

The old empire and the new curriculum:
the representation of British imperial history in educational materials for Dutch
upper-level learners of English

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1. Summary

Due to the proposed curriculum changes in the Netherlands which place importance on cultural awareness regarding the subject of English. This research focusses on the content and narratological analysis of educational materials from the three largest publishers of educational materials for Dutch upper-level learners of English language teaching. In so doing it aims to answer the question: To what extent and in what way do *New Interface*, *Of Course*, and *Stepping Stones* represent Britain's imperial past in educational materials for Dutch upper-level learners of havo 4-5 and vwo 4-5-6? It has done so by establishing and applying codes such as but not limited to: colonization, decolonization, empire, multiperspectivity. This research has shown that in all twenty texts and clips, British imperial history is presented through single voiced coherent accounts. Sources added to these texts are only ornamental or supportive and don't provide conflicting narratives. Only two texts engaged with multiple perspectives and only seven texts showed experiences of non-western historical subjects. Educational materials should add sources which provide different narratives as to better prepare for the proposed new Dutch curriculum.

Keywords: educational materials, content analysis, narratological analysis, empire, colonialism, postcolonialism

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2. Introduction

Within the Dutch educational context, as well as in Dutch society, the importance of the Dutch colonial past is in process of being acknowledged. During Ketikoti in 2023 the Dutch king apologized on behalf of the Dutch royal family for their family's role in slavery and the Dutch slave trade. Six months prior to that the Dutch prime minister apologized on behalf of the Dutch government. The role of the Dutch Colonial Army (Koninklijk Nederlands-Indisch Leger) during the "politieke acties" in Indonesia after the Second World War is also being re-evaluated and is under discussion (Harmanny, 2023). The re-evaluation of Dutch history is not only affecting society, but it also influences education. The Dutch educational system is changing and there is a shift in the emphasis of learner goals for English language teaching. This change is centred around three domains: domain A language skills, domain B language awareness, and domain C cultural awareness (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023). The aim of domain C is not just to teach learners the target language but to achieve a broader knowledge of the cultural aspects of the language itself. This ties in with the subject of "burgerschap" or knowledge of citizenship. This subject, which has been obligatory in Dutch schools since 2021, is meant to teach learners about the basic values of the Dutch state, such as democracy, freedom and equality (Vakvernieuwingscommissie Moderne Vreemde Talen, 2024). Therefore, there is an important shift in the knowledge and skills learners are expected to have. For publishers and their educational materials it is important to provide materials engaging with these societal as well as educational changes. learners are also expected to be able to apply these skills to school subjects such as English which will be referred to in a later paragraph.

As a teacher I have noticed in my own personal experience that within the subject of English not much attention has been paid to the representation of the British imperial past, even though the materials are often centred around British identity, history, language and cultural aspects. Some materials offer "cultural lessons", yet these mainly seem to cover superficial knowledge, such as explaining geographical facts, national food or music. However, there is also a shift in focus within the use of colonial literature in Dutch secondary education. Jochem Riesthuis (2018) makes a case for the use of Caribbean literature in class, which he argues has huge educational potential. Riesthuis mentions that the use of Caribbean literature is not only exciting; it also touches upon relevant questions in our society: what defines beauty? who decides what? what is the norm within society? How do different cultures view the difference between men and women? And most importantly how do we teach those cultural differences? He states that Caribbean literature is seldom used when

teaching literature even though it has a lot to offer, the focus still seems to be primarily on Western literature.

As previously mentioned, the Dutch curriculum is changing to better prepare learners for a new society (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023). The concept for the core goals¹ will be established at the end of 2024. The proposed changes for English are built around the idea that Dutch learners of English will have to be proficient in three domains. Each domain is subdivided into subdomains, each subdomain consists of end-terms. In the proposed changes to the Dutch curriculum, domain C, subdomain C2, end-term 20 pluricultural experiences states that, learners must be able “to show insight in the cultural diversity by means of the experiences of users of the English language” (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.6, translated by me)². For upper-level learners³ this means that they have to be able to: “interpret the influence of cultural perspectives on behaviour and communication” (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 34). Learners also have to be able to “place themselves in different perspectives, customs and viewpoints” (ibid). For Domain C, subdomain C2, end-term 19 culturally-bound aspects in sources, upper-level learners are expected to analyse different traditions and customs, conventions, social phenomena, and historical backgrounds in rich sources in different forms and media⁴. (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 33) Furthermore, learners have to be able to reach conclusions regarding cultural aspects and, in the case of the highest level (vwo 6), have to be able to investigate cultural-historical developments and perspectives⁵. (ibid). Moreover, language and identity are important aspects for the curriculum as stated in domain B, subdomain B2, end-term 15 “reflect on the relationship between multilingual repertoire and (your own) identity.”⁶ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 29). Finally, learners also have to be critical of the sources they encounter in their materials according to domain A, subdomain A1, end-term 3: “evaluate the actual relevance and validity of the information-source and the source itself.”⁷ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 12).

¹ Translation: kerndoelen

² “De leerling toont inzicht in culturele diversiteit aan de hand van ervaringen met doeltaalgebruikers.”

³ Upper-level learner is my translation of the Dutch term: “tweede fase” which refers to havo 4-5 and vwo 4-5-6. The choice to use the term “tweede fase” instead of “bovenbouw” is because vmbo 3-4 are also “bovenbouw” but these materials are not included in this research.

⁴ analyseren van diverse tradities en gebruiken, conventies, maatschappelijke verschijnselen en historische achtergronden in rijke bronnen in verschillende vormen en media;

⁵ onderzoeken van cultuur-historische ontwikkelingen en perspectieven;

⁶ reflecteren op de relatie tussen het meertalig repertoire en (eigen) identiteit;

⁷ “Evalueren van de werkelijke relevantie en betrouwbaarheid van de informatiebron en de bron zelf.”

In short, Dutch learners of English have to be able to use critical thinking skills to analyse and evaluate sources of both historical and cultural nature, sometimes combining both. This would mean that British history would be important. Sources are expected to provide different perspectives to engage with the goal of stimulating the use of multiperspectivity, also regarding history. Educational materials by Dutch publishers can contribute to these goals by offering texts/sources and/or exercises that provide this. Regarding these societal as well as education changes, Britain's history and therefore its imperial past will be important in the future Dutch curriculum.

The Dutch educational market is dominated by three publishers: ThiemeMeulenhoff, Noordhoff, and Malmberg. They each provide their own text/workbooks and educational materials. Their text/workbooks are respectively called: *New Interface*, *Stepping Stones*, and *Of Course*. Textbook analysis for English as a foreign language (EFL) is often used to assess the effectiveness of textbooks for the learner goals it aims to achieve (Tammenga et al, 2019; Van Batenburg, 2021; Land & Sanders, 2003). However, studies in textbook analysis do not limit themselves to the evaluation of the effectiveness of assignments. Especially regarding History textbooks. Their focus is also often on the representation of peoples and historic events. To date, no research has been done on EFL textbooks for Dutch upper-level learners regarding representations of British imperial history even though most textbooks include either "culture lessons" or texts that explore British history. Therefore, this research will analyse the representation of Britain's imperial past in educational materials of the three largest publishers of educational materials in the Netherlands. To do this the following research question has been established: To what extent and in what way do *New Interface*, *Of Course*, and *Stepping Stones* represent Britain's imperial past in educational materials for Dutch upper-level learners of havo 4-5 and vwo 4-5-6? In order to answer the research question the following sub-questions have been established.

- In what way are the processes of Empire represented? Within this research the processes of Empire mean the acts of colonization and decolonization.
- In what way are historical subjects represented? Within this research historical subjects are the individuals or groups that played a part in the Empire.
- In what ways are languages of the Empire represented? Within this research this question will focus on the aspects of language such as a language of empire and language and identity.

The sub-questions focus on processes of Empire, historical subjects and language because these themes were most apparent during the content analysis. The method chapter will explain how this research will answer these questions.

This research hypothesises that representation of- and critical engagement with British colonial past will not be very evident in the educational materials under consideration. Firstly, this is presumed because postcolonial studies is a relatively new field of academia and might not have influenced secondary education. Secondly, Dutch critical engagement with its own colonial past is still a process as the government had only recently apologized for its colonial past. Thirdly, as of yet research such as this has not been conducted. Finally, the curriculum changes have not yet been approved and implemented. Educational materials do not have to engage with multiple perspectives regarding Britain's imperial historical legacy.

This chapter is followed by the theoretical framework where important concepts regarding this research will be explained. The method chapter is followed by three chapters engaging with the previously mentioned sub-questions. Followed by the conclusion and discussion in which the research question will be answered, and subsequent recommendations will be made.

3. Theoretical Framework

This research focusses on Britain's imperial history within the context of educational materials for English as a foreign language class for Dutch learners. The following chapter aims to establish and explain the theoretical themes and concepts that are central to this research. This framework will focus on the main themes relevant to this research, which include, but are not limited to, colonialism, postcolonialism, decolonization, hegemony, otherness, and contested pasts. It will also place these themes within the context of textbook analysis and it will contextualise these themes within the subject of this research.

The British Empire

The term Britain is used to describe the political entity that developed on the British Isles through English conquest and colonization. After the union of parliaments in 1707 Britain became a convenient way of referring to the political entity of England, Scotland, and Wales (Samson, 2001). By 1840 the British Empire had become a global system exerting its presence "commercial or military, in every world region from treaty-port China and the maritime East Indies, through Burma, South Asia, the Persian Gulf, Zanzibar and West Africa, to the Mediterranean, the Caribbean, the River Plate republics, and as far as the Pacific coast of north America, the future 'British' Columbia." (Darwin, 2011, pp.2).

Within the formal empire there was a whole spectrum of imperial connections. John Darwin (2008, pp. 2) broadly places these within three categories. First, "the five large colonies of settlement usually called [...] "dominions": Canada, Australia, New Zealand, South Africa, and Newfoundland." (ibid). Secondly, Darwin mentions the "dependencies" of which India is the foremost example. Britain also controlled seventeen dependencies in Africa (Brendon, 2008, pp.510). Lastly, Darwin (2008, pp. 2) mentions the "informal empire" over which Britain held influence such as Argentina, Egypt and China. By 1914 this British Empire "covered more than 11 million square miles and counted over 400 million subjects." (Darwin, 2011, pp.1) The First World War was a crucial turning point for the decline of the British empire. After the Second World War, Britain was no longer a super power and wide-spread decolonization was inevitable (Samson, 2001, pp.197). Britain withdrew from India in 1947, "over twenty British territories had achieved independence" by 1967 and "on June 30, 1997, Britain transferred Hong Kong back to China." (Stockwell, 2011, pp. 269).

Colonialism, settler colonialism, imperialism and postcolonialism

As this research focusses on the representation of former colonies it is important to establish definitions of themes focussing on colonialism. Unambiguous working definitions of these themes are especially important because, as Ania Loomba mentions in her book *Colonialism/Postcolonialism* (2005), some defining essays on postcolonialism are “notoriously difficult to read”, and the term postcolonialism is used in so many ways that the exact definition remains unclear. Loomba’s (2005, pp.23) definition of colonialism is: “the forcible takeover of land and economy, and, in the case of European colonialism, a restructuring of non-capitalist economies in order to fuel European capitalism.”. This definition of colonialism will be used throughout this research because of its clear explanation.

A term that is related but not equal to colonialism is settler colonialism. Lorenzo Veracini (2016, pp.4) defines settler colonialism as “a system defined by unequal relationship (like colonialism) where an exogenous collective aims to locally and permanently replace indigenous ones (unlike colonialism), settler colonialism has no geographical, cultural or chronological bounds.”. In simpler terms as described by Patrick Wolfe (1999, pp.2): “Settler colonies were (are) premised on the elimination of native societies.”. The legacy of settler colonialism endured until late in the 20th century: “Indigenous peoples were denied the vote until the 1960s in Canada and Australia, and their numbers and culture were devastated by aggressive assimilation policies and the effects of disease and poverty. South Africa, self-governing after 1910, adopted the racial segregation system known as *apartheid* which severely limited the civil rights of non-Europeans; only in 1994 were the first non-racial elections held in South Africa.” (Samson, 2001, pp.5). The notion of settler colonialism will be used in two texts in this research.

Colonialism is a term closely related to, but not equal to, imperialism. Loomba explains the system of imperialism as the “highest stage of colonialism” in that imperialism does not have to limit itself to territories or nations. Instead, imperialism is a global system. Furthermore, there is a distinction between political and economic imperialism. Political imperialism refers to the formal influence of the metropole. Loomba describes the metropole as the imperial country from which domination and control originate. Economic imperialism refers to a system in which the metropole exercises influence and power even after the independence of colonies; often through economic means (Loomba, 2005, pp. 11). For example, when a colony gains independence from the political empire it would gain sovereign rule. However, if the economic empire is still in place, it will always be connected to, or influenced by, the former empire. Thus, imperialism can function without formal countries in charge while

colonialism cannot. The difference between the economic empire and colonization is significant because while colonization and decolonization may be explained clearly in terms of historical timelines, the lingering effects of the (economic) empire are less evident. While in today's world colonization is less common it is still present. The same goes for the economic empire. Many first world countries still dictate, albeit indirectly, the working conditions of many third world countries. The role of the metropole and the economic empire will be discussed in this research regarding a text about Nelson Mandela. This research will refer to empire as the global form of colonialism not bound to territories or nations, relying on Loomba's (2005) definition. The term economic empire will also feature in this research. This research defines it as: the economic influence of the metropole on former colonies of empire.

The definition of postcolonialism, as mentioned earlier, is difficult to establish because no universally agreed upon definition exists (Bernhard, 2019). Loomba (2005) explains the different connotations postcolonialism has. These connotations make postcolonialism difficult to define because the 'post' in postcolonial does not necessarily mean that the impact of colonialism is over. People who are still financially disadvantaged and live in poverty and poor living conditions have not experienced the 'post' of postcolonialism, they are still very much disadvantaged by the effects of colonialism. Also, white settlers in the dominions experienced very different effects of (post)colonialism as they were not "subject to genocide, economic exploitation, cultural decimation and political exclusion felt by indigenous peoples or other colonies" (Loomba, 2005, pp.14). Loomba offers a definition of postcolonialism in which she mentions that it is "more helpful to think of postcolonialism not just as coming literally after colonialism and signifying its demise, but more flexibly as the contestation of colonial domination and the legacies of colonialism" (Loomba, 2005, pp.16). This definition does not only consider the colony but also the metropole as the two are still inextricably linked to each other. There is an important aspect of postcolonial history which Robert Gildea (2019) explores: "Instead of writing the history of empire and the colonies outwards from the imperial metropolis, privileging the perspectives of the imperialists, postcolonial history is written from non-European, non-Western perspectives and privileges the experiences of those who have been at the receiving end of colonialism, down to the present day" (Gildea, 2019, pp. 9-10). Through multiple perspectives of historical events, offered by authors from these former colonies van we better understand the former colonies. Writing back is the practice of taking Western canonical texts and re-writing them in a postcolonial mode often using satire and revisions in colonial representation (Bartels et al., 2019). An instance of this will be explained regarding a text about Shakespear and India.

Decolonisation

Jan Jansen and Jürgen Osterhammel (2017) define decolonization as “the disappearance of empire as a political form, and the end of racial hierarchy as a widely accepted political ideology and structuring principle of world order” (Jansen & Osterhammel, 2017, pp. 1). While this seems a straightforward definition, in terms of temporality it is problematic. While decolonization seems to have peaked during the thirty years following the Second World War, the “core period of decolonization” took place during the years following the First World War (Jansen & Osterhammel, 2017, pp. 3). While the interbellum period is seen as a time of relative peace within Europe, it is also a time when several colonies tried to achieve more sovereignty or even independence. While Europe was rebuilding and recovering from the First World War, the empires of Britain and France were channelling efforts in maintaining their empires across the world (Gildea, 2019). The colonizers often envisioned a gentle transition of power to indigenous leadership which shared their ideals and in doing so would create a new independent state with which they could form a partnership (Jansen & Osterhammel, 2017). In so doing, the political empire would cease to exist, however, the former colony would still be controlled economically by the metropole.

Moreover, the notion of decolonization is not as simple as “the disappearance of empire”. Fetson Kalua (2019) argues that most scholars of decolonization claim it to be different from postcolonialism in that decolonization aims to challenge and undermine knowledge as a Eurocentric entity and use it as a rigid framework for political and cultural analysis. However, Kalua also mentions that because decolonization originated from postcolonialism they share many facets. This research aims to use decolonization as a means to analyse the representation of empire, historical subjects and language in English textbooks of Dutch upper-level learners. In so doing, it does not try to undermine certain narratives. Rather it attempts to analyse them through key themes such as hegemony, othering and multiperspectivity.

Hegemony and Othering

There is always a cultural set of norms which has a seemingly accepted authority and dominance over other people. Edward Said (1935-2003) is seen as one of the pioneers of postcolonialism. In his book *Orientalism* (2019), which was originally published in 1978, he uses the term hegemony as defined by Antonio Gramsci to describe this phenomenon. The idea is that a state or country with much influence (such as the metropole) imposes its cultural norms on states or countries with lesser influence. Said (2019) mentions that Europe has always identified itself as the authoritarian dominance within hegemony and therefore the Oriental has always been classified as the inferior. Edward Said describes and analyses

the attitudes of the West toward the East, the Occident against the Orient, us versus them, Self versus the Other. However, Orientalism is more than just the study of attitudes toward the Orient; Said describes it as:

“it is, above all, a discourse that is by no means in direct, corresponding relationship with political power in the raw, but rather is produced and exists in an uneven exchange with various kinds of power, shaped to a degree by the exchange with power political (as with a colonial or imperial establishment), power intellectual (as with reigning sciences like comparative linguistics or anatomy, or any of the modern policy sciences), power cultural (as with orthodoxies and canons of taste, texts, values), power moral (as with ideas about what “we” do and what “they” cannot do or understand as “we” do)” (Said, 2019, pp. 12)

Said argues that Orientalism is not just a viewpoint that the Occident has toward the Orient but rather it is a state of mind that is perpetuated by different interconnected forms of power. Therefore, it is important that these persisting forms of power are analysed in hegemonic cultures. Certainly, within the power intellectual and the power cultural resides the institution of education. These powers steer a narrative to which learners are exposed. These narratives, which often have the perspective from the Occident, might influence learners and teach historical inaccuracies such as a text about the pilgrim fathers will show. These powers are still of influence and maintain a certain ideology. Therefore, the analysis of educational materials is of great importance. Because there are three publishers who dominate the market of educational materials in the Netherlands it may be assumed that many learners use these materials (Witte, 2022). If these materials maintain a certain viewpoint or use certain narratives regarding representations of colonialism, empire, and/or historical subjects, these might influence grander opinion. If educational materials focus largely on narratives from a western point of view, or any single viewpoint for that matter, the narrative might shift towards something that is made up out of binary opposites, or us versus them. Binary opposition is an important factor of structuralism. For structuralists, especially in language, every word has its binary opposite and adds to its meaning. One needs to understand what evil is to understand good, they cannot exist without each other.

The creation of threatening Otherness within the minds of the West has been a product of representation. The oriental is turned into an entity which is similar yet strange and therefore an Other. It transforms into a symbol that represents the entire Orient (Said, 2019). “The Orient is transformed from a very far distant and often threatening Otherness into figures that are relatively familiar” (Said, 2019, pp. 21). Therefore, while the other, or the Orient, is recognized as sharing similarities with the Occident, there is still an aspect of difference

between the one and the other. The fear of the other is still widely used by politicians to instil fear in voters. The idea that physical and economical safety are threatened by immigration persuaded many voters to join the “Leave” campaign in the Brexit vote. Furthermore, leading up to the vote, hate crimes saw an increase of 41% (Boyce & Chunn, 2019). Also, regarding the analysis of Orientalism, Said mentions that “the things to look at are style, figure of speech, setting, narrative devices, historical and social circumstances, *not* the correctness of the representation nor its fidelity to some great original” (Said, 2019, pp.21). The notion of othering is relevant to this research because as it will show, instances of othering are apparent in certain texts used by textbooks. The use of binary oppositions is not uncommon in texts about historical events which are often made up out of two sides: victims and perpetrators.

Victims and perpetrators

Victims and perpetrators are often categorised in instances of mass atrocities, such as the Holocaust. Creating two sides to an atrocity flattens the complexities of a conflict, makes it easier to turn people into stereotypes and makes it easier for those who suffered to hold those responsible accountable (Federman & Niezen, 2022). However, dividing narratives between victims or perpetrators leaves out a substantial amount of people, namely those who Rothberg (2019) refers to as the implicated subject: “an implicated subject is neither a victim nor a perpetrator, but rather a participant in histories and social formations that generate the positions of victims and perpetrators, and yet in which most people do not occupy such clear-cut roles.” (Rothberg, 2019, pp. 1). An implicated subject is therefore not an innocent bystander, they might still benefit from the regimes of domination (Rothberg, 2019). This research deals with implicated subjects in a text about the early history of Australia. In that context, implicated subjects may not have taken part in the atrocities committed against the Aboriginal people, but they did benefit from confiscation of land that became available through it.

Multiperspectivity

If one voice bears authority then there must be voices left unheard. Mbembe (2019) mentions that a past is always created between the colonized and the colonizers, but that this past is not necessarily shared by all parties involved. This ties in with the notion of the contested past. Hodgkin and Radstone in their book *Contested Past: the Politics of Memory* (2003) define contested past as the way of questioning the past and what the past means in the present. Furthermore, the contestation is often a conflict of representation. For some it is not important what actually happened in the past, but what is important is who has a right to present the past in the present (Hodgkin & Radstone, 2003). Regarding textbook analysis

this can refer to the use of different viewpoints from multiple perspectives in a narrative. An example might be telling the history of Australia through the point of view of settlers as well as Aboriginals. If textbooks give multiple perspectives and include the perspectives of both the colonizers and the colonized they would engage with postcolonial theory as described by Gildea (2009).

Hodgkin and Radstone (2003) mention that “Not only the reliability of memory and experience as exact records of the past, but also the very notion of historical truth, have come into question; the past is constituted in narrative, always representation, always construction” (Hodgkin & Radstone, 2003, pp.2). To contest the past does not only mean that the established past is to be subjected to re-evaluation, it is also important to understand that “our understanding of the past has strategic, political, and ethical consequences. Contests over the meaning of the past are also contests over the meaning of the present and over ways of taking the past forward” (Hodgkin & Radstone, 2003, pp.1). In so doing, history is no longer static but allows itself to be viewed and analysed from different perspectives and with different responsibilities and goals. One of those responsibilities is placed within education. This means that when teaching a certain subject, one should be aware of the sources used to explain and/or teach a certain historical event or subject. The changes in curriculum stress this, such as Domain C, subdomain C2, end-term 19⁸ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, p.33). Furthermore, learners have to be able to reach conclusions regarding cultural aspects and, in the case of the highest level (vwo), have to be able to investigate cultural-historical developments and perspectives. (ibid). Therefore, multiperspectivity is an important aspect of this research. Learners also have to be taught to be critical of sources and texts that are presented in their textbooks. The importance of this is stressed within the curriculum developments such as domain A, subdomain A1, end-term 3⁹ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 12).

Bernhard (2019) argues that teaching from a postcolonial perspective is to decolonize knowledge. In so doing, it disregards western knowledge as a universal truth and relies strongly on the notion of multiperspectivity. Within the context of history education Wansink et al. (2018) argues that multiperspectivity is the notion that history is not one-sided and definite but should be analysed and understood through different and equally subjective points of view. When explaining colonization from a western standpoint, and relying on texts and examples from western sources, the narrative becomes problematic. This research

⁸ upper-level learners are expected to analyse different traditions, social phenomena, historical backgrounds

⁹ evaluate the actual relevance and validity of the information-source and the source itself.”

analyses English texts aimed at Dutch learners. A narrative from a single viewpoint can lack nuance and often even unintentionally presents a favourable history of the hegemonic group. An example of this would be the text about the pilgrim fathers in which the Puritans are cast in a favourable light. Decolonization of the curriculum proposes the use of sources and narratives from the perspective of those who suffered under the hardships of colonialism. This does not necessarily entail that western sources are no longer credible, but the aim is to create a more balanced narrative. The implementation of multiperspectivity could provide learners with a more nuanced narrative.

This research will use aspects of narratology such as identity, multiperspectivity and historiographic narration to analyse texts. These terms will be explained in the method chapter as they are more relevant for the chapter on analysis.

Textbook and curriculum.

As mentioned before, simply offering a one-sided narrative of a historical event is not enough. Brett and Guyver (2021) argue that learners have to be actively involved with and show interest in that which they have to learn. The effectiveness of analysing and teaching historical events relies on aspects such as context, argumentation on the basis of historical sources, and cause and effect to create relevance for learners (Van Drie, & Van Boxtel, 2008). This ties in with historical contextualisation. Historical contextualisation is defined as “an activity in which one situates phenomena and people’s actions in the context of time, historical locations, long-term developments, or specific events to explain, compare, or evaluate these phenomena and actions” (Van Boxtel & Van Drie, 2012, as cited in Huijgen, et al., 2018). In other words, it is important to relate the past to the present. In hindsight it is easy to condemn the past. This ties in with the contested past as “to contest the past is also, of course, to pose questions about the present, and what the past means in the present” (Hodgkin & Radstone, pp.1). We can therefore condemn the past but we still have to try to explain the present because of it.

Brett and Guyver (2021) mention that most teachers of history do not implement historical contextualisation within their lessons. However, while it is important that learners engage with historical themes, there are still many teachers that avoid topics such as historical conflict, oppression and injustice in the hope of creating a harmonious classroom climate (Boerhout, & Van Driel, 2013). It is important that learners know of the “uncomfortable” past to create a better understanding of different contemporary intercultural aspects instead of avoiding these altogether. More than exploring a broader scene of understanding of the world it would create an understanding of their own histories. The changes to the Dutch

educational context and curriculum are aiming to do so. Therefore, it is important to analyse textbooks to evaluate if they engage with the terms mentioned in this theoretical framework.

A substantial amount of research has been conducted regarding representations of people and histories within educational materials. This research has mainly been done on courses and textbooks within the subject of history. Examples include research by Luke Terra (2013) and Lindsay Janssen (2023) which analysed shifts in representation of Irish history focussed on representations of the Troubles and the Great Irish Famine respectively. Harper Keenan (2019) analysed the representation of violence against Native Americans by the conquistadors in Californian history textbooks and how this is taught to young children. A focus on the representation of (native) minorities in Taiwan has been analysed by Ho (2021). Ho's research aims to expose the colonial influences in the representation of indigenous cultures in Taiwan's history textbooks. These studies all focus on representation of people and events in history textbooks. However, up to date, no research has been conducted regarding the representation of Britain's imperial history in textbooks for Dutch learners of English. This research will analyse how and in what way Britain's imperial history is represented.

4. Methodology

This research will analyse the educational materials *Stepping Stones*, *Of Course* and *New Interface* for upper-level learners through content and narratological analysis. Both the content and narratological analysis will be conducted using a set of codes. These codes consist of words or terms that have been discussed in the theoretical framework. Initially the text/workbooks will go through a content analysis to establish which texts or other sources will be used for the narratological analysis. The narratological analysis consists of close readings of these texts/or sources. Lastly, this research will see if the educational materials provide learner goals for the texts and sources selected for the narratological analysis. It will evaluate if the learner goals align with the learner goals of the proposed curriculum changes. This research will focus on three chapters: processes of empire, historical subjects and language. Each analysis chapter will conclude with a summary of findings. This summary will include a quantitative overview of the findings of the narrative analysis. By answering the three sub-questions the conclusion will answer the research question.

Corpus

This research analyses educational materials for upper-level learners for English language teaching of the three largest publishers of educational materials in the Netherlands: ThiemeMeulenhoff, Noordhoff, and Malmberg. All the text/workbooks under consideration from *Stepping Stones*, *Of Course* and *New Interface* are listed in Table 1. Table 1 includes information about the publisher, title of the educational materials, year of publication, intended level of learners, and all chapters in the educational materials. The chapters are included to indicate the overarching theme of each chapter. *New Interface* consists of missions that continue over the course of the three text/workbooks. The missions are categorized depending on the skill they focus on such as listening or writing. *Stepping Stones* and *Of Course* incorporate skills throughout the chapters. These educational materials have been selected based on their widespread use in the Dutch educational system and the dominance of their respective publishers (Witte, 2022).

Publisher	Title	Year	Level	Chapters
Noordhoff	<i>Stepping Stones</i> text/workbook A	2020	Havo 4	<ul style="list-style-type: none">• Habits and Trends• Sports• Art and design• Exam preparation• Literature• Bridging the Gap
Noordhoff	<i>Stepping Stones</i> text/workbook B	2020	Havo 4	<ul style="list-style-type: none">• Marketing• UK vs US• Green Living• Exam preparation• Literature

Noordhoff	<i>Stepping Stones text/workbook</i>	2020	Havo 5	<ul style="list-style-type: none"> • Bridging the Gap • The next step • Exam Preparation • Literature • Bridging the Gap
Noordhoff	<i>Stepping Stones text/workbook A</i>	2020	Vwo 4	<ul style="list-style-type: none"> • Habits and Trends • Sports • Art and Design • Exam Preparation • Literature • Bridging the Gap
Noordhoff	<i>Stepping Stones text/workbook B</i>	2020	Vwo 4	<ul style="list-style-type: none"> • Marketing • UK vs US • Green Living • Exam Preparations • Literature • Bridging the Gap
Noordhoff	<i>Stepping Stones text/workbook A</i>	2020	Vwo 5	<ul style="list-style-type: none"> • Journalism • Global Relations • Science & Tech • Exam Preparation • Literature • Bridging the Gap
Noordhoff	<i>Stepping Stones text/workbook B</i>	2020	Vwo 5	<ul style="list-style-type: none"> • Interculturalism • Human Psyche • Business • Exam Preparation • Literature • Bridging the Gap
Noordhoff	<i>Stepping Stones text/workbook</i>	2020	Vwo 6	<ul style="list-style-type: none"> • The next step • Exam preparation • Literature • Bridging the Gap
Malmberg	<i>Of Course havo 4</i>	2021	Havo 4	<ul style="list-style-type: none"> • Young Blood • LOL • Great Expectations • A Curious Mind • Global Appetites • Literature
Malmberg	<i>Of Course havo 5</i>	2020	Havo 5	<ul style="list-style-type: none"> • Science and Technology • State of the Art • Where Do We Go from Here? • Literature
Malmberg	<i>Of Course vwo 4</i>	2021	Vwo 4	<ul style="list-style-type: none"> • Young Blood • LOL

Malmberg	<i>Of Course vwo 5</i>	2020	Vwo 5	<ul style="list-style-type: none"> • Great Expectations • A Curious Mind • Global Appetites • Literature
Malmberg	<i>Of Course vwo 6</i>	2020	Vwo 6	<ul style="list-style-type: none"> • The Magical Mystery Tour • Go Down in History • Science and Technology • State of the Art • A Bright Future • Literature
ThiemeMeulenhoff	<i>New Interface Level B1</i>	2021	Havo 4/ vwo 4	<ul style="list-style-type: none"> • In Two Minds • The Shape of Things to Come • Making History • Seize the Day • Bridging the Gap • Literature <p>Reading</p> <ul style="list-style-type: none"> • Mission 1: Trails and tribulations • Mission 2: Experience is everything • Mission 3: The perfect intern <p>Listening and Watching</p> <ul style="list-style-type: none"> • Mission 4: Netflix down • Mission 5: Home alone! • Mission 6: You've got to see this! <p>Writing</p> <ul style="list-style-type: none"> • Mission 7: Getting more done in less time • Mission 8: Share but take care • Mission 9: Review and get paid! <p>Speaking</p> <ul style="list-style-type: none"> • Mission 10: What do you mean, I failed? <p>Conversation</p> <ul style="list-style-type: none"> • Mission 11: All flights cancelled • Mission 12: Do you care? • Mission 13: Climate change: what can you do? <p>Mission support</p> <ul style="list-style-type: none"> • Vocabulary • Phrases • Grammar index • Grammar
ThiemeMeulenhoff	<i>New Interface Level B1+/B2</i>	2023	Havo 5/ vwo 5	<p>Reading</p> <ul style="list-style-type: none"> • Mission 14: It's up to you!

ThiemeMeulenhoff *New Interface* 2021 Vwo 6
Level B2+/C1

- Mission 15: Scammed!
- Mission 16: Safety first
- Mission 17: Hot topics and burning issues
- Listening and Watching**
 - Mission 18: The road to success
 - Mission 19: Make a difference
 - Mission 20: Buyers beware
- Writing**
 - Mission 21: It's a hard knock life
 - Mission 22: Holiday fail
- Speaking**
 - Mission 23: 'It's educational!'
- Conversation**
 - Mission 24: Deal with it!
 - Mission 25: Here to help
- Mission support**
 - Vocabulary
 - Phrases
 - Grammar index
 - Grammar
- Reading**
 - Mission 26: Workplace discrimination
 - Mission 27: My personal mission
 - Mission 28: Dragon's den
- Listening and Watching**
 - Mission 29: Gap year
 - Mission 30: What if ...?
 - Mission 31: Business is booming
- Writing**
 - Mission 32: Matter of the mind
 - Mission 33: (Class)room for improvement
- Conversation**
 - Mission 34: Housing horrors
- Speaking**
 - Mission 35: permission to laugh?
- Mission support**
 - Vocabulary
 - Phrases
 - Grammar index
 - Grammar

Table 1. overview of educational materials used.

The choice of analysing materials for upper-level learners is based on the requirements for upper-level learners' final examination, as they are expected to be able to understand texts that engage with themes such as: "[...] countries, cities, peoples, regions, nature, environment, politics, economics, art and culture, history, science, (contemporary) social phenomena" (College voor Toetsen en Examens, 2023, pp.13-14). Furthermore, regarding the newly proposed curriculum learners in the upper-levels have to be able to "analyse social phenomena based on historical backgrounds", "research historical developments and perspectives", and "place themselves within different perspectives, customs and viewpoints" (Vakvernieuwingscommissie Moderne Vreemde Talen, 2024, pp.33-34). Therefore, multiperspectivity and historical contextualisation are important for this research.

Text/workbooks for vmbo 1-4 of English as well as havo/vwo lower levels⁴ have not been incorporated in the corpus. Considering the competences expected of them at graduation, as well as the competences in the proposed curriculum changes, this research does not expect considerable engagement with Britain's colonial past. This research will only include the basic text/workbooks provided by the publishers and will not include extra (online) materials. It will do so in order to create a more balanced and equal corpus. The amount of extra material provided by publishers differs and based on different packages purchased by schools these extra materials may, or may not, be available to learners. Packages include things such as extra monthly magazines or online articles. One exception has been made regarding materials for *New Interface*. The *New Interface* text/workbooks provide learners with a QR code whenever they have to watch a clip. This QR code often links to a YouTube video which is freely accessible but not made by the publisher.

Text/workbooks are continually under revision and publishers create new editions. For example, upper-level learners use the sixth edition of *Stepping Stones* while the lower levels use the seventh edition. This means that next year upper-level learners will start using the seventh edition as well. Malmberg is also developing a new edition which will be published continuously with each year. Thus, lower-level learners already use new editions while these are not yet available to upper-level learners. While this research recognises that its findings might not be as relevant in the near future it must engage with the materials that were available at the current time of analysis. However, the results of this research may be used to compare changes made in later editions to see if these changes fit within the new curriculum. This research takes on a synchronic rather than a diachronic approach because it aims to analyse whether the materials engage with aspects of the proposed changes in the Dutch curriculum especially within the domain of "language awareness" and "cultural awareness" (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023). This research is less

concerned with the development of the educational materials over time as it is with their engagement with Britain's imperial past and the curriculum changes at the time of this research.

Method

This research will conduct content and narratological analysis based on codes (Saldaña, 2013).

Content analysis

Through the content analysis a selection of texts/sources will be made for the narratological analysis. Therefore, it is important to limit the content analysis to specific codes derived from the research question and the theoretical framework (Terra, 2013, pp.9). By establishing specific pre-established codes focussed on colonial past, or the mentioning of former colonies, a selection of the texts and materials for analysis can be made. In so doing, it can establish a presence or absence of representation of these former colonies and their histories. For example, a code used is decolonization. However, this code might manifest itself through different terms. Once such term might be: "former colony", "gained independence", or "granted independence". The initial coding scheme with terms used for the content analysis can be found in appendix A.

As previously mentioned, this research will focus on processes of empire, historical subjects and language. The chapter on processes of empire will not limit its focus to former colonies only. Countries that have been under British rule will also be taken into account. For example, Scotland and England were united in 1707 with the Act of Union although they had the same monarch since 1603. Scotland was not a colony of England, yet both have had a great influence on one another. Former colonies, or countries on which Britain has had an influence whether good or bad, will be included in the content analysis. These include but are not limited to: Canada, Ireland, India, Kenya, and the United States. Secondly, the content analysis includes historical subjects. Subjects vary from colonizers and settlers to the colonized. For example, a text about Australia historical subjects includes prisoners sent to the penal colony, free settlers and the Aboriginal population. Lastly, this research will focus on language. A specific code for this research is English. Materials that engage with the English language and its influence on native languages within the British Empire will be taken into account, these include but are not limited to: Welsh, Inuit languages, Kongish, and Singlish.

It is important to note that the terms belonging to codes used at the beginning of the analysis may be adjusted depending on initial findings or lack thereof. For Example, a text about the future of food contains the phrase “(and sometimes decimate) them” (Van Eijk et al., 2021a, pp.194-195, & Van Eijk et al., 2021b, pp.182-183). This a phrase that later became a term for the code settler colonialism which at the start of the research did not exist. Establishing these terms is a changing process that is also influenced by the corpus. Once the coding scheme has been established (see appendix B) the codes and data will be put into themes which will refer to the chapters and subheadings of those chapters.

Narratological analysis

The narratological analysis will also be based on specific codes. The narratological analysis will consist of close readings of the texts or sources that emerge from the content analysis. It will use different elements of narratology to analyse the narrative such as multiperspectivity and focalization. Multiperspectivity is an aspect of narration in which multiple viewpoints are used for presenting a story (Hartner, 2014). Focalization consists of “a selection or restriction of narrative information in relation to the experience and knowledge of the narrator (Niederhoff, 2013). Focalization is used to see who narrates the text or sources. Through this it can be established whether the narrative is from a western viewpoint or if multiple perspectives have been used.

Furthermore, this analysis will use codes from Luke Terra (2014). Terra’s codes have been selected because of the clear categorization and the fact that Terra’s research also focusses on educational materials. The codes are coherent account, contested account, ornamental sources, supportive sources, and conflicting sources. A coherent account is a text in which the story is told by a single voice. The text is narrative driven and the voice is often authoritative. The text provides answers without giving alternative explanations. A contested account gives varied historical interpretations with multiple voices and is often source driven. A contested account would fit within the notions of multiperspectivity as it gives multiple perspectives for a historical event. An ornamental source is a source which is purely decorative; it only adds colour to the narrative. An example of this might be a picture of a random ship in a text about sailing. A supportive source supports the narrative of the text. For example, if a text is about convicts in Australia a supportive source might be a picture of a transportation ship or a journal entry of one of the convicts. Conflicting sources reflect “a desire to represent historical enquiry as an interpretive process requiring multiple and often conflicting pieces of information.” (Terra, 2014, pp. 237). For example, regarding early settlers in Australia conflicting sources could be witness account from settlers, convicts, or

Aboriginals about the same events. Through conflicting sources multiple perspectives are given which can oppose each other.

Lastly, this research will look for learner goals that the educational materials attached to the texts and sources that emerge from the content analysis. The specific learner goals per text/source have been added in overviews of the texts under consideration that can be found in the appendix. In so doing, it can evaluate if the texts already engage with aspects of the curriculum development such as domain C subdomain C2, end-term 19 culturally-bound aspects in sources¹⁰ and end-term 20 pluricultural experiences¹¹ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 6-33). If no goals appear in the table that means the educational materials did not provide goals to that specific text, source or assignment. The information about learner goals will be used to evaluate in which way the educational materials use texts regarding Britain's imperial history.

¹⁰ upper-level learners are expected to analyse different traditions, social phenomena, historical backgrounds. Furthermore, learners have to be able to reach conclusions regarding cultural aspects and, in the case of the highest level (vwo), have to be able to investigate cultural-historical developments and perspectives. (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, p. 33)

¹¹ learners must be able "to show insight in the cultural diversity by means of the experiences of users of the English language" (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, p. 6)

5. Processes of Empire

The main focus of this research is the representation of Britain's colonial/imperial past and the representation of the influence of the British Empire on nations. This chapter will answer the sub-question: In what ways are the processes of empire represented in *Stepping Stones*, *Of Course* and *New Interface*? In so doing, this chapter focusses on the process of colonization and the way in which the process is represented in the corpus of this research. The process of colonization has been divided in stages of colonization, decolonization and postcolonization. The texts and sources under consideration were selected based on codes used (see appendix B). The texts that have been selected and will be analysed in this chapter are presented in appendix C. Not all educational materials are equally represented in this chapter. This is because not every text/workbook features texts or other forms of media that are relevant to this chapter. Through the narratological analysis close readings of these texts will follow. Finally, it will evaluate whether the learner goals and texts/sources align with the text or sources and the proposed new curriculum. The chapter concludes that the educational materials engage with aspects of processes of empire but they could benefit from adding different perspectives and exercises which allow learners to engage with sources/texts more in-depth and more critically.

COUNTRIES & CULTURES



HONG KONG

Capital: Hong Kong
Official languages: Cantonese, English and native dialects
Population: Approximately 7.3 million
Currency: Hong Kong Dollar
Area: 1,104 km²

Language: Historical Mix

The fact that Hong Kong has two official languages, Cantonese and English, reveals something about its history. From 1841 up until 1997 Hong Kong was a British colony with English as its official language. In 1997 Britain and China came to an agreement to hand over the governing rule to the people of Hong Kong. English, however, was kept as one of the two official languages. Besides that, the youth of Hong Kong have recently started to use English in their Cantonese, a mix called *Konglish*, seems to show their Hong Kong identity as a means of protest against the growing power influences from China.

Theme-wise: A Global Economic Hub



► Hong Kong's island and geographical location are perfect conditions for trade. The Western colonists picked up on this and created an environment of free international trade that still continues up until today. A minimum of government intervention along with low taxation and the fact that the region is a gateway to the rest of the Asia-Pacific gave Hong Kong its unique international economic position. In the 1950s Hong Kong became the first of the four Asian Tiger economies due to its large work force that had grown with Chinese who had fled the mainland of China. Over the decades Hong Kong has also attracted and shaped many international entrepreneurs because of it being a unique global economic hub.

Films: Hong Kong Cinema



► Even though it is a relatively small country, Hong Kong has made an enormous impact on the film entertainment industry in America. The action films as we know them today very often have their roots in Kung Fu films made in Hong Kong from the 1970s onwards. Director Quentin Tarantino, for example, proclaims himself to be "not just a fan but a student, a scholar, of Hong Kong cinema". Specifically studied and copied were the ways in which violence was visualised in Kung Fu films because it appealed very much to the Western cinema going audience. The introduction of well-choreographed fights, different camera angles and slow motion effects made a light look more stylish, yet at the same time the viewer experienced it as being more real.

Tip!

Hong Kong has been voted to have one of the most impressive skylines of the world. To see it, take the historic StarFerry which has run since 1888.

Music: Canto Pop

Pop music in Hong Kong has been inspired significantly by British and American pop music from a time as early as the 1970s up until this moment. This genre even has a specific name called "Canto pop" as the artists copy western style music and sing Cantonese lyrics to it. Finding suitable lyrics, however, can be a painstaking challenge because Cantonese is a tonal language, so matching the right words to the copied melody can take weeks. Equal time is spent on making the video clips, which are just as enticing and entertaining as their Western counterpart, so worth checking out.



From colonization to decolonization

Stepping Stones dedicates four pages of each theme (chapter) to a subchapter called “Countries and Cultures”. In these subchapters *Stepping Stones* explores aspects of certain countries or cities which are connected to England in some way (an example is shown in figure 1). “Countries and Cultures” introduces the country or city in question with a fact file which gives information about geography, language, and population. The fact file is followed by three or four smaller texts engaging with a certain topic, two of these are often but not always, language and “theme-wise”. “Theme-wise” is a subsection which combines the topic of the overarching theme with the country or city in question. In figure 1, the “theme-wise” section discusses Hong Kong as an economic hub because the overarching theme is “Marketing”. All “Countries and Cultures” are coherent accounts as they are narrative driven and provide a single voice. The sources/images used are supportive as they show pictures of the countries, cities, or subjects in question. The source of information is not shared with the reader on the page itself. *Stepping Stones* does not provide clear learner goals for “Countries and Cultures”. Learners have to read the texts and answer questions about them.

One of these “Countries and Cultures” subchapters focusses on Hong Kong (figure 1). The subchapter mentions that Hong Kong was a British colony from 1841 up until 1997. Hong Kong was colonized due to its beneficial location: “Hong Kong’s islands and geographical location are perfect conditions for trade. The Western colonists picked up on this and created an environment of free international trade that still continues up until today.” (Andre et al., 2020a, pp.30-31., Andre et al., 2020b, pp.26-27). The narrative attributes the emergence of Hong Kong as an economic hub to Western colonists. The process of decolonization is also mentioned: “In 1997 Britain and China came to an agreement to hand over the governing rule to the people of Hong Kong” (Ibid). It fails to mention major historical developments leading up to its independence or the aftereffects. The situation at the time was more nuanced than simply “an agreement” as the dominance of China and ending lease plans played a large role (Hampton, 2016). Thus, the decolonization of Hong Kong is simplified by *Stepping Stones*. Furthermore, it does not give agency to the inhabitants of Hong Kong. The exercises that accompany the text require learners to answer true or false statements. One of the statements is: “Between 1841 and 1997 Hong Kong was ruled by Britain.” (Andre et al., 2020b, pp.28). Further information is not given and learners are not required to conduct further research about this topic.

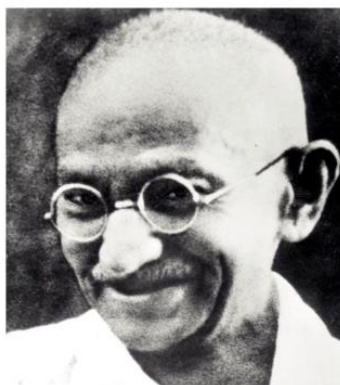
The “Countries and Cultures” section on UK/US territories mentions the history of these territories (Andre et al., 2020a, pp.80-81., Andre et al., 2020b, pp.74-75). The process of colonization is explained by *Stepping Stones* in the subsection “History of the Islands” as follows: “These islands were usually part of the former colonies discovered in a period from

the late 15th century until the late 18th century by adventurous explorers such as Captain James Cook. After their discovery they were taken over for economic, military or scientific reasons, and in some cases trade” (Ibid). Regarding the process of colonization three things stand out in this narrative. Firstly, Captain James Cook is described as an “adventurous explorer”. While he certainly had a great impact, his legacy has since been covered in controversy. Secondly, the four reasons given for colonization of these territories lack nuance as processes of colonialism. Reasons for colonialism are not often one or the other but rather a combination of factors. Lastly, *Stepping Stones* is not explicit about which territories are under consideration. The fact file regarding the “Theme-wise” text mentions that there are fourteen UK territories and sixteen US territories. Their respective names and histories are not mentioned. After reading the “Theme-wise” text learners have to answer true or false statements. Such as “People who discovered the islands for the first time also colonised some of them” and “Islands could be colonised to grow certain crops or to have a strategic defence base” (Andre et al., 2020a, pp.81., Andre et al., 2020b, pp.74). These statements do not engage with the cruelty and complexity of colonization and are only used to create reading comprehension questions for learners. The only two territories that are explicitly mentioned are Bermuda and Puerto Rico. The text about Bermuda focusses on the Bermuda triangle. The text about Puerto Rico focusses on music. It also mentions effects of colonialism without specifically stating so: “[Puerto Rico's] population of over 3.5 million people has ancestors from all over the world” (Andre et al., 2020a, pp.82., Andre et al., 2020b, pp.75). *Stepping Stones* could have included more background information regarding Puerto Rico’s diverse population or included more background information about Bermuda instead of focussing on urban legends. The exercises regarding Puerto Rico let learners do online research regarding three different music genres in Puerto Rico. They have to find out when and why a certain music genre started and who started it. The exercises do not engage with the fact that Puerto Ricans have ancestors all over the world or why this is. The exercises about Bermuda only focus on urban legends. Learners then have to create their own urban legend. *Stepping Stones* could dedicate an exercise to the colonization of Puerto Rico and Bermuda viewed from the perspective of the population. If *Stepping Stones* had done so it would better achieve the curriculum goal of domain C, subdomain C2, end-term 19¹² (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.33). Learners are not expected to analyse these situations in the current exercises and the text/workbook does not engage with different perspectives.

¹² “Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media.”

The process of decolonization is mentioned in the “Countries and Cultures” section about India (Andre et al., 2020b, pp.125). India’s road to independence is mentioned in the “Great thinkers: Gandhi” subsection which only features in *Stepping Stones vwo 4 Flexbook B* but not in *Stepping Stones havo 4 flexbook B*. Instead of the subsection “Great thinkers”, havo 4 has the subsection “Films and Music: Bollywood”. As is the case for all the “Countries and Cultures” subchapters in *Stepping Stones* this section uses a coherent account. Sources and learner goals are not disclosed and the images used are only for visual support. The text focusses on Gandhi’s nonviolent civil disobedience and his wish for independence from Britain. Through Gandhi’s efforts “independence was eventually granted in 1947.” (Andre et al., 2020b, pp.125). This text does not mention the atrocities that happened in India leading up to Britain’s withdrawal. Violence raged everywhere from the capital to other cities such as Amritsar and the countryside, where “by the time the convulsion subsided a million had died and eleven million had been driven from their homes, one of the largest migrations in history.” (Brendon, 2008, pp.412). Learners do not engage with India’s road to independence other than the single sentence in the “Great thinkers” subsection. The corresponding exercises let learners read three quotes by Gandhi, choose one, and “explain what it means according to you and try to relate it to an example in your personal life or the world” (Andre et al., 2020b, pp.127). They then have to do online research to figure out when Gandhi said the quote. Learners could be asked to engage more with the (de)colonization of India, the legacy of Gandhi, or Gandhi’s perspective. In so doing, *Stepping Stones* would engage with domain C, subdomain C2, end-term 19¹³.

Great thinkers: Gandhi



◀ Gandhi, or Mahatma Gandhi, his honorific name, has been called ‘a man who made humility and simple truth more powerful than empires.’ His message was one of justice and peace and he is known for his ways of trying to establish these. He inspired and mobilised the Indian population to nonviolent civil disobedience to show their wish for righteousness and independence from Britain. The independence was eventually granted in 1947. Gandhi, also had the sincere wish to establish peace between different ethnicities and religions within India. In the end an individual from one of these groups shot Gandhi, in fear of Gandhi’s message and the ways in which it moved people to action. His message, however, has continued to inspire people ever since, and has encouraged movements all over the world to take action for peace and justice in a nonviolent manner.

Figure 2 Text about Gandhi as seen in *Countries and Cultures: India, Stepping Stones (Stepping Stones vwo 4B Flexbook, 2021, p. 125)*

¹³ “Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media.”

The “Countries and Cultures” subchapter about Botswana, the process of Botswana’s colonization and decolonization is mentioned (Van Asselt et al., 2020a, pp.29). The history of Botswana’s origin is mentioned in the subsection about Sir Seretse Khama, who was the first President of Botswana. This text is narrated through a coherent account with an authoritative voice. The source of information is not given but it is not from Sir Khama’s point of view. It mentions that Bechuanaland (now known as Botswana) had been put under British protection under the rule of, and with the approval of, Kgosi Khama III (Sir Seretse Khama’s father) (Ibid). Later, it is mentioned that Bechuanaland gained its independence in 1966 (Ibid).

Stepping Stones does not only engage with the topic of colonialism through its “Countries and Cultures”, it also does so in its literature chapter (Adre et al., 2020c, pp.202). In the seventeenth century literature section for vwo 5 *Stepping Stones* learners must analyse the poem *Bermudas* (1681) by Andrew Marvell. The poem describes the colonization of Bermuda by English settlers. Ironically, the biography section of Andrew Marvell mentions that his poem “Cromwell’s Return from Ireland” is “considered one of the greatest political poems in the English language” (Ibid). However, Cromwell’s actions in, and influence on, Ireland are not mentioned in light of colonization. Furthermore, it seems that *Stepping Stones* is less interested in the meaning of “Bermudas” than in focalisation, metre, and landscape descriptions. In doing so, it feels as though the act of colonization is of lesser importance.

In a section titled “Understanding historical events” *New Interface* provides learners with a TED Ed clip by Leo Bear-McGuinness about the significance of the potato called “History through the eyes of the potato” (Badadjanian et al., 2021, pp.104-105). The text/workbook lets learners scan a QR code which directs them to the webpage of Youtube, where they can watch the clip. The clip is not made by ThiemeMeulenhoff but has been incorporated in this research because the publisher has chosen to incorporate this clip in its text/workbook. The clip is a coherent account in which a single authoritative voice presents the narrative. The clip itself is a supportive source as it aids the narrative with visualisation of what is narrated. In the clip Bear-McGuinness tells the story of how the potato came from Peru and aided the West in establishing global dominion. The introduction of the potato allowed for stability in food growth which led to the rise of populations: “As a result, the British, Dutch and German Empires rose on the backs of the growing groups of farmers, labourers, and soldiers, thus lifting the West to its place of world dominion” (see figure 3). It explains the emergence of empires but does not heavily engage the global results of western imperialism. In the clip Bear-McGuinness mentions that empires rose on the backs of the lower classes, and it

seems that only they suffered in creating these empires. One of the questions learners must answer is: “The video seems to suggest there’s a direct link between eating potatoes and world dominion. Looking at non-western countries, what are our thought on this statement? Explain.” (Badadjanian et al., 2021, pp.104) This question incorporates the global effects of imperialism, but learners might have difficulty answering such a broad question without sufficient pre-knowledge.

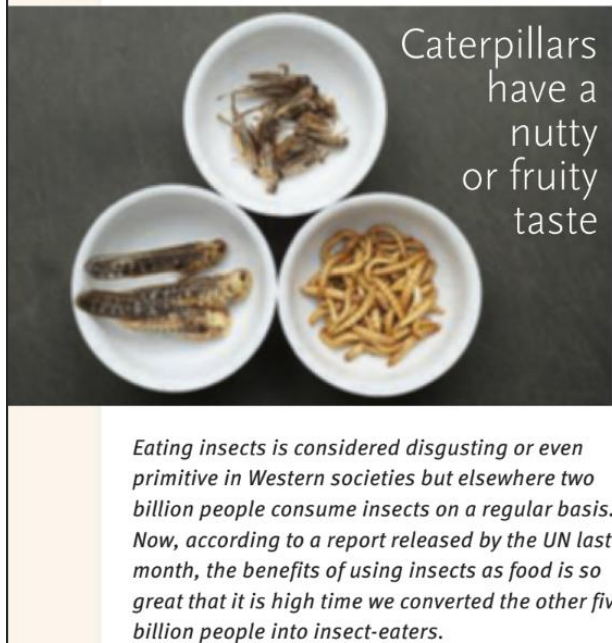


History through the eyes of the potato - Leo Bear-McGuinness

Figure 3 A still from the www.youtube.com clip of History through the eyes of the potato

Of Course engages with processes of colonization in the text “The future of food”, which features in both text/workbooks for havo 4 and vwo 4. “The future of food” discusses the negative view Western countries have on eating insects even though it is a possible solution for feeding the growing world population. The text is a coherent account and the picture accompanying the text is ornamental. The picture is decorative as it shows three different insects ready for consumption (figure 4). The text is based on an article from www.nature.com. “The future of food” explores the western view on eating insects (Van Eijk et al., 2021a, pp.194-195, & Van Eijk et al., 2021b, pp.182-183).

The future of food



nutty or fruity taste and clearly the Congolese are fond of them. One household, in the Congolese capital of Kinshasa, eats about 300g of caterpillars a week on average. This equates to an astonishing 96 tonnes of caterpillars consumed in the city annually.

2 While in African countries insects are mostly eaten by the natives, in Southeast Asia, an abundance of insects, prepared and composed in different ways, is increasingly marketed to tourists. It's no surprise really, considering the surge of tourists to this part of the world. And the fact that between 150-200 species of insects are consumed in Southeast Asia.

Globally, beetles and caterpillars are consumed as much as all other edible insects taken together. However, bees (as my brother can verify), wasps and ants are popular too, accounting for a whopping 14% global insect consumption. Locusts, crickets, dragonflies and flies are not spared either.

Figure 4. excerpt of "the future of food" showing the ornamental source and part of the coherent account (Van Eijk et al., 2021a, pp.194-195, & Van Eijk et al., 2021b, pp.182-183).

The text engages with the process of colonization and settler colonialism:

"Native American tribes, for instance, had a long history of eating insects. But as Western cultures began to interact with (and sometimes decimate) them, the West imposed their own values onto the tribes, discouraging and suppressing the practice. In their eyes eating insects was considered primitive. Some indigenous groups in sub-Saharan Africa were similarly afflicted – and much more recently too" (Ibid).

This excerpt not only mentions the geographical impact of colonialism, but it also mentions the influence on the population as well. This is in contrast with the examples from *Stepping Stones* which does not engage with colonialism or imperialism on a deeper level that also considers the effects on the population. However, the decimation of entire Native American tribes or indigenous groups seems quite out of place when placed between brackets. One might argue that this is the point because one of the learner goals is to teach learners about irony (appendix C). The decimation of tribes ties in with the notion of settler colonialism as it was premised on the annihilation of native societies (Wolfe, 1999). This text also mentions the hegemonic idea that the West looks down on eating insects as they believe to be morally above the practice which they have discouraged and suppressed. While this text uses irony to make its point, the single viewpoint is very Eurocentric and uses the idea of the West versus those who eat insects. This notion will be explored in the next chapter.

“Convicts and colonisers: the early history of Australia” is a text featured in *Of Course vwo 5* (2020a). In the text Booker Prize-winning author Thomas Keneally talks to author and historian Rob Attar about the early history of Australia. The text is a coherent account as the text has a single authoritative voice driving the narrative. The picture of a convict ship is supportive as it adds visual support to the narrative (Appendix D). The text discusses the creation of Australia from penal colony to democracy. It starts with explaining Britain’s need for extra territory: “Having been deprived of American colonies following the emergence of the United States, Britain in the 1780s was desperate to find an alternative territory for its miscreants. Australia, recently claimed for the empire by Captain Cook, seemed to fit the bill” (Van Eijk et al., 2020a, pp.61). It goes on to mention that: “It had been inhabited by Aborigines for millennia but, despite a few tentative voyages, no other European power had established a lasting settlement on the continent. Britain took the lead” (Ibid). Phrases such as “fit the bill” and “took the lead” make light of serious historical events. This is what Brett and Guyver (2021) mentioned as the West being uncomfortable with their past and therefore using a less threatening narrative in classrooms. The way in which Aborigines and Settlers are represented will be discussed in the next chapter.

After Empire

“Waking up from the imperial dream” is a text from *Of Course vwo 5* that focusses on Britain’s imperial past (Van Eijk., 2020a, p.85-86). The text is a coherent account with an authoritative single voice. The picture of the British Empire on a world map is a supportive source as it visually supports the scale of the British Empire. The text, which is based on an article from *The Guardian*, discusses the overly positive view that many Brits have of the Empire. The text mentions that the idea of the British Empire is simplified and therefore people do not know enough about the Empire to form an educated opinion: “The Empire has become reduced to the abolition of slavery, the building of the Indian railways and some vague talk about the rule of law, British values and the spread of the English language” (Ibid). This causes people to see the British Empire as having done both good and bad things. The text mentions current opinions people have of the empire and it also mentions the ending of the empire: “In the century since then, the Empire has crumbled and Britain’s power has largely evaporated. But in our national memory of Britain’s centuries in the sun, the balance between the good and evil that Wallace recognized has been tipped decidedly towards the former” (Ibid). This ties in with the idea of the metropole and economic empire in which the formal empire has disappeared, but the imperial influence has not. The text is followed a fill-in-the-gap exercise which focusses on the legacies of colonialism in India. Through this exercise (appendix E) learners engage with a critical text about the (de)colonization of India.

In so doing, they engage with domain C, subdomain C2, end-term 19¹⁴ of the new Dutch curriculum.

Effects of Empire

“Mandela on globalisation” is a text from *Stepping Stones vwo 5 Flexbook A* (2020c, pp.88-89). The text consists of the speech Mandela gave after receiving the Freedom Award from the National Civil Rights Museum on 22 November 2000 (ibid). Mandela’s speech offers a perspective from a non-Western point of view. In his speech Mandela mentions that “for a South African to be honoured here tonight in this place and by this body inspires as it reminds us again of the indivisibility of human freedom” (Ibid). Vwo 5 learners might not fully understand the meaning of this sentence. Learners have to know who Nelson Mandela was, they have to know about Apartheid, and they have to know about the struggles of South Africa. In his speech Mandela talks about globalisation and its effects on the world. The effects that he mentions connect with the notion of the economic empire (Loomba, 2004), in that: “the majority of the world’s population languishes in conditions of abject poverty and deprivation. This is in spite of the fact that we have the capacity to take care of all the world’s people. This is in spite of the opulence and privilege in which large sectors of the world live” (Andre et al., 2020c, pp.88-89). “Large sectors of the world” can be read as the West still being a dominant economic empire. And just as the traditional empire is an institute of greed so is globalisation, as Mandela states: “Where globalisation means, as it so often does, that rich and powerful now have new means to further enrich and empower themselves at the cost of the poorer and weaker, we have a responsibility to protest in the name of universal freedom” (ibid). Learners could be expected to engage with Nelson Mandela’s history and his life’s work. Instead learners are expected to write a letter to Mandela’s family and express their “personal opinion about his legacy, his speech and the development of globalisation in today’s world” (Andre et al., 2020c, pp.90). It places the responsibility to engage with Mandela’s history and legacy on the learners. Learners could instead be asked to first do research on Nelson Mandela before writing to his family. That way learners would engage more with the historical background of Nelson Mandela and South-Africa.

Of Course vwo 6 provides us with a text about St. Patrick’s Day (Van Eijk et al., 2020b, pp.78-79). The text is a coherent account with an ornamental source. In the text the history of Saint Patrick is mentioned as well as the evolution of the holiday from its beginnings to what it is known as today. It mentions that the first St. Patrick’s Day parade was in New York City in 1762 when Irish soldiers marched through Manhattan to a local tavern. While the text/workbook does not mention it, this does raise the question as to why this did not happen

¹⁴ Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media.”

in Ireland itself. The text/workbook does not mention any restrictions imposed on catholic Irish citizens at that time (Gidney, 2017, pp.99-102). Furthermore, the text mentions the first parade in 1931 in the Irish Free State and a sentence later it refers to the promotion of Paddy's Day in 1995 in Ireland. Interestingly, these two sentences mention Ireland's process of independence from Britain connected to the celebration of a national holiday without elaborating on its significance. However, learners cannot be expected to understand the impact of these two sentences and will probably be confused as to why it is called the Irish Free State at first and then Ireland. While the distinction is important it is not discussed at all. The reason for this might be that the text is adapted from www.irishcentral.com and therefore, readers of their site might be expected to have a certain amount of existing knowledge about the topic. The text/workbook could include an exercise in which learners have to research the difference between the Irish Free State and Ireland. In so doing, they would learn about the history of Ireland and would get more information about "a specialised subject and would be able to use that in their discussions about cultural differences" as is mentioned as one of the learner goals (Van Eijk et al., 2020b, pp.79). Furthermore, if the exercises ask learners to research this specific part of Irish history it would prepare learners better for the changes within the Dutch curriculum, in particular domain C, subdomain C2, end-term 19¹⁵ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.33).

Conclusion

Out of the ten texts selected for this chapter all of them present processes of empire through coherent accounts. Because all the narratives are coherent accounts learners might embrace these narratives as facts. All texts are single voiced authoritative narratives. Out of the ten texts selected for this chapter five of them contain supportive sources which add value to the narrative while the other five sources are ornamental and only provide decorative value to the texts. *Of Course* and *New Interface* show the sources of their texts and make clearer use of learner goals. *Stepping Stones* does not show its sources for their "Countries and Cultures" sections nor do these subchapters contain learner goals. The description *Stepping Stones* gives of historical events and processes of colonisation and decolonisation often remain on the surface. The descriptions often lack depth and nuance. *Stepping Stones* could include exercises which require learners to do their own research about a topic to allow them to engage with the topic more. Only the text "Mandela on globalization" engaged with the effects of the metropole from a non-Western point of view but also lacks exercises which give learners a better understanding of the situation. *Of Course* in "The future of food" and "Waking up from the imperial dream" engages with these processes on a more critical level,

¹⁵ "Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media."

but could also benefit from adding information and sources. While these texts show the experiences of those effected by the processes of empire they do so from a Western point of view. All educational materials would benefit from adding different perspectives to their narratives to create a more nuanced historical narrative.

6. Historical subjects

This chapter focusses on the representation of historical subjects. The subjects consist of individuals as well as indigenous groups and settler groups that have influenced, or were influenced by, the British Empire or by British colonialism. This chapter will answer the sub-question: in what ways are historical subjects represented in *Stepping Stones*, *Of Course* and *New Interface*? The emphasis lays on victims and perpetrators, and othering. The texts and sources have been selected based on codes (appendix B). The texts and sources used in this chapter can be found in appendix F along with the learner goals. This chapter will conduct a narratological analysis of all texts and sources through close readings. Finally, it will evaluate whether the learner goals and texts/sources align with the text or sources and the proposed new curriculum. This chapter concludes that while there are texts that include different experiences in presenting history and historical subjects, measures can be taken to include in-depth representation and multiple perspectives. Furthermore, two text contain incorrect information which is problematic in its current state but can be used to teach learners critical thinking skills.

Victims and perpetrators

In *Of Course vwo 5*, the text “Convicts and colonisers: the early history of Australia” (Van Eijk et al., 2020a, pp. 61) focusses on the roles of settlers and Aboriginals in Australia. The text engages with “the tragedy” of Australian history through a coherent account. The account includes the experience, but not the perspective, of the Aboriginal population. The “tragedy” being the conflict between the European settlers and the Aboriginal people who had lived there for over 50.000 years (Ibid). The tragedy and conflict are described as: “The Aborigines considered the country theirs and any animals on it theirs as well. So, they began killing the livestock of settlers and maybe they would also kill a convict shepherd because he was messing with their women or had stolen stuff from them. This is when the rifles came out and, when it came to a showdown, our technology and firepower were greater” (Ibid). The text insinuates that the Aboriginals were the original perpetrators who started the aggression toward the settlers (victims) who then fought back. Aboriginals attacked and killed settlers for “messing with their women” or “stealing stuff” (Van Eijk et al., 2020a, pp.61). The text/workbook is not explicit about what it means with “messing” and all hardship which befell on Aboriginal women is not made clear in the text. In fact, Aboriginal women were raped and faced sexual enslavement at the hands of settlers (Evans, 2010, pp.13). Use of the phrase “messing with their women” instead of “rape and sexual enslavement of women” might be because, as Boerhout and van Driel (2013) mention, some historic facts make people uncomfortable and therefore the language is changed.

Furthermore, the text explains the Aboriginals' sense of ownership of land. However, their sense of ownership was vastly different than that of the European settlers (Moreton-Robinson, 2015). European Settlers brought with them the notion of capitalism and using land for profit. European Settlers claimed Australia under the "legal fiction of *terra nullius* - land belonging to no one - and systematically disposed, murdered, raped, and incarcerated the original owners on cattle stations, missions, and reserves." (Moreton-Robinson, 2015, pp.4). The consequence of *terra nullius* was that the settlers could do what they wanted. The decimation of the Aborigines population is explained: "Through frontier wars, massacres and the introduction of diseases, the Aboriginal population was devastated, the settlers took over swathes of territory effecting a cultural as well as physical dispossession." (Van Eijk et al., 2020a, pp.61). This is a clear instance of settler colonialism as the settlers aimed to eliminate the native societies. Ultimately the text is very clear that the Aboriginal people were the victims of European settlement.

While the text itself does not present the perspective of the Aboriginal people it includes their experience from a Western point of view. The final exercise accompanying this text encourages learners to do their own research about different topics (figure 5).

SPEAKING

- 21 a** Look for an interview, a podcast, an article or a film in which an important aspect of Australia's history is discussed. In consultation with your teacher choose from the following:
- Australia as a penal colony;
 - the early history of the Aboriginals;
 - Aboriginal lives then and now;
 - Sorry Day and the stolen generations;
 - the film *Rabbit Proof Fence* (which you can see online);
 - the discovery of Australia by James Cook and the first 25 years;
 - the present relationship between Great Britain and Australia.
- b PAIR WORK** Prepare a 4- to 5-minute talk about your subject. Introduce the subject in general terms. In your talk focus on three completely different aspects of your topic. As a preparation you may write down 30-40 keywords. Give this talk to a classmate.
- While listening to your classmate's talk, write down six questions related to what you have heard.
You may think of questions like: Can you think of a reason why ...? / What's your opinion of ...? / In what way ...? How could it be possible that ...? How else might they have ...?
 - After the talk your classmate will answer your questions at length. This will be the basis for both of you to have a brief conversation on the subject.
 - When you have finished, change roles and start again (perhaps with another classmate?).

Figure 5: speaking exercise for the text *Covicts and Colonizers* (Van Eijk et al., 2020a, pp.69).

Learners are encouraged to look for an interview, a podcast, an article or a film which includes, or is told from, the perspective of Aboriginal people. This way learners are encouraged to find their own sources and compare their sources to the text. In so doing, they

can be critical of the narrative and engage with both perspectives. This exercise fits well within domain C subdomain C2, end-term 19 of the new Dutch curriculum¹⁶.

As mentioned in the previous chapter the text “Waking up from imperial dream” criticizes the British Empire (Van Eijk et al., 2020a, pp.85-86). The text does not only focus on the impact of the Empire, but also on those who lived in the empire: “The Empire was not a singular phenomenon, and indigenous people on the ground did not encounter “the Empire”; instead, they encountered individuals. There were the brutal soldiers and traders, motivated by personal greed, careerism or racial theory – many more of them than we like to acknowledge” (Ibid). This coincides with Loomba’s (2005) notions that European colonialism brought capitalism with it. The text creates a personal account of an enormous empire. It places the blame on the people who were active in the colonies while not mentioning those who provided opportunity for those people to explore and exploit. It focusses on the reality of racially motivated atrocities and acknowledges the shameful frequency with which these happened. Moreover, the text states a case for those that did not come with ill intentions: “Conversely, there were also thousands of men and women who were unquestionably decent. The empire found places and uses for both.” (Ibid). These people came to Australia and, however decent, profited from the British Empire. These implicated subjects (Rothberg, 2019) are neither victims nor perpetrators but benefitted from the regime. The word that stands out is “decent”. The settlers are not described as: good, virtuous, or fine but decent. The reason why the author chose the word decent and the nuance it provides is made clear in a later paragraph (see figure 6).

¹⁶ “Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media.”

True intentions?

6 Many of the “good” were missionaries and abolitionists – the 18th- and 19th-century versions of aid workers. They travelled to distant lands and risked their lives with good intentions, even though their humanitarianism was almost always fused with racial paternalism and the urge to spread their faith. And the Empire arguably brought economic developments and peace to some parts of the world, though many of those developments were temporary and arranged primarily to suit British needs. Finally, it delivered war and was devastating to other regions. The British Empire, like every empire in history, was created to enrich the imperial mother country, not to realise some vague mission to civilise the world.

Figure 6 expert from “waking up from the imperial dream” (Van Eijk et al., 2020a, pp.85-86)

Although the settlers believed that what they did was noble and good, with the gift of hindsight their intentions are highly questionable. It is in this manner that we must also view the “decent” settlers. The paragraph concludes with critical note about the current perception of the British Empire.

Yet, we still stubbornly convince ourselves and expect others to believe that this nation set aside its own financial interests, ignored the desperate plight of the British poor and dispatched great fleets of ships and vast armies of soldiers and administrators across the oceans to attend to the material welfare, educational aspirations and future mass transport requirements of the indigenous peoples of Asia and Africa (Van Eijk et al., 2020a, pp.86).

The last sentence does not mention the indigenous people of North America who also suffered under British expansionism. Nevertheless, this text is one of the most critical texts encountered in this research. It includes the experiences of Native communities albeit through a Western perspective. It acknowledges the reasons of colonisation, emphasising countless cruelties inflicted on native populations while also mentioning that settlers were not by default either good or evil. They were neither victims nor perpetrators, but implicated subjects benefiting from their allegiance to a regime without being “direct agents of harm” (Rothberg, 2019, pp.1). However, not all texts discussed in this chapter show this amount of nuance regarding the roles of victims and perpetrators.

The text “The Pilgrim Fathers” (figure 7) in *Stepping Stones vwo 4 Flexbook B* provides a coherent narrative about the Puritan’s early settlement in North America (Andre et al., 2020b, pp.80). The source picture is a supportive source because it coincides with the narrative of the relationship between the Puritans and Native Americans.

THE PILGRIM FATHERS

In 1620 one hundred Puritans boarded the 'Mayflower' bound for the New World. These people were the Pilgrim Fathers. The Pilgrim Fathers saw little chance of England becoming a country in which they wished to live and they believed a new start in a different country was their only chance. After much deliberation as to where they should go, the place they thought of was the vast and unpeopled countries of America.

On November 9th, 1620, the 'Mayflower' sighted what is now Cape Cod. Despite seeing land, the crew of the 'Mayflower' searched for another month to find somewhere to land. Where they eventually landed was called New Plymouth. On December 25th, after finding a place where the 'Mayflower' could be safely anchored, the Pilgrim Fathers began to build the first house for common use.

By the summer of 1621, the Pilgrim Fathers had built houses for themselves and had gathered up a small harvest. However, not all Native Americans were friendly. By 1622 the Pilgrim Fathers had been forced to build a fort to protect themselves against them.

Over the next few years, as life for Puritans became more uncomfortable in England, more and more made the

journey across the Atlantic. By 1630, their numbers were such that the Puritans were able to establish the Massachusetts Bay Company and establish Boston. Throughout the years, the Puritans founded colonies that thrived and their success depended on fishing, shipbuilding, trade and farming. And of course, a strong sense of community where solidarity was key.

Adapted from: historylearningsite.co.uk



Figure 7 text "the pilgrim fathers" as seen in *Stepping Stones* (Andre et al., 2020b, pp.80)

The narrative is told solely from the pilgrim's point of view and appears to be favourable towards them while leaving out the historic role of the Native Americans. The pilgrims appear to have been self-sufficient in that they "had built houses for themselves and had gathered up a small harvest." (Andre et al., 2020b, pp.80). The role that the Native Americans played is portrayed negatively: "However, not all Native Americans were friendly. By 1622 the Pilgrim Fathers had been forced to build a fort to protect themselves against them." (Ibid). The reasons the text gives for building the fort is factually inaccurate. Fear of attack led the Pilgrims to build palisades and gates, and news of massacres in Virginia led them to build a fort (Turner, 2020). These were acts of precaution and not acts of consequence. The Native Americans are portrayed as the perpetrators who made life difficult for the pilgrims instead of also offering them support. What this text does not mention is that without the help of Native Americans such as Samoset, who acted as a translator between the Pilgrims and Native tribes, or Squanto, who taught the pilgrims how to hunt and farm crops, the Pilgrims would not have survived in Plymouth (Turner, 2020). Moreover, the picture accompanying the text stands out. The picture is in line with the narrative of the text. The Native Americans sit on the ground and the Pilgrims give them food. This image creates the idea that the Native Americans were helped by the Pilgrims instead of the other way round. This image also seems very out of place because it seems to depict an idealized celebration of Thanksgiving.

“The Pilgrim Fathers” is presented as a truthful depiction of the Puritan settlement in North America but is in fact filled with false generalisations of historic events. The two questions accompanying the text ask learners what they know about the founding of the USA and how many countries they know that have been linked to each other in terms of history. Although this text seems unfit to teach learners about American history, it could be used to engage with a learner goal in the new curriculum of domain A, subdomain A1, end-term 3¹⁷.

(Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, p. 12). Learners could be asked to evaluate the validity of this source by comparing it to other sources from different points of view. In so doing, learners would engage with critical thinking skills.

New Interface does not dedicate much attention to historical subjects or peoples. The only time a group of people, who have been affected by the British Empire, is mentioned is in a TED Ed clip about the influence of the potato (TED-ED, 2015). The clip mentions the Irish Potato Famine and focusses on the natural causes of the Famine as well as the influence it had on Irish society. The clip states that the exodus out of Ireland was also positive because “aided by the influx of Irish migrants, Europe now had a large, sustainable, and well-fed society.” (figure 8). However, this information is false as the number of Irish emigrations to the European mainland is largely exaggerated (Nusteling, 2009, pp.75-76).



History through the eyes of the potato - Leo Bear-McGuinness

Figure 8 still from www.youtube.com from the clip “History through the eyes of the potato”

¹⁷ “Evaluate the actual relevance and validity of the information-source and the source itself.”

The death toll and migration out of Ireland is attributed to the failing of the potato crops. Interestingly, while this clip explains that empires were able to flourish because the potato was able to feed these empires, it leaves out the role that the British Empire had on the famine and the policies that exacerbated the famine instead of relieving the plight of the Irish people. The narrative omits the role of the British parliament which, after initially aiding Ireland, cut these aides short and left Ireland to mainly fend for itself (Gibney, 2017, pp.145). While this clip includes false information it can still be used to educate. Learners might be asked to critically engage with this information and do their own research to improve the text.

Othering

The text “The future of food”, which discusses the benefits of eating insects to feed the growing world population, describes the way in which native tribes were “decimated” because of settler colonialism (Van Eijk et al., 2020a, pp.194-195). However, in order to make its point that eating insects is good, can benefit the environment, improve your diet and reduce poverty, it resorts to othering in order convince us to eat more insects. The text starts by claiming that “Eating insects is considered disgusting or even primitive in Western societies but elsewhere two billion people consume insects on a regular basis.” (Ibid). This is a clear case of us versus them or othering. In the next sentence these two billion people are referred to as “insect-eaters”, while the other five billion adhere to the Westernisation of diets and cultures. However, the text later adds nuance to this statement by mentioning that the remaining five billion people are also insect-eaters, but they eat them unknowingly. While this attempts to close the gap between the insect-eaters and the non-insect-eaters it still states the case that five billion people will not eat insects knowingly. The author makes the claim that eating insects would be beneficial for feeding the increasing world population. While the author argues in favour of eating insects he initially relies on othering to make this point. One of the learner goals is to teach learners about irony. The argument can be made that the author uses othering to make his point about irony. The author includes the experience of people of Mali regarding the influence of the West: “sadly, since 2010, the fields where the children would hunt for grasshoppers are sprayed with pesticides to ensure the maximum yield of cotton, harvested from neighbouring cotton fields. The Malian farmers were advised by the Western colleagues who took no notice of Sanambebe’s population and culture” (ibid). It offers a different Malian experience albeit from a Western point of view. This can also be seen as a consequence of globalization and the economic empire, because crops have to make way for greater yields of cotton. Learners read about the effects of the loss of insects for communities but could benefit to do research on the global structures of capitalism and the process of globalisation that drives these changes. Understanding that these changes are social developments which tie in with historical backgrounds make them important for

learners to engage with as it fits with the new curriculum domain C, subdomain C2, end-term 19¹⁸ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.33).

In the opening text for the vwo 6 text/workbook *Of Course* (Van Eijk et al., 2020b, pp.9), provides learners with a solution to othering: reading literature, (see figure 9).

6 Reading a novel forces us to experience the lives of characters who are radically different from us, something we can't get from other art forms. Only by spending a long time inside the head of a character can we know something of the full range of human life. The more we can do that, the better we see the world, because we've spent serious time with otherness during our reading.

Figure 9 excerpt from the text "what literature can teach you that the internet can't" (Van Eijk et al., 2020b, pp.9).

Of Course mentions that reading literature enriches our view on the world. The word "otherness" is mentioned but it is not explained. However, learners might be able to deduce the meaning of the word by connecting it to "characters who are radically different from us" (Van Eijk et al., 2020b, pp.9). Otherness in this context is not necessarily meant in connection with Edward Said's notion of the Other. While the text does mention that reading a novel can increase empathy toward people who are different regarding "nation, race or religion" it shifts its focus to people who are morally different. In this manner the text explains the importance of multiperspectivity, albeit without explicitly using the term. Experiencing literature and engaging with multiple perspectives is a learner goal for the new curriculum of domain C, subdomain, C1, end-term 17¹⁹. (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.31).

Conclusion

Out of the nine texts analysed in this chapter all are coherent accounts written from a Western perspective as they are adapted from western sources or written by Western authors. "History through the eyes of the potato" and "The Pilgrim Fathers" tell historical inaccuracies. "The Pilgrim Fathers" uses the binary roles of victims and perpetrators. However, the roles have been switched placing the pilgrims largely in the victim role. "History through the eyes of the potato" mentions that many Irish migrated to Europe and helped it build a strong workforce. This might lead learners to believe that the Irish Famine had positive effects for Europe. Because these two texts use authoritative voices learners might

¹⁸ "Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media."

¹⁹ "place oneself in perspectives, situations and world view."

easily accept these texts as truthful. These texts and exercises could still prove useful in educational material as they can be used to teach learners critical thinking skills by evaluating the reliability of the sources, thereby engaging with domain A, subdomain A1, end-term 3²⁰ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.12) Learners could be tasked with doing their own research and re-writing to the text to correct the inaccuracies.

The speaking exercise which accompanies the text “Convicts and colonizers” asks learners to do their own research about certain subjects which are relevant to the text. In so doing, learners could engage with multiple perspectives. While the text/workbooks do not yet engage with aspects of multiperspectivity regarding historical subjects, small alterations in exercises would make this possible. Through these changes, learner would be better prepared for the new Dutch curriculum.

The texts “Waking up from the imperial dream”, “The future of food” and “Convicts and colonizers” provide learners with a narrative that includes different experiences. They include the experiences of subjects that were affected by the British Empire both historically and currently but do so through a Western perspective. The educational materials would have to add different sources to let learners engage with historical contextualization and multiperspectivity. The text “Waking up from the imperial dream” gives the most nuanced view of Empire. It acknowledges the purpose of the Empire and the shortcomings of those that acted with best intentions.

²⁰ “Evaluate the actual relevance and validity of the information-source and the source itself.”

7. Language

This chapter will focus on languages within the British Empire. It will analyse how the text/workbooks engage with the influence of the English language on the world. While the spread of the language of the empire could be considered as being a process of empire the decision has been made to dedicate a separate chapter to language itself. The reason for this being that while processes of colonization and decolonization often intertwine with language, the disappearance and revitalization efforts of language are often (as will become apparent in this chapter) treated separately from colonization by the text/workbooks. Texts will often engage with the spread of English as being a logical effect of empire without viewing it within the postcolonial aspects of loss of identity. This chapter will answer the question: In what ways are languages of the empire represented in the educational materials? The focus will be on English as an established lingua franca and on the effects of the English language on subjects of the empire. It will look at English as lingua franca, attempts of writing back, emergence of creoles, and revitalization. The texts and sources under consideration are presented in appendix G along with the learner goals for each text. The narratological analysis will follow through close readings of the texts and sources. Finally, this chapter will evaluate if the learner goals align with the text and sources, and the proposed new curriculum. This chapter concludes that while there are educational materials that focus on the effect of language on identity most materials use texts that engage with the theme of language to teach language skills such as listening and reading.

English as a lingua franca

The spread of the English language is seen as a source of pride for people without focussing on the processes that established it as such. The text “Waking up from the Imperial dream” (Van Eijk et al., 2020a, pp.85) is a coherent account that has been discussed in the previous chapters. The text engages with the current perception of the British Empire among the average “Briton”. While the text does not engage with the spread of the English language throughout the Empire. It does mention that one of the only things most Britons know about the effect of empire is that it spread the English language (ibid). According to the text this is one of the aspects which contributes to the positive view many Brits still have of the British Empire. The establishment of English as a lingua franca and its current position as a lingua franca is discussed in several texts.

Language: English as a lingua franca



English is the nearest thing there has ever been to a global language. Its worldwide reach is much greater than anything achieved historically by Latin or French, and there has never been a language as widely spoken as English. Many would reasonably claim that, in the fields of business, academics, science, computing, education, transportation, politics and entertainment, English is already established as the lingua franca, but will it remain that way in the future?

A global language arises mainly due to the political and economic power of its native speakers. It was the British imperial and industrial power that sent English around the globe between the 17th and 20th century. The legacy of British imperialism has left many countries with the language

thoroughly institutionalized in their courts, parliament, civil service, schools and higher education establishments. In other countries, English also provides a means of communication between different ethnic groups.

It has been largely American economic success in business and finance, and the nation's cultural popularity in music, film, and on the Internet that has consolidated the position of the English language, and continues to maintain it today. American influence worldwide makes English crucially important for developing international markets, especially in the areas of tourism and advertising. Mastery of English also provides access to scientific, technological and academic resources which are essential for further development in these areas.

The influence of any language in the future depends on a combination of three main things: the number of countries using it as their first language or mother-tongue, the number of countries adopting it as their official language, and the number of countries teaching it as their foreign language of choice in schools. Especially the last reason gives us an insight in the future for the number of schools that teach English is currently still rising and thus confirming the role of this language in today's world and the nearby future.

Figure 10 the text “English as a lingua franca as seen in *Stepping Stones Countries and Cultures: the English language* (Van Asselt et al., 2020b, pp.33).

The text “English as a lingua franca” is featured in *Stepping Stones vwo 6* (Van Asselt et al., 2020b, pp.33) which is part of a larger “Countries & cultures” subchapter about the English language. The text is a coherent account that does not specify learner goals. The main focus of the text is that English is a global language used in different areas ranging from tourism to academia. Because of its widespread use it is still being taught in schools and its popularity is continuously rising. The text also mentions that the reasons for the emergence of English as a global language are the “imperial and industrial power that sent English around the globe between the 17th and 20th century” (Van Asselt et al., 2020b, pp.33). For many colonies English became the prestige language leaving its mark in the current societies of the former colonies. “The legacy of British imperialism has left many countries with the language thoroughly institutionalized in their courts, parliament, civil service, schools and higher education establishments” (ibid). *Stepping Stones* discusses the institutionalisation of the English language as a legacy of British imperialism, but it does not mention the effect this had on native languages. The corresponding exercise does not focus on the historical aspect of the spread of English other than letting learners answer the question: “What industrial power, in paragraph two, do you think the text refers to?” (Van Asselt et al., 2020b, pp.35)

However, there are those who do not think English will maintain its position as a lingua franca. In the exam preparation of *Stepping Stones vwo 6* (Van Asselt et al., 2020b, pp.79), learners are presented with the text "The Last Lingua Franca" by Nicholas Ostler. The text is a coherent account with a supportive source as it seems to be the cover of the book in question. The text does not have clear learner goals, but as it is part of exam preparation its aim is to help learners prepare for the final exams. The exercises accompanying this text are aimed at answering exam questions and do not discuss anything other than understanding the text. Ostler's book is about the decline of English as a lingua franca. The fourth paragraph further elaborates the decline of English as an official language in certain countries, and in particular former colonies: "English has been rejected in other ex-colonies, such as Sri Lanka and Tanzania, where Anglophone elites gave way to Sinhala- and Swahili-speaking nationalists." (ibid). In this sentence the process of decolonization is tied in with language. Anglophone elites made way for those who spoke Sinhala and Swahili. If learners had to focus on the text in a different context than exam preparation, they might examine why these nationalists preferred their own language instead of English. An exercise like that would fit within domain B, subdomain B2, end-term 15 vwo²¹ of the new Dutch curriculum.

Writing back

A text that explains the intended influence that the English language and English literature of the Empire had on the colonies is the text "Why is Shakespeare more popular than ever?" (Van Eijk et al., 2020a, pp.156). The text is a coherent account but includes the experience of the Indian population regarding the use of Shakespeare. The text is adapted from www.bbc.com. After this text, learners are expected to be able to participate in formal

1 ENGLISH is the most successful language in the history of the world. It is spoken on every continent, is learnt as a second language by schoolchildren, and is the vehicle of science, global business and popular culture. Many think it will spread without end. But Nicholas Ostler, a scholar of the rise and fall of languages, makes a surprising prediction in his latest book: the days of English as the world's lingua franca may be numbered.

2 Conquest, trade and religion were the biggest forces behind the spread of earlier lingua francas. A linguist of astonishing voracity, Mr Ostler plunges happily into these tales from ancient history. It seems sometimes that Mr Ostler, fascinated by ancient uses of language, wanted to write a different sort of book but was persuaded by his publisher to play up the English angle. The core arguments about the future of English come in two chapters at the end of the book. But the predictions are striking.

3 English is expanding as a lingua franca but not as a mother tongue. More than 1 billion people speak English worldwide but only about 330m of them as a first language, and this population is not spreading. The future of English is in the hands of countries outside the core Anglophone group. Will they always learn English?

4 Mr Ostler suggests that two new factors – ___ 1 ___ – will check the spread of English. No confident modern nation would today make a foreign language official. Several of Britain's ex-colonies once did so but only because English was a neutral language among competing native tongues. English has been rejected in other ex-colonies, such as Sri Lanka and Tanzania, where Anglophone elites gave way to Sinhala- and Swahili-speaking nationalists. In 1990 the Netherlands considered but rejected on nationalist grounds making English the sole language of university education.

Figure 11 a section of the text "The last lingua franca" without the title at the top (Van Asselt et al., 2020b, pp.79).



²¹ "Learners have to be able to reflect on the relationship between multilingual repertoire and identity."

discussions and contribute, clarify, and defend their opinion. They are expected to analyse a sonnet by Shakespeare and voice their opinion. The text gives one of the major reasons why Shakespeare is so well known across the globe: “The familiar argument is that his poetic words travelled first-class on the imperial winds of the Empire.” (Ibid). Wherever the Empire went the language soon followed. “As England and then Britain extended her reach across the globe, Shakespeare’s plays became an important tool of indoctrination, and in Dickson’s view, subjugation: “Shakespeare was imposed on Indian children to instil British culture and values.”” (Ibid). Here the power of literature and the way the empire used language and literature becomes clear. The rise of English as a dominant language was forced on the population in an effort of subjugation. However, despite their best efforts the Empire was not always successful in using Shakespeare as a tool for imposing culture: “[Indians] liked his stories, and so rewrote them in their native language with the overbearing British often cast in a highly unfavourable light.” (Ibid). This shows language and literature as a form of protest against the colonizers. Taking a story and rewriting it through the lens of the colonized is in essence what writing back entails. While *Of Course* explains the notion of writing back it does not interact with it nor does it specifically mention it. This text might have been used as an introduction to the theme of writing back. But the imperial uses of Shakespeare in India are only mentioned in one paragraph and the exercise accompanying it do not focus on imperialism.

Creole languages

The influence of the English language on native languages in other countries is most consistently represented in *Stepping Stones* through the “Countries and Cultures” subchapters. Most subchapters dedicate a subsection to the languages spoken in parts of the world on which the current subsection focusses. However, not all subsections focus on the influence of English on the native language. Lack of historical contextualization appears in the language subsections of the Republic of Kenya, the Republic of India, Canada, and Scotland. All of these countries are mentioned as having English as their official language though English was not initially the official language of any of these countries. The institutionalization of the English language as a result of colonialism is not mentioned nor are revitalization efforts of native languages.

The “Countries and Cultures” subsection for language often focusses on contemporary situations instead of historical ones. For example: One of the four official languages in Singapore is English and the government refuses to accept the creole “Singlish” as a serious alternative (figure 12) (Andre et al., 2020c, pp.78). Even though Singlish is an unofficial creole language that many different people speak in an attempt to regain their Singaporean identity (Guzzetta, 2022). The language section does not include these struggles of the past

and present in the narrative.

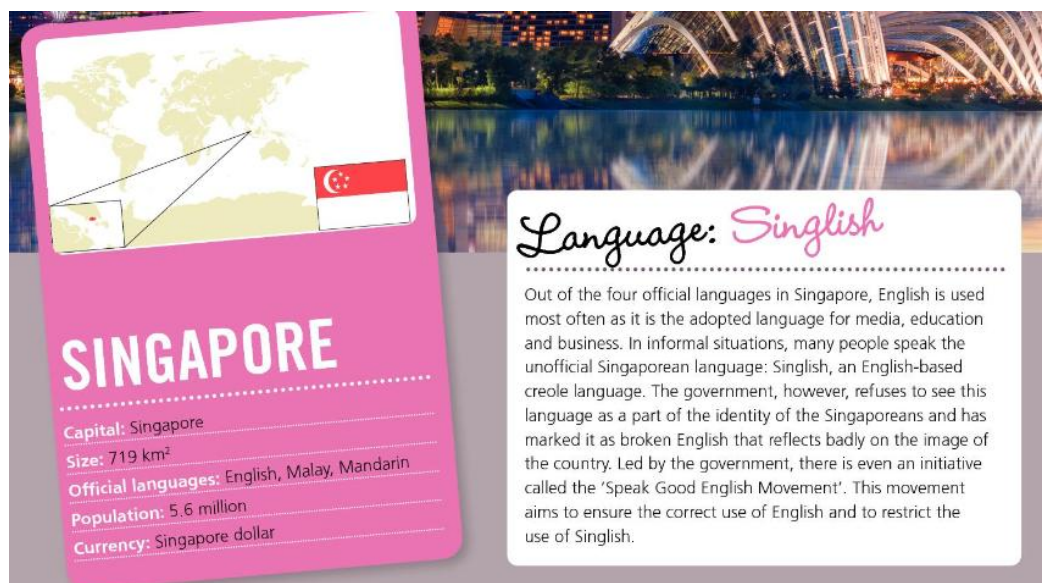


Figure 12 fact file and language section of *Countries and Cultures: Singapore* (Andre et al., 2020c, pp.78).

However, the first exercise in this “Countries and Culture” section has learners explore the influence of language on identity. Learners have to read a personal view of Singlish by a Singaporean student (figure 13) thereby offering a different perspective.

24 Language

- A** Read *Singlish* on page 78. Then read the following transcription of a TED talk excerpt by student Risa Tan on Singlish in Singapore to get a more in-depth and personal view on Singlish.

Let's look at what the government has to say about Singlish. They say that: 'While Singlish may be a fascinating academic topic for linguists to write papers about, Singapore has no interest in becoming a curious zoo specimen to be dissected and described by scholars.' But how can we, as Singaporeans, as international students living within a Singaporean community, simply dismiss Singlish as a language that is meant to be described and dissected as an academic subject. [...] It communicates a raw genuineness that is important in our culture and I feel that the government has unfairly targeted our own native tongue. [...] It is very annoying when you feel displaced in your own culture, when someone is telling you that the language you speak is the wrong language, that your mode of fluency is not the right kind of lingua franca that you should be following. [...] However, I am not saying standard English shouldn't be the instructional medium in schools. English is the language of opportunity. But language has never been about tangible gain and tangible gain alone, language has always been about unity, about connecting people and connecting ideas. [...]

- B** Form a group of four and discuss the following subjects based on the texts that you have read.
- 1 What role does language play in somebody's sense of identity? Consider different languages but also, for example, slang and dialects.
 - 2 What responsibilities does a government have when it comes to language and language education for its people?
 - 3 Is it important to use a standard form in speaking a language?

Figure 13, text about Singlish from a student's point of view. (Andre et al., 2020c, pp.80)

The text is a coherent account and supportive source which adds to the narrative that the government of Singapore does not acknowledge Singlish as a language. Learners are then asked to discuss 3 statements. The first statement asks learners to discuss the statement: “what role does language play in somebody's sense of identity? Consider different languages but also, for example, slang and dialects.” (Andre et al., 2020c, pp.80) This exercise fits well within the Dutch curriculum changes. In particular domain B, subdomain B2, end-term 15 vwo²²: (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, p.29) This exercise lets learners look past the practical implications of language and has them focussing on social aspects of language.

The “Countries and Cultures” languages subsection on Hong Kong also focusses on language and identity (figure 14) (Andre et al., 2020a, pp.30). Hong Kong was a British colony up until 1997 and English was kept as one of the official languages (ibid). However, in recent years Kongish has made an emergence. Kongish is a language popular among certain youth groups who struggle with their own identity. They do not want the dominance of Chinese Mandarin, nor do they want to speak English. Therefore, Kongish has provided them with a means of expressing their identity (Sewell & Chan, 2017). *Stepping Stones* engages with Kongish as a form of protest in the exercise section (Andre et al., 2020a, pp.32). The source is an excerpt from the South China Morning Post (appendix H). It is a supportive source which gives the viewpoint of a South Chinese newspaper therefore, giving another perspective. The excerpt reads: “Young Hongkongers are mixing English and Cantonese into a new language: Kongish. Born as a language of protest, Kongish – a humorous mix of Cantonese and literal English translations from the local tongue – is gaining popularity among the bilingual youth of Hong Kong as a badge of identity.” (Andre et al., 2020a, pp.32). Learners then have to write down English words that they use in their own language and see if those words adhere to a certain group in society based on interests, age, etc. This allows learners to reflect on language and identity fitting the curriculum changes domain B, subdomain B2, end-term 15²³.

²² “Learners have to be able to reflect on the relationship between multilingual repertoire and identity.”

²³ “Learners have to be able to reflect on the relationship between multilingual repertoire and identity.”



Figure 14 fact file and language section from *Countries and Cultures: Hong Kong* (Andre et al., 2020a, pp.30).

The languages subsections about Singapore and Hong Kong both engage with the emergence of Creole languages. Both also engage with the underlying reasons for the emergence of these languages and the connection they have to the identity of inhabitants of Singapore and Hong Kong. Language as a form of cultural expression is at the heart of Kongish and Singlish. For some, creating a new language to express identity is not an option, for some stopping your language from disappearing is the objective.

Revitalization

The dominance of the English language in the colonies not only led to English becoming a lingua franca, but it also caused a decline in the indigenous languages spoken in the areas the empire dominated. Language of the empire does not only consist of English, but it also consists all the languages spoken in the empire and in areas that now aim to keep their native language alive. In *Stepping Stones vwo 5 flexbook B* (Van Asselt et al., 2020a, pp.32) in the chapter “Interculturalism” one watching clip is dedicated to language revitalization efforts. The clip shows an interview with a member of the Inuit community who has travelled to Wales to gather information about Wales’s language revitalization programs. It is a coherent account and the narrative is from a non-Western point of view. The learning objectives focus mainly on understanding information in English instead of understanding the context of the narrative. Before learners watch the clip they are presented with a block of text explaining who the Inuit people are and where they live. It also gives background information about their language (figure 15). Learners then compare the number of Inuit with the total population of Canada and think about what that “relatively small population” would mean for the future of the Inuit language.” (Van Asselt et al., 2020a, pp.32). The exercise focusses on the future of the language of the Inuit, but not on the past. There is no information about the

(reasons for) decline of their language nor are there exercises that urges learners to reflect on the past and on why the Inuit, despite being the indigenous population, make up such a small number of the entire Canadian population. Furthermore, the clip connects the Welsh language to the Inuit language, but it lacks an explanation for the reasons of doing so. It is important for learners to know that both Welsh and Inuit languages had been actively discouraged by the British and Canadian governments. In Canada the residential school system (a legacy of settler colonialism) actively tried to destroy Indigenous language and culture and replacing it with white Anglo-Christian norms. This happened up until 1996 when the last residential school closed its doors (Elias, et al., 2012). In 2008 the Canadian government issued an official apology, but the legacy of these schools is still prevalent in many of the survivors and their descendants (ibid).

F PART TWO
WATCHING

Learning objective You are going to practise preparing to watch something.

B2 Can understand documentaries, live interviews, talk shows, plays and most films in standard dialect on television or via the Internet.

B2+ Can understand recordings in standard speech, which are often found in the social, professional, or educational sphere. Can understand information about content, viewpoints and attitudes of speakers.

2B Tune in

You are going to watch a clip about a member of the Inuit community visiting Wales. Read the information below and answer the question.

Inuit are people who live in communities along the Arctic coastline, stretching from Eastern Siberia to the East coast of Greenland. This vast area is known as *Inuit Nunaat* or the Inuit homeland. Approximately 64,235 Inuit live in Canada. The language that Inuit speak evolved through centuries of interaction between Inuit communities and the Arctic environment. It expresses precisely the knowledge, skills and wisdom developed by countless generations. There is incredible diversity within Inuit Nunaat in terms of its wildlife, climate and landscape. This diversity is reflected in the Inuit Language with its spectrum of dialects that vary considerably from one end of the Arctic to the other.

More than 36 million people live in Canada. Look at the amount of Inuit that live in Canada and consider the vast amount of dialects within the Inuit language. What does their relatively small population mean for the future of the Inuit language?

Inuit inspired by Welsh language

Figure 15 entire page with information about Inuit people and illustrations (Van Asselt et al., 2020a, pp.32).

In the clip a member of the Inuit community is interviewed. The woman (she is not named) in question is the president of the Inuit youth council who has travelled to Wales with other member of a national task group to learn about language revitalization efforts. The goal for them is to create a single written system uniting the nine different existing Inuit dialects to “uphold the integrity of our languages that goes back thousands of years”. The woman talks about the effects that the decline of language has had on the Inuit communities. It has led to identity crisis within native communities, to the highest suicide rates in Canada and even the world. She mentions that without their language they would be completely lost (Van Asselt et al., 2020a, pp.32). In this clip the crisis that the Inuit communities face is directly tied to the disappearance of their language. Furthermore, the causes of language decline are an important reason for travelling to Wales, because between the Inuit and the Welsh there is a: “likeness and similarity in terms of our present and more historic past around colonization.” (Van Asselt et al., 2020a, pp.32). This ties in with Loomba’s (2005) notion of the legacies of postcolonialism, while Canada is no longer a colony its legacy still affects indigenous peoples to this day (Loomba, 2005, pp.16).

While the pre-watch exercise as well as the post-watching exercise do not spend a lot of time on the effect that colonialism had on Inuit communities, nor Welsh communities for that matter, the clip itself creates a real image of the struggles revitalization programs face. This clip engages with the lack of identity which leads to problems within communities such as high suicide rates. This clip is a good example of materials that require learners to use critical thinking skills to understand and contextualize everything that is being said in this clip. However, learners are not expected to do so. Indeed, the learner goals presented at the top of the page require them to understand media such as, documentaries, films, interviews etc. as well as viewpoints and attitudes of speakers although that does not become clear from the exercises. They only have to answer comprehension questions about the clip. Learners can still answer all the questions correctly without having any knowledge about the historical and current situation. In this case the legacies of settler colonialism could have been explained in depth and learners could have been given more information about the reasons for the language decline in both Canada and Wales.

Conclusion

Out of the nine texts under consideration all are coherent accounts which use a single voice narrative. While many of the educational materials engage with aspects of language such as English as a lingua franca and the effects of English on native communities; they tend not to engage with these themes on a deeper level and therefore often lack information and nuance. *Stepping Stones* “Countries and Cultures” often gives factual information about

languages. Regarding creole languages it engages with the importance of Kongish and Singlish on identity. These two “Countries and Cultures” chapters encourage student to engage with the influence of language on identity and do so through multiple perspectives.

In the clip “Inuit inspired by Welsh language” the current struggle for indigenous communities is not explained and learners are not expected to engage with it critically even though the struggles are mentioned specifically in the clip itself. The text “Why is Shakespeare more popular than ever?” mentions how literature was intended as a way of subjugation but was instead used as way of writing back. However, the subsequent exercise does not engage with this. Both sources and exercises do not require critical engagement. However, both sources show the experiences of native communities and exercises could be adjusted to let learners engage with these topics critically.

While these educational materials pay attention to the influence of the English language they do not always incorporate a broader contextualisation regarding understanding the effects. English is viewed from its current state as a lingua franca. In some instances, texts explain how the current state of English came to be. However, most texts and sources use the theme of language to train skills such as listening or reading. They do not use these texts and sources to their full educational potential to teach critical thinking skills,

8. Conclusion and discussion

Conclusion

This research has analysed educational materials to establish to what extent and in what way text/workbooks represent Britain's imperial past. In total this research has analysed twenty texts and clips from *Stepping Stones*, *Of Course*, and *New Interface*. All the texts and clips that have been analysed for this research are written or spoken in a coherent account. All use a single voice authoritative narrative to engage with Britain's imperial past. While seven texts engage with experiences of different subjects they they did so through coherent accounts. Out of those seven texts, four are told from a non-western perspective. Because coherent accounts give a single voice their narratives may easily be seen as true by learners. Which is problematic as learners could accept these narratives as fact.

The text "The Pilgrim Fathers" and the clip "History through the eyes of the potato" are two instances in which coherent accounts give inaccurate historic information. However, if *Stepping Stones* and *New Interface* would have learners engage with these sources critically, they could be beneficial for the curriculum changes especially that of domain A, subdomain A1, end-term 3²⁴ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.12). This way, the educational materials would not have to remove the text and clip. They could be used to allow learners to do their own research to correct or improve the text and clip, thereby teaching them critical thinking skills, having them engage with multiple perspectives and preparing them from the new curriculum.

Ten texts and clips have learner goals that focus on language skills such as reading, speaking or writing. Out of those ten texts and clips three, which feature in *Of Course*, have learner goals for which learners have to evaluate a text and establish their own opinion, therefore aligning with critical thinking skills. Especially regarding cultural-historical materials the educational materials could benefit from including more sources from different perspectives and allowing learners to critically engaging with these. This would prepare them for the curriculum change of domain C, subdomain C2, end-term 19²⁵ (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp. 33).

Additionally, the texts and clips often give a broad description of events without going into much detail. For example, the clip "Inuit Inspired by Welsh Language" mentions that Inuit and Welsh share a historic background without explaining those backgrounds. And *Stepping Stones* often mentions that certain countries became independent without explaining the road to independence. This could lead learner to misinterpreting history and reaching

²⁴ "Evaluate the actual relevance and validity of the information-source and the source itself"

²⁵ "Analyse diverse traditions and customs, conventions, social phenomena and historical backgrounds in rich sources in different forms and media."

conclusions or forming judgements that might be incorrect. If educational materials would provide more depth and perspectives to their texts and sources about Britain's imperial past learners might become more critically aware.

Finally, this research has found that most educational materials do not engage with multiperspectivity. Two of the twenty texts use multiple perspectives. *Stepping Stones* engages with multiperspectivity by presenting learners with sources about Kongish and Singlish. With the chapters for Hong Kong and Singapore *Stepping Stones* has incorporated exercises which focus on the influence of language on identity and engage with the curriculum change of domain B, subdomain B2, end-term 15²⁶ vwo (Vakvernieuwingscommissie Moderne Vreemde Talen, 2023, pp.29). Moreover, *Stepping Stones* shows non-Western viewpoints and experiences in using "Mandela on globalization" and the clip about Inuit languages. *Of Course* also shows different experiences in "Colonizers and Convicts" the early history of Australia" and "Waking up to the imperial dream". However, it does so through a Western perspective.

To answer the research question: To what extent and in what way do *New Interface*, *Of Course*, and *Stepping Stones* represent Britain's imperial past in educational materials for Dutch upper-level learners? While the educational materials engage with a variety of aspects of Britain's imperial past such as processes of empire, historical subjects and language, all do so in coherent accounts without conflicting sources. And out of the twenty texts and clips under consideration only four were from a non-western point of view. While the educational materials engage with the new curriculum changes such as domain B, subdomain B2, end-term 15 and domain C, subdomain C2, end-term 19, a larger focus may be put on the inclusion of multiple perspectives so that learners get a more nuanced and critical view of Britain's imperial past.

²⁶ "Learners have to be able to reflect on the relationship between multilingual repertoire and identity."

Discussion

This chapter will first focus on the process of this research and then make recommendations for further research.

This research struggled with finding a clear main message and mode of analysis. Initially, the research felt fragmented as the three analysis chapters were structured as individual essays which were filled with close reading of texts without clear conclusions. Through the implementation of the learner goals and the end-terms of the new Dutch curriculum a cohesive research began to appear. While the initial basis of research was already established, as the texts and sources had been selected from the codes scheme, great efforts or rewriting began. Structurally, much has been improved since the initial draft. The lack of structure in the initial stages of writing influenced the later stages of rewriting as the whole paper had to be systematically rewritten. Because of these rewrites it was often difficult to retain a logical overview of each chapter.

Furthermore, this research used a code scheme to select certain texts and sources from the educational materials. However, the code scheme had not been tested before it was implemented in this research, nor was it tested by peers. This led to constant revisions throughout the research. While a content analysis of *New Interface* has been conducted twice, this research could only find one source to include in this paper. While this reflects on *New Interface* it could also be a result of a lack of a clear coding scheme. During the content analysis I found myself including texts which I wanted to analyse in this paper such as a text about the America Civil War. However, afterward I had to leave out certain paragraphs because the texts under consideration would not appear naturally in my code scheme.

Because of the limited scope of this paper future research might consider the following: Firstly, future research might consider analysing extra materials that publishers provide. Certain publishers have online environments where learners can engage with materials that focus on current events and are often updated by publishers. These materials range from online articles adapted to the level and interests of learners to monthly magazines. While this research has not included these materials they may be a source of texts that engage with the topics of this research. Additionally, further research could compare the finding of this research with educational materials from other subjects such as French, German, Spanish, or other foreign languages. It might analyse the way in which their respective empires are portrayed in their educational materials. Since postcolonial studies do not only apply to the British Empire and Dutch curriculum changes apply to other foreign language subjects, these findings could be interesting. Finally, the findings of this research could be compared with the same corpus after the definite implication of the Dutch curriculum changes. One might

research if the educational materials have changed to align more with the proposed Curriculum changes.

Further research might also focus on representation of British imperial history in literature in the educational materials. All of the educational materials in the corpus of this research have specific literature chapters. For example, *Stepping Stones vwo 5* focusses on *Jane Eyre* (1847) by Charlotte Brontë. The excerpt it chooses to use is the scene in which Jane explains the “frightening experience she had during the night” (Andre et al., 2020c, pp.189). The ghost Jane sees is later revealed to be Bertha who is Mr. Rochester’s wife. Bertha is a woman of Creole heritage from the Caribbean who Rochester has imprisoned in the attic of his house. The problematic aspects of this excerpt are that Bertha’s madness, beastlike manner and appearance are often linked to her heritage. Yet none of the exercises engage with this aspect. Essay’s such as Tabish Khair’s *The Gothic, postcolonialism and Otherness* (2009) engage with the representation of Bertha and its legacy of colonialism. Furthermore, the novel *Wide Sargasso Sea* (1966) by Jean Rhys is, writes back to *Jane Eyre*. It would be expected that educational materials such as these would be aware of the academic dialogue regarding literature, and if they are aware of the current discussions on the topic it is remarkable that they chose this excerpt above all other possibilities.

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10. Appendix

Appendix A Coding scheme

Codes	Colonialism	(de)(post)colonialism	languages	Historical Subjects
Terms	Countries USA Kenya India Pakistan South Africa Australia New Zealand Canada Egypt China Hong Kong Singapore Rhodesia Gold Coast	Processes Was colonised Gained independence Granted independence Under British dominion Subjugated Othering Exterminated Land confiscation	English Hindi Inuit Native languages Scots	Aboriginals Gandhi Convicts Colonizers Victims Perpetrators Implicated subjects George Washington

Table, initial terms belong to codes used for the content analysis

Appendix B Coding scheme

Stepping Stones have 4 Flexbook A

Raw Data	code	Theme	Narratological codes
p. 20 Sweatshops in Asia	Economic Empire	x	x
p. 29 US habits – tipping UK habits – queuing	Former colonies/ countries effected by the Empire	x	x
p. 32-32 Countries and Cultures: Canada - Languages: English and French - Canadian habits p.34-35 exercise 24 mentions Inuktitut. Exercise 26 mentions the Commonwealth	Former colonies/ countries effected by the Empire	x	x
p. 41 Superman facts: “American way”	Former colonies/ countries effected by the Empire	x	x
p. 42-43 What’s trending: Australia versus Britain. Text on fashion	Former colonies/ countries effected by the Empire	x	X
p. 63	Former colonies/ countries effected by the Empire	x	x

Andy Murry (tennis player) hesitant of Scottish independence	(historical) subjects		
p.64 "Rugby boring sport interesting fans" Mention Wales and <i>Fields of Athenry</i> as a protest song	Former colonies/ countries effected by the Empire	x	x
p. 68 Usain Bolt/ Jamaica. Mentions African heritage	Former colonies	x	X
p.72 Exercise: write to a Scottish friend	Effected by Empire	x	X
p. 80-81 Countries and Cultures: Kenya - Languages: English + Swahili + Seng - International sport academy	Former colonies/ countries effected by the Empire	x	X
p.122 Eiffel Tower text, mentions American Independence	Former colonies/ countries effected by the Empire	x	X
p.132-133 Countries and Cultures: Scotland - Language: Scots + Gaelic + English - Scottish Castles mentions the English monarchy's influence in building them.	Former colonies/ countries effected by the Empire	x	X
p.165 Exame text mentions novels from authors from different countries.	Language	x	X
p. 169 Text about Scottish windfarms	Former colonies/ countries effected by the Empire	x	X
p.194 poems, author mentioned colonialism	Language Colonialism	x	x

Stepping Stones have 4 Flexbook B

Raw Data	code	Theme	Narratological codes
p. 13 Friendly Fridge. Business idea originated in India	Former colonies/ countries effected by the Empire	x	x
p. 30-33 Countries and Cultures: Hong Kong - Languages: historical mix “came to an agreement” - Global economic hub: “western colonists picked up on this” - Music; “copy wester style music”	Former colonies/ countries effected by the Empire	Language Processes of Empire	Coherent account Supportive sources
p. 61 US/UK relations. Mentions the Marshall plan	Former colonies/ countries effected by the Empire	x	x
p. 62-63 US independence and British lifestyle are mentioned once	Former colonies/ countries effected by the Empire	x	x
p. 66-67 Text: “why do Brits love American food?”	Former colonies/ countries effected by the Empire	x	x
p. 68 text mentions the word “indigenous”	Effected by Empire	x	x
p. 80-81 Countries and Cultures: UK/US territories - History of the Islands: “former colonies/ discovered/ sometimes trade” - Puerto Rico: “ancestors all over the world”	Former colonies/ countries effected by the Empire	Processes of Empire	Coherent account Supportive sources
p. 90-91 Text about “God Save the Queen” Mentions Wales and Scottish independence	Former colonies/ countries effected by the Empire	x	x
p. 92 exercise mentions Charles I king of	Historical Subjects	x	x
p. 99 mentions Niagara Falls	Former colonies	x	X
p. 118	Former colonies/ countries effected by the Empire	x	x

Mentions honour roll students in American high schools			
p. 130-131 Countries and Cultures: India - Languages: English + Hindi	Former colonies/ countries effected by the Empire	languages	Coherent account Supportive sources
p.132 Exercise about India, mentions “you will have difficulty understanding the person in this clip” regarding an Indian speaker	Former colonies/ countries effected by the Empire languages	x	X
p.167 Exame text: Spare our willy neighbour. Mentions US/Australia/Scotland/Wales	Former colonies/ countries effected by the Empire	x	x
p. 222 Text about poaching in South Africa	Former colonies/ countries effected by the Empire	x	x

Stepping Stones havo 5 Flexbook

Raw Data	code	Theme	Narratological codes
p. 32 Countries and Cultures: Washington D.C. - Back to the future: founded in 1790	Former colonies/ countries effected by the Empire	x	X
p. 42 Gap year in China teaching orphans English Gap year facts and figures	Former colonies/ countries effected by the Empire	x	X
p. 74 Britishisation of American English	language	x	X
p. 83 US versus UK postal office	Former colonies/ countries effected by the Empire	x	X
p. 141 Underprivileged in South Africa	Former colonies/ countries effected by the Empire	x	x

Stepping Stones vwo 4 Flexbook A

Raw Data	code	Theme	Narratological codes
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p. 28-31 Countries and Cultures: Canada (same as havo 4)	Former colonies/ countries effected by the Empire	x	X
p. 60-61 Text about American Football	Former colonies/ countries effected by the Empire	x	X
p. 73 Mentions famous athletes from England/US/ Canada/ Australia	Former colonies/ countries effected by the Empire	x	X
p. 75-76 Countries and Cultures: Kenya - Languages: Swahili/English/Sheng - Films: First Graders. Mentions a person of 80 years old who fought for the liberation of his county	Former colonies/ countries effected by the Empire language	x	x
p. 78 exercise: what is the commonwealth?	Former colonies/ countries effected by the Empire		X
p. 87 text mentions Boston	Former colonies/ countries effected by the Empire	x	X
p. 124-126 Countries and Cultures: Scotland (same as havo 4)	Former colonies/ countries effected by the Empire	x	X
p. 134 Mentions the university of Illinois	Former colonies/ countries effected by the Empire	x	X
p. 143 Mentions the Welsh language	Former colonies/ countries effected by the Empire language	x	X
p. 147 Mentions Glasgow in an example sentence for vocabulary	Former colonies/ countries effected by the Empire	x	X
p.151 mentions Ireland in an example sentence for vocabulary	Former colonies/ countries effected by the Empire	x	X
p. 171 Mentions Scottish independence in an exercise for Exam preperation	Former colonies/ countries effected by the Empire	x	x

Stepping Stones vwo 4 Flexbook B

Raw Data	code	Theme	Narratological codes
p. 10 "ditched the blue red associated with the American Flag"	Former colony	x	x
p. 18 mentions conflicts, Indo-Pakistani conflict, Arab-Israeli war	Former colonies/ countries effected by the Empire	x	x
p. 26-27 Countries and Cultures: Hong Kong (same as have 4)	Former colonies/ countries effected by the Empire	Processes of Empire Language	Coherent account Supportive sources
p. 28-29 exercise 24,4 mentions "ruled by Britain"	Former colonies/ countries effected by the Empire	x	X
p. 44 Small Fact file about Wales	Former colonies/ countries effected by the Empire	x	x
p. 58 Differences in eating out in US/UK	Former colonies/ countries effected by the Empire	x	X
p. 61 Mentions the university of South Oregon	Former colonies/ countries effected by the Empire	x	X
p. 69 Britain in facts "300 languages spoken in England" "37% of people who live in London were born in another country" "UK named tika masala as national dish"	Former colonies/ countries effected by the Empire	x	X
p. 71 "Independence, declaring independence"	Former colonies	x	X
p. 74-79 Countries and Cultures: US/UK territories (same as have 4)	Former colonies/ countries effected by the Empire	Processes of Empire	Coherent account Supportive sources
p. 80 "The pilgrim fathers"	Former colonies/ countries effected by the Empire	Historical subjects	Coherent account Supportive sources
p. 81 Two sides of History		x	x

p. 84-85 Differences in US/UK TV	Former colonies/ countries effected by the Empire	x	x
p. 106 Pickering Ontario	Former colonies/ countries effected by the Empire	x	X
p. 109 Mentions university of Minnesota	Former colonies/ countries effected by the Empire	x	X
p. 124 Countries and Cultures: India (same as have 4 except for "Great Thinker: Gandhi)	Former colonies/ countries effected by the Empire	Processes of Empire	Coherent account Supportive sources
p.134 Two side US, American forest and paper association	Former colonies/ countries effected by the Empire	x	x
p. 169 Mary Queen of Scots	Historical subjects	x	x
P. 190 Life of Pi (novel)	Former colonies historical subjects	x	X

Stepping Stones vwo 5 Flexbook A

Raw Data	code	Theme	Narratological codes
p. 25 Picture of India	Former colonies/ countries effected by the Empire	x	x
p. 30-31 Countries and Cultures: Northern Ireland - Murals: "Political murals depicting the region's religious devision"	Former colonies/ countries effected by the Empire	x	x
p. 40 Mentions the US postal office	Former colonies/ countries effected by the Empire	x	x
p. 63 Text about the Boy scouts in America	Former colonies/ countries effected by the Empire	x	x
p. 70 Mentions South Africa	Former colonies/ countries effected by the Empire	x	x
p. 77 Fact file about Canada and Australia	Former colonies/ countries effected by the Empire	x	x
p. 78-81 Countries and Cultures: Singapore	Former colonies/ countries effected by the Empire	Language	Coherent account

- Language: Singlish, the government refuses to see it as a part of identity			Supportive sources
p. 80 exercise 24a- English versus Singlish, English is the language of opportunity	Former colonies/ countries effected by the Empire	Language	Coherent account
p. 86 text about flags: US/Canada/Australia	Former colonies/ countries effected by the Empire	x	x
p. 87 True/false questions regarding Nelson Mandela	Former colonies/ countries effected by the Empire	x	x
p. 88 Ending European dominance	Decolonization	x	x
p. 89 "Globalisation"	Economic imperialism	x	x
p. 97 "Globalisation"	Economic imperialism	x	x
p. 104 "Suriname used to be a Dutch Colony"	decolonization	x	x
p. 113 Mentions North Carolina	Former colonies/ countries effected by the Empire	x	x
p. 124-125 Countries and Cultures: Silicon valley	Former colony	x	x
p. 137 mentions the Canadian science museum	Former colonies/ countries effected by the Empire	x	x
p. 157 Mentions an Iowa supreme judge	Former colonies/ countries effected by the Empire	x	x
p. 161 Mentions Penn State in the US	Former colonies/ countries effected by the Empire	x	x
p. 169 mentions Hong Kong	Former colonies/ countries effected by the Empire	Processes of Empire Language	Coherent account Supportive sources
p. 173 Mentions Dublin	Former colonies/ countries effected by the Empire	x	x
p. 176 Mentions San Fransisco and South Africa	Former colonies/ countries effected by the Empire	x	x

p. 196 <i>Indian</i> a short story	Former colony	x	x
p.202 poem about the colonization of Bermuda	Former colonies/ countries effected by the Empire	x	x
p. 204 Oroonoko	Historical subjects	x	X
p. 206 Indian Emperor	Former colony Historical subjects	x	X
p. 213 Indian Culture	Former colonies/ countries effected by the Empire	x	X
p. 214 Mentions Australia	Former colonies/ countries effected by the Empire	x	x

Stepping Stones vwo 5 Flexbook B

Raw Data	code	Theme	Narratological codes
p. 15 different dishes around the world	Former colonies/ countries effected by the Empire	x	x
p. 17 influx of Immigrants in US regarding food	Former colonies/ countries effected by the Empire	x	X
p. 28-29 Countries and Cultures: Botswana "Botswana become modernized and westernized" - Great thinkers: Sir Seretse Khama. "put under British protection"	Former colonies/ countries effected by the Empire	Historical subjects	Coherent account Supportive sources
p. 32 Inuit inspired by Welsh language.	Former colonies/ countries effected by the Empire	Languages	Coherent account Supportive sources
p. 36 text mentions Ireland and India	Former colonies/ countries effected by the Empire	x	x
p. 36 Mentions cultural diversity in Australia, "researched in Britain and the US"	Former colonies/ countries effected by the Empire	x	x
p. 48 Fact File Australia day "founding of the colony"	Former colonies/ countries effected by the Empire	x	x

p. 76-77 Countries and Cultures: Tristan Du Cunha	Former colonies/ countries effected by the Empire	x	x
p. 83 Text mentions the university of Illinois	Former colonies/ countries effected by the Empire	x	X
p. 88 Mentions Gresham college London and Stanford university	Former colonies/ countries effected by the Empire	x	x
p. 94 mentions Yale university US	Former colonies/ countries effected by the Empire	x	x
p.121 Text mentions South Africa's waterfront	Former colonies/ countries effected by the Empire	x	X
P. 123-124 Countries and Cultures: Bahamas Jamaica - Financial support but US, EU, and UN environmental program	Former colonies/ countries effected by the Empire	x	x
p. 218 text mentions New York university of Law	Former colonies/ countries effected by the Empire	x	x
p. 223 mentions Stanford University	Former colonies/ countries effected by the Empire	x	x

Stepping Stones vwo 6 Flexbook

Raw Data	code	Theme	Narratological codes
p. 32-33 Countries and Cultures: The English language - English as a lingua franca. "The legacy of British imperialism has left many countries with the language"	Languages English language	languages	Coherent account Supportive sources
p. 57 text mentions Harvard university in the US	Former colonies/ countries effected by the Empire	x	x
p. 73 text mentions the university of Iowa in the US	Former colonies/ countries effected by the Empire	x	x

p. 79 "The last lingua franca" "conquest" "Britain's ex colonies"	Former colonies/ countries effected by the Empire	languages	Coherent account Supportive sources
p. 88 text mentions Yale university in US	Former colonies/ countries effected by the Empire	x	x
p. 100 Text mentioning drug testing in developing countries such as India, Africa, and Tuskegee	Former colonies/ countries effected by the Empire	x	x
p. 107 Text mentions material wealth and India and China "Spiritual east embraces the west"	Former colonies/ countries effected by the Empire	x	x
p. 108 shift in the global balance of power makes the west uncomfortable	globalisation	x	x
p. 193 Mentions the novel <i>Secret River</i>	Former colonies/ countries effected by the Empire	x	x

Of Course have 4

Raw Data	code	Theme	Narratological codes
p. 44 Holl festival in India	Former colonies/ countries effected by the Empire	x	X
p. 77 text about laughter therapy in the US and India	Former colonies/ countries effected by the Empire	x	X
p. 152 Text mentions river is England and states in India	Former colonies/ countries effected by the Empire	x	X
p. 173 Text mentions Australia	Former colonies/ countries effected by the Empire	x	X
p. 194 "Future of food" "Westerners began to interact with (and sometimes decimate)" "imposed their own values"	Former colonies/ countries effected by the Empire Settler colonialism	Processes of Empire Historical subjects	Coherent account Supportive sources

p. 212 Text about home schooling "India, partition, Gandhi, Spice trade"	Former colonies/ countries effected by the Empire	Historical subjects	Coherent account Supportive sources
p.219 text mentions Australia	Former colonies/ countries effected by the Empire	x	X
p. 227 Text mentions a trip to Dublin/Belfast	Former colonies/ countries effected by the Empire	x	x

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Raw Data	code	Theme	Narratological codes
p. 17 text mentions the university of California	Former colonies/ countries effected by the Empire	x	X
p. 68 Text about the British Museum	Engeland	x	X
p. 90 Write a text about visiting a city in e.g. US/UK/Australia	Former colonies/ countries effected by the Empire	x	X
p. 133 text mentions Berkley University in California	Former colonies/ countries effected by the Empire	x	X
p.166 "18 th century Britain had become rich thanks to its trade" "most advanced industry in the world"	Former colonies/ countries effected by the Empire	Processes of Empire	Coherent account Supportive sources

Of Course vwo 4

Raw Data	code	Theme	Narratological codes
p.13 "had brought little wealth to developing countries	globalization	x	X
p.71 Laughing therapy in US and India	Former colonies/ countries effected by the Empire	x	X
p.100 Refugees dream of Australia (expert from a novel)	Former colonies/ countries effected by the Empire	x	X
p. 182 Future of food (same as havo 4)	Former colonies/ countries effected by the Empire	x	x

	Settler colonialism		
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Of Course vwo 5

Raw Data	code	Theme	Narratological codes
p. 16 Mentions the symbolic centre of the British Empire	Former colonies/ countries effected by the Empire	x	x
p. 56 exercise: listen to an podcast about minorities in the US	Former colony	x	x
p. 60 Text: "Convicts and colonizers: the early history of Australia	Former colonies/ countries effected by the Empire Settler colonialism	Processes of Empire Historical subjects	Coherent account Supportive sources
p. 70 US Civil War	Former colonies	x	X
p. 74 Gunpowder plot is mentioned	English history	x	x
p. 84 Mentions English historical novels		x	X
p. 85 Text: "Waking up from the imperial dream"	Former colonies/ countries effected by the Empire	Processes of Empire Historical subjects	Coherent account Supportive sources
p. 88 "Indians woke up to the real price of colonialism"	Former colonies/ countries effected by the Empire	Processes of Empire	X
p. 91 Writing an Essay. Write again colonialism, in favour of aid from the former colonizers.	Former colonies/ countries effected by the Empire	x	X
p. 157 "Shakespeare is more popular than ever" "imperial winds of Empire	Empire	language	Coherent account Supportive sources

Of Course vwo 6

Raw Data	code	Theme	Narratological codes
p. 8 Otherness, our knowledge of others	Othering	Historical Subjects	X

p. 70 Mentions Martin Luther King Jr.	Historical Subjects	x	X
p. 71 Mentions Aboriginal rights in Australia	Former colonies/ countries effected by the Empire	Historical Subjects	X
p. 75 Mentions Rhodesia	Former colonies/ countries effected by the Empire	x	X
p. 79 Mentions the Irish Free State	Former colonies/ countries effected by the Empire	Processes of Empire Historical Subjects	Coherent account Supportive sources
p. 84 Text: "Language as a mirror"	language	language	Coherent account Supportive sources
p. 168 Literature: Invisible man	language	x	x

New Interface B1

Raw Data	code	Theme	Narratological codes
p. 30 New York City is mentioned	Former colonies/ countries effected by the Empire	x	X
p. 34 Glasgow is mentioned in an exercise	Former colonies/ countries effected by the Empire	x	X
p. 200 "Most international train stations and airports provide information in English"	English language	x	x

New Interface B1+/B2

Raw Data	code	Theme	Narratological codes
p. 236 "A question of rights" American have a right to bear arms, stems from the time when "colonists settled" "their survival depended on it"	Former colonies/ countries effected by the Empire	x	X
p. 243 Cheap clothing/child labour "they use child labour in poor countries"	globalization	x	X

New Interface Level B2+/C1

Raw Data	code	Theme	Narratological codes
p. 87 How to protest peacefully Martin Luther Jr. Gandhi	Historical subjects	x	X
p.103 "History through the eyes of the potato" Mentions the Irish Potato Famine	Former colonies/ countries effected by the Empire	Processes of Empire Historical Subjects	Coherent account Supportive sources
p. 170 Watch a clip regarding South Africa's problems	Former colonies/ countries effected by the Empire	x	x

Appendix C overview of texts/sources for chapter 5

Educational Material	Book	page	Text/source	Theme	Goals
<i>Stepping Stones</i>	Havo 4 Flexbook B/ vwo 4 Flexbook B	p. 30-31 (h4) p. 26-27 (v4)	Countries and Cultures: Hong Kong	Colonization/ Decolonization	No learner goals
<i>Stepping Stones</i>	Havo 4 Flexbook B/ vwo 4 Flexbook B	p. 80-81 (h4) p. 74-75 (v4)	Countries and Cultures: UK/US territories	Colonization/ Decolonization	No learner goals
<i>Stepping Stones</i>	Vwo 5 Flexbook B	p. 29	Countries and Cultures: Botswana	Colonization/ Decolonization	No learner goals
<i>Stepping Stones</i>	Vwo 4 Flexbook B	p. 125	Countries and Cultures: India	Colonization/ Decolonization	No learner goals
<i>Stepping Stones</i>	vwo 5 Flexbook A	p. 202	<i>Bermudas</i>	Colonization/ Decolonization	No learner goals
<i>Stepping Stones</i>	vwo 5 Flexbook A	p. 88-89	Mandela on globalisation	Recent effects of empire	Reading for specific information
<i>New Interface</i>	Level B2+/C1	p. 104-105	Understanding historical events/ History through the	Colonization/ Decolonization	You can understand documentaries, live-broadcast interviews, talk shows, plays and most films in standard dialects on

			eyes of the potato		television or on the internet.
<i>Of Course</i>	Havo 4/ vwo 4	p. 194-195 (h4) p. 182-183 (v4)	Future of food	Colonization/ Decolonization	Havo 4 1. Scan long complex texts to find relevant details 2. Take part in discussions about familiar topics through social media Vwo 4 1. find information, ideas and opinions from specialist sources within your field. 2. take part in discussions about familiar topics through social media
<i>Of Course</i>	Vwo 5	p. 85-86	Waking up from the imperial dream	After empire	1. find information, ideas and opinions from specialist sources within your field. 2. understand most news and current affairs programmes on TV/ internet. 3. write short simple essays on topic of interest
<i>Of Course</i>	Vwo 5	p. 61-62	Convicts and Colonizers: the early history of Australia	Colonization/ Decolonization	1. scan long, complex texts to find relevant details. 2. summarise a short story, article, lecture, discussion, interview or documentary and give your opinion, and answer questions about the content.
<i>Of Course</i>	Vwo 6	p. 78-79	St. Patrick's Day	Recent effects of Empire	1. read specialised articles on less familiar topics. 2. follow a documentary on specialised subjects. 3. actively participate in discussions about cultural differences.

Table 2. overview of text/sources with learner goals used for this chapter stemming from the content analysis.

TEXT

Convicts and colonisers: the early history of Australia

Booker Prize-winning author Thomas Keneally speaks to Rob Attar about the early history of his home country, Australia, discussing the remarkable progress of Britain's 'sunstruck dungeon' at the end of the world ...

Early jail birds

1 Thomas Barrett was sentenced to death three times. His first capital offence was in 1782 when, as a young boy, he was found guilty of stealing a silver watch in London. Barrett's sentence was changed and he was despatched instead to the North American colonies. However, before his ship had left Britain there was a convict uprising that enabled Barrett to escape. His freedom was short-lived. Barrett was recaptured and the death penalty was again handed down for his actions. But for a second time royal intervention saved him from the noose. And so it was that in 1787 Thomas Barrett found himself a passenger on the *Charlotte*, as part of the first fleet that shipped prisoners to the distant land of Australia. There his final sentence still awaited him.



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Introduction to Convicts and colonisers: the early history of Australia, (Van Eijk et al., 2020a, pp.60)

Appendix E exercise “Waking up from the imperial dream”

- 8** Give the appropriate English translations for the words in brackets by using *prepositions* and *linking words*.

Indians waking up to the real price of imperialism

(a *In de loop van*) _____ the past decades, Indians have tended not to think (b *over*) _____ the country’s colonial heritage. Whether (c *door*) _____ national strength or civilizational weakness, India has long refused to hold any grudge against Britain for 200 years (d *van*) _____ imperial enslavement, plunder and exploitation, (e *behalve*) _____ a few politicians.

Britain’s withdrawal (f *uit*) _____ India in 1947, (g *na*) _____ two centuries of imperial rule, occurred without Indian hate (h *tegen*) _____ Britain. (i *integendeel*) _____, India chose to remain in the Commonwealth as a republic, and maintained cordial relations (j *met*) _____ its former overlords.

(k *Tijdens*) _____ a conversation, Winston Churchill, (l *onder*) _____ others, asked Prime Minister Nehru about his lack of hate. Nehru replied Mahatma Gandhi had taught Indians “never to fear and never to hate” (m *vanwege, wegens*) _____ his belief in peaceful protest. (n *Echter*) _____; the scars of colonialism have not fully faded. I learned that first-hand last summer, when I delivered a speech (o *bij*) _____ the Oxford Union naming the negative sides of British colonialism. (p *Achteraf*) _____, this speech inspired a powerful response (q *door*) _____ all of India.

(r *Bovendien, / Daar komt nog bij*) _____, the speech quickly went viral on social media. Even websites that were (s *tegen*) _____ my point of view reposted it. (t *Uiteindelijk*) _____, schools and colleges played the speech (u *voor*) _____ their students and (v *voor [plaats]*) _____ parents. Many chose (w *tussen*) _____ two extremes of hating or loving it. Two years later, strangers still approach me (x *in*) _____ public places to praise my speech.

(y *Door heel*) _____ the world, historians call Britain’s colonial subjugation of India “the greatest crime in all history”. Whether or not one agrees, one thing is clear: the debate about whether or not imperialism was an altruistic enterprise will rage on.

Exercise to “Waking up to the imperial dream”, (Van Eijk et al., 2020a, pp.88)

Appendix F overview of texts/sources for chapter 6

Educational Material	Book	Page	Text/source	Theme	Learner goals
Stepping Stones	Vwo 4 Flexbook B	p. 80	"The pilgrim fathers"	Victim and perpetrators	Practice determining the main idea.
Of Course	Vwo 5	p. 61-62	"Convicts and colonisers: the early history of Australia"	Victim and perpetrators	1. scan long, complex texts to find relevant details. 2. summarise a short story, article, lecture, discussion, interview or documentary and give your opinion, and answer questions about the content.
Of Course	Vwo 5	p. 85-86	"Waking up from the imperial dream"	Victim and perpetrators	1. find information, ideas and opinions from specialist sources within your field. 2. understand most news and current affairs programmes on TV/ internet. 3. write short simple essays on topic of interest
Of Course	Havo 4	p. 194-195	"future of food"	Othering	Havo 4 1. Scan long complex texts to find relevant details 2. Take part in discussions about familiar topics through social media Vwo 4 1. find information, ideas and opinions from specialist sources within your field. 2. take part in discussions about familiar topics through social media
Of Course	Vwo 6	p. 9	"What literature can teach you that the internet can't"	Othering	1. actively participate in informal discussion, comment and clearly express a point of view evaluate other points of view. 2. engage in extended conversation on general topics. 3. understand specialised articles on less familiar topics with the help of a dictionary to confirm the

					understanding of terms used.
New Interface	Level B2+/C1	p. 104-105	Understanding historical events/ "History through the eyes of the potato"	Victim and perpetrators	You can understand documentaries, live-broadcast interviews, talk shows, plays and most films in standard dialects on television or on the internet.

Overview of the texts/sources used in this chapter stemming from the content analysis

Appendix G overview of texts/sources for chapter 7

Educational Material	Book	page	Text/source	Theme	Goals
Stepping Stones	Vwo 6 Flexbook	p. 32-33	Countries and Cultures: The English Language"	English as a lingua franca	No learner goals
Stepping Stones	Vwo 6 Flexbook	p. 79	The last lingua franca	English as a lingua franca	Exam preparation, no clear learner goals
Stepping Stones	Vwo 5 Flexbook A	p. 78-79	Countries and Cultures: Singapore	Creole languages	No learner goals
Stepping Stones	Vwo 5 Flexbook A	p. 80	Risa Tan on Singlish	Creole language	No learner goals
Stepping Stones	Havo 4 Flexbook B	p. 30-31	Countries and Cultures: Hong Kong	Creole languages	No learner goals
Stepping Stones	Havo 4 Flexbook B	p. 32	South China Morning post	Creole languages	No learner goals
Stepping Stones	Vwo 5 Flexbook B	p. 32	Inuit inspired by Welsh language	Revitalization	B2, can understand documentaries, live interviews, talk shows, plays and most films in standard dialect on television or via the internet. B2+, can understand recordings in standard speech, which are often found in the social, professional, or educational sphere. Can understand information about content, viewpoints and attitudes of speakers.

Of Course	Vwo 5	p. 85-86	“Waking up from the imperial dream”	English as a lingua franca	1. find information, ideas and opinions from specialist sources within your field. 2. understand most news and current affairs programmes on TV/ internet. 3. write short simple essays on topic of interest
Of Course	Vwo 5	p. 156	“Why is Shakespeare more popular than ever	Writing back	1. understand long and complex texts of a social, professional or academic nature and identify views and beliefs. 2. actively participate in routine and non-routine formal discussions. 3. contribute, clarify, and defend your opinion, evaluate the opinions of others, and make and respond to hypotheses.

Overview of the texts/sources used in this chapter stemming from the content analysis.

Appendix H Exercise for “Countries and Cultures Hong Kong”

B Read this excerpt from the South China Morning Post:

Young Hongkongers are mixing English and Cantonese into a new language: Kongish. Born as a language of protest, Kongish – a humorous mix of Cantonese and literal English translations from the local tongue – is gaining popularity among the bilingual youth of Hong Kong as a badge of identity.

- 1 Here are some interesting examples of Kongish: phrases that were literally translated from Cantonese into English. can you guess their meaning? Note: This is also puzzling for older Hong Kongese. Draw lines between the translations.

Kongish

- 1 Need sheep have sheep (Jui Me Jau Me)
- 2 One group and film (Yat Tyun Wo Hei)
- 3 Poor duck paper leave money (Kung Dak Zek Jau Cin)
- 4 One trouble wind smooth (JaT Fan Fung Seon)

Meaning

- A Wishing you a smooth sailing
- B Tease somebody who only values money
- C May you get whatever you want
- D Harmonious