

World Englishes in Secondary Education: A Course Book Analysis

BA Thesis English Language and Culture, Utrecht University

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June 2015

Word count: 4893

Title: World Englishes in Secondary Education: A Course Book Analysis

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Abstract: The representation of cultures found in Inner, Outer and Expanding Circle countries in English language teaching (ELT) course books is a much-debated topic. The implication of World Englishes in ELT course books, however, is not as much debated. This paper researches to what extent Dutch ELT course books prepare students for linguistic diversity. To illustrate this, the representation of World Englishes in Dutch ELT course books is researched. The findings from an analysis of two Dutch ELT course books are reported. This pilot study shows that cultures as well as Englishes found in the Inner Circle countries are still dominant in Dutch ELT course books. The conclusion can be drawn that Dutch ELT course books do not prepare students for linguistic diversity in the English language. Additionally, recommendations for further future research are suggested.

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Introduction

Among the many languages spoken in Europe, English has a prominent role. Not only is English one of the official languages in the EU but it is also used as a medium of instruction, for interpersonal use, and services for institutional purposes (Berns, 2008). The English language is used in many different countries around the world and each variety of English is affected by their cultural context, which is then reflected in its linguistic expression. It is important to acknowledge the influence of the linguistic diversity that rises from these cultural foundations. Kachru (2008) created the Concentric Circles model in which the expansion of the English language is categorized in three circles, the Inner, Outer and Expanding Circle. The Inner Circle refers to countries such as the United Kingdom, the United States of America, Canada, New Zealand and Australia. The Outer Circle refers to Anglophone colonized countries, and the Expanding Circle refers to countries in which English is a foreign language (Kachru, 2008; Bolton, 2006).

In this paper, the term ‘varieties of English’ refers to “any kind of language production, whether we are viewing it as being determined by religion, gender, by social class, by age or our own inimitable individual characteristics” (Bolton, 2006, p. 290). The varieties of English spoken in Outer and Expanding Circle countries cannot be categorized as standard forms that have originated from the Inner Circle, because the countries in each circle are “dynamic and not static – or unchanging” (Kachru, 2008, p. 569). These varieties are not imitations of the English language but are evolving entities in their own right. Consequently, the varieties of English spoken in Outer and Expanding circles can be referred to as ‘World Englishes’ (WE). According to Baumgardner (2006), varieties of English spoken in Inner, Outer and Expanding Circles reflect the cultural background of the communities that use the varieties, therefore it is important to teach students about the various cultures intertwined with the varieties of English spoken around the world. Baumgardner and Brown (2003) argue that

when teachers neglect to raise students' awareness of the various cultures and varieties in Inner, Outer and Expanding Circle "[they] are not fully educating them to the best of our abilities" (p. 248). Thus it seems only logical to teach students about the varieties of English found in Inner, Outer, and Expanding Circle countries.

In the Netherlands, secondary school students with a VWO¹-level are prepared for studying at a university, i.e. academic thinking-skills are developed and trained. According to Brown (1993), it is not unusual for many Outer and Expanding Circle countries to have a standardized Ministry of Education curriculum, which prepares students for college-level entrance exams. For these students specifically, it is important to be prepared for the different varieties of English. These students will follow courses in English at different universities taught by native as well as non-native speakers of English, and communicate with exchange students from inside and outside of Europe (Berns, 2009).

Previous research done by Ndura (2004) focused on cultural bias in English second language (ESL) textbooks used in the United States. The findings of that study were that stereotyping, invisibility, and unreality were the major cultural biases (Shin et al., 2011). Garcia (2005) researched the international and intercultural aspects in English foreign language (EFL) textbooks in Spain. The findings of that study show that there were no intercultural aspects present in the fourteen textbooks examined (Shin et al., 2011). Ilieva (2000) researched culture in adult ESL texts. Murayama (2000) researched the content of cultural features in ELF textbooks in Japan. These findings show that the reflection of English as an international language (EIL) was different in each textbook (Shin et al., 2011). Much research has been done with regard to culture in English language teaching (ELT) course books. However, this thesis' pilot study aims not only to analyze the infusion of culture but also the infusion of World Englishes spoken in Inner, Outer and Expanding Circle countries

¹ VWO is a pre- university education; six years (Edwards, 2014).

in ELT course books. The English language has an important role in Europe and other Outer Circle countries; therefore it is important to have the diverse varieties of English represented in ELT course books.

The ELT course book evaluation used in this paper is according to an altered version of the model used in Shin et al. (2011). Though Shin et al. (2011) researched the representation of English as an international language in ELT course books, this paper will research the representation of world Englishes and the accompanying cultures in ELT course books used in the Netherlands.

Hypothesis

The hypothesis is that two well-known course books will mostly focus on British culture as well as Received Pronunciation (RP) because geographically, Britain is located closest to the Netherlands. It is also expected that aspects from American culture will be introduced because of the position of the United States as a world superpower and their widely broadcasted mass media.

Theoretical framework

English in the Netherlands

Berns (2009) believes that Europe is an excellent example of countries belonging to the Expanding Circle. Innovative mass media has created an environment with opportunities for Europeans to communicate “among Europeans within Europe as well as with English speakers outside Europe” (Berns 2009, p. 195), consequently encountering different varieties of English. English also has a prominent role in higher education in Europe. Berns (2009) argues that this is due to the European Union encouraging exchange programs for students as well as universities in the Netherlands, Sweden, or Germany being a popular study destination. Dutch university students are a perfect example of a group that find themselves in a world Englishes environment. Edwards (2014) points out, “the Netherlands is the largest provider of English-language higher education in continental Europe and about 80 per cent of all master programs are only available in English” (p. 175). With Dutch universities as a popular abroad study destination, English is the language used for communication between students and teachers, and among fellow students.

Implications for teaching world Englishes

Opinions on teaching World Englishes are divided. Some teachers doubt the relevancy of teaching World Englishes to learners of English who will not encounter them on a regular basis. Bruthiaux (2010) says that “the focus of much current research on World Englishes and English language teaching pedagogy overplays the concerns of researchers doubling as educators” (p. 366). He believes World Englishes should only be taught to students who live in a World Englishes environment, e.g. Singapore, India, China and Japan, and deal with World Englishes on a daily basis and therefore need it.

Matsuda (2010) believes that the training in World Englishes should be matched with the pedagogical approaches that “teach English as an international language” (p. 719). She points out that by exposing students to different varieties of English students will develop a comprehensive “view of the English language” (p. 721). Moreover, she argues that teaching materials of EIL will benefit from incorporating World Englishes. It will help students visualize the spread of the English language, as they will realize that English is not only spoken in countries belonging to the Inner Circle (Matsuda, 2010). Her concern is that limited exposure to English varieties will cause students to receive an “‘incomplete’ exposure to the English language” (Nault, 2006, p. 322). Baker (2012) states that the different Englishes as documented by World Englishes studies demonstrate that English is not limited to the sociocultural or linguistic norms of the Inner Circle countries. He believes the United Kingdom and the USA do not represent the global uses of English. So in order to create an actual representation of the global uses of English, other cultures besides those of the United Kingdom and the USA should be introduced to students.

There is little theory development regarding ELT in Expanding Circle countries (Baumgardner & Brown, 2003). Times are changing and according to Brown (1995), it is important to “move beyond the traditional limits of language pedagogy and the assumption that all learners of English desire to speak one variety of English” (p. 223). Teaching World Englishes to secondary school students is a difficult task because the majority of materials focuses on Inner Circle norms and “provide only rare examples of two non-native speakers from different countries interacting with each other” (Brown, 1995, p. 241). This is changing, however, because the World Englishes perspective is also starting to influence the development of listening and reading materials (Brown, 1995). This will result in teaching material more frequently having non-native speaker examples, making it easier for secondary school teachers to introduce and teach World Englishes to their students.

Culture in ELT

All users of the English language have cultural backgrounds that are reflected in their customs, behavior and/or speech. Bowers (1992) defines culture as follows: “[it] is an inherited wealth in which we all can share, but it is passed on to us from different sources, and we share it in different parts with different groups to which we belong” (p. 31). Nault (2006) believes the most suitable definition of culture in ELT is “[a] membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and acting” (p. 315). The latter definition will be referred to for the purpose of this paper. To learn a language without any culture is practically impossible because it is taught implicitly through choice of words for example, therefore it is evident that the concern should not be if it should be taught but “*how* it should be taught” (Nault, 2006, p. 315) (original emphasis). The representation of culture in course books often provides the notion that Great Britain and the United States are the main cultures of the English language (Shin et al., 2011; Nault, 2006). However, this notion not only neglects other cultures found in the remaining countries belonging to the Inner Circle, but it also creates a false representation of native speakers being identical in speech, behavior and beliefs (Nault, 2006). Baker (2012) also points out that a deeper understanding of the varied cultural contexts of English use is necessary in order to represent an accurate global use of English.

There are already more second-language speakers of English than native speakers (Shin et al., 2011). It is therefore very likely that non-native speakers will communicate with non-native speakers rather than with native speakers. Alptekin (2002) even argues that integration of language and culture not only gives the students the experience of another language but it also provides a different way of coping with reality. Course books should create cultural awareness (CA) among students in order for students to ultimately be

successful in intercultural communication. To achieve cultural awareness, it is important that the diversity in contexts of English-language use is recognized (Shin et al., 2011). Teaching students about different cultures results in higher communicative competence, as they will be able to understand their own culture better and be able to communicate with other learners of English about it (Nault, 2006). Students will benefit from learning about cultural habits and customs, as Baker (2012) points out that “knowledge of specific cultures may still have an important role to play in developing an awareness of cultural differences and relativization” (p. 65). Thus, in order for students’ communication with (non)-native speakers to be successful, students should be made aware of the various cultures found within English speaking countries.

Methodology

Materials

The ELT course books *Stepping Stones* (Brandenburg et al., 2009) and *Worldwide* (Hoeks et al., 2007) are used by the secondary school St. Bonifatiuscollege in Utrecht, the Netherlands. Currently, the ELT course book *Stepping Stones* is gradually integrated in the curriculum, as it will replace the ELT course book *Worldwide*. *Stepping Stones* and *Worldwide* are both ELT course books used in second grade VWO. *Stepping Stones* was specially developed for second grade VWO students, and is used throughout the Netherlands. Course book *Worldwide* is developed for VMBO²/HAVO³/VWO students. The decision to analyze ELT course books developed for second grade VWO students is because this level prepares students for studying at a university. This means that the students will find themselves in an environment in which the English language is used for multiple purposes, e.g. lectures (by foreign guest speakers), communication between teachers and students, and fellow students amongst themselves. Both books consist of eight chapters. *Stepping Stones* has divided the chapters by listing units ‘A’ through ‘G’ and *Worldwide* has divided the chapters into eight paragraphs. The course book analysis will look for the mentioning of the cultures within Inner, Outer, and Expanding Circle countries and the different varieties of English in these circles. These elements will help answer the research question: to what extent do Dutch ELT course books prepare students for linguistic diversity⁴ in English?

Procedure

The main research objective of this pilot study is to examine how the ELT course books *Stepping Stones* and *Worldwide* discuss cultures and varieties of English found in the Inner,

² Pre-vocational secondary education (Government of the Netherlands, 2015)

³ Senior general secondary education (Government of the Netherlands, 2015)

⁴ English spoken in the Inner, Outer and Expanding Circles developed by Kachru (2008).

Outer and Expanding Circle countries. To achieve this, the cultural elements and contents as well as the mentioning of varieties of English in these course books were analyzed. The analysis was based on the approach used in Shin et al. (2011). This approach was used for this paper because the model focuses on the representation of cultural content in course books. This model was modified to serve for the purpose of this paper. The alterations were made in order for the model to focus on varieties of English as well as cultural content.

To answer the research question, the content of the course books was examined from two main points: ‘Aspect’ and ‘Depth’. The analysis of aspect consisted of the subjects ‘Inner Circle’, ‘Outer Circle’, ‘Expanding Circle’ and ‘Others’. Subjects not associated with cultures were labeled ‘Others’. The analysis of ‘Depth’ consisted of the subjects ‘Variety’, ‘Explanation of types of varieties of English in the world’, ‘The explanation of when these varieties are spoken’ and ‘Intelligibility of these varieties between native and non-native speakers’. Subjects not associated with English varieties were labeled ‘Others’.

The data from the ‘aspect’ analysis and ‘depth’ analysis were analyzed according the following procedures. When the major content of a chapter was to be found in either the Inner, Outer, or Expanding circle, 1 point was awarded to that specific category. When the cultures from the Inner, Outer, and Expanding Circle were represented equally in a chapter, 0.5 point was awarded to both categories. In addition with regards to the ‘depth’ analysis, a bonus of 0.5 point was added whenever there was mentioning of the three latter categories in the analysis.

Apart from the analysis, a teacher’s opinion about ELT course book *Stepping Stones* and *Worldwide*, and experience with both course books was asked. However, this interview is not taken into account with the analysis. The interview questions were based on Chapter 6: “Interviews” of Dornyei (2007) *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*.

Results

Figure 1 shows that course book *Stepping Stones* covers 80% of topics concerning ‘others’ and only 20% covers cultures found in the Inner and Outer Circles. As far as coverage of varieties of English goes, 30% of *Stepping Stones* covers varieties of English spoken (see Figure 2). It does not however, discuss which varieties there are, when they are spoken, or their intelligibility among native and non-native speakers. Figure 1 shows that 65% of course book *Worldwide* covers topics related to ‘others’ and 25% of the course book discusses culture found in the Inner Circle. 30% of *Worldwide* covers varieties of English, meaning that both course books cover the same amount of varieties of English. 30% of the course book *Stepping Stones* discusses varieties of English; it does not, however, discuss the explanation of types of varieties of English in the world. Figure 2 shows that *Worldwide*, unlike *Stepping Stones*, does discuss the varieties of English spoken in the world and when they are spoken. It does not however, discuss intelligibility.

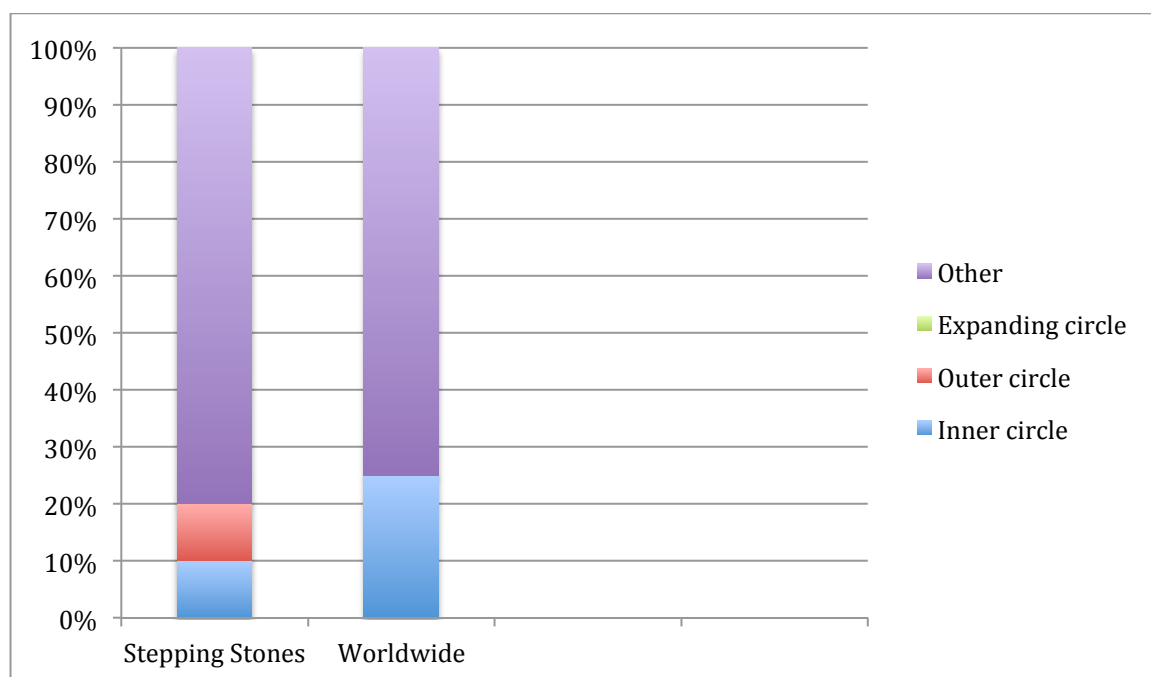


Figure 1. Aspects of culture in the textbook analysis.

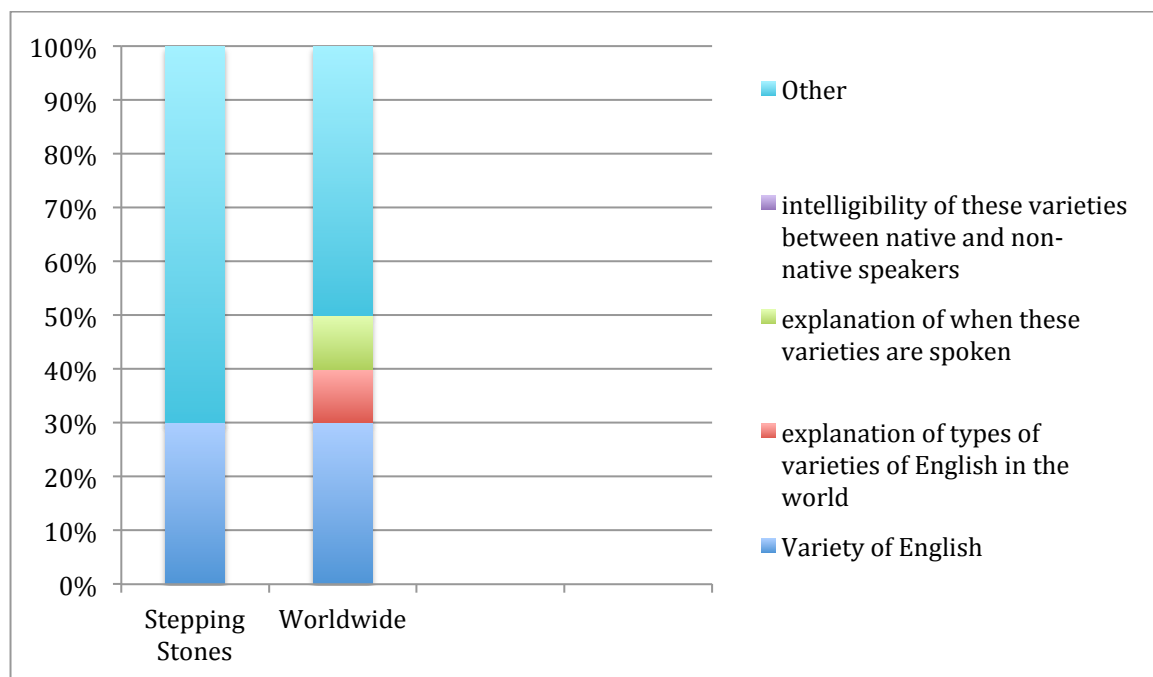


Figure 2. Aspects of English varieties in the textbook analysis

Analysis

Stepping Stones

Analysis of course book *Stepping Stones* revealed cultural content discussing topics concerning Inner Circle countries in Chapter 1, 2, 5, and 8. The topics discussed were about British school history, the sinking of the Titanic, and the assassination of J.F. Kennedy. Another example of an Inner Circle topic is the reading text about horse races in Berkshire and the Youth Arts festival in Yorkshire. There was also mentioning of Scottish accents differing from other accents spoken by people in England. However, this explanation limits itself to difference in the pronunciation of the /r/. This is the first mention of accents in the United Kingdom. The lack of audio material for this causes the example to be less effective in preparing students for linguistic diversity, as they are not presented with a vivid example of the accent. A listening exercise found in Chapter 8 discussed the differences between the UK and Australia. These exercises help students become aware of the cultures and Englishes found within the Inner Circle besides the United Kingdom.

Cultural content discussing topics concerning Outer Circle countries were found in Chapter 8. Examples for Outer Circle countries were listening and reading texts about India, the Commonwealth Games, the colonization of America, and children's experiences of living in Singapore. The mentioning of the Commonwealth is a significant part of the diaspora of the English language as described by Kachru (2008). This helps the students become aware of the countries in which English has a prominent role in communication. Also, it is the first step to help them become aware of, and introduce them to particular varieties of English. Such exposure will help the students develop a more comprehensive view of the English language (Matsuda, 2010). Furthermore, the text explains the importance of a mutual spoken language and that it creates a peaceful environment without any miscommunication. This text briefly explains the importance of cross-cultural intelligibility of English but because the text provides only one example, it does not indicate that *Stepping Stones* teaches which varieties

of English are spoken globally, when they are spoken, or discuss their intelligibility. *Stepping Stones* introduces the history of an Inner Circle country by presenting a text about Native Americans and the consequences for Native Americans when the Europeans discovered America (see appendix 1). Students' awareness is raised of the possible multiple cultures within one country and the diaspora of the English language caused by colonization is presented to the students. By discussing India, a country in the Outer Circle, the students are helped to visualize the spread of the English language, and it shows them that the English language is not limited to Inner Circle countries (Matsuda, 2010). By discussing Singapore, insight of another country belonging to the Outer Circle (Brown, 1995) is provided to the students. It also shows the students that English no longer belongs to native speakers of the Inner Circle, but is used by people in bilingual/multilingual societies (Kubota, 2001).

Expanding Circle topics were analyzed in Chapter 3 and 6. These chapters discuss the importance of English in media around the world and mention European countries that cover news stories in English. It also discusses the Eurovision Song festival as well as the well-known phenomenon from Japan: karaoke.

Stepping Stones provides information about cultures found in countries belonging to the Inner and Outer Circle; it does not however, create cross-cultural understanding because of the lack of depth in certain cultural values and behaviors. Furthermore, it only introduces two varieties of English: those found in Scotland and Australia.

Worldwide

Analysis of course book *Worldwide* revealed cultural content discussing topics concerning Inner Circle countries in Chapter 1, 3, 4, 5, and 7. The mention of varieties of English can be found in a reading text that mentions languages spoken in Wales, Northern Ireland, and Scotland. The students are presented with a Welsh poem as an example of the Welsh

language. By presenting this example to the students the language becomes less abstract and more real to students. American English and an Australian accent are presented to the students via a scripted dialogue this causes students to become aware of the varieties found in Inner Circle countries. The students' cross-cultural awareness is raised via a text that discusses smoking habits in the UK, USA and Europe. With these topics *Worldwide* not only provides an insight in culture found in Britain and the US but it also helps the students compare smoking habits in their own country. The discussion of several religious festivals celebrated around the world and those that are now celebrated in Britain by various ethnic groups living in London helps raise students' awareness that there are different ethnic groups living in London, aside from the traditional English man or woman. The discussion of several global religious festivals that are celebrated by various ethnic groups living in London helps raise students' awareness of the different ethnic groups living in London.

Topics concerning the Outer Circle and colonization are found in Chapter 4 and 6. A clear explanation of the diaspora of the English language is presented through a text about Europeans discovering Australia and New Zealand (see Appendix 1). The text elaborates on the Aborigines and their culture; this shows students that there are multiple cultures found in Australia. The text mentions the Commonwealth Games as well; it does not however, explain the principle of the Commonwealth as course book *Stepping Stones* did. Chapter 6 contains an elaborate section on India. It mentions how many languages are spoken in India, what the importance is of the English language within India, and it mentions when the English language is spoken. It does not, however, discuss the intelligibility of the variety spoken. The economy as well as the caste system is discussed. Mahatma Gandhi is also mentioned as an important person who played a big role in India's fight for independence. This paragraph is a good representation of the influence of the British Empire and the English language on India. It illustrates to students what kind of influence colonization has on a country.

The content discussed in *Worldwide* mostly focuses on countries belonging to the Inner Circle. It provides information about cultures found in Inner Circle and Outer Circle. Unfortunately, *Worldwide* lacks a more in-depth explanation of how different varieties of English have developed as a consequence of colonization. Additionally, *Worldwide* raises students' awareness of varieties of English by introducing the students to different English accents via scripted dialogue and therefore creates an actual representation of the global uses of English.

In comparison, *Stepping Stones* is more oriented on a WE perspective from a cultural standpoint and *Worldwide* is more oriented on a WE perspective from a spoken English standpoint. *Stepping Stones* is successful in introducing other cultures besides those of the UK and USA but it is unsuccessful in implementing the pedagogical approach of teaching English as an International language (Matsuda, 2010) because of the lack of audio material of multiple varieties of English found in the Inner, Outer, and Expanding Circle. *Worldwide* is successful in introducing multiple cultures found in the Inner Circle and is close to implementing the pedagogical approach of teaching EIL (Matsuda, 2010) because of the audio material presenting multiple spoken varieties of English found in the Inner Circle. It does not, however, introduce varieties of English spoken in Outer or Expanding Circle countries and therefore it does not reflect the EIL pedagogical approach needed to provide a more comprehensive view of the English language (Matsuda, 2010).

Interview

Mrs. Maartje Tweekboom a teacher at St. Bonifatiuscollege with experience in teaching both *Stepping Stones* and *Worldwide* was interviewed⁵ to learn about a teacher's experience with *Stepping Stones* and *Worldwide* and to have a better understanding of both course books. Her

⁵ Full interview can be found in appendix 2.

opinion is not part of the course book evaluation. Despite the fact that she believed the scripted dialogues in *Worldwide* did not represent real life conversations; she thought that they did help raise awareness of certain accents, e.g. American English and Australian English. However, according to her *Stepping Stones* had a more appealing layout, and its additional electronic material for students made it more up-to-date than course book *Worldwide*. She believed her students were prepared for linguistic diversity in English by *Stepping Stones* and it would prepare her students enough to be able to communicate with someone from an Inner, Outer, or Expanding Circle country, without the varieties of English causing miscommunications. In addition, she mentioned that *Stepping Stones* presented a clearer grammar explanation than *Worldwide* did. She believed teaching grammar is most important in learning a language and therefore judged *Stepping Stones* to be an overall better ELT course book than *Worldwide*.

Conclusion

A total of 20% in course book *Stepping Stones* contained cultural content concerning Inner and Outer Circle countries. A total of 25% in course book *Worldwide* discussed cultural content about the Inner Circle countries. The elaborate background information on the spread of the English language in *Stepping Stones* creates a better understanding of the Englishes spoken around the world. However, the explanation of the spread of the English language alone is not enough to prepare students for linguistic diversity. A total of 30% in both *Stepping Stones* and *Worldwide* covered varieties of English but contrary to *Stepping Stones*, *Worldwide* also discussed which varieties there are and when they are spoken.

The research question of this BA thesis was: to what extent do Dutch ELT course books prepare students for linguistic diversity in English?

Based on the findings in the analysis, it seems that ELT course book *Worldwide* informs second grade VWO students about the varieties of English spoken in the Inner and Outer Circle countries. Course book *Worldwide* mentions when the varieties of English are spoken and provides an explanation for the spread of the English language. However, course book *Worldwide* does lack information on the spread of the English language outside of the Inner Circle countries, which might cause students to be less aware of the many varieties of English spoken in the world. *Worldwide* did, however, introduce multiple varieties of English through spoken scripted dialogues. Course book *Stepping Stones* mostly informs second grade VWO students about cultures in the Inner Circle. In the last chapter of course book *Stepping Stones* a clear explanation of the spread of the English language is presented, creating an overview of the countries speaking English. It does not, however, introduce spoken varieties found in those countries.

Similar to Murayama (2000) the reflection of EIL differed per course book. However, the topics discussed in *Stepping Stones* and *Worldwide* did not differ greatly and even had overlap with regards to the Commonwealth and the colonization of India.

The answer to the research question based on this pilot study is that ELT course book *Worldwide* prepares Dutch second grade VWO students more for linguistic diversity than ELT course book *Stepping Stones*. Despite the clear explanation in course book *Stepping Stones* of the spread of the English language through colonization by the British Empire, *Stepping Stones* does not introduce as many varieties of English as course book *Worldwide* does. This causes to raise less awareness among students of different varieties of English spoken in the world, and thus preparing students less for linguistic diversity.

An explanation for the lack of the many varieties of English, i.e. World Englishes in the course books, might be due to the little development regarding ELT in Expanding Circle countries (Baumgardner & Brown, 2003). However, the mentioning of Outer Circle countries

in *Stepping Stones* and *Worldwide* does show that the focus is shifting from the Inner Circle countries to the Outer Circle countries, creating a more realistic overview of the global use of the English language.

This research has its limitations. First, the categorization of Inner, Outer and Expanding Circles is rather simplistic as Kubota (2001) points out rightfully, because “it does not address the many varieties of English within a Circle or a nation” (p. 49). Second, the decision to analyze only one course book from the whole series made this course book evaluation very limited. The sole analyzing of two books from each course book series is no fair representation of the teaching capacity and contents of the course books and causes to draw conclusions on very limited data. Also, Shin et al. (2011) used two raters, whereas this study only used one rater. The requirements for determining themes within a course book are questionable because the themes are not required to measure up to different criteria, therefore the categorization of topic within certain themes is very subjective.

For more elaborate future research, the whole series of both course books should be analyzed. The different levels of both course books should be analyzed and not only the VWO-level books. Also, teachers’ experiences with both course books should be taken into account, as well as their teaching methods. The knowledge of the teachers on World Englishes and their attitudes towards teaching World Englishes should be researched. Students’ opinions about the content of the course books and the main objective of English learning should be taken into account through questionnaires.

APPENDIX 1

Photocopies from chapter eight in *Stepping Stones*

Growing up in Australia

Aaron, who was born in Australia and recently moved to London, talks about the differences between Australia and the United Kingdom in a radio interview.



LISTENING

Around the world

The country I looked into is India. India is one of the most heavily populated countries in the world. There are at least 1,132,446,000 people in India. The exact number is unknown. Most Indians live in cities such as Mumbai (formerly known as Bombay) and Bangalore. The capital of India is called New Delhi. The official name of this country is the Republic of India. It borders to Pakistan in the west, China, Nepal and Bhutan in the north-east and Bangladesh and Burma in the east. India used to be a colony of the United Kingdom and it is still part of the Commonwealth.



LISTENING



THE COMMONWEALTH GAMES

The Commonwealth Games is a sporting event in which the very best athletes of countries from the Commonwealth compete.

The Commonwealth Games are held every four years. A lot of different sports are represented. The Commonwealth Games are a bit like the Olympic Games.

- It is the second most famous competition in the world. Many people think that only the Olympics are more important. The event is really unique in the world of sport because it is based on a historical link between Commonwealth countries. Many of the participating countries used to be colonies of Great Britain. The Games are also unique because, unlike the Olympics, all athletes and officials share a common language. They all speak English, creating an atmosphere that has led to the name the 'Friendly Games'.



The concept of this sporting event has a long history. The very first Commonwealth Games, known as the British Empire Games at the time, were held in Hamilton, Ontario in Canada in 1930. They were a huge

success. That's why, ever since 1930, they have taken place every four years except for 1942 and 1946, due to World War II. Over the years there have been many different names for the Games. From 1978 onwards they have become known as the Commonwealth Games.

- Different countries are chosen to host the Commonwealth Games. In the past the Games took place in India, Australia, Malaysia and many more countries. The Commonwealth Games programme is determined by the host nation, which results in a unique programme each year.

Adapted from: news.bbc.co.uk

What is the Commonwealth?

Today the Commonwealth is a family made up of 53 nations from every continent. In the past many of these nations were part of the British Empire. They have now chosen to join the modern Commonwealth. The Commonwealth includes some of the richest and poorest, largest and smallest nations in the world.

What does the Commonwealth do?

Every country in the Commonwealth has signed up to a shared set of values. These include holding fair and free elections and respecting human rights. Every two years the leaders of the nations come together to decide on ways to work together.

Who is the head of the Commonwealth?

The British monarch is the head of the Commonwealth. This is a symbolic role. The British monarch is also head of state in 16 of the

53 Commonwealth member countries. The monarch undertakes many state visits to the Commonwealth to meet citizens as well as political leaders.

What is the biggest country in the Commonwealth?

Canada is the biggest country in the Commonwealth. The land covers almost 10,000,000 km². However, India has the largest population in the Commonwealth. Although it 'only' covers almost 3,200,000 km², the country's population is around 1,132,446,000. Canada, in comparison, has a population of 34,000,000.

What is the smallest country in the Commonwealth?

Nauru is the smallest country in the Commonwealth. This tiny island nation in the South Pacific covers only 21 km².

NATIVE AMERICANS

Long before Europeans set foot in America, Native Americans had been living there. Today there are still many different Indian tribes and nations with unique cultures and traditions.

Native American tradition says that Indians were present since the beginning of time. Research shows that many Indian ancestors came from Asia in prehistoric times, either by foot over a land bridge or using old boats. This happened more than 20,000 years ago.

Native Americans lived in many different kinds of houses. Each Native American tribe needed a type of accommodation that would suit their lifestyle and their climate. Tribes that moved around a lot needed houses that were easy to transport and easy to put up, whereas tribes that stayed in one place wanted houses that would stay in good condition for a long time. Tribes from cold areas needed homes that would protect them from the rain and the cold, whereas tribes in warm areas didn't have to worry about the weather so much.

Some people think that all Native Americans looked the same. But they're wrong! Actually, they all looked very different. Gwich'in people in cold Alaska didn't dress the same as Calusa Indians in sunny southern Florida. Also, individual Native American people in the same tribe often looked quite different from each other. All their clothes were made by hand, and they were usually decorated with designs, drawings and other art, so no two people in the tribe had the same dress.

The name 'Indians' was first used by Christopher Columbus, the explorer who is said to have discovered America. He believed that the mainland and islands of America were part of the Asian

country India. However, he had of course arrived in America. Today we refer to Indians as American Indians and Native Americans. Both names refer to the same people. Some people call them 'Indigenous people', but that is a term that refers to any people that lived in a place first.



READING

- 4 The number of Native Americans has dropped dramatically since the discovery of America. When the Europeans got there in the sixteenth and seventeenth century, there were probably ten million Native Americans in America. However, the arrival of Europeans led to many wars. Native Americans suffered as a result. According to recent reports there are about two million Native Americans in the United States and one million in Canada. Today most Native Americans still live in North America, in what are now Canada and the United States. Some American Indians live in cities and towns, while others live in reservations. These are special villages and lands for Native Americans which have different laws than the rest of the state or province.

Did you know that...

- ... western trees were used by Native Americans to make canoes and totem poles?
- ... over half of the state names in the USA come from Native American languages?
- ... the name Connecticut comes from the Native American word 'Quinnnetucket' which means 'long river'?
- ... the Mohicans and the Powhatan are considered to be the most famous Indian tribes?

Adapted from: www.nativeamericans.com

1 Arjan in the States

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CHAPTER 1 FAMILY AND FRIENDS DIALOGUE ▶ WB P5 ▶ AUDIO CD 1 TR2,3

JODY Okay, Arjan. Welcome to our home. This is my mom, Jenny, and her friend, Jake. He's the star of our local football team, I'm a junior cheer leader and I ...

ARJAN 5 Jody, can you speak slowly, please?

JODY Okay, everyone, speak slowly and clearly to Arjan.

MOM Hi, Arjan, nice to meet you.

ARJAN Hi.

JAKE 10 Hi, Arjan. How 're you goin'?

ARJAN Okay, thanks.

JODY And this is John junior, my baby brother! He's ten but still the baby. Ouch, don't pinch me like that, John. That hurts!

JOHN 15 Hi, Arjan. Great to meet you.

ARJAN Hello everybody, I'm really pleased to meet you all.

MOM Jody, your father called. He's getting your supper tonight.

JODY 20 Okay, that's fine. We'll go over to my dad's place tonight and meet the other half of the family. Come up to my room and I'll show you where you are sleeping.

In Jody's room

ARJAN Are your parents, what's the word ...

25 divorced?

JODY No, they're separated. They split up four years ago. But we all get along.

ARJAN What does separated mean?

JODY It means they are living apart. You know, in 30 different houses.

ARJAN Oh, I see. Jake seems nice.

JODY Oh yeah. He's great. Mom's much more relaxed now he's moved in. They're talking about getting hitched as soon as mom's 35 divorce comes through.



- ARJAN 'Getting hitched'? I'm sorry, I don't follow.
- JODY It means 'getting married'.
- ARJAN How do you feel about that?
- JODY I don't know. I told mom it's too soon. Jake's
 40 great but I think she's rushing into it. I don't
 want it to happen all over again.
- ARJAN Does Jake have any children?
- JODY Yeah, he has three. They are really nice. We
 see each other every weekend. Sometimes we
 45 all go camping together.
- ARJAN And your dad, does he have someone new?
- JODY Yeah, they've just had their first baby, Lizzie,
 together. She's a real cutie.
- ARJAN A big new family like yours sounds fun.
- JODY 50 It's okay. The trouble is, we have a whole new
 family, not just Jake and his kids but
 thousands of aunts and uncles and grandmas
 and grandpas, too. Just remembering all their
 names drives me nuts.
- ARJAN 55 It must be a nightmare sometimes ...
- JODY I'll just unpack my rucksack.
- JODY Hey, by the way, some of my school pals are
 coming over to my dad's place later to check
 you out.
- ARJAN 60 'Check me out'? What does that mean?
- JODY Don't look so worried. They just want to meet
 you. Come on, I'll help you with your stuff
 and then we can get on over there. Is that
 okay with you?



7 Down under

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CHAPTER 4 RELAX!

KENNIS VAN LAND & VOLK

► WB P97 ► SITE

DISCOVERIES

The first people to 'discover' Australia were the Portuguese in the 16th century. When history books say that a land like Australia was 'discovered' they really mean that it was the first time a European person had been there. But of course Australia and New Zealand had existed for many millions of years when the Portuguese, and later the Dutch and the British, arrived. Britain started sending its 'convicts' to Australia in 1788. Usually the only 'crime' these convicts were guilty of was their poverty. By sending them to Australia the British made sure there were people there who worked for nothing. They were slaves.

ABORIGINES IN AUSTRALIA

The people who lived in Australia when the Dutch and British arrived are called aborigines. The word 'aborigine' comes from the Latin language and means 'inhabitants from the beginning'. The aborigines have their own language, culture and religion.

ABORIGINE CULTURE

For a long time the aborigines have been discriminated against by the white Australians, even though they were the first inhabitants of Australia. Up until the 1970's aborigine children were taken away from their parents and brought up by white foster parents. In the last

few years the aborigines have been fighting for their rights and trying to get back their land. But they remain very poor and try and earn a living mainly by tourism. They are very famous for their paintings which have become very popular.

SITE OF SIGNIFICANCE

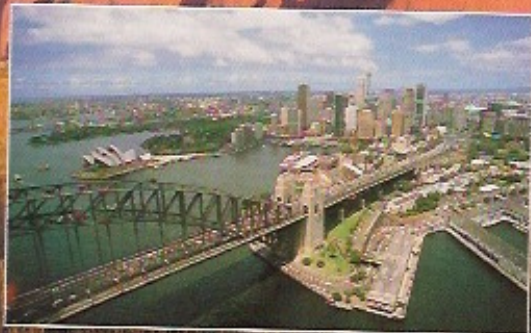
BEYOND THIS POINT LIES
AN ABORIGINAL SITE OF
A SACRED/DANGEROUS
NATURE

UNDER SECTION 83 OF THE ABORIGINAL LAND
RIGHTS (NORTHERN TERRITORY) ACT 1976

TRESPASS ON A SACRED
SITE CARRIES A PENALTY OF

\$1,000

AND FURTHER ACTION
BY REQUEST OF TRADITIONAL OWNERS





'STOLEN GENERATION'

ABORIGINES SUE AUSTRALIAN GOVERNMENT

A group of 550 'Stolen Generation' aborigines who were forcibly removed as children from their parents under an official assimilation policy are to sue the Australian government. 'We now urge all our fellow Australians to open their ears and their hearts as we tell our stories in the months ahead' said David Guy from the Stolen

Generation Litigation Unit. Aborigines who were taken away call themselves the 'Stolen Generation' and describe the forced separation policy as 'genocide' because it wanted to assimilate aborigines into Australia's white society. The aborigines were forced to give up their culture and their national identity.

ABORIGINE RELIGION

Aborigines can see invisible pathways in their land which have always been there, they think. Wherever aborigines walk they leave a trail of song. These trails are not only here today but go back in time and space. The ancient pathways, made of songs, tell of the creation of the land. It is the religious duty of all aborigines to travel the land, singing the Ancestors' songs, singing the world into being fresh again, in fact into creating the world again. The religion of the aborigines may seem difficult to understand but it is probably the oldest religion still practised today.

SPORTS

At the last Commonwealth Games in Canada in the 20th century an aborigine woman, Cathy Freeman, won two gold medals. It was the first time an aborigine had won a gold medal. When she did a lap of honour she carried the Australian flag and the aborigine flag. Many Australians are excellent all-round sportsmen and women. They play similar sports to the British. The two main ones are rugby and cricket. They are also very good at tennis and swimming.

MAORIS IN NEW ZEALAND

The Maoris had settled in New Zealand in the 14th century. They originally came from Polynesia. When the British started to settle in New Zealand in 1840, they signed a peace treaty with the Maori chief. The Maoris in New Zealand have been fighting for their rights for many years, too. One old Maori was so disgusted that this took so long that he gave the Queen the worst insult a Maori can give to anyone: he bared his backside to her on her visit to the island.



APPENDIX 2

Interview with Maartje Tweeboom.

Secondary school teacher at *St. Bonifatiuscollege*.

The interview questions were based on Zoltan Dornyei's *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*.

1. What teacher education did you follow?

I studied at the Hogeschool Utrecht docentenopleiding Engels

2. How long have you been teaching at the St. Bonifatiuscollege? Have you had any other jobs besides teaching?

I have been teaching for 16 year. Before I became a fulltime teacher, I had a part-time job at a local supermarket

3. Which grades do you prefer teaching and why?

I prefer the lower grades because they are more motivated and enthusiastic about English. Also, it is easier to teach them certain structures. There almost like a blank slate

4. According to you, what is most important in second language teaching, in this case English?

Speaking and writing are most important in language teaching. Also, information on cultures, regarding films, television series, literature etc.

5. Do you apply the 'doeltaal-voertaal' principle during your classes?

In the upper classes I often only speak English, but in the lower classes I have to switch to Dutch when explaining grammar because otherwise they will not understand it.

6. Which English accents are the students allowed to have? How much attention is there for different English accents?

All English accents are accepted, as long as the students use it consistently. Our school teaches the students RP speech and spelling. In the course books some accents are discussed but there is not very much attention for the different accents.

7. What are the reasons for changing from *Worldwide* to *Stepping Stones*?

Stepping Stones has a better way of presenting grammar to the students and it has extra material for the students to practice with. Also, *Worldwide* is going out of production and therefore will no longer be pressed.

8. Why *Stepping Stones* and not another ELT course book?

Stepping Stones has digital material that supports the written material, for teachers as well as students. Also, *Stepping Stones* is a course book with a good reputation.

9. To what extent do both course books contain subjects that are relatable to the students?

Worldwide has subjects that are very universal but somewhat outdated. *Stepping Stones* is more up-to-date and therefore more appealing to the students.

10. What kind of audio material do both course books contain?

Worldwide contains scripted artificial dialogues that introduce different accents. *Stepping Stones* contains artificial audio material.

11. Which cultures are discussed in both course books?

Worldwide discusses American, Australian, and British cultures. *Stepping Stones* discussed American, Indian and British cultures.

12. What is your opinion on the layout of *Stepping Stones* and *Worldwide*? Is it appropriate for children with learning disabilities (i.e. dyslexia)?

The font in *Worldwide* might be too small for children with dyslexia, whereas *Stepping Stones* uses Arial, has more writing space, and uses bright colors in their books.

13. Do you believe that the course books prepare your students for linguistic diversity in English?

Yes, because my students are introduced to different accents in English but also because they are taught the proper basics of the English language. I do not think that there would be major miscommunications when they are in England for example and they need to find their way home.

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