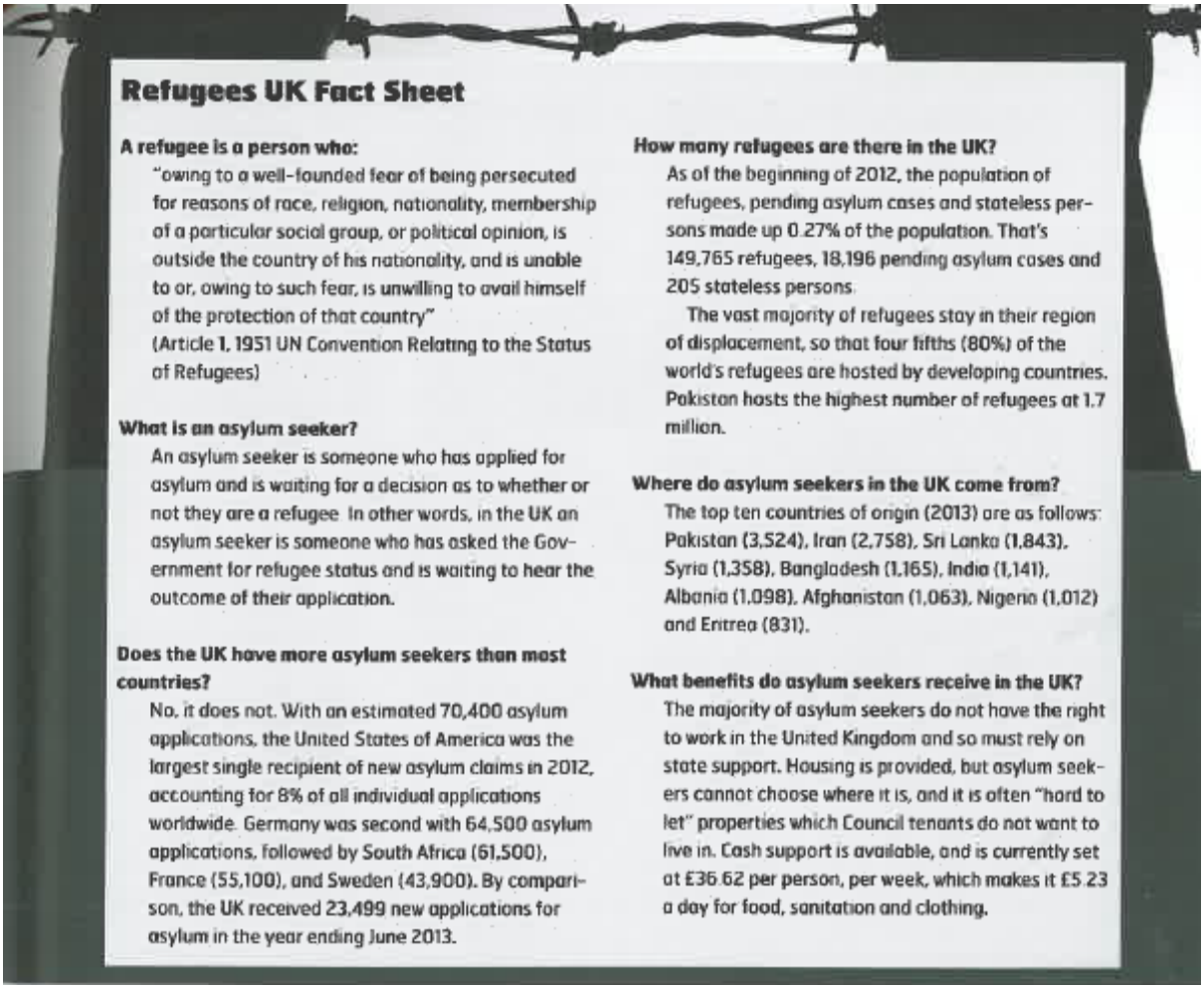
How does this text help fulfil the curriculum goals in relation to ethnic minority groups? It fits in well for working with two of the curriculum goals: " to elaborate on and discuss current debates in the United Kingdom" and "to summarize, comment on and discuss differing viewpoints on social issues". The debate on immigration is a topic that is much discussed in the UK and one that has many different sides. This text could invite interesting discussions among pupils on this topic. Unfortunately, it has been placed in the tasks at the end of a longer text, and therefore is unlikely to get the attention in the classroom that it deserves.

Text and tasks "Refugee UK Fact Sheet" (Antony, Burgess, & Mikkelsen, 2014, pp. 290-291)

This text and tasks follow the text and activity analysed above. This activity is entitled "Working with Facts and Statistics". The text is a largely factual and presents different figures and statistics relating to refugees. The factsheet as it appears in the book is shown in Figure 7 on the next page.

The Refugee UK Fact Sheet (Antony, Burgess, & Mikkelsen, 2014, p. 291) appears inside a photo of barbed wire. It is a photo that invokes a figured world of a prison. As this fact sheet comes directly after the previous activity which invoked a criminal identity for the immigrants, it seems likely that this figured world would feature refugees as being inside the prison. The photo is black and white, and like the photo of the advert in the previous activity, it seems to be threatening in tone. This photo sets the context for the information found in the Fact Sheet (Tool 13).

The Fact Sheet is made up of six points and answers. The first two points look at who asylum seekers are, the second three focus on statistics and the final point focuses on benefits that refugees can claim in the UK.



Refugees UK Fact Sheet

A refugee is a person who:

"owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country"
(Article 1, 1951 UN Convention Relating to the Status of Refugees)

What is an asylum seeker?

An asylum seeker is someone who has applied for asylum and is waiting for a decision as to whether or not they are a refugee. In other words, in the UK an asylum seeker is someone who has asked the Government for refugee status and is waiting to hear the outcome of their application.

Does the UK have more asylum seekers than most countries?

No, it does not. With an estimated 70,400 asylum applications, the United States of America was the largest single recipient of new asylum claims in 2012, accounting for 8% of all individual applications worldwide. Germany was second with 64,500 asylum applications, followed by South Africa (61,500), France (55,100), and Sweden (43,900). By comparison, the UK received 23,499 new applications for asylum in the year ending June 2013.

How many refugees are there in the UK?

As of the beginning of 2012, the population of refugees, pending asylum cases and stateless persons made up 0.27% of the population. That's 149,765 refugees, 18,196 pending asylum cases and 205 stateless persons.

The vast majority of refugees stay in their region of displacement, so that four fifths (80%) of the world's refugees are hosted by developing countries. Pakistan hosts the highest number of refugees at 1.7 million.

Where do asylum seekers in the UK come from?

The top ten countries of origin (2013) are as follows: Pakistan (3,524), Iran (2,758), Sri Lanka (1,843), Syria (1,358), Bangladesh (1,165), India (1,141), Albania (1,098), Afghanistan (1,063), Nigeria (1,012) and Eritrea (831).

What benefits do asylum seekers receive in the UK?

The majority of asylum seekers do not have the right to work in the United Kingdom and so must rely on state support. Housing is provided, but asylum seekers cannot choose where it is, and it is often "hard to let" properties which Council tenants do not want to live in. Cash support is available, and is currently set at £36.62 per person, per week, which makes it £5.23 a day for food, sanitation and clothing.

7 WORKING WITH FACTS AND STATISTICS

Read the text on refugee facts and statistics for the UK on the next page and answer the questions.

a What do the statistics tell us about the UK's contribution to the world refugee problem?

b Which country has the most asylum applications and which actually deals with the highest number of refugees? What does this fact suggest about the refugee problem?

c What is the combined percentage of refugees, asylum seekers and stateless persons in the UK population?

d What kind of support do asylum seekers receive in the UK?

e+ An old saying is that "work makes the man". If this is true, are chances strong that refugees will find immediate success and well-being when they come to the UK? Explain your opinion.

Figure 7 - Refugee Fact Sheet and tasks (Antony, Burgess, & Mikkelsen, 2014, p. 291).

The first point looks at who a refugee is. The authors have lifted the answer to this from the UN's Convention, which highlights the identity of the refugee. "Fear" is mentioned twice regarding the refugee's situation, as are the reasons for refugee status being applied for, "race, religion, nationality, membership of a particular social group, or political opinion" (line 3-4). This point focuses on the identity of the refugee. It is notable that the authors have not commented themselves on the identity of the refugee but lifted a large quote from the UN Convention. The authors answer all the other questions themselves. Why have the authors not done so in this case (Tool 3)? It could be that the authors wish pupils to read the UN Convention themselves, but in which case why not give a larger direct extract and questions around it? It seems like the authors may wish to distance themselves from the refugees' identity. As seen over and over again in this chapter, the authors choose not to explore the identity of the immigrant beyond these vague references.

Point two looks at "What is an asylum seeker?" The use of "what" seems strange. Why do the authors not use "who"? The use of "what" depersonalizes the asylum seeker (Tool 8). This is followed by a factual answer as to how asylum status is granted. The authors are clear that the asylum seeker is in the weaker position in this process and the government of the country applied to is in the dominant position (Tool 18). This is emphasized as the authors in effect make the same point twice in this paragraph. The authors first say that the asylum seeker is "waiting for a decision as to whether or not they are a refugee" (lines 12-13), and then repeat at the end of this paragraph that the asylum seeker has "asked the Government for refugee status and is waiting to hear the outcome" (lines 14-16). Why do the authors make this point twice? Do they want to reinforce that the relationship between government and asylum seeker is one between a dominant and a much weaker part?

Point three looks at whether the UK has more asylum seekers than other countries and point four looks at how many refugees there are in the UK. It seems strange that the points are in this order and not the opposite one. Why are the authors focused on answering if the UK has more asylum seekers than other countries? In answering this point, the authors are recreating a context where this is an issue (Tool 13). These two points focus on figures and statistics. These numbers have a dehumanizing effect on the people involved, and could perhaps be reminiscent of the way politicians use figures to make their arguments (Tool 21)?

The second paragraph in point four mentions that the vast majority of refugees stay in neighbouring countries to their homeland. Why have the authors included this? It does not

have any obvious relevance to refugees in the UK. Maybe the authors have included it to give balance to the text? There is a hint of another Discourse coming through in this paragraph, that refugees do not all have the aim of coming to the west to take what they can. The authors make the point that "four fifths (80%) of the world's refugees are hosted by developing countries" (lines 35-36). It is notable that the authors have given a double reinforcement of this statement by giving it as a fraction and then as a percentage. The authors also use the verb "host" twice in this paragraph (Tool 9). This verb reenacts a more pleasant scene of hospitality and of the refugees as guests within the country. This Discourse contrasts with the earlier Discourse on refugees being criminal in nature.

Point five looks at where the asylum seekers come from and consists of a list of home countries. These countries and why asylum seekers come from them are not expanded on in any way. The tasks after the Fact Sheet do not look at these countries either, so there is no obvious reason for the inclusion of this information.

Point six asks "What benefits do asylum seeks receive in the UK?" From an outside perspective (Tool 3), it seems strange that this is the final focus of the Fact Sheet, rather than on other aspects of the immigrant experience. For example, why not focus on how many are in employment after five years, how many are still in the UK after ten years, or other more positive sides to the immigrant experience? The Fact Sheet shows the same focus on benefits that was shown in the previous text about the advertisement. In both texts, benefits were given a key position in the text, as the final point made (Tool 14).

What Discourse on ethnic minorities in the UK is shown in this text? The predominant Discourse in this text is the same as in the analysis of the advertisement about illegal immigrants. Looking at both texts together, the Discourse portrayed is similar to that found in British tabloids, such as the *Daily Mail*, that immigrants come to the UK to claim benefits, they contribute nothing to society and make nothing but demands from the UK and they stay on illegally and partake in criminal activity.

The tasks relating to this text are similar to the tasks relating to the advertisement. Again the questions refer repeatedly to the refugee "problem", while the word "problem" does not occur elsewhere. The focus of the questions is on reproducing the figures in the text rather than on the individuals. Of the five questions, one is concerned entirely with what benefits the asylum seekers can get in the UK. The final question focuses on what the chances are that refugees will find success when they come to the UK. Pupils answering this question have not

been given any information to give a balanced answer to this question. The dominant Discourse in this text as described above does not portray immigrants in a positive light.

This text fulfils the same curriculum goals as the advertisement on illegal immigrants. There is much information here which could be used to talk about "current debates in the United Kingdom" and "discuss differing viewpoints on social issues". However as with the advertisement, the tasks do not encourage pupils to work in more detail on this topic, and an opportunity to work with these curriculum goals in-depth is missed.

Digging Deeper: Chapter 5 (Antony, Burgess, & Mikkelsen, 2014, p. 292)

A number of the topics that have not been expanded on in the texts in chapter five, reappear in the final section in the chapter, "Digging Deeper: Chapter Five" (Antony, Burgess, & Mikkelsen, 2014, p. 292). This task covers the curriculum goal to "present a major in-depth project with a topic from Social Studies English" (Udir, 2006). These tasks are presented on an extra page at the end of the chapter, and give the impression of being separate from the rest of the chapter and tagged on the end, due to the use of a slightly different format to the rest of the chapter. These tasks can be found in Appendix 3.

As this section consists of a selection of topics for further study, rather than a text and tasks to work with, I have not analysed them in the same manner as the previous texts. I have chosen to look at them briefly here as they pick up earlier topics mentioned in the analysis above.

Each chapter in the book has a "Digging Deeper" section, which contains further work on the topics in the chapter, if the teacher should wish the class to work more with them. It is unlikely that the teacher will work with all the "Digging Deeper" sections in the book due to time constraints. This same curriculum goal is included in every chapter.

The possible tasks included in "Issues to Investigate" for chapter five are, among other things:

- Find out about the riots in London and several other British cities in 2011… What were the deep lying causes behind the riots?

- Issues to consider include the degree of integration of minorities in Britain, racism in Britain and the acceptance of and opportunities for minorities and the concerns over home-grown terrorists and the actions of some minorities.
- Today many young people in Britain claim they cannot afford to pursue higher education. Issues to consider are what alternatives British youth are turning to.
- Issues to consider are the long-term effects of poverty, the effects of so many poor young people and the demographics of poverty.

These issues cover a number of the important topics raised in the main body of the chapter. Unfortunately, as this further discussion is added on to the end of the chapter in a section that presents itself as an optional extra, a large number of pupils most likely neither look at the questions, nor discuss them in any depth. These issues to discuss would have been better placed throughout the chapter, so that pupils could discuss and work with them while looking at the texts with which they have a natural connection.

4.4 How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?

In this section I will attempt to answer the research question of this thesis, "How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?" by looking at each of the sub-questions in turn and considering how they can be answered in light of the information given in the analysis presented in sections 4.1- 4.3.

What are the Discourses on ethnic minorities in chapter five of Access to English: Social Studies?"

The predominant Discourse in chapter five is a popular and controversial Discourse that is found in the British tabloids. This view is reinforced by the references to the *Daily Mail* and other tabloids in the texts. These newspapers have a wide readership within the UK, so pupils should be aware of their existence and of the Discourse they promote. This Discourse is as follows: Britain was much better in times past. Things have gone wrong in the last decades to

make it less than the great nation it once was. One of the major factors in this decline is immigration. Too many immigrants have arrived and immigration has not been regulated closely enough. Immigrants should be immensely grateful for being allowed to live in such a great nation as the UK, but they do not take up the opportunities offered to them, and instead choose to live on benefits and partake in criminal activity.

This Discourse is perpetuated throughout the chapter as the authors almost never present the situation from the immigrant viewpoint. The authors place themselves firmly in the white, ethnically British position. In this position, the authors display neither understanding nor interest in the immigrants as people or in their culture.

The negative tone in the Discourse is reinforced by the lack of identity given to the immigrants in chapter five. There are only a couple of references to immigrant identity. One is in the ingress to the "Malala" text, where the background from Malala's flight is expanded on, but here the authors seem more sympathetic to Malala as a person rather than to refugees in general. The second is in the "Refugee Fact Sheet". Here the authors have chosen to include a large quote from the UN Convention rather than create an immigrant identity themselves. Why have the authors chosen to avoid creating this identity? The authors may have chosen to write from the white British viewpoint as it is the one that the authors identify most strongly with themselves. They may feel that they cannot identify with the immigrant identity and therefore have avoided it.

The attitudes the authors show in chapter five reflect Bourdieu's theories on social fields. The authors have created a social field in which the white ethnically British population are in the dominant position. There are clear rules within this social field, referring to behaviour, interests and culture, all of which are created by nostalgia for a Britain past. This field has clear "gatekeepers". These "gatekeepers" are entirely made up of white ethnic Britons. Immigrants are kept outside this social field or are only allowed in if they conform to the rules of the field. There is no understanding that immigrants could offer anything good to the field from their own culture or ethnic identity.

The other Discourses in the UK regarding immigrants are not given equal room in this chapter, which can give pupils a dangerously one-sided view of "current debates in the UK", as required in the curriculum goals. There are a few short references to other Discourses: for example in "How Bad are British Youth?", non-drinking immigrant groups are shown as a positive influence, and in the "Refugee Fact Sheet" it is mentioned that most refugees usually

remain in their neighbouring countries. Unfortunately, these brief references to other Discourses around immigration are drowned out by the dominant "tabloid" Discourse.

How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of Access to English: Social Studies?

Compared to the percentage of immigrants in the UK in real life, ethnic minorities are well-represented in this chapter, as a much larger percentage of space in the book is given to them. However, there is no sense of the distribution of ethnic groups throughout the UK. As mentioned in chapter two of this thesis, there are enormous differences in the percentage of population made up by ethnic minority groups throughout the UK. It would seem natural that these differences should be mentioned when discussing social conditions. The authors do mention that "in relatively rural Tenterton you could be forgiven for thinking that large-scale immigration never happened" (Antony, Burgess, & Mikkelsen, 2014, p. 243) in "Nostalgia Isn't What It Used to Be: Britain in the 21st Century", but apart from this hint there is no further reference to differences in immigrant population across the UK.

The make-up of the ethnic minorities is by and large reflected in the chapter, as the main ethnic groups that are shown in photos and referred to in the texts are those of Asian descent and those of African descent, for example in the references to ethnic cultures in the "Nostalgia" text and in the reference to non-drinking cultures in "How Bad are British Youth?". On the other hand, there is no mention of how large these groups are in relation to each other and to the population as a whole.

The "social and economic conditions" (referred to in the curriculum goals) of immigrants are barely touched on. The authors allude to social conditions in several places, but these points are never expanded on, for example in the "Emperor Windrush" text which mentions the Jamaicans "colourful culture" (Antony, Burgess, & Mikkelsen, 2014, p. 242). Pupils are not encouraged in tasks to find out more about these aspects of ethnic culture and how they have influenced and been amalgamated with British culture, so they remain an area of unexplored potential. With important cities such as London having 42,2% of its population identifying with non-white ethnicity, it seems like an important topic has been ignored.

The economic conditions of immigrants are restricted to the discussion of social welfare. Benefits are mentioned repeatedly in reference to immigrants, but no balance is given by showing immigrant success stories. Among the illustrations, the only successful people of an ethnic minority background are people with extreme sporting talents. In general, white ethnic Britons are shown as more successful and better off than non-white ethnic groups. This does generally portray the reality of the situation in the UK. There is more poverty among non-white ethnic groups than among white Britons, and white Britons are more likely to finish education and work in higher paying jobs.

Education is an important factor in the socio-economic differences between white and non-white groups in the UK. One reference is made to the importance of education in "How Bad are British Youth?", "When you are paying £9,000 pounds in tuition and coming out of school with debt…" (Antony, Burgess, & Mikkelsen, 2014, p. 253). This topic is not expanded on in chapter five. Here the authors have missed the opportunity to expand upon an important theme included in "social and economic conditions": There is no explanation for why £ 9,000 is referred to here, nor any mention of the debate as to what extent education is now affordable in the UK and whether it has been priced out of the reach of people coming from lower socio-economic backgrounds, many of whom are from ethnic minorities.

The different regions of the UK are poorly represented throughout this chapter. The illustrations are Anglo-centric, as are the texts. The chapter as a whole gives a poor representation of the UK; Scotland, Wales and Northern Ireland are barely mentioned, if at all. This chapter fails in teaching pupils about the UK, as in this chapter it appears to mean only England.

How do the texts referring to ethnic minorities in chapter five of Access to English: Social Studies fulfil the curriculum goals for the English Social Study course?

The curriculum goals are written at the start of chapter five in the book. On the whole these curriculum goals are covered by the texts, as at least one text or task in the book refers to each one, but as the Discourse in the chapter is largely one-sided, as discussed above, the pupils will not cover these curriculum goals in a balanced way. Therefore, the texts could be claimed to be a useful aid in working towards the goals, without fulfilling them.

The first curriculum goal is to "elaborate on and discuss questions related to social and economic conditions in the United Kingdom". Social and economic conditions can cover a wide variety of topics and chapter five offers a large number of topics for discussion; economic differences, family issues, young people, schooling, etc. Immigration is included among these social and economic conditions. However, due to the perspective in the chapter being white ethnically British, little insight is given into the immigrant identity and experience. Using only the texts in chapter five, it is not possible for pupils to "elaborate and discuss" the situation for immigrants in any meaningful way.

The second curriculum goal given for the chapter is to "analyse a regional or international conflict in which the United Kingdom is involved" In working with this curriculum goal, the authors have chosen to focus on Gibraltar and the Falklands Islands. The text and tasks on these two countries fulfil the curriculum goal well, but as mentioned in section 2.3, there are a number of other international conflicts that Britain is involved with, through NATO, that might be of more immediate relevance and interest to the pupils. This curriculum goal does not need to include reference to ethnic minorities, but it could have been possible to include them by, for example, looking at inner-city poverty within the UK or riots in areas such as Brixton in London. Further discussion on some of these topics is suggested in "Digging Deeper". Unfortunately, as has already been mentioned, these tasks are tagged on to the end of the chapter and may not be covered by pupils.

The third curriculum goal in the chapter is to "elaborate on and discuss current debates in the United Kingdom". This curriculum goal relates to the first curriculum goal mentioned above, as many of the texts considering "social and economic conditions" also consider "current debates". The problems with fulfilling this goal are the same as mentioned in relation to the first curriculum goal. The lack of focus on immigrant identity and experience makes the references to current debates very one-sided in their perspective. This makes them difficult to "elaborate on and discuss" in any meaningful way. This curriculum goal is not fulfilled in chapter five.

The fourth curriculum goal covered by this chapter is to "elaborate on and discuss linguistically demanding texts with a social perspective". The chapter gives a fairly diverse selection of texts. It includes factual articles, poetry, excerpts from novels and newspaper articles. While the range of materials is broad, the tasks do not seem to expand on these themes, making it hard to "elaborate on and discuss". For example, the questions in the

ingress to the Malala text only make vague reference to the content of the ingress and what is to follow in the story. This vagueness is seen again in the questions following the two texts on refugees, "Advert Urging Immigrants to Leave UK" and "Refugee Fact Sheet". Both contain questions that appear to be related to the content of the text, but which are not covered by the text or by other sources in the book. For example, the question at the end of the Refugee Fact Sheet tasks,

> An old saying is that "work makes the man". If this is true, are chances strong that refugees will find immediate success and well-being when they come to the UK? Explain your opinion. (Antony, Burgess, & Mikkelsen, 2014, p. 291)

The pupils have received no information about what kinds of work refugees can get when coming to the UK and there have been no stories or articles about refugees who have made a success of their new life. Unless the pupil has experience outside the classroom of refugees and their first years in their new country, they have no way of discussing this question in a balanced fashion.

The fifth curriculum goal covered by the chapter is to "summarize, comment on and discuss differing viewpoints on social issues". Although a number of social issues are mentioned, such as underage drinking and illegal immigration, the chapter is lacking in "differing viewpoints" on these issues. There is some attempt to give another view, such as in the text, "Adverts Urging Illegal Immigrants to Leave UK Attacked by Ex-Minister", where the ex-minister is quoted as having a different opinion. But as elsewhere in chapter five, this opinion is not expanded on or referred to in any meaningful way in the tasks following the text. Therefore this curriculum goal is referred to but not fulfilled by the texts in chapter five.

The sixth curriculum goal covered by this chapter is to "use information based on figures and statistics as a basis for communicating on social issues". There is some usage of figures and statistics in the chapter, but the potential of these is again underdeveloped in the tasks following the text: for example in the "Refugee Fact Sheet", the statistics are referred to briefly, but are not used for any real analysis.

The final curriculum goal covered by this chapter is to "present a major in-depth project with a topic from Social Studies English". The tasks included in the "Digging Deeper" section at the end of this chapter are designed to cover this curriculum goal. A number of topics are suggested here, including some relating to ethnic minorities. Unfortunately no

guidance is given on how to research and design this “major in-depth project”, beyond suggesting possible themes. The “Digging Deeper” section suggests topics to cover the curriculum goal without giving pupils the tools needed to fulfil it.

Chapter 5 – Alternative ways of working with the curriculum goals

As concluded in section 4.4, the curriculum goals are only partially fulfilled by the texts and tasks in chapter five of *Access to English: Social Studies.* There is wide scope for teachers to find and use other material in the teaching of social studies. In this chapter, I will consider each of the curriculum goals covered by chapter five and suggest other ways that a teacher could cover these goals in class.

Elaborate on and discuss questions related to social and economic conditions in the United Kingdom

This curriculum goal has a wide scope of possible topics. Social and economic conditions vary greatly depending on the area of the UK and are ever changing.

Regarding social conditions, different immigrant communities and their integration and influence on British society could be studied. This topic might work well for group work, with each group presenting the ethnic minority they have studied to the class. Looking at social conditions, it is important to consider points such as:

- Background: Where do they come from? When and why did immigration to the UK start?
- Current status: Where in the UK have immigrant groups settled? Are there differences between first, second and third generation immigrants when it comes to work, education, etc.? How have the immigrant groups kept their own identity, for example, through religion and language?
- Integration into UK society: Has the ethnic culture become part of mainstream British culture, for example through music and food? Have immigrants learnt English and do they interact with people outside their own community?
- Attitudes to the ethnic minority: How do white ethnically British people regard them? What is written about them in the media?

It would be important to cover all four points in a presentation. Source material on ethnic minorities is widely available online, in the form of statistics, interviews, articles, etc.

Unlike the largely one-sided viewpoint in the textbook, this task is focused on the ethnic minorities' identity and their experience as well as that of the white ethnically British population, giving the pupils a more balanced view of immigrants.

Use information based on figures and statistics as a basis for communicating on social issues

The second part of the first curriculum goal relating to "economic conditions" could be combined with this curriculum goal. Pupils could study the results of research into economic differences across the UK. There are many websites that offer statistical information on the UK. The Census of 2011 is available online for all parts of the UK. However, unless pupils are particularly mathematically interested, it may be of more interest to use resources such as those provided by *The Guardian*, as shown in Figure 8.

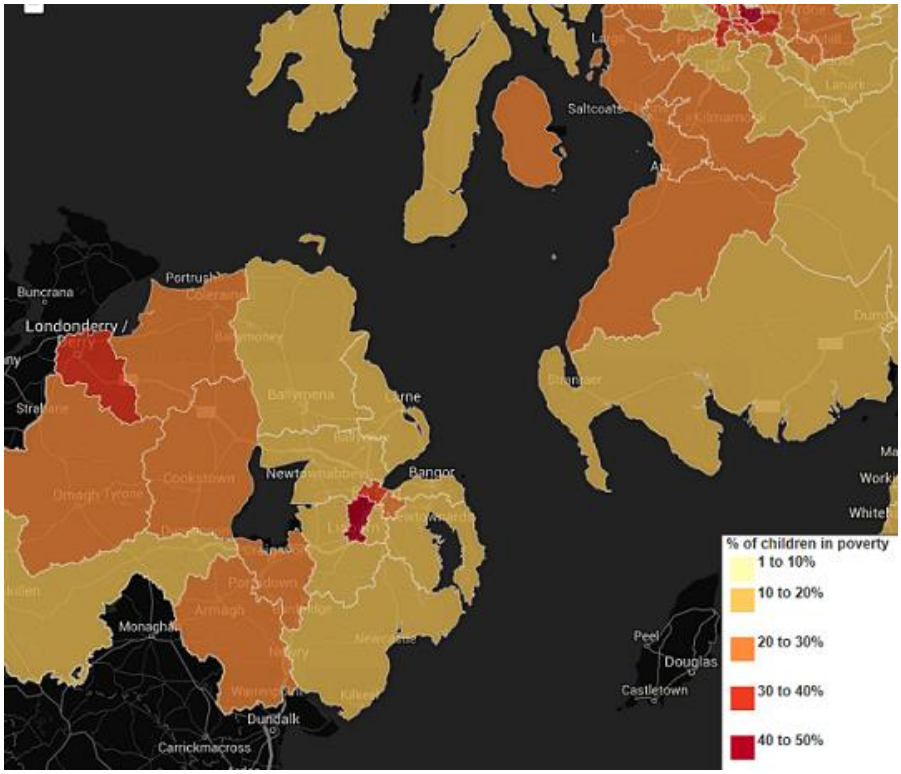


Figure 8 - Extract from a map of the UK showing the distribution of child poverty (The Guardian:Datablog, 2013).

The Guardian turns research into interactive maps, like the one above which shows child poverty across the UK. The segment above is a small section of a larger map that can be expanded to show the detail of certain areas. As well as the interactive map, *The Guardian* offers commentary on the issues, as is found in the example above, and offers links to other articles, analyses and interactive maps on similar topics.

Pupils can use information such as that given in the map above to write a factual article on the distribution of child poverty in the UK, focusing on the UK as a whole, on the differences between England, Scotland and Wales, or focusing on a particular city. The information found in resources such as this map could also be used in a wider context. Why do some cities have more poverty than others? Who lives in these areas with most poverty? What ethnicity do these people have? This task could be planned so that pupils consider the whole of the UK, not just England, as is the case in the textbook.

It is also possible to use this map as a starting off point for looking at local communities. Pupils could choose an area of particular poverty, and find out:

- Who lives there, what is their background and education?
- What is the employment rate in the area? What kinds of jobs are available?
- What schemes and initiatives have been put in place to ease poverty in the area?

Tasks using information like that found in the *Guardian* interactive, focus on up-to-date information, which is impossible to include in a textbook as it refers to ever changing situations.

Analyse a regional or international conflict in which the United Kingdom is involved

This curriculum goal could be wide ranging, and perhaps ethnic minorities are not the most obvious theme to include here (in creating a balanced curriculum covering the whole of UK society, it is unlikely that this curriculum goal would be focused on ethnic minorities in the UK). On the other hand, if the teacher wished it, refugees could be included in international topics and tasks on regional conflicts could also be designed to include ethnic minorities.

The UK is involved in many international conflicts through membership in NATO and pupils could focus on UK involvement in NATO in general. It would also be possible to focus

on ongoing conflicts, such as the war in Afghanistan or the war in Syria. Both these conflicts are already familiar to pupils as Norway has also been involved through NATO. A wide range of tasks is possible for pupils to work on based around the topics of Afghanistan and Syria. Both can be looked at from a military and a humanitarian angle. Below are a number of sources and tasks that pupils could work with on Afghanistan and Syria.

Pupils could read articles discussing the success of British involvement in Afghanistan and what the British soldiers really achieved. The BBC has published a number of interesting and relevant articles on this topic, such as "Did UK intervention in Afghanistan have any value?" written by John Simpson, a well-known journalist and World Affairs' Editor at the BBC (Simpson, 2014). Pupils could use articles such as this one to prepare and act out a debate about British involvement in Afghanistan. Pupils could also compare British with Norwegian involvement and include a Norwegian aspect in their debate.

Looking at Syria, pupils could focus on humanitarian topics, such as the UK's response to the refugee crisis in Syria. For example, using the government website on the aid given to the crisis, it is possible to access older articles and map out how the UK's reaction to the crisis in Syria has changed in the last couple of years (Department for International Development and Foreign & Commonwealth Office , 2014). The government also produces a fact sheet about British Aid given to Syria. This fact sheet contains the figures for what kind of aid is given and in which regions, and also gives an overview with short descriptions of current aid projects (Department for International Development, 2014). Both these sources could be used as material for pupils to write an article in the style of a newspaper about British aid to Syria. Both these sources contain a wide variety of types of information, and pupils will have to select and use interpretative skills in writing their article. If the teacher wanted to give an extra challenge, the pupils could be told to write the article in two styles: once in the style of a serious broadsheet and the second time as a tabloid article.

If the teacher wanted to focus on regional conflicts within the UK, it would be possible to focus on the differences between the English (divided into North and South), Welsh, Scottish and Northern Irish. The pupils could study how the different groups within the UK regard each other. As well as attitudes, pupils could look at different traditions, customs and dialects in different regions. Focusing on regional differences would give pupils an opportunity to work on the other areas of the UK, something which is lacking in chapter five in the textbook. This task would also make pupils aware that a conflict does not have to be

military. In studying these regions, the pupils can become aware of conflicts within the British economy, such as the decline of industry and the lack of investment in certain areas. Conflicts can also include environmental issues, such as the current debate on fracking.

Access to English: Social Studies chose to focus on Gibraltar and the Falkland Islands to cover this curriculum goal. Although those are both interesting topics and perhaps unfamiliar to pupils, they are also fairly small topics and have a limited impact on British society. I think that the examples I have given above are more well-known and play a greater role in modern British society. Conflicts are ever-changing and it would not be possible for the textbook authors to write an article about Afghanistan or Syria that would be equally relevant in 5-6 years' time. To fulfil this curriculum goal, I think it is important that the teacher moves away from the textbook and looks for up-to-date source material elsewhere.

Elaborate on and discuss current debates in the United Kingdom

In working with this curriculum goal, it would be natural to focus on immigration as this is a topic that is widely discussed in the media and by politicians. It is also a topic that is discussed in Norway and that pupils are likely to be already familiar with. Parallels could be drawn between Norwegian policy and British policy towards immigrants.

Working with this curriculum goal could also be a way to familiarize pupils with the workings of British politics. For example, it is possible for pupils to read reports from and watch parliamentary debates on immigration. Watching or reading about a debate in the House of Commons is a good starting point for a discussion of how the House of Commons and House of Lords work, how debates are conducted, how they are seated, who the Speaker is, etc. The UK parliament has its own website that broadcasts debates and publishes reports from previous debates (UK Parliament, 2014). Watching or working with these reports could be a source for discussing parliament and issues regarding immigration which are debated there. Pupils could also put themselves in the place of journalists covering the parliamentary debate and a write newspaper article on the topic under discussion.

Benefits and benefit fraud are also a topic that is widely discussed in the UK. The textbook alludes to this several times, without ever going into detail. It is an important topic that takes up a lot of space, especially in the tabloid media, so it could be worth focusing on in

class. Pupils could follow a tabloid newspaper, such as *Daily Mail* for a couple of weeks and study the articles it publishes relating to benefits and to immigration. Pupils could look at what language is used to portray immigrants and those accused of benefit fraud, focusing on the following:

- How are people described?
- What actions do they do? How are these described?
- What reactions to these actions are given by the reporter?
- How are native Britons portrayed and how should they react, according to the reporter?

After working with a tabloid, pupils should be able to discuss how the image of immigrants can be manipulated by tabloid journalists. Pupils could then look at articles on similar topics in broadsheet newspapers, such as *The Guardian* or *The Independent* and see how they are portrayed there.

There are many different topics that are currently under debate in the UK. The above are just two examples of debates relating to immigration. Pupils could also work with debates on environmental issues, on devolution, relations with the rest of Europe, economic development, etc.

Elaborate on and discuss linguistically demanding texts with a social perspective

Most of the topics and texts mentioned in this chapter could fit this curriculum goal, as they are linguistically demanding. Using texts taken from British government sites or from newspaper sites exposes pupils to authentic English used in a variety of settings. Pupils who have chosen to study English at this level should be able to tackle non-simplified texts in English and should be able to tackle meeting words and phrases that they might not yet be familiar with.

If this curriculum goal was to be approached on its own, it would be possible to look at stories about immigrants and the radicalisation of Muslim British youth, as is shown in the example given below. It is also a topic that is relevant all over the world, and about which the pupils will most likely already have some knowledge and opinions.

One approach to radicalisation is to look at it from the perspective of the families whose children are radicalised. By approaching the topic from this angle, pupils are encouraged to think of immigrants and their families as real people with real life challenges and concerns. This is contrary to the view of immigrants shown by UKIP in the task suggested to cover the next curriculum goal, and will give pupils a more balanced view. This balance is lacking in the textbook.

The main source for working on this task could be Hanif Kureishi's "My Son the Fanatic" (Kureishi, 1994). This short story was published in *The New Yorker* and has been in the media eye ever since as it focuses on what has become a recurrent theme in world affairs, the radicalisation of Muslim youth.

The story is about the father and son from a Punjabi immigrant family. Parvez, the father, works as a taxi driver. He is a first generation immigrant who has taken on British habits when he moved to the UK. The story is first a tale of how he has adapted and left some of his old culture behind, by drinking whiskey, eating pork pies and befriending a prostitute. The second element in the story is what is happening to his son. When the story starts, Ali, Parvez's son, has already started rejecting English culture. He has got rid of his computer, his English girlfriend and all signs of his English life in his bedroom. The story tells of Parvez's attempts to reach out to his son and his son's steadfast rejection of his father. Parvez has trouble recognising his son's opinions as genuinely his own. At the end of the short story, Parvez is clear that something is going very wrong with his son, but he feels helpless and does not know what to do about it.

The London bombings of 7 July 2005 brought this story into the public eye as radicalization of British youth was then widely discussed in the media. In current world affairs, this story also has relevance for discussion of the terrorist acts in Paris, or young people who have run away to fight in the civil war in Syria. Parallels could be drawn between this story and current news stories about radicalized youth. However, as this is potentially a very emotive subject, I would suggest that it is a good idea to use slighter older news stories rather than current ongoing situations.

Pupils could start by looking at the short story and discussing the differences between Parvez and Ali's views of the world and what Parvez could do, if anything, to stop Ali become increasingly radical. Pupils could also look at CONTEST, the British government's

strategy to combat terrorism and radicalization, and other organizations in the UK with similar goals.

Pupils could also look at older news stories and compare the short story with real life events, focusing, for example, on how families have played a part in and how they have reacted to the radicalization of young family members. For example, *The Guardian* has published an article discussing the radicalization of young people and the roles their families have played, looking at the stories of Richard Reid, the "shoe bomber", who tried to blow up a flight in 2002, and John Walker Lindh, who went to Afghanistan to join the Taliban in 2001. This article could be used as a starting point to look at these two men and discuss how they ended up making the choices they have made (Seaton, 2002).

Summarize, comment on and discuss differing viewpoints on social issues

In working with this curriculum goal, pupils could look at the rise of the United Kingdom Independent Party (UKIP) and its leader Nigel Farage. Pupils may not be familiar with UKIP and its policies, so this is a topic that would need an introduction from the teacher. It might be an idea to look at UKIP's policies and reactions to their policies before working with the task based around posters shown in Figure 9 and Figure 10. When working with extremist views such as these, it is important to give the pupils a balance. Therefore pupils should also work with texts that are critical to UKIP and that give counterarguments. This is a weaker aspect of the textbook, which gives a largely one-sided view of immigrants and immigration policy.

The poster in Figure 9 is an example of many UKIP posters. The poster is playing up the fear of losing employment and the Discourse that foreigners are coming to take British jobs from British people. It appeals directly to the audience, with the direct question to the reader and the pointed finger. The pointed finger is a well-known image in advertising due to the famous recruitment poster of WW1 featuring Lord Kitchener. The line "Take back control of our country" suggests that the UK is out of the control of British people, that foreigners are a threat and that "our country" is not something that "we" should share with "them".

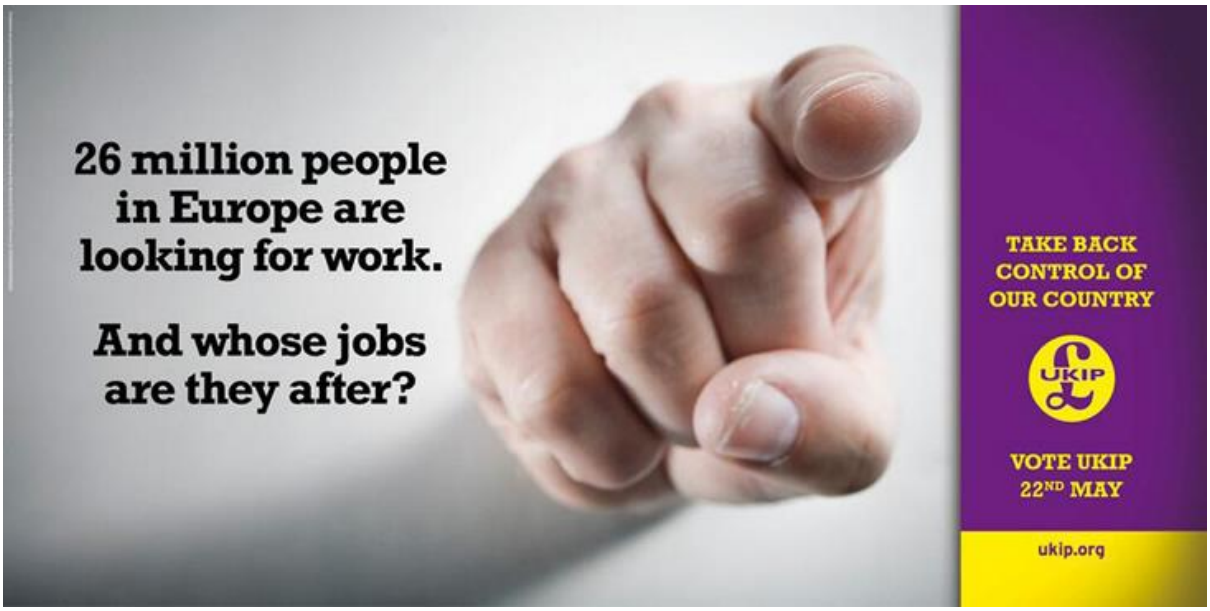


Figure 9 - Example of UKIP poster from campaign in 2014 (Channel 4 News, 2014).

This particular poster is taken from an article by Channel Four News that looks at the imagery in UKIP posters. The imagery used is simple to understand and interpret and should be accessible to pupils studying English at this level. Pupils could work with a number of these posters and see what themes and images repeat themselves, how UKIP appeals to people and why they have achieved increasing support in the last few years.

It is also important to look at the reactions to UKIP. The poster in Figure 10 is a good example of a criticism of UKIP's policies. This poster looks similar to the real UKIP poster shown in Figure 9. The colours and the symbols are the same and there is a direct question to the reader at the bottom. The title "10 great reasons to vote UKIP" suggest that this is another pro-UKIP poster, but when the reader looks at the bullet points, it becomes clear that this poster is ironic and is in fact an anti-UKIP poster. Discovering the irony in this poster requires fairly advanced language skills from the pupils, and it offers a good opportunity to discuss irony and its uses and to look at why this text is ironic. It would also be possible to use critical commentary on the UKIP policies as a back up to this poster, if needed.

Figure 10 - Anti-UKIP poster. The original source is unknown. This poster has been widely distributed on Twitter (Unknown source, Twitter, 2014).

Present a major in-depth project with a topic from Social Studies English

This curriculum goal is included in every chapter in *Access to English: Social Studies*. The pupils have a wide range of topics to choose from, and from countries other than England. If interested in working with the UK, there are a number of interesting topics available.

For example, the focus on Afghanistan and Syria mentioned above could also be used as inspiration for pupils when working with this curriculum goal. British involvement has been very different in the two situations. In Afghanistan, the UK has been involved in direct military confrontation from the start and 453 British service men have died. In the civil war in Syria, the UK has taken a more cautious role so far and has not become directly involved in military action. Pupils could look at the differences between the British responses to these two conflicts and discuss why they have been different.

Within the UK, pupils could look at Scottish devolution. The pupils could study how the relationship between England and Scotland has been formed and changed between the Act of Union in 1707 and today. Pupils could look at the campaign before the vote on

independence in September 2014 and focus on why Scotland voted against independence, and what would have to happen for them to vote differently in five or ten years' time. Pupils could also compare Scottish independence with the move for Welsh independence, consider similarities and differences, and discuss whether an independent Wales is likely in the future.

A different angle that is focused on ethnic minorities is to look at how they are portrayed in film and literature. The film *East is East* portrays the problems faced by a Pakistani-English family in Salford in 1971 (O'Donnell, 1999). The film focus on the problems faced in adapting to English culture by the father, George, a first generation immigrant and the conflict between being Pakistani and English faced by his children, second generation immigrants. The portrayal of integration shown in the film could be compared to the portrayal in other literary sources, such as Monica Ali's *Brick Lane* (Ali, 2003), which tells of Nazneen from Bangladesh who moves to Tower Hamlets in London to marry a much older man. This story portrays the challenges faced by immigrants and the trouble they have integrating into British society while maintaining their own cultural identity. Pupils working with *Brick Lane* could choose to focus on the novel or the film (Gavron, 2007), or compare them both.

A useful tool for working with these in-depth projects could be taken from social sciences. Pupils could follow the Norwegian SPØK model used in historical research and focus on Social Factors, Political Factors, Economic Factors and Cultural Factors (Mennesket.net, 2014). Using this model would make sure that pupils consider different sides of the research topic and create a project which has a balanced perspective. It also encourages pupils to think across the curriculum and relate other subject knowledge to their English studies.

All the tasks mentioned above are ways to cover the curriculum goals using activities not found in the book. It would most likely be too time-consuming to expect a teacher to use all these ideas as there are many other curriculum goals to be covered in the English Social Studies course. Making tasks like these is also time-consuming for the teacher. Firstly, it requires that the teacher has a good grounding in British culture and is up-to-date on what is happening in British politics and in the British media. Secondly, it requires that the teacher has the time needed to find the correct sources for the tasks and to construct them. In the course of a busy school day, it is often easier to turn to the textbook and to the ready-made tasks there. However, when studying an ever changing subject such as British society and

culture, it is also important to work with current news stories, and it seems natural that the teacher would supplement the textbook with other contemporary source material.

Chapter 6 – Final comments

My research question was "How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?" In order to answer this question I considered the following sub-questions: "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?", "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?" and "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?"

Regarding what Discourse on ethnic minorities is found in chapter five, the analysis of the texts revealed that one Discourse dominated completely. This Discourse is that of the tabloid media and is negative towards immigration and immigrants. Little had been done in chapter five to give a counter-balance to this Discourse. This was the case in both texts and tasks. I also found that the tasks often had little relevance to the texts in the chapter and their aim and how the pupils were to answer them successfully appeared to have been badly thought out.

Textbook writers, like everyone else, have their own social identity and perform within their own social field. Bourdieu would say that their "habitus", that is their personality, interests and experiences, will set them off on a certain trajectory across the social field. This would seem to have particular relevance in the case of chapter five of *Access to English: Social Studies*, as the authors recreate a nostalgic version of an England past. Two of the three authors of this textbook are British people who have lived a long time in Norway. It is not uncommon for immigrants to look back at the land they grew up in with a sentimental eye, and perhaps forget some of the less pleasant realities of that time.

The authors will have their own Discourse on ethnic minority groups, and this may colour what they write. However, as Gee says, we should be careful when making any definite statements about what this Discourse might be. It is easy to find "situated meanings" in a text by picking up certain words or phrases used and expanding them to create a Discourse, but there are many factors at play at in the formation of a Discourse and in the formation of identity and the "situated identity" which is presented in the text, may not be the dominant Discourse of the authors.

There is a clear inequality in the relationship between white ethnic British and ethnic minority groups in chapter five. Critical discourse analysis of this chapter reveals the "top-down" relation of dominance that Foucault mentions in his theories. The chapter is written from the perspective of the white, ethnically British, who are placed in the dominant position. The ethnic minority groups are not given their own voice and clear identity and their position is consistently given only in relation to the white British position. Foucault says that this power relationship is not necessarily a negative force. It is merely what shapes human interaction, but it is hard not to conclude that in this chapter it has a largely negative impact. Fairclough talks about how texts can play an important role in shaping and reproducing social structure. Is the negative power relationship between white British and ethnic minority groups a social structure that we wish to model for our pupils?

A fairer society would be represented by the "communicative action" of Habermas, where no one is excluded and everyone has the same opportunity to contribute. In reality, Habermas' ideas may be too idealistic to usefully portray the situation for ethnic minority groups in the UK. Habermas' ideas belong in an ideal society in an ideal world. As the textbook should be aiming to present the realities of ethnic minorities in the UK, perhaps Foucault's power relationship is closer to the reality. In the UK, differences in education and opportunity have created a society where a larger percentage of ethnic minority groups is living in poverty compared to ethnic white Britons.

Fairclough talks about the social structure of the classroom, with the teacher in the dominant and the pupils in the subordinate position. Textbooks are also placed within this dynamic. As they are chosen by the teacher and their use is decided by the teacher, they play a key role and are placed in a powerful position. Pupils are very loyal to their textbook and will place the knowledge found there above other sources. Therefore it is very important that the content of the textbooks is above all accurate, and that it portrays Discourses that we wish to convey to our pupils.

How close to the reality of the situation for ethnic minorities in the UK was their portrayal in the textbook? On the whole, the view of ethnic minorities did fit in with the statistical information presented in chapter two of this thesis. The most common ethnic minority groups were mentioned and shown in illustrations, and reference was made albeit briefly to socio-economic and educational differences. Unfortunately, due to the perspective of the authors being almost entirely from the white ethnic British side, none of these points

were expanded. Here the authors missed out on many opportunities to give the ethnic minority viewpoint and teach the pupils about minority groups in the UK. For example, London appears in 58% of the illustrations, yet no direct reference is made to the 42.2% ethnic minority among the population of London.

Did the texts in chapter five fulfil the curriculum goals for the English Social Study course? The texts in chapter five were linked to the curriculum goals and gave the pupils an opportunity to work with all the goals, but they do not fulfil them. A range of viewpoints was not given on any topic, due to the single dominant Discourse, and social issues and current debates were seen from one side only. The textbook could function as an aid to covering the curriculum goals, but fulfilling them requires that the pupils work with other texts and tasks from outside the textbook.

In spite of their limitations, textbooks are important tools in teaching pupils and play a central role in classrooms. Textbooks give pupils and teachers access to texts and tasks that have already been through a process of selection and adaptation for the course. Pupils find security in having a textbook when it comes to working for exams. Teachers find them invaluable sources of teaching material in a busy working day.

On the other hand, it is important that teachers do not become overly reliant on the use of the textbook in their classrooms, especially when working with an ever-changing field like Social Studies. Topics contained in textbooks must cover the lifespan of the book, meaning that political and social situations can only be included if they are likely to extend over a period of five or more years. Teaching a Social Studies class requires teachers to keep up to date with social conditions and changes within the English speaking world. This can present a major challenge to the teachers. Not only must they find the time to look for supplementary teaching material for class, they must also be familiar enough with the culture in English speaking countries that they know what to look for and where to look for it.

Access to the internet makes this possible in ways that were unthinkable before. As the examples of teaching material and tasks in chapter five of this thesis show, familiarity with available online sources means that pupils can meet and work with a wide variety of text types from different sources on the internet, and can work with tasks based on current social, economic and cultural issues.

How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*? Considering this research question in light of the three sub-questions, the conclusion is that ethnic minorities are not presented well in chapter five. They are not given their own identity and are only seen in how they relate to the dominant white, ethnically British culture. The main Discourse on them is negative in tone and suggests they have had and continue to have little positive to contribute to British culture. Where they are referred to, the references do to a large extent reflect the reality of their situation in the UK. However these references are always brief and are not expanded on in the ensuing tasks. The curriculum goals are covered by the texts and tasks in chapter five, but the one-sided view and Discourse means that the majority of them are not satisfactorily fulfilled. Fulfilment will require additional material to be provided by the teacher.

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Norsk Sammendrag

Denne oppgaven ser på framstillingen av etniske minoritetsgrupper i Storbritannia i *Access to English: Social Studies.* Hovedproblemstillingen er «Hvordan er etniske minoritetsgrupper framstilt i kapittel fem av *Access to English: Social Studies*?» Denne hovedproblemstillingen er delt inn i tre underproblemstillinger: «Hvilke diskurser finnes det om etniske minoriteter i kapittel fem av *Access to English: Social Studies*?», «Hvor nært den virkelige situasjonen for etniske minoritetsgrupper er framstillingen i kapittel fem av *Access to English: Social Studies*?» og «Hvordan oppfyller tekstene som refererer til etniske minoriteter i kapittel fem av *Access to English: Social Studies* læreplanmålene til kurset i samfunnsfaglig engelsk?»

Kapittel to ser på relevante teorier innenfor diskursanalyse, med fokus på Michael Foucault, Jörgen Habermas, Pierre Bourdieu, Norman Fairclough og James Paul Gee. Relevant statistikk fra folketellinger om etniske minoriteter i Storbritannia og en tolkning av læreplanmålene i samfunnsfaglig engelsk er også presentert.

Kapittel tre fokuserer på metodologien til James Paul Gee som kan brukes i diskursanalyse. I kapittel fire blir analyseverktøyet til Gee brukt til å analysere framstillingen av etniske minoriteter i kapittel fem av *Access to English: Social Studies*. Fokuset i kapittel fire er på kapittelet som en helhet og på de seks tekstene som handler om etniske minoriteter mer detaljert. De tre underproblemstillingene blir referert til mens tekstene analyseres.

Kapittel fem ser på hvordan læreplanmålene kan dekkes på andre måter av elevene som tar samfunnsfaglig engelsk. Kapittel seks ser på resultatene av analysen på bakgrunn av teorien og drøfter hovedproblemstillingen en siste gang.

Engelsk sammendrag (abstract)

This thesis looks at the presentation of ethnic minority groups in the UK in *Access to English: Social Studies.* The research question is "How are ethnic minority groups in the UK presented in chapter five of *Access to English: Social Studies*?" This research question is broken down into three sub-questions: "What are the Discourses on ethnic minorities in chapter five of *Access to English: Social Studies*?", "How close to the reality of the situation for ethnic minorities in the UK is their portrayal in chapter five of *Access to English: Social Studies*?" and "How do the texts referring to ethnic minorities in chapter five of *Access to English: Social Studies* fulfil the curriculum goals for the English Social Study course?"

Chapter two looks at relevant theory in the field of Discourse Analysis, focusing on Michael Foucault, Jörgen Habermas, Pierre Bourdieu, Norman Fairclough and James Paul Gee. Relevant statistical data from censuses concerning ethnic minorities in the UK and an interpretation of the curriculum goals for the English Social Study course are also presented.

Chapter three focuses on the methodology of James Paul Gee for doing discourse analysis. In chapter four, the tools suggested by Gee are used to analyse the presentation of ethnic minorities in chapter five of *Access to English: Social Studies.* Focus in chapter four is on the chapter as a whole and on the six texts that refer to ethnic minorities in more detail. The three sub-questions are considered while analyzing these texts.

Chapter five looks at how else the curriculum goals may be covered by pupils following the English Social Studies course. Chapter six looks at the results of the analysis in light of the theoretical background, and considers the research question one final time.

Appendix 1

"Nostalgia Isn't What It Used to Be: Britain in the 21st Century" (Antony, Burgess, & Mikkelsen, 2014, pp. 238-245)

Nostalgia Isn't What It Used to Be – Britain in the 21st Century

In the little Kentish town of Tenterden they are getting ready for a party. The buntings are up at the station where the steam trains huff and puff in anticipation. The car park is nearly full of Austins, Hillmans, Humbers and Rovers, all gleaming in the sunshine, and the proud owners are using the wing mirrors to put the final touches to their pencil-thin moustaches or their pinned-back "victory roll" hairstyles. In the station yard the crowds are assembling, many of the men in uniform, the ladies in their best floral frocks. Over the loudspeakers the strains of Flanagan and Allen's "Underneath the Arches" are interrupted by an announcement that the Spitfire fly-past can be expected at three o'clock.

The year is 2013, but you would hardly think so. Only the tell-tale smart phones, smuggled out to immortalise the scene, give it away. This is Tenterden's annual 1940s weekend, when the townspeople, young and old, dress up like their grandparents or great-grandparents and pretend that the last 70 years just didn't happen. "Relive the Fabulous Forties" is the event's catchphrase and it draws people from far and wide. The crowds get bigger every year.

Of course, nostalgia is an essential part of the British psyche. You might say it is one of the country's main growth industries. And it's not only the 1940s that gets the treatment – there are nostalgia events for everything from the Iron Age to the pop music of the 1990s. But if you want to pull the crowds, there's nothing like the magic of the 1940s.

The Fabulous Forties

So why should a decade that was dominated by a world war that killed over 60 million people, including some 450,000 Britons, followed by a period of economic austerity, deserve the adjective "fabulous"? The answer to that question lies not so much in the decade itself as in the years that have passed since and the fundamental social changes that have taken place in them. Of course, many of these changes have taken place everywhere – the advent of consumerism, the gradual decline of industrial society, the advance of computer technology. But such developments have played out differently in different countries, and for Britain the journey from humbled victor of the Second World War to digitalised modernity has been one in which advancement and decline seem to have gone hand in hand.

For every gain – and there have been many, in such varying fields as working conditions, sexual equality and health care – there is a perception of loss. For many it's an indefinable loss, often accompanied by a shake of the head and a muttered "I don't know what the country's coming to … ". For some it is a specific loss, the nature of which depends on their politics or interests: loss of Empire, loss of working-class solidarity, loss of ethnic homogeneity, loss of footballing supremacy.

The decline of country life

One loss that can be quantified is the loss of the British countryside, in England particularly. Although the English have been a predominantly urban people ever since the industrial revolution, it is the village rather than the city that is seen as expressing "the real England". This is the England that takes centre stage in TV series like *Heartbeat*, *Midsomer Murders* and *Miss Marple*: the quaint thatched pub, the leisurely cricket match on the green, the village fête, the cosy village shop, the vicar on

his bicycle .. This mythical England still casts a spell and prompts wealthy city folk to move to the country in search of village life.

The irony is, of course, that the more that do so, the more it disappears and is transformed into suburbia. The Campaign to Protect Rural England calculates that 50% of the English countryside is now directly disturbed by roads, industrial developments, out-of-town retail and business parks and new housing estates. This "urban sprawl", as it's often called, has doubled since the fifties. Meanwhile, agriculture, historically the lifeblood of rural England, has now become a minor and declining industry, employing only 1.6% of Britain's workforce and contributing a mere 0.5% to the nation's GDP. Villages within commuting distance from the urban centres (which means much of the country) are increasingly becoming "dormitories" for the middle class, while the village pub and the cosy village shop have long since closed down through lack of customers.

The widening social gap

One of the reasons why the 1940s are remembered so rosily is because the public perception of Britain in wartime, cultivated since by films and TV-dramas, is that it was a period in which social divisions were rubbed out, in which Britons "were all in it together". In many ways it's a myth – the rich could often afford to leave the urban bombing targets and seek safety in the countryside or even in America. However, it is true that German bombers did not discriminate between social classes and that war threw people of different backgrounds together.

It's also true that it was in the 1940s, while the bombs were still falling, that the plans for the Welfare State were laid. The Beveridge Report, named after its author William Beveridge, singled out the five "giants" that must be slain – *Want* (i.e. poverty), *Disease*, *Ignorance*, *Squalor* and *Idleness*. In doing so, he set out what was to be the social policy of consecutive governments for over three decades – to narrow the gap between rich and poor.

Seventy years on there's no doubt that Beveridge's egalitarian vision did indeed change Britain, and most would say for the better. As for disease, the National Health Service ensured free health care for all. Measures like National Insurance and child benefits helped against some of the worst excesses of want. Squalor was alleviated by massive post-war building projects. But to call the Britain of the 50s, 60s and 70s egalitarian would be stretching it. And in the 80s and 90s the gap between rich and poor began to widen again, and although it stabilised in the first decade of the new century as the recession began to bite also on the better off, there was no narrowing of the gap. A report in 2011 by the OECD (the

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Pupils at Eton uniforms

Organisation for Economic Co-operation and Development) revealed Britain to be one of the most unequal countries in Europe, beaten only by Portugal and Italy, with the wealthiest 10th of society earning 12 times more than the poorest 10th. According to Britain's own statistics, one in six children lives in "absolute poverty" (defined as the lack of sufficient resources to meet basic needs).

Education, the intended slayer of Beveridge's third giant – "Ignorance", has always been a key factor in maintaining social differences in the UK. Alongside the state-run school system there is a fee-paying private sector that siphons off approximately seven per cent of British children from wealthy backgrounds, as well as many of the best teachers. These schools (some of the more established ones are confusingly called public schools) continue to be overrepresented at universities, particularly at Oxford and Cambridge, as well as in the positions of power in such differing fields as politics, the media and finance. It is worth noting that when this was written, the prime minister, the Archbishop of Canterbury and the future heir to the throne not only all went to public schools, they all went to the *same* public school – Eton.

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The challenge of immigration

One of the most dramatic changes in Britain since the "fabulous forties" has been in the ethnic and cultural makeup of the nation. It varies greatly from place to place – in relatively rural Tenterden you might be forgiven for thinking that large-scale immigration never happened. In other more urban areas whole neighbourhoods have been transformed as the original population moves out and new ethnic groups move in. In cities like Leicester, Luton and Slough, inhabitants of non-white ethnicity now make up a majority of the population. The immigrants who arrived from south-east Asia, Africa and the Caribbean in the 1950s and 60s have long since become part of the scenery, leaving their mark both on local and national culture and redefining the term "British".

Recently the influx of Eastern European immigrants has posed a new challenge because of the sheer numbers – one million in the space of ten years. In the city of Peterborough in East Anglia, for example, one fifth of the population were born abroad and one tenth of households speak no English. Opinion polls show that three quarters of Britons believe the rate of immigration is too high, and the issue has become an increasingly divisive and potentially decisive one in the political debate.

Looking for a place in the world

Of course, immigration has not been the only source of cultural change in the UK, and perhaps not even the most important one. After the Second World War, Britain was bombed out and battle-weary – but it saw itself as a victor, a major player on the world stage and a colonial power. The process of dismantling the Empire and becoming European again (dealt with in chapter 1 of this book) changed that perception. So too did the new dominance of the USA. Playing second fiddle to the US on the world stage was one thing, but accepting the cultural dominance of their English-speaking cousins was a harder pill to swallow.

American cultural influence had been felt before, not least through jazz and the early film industry, but in the post-war decades this influence increased from a trickle to a torrent. Dress, food, music, speech, television, films – American influences increasingly permeated Britain's lifestyle and were embraced with classic British ambivalence (i.e. with much shaking of heads). Even in an area where Britain gave as good as it got, namely popular music, it took a punk revolution in the late 1970s to teach British rockers that you didn't *have* to sing in an American accent.

Continental influence on British culture has also grown, but its impact has been more gradual and is often taken for granted. On their way back from the Fabulous Forties celebration, the townspeople of Tenter-

den may well drop in on the supermarket to buy some Italian salami, some fresh *focaccia* and a nice bottle of *Chianti*. Alternatively, they may drop off for a meal at what used to be the Eight Bells pub, but which is now rechristened Le Café Rouge and has a menu entirely in French.

But here again, ambivalence is the keyword. A menu in French is one thing, understanding it is another. EU membership doesn't seem to have made the British any keener to learn the languages of their neighbours. On the contrary – two in three Brits can't put a sentence together in a foreign language and the number of school pupils learning how to do so is decreasing. A command of English is seen as being sufficient, ignoring the fact that, in a European job market, continental applicants increasingly have English, as well as a mother tongue *and* a second foreign language.

Looking on the bright side

How much can a country change and still remain the same country? It's a question the British have asked themselves more than most in the 21st century, having been through history's version of an "absolute makeover" and now perhaps facing the prospect of the dismantlement of the UK (see chapter 7). However, there are some constants that continue to resonate, like the drone of a bagpipe, below all these new tunes. The weather is still bad. In fact, it's even worse, so there's more to talk about. There's apparently lots to laugh about too, judging by the wellspring of British humour that continues to enrich the media and ordinary conversation. Also, if we ignore the extremists on both sides, there's a basic tolerance in the face of difference and disagreement, a willingness to muddle on through, that hasn't changed so much since the days when the "victory rolls" were first in fashion and the Spitfires flew in earnest.

One of Britain's proudest events of recent years was its hosting of the Olympic Games in 2012. It wasn't just that British athletes performed better than usual. The smoothness of its organisation, the enormous contribution of volunteers and the sheer fun of the occasion helped to convince many Britons, at least fleetingly, that there was more to Britain than post-imperial decline. Not least the spectacular opening and closing ceremonies provided the country with an opportunity to celebrate change rather than just complain about it. Focusing on both Britain's history and her cultural contribution to the world in such fields as literature and music, both ceremonies were a celebration of diversity, creativity and, not least, humour.

There was something symbolically apt and strangely moving about the grand finale when a figure, apparently shot from a cannon, landed in a deep pit and clambered out to reveal his identity: Eric Idle of the

legendary comedy team Monty Python. When Idle, in his late sixties, launched into his classic, but in his own words, "idiotic" song "Always Look on the Bright Side of Life", joined gradually by a huge of cast of Morris dancers, scantily clad angels, nuns on roller-skates, Punjabi bhangra dancers, and a full Highland bagpipe band, there were more than a few proud Brits who dried a tear and thought "There's life in the old dog yet!" Whether they were referring to Eric Idle or Britain is unclear.

Appendix 2

How Bad Are British Youth?" (Antony, Burgess, & Mikkelsen, 2014, pp. 251-253)

How Bad Are British Youth?

By Leah McLaren

The vision of Britain as a teenage wasteland full of drunk and disaffected kids is as old as the notion of modern youth culture itself. Moreover, in times like these – coloured by high unemployment, rising tuition costs, cuts to social welfare and a steadily declining marriage rate (resulting in an increase of single-parent families) – it seems a no-brainer that the youth of today would be doing what bored, broke, idle kids are famed for doing best: getting wasted and raising hell.

Yet, oddly enough, nothing could be further from the truth. According to a recent crime survey, all statistical indicators show that British kids are all right – though not in the way The Who meant it. Instead of acting out in hard times, young Britons of today are, counterintuitively, much better behaved than before the recession.

In 1998, 71 per cent of 16- to 24-year-olds said they'd consumed alcohol in the previous week, but in 2010, that number fell to just 48 per cent. Teenage drug use has dropped almost 10 percentage points in the same period. School truancy rates have fallen in recent years, along with youth criminality and teen pregnancies, which are down an encouraging quarter since 1998.

In the country's recent police elections, many aspiring crime commissioners campaigned on a platform to curb "anti-social behaviour"

among young people. However, according to a recent survey, Britons in their late teens and early 20s are less likely to be rude or disruptive in public than previous generations.

If all this is true, why does the misperception of disaffected youth still hold? Rosina St. James, a 22-year-old student at the London School of Economics and Chair of the British Youth Council, an organization that advocates for youth in social policy and government, lays the blame squarely at the feet of Britain's rowdy media. "There's definitely a misrepresentation of young people in this country, an imbalance between the perceived attitude and the actual reality," she said. "Bad news travels fast, and if you're part of the media, you want a sensational story that people will pick up and read."

Visit any newsstand and you will see plenty of tabloid stories about youthful pill-poppers, sidewalk-pukers and petty criminals alike. The *Daily Mail*, in particular, has made a cottage industry of publishing photo spreads devoted to the drunken nights out of young celebrities and everyday hooligans, their ripped stockings, bloodied noses and badly applied self-tanner evidence of a so-called "broken Britain" that may not actually exist. Binge drinking, the pastime British youth are best known for, peaked a decade ago and has been declining ever since, according to a report by the Institute of Alcohol Studies.

Another factor guiding public perception is the lingering aftertaste of the 2011 riots – which saw thousands of young people participate in dozens of riots over five days across the country, and resulted in more than 3,000 arrests. A government report published last spring concluded that myriad factors were to blame, including youth unemployment, poor parenting, weakness of the justice system, materialism and mistrust of the police. Crucially, however, the report also found that most of those convicted of crimes had long criminal records – which suggests the worst of the riots were spurred by a violent, anti-social minority of young people, rather than an entire generation of disaffected British youth.

Ask St. James what her generation is like and she speaks of resilience and optimism – a wave of young people fighting to make their place in the world through earnest community engagement, rather than old-fashioned rock 'n' roll rebellion. Her organization recently made a submission to the Leveson inquiry requesting "fairer representation for young people in the media." She says: "There are lots of positive signs, but they are almost never highlighted." One such story is an increase in civic engagement. The British Youth Parliament saw voter turnout increase by nearly 50 per cent last year – 595,600 11- to 18-year-olds voted, which is pretty impressive.

So what's gotten into this new generation of well-behaved youngsters? Some experts speculate it's the social sanitizing effect of the internet, which keeps kids cooped up indoors online instead of out on the street. Others point to the success of public health campaigns, such as those by the alcohol education group Drinkaware. St. James says part of the shift is due to immigration from non-drinking cultures, like Pakistan and Bangladesh. "If your parents came from another country where drinking isn't part of the culture, you aren't brought up to do it here," she said. Nevertheless, she adds that her generation's restraint is mostly about economics. "When you're paying £9,000 a year in tuition and coming out of school with debt, you can't be splashing money everywhere if you don't have it. My generation can't afford to go mad."

This new and subdued British youth culture isn't good news for everyone. A third of British nightclubs have closed down in the past five years. It's surprising that a generation coming of age in the middle of the greatest recession since the Second World War doesn't feel more entitled to a bit of escapism, but St. James says that's beside the point. "The crash and the cuts have affected our generation quite a lot, more than any other. We can either drown our sorrows or we can go out and try to do something about it."

Appendix 3

Digging Deeper: Chapter 5 (Antony, Burgess, & Mikkelsen, 2014, p. 292)

DIGGING DEEPER: CHAPTER 5

See p. 153 for an introduction to in-depth research work. For your in-depth work on British issues we have placed the topics under two headings. Under the first heading, we provide direct questions you can work on, while the second heading provides issues for you to dig deeper into and investigate. In order to do this, you will have to formulate your own *thesis statement*. See page 234 and *Toolbox* at access.cdu.no to learn about thesis statements.

1 Questions to work with

1.1 Find out about the riots in London and several other British cities in 2011. What events triggered the riots? What happened? What were the deep-lying causes behind the riots?

1.2 Choose an English-speaking country that used to be a British colony, for example New Zealand, Canada or Australia. When and how did this country gain its independence? What is its relationship with the UK today? Which traces of its colonial past can you find in the country's culture?

1.3 What traditions are important for the British? Find three or four special traditions and research their history and place in modern British society. Are these traditions in danger of being forgotten?

2+ Issues to investigate

2.1 **Values:** Traditional British values are fairness, democracy and freedom of speech, politeness, acceptance of civic responsibility, respect for others and respect for history and heritage. The debate on values is often expanded to include the idea of "Britishness" and whether this is a viable concept in contemporary Britain. Issues to consider include the degree of integration of minorities in Britain, racism in Britain and the acceptance of and opportunities for minorities, and the concerns over home-grown terrorists and the actions of some minorities.

2.2 **Education:** The British government decided in 2010 to raise university and college tuition fees from a general rate of £3000 to £9000 a year. Today, many young Britons claim they cannot afford to pursue a higher education. Issues to consider are what alternatives British youth are turning to, how well universities and colleges are coping, and if there are any proposals for changes to education policy and funding.

2.3 **Poverty:** Britain was severely hit by the recession following the 2008 financial crisis. The proportion of working-age adults living in relative poverty is around one in six (5.6 million). Issues to consider are the long-term effects of poverty, the effects of so many poor young people and the demographics of poverty: where, who, ages.

2.4 **Conflicts:** In recent years the UK has been involved in armed conflicts in the Middle East as well as "cold" conflicts with Spain and Argentina over Gibraltar and the Falklands. Consider what real or potential conflicts the UK is involved in at present.

2.5 **Health:** The National Health Service (NHS) spends more than £750 million each year on drugs to treat conditions caused by unhealthy lifestyles. In 2012, another £111.2 million was spent on treatments used to combat alcohol addiction and drug abuse, and to help people quit smoking. Issues to consider are British lifestyle trends and experts' views on the British lifestyle.