

# The Potential of Coursebooks to Raise Learners' Awareness of English as a Global Language

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## Abstract:

English is commonly regarded as an international lingua franca, yet international universities often teach the language as though it were still the preserve of native speakers (Jenkins, 2011). Coursebooks have a contribution to make in exposing learners to the reality of English as a Global Language. This research analyzes a selection of coursebooks in use at Ritsumeikan Asia Pacific University (APU) in Japan and identifies the extent to which they contain features relevant to the teaching of English as a Global Language. These features include linguistic varieties and accents beyond each coursebook's model of instruction, interactions involving non-native speakers, and features which are explicitly intended to introduce students to the current nature of Global English. The study found that non-US/UK varieties of native speaker English are underrepresented in the materials, as are Outer Circle varieties. Examples of English in use as a lingua franca between non-native speakers were also found to be rare. The paper concludes by sharing examples of features and pedagogic activities from the corpus which contain the potential to raise awareness of English as a Global Language. Possible ways in which higher education institutions could supplement teaching materials to increase students' understanding of English as an International Language are also discussed.

**Key terms:** language teaching materials, English as a Global Language, varieties of English, non-native speaker identity, ownership of English

## 1. Introduction

English is unique in being the world's first global language and this status poses special challenges to the creators of English as a Foreign Language (EFL) coursebooks. Materials writers for second language (L2) English education face complex demands in choosing how much linguistic diversity to include in their work at a time when English has official status in over 70 countries (Marlina, 2014, p. 2) and perhaps as many as 1.5 billion total speakers (Coulmas, 2013, p. 247). Learners of EFL may have a range of reasons for wanting to learn English as a lingua franca, rather than as a native-speaker language. For example, they may desire a career in one of the many sectors for which English ability is an entry requirement, such as aviation, science or tourism. Additionally, English is often essential for those who want to work for international companies, as many extended overseas work postings are to countries where English is used a second or foreign language (Terauchi & Araki, 2016, p. 183). Even those who work for domestic companies in countries like Japan may be required to use English on a regular basis, both with other non-native speakers and

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even amongst themselves (D'Angelo, 2008 in D'Angelo, 2012, p.138). Learners may need English competency to access higher education: At the current researcher's institution – Ritsumeikan Asia Pacific University (APU) in Japan – undergraduate students are expected to take lecture courses in which English is the medium of instruction upon completion of English language credits. In the English-language basis lecture classes, they encounter lecturers from diverse backgrounds whose English they need to comprehend.

Despite the future which awaits them, learners of English in countries like Japan may lack awareness of the names, geographical spread and linguistic features of the varieties of English which exist, as well as of the contexts in which their future interactions using the language may take place (Matsuda, 2003). They may feel that the English language belongs to native speakers (Matsuda, 2003) and that only native speaker varieties and pronunciations are valid. They may also be unaware of the domains in which English is used and of the varieties spoken by native speakers and non-native speakers around the world. In order to overcome these potential gaps in students' understanding – and in light of the aim of universities such as APU of producing graduates who are able to communicate in a globalized world – language teaching materials should include examples of this diversity, portray interactions between non-native speakers (McKay, 2012) and seek to raise awareness of the plurality of Englishes which exists (Vettorel & Lopriore, 2013). The current study attempts to identify the degree to which English language teaching coursebooks can contribute to students' awareness of English as a Global Language, and to highlight particular units, pages or activities which could be especially effective in this regard. The study aims to address the following research questions:

- 1) To what extent do the coursebooks in the English language program mentioned above expose students to a variety of English accents, and which accents are they?
- 2) To what extent do non-native speaker characters appear in these coursebooks, and with whom do they interact?
- 3) To what extent do the coursebooks contain other features which could contribute to learners' awareness of English as a Global Language?

## **2. Literature review**

This literature review will begin by outlining the challenges faced by coursebook writers and educators in teaching a superdiverse language like modern English. It will summarize recent research into the accents used in coursebook materials, the interactions contained in the materials and the existence of activities with the potential to raise consciousness about Global English. The section will end with an overview of the key findings from the review of the literature and their relation to the current study.

The teaching of EFL has a contradiction at its heart. English has become a global language and a lingua franca in business, academia, aviation and a host of other fields. Its appeal to learners lies in its ubiquity: learn this one language and you will be able to communicate, trade and cooperate with people from all over the world, regardless of whether you can speak their first

language. Yet this breadth of usage leads to language change (Honna, 2008, p. 78) as, for example, less salient language features are avoided by lingua franca users of the language (Yano, 2016) and a language which already had several native speaker varieties continues to diversify into non-native speaker varieties. Learners, employers and even educators may prefer a single form of the language that can be codified, taught, tested and certified; but no one variety can reflect the everyday reality of a language in use on such a scale. This clearly presents a challenge for international universities which look to prepare their students for a world in which they will encounter a plurality of Englishes. This is because those same students also need to be readied to pass high stakes standardized tests which, for the purposes of fairness (Sawaki, 2016, p. 230), concentrate on one or two standard native speaker varieties of the language. It has been argued that if Outer Circle varieties or accents were used in the assessment materials, then examinees from certain backgrounds could gain an advantage over other candidates (Sawaki, 2016, p. 230).

Kachru's well-known model of English (see, for example, Honna (2008, p.2), Mishan & Timmis (2015, p.36) for more detailed descriptions) divides the English-speaking world into the three 'Circles'. The first is the Inner Circle of countries where English is the mother tongue of the majority of inhabitants; the second is the Outer Circle of countries where English enjoys official status and may be used in education, government or between communities as a lingua franca; and the third is the Expanding Circle of countries where English is commonly taught and learned as a foreign language for the purposes of international communication. The pedagogic materials used at international universities arguably need to offer a standard model of instruction – typically either standard British English or standard American English – but also to provide learners with a window onto this wider world of Global English (McKay, 2012; Matsuda & Friedrich, 2011) and to provide some representative coverage of each of the three Circles. This can be achieved in three ways: by exposing learners to some of the varieties of English that exist, by providing examples of English in lingua franca or in second language contexts, and through explicit instruction of the reality of English use in the modern world. Teaching materials can help to provide such opportunities (Hino, 2018), and this study will consider the degree to which these three features exist in a sample of coursebooks.

## **2.1 Accents**

One of the most noticeable differences between language varieties – in spoken language, at least – is pronunciation. Unfamiliar pronunciation can be a cause of misunderstanding even between native speakers. Some accents may be particularly distinct from national standards, such as Osaka-ben – the dialect of the city of Osaka in Japan – or the Newcastle (Geordie) accent in the UK. National accents, such as Hiberno/Irish-English or Singlish, likewise vary from the American English (AmE) and British English (BrE) standards which form the model of instruction in most coursebooks produced for the international market. Exposure to such accents can make them less exotic and reduce the risk of misunderstandings. While it is clearly impractical to attempt to provide learners with exposure to all of the varieties which exist, experience of listening to a range of accents in the

classroom should have the effect of reducing learner anxiety when encountering unfamiliar pronunciations and may lead to the development of strategies for dealing with such situations (McKay, 2012). As has been previously noted, the context for the current study is APU, an international university in Japan, which teaches both English and Japanese as lingua franca languages. The university is part of the Japanese Ministry of Education's Top Global University Project (MEXT, 2014) which aims to foster internationalization through English as a lingua franca (Rose & McKinley, 2017). The materials under investigation are coursebooks used at APU to teach English language classes composed largely of young, Japanese adults.

Undergraduate students in Japan generally have several years' experience of studying English, but often have a limited understanding of the varieties of English which exist – even the native speaker varieties – and the domains in which the language is used (Matsuda, 2003; Honna & Takeshita, 1998). McKenzie (2008) and Kubota (2002) both point out that Japanese education policy shows an explicit preference for native speaker English which may partially explain the reduced opportunities for other varieties to receive attention at the pre-tertiary level. Outer and Expanding Circle characters and contexts have been found to be rare in Japanese junior high school coursebooks (Matsuda, 2002), and references to Outer Circle people and places actually decreased over the decades from the 1980s to the 2000s (Yamada, 2010). Consequently, Japanese undergraduate students tend to be focused on native speaker – particularly North American English – norms and can be unaware of other types of English (Ishikawa, 2015). Ishikawa (2015) argues that students' unquestioning acceptance of the predominance of native speaker English is likely to work against them in real-world intercultural communicative interactions if it means that they are unprepared for encounters with non-native speakers, and to lead to communicative difficulties which could have a negative effect on motivation and willingness to communicate. If students feel that a particular native speaker variety of English is the only correct way to communicate, they may feel a sense of failure when they cannot reproduce that variety (Honna & Takeshita, 2014). Conversely, awareness of Global English has been found to cause Japanese students to consider their own English ability in a more positive light (Ishikawa, 2015). With these observations in mind, this study attempted to ascertain the degree to which coursebooks provide learners with exposure to different varieties of English, with a focus on accents.

## **2.2 Interactions**

In addition to exposure to a range of varieties of English, learners also require strategies for dealing with intercultural communicative encounters where they and their interlocutor(s) do not speak one another's first language. Again, it cannot be assumed that students at the tertiary level have received previous exposure to such interactions. A recent study of English language teaching (ELT) coursebooks in Japanese secondary schools (Takahashi, 2014) concluded that interactions presented in those materials primarily took place between Japanese characters and native speakers. Conversations between non-native speakers are actually more common than communication between native speakers in the modern world (Sharifian, 2014), and materials which reflect this

reality are likely to be more effective in preparing learners for such circumstances than those which do not. Widdowson (1998 in Alptekin, 2002, p. 63) goes so far as to say that NNSs interactions should dominate the interactions in teaching materials because NS-NS coursebook interactions are “chiefly irrelevant to learners” in Expanding Circle contexts. This study takes the view that learners benefit from experiencing materials which portray interactions featuring lingua franca interactions in English.

### **2.3 Consciousness-raising activities**

Coursebooks should also aim to educate learners about the role of English in a globalized world. Previous studies in other contexts suggest that such content is more common in ELT coursebooks than the topics of the previous two sub-sections (Lopriore & Vettorel, 2015). Coursebook publishers are beginning to produce titles which emphasize Global English (Vettorel & Lopriore, 2013), although Mishan and Timmis (2015, p.38) caution that the topic is still underrepresented. There are some coursebooks on the market which have the topic of Global English as the theme of an entire unit (see for example, chapter 10 of *Lecture Ready 2* (Sarosy & Sherak, 2013)). Furthermore, *Making Connections 3* (Pakenham, McEntire, & Williams, 2013), which is primarily an academic reading coursebook, has an extended reading text on the topic of *Languages in Contact*. Meanwhile, *Mosaic 2* (Wegmann & Knezevic, 2014), another coursebook for teaching reading, has sections on bilingualism and English in Malaysia, the latter of which contains an exercise (page 109) which requires students to identify differences between Standard English and Global English. This clearly goes some way towards answering McKay’s (2012, p. 81) call for English language teaching materials which “promote an awareness of variation in English use”.

Takahashi (2014, p. 31) identified five coursebook traits which may possess the potential to raise awareness of English as a Lingua Franca (ELF):

1. The current/future situation of English
2. English varieties
3. Linguistic imperialism and critical awareness
4. ELF contexts and uses
5. New model(s)

For each of these traits, Takahashi (2014) also identified a number of sub-traits. A selection of these traits and sub-traits formed the basis of the list of awareness-raising features used in the current study and are listed in section 3 of this paper.

### **2.4 Summary of literature review**

This literature review has attempted to show that course materials often fail to expose learners to a representative variety of English accents and may even leave learners under the misapprehension that English is little more than the language of the United States and the United Kingdom. Furthermore, it has shown that ELT materials often portray English language use as something which predominantly occurs between native speakers or between native speakers and EFL speakers.

This is misleading and may result in learners being unprepared for real-world interactions with speakers from other non-native speaker backgrounds. Finally, it can be seen that although some coursebook writers are including texts and pedagogic activities to raise learners' awareness of English's status as a Global Language, this appears to be a recent development and may not be very widespread. The current study will attempt to ascertain the frequency with which the following features occur in a sample of coursebooks: a variety of accents from each of the three Circles in audiovisual recordings, interactions across national boundaries and between speakers from the three Circles, and texts and activities with a focus on Global English.

### 3. Methodology

#### 3.1 The corpus

The coursebooks selected for use in the current study were those in use in Ritsumeikan Asia Pacific University's 'Standard Track' and 'Advanced Track' English programs at the time of the research, and are listed in Table 1.

Table 1

*List of coursebooks for analysis.*

Title	Year	Publisher	APU class level	Model of instruction	CEFR level
<b>Prism Intro</b>	2017	Cambridge University Press	Elementary	American English	Pre-A1
<b>Prism 1</b>	2017	Cambridge University Press	Pre-Intermediate	American English	A1
<b>Global Pre-Intermediate</b>	2010	MacMillan Education	Intermediate	British English	A2/B1
<b>Global Intermediate</b>	2011	MacMillan Education	Upper-Intermediate	British English	B1
<b>Contemporary Topics 2</b>	2017	Pearson Education	Advanced 1	American English	B1/B1+

There are five coursebooks from three series and each series is the product of a different publisher. Only general purpose coursebooks were examined. This was because coursebooks specifically designed for teaching reading rarely contain the types of dialogues or monologues which were to be the focus of the analysis for the first two research questions, and coursebooks designed to develop skills for standardized tests naturally limit their content to the varieties of English which will be assessed. Only the main units of the student books and accompanying audio resources were included because, as Gray (2010, p. 54) points out, "it is the student's book which sets the tone" for a course. Supplementary materials, teaching guides and online resources were therefore excluded. However, any introductions or authors' notes provided in the student books were read for any insights they could provide into the authors' thinking in relation to how they approach English as a Global Language, and audioscripts were utilized to support the analysis of the audiovisual resources.

### 3.2 Variety of accents

The current study was largely quantitative in its approach. To address the first research question, the varieties of English used in the coursebooks' audio resources were identified (for *Contemporary Topics 2* (Kisslinger, 2017) this analysis also included some video resources). The audio files analyzed were limited to those whose contents were deemed to be intended for a communicative purpose, which is to say that grammar and pronunciation drills were ignored. Another criterion for inclusion was that the speaking characters in any recording exhibited an *individual voice*. Although most of the texts were probably written by the coursebook authors and the audio/visual recordings probably featured the performances of actors in most cases, some speaking characters are named in the materials or speak in the first person. Such recordings were included in the analysis, but recordings which lacked an individual voice were not. For example, a message home from a student at a language school would be included as it has an individual voice, whereas an informational talk about environmental issues written in the third person would not.

The audio recordings were listened to and any accompanying rubrics, images and audioscripts were also examined to ascertain the intended linguacultural identity of the speaking characters. This approach is accompanied by two difficulties: firstly, it assumes that most people are monolingual and that they are native speakers of their home country's national tongue; and secondly, using only names and accents to determine linguistic identity can be potentially misleading, particularly when dealing with multicultural societies. For example, a South Asian accent could belong to a speaker from that region or to a speaker who has roots in that region but is actually a native of an Inner Circle country. For the purposes of this study, where there was any doubt regarding the Circle a speaker belonged to, they were assumed to be from the Outer or Expanding Circle, as appropriate. These nationalities were recorded and no attempt was made to identify regional varieties within those countries. The number of appearances of each nationality were totaled. The nationalities were then grouped according to the three Circles of Inner, Outer and Expanding Circle Englishes. Inner Circle speakers were sub-divided into UK/US and Other Inner Circle categories because the coursebooks' models of instruction were British English and American English. The numbers of appearances of speakers from each Circle were calculated for each coursebook and for the sample as a whole. An alternative methodology would have been to note the durations in minutes and seconds that each accent is spoken for in the audiovisual recordings, following the example of Kopperoinen (2011). This approach was considered but rejected as being too time-consuming, due to the large amount of audio accompanying the current corpus. To more clearly show how frequently Inner and Outer Circle varieties occur within the sample, the nationalities were also grouped according to the main varieties of English as listed in *Contemporary Topics 2* (Kisslinger, 2017, p. 21).

### 3.3 Interactions

The same concept of *individual voice* described above was also utilized for the second research question which relates to interactions. For this part of the study, written dialogues of greater length than one adjacency pair were also included in the analysis in addition to audio recordings. Following the examples of Matsuda (2002) and Takahashi (2014), interactions were grouped into the six categories shown in Table 2 (below) and analyzed to determine the relative frequency of the patterns of interaction.

Table 2

*Examples of interaction types*

Type of interaction	Example
Both speakers from the same Inner Circle group	Two or more speakers from Canada
Both speakers from the same Outer or Expanding Circle group	Two or more speakers from India
Native speakers from two different groups	One or more speakers from the UK and one or more speakers from Australia
A native speaker and a non-native speaker	One or more speakers from the US and one or more speakers from China
Non-native speakers from different backgrounds	One or more speakers from Japan and one or more speakers from Vietnam

Naturally, audio or written texts featuring only a single speaker were omitted from this part of the study because of its focus on interactions. Furthermore, the identity of the character was taken to be that intended by the coursebook writers and no attention was paid to the accents in any audio-visual recordings. For instance, the *Prism* coursebook series (White & Peterson, 2017; Diamond-Bayir & Russell, 2017) contains characters from a variety of international backgrounds (and its UK equivalent *Unlock* contains audio recordings with appropriate voice acting to represent the characters), but all of *Prism's* audio appears to have been recorded by actors speaking in standard American English accents – presumably either for reasons of cost or due to the English as a second language demands of the US domestic market. These characters' linguacultural identities were determined by their names and any further information available on the page or in the recordings rather than the accents used by the voice actors.

### 3.4 Awareness-raising features

The final research question concerns other features of the coursebooks which could raise learners' awareness of the topic of English as a Global Language. A list of eleven features (see Table 3 below) was adapted from the longer list of "ELF traits" used in Takahashi's (2014, p. 31) study and a simple counting procedure of the numbers of instances of each trait in each coursebook was followed.

Table 3

*Awareness-raising features*

1. English as an International Language/Lingua Franca
2. Domains of use of English
3. Sociolinguistic complexity of English
4. Existence of varieties (beyond US and UK)
5. Names of varieties
6. Characteristics of varieties
7. Identity expressed by using locally legitimated English
8. Ownership
9. International intelligibility as a goal
10. Types of intercultural contact
11. Multicultural issues

The data was again considered both for the entire sample and for each individual coursebook. Additionally, any activities or pages that had high concentrations of, or a particular focus on, these features were identified to introduce a more qualitative element to the study, and to highlight the potential usefulness of those activities in raising awareness of English as a Global Language.

#### 4. Findings

The following subsections contain visual representations of the results of the analysis accompanied by written commentary. There is one subsection for each of the research questions. The first relates to the variety of accents, the second to interactions and the third to references to English as a Global Language.

##### 4.1 Variety of accents

Table 4 below shows the proportion of the audio of each coursebook which is recorded in an accent from each of Kachru's Circles. The Inner Circle is divided between the two most common accents – British English (BrE) and American English (AmE) – and the other Inner Circle (Other IC) varieties. OC stands for Outer Circle and EC for Expanding Circle.

Table 4

*Distribution of accents by Circle.*

<b>Coursebook</b>	<b>BrE/AmE</b>	<b>Other IC</b>	<b>OC</b>	<b>EC</b>
Prism Intro	99%	1%	0%	0%
Prism 1	100%	0%	0%	0%
Global Pre-Intermediate	74%	0%	1%	25%
Global Intermediate	80%	3%	1%	16%
Contemporary Topics 2	79%	0%	0%	21%
<b>Totals for the corpus</b>	<b>82.7%</b>	<b>1.1%</b>	<b>0.4%</b>	<b>15.8%</b>

Table 4 shows that if students were to complete all of the audio-visual activities surveyed, over three quarters (77%) of what they would hear would be spoken in an accent from the model of instruction variety used in each coursebook – either American English (AmE) or British English (BrE) – and a further 5.7% would be from the other of the two (BrE in an AmE coursebook and vice versa). 15.8% of what they would hear would be the accents of EFL speakers from the Expanding Circle (EC), as shown in the last line of the fourth column of the table above. Much less common (1.1%) in the sample are the other Inner Circle (IC) accents (see the second column of the table above), such as Australian English. Rarest of all, (0.4%) are the Outer Circle (OC) speakers from countries such as Pakistan, Singapore or South Africa. Almost all of the few incidences of the Outer Circle and other Inner Circle varieties in the sample appear in the two coursebooks from the *Global* series. As noted earlier, the audio for the *Prism* series is recorded exclusively in North American accents. Interestingly, if the intended identity of the characters is used instead of the accents in the recordings, the *Prism* coursebooks actually include the largest proportion of EC characters – over 40% (not shown in the table).

Table 5 shows the main global varieties of English and the numbers of times each of them occurs in the corpus. Narrowing the focus to the Inner and Outer Circle English language varieties and grouping them together in this way makes the omission of certain varieties/accents more obvious. As can be seen in Table 5 (below), the audio resources of the five coursebooks in the study contain no instances of Asian-Pacific English accents and only one occurrence each from the Australasia and South Asia regions. These omissions are clearly problematic in an Asia Pacific context such as APU because these are accents that students are likely to encounter in their current and future lives. The *Prism* coursebooks do not include any Other IC or OC characters, so even if the audio recordings for those coursebooks matched the intended character identities the data in this chart would not change.

Table 5

*Varieties of English in the audio resources.*

<b>Variety</b>	<b># of instances</b>	<b>Nationality of speaker(s)</b>
British	225	British, Irish (4)
North American	230	American
West African	1	Ghanaian
East African	0	-
South African	0	-
Asian-Pacific	0	-
South Asian	1	Indian
Australian	1	Australian
New Zealander	0	-

#### 4.2 Interactions

The relative frequencies of interactions between different groups of speakers occurring in the sample are shown in Figure 1 below. As described in section 3.3, participants in interactions were classified according to the Circle they belonged to and their nationality. Interactions were then classified based on whether the participants had the same nationality or came from the same Circle. Figure 1 only shows four categories of interaction out of the five listed in section 3.3. This is because there were no instances of English use between OC or EC speakers from the same background (among a group of Indians or a group of Japanese, for example) in the corpus.

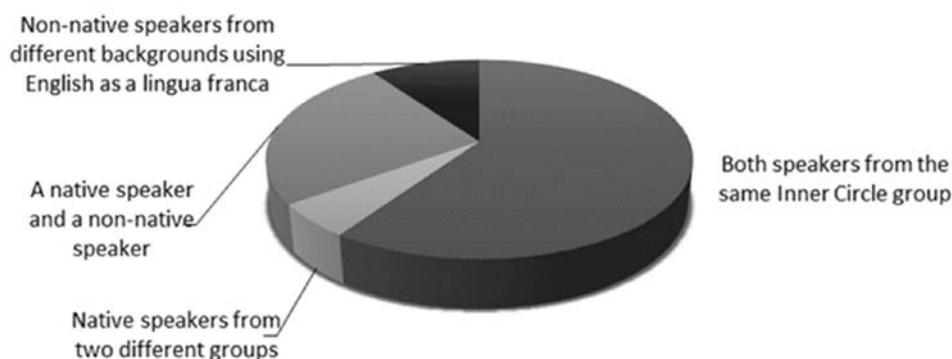


Figure 1: Types of interactions.

Figure 1 shows that speaker interactions in the sample largely occur either between native speakers (NSs) from the same country (109 instances = 60%) or between a NS and a non-native speaker (NNS) from the Expanding Circle (46 instances = 25%). By contrast, English is depicted as a lingua franca used between EC speakers in 18 instances (10% of the total), which is similar to the 9% rate of such interactions found by Takahashi (2014) in Japanese junior high school coursebooks. The remaining 5% of interactions are those between NSs from different groups (for example, a Briton and an American).

Figure 2 (below) shows the variety between the coursebooks in the sample.

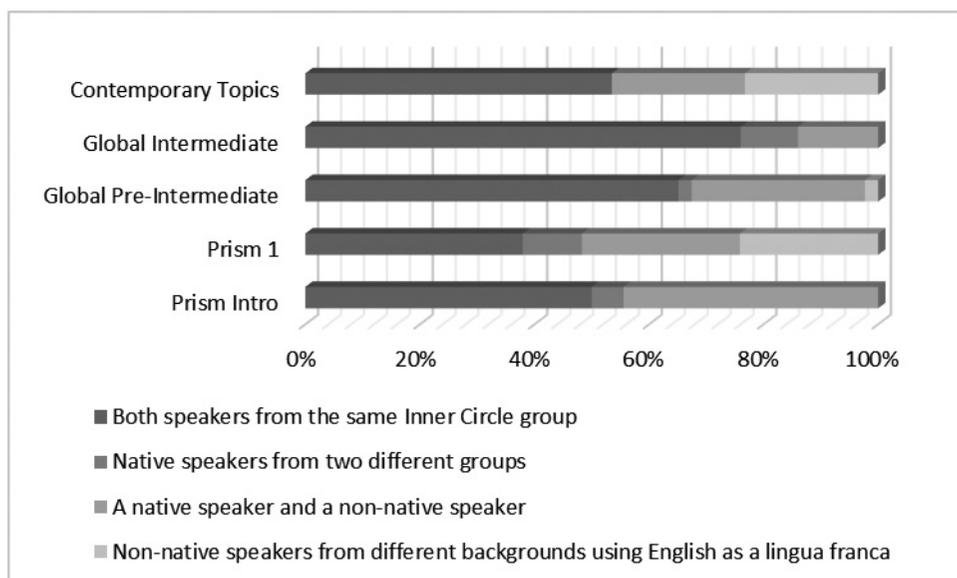


Figure 2 : Types of interaction.

*Prism 1* has the most even spread of interaction types: 10% of its interactions are between NSs from different IC groups and 24% are lingua franca exchanges. Interestingly, *Global Intermediate* has the largest proportion of interactions between speakers from the same IC group (76%) and no instances of interactions between NNSs. This is despite its international-sounding title, authentic non-native speaker recordings (see section 4.1) and explicit references to English as a Global Language (see section 5).

### 4.3 Awareness-raising traits

Table 6 shows the frequency of appearance of awareness-raising traits across the coursebook sample.

Table 6

*Awareness-raising features*

Trait	Prism Intro	Prism 1	Global Pre-Int	Global Int	Contemporary Topics 2	Total
1. English as an International Language/ English as a Lingua Franca	0	0	2	3	3	<b>8</b>
2. Domains of use of English	0	0	2	2	2	<b>6</b>
3. Sociolinguistic complexity of English	0	0	3	2	0	<b>5</b>
4. Existence of varieties (beyond US and UK)	0	0	2	2	3	<b>7</b>
5. Names of varieties	0	0	1	2	2	<b>5</b>
6. Characteristics of varieties	0	0	0	2	2	<b>4</b>
7. Identity expressed by using locally legitimated English	0	0	1	1	1	<b>3</b>
8. Ownership	0	0	0	1	0	<b>1</b>
9. International intelligibility as a goal	0	0	0	1	0	<b>1</b>
10. Types of intercultural contact	1	0	1	0	0	<b>2</b>
11. Multicultural issues	0	0	0	1	0	<b>1</b>
<b>Total # of features in coursebook</b>	<b>1</b>	<b>0</b>	<b>12</b>	<b>17</b>	<b>13</b>	<b>43</b>

Three of the coursebooks in the sample (the two *Global* books and *Contemporary Topics*) contain at least ten instances of traits identified as having the potential to raise awareness of English as a Global Language. Those three coursebooks also each cover at least seven of the eleven traits at least once. The exceptions are the Prism books which do not engage with the topic at all, possibly because they are aimed at lower level language learners and the materials' authors prioritized ease of comprehension over Global English. *Global Intermediate* – a title aimed at students of comparatively high ability (B1 on the CEFR scale) – contains the greatest number of references to English as a Global Language (17). *Global Intermediate* also has the widest coverage of the issue: it touches on ten of the eleven categories. All of the traits occur at least once in the sample; however, ownership of the language – an important factor for motivation (Pinner, 2016, pp. 41-42) – is only addressed once in the corpus. Perhaps unsurprisingly, the features which are most common are the least specific ones: the general topic of English as a Lingua Franca/English as an International Language is the most frequently referenced of the traits. In light of the general consensus identified earlier in this paper that students should be made aware of the global plurality

of English, it is encouraging to see that three of the five titles surveyed contain multiple references to different varieties of English.

## 5. Conclusion

The aims of this paper were to evaluate the potential of the coursebooks in the sample to raise learners' awareness of English as a Global Language and to highlight resources which could be used to contribute to the raising of awareness. This conclusion will begin addressing the research questions outlined in section 1, and will then provide recommendations on how coursebooks could be supplemented to improve students' exposure to the realities of English as a Global Language.

Based on the findings of the current study, teachers using the *Global* and *Contemporary Topics* coursebooks would be able to use those coursebooks and their audio resources to expose their learners to Expanding Circle voices. However, they would need to supplement those resources in order to allow them to hear Inner Circle voices beyond AmE and BrE (such as those of speakers from Canada or New Zealand) and Outer Circle voices (such as those of speakers from India or Singapore). The *Prism* books do not expose learners to any non-North American accents. However, *Prism 1* would be the most suitable coursebook in the current sample for presenting examples of speakers from different EC countries using English as a lingua franca, although those examples may lack authenticity due to the accents used in the recordings. In terms of explicit education about Global English, the *Global* coursebooks could be useful resources for teachers. They both contain dedicated "Global Voices" sections for introducing learners to different accents – albeit in the form of monologues rather than conversations – and also "Global English" sections relating directly to English as a Global Language. The latter include texts written by the British linguistics professor David Crystal and their titles include: *Same language but different* (Pre-Intermediate), *A world full of Englishes* (Intermediate) and *Caribbean English* (Intermediate). The authors of *Contemporary Topics 2* also appear to have made raising awareness of Global English a goal of their coursebook. In addition to video discussions at the end of each unit, which feature groups of young people from a variety of native and non-native speaker backgrounds discussing the unit topic, there is also an entire chapter called *Global English* including a video listening activity comprising a lecture in which the basic facts of English as a Global Language are described.

Although the coursebooks in the current sample all contain the potential to raise awareness of Global English to varying degrees, they would be unsuitable, on the basis of the current study, for the more specific purpose of exposing students to a greater variety of IC/OC Englishes. Teachers using these coursebooks who wish to raise their learners' awareness of the global plurality of English might consider using other resources to supplement their coursebooks. Matsuda and Friedrich (2012) suggest supplementing coursebook materials with other media from sources connected to the topic under discussion, citing the example of a documentary on Aboriginal culture narrated in Aboriginal English. Teachers could also make use of an online bank of audio-video recordings of speakers from different linguistic backgrounds, such as [www.elllo.org](http://www.elllo.org) which has speakers from over 100 countries (Beuckens, n.d.) and covers all three of Kachru's Circles.

In terms of raising awareness more generally, Matsuda and Duran (2012) present a range of engaging lesson activities which have been shared by practising teachers and could potentially be used to supplement the materials in the current corpus. Notable among these are a task called *Mini World Englishes Research* contributed by Fergus O'Dwyer of Osaka University (Matsuda & Duran, 2012, pp. 206-210) which provides students with a format to help choose, research and present to the class a variety of English of their own choice; another lesson plan submitted by Stefanie Pillai and Murugan Raj Tanaraj (both of the University of Malaya) which has the aims of both improving attitudes to, and sharing strategies for the understanding of, unfamiliar accents (Matsuda & Duran, 2012, pp. 218-220); and a quiz on the subject of English as an International Language submitted by Paul D. Tanner of Aichi Bunkyo University (Matsuda & Duran, 2012, pp. 201-204).

This study has found that the majority of the coursebooks analyzed do contain some potential to raise awareness of English as a Global Language. However, they all lack examples of English usage from the Inner Circle (outside of British English and American English) and the Outer Circle. The paper has also identified features of the current coursebook corpus which teachers may find useful for educating learners about the global plurality of English, as well as resources from other sources which could be used to supplement the coursebooks featured in the current study.

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