

Awareness of Linguistic Diversity in Dutch Secondary Schools: An Analysis of the *Stepping Stones* Textbooks

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Abstract

Despite previous research of English Language Teaching (ELT), gaps remain in the research of ELT textbooks. This study explores the extent to which the *Stepping Stones* series offers Dutch secondary school students English language diversity. *Stepping Stones 2 VMBO bk* and *Stepping Stones 2 VWO*, along with their supplemental audio material, were analyzed. Interviews with teachers who use the textbooks and an online survey of teachers' initiatives for discussing linguistic diversity were conducted to broaden the scope of the analysis by providing insight into practical exposure to English diversity independent of the textbooks. The results indicated that while an effort is made in *Stepping Stones* to include linguistic diversity in both textbooks, it is more common in the pre-university (VWO) version, thus limiting the linguistic diversity awareness of pre-vocational (VMBO) students. This research concludes that while the *Stepping Stones* textbooks do not offer an equal amount of linguistic diversity between VMBO and VWO textbooks, the exposure of the students to the different varieties of World Englishes is provided by the teacher, often only at the request of the students.

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Introduction

Globalization fostered the spread of English and offers increasing opportunities for contact and communication between different cultures (Berns 2009; Kubota 2001; McKay 2000; Shin et al. 2011; Smith 1983; Syrbe & Rose 2016; Xiaoqiong & Xianxing 2011). English is common in the Netherlands and is even seen as a basic skill (Edwards 2014). Therefore, exposing Dutch learners of English to linguistic diversity, as investigated by Kubota (2001) regarding native speakers of English, could help promote linguistic acceptance. Additionally, Smith (1983) stresses the importance of non-native speakers' tolerance of the many varieties of English. According to Schleijsen (2015), some teachers doubt the relevancy of teaching different varieties of English to learners who will not encounter them on a regular basis (p. 7). However, given Europe's open borders and the many different types of English, encountering World Englishes (WE) may occur on a regular basis. Dutch students may often encounter WE, as the Netherlands is a top destination for studying abroad (Edwards 2014; Syrbe & Rose 2016). Additionally, 74% of Dutch people use foreign languages on holidays abroad (Eurobarometer 2012).

Research by Berns (2008), Kubota (2001), and Matsuda (2003a) has been completed regarding the positive outcomes of exposure to different World Englishes. Exposure to different WE helps with communication between speakers and a lack of exposure will be disadvantageous to the person attempting to communicate with English speakers (Berns 2008; Kubota 2001; Matsuda 2003a). With more non-native speakers of English than native speakers, the chances of communication between non-native speakers seems greater than between native speakers and non-native speakers (Alptekin 2002; Matsuda 2002; Matsuda 2003a; McKay 2000; Shin et al. 2011). Difficulties in effective communication may arise if, for example, a non-native speaker variety of English is encountered (Berns 2008; Kubota 2001; Lippi-Green 2012). Exposure to linguistic

diversity, therefore, is necessary to function in a linguistically and culturally diverse society (Alptekin 2002; Berns 2008, 2009; Dinvaut 2008; Kubota 2001; Matsuda 2003a; McKay 2000; Shin et al. 2011; Smith 1983).

Consequently, awareness of the different varieties of English that exist in the world today is important for any speaker of English (Kubota 2001). Kubota (2001) sought to raise American students' awareness of WE to allow different speakers of English to communicate effectively. She investigated WE and American students' awareness of different English varieties because, as with the Netherlands, colleges in the United States welcome international students, educators, and guest lecturers from all Three Circle varieties (Inner, Outer, and Expanding) (Kubota 2001). Matsuda (2003a) believes that linguistic diversity awareness benefits both students and teachers.

Kilickaya (2009) claims that if the goal for students of English is to be able to communicate across cultures and borders, English should be taught in a way that embraces its many accents and fosters tolerance of the different varieties of English through exposure to them (p. 37). Students need to be prepared for real-life situations (Shin et al. 2011; Syrbe & Rose 2016) and that includes awareness of the existence of WE. With the growing number of non-native English speakers in the world today, the chances of non-native English speakers communicating with one another is high (Alptekin 2002; Berns 2008, 2009; Dinvaut 2008; Kubota 2001; Matsuda 2003a; McKay 2000; Shin et al. 2011; Smith 1983; Syrbe & Rose 2016).

Globalization has enabled people to work internationally and with people of different nationalities and native languages. As English has become the most important international language today (Xiaoqiong & Xianxing 2011), using a native speaker variety of English as the sole measurement for student progress and aim should be a thing of the past, as there are a plethora of English varieties and accents. According to Xiaoqiong and Xianxing (2011), there are over two

billion people who use English in their everyday lives (p. 219). Still, British (RP) English continues to be the English that is primarily taught to secondary school students in the Netherlands.

According to the Dutch government, “after completing primary school, pupils move on to one of three types of secondary education: pre-vocational secondary education (VMBO), senior general secondary education (HAVO) or pre-university education (VWO). Secondary education prepares pupils for secondary vocational education (MBO), higher professional education (HBO) or university education. In the lower years of secondary school, pupils follow a broad curriculum” (Government of the Netherlands 2015). Furthermore, according to the Dutch ministry of education, 43% of secondary school students follow a VWO path and 50% follow a VMBO path (Stromen in het Nederlandse Onderwijs 2015). Half of students today, then, follow a secondary educational path that will lead them directly into the workforce.

The current study seeks to find the degree to which Dutch learners of English, specifically VMBO and VWO students, are exposed to different varieties of English by answering the research question: To what extent does the *Stepping Stones* series offer linguistic diversity to VMBO and VWO students of English? This research paper is outlined in the following manner. After this introduction, the theoretical background of the importance of awareness of WE will be presented. The chapter that follows will detail the research methodology. The research findings will then be presented in a results section, followed by a discussion of the results. The study concludes with an explanation of the limitations of the research and suggestions for future research.

Theoretical Background

The Textbook as a Learning and Teaching Tool

Research by Kubota (2001), Matsuda (2001; 2003b), and McKay (2000), for example, has been completed regarding the teaching methods used for ELT. Many experts agree that students of English should be exposed to different varieties of English, as this allows greater tolerance and appreciation for different varieties (Alptekin 2002; Berns 2008, 2009; Dinvaut 2008; Kilickaya 2009; Kubota 2001; Matsuda 2003a; McKay 2000; Morrison & White 2005; Panahi 2015; Shin et al. 2011; Smith 1983). Unfortunately, British and, to a slightly lesser extent, American norms are constantly found in ELT textbooks around the world (Syrbe & Rose 2016).

Schneider (2011) defines World Englishes as including all English varieties spoken around the world and that English belongs to all who use it—not just native speakers. He explains Kachru's Three Circles model as follows. Inner Circle countries are those where English is spoken as a native language; the Outer Circle countries are those where English is spoken as a second language or has official status; and the Expanding Circle countries include those where English is spoken as a foreign language (Schneider 2011).

Panahi (2015) researched the attitudes towards WE of first and final year Polish secondary education students. Her findings revealed that final year students hold more positive attitudes towards English from Inner Circle countries (Panahi 2015). This is interesting because it suggests that Polish students have a limited knowledge of WE and thus, as stated above, have a lower tolerance for varieties of English other than those included in the Inner Circle.

Matsuda (2002) argues that the classroom could serve as a starting point for international understanding (p. 436). Her research yielded many students with knowledge of the existence of different varieties of English, however, the students had limited knowledge of the varieties or of

their differences (Matsuda 2002, p. 437). Textbooks and the accompanying audio material can be significant sources of exposure to WE and may play important roles in shaping students' attitudes towards English (Matsuda 2002; Syrbe & Rose 2016). Matsuda (2002) found that the representation of use from the Outer and Expanding Circles was limited in the textbooks she evaluated (p. 438). Schleijsen (2015) found that the representation of Inner Circle countries dominated in the Dutch ELF textbooks *Stepping Stones* and *Worldwide*. While the textbook is only one of the tools used for teaching English, its contents are often a central aspect for learners. Audio material is important for learners of a foreign language, because it allows them to hear how words in the foreign language are pronounced.

Morrison and White (2005) argue that ELT textbook publishers often overlook opportunities for increasing students' familiarity with WE (p. 362). Exposure to WE does not mean that each variety needs to be taught exclusively (Morrison & White 2005, p. 366), however, it is important that the audio material which accompanies ELT textbooks is a representation of the accents or varieties that the textbooks claim to represent (Morrison & White 2005, p. 367) in order to offer students more exposure to WE.

Implications of Linguistic Diversity Awareness

Shin et al. (2011) concluded that textbooks for English language teaching need to reflect the diverse cultures of English language speakers. English textbooks, still, consistently include American or British culture rather than using various cultures outside the Inner Circle (Shin et al. 2011). Being able to speak a language does not mean that the cultural norms of native speakers need to be internalized (McKay 2000; Smith 1983). Students should, however, be prepared for real-life situations and be able to communicate in various settings (Shin et al. 2011). Helping students to understand that various accents and varieties of English exist may promote

communicative competence. Knowing that diverse varieties of English exist can allow students to express themselves freely in English without feeling self-conscious about their pronunciation or accent (Berns 2008: 332; Morrison & White 2005; Syrbe & Rose 2016).

Syrbe and Rose (2016) explored the extent to which English language textbooks in Germany acknowledged English as an international language with many varieties (Syrbe & Rose 2016). The textbooks used for the study were for advanced students of English because it was thought that English as an international language would play a central role (Syrbe & Rose 2016). They concluded that the textbooks did not describe English as having a global status or that, for example, grammar and lexical usage may vary across varieties of English (Syrbe & Rose 2016). The textbooks, according to the researchers, did not meet the needs of German students (Syrbe & Rose 2016, p. 10). Germans travel more to mainland European destinations than to the United Kingdom and more often come in contact with non-native speakers of English than with native speakers, yet the textbooks rely on an Inner Circle target culture to teach the English language, usually British or American (Syrbe & Rose 2011, p. 9). Students, therefore, are not adequately prepared for real-life situations. More research needs to focus on linguistic diversity offered via textbooks, specifically across education levels, and of the same ELT textbook series (Schleijpen 2015).

The current study compared two versions of the same textbook for secondary school students with different academic needs. One group was studying for a vocational purpose (VMBO) and the other for a continued academic purpose (VWO). For both educational paths, nonetheless, awareness of linguistic diversity is beneficial, as Syrbe and Rose (2016) claim that English is the language of both bus drivers and scientists (p. 3).

During the first two years of secondary education, both VMBO and VWO students follow a general curriculum. The textbooks to be examined are for second year VMBO and VWO students. It can be assumed that the students' language needs and practical usages may vary. For example, VWO students may require more knowledge of linguistic diversity, as they may find themselves in contact with native speaker and non-native speaker guest lecturers, whereas the VMBO students—depending on their choice of employment—may find themselves conversing more with non-native speakers of English.

The research question is: To what extent does the *Stepping Stones* series offer linguistic diversity to VMBO and VWO students of English? Answering this question will explore the amount of linguistic diversity Dutch students of English are exposed to. This research will take into consideration several facts found in previous research: (1) that awareness of varieties of English can be advantageous (Berns 2008; Kubota 2001; Matsuda 2003a; Matsuda 2003b; Morrison & White 2005; Panahi 2015; Xiaoqiong & Xianxing 2011); (2) that English is a world language, used by people of varying educational and professional backgrounds (Edwards 2014; Panahi 2015; Syrbe & Rose 2016); (3) that European textbooks generally lack linguistic diversity (Shin et al. 2011; Syrbe & Rose 2016).

This research question is relevant because previous research in this field resulted in several limitations. First, Schleijsen (2015) only analyzed one book in a series (p. 21). Second, Syrbe and Rose (2016) concentrated only on textbooks in Germany. Furthermore, Panahi (2015) concluded that Polish students are almost exclusively exposed to British and American English (p. 55) and the conclusions by Shin et al. (2011) that ELT textbooks in several Asian countries were dominated by Inner Circle content (p. 266) adds curiosity to ELT textbooks in the Netherlands.

To answer the current research question, *Stepping Stones*, a common textbook used for secondary school students, and its supplementary audio material were analyzed. Interviews with teachers who use the textbooks as well as an online survey for secondary school English teachers in the Netherlands were conducted to measure Dutch students' practical exposure to different varieties of English.

Methodology

Participants

The participants for the interview portion of this study were two teachers at a secondary school in the central eastern province, Gelderland, the Netherlands. The 13 participants in the online survey were secondary education teachers in the provinces of Overijssel (8), Gelderland (4), and North Holland (1). The survey participants were asked via social media to participate.

Materials

The textbooks *Stepping Stones 2 VMBO bk* and *Stepping Stones 2 VWO* as well as their accompanying online audio material were used. Interviews with teachers who use *Stepping Stones* were conducted as an anecdotal discussion of how much exposure students receive regarding linguistic diversity in English class.

An online survey consisting of six questions was created (see Appendix C) to gather more information regarding (1) the varieties of English discussed in Dutch ELT classrooms, (2) the way different varieties of English are discussed, and (3) which varieties of English teachers would like to discuss more of with their students. The varieties of English on the survey were chosen because they are mentioned in the *Stepping Stones* textbooks analyzed in this study (see Appendix C for varieties listed in survey). Because the varieties listed in the survey are not exhaustive, an open answer option was created with choice 'Other', whereby respondents could fill in their own answer.

Procedure and Analysis

The varieties of English in the textbooks *Stepping Stones 2 VMBO bk* and *Stepping Stones 2 VWO* and the accompanying audio material were analyzed in the following manner. Because the main variety of English used in the textbooks is British English, the researcher noted where in the textbook another variety of English was (1) predominantly used, (2) used as an excerpt, such as in

an entire exercise, or (3) mentioned, for example in a reference to spelling or accent in an exercise. The analysis concentrated on general themes, word spellings, and accents. The findings of the textbook and audio material analyses are shown in tables in the Results section. The responses of the online survey are shown in figures and graphs, also in the Results section.

The researcher conducted semi-scripted interviews with teachers who use *Stepping Stones* to gain insight into the practical usage of *Stepping Stones* by educators in the Netherlands. Teachers may sometimes supplement the textbook with additional material, so the methods and opinions of teachers who use *Stepping Stones* offer more indication of how much linguistic diversity Dutch students of English are exposed to.

The interviews were conducted in person at a secondary school in a small town in Gelderland, where the interviewees teach. The interview guide contained nine questions (see Appendices A and B for questions and answers). Teacher 1 was interviewed regarding *Stepping Stones VMBO bk* and Teacher 2 was interviewed regarding *Stepping Stones 2 VWO*. The interview questions were created following the guidelines set forth by Dörnyei (2007). The semi-scripted format of the interviews allowed for the participating teachers to express their experiences and opinions about teaching using the *Stepping Stones* series. The questions were chosen to elicit more information regarding ELT.

Since the sample population of teachers interviewed was small, the online survey served to support or refute the claims made by the interviewees and offer a broader scope for what sort of exposure to WE Dutch secondary school students receive.

The current research is an extension of previous research completed regarding ELT textbooks, because it compares two versions of the same textbook (cited as a limitation in Schleijsen 2015). This study also compares a so-called advanced textbook (VWO) and a basic

version (VMBO) to examine whether both textbooks offer equal diversity of WE (see Syrbe & Rose 2016). Instead of using a point system (as seen in Schleijsen 2015; Shin et al. 2011), excerpts and mentions of WE were documented. Furthermore, the research includes data regarding the practical exposure to WE students receive in school.

Results

Textbooks

Stepping Stones 2 VMBO bk and *Stepping Stones 2 VWO* both contain eight chapters; however, the contents of those chapters vary. The VMBO level, for example, contains more basic components of English than the VWO textbook, which contains more abstract topics and reading assignments. The VMBO textbook also contains far fewer reading exercises.

While both textbooks are structurally similar (warmup exercises, listening, reading, and watching exercises), *Stepping Stones 2 VMBO bk* includes more listening, speaking, and writing exercises than *Stepping Stones 2 VWO*. With regard to lexicon and grammar, both textbooks are heavily saturated with Inner Circle (British) themes, word spellings, and accents (see Tables 1 & 2). These results indicate that little attention is given to the different varieties of English in existence.

Table 1: *Stepping Stones 2 VMBO bk* Textbook

Chapters 1-8	Inner Circle	Outer Circle	Expanding Circle
Themes	British holidays and customs discussed throughout textbook.	N/A	Ch. 5 reading assignment about Sweden. Ch. 6 mentions Belgium and Netherlands, though not reflected in audio accent.
Word Spelling	British spellings in all texts.	N/A	N/A

Table 2: *Stepping Stones 2 VWO* Textbook

Chapters 1-8	Inner Circle	Outer Circle	Expanding Circle
Themes	British holidays and customs discussed throughout textbook.	Mention of Indian English in a book review.	Ch. 3 mentions English use in media (China, Qatar).
Word Spelling	British spellings in most texts; American spellings in texts regarding North America.	N/A	N/A

Audio Material

However, the audio material accompanying both textbooks offers more linguistic diversity (see Tables 3 & 4). Similarities between the audio fragments of the textbooks include listening exercises, watching films, and reading exercises (where the text found in the textbooks can be listened to).

Stepping Stones 2 VMBO bk (see Appendix D for photocopies of cited exercises) included one listening exercise (p. 62), in Chapter Four that used an Outer Circle variety of English, namely Indian English. In Chapter Six (p. 90) of the same textbook, students are exposed to Spanish English, which is an Expanding Circle variety of English. Listening exercise F (p. 114), found in Chapter Seven of *Stepping Stones 2 VMBO bk*, includes an interview with Lydia, who explains a new Dutch to English translation device. Lydia speaks English with an RP accent.

Table 3: *Stepping Stones 2 VMBO bk* Audio Material

Chapters 1-8	Inner Circle	Outer Circle	Expanding Circle
Accent	Mostly British RP but sometimes American (chapters 3, 5, 8).	Indian accent (chapter 4).	Excerpt from interview with Ava from Spain (chapter 6). Use of music in films (chapter 6).

Of the eight chapters, seven offer explicit video fragment watching exercises and all seven videos include two or more song fragments. Furthermore, each of the video clips begins with the same nearly 57 second fragment of *Warrior's Dance* by the Prodigy, an electric rock group from England. The rest of the songs included in the video fragments are from either British or American singers. Outside of the Inner Circle American and British English varieties, Welsh and Jamaican Inner Circle singers are used, as well as three Expanding Circle varieties, including Dutch singers Anouk and George Baker, Norwegian singers Maria Mena and Madcon, and French-Israeli singer Yael Naïm.

Stepping Stones 2 VWO (see Appendix E for photocopies of cited exercises) follows a similar audio format as the VMBO edition, however, more varieties of Inner Circle English are included. Chapter Two, exercise B (p. 25) demonstrates the difference between the British RP /r/ and the Scottish /r/. Hearing the differences in /r/ pronunciation offers students a vivid example of differences in WE (Schleijpen 2015, p.15). The first exposure to a variety of English outside the Inner Circle occurs in Chapter Two (p. 30) with Indian and Nigerian English. Chapter Five’s listening exercise E (p. 91) includes audio fragments of Chinese English, an Expanding Circle variety.

This textbook includes more North American English than the VMBO version. Chapter Six attempts to include varieties found within North American English with listening exercises A (p. 105) and E (p. 111). While these varieties are still within the Inner Circle, this sort of exposure is helpful to students of English (Berns 2008; Kubota 2001; Matsuda 2003a; Matsuda 2003b; Morrison & White 2005; Panahi 2015; Xiaoqiong & Xianxing 2011), although the inclusion of more WE—not just American—would have been better.

Table 4: *Stepping Stones 2 VMBO bk* Audio Material

Chapters 1-8	Inner Circle	Outer Circle	Expanding Circle
Accent	Mostly RP but sometimes excerpts of American (chapters 1, 3, 4, 6, 7, 8), Australian (chapter 8), and New Zealand (chapter 2). Scottish pronunciation of /r/ compare to RP (chapter 2).	Excerpt of Nigerian and Indian (chapter 2).	Excerpt of Chinese English (chapter 5) and mention of Swedish (chapter 6).

The musical fragments included in the seven video fragments in the VWO edition are the same as those included in the VMBO edition. In *Stepping Stones 2 VWO*, however, the opportunity to use music in language teaching by including audio fragments sung by the original artists in the warmup exercises at the beginning of each chapter exposes students to more WE. A song from Swedish

band Abba is used in Chapter Six (p. 104). This is the only instance in the textbook for this variety of English.

Practical Exposure to Linguistic Diversity in English

Similar answers were recorded from both interviewed teachers for most questions. Both teachers do not require a particular accent from their students nor is it required by the school to have a particular English accent. Both teachers use *Stepping Stones* because it is the textbook and method chosen for them by the school where they teach. They agree that the textbooks have their flaws, but overall it is a good series. Both teachers provide supplemental material to their students, however, Teacher 2 offers more communication exercises to his students than Teacher 1.

Regarding the relevancy of teaching linguistic diversity, both teachers discuss different varieties with their students if their students specifically ask about different varieties. Teacher 2 theorized that teachers who have more experience with different varieties of English because they go on vacation to different native English-speaking countries would probably discuss more about World Englishes than a teacher who vacations in non-native English countries. Teacher 1 argued that students are already aware of WE because of Internet sites like YouTube and major motion pictures. As Matsuda (2002) concluded, however, many students expressed the knowledge of the existence of different varieties of English, but had limited knowledge of the varieties or of their differences (p. 437).

Because two teachers is a small number compared to the many English teachers in the Netherlands, an electronic survey was conducted. Respondents only give *some* or *little* attention to discussing different varieties in their classes (see Figure 1 and Appendix C). Most respondents focus on Inner Circle varieties, especially those which are found in both *Stepping Stones 2 VMBO*

bk and *Stepping Stones 2 VWO*. One respondent indicated discussing a Dutch dialect variety, Twents, and called it a mixed variety of English called *Twengels*.

Respondents would like to give more attention to American and Australian varieties, however, these varieties are still within the native speaker Inner Circle. The methods used to discuss different varieties of English are mostly that of grammar and spelling, which are traditional ways to teach a language (see Appendices A & B for more information regarding practical exposure to WE in spelling and pronunciation). Films are also used often, although it is unclear whether more than one variety of English is included in the films.

An online survey was created (see Appendix C) to garner more information regarding (1) the varieties of English discussed in Dutch ELT classrooms, (2) the manner in which different varieties of English are discussed, and (3) which varieties of English teachers would like to discuss more of with their students. The survey respondents indicated that they discuss mostly Inner Circle varieties, however, some attention is also given to other varieties (see Figure 2). Respondents revealed that some or little attention is given to discussing different WE in class, as depicted in Figure 1.

Figure 1: Amount of attention given to different varieties of English.

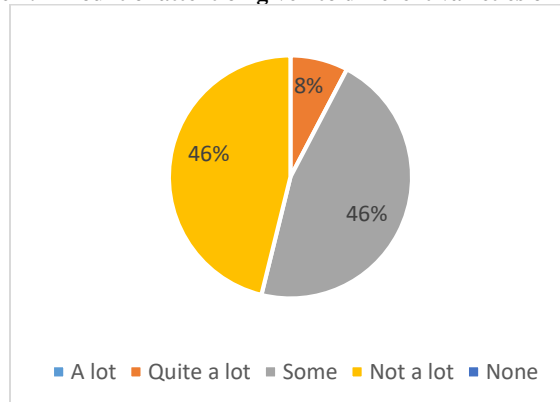
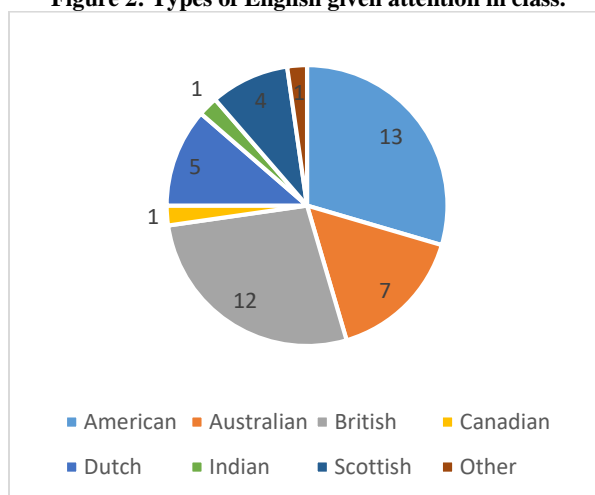


Figure 2 shows the types of English that are taught in class by the respondents. It was possible to select more than one answer or provide another response by selecting ‘Other’. Only the choices

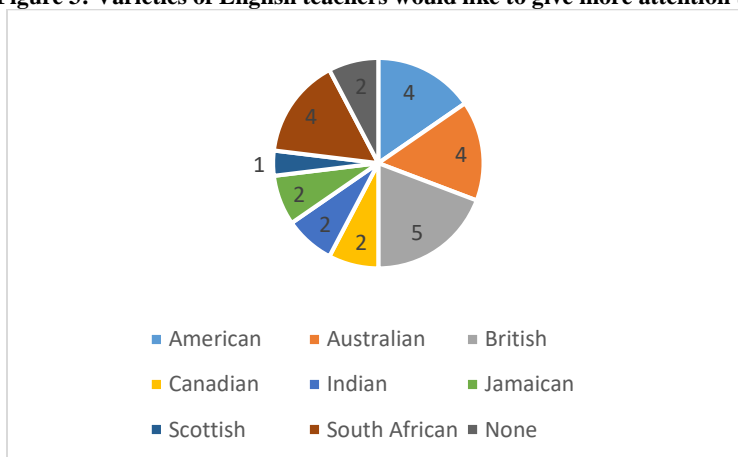
that received a response are shown in the graph. For a complete list of choices available to the participants, see Appendix C. It is clear, though, that more attention is given to British (12 respondents) and American English (13 respondents) than to other varieties. This may be due in part to the layout and method of *Stepping Stones*, in that it primarily focuses on British English and sometimes includes American English.

Figure 2: Types of English given attention in class.



Respondents were also asked which types of English they would like to teach more of. As with the previous question, more than one response was possible from each respondent. For a complete list of options made available to participants, see Appendix C. Teachers would like to teach more Inner Circle varieties. The results are shown in Figure 3.

Figure 3: Varieties of English teachers would like to give more attention to.



The ways in which the respondents discuss linguistic diversity with their students is shown in Figure 4. As with the previous questions, respondents were able to choose more than one response from the options listed, or select 'Other' and provide their own response.

Figure 4: Method of discussing English Varieties.

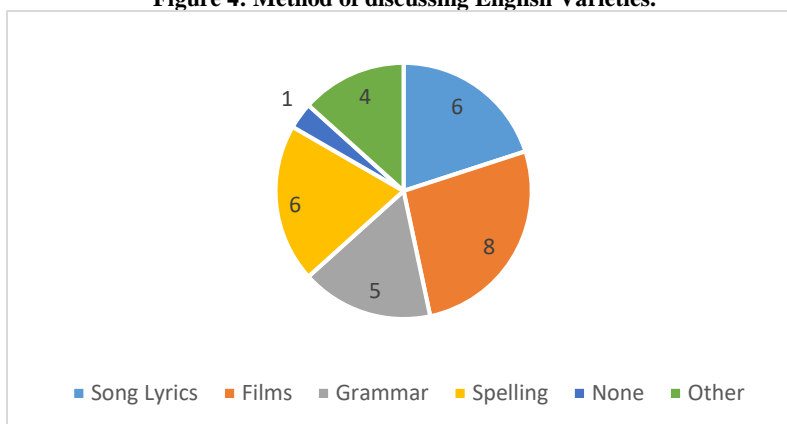


Figure 4 indicates that different varieties of English are discussed mostly via films, spelling, and grammar. The four respondents who indicated 'Other' listed pronunciation (2), text from the textbook (1), and Skype (1).

Discussion

Although the results indicate that both VMBO and VWO textbooks acknowledge a growing global-centric world, explicit attention given to Outer and Expanding Circle varieties is still quite limited or even nonexistent. Following the research of Shin et al. (2011), Schleijsen (2015), and Syrbe and Rose (2016), the results of the analysis (see Tables 1 & 2) of both *Stepping Stones 2 VMBO bk* and *Stepping Stones 2 VWO* indicate that little attention is given to the different varieties of English.

An acknowledged limitation of recent research in this field (see Schleijsen 2015) is the absence of analysis of the audio material for the *Stepping Stones* series. Therefore, the current study analyzed the accompanying audio material to both *Stepping Stones 2 VMBO bk* and *Stepping Stones 2 VWO*. As noted in the Results section, the audio material was dominated by British RP. This was also noted by Syrbe and Rose (2016 p. 7).

The presence of music in the video fragments for the watching exercises in the *Stepping Stones* series is helpful because it gives the students an opportunity to hear different varieties of English. Many musical artists today sing in English even if it is not their native language, because (among other reasons), it allows for a greater audience (see Cutler 2000).

The musical fragments included in the *Stepping Stones* series offer a unique tool for exposing students to linguistic diversity because Dutch students of English often listen to music. Teacher 1 mentioned song lyrics as a learning tool (see Appendix A). Learning can be fun in that students can hear different varieties of English and become implicitly aware of WE via music included with textbook audio material (see Morrison & White 2005). Additionally, six of the 13 teachers surveyed cite using song lyrics to teach linguistic diversity (see Figure 4). One teacher

uses Skype to teach linguistic diversity. This suggests that globalization and technology seem to influence ELT (see Appendix A).

Schleijpen (2015) claimed that some teachers doubt the relevancy of teaching students about different WE who will not encounter them on a regular basis (p. 7). While it is true that the VMBO and VWO paths will take students into different directions, it has been documented that awareness of linguistic diversity in English is beneficial (see Berns 2008; Kubota 2001; Matsuda 2003a; Matsuda 2003b; Morrison & White 2005; Xiaoqiong & Xianxing 2011). How well students are prepared for this diversity is independent of the textbook series *Stepping Stones* and seems to lie more with the individual teachers and their individual students, regardless of whether they are on a VMBO or VWO path (see Appendices A & B).

The results support the research of Panahi (2015), Schleijpen (2015), Shin et al. (2011), and Syrbe and Rose (2016) in the following ways. First, the same textbook for two different secondary school classes was analyzed and both textbooks yielded similar results (see Schleijpen 2015, p. 21). Second, Dutch students of English are almost exclusively exposed to Inner Circle varieties (see Panahi 2015, p. 55; Shin et. al 2011, p. 266; Figure 2) and thus fall short of meeting the needs of students' future practical usage (see Syrbe & Rose 2016, p. 10).

Recommendations for Improvement

As Morrison and White (2005) suggested, publishers may often overlook opportunities for increasing students' exposure to WE (p. 362), thus leaving room for improvement. The authors of *Stepping Stones* could have improved the supplemental audio material in several ways. First, actors who have accents reflecting the WE represented in the textbooks would be useful to offer exposure of WE to students (see Morrison & White 2005, p. 367). Characters in the *Stepping Stones* textbooks are from Belgium, Spain, Australia, Netherlands, Canada, and Wales, to name a few.

Still, the same male or female RP accent is primarily used throughout the *Stepping Stones* textbooks.

Second, subsequent opportunities for improvement occur throughout *Stepping Stones 2 VMBO bk.* Chapter Four, for example, begins with a warmup exercise (p. 55) where lyrics from Kentucky female singing duo The Judds are read with a male RP accent. Similarly, reading exercise D in Chapter Six (p. 92) is read with male and female RP accents even though the text implies that the opinions of students from Inner and Expanding Circles in Europe are being expressed.

Finally, because music appears to play a significant role in both the films and warmup exercises, it may be useful for the authors of *Stepping Stones* to include more varieties of English language music. Doing this would expose students to more WE.

Conclusion

This study sought to answer the research question: To what extent does the *Stepping Stones* series offer linguistic diversity to VMBO and VWO students of English? Exposure to WE can be advantageous (Berns 2008; Kubota 2001; Matsuda 2003a; Matsuda 2003b; Morrison & White 2005; Panahi 2015; Xiaoqiong & Xianxing 2011) and English is a world language, used by people of varying educational and professional backgrounds (Edwards 2014; Panahi 2015; Syrbe & Rose 2016). However, European textbooks generally lack linguistic diversity (Shin et al. 2011; Syrbe & Rose 2016). The current study sought to discover whether exposure to linguistic diversity is offered equally to VMBO and VWO students to answer the research question.

The results indicated that while *Stepping Stones* includes some linguistic diversity in both textbooks, it is more common in the VWO version, thus limiting the linguistic diversity to which VMBO students are exposed. In real-life, students will be exposed to many varieties of English. Schleijsen (2015) indicated that some teachers do not find it necessary to teach different varieties (p. 7 & 19). Furthermore, some teachers do not feel fully prepared to teach different varieties (see Appendix B).

Limitations and Suggestions for Future Research

There were several limitations to this study. First, the editions of *Stepping Stones* analyzed were fourth editions while the most recent edition is the fifth edition. Analyzing the same textbook editions currently in use may alter the results of this study, specifically regarding the audio material. Future research should analyze the most recent edition of the textbook.

Second, Morrison and White (2005) noted the importance of having a textbook that has an accompanying audio CD (p. 365). The *Stepping Stones* textbooks used for the current study have audio material that is only available online and is valid for just one year of use. This is impractical

because students are not able to revisit the audio material, for extra practice, after the year of validity has expired.

Third, students were neither surveyed nor interviewed for this study. Expanding the study to include the opinions and attitudes of students towards different varieties—as done by Panahi (2015)—may offer more information as to what types of English Dutch students are exposed to both inside and outside of the classroom.

Fourth, the semi-scripted interview guide, although useful for facilitating the direction of the conversation, may have caused the teachers interviewed to portray themselves in a better than real light (Dörnyei 2007, p. 144). A better approach would be to conduct more than two interviews or to have had a focus group interview with multiple English teachers to elicit richer information regarding teaching methods for linguistic diversity (see Dörnyei 2007, p. 146).

Fifth, the online survey had its faults in that it yielded a small sample population of English teachers in the Netherlands. Most of the respondents were teachers in the eastern provinces so their practices may not be entirely reflective of the teaching practices across the whole country. Teachers and students in bigger cities in the west, such as Rotterdam or Amsterdam, may have more exposure to WE because many expats live there. Future researchers should perform a nationwide study of secondary school English teachers and their students. A comparison between English teachers in the Netherlands and the United States, for example, may also be interesting to investigate the exposure of linguistic diversity among Dutch and American students of English (see Kubota 2001).

Finally, while both teachers interviewed said that they provide supplemental material to their students, they also said that time as well as their personal knowledge and experience with different varieties of English is a factor when teaching different WE. Morrison and White (2005)

suggest that “administrators could (if time would allow) facilitate discussion among teachers within their institution to encourage reflection and deepen understanding of the philosophy of World Englishes and its implications for the program” (p. 370).

The teachers interviewed both indicated that while they both felt qualified to teach British English, they found that teaching other varieties was either irrelevant or difficult due to limited experience. Additionally, both teachers admitted that time is a problematic factor in ELT methods. Students’ limited exposure of linguistic diversity may be due to the short amount of time available for language learning.

Appendix A

Teacher 1 (VMBO) Interview

1. Can you tell me if the students are required to adopt a particular English accent?

They are not required to do a particular type of English, but I always tell them that we try to learn British English. I know that a lot of American influences are on YouTube, etc. I always point out the differences between the two, but I want them to learn British English. I don't know if that is actually required, but it is the English that I was taught and it is the English that I teach, so I stick to it. I do point out differences in spelling, for example *favourite*, I teach them that it is with a 'u'.

2. Would you mind telling me how much attention is given to different varieties of English in class?

In the former method edition (fourth) of *Stepping Stones*, there was a whole exercise about different types of English, even South African English. I can't remember an exercise in this edition (fifth). I offer students what is currently going on. The king and queen are in Australia, so I might pay some attention to it. Like I said, I do point out differences in British and American English. But I don't show a lot. Every once in a while we talk about which countries speak English, like Canada or Pakistan, but it's not a lot. In our edition it says *film*, then they say "can I write *movie*?" And I say "yeah, ok," but then we pay some attention to it because they ask. I don't do it deliberately.

3. Could you tell me why you use *Stepping Stones* and not another ELT textbook?

This method was already chosen at the school. We looked at another method, but did not agree, so we stayed with this one. I'm satisfied with *Stepping Stones*. Every once in a while, new methods are offered by the school, but I am still satisfied with *Stepping Stones*.

4. In your opinion, to what extent does the *Stepping Stones* textbook contain subjects that prepare students for real-life situations?

The most important thing is that it present texts and listening exercises that could mean something to the students. We are not talking about professions or educations for later on, or qualities that the students should have. This is not something that I want to stress with English. I only want to teach them English, so the text should be about subjects that the students are interested in. So now we are talking about Family & Friends. It might not be interesting but it is at least familiar, so they can think about that, it makes it easier for them, I think. So that's important.

5. What is your opinion regarding the *Stepping Stones* audio material?

I think it's sufficient. Every theme has two listening and two watching exercises; I think that's sufficient. And now that we use the iPad I can make my pupils do it individually and at their own speed, their own interest. They can listen as often as they want and I think that's enough.

6. In your opinion, how well does the *Stepping Stones* textbook prepare your students for linguistic diversity in English?

I don't think that the method does that. No, it's the way I stress the differences between American and British English, that is my part of handling the book, I guess. It's not that *Stepping Stones* says anything about how to do that. I don't see exercises where they pay attention to that, so I don't think *Stepping Stones* stresses that a lot.

7. How important do you think it is that your students are aware of the different types of English in the world?

I think that they are already aware of that. Some students like to watch YouTube films and then they hear the different accents. They also know the difference when they are watching an American movie or an English movie. So I think a lot of students already know the different types. When you have to concentrate on teaching your students English then you are happy when they are speaking English at all. In pronouncing English, I don't think that it's wrong when they say something in American. I don't correct them because I am happy they can speak, but when they are writing in English then I stress that it should be British English. I don't want to teach them the different types of English and I think that they are already aware that there are different types. British English is a lot to conquer for them, so that's enough.

8. Can you tell me whether you provide supplemental material to your students?

Yes. I do have extra material because sometimes I think there are too few exercises to practice. I make my own grammar exercises as an extra. When I feel that it is too difficult to understand in one time or in 3 exercises, then I make extra exercises for them. It depends on the class; if they think it's easy, I don't have to do something extra. If they think it is too difficult and they don't understand, then I can create extra exercises. Sometimes it is nice to do the exercises in the book, but it is also nice to be creative, so I will make an exercise for the past tense, *Tell Me About Your Holiday* with speaking or writing, but mostly writing because speaking is a lot of work to check; I have to record it and I have to take it home and with 18 students in a class it is a lot for me. There's not a lot of speaking in the class; only when I have a conversation with the whole class. Speaking exercises, I don't have many. I know I should, but I don't have the time. So I concentrate on writing.

9. Is there anything else you would like to add?

The method is very important because it is the lead with the lessons, but I also know that it is very good to add some of my own exercises when I want the students to be creative with the language. There is not one song text in the book and all the students hear is English in songs, so then I spend some time on that, you know, *what are they singing? What nonsense are they singing about?* So I have to add a lot to the method itself. But for grammar, well you can also use song text for grammar, so it is not the perfect method, but it also is good of course because I am forced to be creative myself, so I want to think of other exercises. But I trust the method with the (CEFR) stickers; I do not pay attention to it, but I trust the method has considered it. I spend more time practicing the tasks rather than using them because it is a choice I have to make. And every year, I can work with 4-5 themes. The administration thinks that English is very important, but there is not enough time in class. I think it's important to make extra material and it also takes a lot of time, so I have my own library of material, but I would like to combine it with colleagues and there is not enough time. That is not something *Stepping Stones* can help; it's the structure of school.

Appendix B

Teacher 2 (VWO) Interview

1. Can you tell me if the students are required to adopt a particular English accent?

No, they don't have to do a particular one, but I tend to make sure they don't get the American and the British mixed up. So when they say *can't* [GA] or *can't* [RP], stuff like that, I will tell them, but I think that it's a bit too early to really focus on that. They're watching lots of American films, for example, and I'm trying to speak a bit British, but I'm not really sure if I'm doing it correctly, so it's just my thing in my head. But from a school point of view the students don't have to do British or American accents.

2. Would you mind telling me how much attention is given to different varieties of English in class?

None at all. We've got a little piece of information, it's called *Country and Culture*, but it's about the English breakfast, so it's really more focused on the British people than on the American. We've got a whole chapter that's about Americans and the United States, but they don't get into the accents or anything like that, so no. None. There's nothing written that I have to do something like that.

I want to do things like that, but I'm not equipped enough to do the different accents. Sometimes students ask me to do different accents and I can't. But I can mention the way American people say *can* and *can't* and the British with *can't*. The third year VWO students are more interested in things like that but I've got a limited amount of knowledge about the issue. It's more teacher-bound, I think. If you've got teachers who know a lot of stuff about that then they probably teach more about it and I've got a little bit, so I tell them what I know and then it stops.

3. Could you tell me why you use *Stepping Stones* and not another ELT textbook?

Stepping Stones is easy. And the school has a 10-year contract with it. I came into this role here four years ago and *Stepping Stones* was already here so I just continued working with it. *Stepping Stones* is the best, I'm not sure why because it was before my time, but I think it had to do with the lower level children getting the right basis. *Stepping Stones* made it more easygoing for VMBO to get working. It's a broad book. I can teach the lower levels, but I can also get the smarter kids working in this book. But it has its flaws and its pluses. Because it's really broad, it's not really specific. But if you have a book that is too specific, then you have to make extra worksheets for students who can't keep up.

4. In your opinion, to what extent does the *Stepping Stones* textbook contain subjects that prepare students for real-life situations?

Sometimes I think *Stepping Stones* hits the mark, but sometimes there are chapters about things the students really don't like. Sometimes, then, we just take the grammar out of the chapter and move on. And that's quite a big thing to do. But if the students don't like working in the book, then it's difficult. Sometimes *Stepping Stones* is really good, sometimes it could be better. For example, writing letters and emails. The students already do that so what can you really tell about that? It's not really fun material to teach. But another chapter, *Shop Till You Drop*, that's really fun because the students like to shop and we can do commercials and things, so it's more fun. I think it has to do with that. For example, *Body Talk*, it's about breaking a leg and headaches and stuff like that. The students don't really like it because it has got to do with the body and they think

they know everything, so you have to make it fun by doing games or a student can come to the front of the class and describe what is wrong with him and the other students have to guess, oh he's got a headache, or the flu or whatever. So you have to make it interesting with every chapter. For the real-life situations that the students will find themselves in, they are prepared enough. In the upper levels, they have to get a B2 [CEFR]. They have to get it. The difficulty is, can they be compared to each other? You can't compare VMBO and VWO because the VWO needs to know more than the VMBO for the test. VMBO doesn't really make a leap in the book. VWO does.

5. What is your opinion regarding the *Stepping Stones* audio material?

It really depends because the level of difficulty fluctuates. Sometimes students have to listen to a conversation and write down who is talking, other times they have to ask questions in English and pay attention to background sounds. So it really goes up and down with the difficulties. There is not really a buildup in difficulty. So I think *Stepping Stones* could do better with that. We start with simple things, but then from year 1 to year 2, it flips 180 degrees and then it's really difficult for most of the students, both VMBO and VWO. I have experience with having the same class and they had no idea what was going on [from year 1 to year 2]. So I had to really practice it with them. Sometimes I do half of a reading assignment from last year and half from this year, so they get an even mark. If I do everything that is required this year and they do poorly, it's not really a good comparison of what they can normally do. It fluctuates because sometimes it is difficult but then becomes easy. The level of difficulty, and the year, fluctuates. Now we (myself and colleagues) are trying to do a few listening assignments—50 minutes of listening—a reading assignment from the year before, a reading assignment from now, and a reading assignment from maybe a level up, so we can get the really good listeners and speakers challenged.

I have difficulty with that though because I have to test what is in the current year. If I test what is for next year, it isn't fair. It's not honest to test them on something they'll have to do next year. It is for a level too high. It's not fair. My colleagues really like the idea, but I don't, so we've got some struggles with that. I'm not really into it because I think it's dishonest.

6. In your opinion, how well does the *Stepping Stones* textbook prepare your students for linguistic diversity in English?

It doesn't really prepare the students for that. Sometimes the students get the word *split* and *share* in the vocabulary list with the same explanation in Dutch and no explanation why it is those two words in English, so I give an explanation for it. In the book there is no explanation. I think *Stepping Stones* prepares the students poorly. The teacher is the one who teaches the students these things. So if, you know, one teacher goes on holiday every year to the United States, I think that teacher will explain more about the linguistic diversity from American ways than me, for example, who goes on holiday to France. I think I'm prepared enough to teach these classes though because the students' English is poor and I have to use simple words and make simple sentences and I don't have to always use the specific words for things because I can explain it. I get nervous with my English and the simple form, but when I use the difficult vocabulary words from the book, the students don't understand, so then they speak Dutch to each other and try to understand. Then, I have to make it simple. I think my teaching gives a good preparation for real-life situations and linguistic diversity because we have lots of talking exercises and making videos and they have to speak English in class. *Stepping Stones* has tasks at the end of each chapter, but it's not enough. My extra material goes a step further than the task exercises. *Stepping Stones* has more busy work. And I try to make it a fun thing to do. And that's my contribution to the class. Otherwise we're

just working in a book. The students already do that in mathematics. Getting out there and making a movie clip and a script and “how do I say that,” really talking about it real-life things; if we don’t do that, then they are missing out. That’s my opinion.

7. How important do you think it is that your students are aware of the different types of English in the world?

Teaching English has to be about understanding each other and not doing everything flawlessly. If a Dutch word is used in an English sentence, it’s okay. If I get it, it’s okay. And if I don’t get it, it’s still okay but then I will ask the student what was meant. Then we have a discussion or a conversation and that’s good. If I understand my students then it’s okay because that’s real-life. You’re going to be in a situation where you have to explain yourself. If you don’t have the words for it, yeah, try. And they have to do it in class also. The difficulty with teaching a foreign language is that you’re always on your own. You teach what you know. If you’re doing it wrong, then you’re teaching it wrong. That’s why I always want to make sure that I am saying things correctly and teaching things correctly. In class I can make mistakes and I can correct myself and I explain to my students why I have corrected myself because it’s the most simple way. If we talk about mistakes in English, then they learn. I have a few students who game a lot and they communicate in English with people all over the world, so they are very good at communicating in English.

8. Can you tell me whether you provide supplemental material to your students?

We don’t have a lot of assignments in the workbook. It’s got about 28 exercises and if I do three exercises, they have it—it’s done. Some of it is reproduction. It’s good for practicing, but it’s not stimulating. Besides the normal assignments and exercises, there are tasks at the end of every chapter.

I got together with some other teachers and made some extra exercises. For example, they have to make a profile poster of themselves and their families as an introduction. They also have to make a list of things they’ve done with their day; vlogs where they have to film themselves; they have to plan a party and try to get people to try to come to their party. There are all kinds of tasks. We take the main points out of the chapters so it really relates to the book. But we made a fun way of processing English and working with the language.

I always have extra grammar assignments because in the whole chapter, there are 30 assignments and four of them are grammar-related. To get better, more practice is needed. Writing it down one time isn’t enough to remember. They have to practice.

9. Is there anything else you would like to add?

I think with teaching in VMBO, you really need to focus, as a teacher, on real-life situations—making sure they can keep a conversation, making sure they can order food or drinks, pay the bill at a bar—because that is what they are going to do. With VWO you have to also make sure that they can do all that. The focus in the lower levels is making sure they’ve got the conversation, making sure they’ve got the basics. And with the upper levels you just follow the book and make sure they’ve made the exam correctly. I practice with exam texts for VWO. I do it next to the book and exercises. With the lower level, I just hit the basics. If I try too much and it gets too difficult, then they shut off. If students are turned off of English, then they won’t learn.

Appendix C

Survey Questions

1. How much attention is given to different varieties of English in class?
 A lot Quite a lot Some Not a lot None

2. In what ways do you teach your students about different varieties of English? (check all that apply)
 Song lyrics Films Grammar Spelling None Other (please specify)

3. Which varieties of English do you discuss? (check all that apply)
 American Australian British Canadian Chinese Dutch Indian Jamaican
 Nigerian Scottish South African Spanish Swedish None Other (please specify)

4. Which varieties of English would you like to discuss more? (check all that apply)
 American Australian British Canadian Chinese Dutch Indian Jamaican
 Nigerian Scottish South African Spanish Swedish None Other (please specify)

5. Where do you teach? (city + province)

6. Which class do you teach? (check all that apply)
 VMBO HAVO VWO Other (please specify)

Appendix D

Photocopies from *Stepping Stones 2 VMBO bk*

LISTENING

Party time blues



It is Friday morning and Alec stayed home from school. But he forgot about the big party at Bryan's house that night.



LISTENING

EATING OUT

Rainforest Cafe

The Rainforest Cafe is a restaurant with a rainforest theme. They serve all kinds of food from every part of the world. With an average price of £20 for a complete meal, even your wallet has a good time! The restaurant specializes in large groups and children's parties. Sometimes, it can be quite noisy, though!



The Olive Press

The best pizza or Spaghetti Bolognese you'll ever have will be at the Olive Press. The restaurant specializes in traditional Italian food. It is a little expensive (around £25 for a pizza), but it is well worth your money. They are delicious. Kids can choose their own pizza toppings. Anything is possible!



Memories of India

Hot hot hot! The best curries in town, but not for the best price. Memories of India is a quality restaurant and you can tell that from the price. £30 for a complete meal is not something you would spend every day. If you want to enjoy your quality Indian dish in a quiet, relaxed atmosphere, this is the place to be.





LISTENING

@ the awards

MTV AWARDS

The MTV Video Music Awards is one of the biggest showbiz parties on this planet. There are award ceremonies all around the world, including Europe, Asia and Australia. The MTV Europe Music Awards is perhaps the most important music awards show in Europe. Every year it makes the headlines of every newspaper. People can vote for their favourite artist or group by phone or on the web. The artist or group with most votes is the winner.



SOUNDS & SPELLING

In het Engels schrijf je woorden soms heel anders dan je ze hoort of uitspreekt. Kijk naar de volgende woorden.

airplane
airport
dirty

escalator
ferry
message

platform
repeat
reservation

travel
tube
walk



LISTENING

Customer service



If you buy something in a shop, you might not always be happy with it when you get back home. Sometimes you want to return it to the shop. Then you have to go to customer service.



LISTENING

The Gadget Show

The Gadget Show is a British television series about the world of gadgets. Each week, the show looks at the latest gadgets and brings you the latest news in technology. Today they are looking at a new translation gadget.



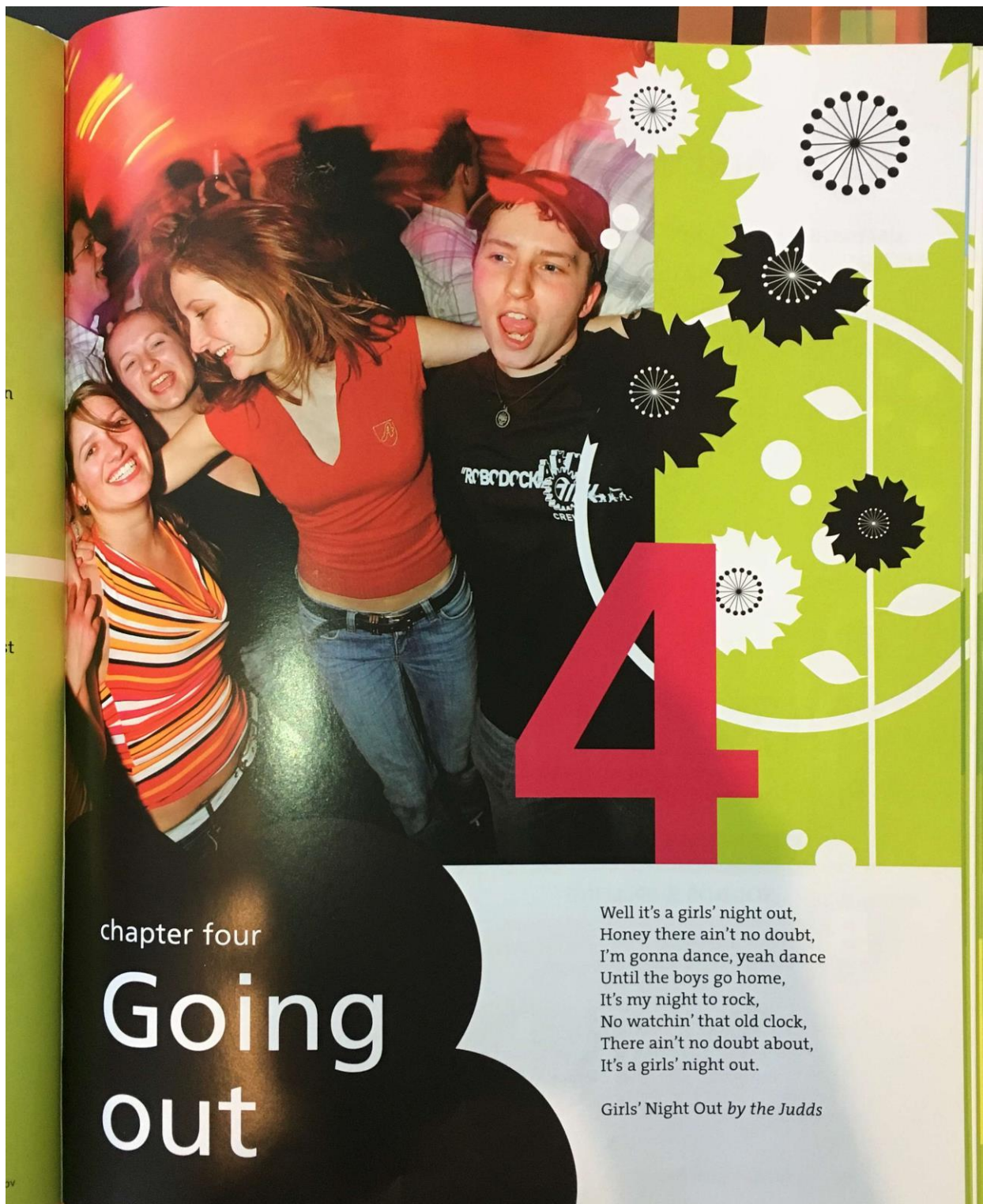
A



B



C



chapter four

Going out

Well it's a girls' night out,
Honey there ain't no doubt,
I'm gonna dance, yeah dance
Until the boys go home,
It's my night to rock,
No watchin' that old clock,
There ain't no doubt about,
It's a girls' night out.

Girls' Night Out by the Judds

Appendix E

Photocopies from *Stepping Stones 2 VWO*

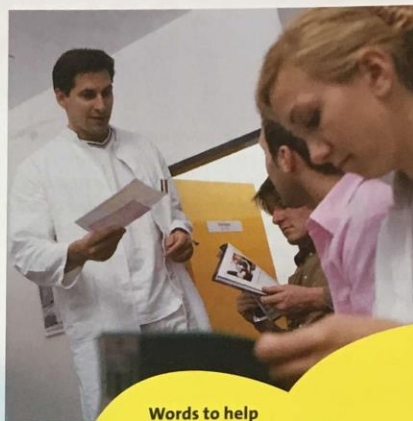
Waiting room

Teens Need To See Their Doctors More Often

The Department of Health says teens should visit their doctors more often.

By examining teens on an annual basis, doctors can keep track of changes in the physical, mental, and social development of teens and give advice about unhealthy behaviour, such as smoking and drinking. Doctors can also help teens understand the importance of choosing a healthy lifestyle, good nutrition and proper exercise. The more teens understand about their own physical growth and development, the more they will do to stay fit and healthy.

Adapted from: www.health24.com



Words to help

annual	jaarlijks
keep track of	bijhouden, volgen



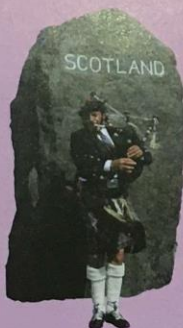
LISTENING

PRONUNCIATION & SPELLING

*Roberta ran rings around the Roman ruins.
Rory the warrior and Roger the worrier were reared in a rural brewery.*

The Scottish accent sounds different from the English accent. One of the biggest differences is the pronunciation of the 'r'. In Scotland people pronounce the 'r' like the Dutch do: the 'r' rolls. The English 'r' does not roll.

right
rarely
road
rabbit
rural



Back Forward Stop Refresh Home Search Favorites History Mail Print
 www.stayinghome.co.uk

Mother knows best

My classmates say my life is boring, just because I don't like going out. I don't think it's fair because I do like going to parties. I always have loads of fun going over to friends for birthday parties or at school parties. I'm just not into going clubbing because I don't want to hang out with the wrong crowd. Some of those kids are really mean and start fights.

Joan, 15

I'm 16 years old and I don't like going out. Most boys my age seem to think that's strange. But they're the ones who are really strange, I think. When they go out, it is as if they're completely different. Take dancing, for example. Most boys aren't really into that but they just do it to impress the girls. And do they really think that smoking and drinking makes them look tough?

Dennis, 16

LISTENING

China Garden

With their parents gone for the weekend, Colin and Babs decide to go for a meal at China Garden. They soon discover that eating out can be quite adventurous...

LISTENING

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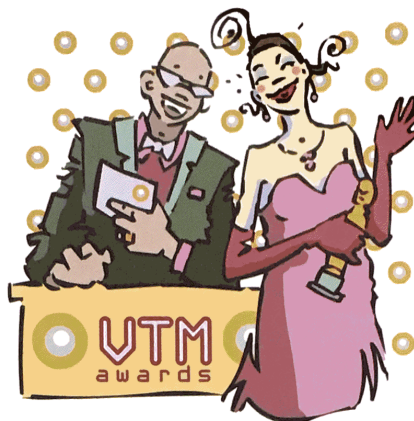
fifth chapter ninety-one

91

VTM Awards

CTV SATURDAY

8:45 pm VTM Awards
 Live coverage of this year's VTM Awards. Tonight from the Royal Albert Hall in London. Tonight's hosts are the famous New York rapper Snoop Hound and Ruby Lopez, the charming singer from Miami. New in this spectacular show is a mystery guest, who will announce the winner. The show features interviews with last year's winners and all the new clips that have been submitted. Look for the nominees on our website.



LISTENING

PRONUNCIATION & SPELLING



*A cool glass of coca-cola with ice sure sounds nice!
 If you can't can any candy can, how many candy cans can a candy canner can if he can can candy cans?*

The letter 'c' is sometimes pronounced as 's' and sometimes as 'k'. The pronunciation of the letter depends on the letter that follows.

The 'c' before 'e', 'i' or 'y' is pronounced as 's'.
 sentence
 notice
 icy

The 'c' before 'a', 'u', 'o' and consonant (*medeklinker*) is pronounced as 'k'.
 rescue
 welcome
 clock



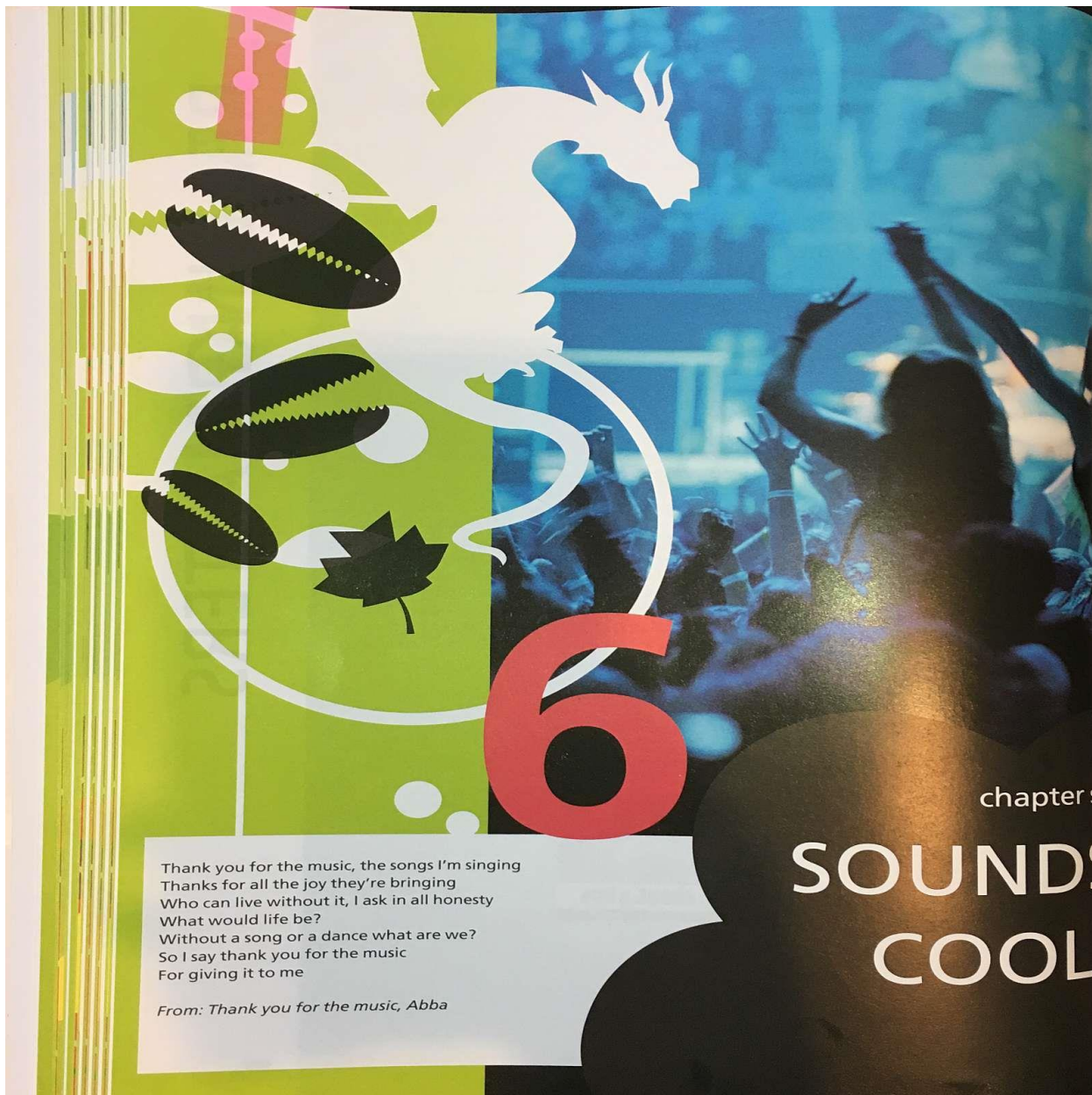
Fussing and fighting

There's no fussing and fighting on this bus!



LISTENING





chapter 5

SOUNDS COOL

Thank you for the music, the songs I'm singing
Thanks for all the joy they're bringing
Who can live without it, I ask in all honesty
What would life be?
Without a song or a dance what are we?
So I say thank you for the music
For giving it to me

From: Thank you for the music, Abba

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