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From global English to Global Englishes: questioning current approaches to ELT materials

Introduction

Introductions to ELT materials, such as coursebooks at various levels, often use terms such as 'global English', 'authentic English' and 'real English', and mostly without explaining what they mean and how they are to be interpreted in relation to the content and approach used in the material. This critical view of coursebooks is the departure point for this chapter, which starts by showing that current 'global', 'authentic' and 'real' ELT materials are not including the diversity of English. It then moves on to explore how Global Englishes (henceforth GE) can provide both the research base and the approach for designing, evaluating and adapting materials. This chapter argues that today the ELT profession is in need not of global coursebooks, but Global Englishes coursebooks.

While the term GE has been relatively recently introduced (Jenkins 2015a), the area it covers has been researched for some time. The term GE, in fact, includes both the well-established field of World Englishes (WEs) and the newer area of English as a Lingua Franca (ELF). Although quite different in their conceptualisations of language and variety, and the approach to the role of English in the world, these two areas have more in common than what divides them and both contribute to the overarching approach to materials – that is, that ELT coursebooks should include a

diversity of Englishes, that is English as a Native Language (ENL) varieties, WEs varieties and ELF.

When referring to ELF, however, the discussion becomes more complex as ELF is not a variety as other WEs varieties, i.e. it is not geographically confined, as it covers the whole expanding circle areas of English (see Kachru 1992), and it is not stable. ELF is the medium of communication between people who come from different linguacultural backgrounds and for who English is the chosen language of communication (Jenkins 2015a; Seidlhofer 2011; Mauranen 2012). ELF speakers are often multilinguals, and for them English is one of the resources in their linguistic repertoire, which they would use together with other languages, in bilingual or translanguaging mode (Cogo 2012; García and Li Wei 2014; Jenkins 2015b), that is in a fluid mixing of languages. By that token, Jenkins (2015b) has started to use the term “English as a multilingua franca” (p.74), to emphasise its multilingual nature, as opposed to the misinterpretation of ELF being only about English. ELF, therefore, is a socially contextualized use of language in its own right, and its significance lies not in the particular linguistic forms that would make it a variety in the traditional sense, but how these function in discourse, in the strategic negotiation of meaning and identity among ELF users. That is why ELF research does not aim to identify features in order to define new varieties, but to explore variation as contextually appropriate and functionally motivated by communicative needs and purposes.

The nature of ELF has been linked to complexity theories (Larsen-Freeman 2016) and described as open, unfinalizable, dynamic, variable and inseparable from context. In this sense ELF is locally co-constructed in different geographical locations and domains of expertise, therefore it is variable in contextually sensitive ways. So,

for instance, ELF in a geographical area is potentially different from ELF in another area; ELF for a specific domain, such as business or academia, would be different than for another domain of expertise. However, ELF is not necessarily geographically constrained, since it can exist in virtual communities online. Its dynamic and variable nature is a crucial aspect of ELF, which challenges static descriptions of language in terms of features (for instance, fixed items of grammar to be taught and evaluated in terms of correctness towards a certain variety) and focus, instead, on processes which emphasise the accommodation work or the strategic practices that users employ in communication.

Research in ELF communication is based on empirical evidence coming from large to small-scale corpora. Extensive ELF corpora, such as the Vienna-Oxford International Corpus of English (VOICE), the English as a Lingua Franca in Academic settings (ELFA) corpus and the Asian Corpus of English (ACE), provide invaluable data for ELT materials writers, or at least those who rely on corpora for designing their coursebooks. Smaller-scale corpora research have also shown how ELF communication works by focusing on processes of accommodation, and demonstrate how moving away from the educated native speaker model does not necessarily result in unsuccessful communication (Cogo 2018 and In press).

In terms of the empirical research done on linguistic description, findings related to different varieties of WEs, as well as pronunciation, lexico-grammar and pragmatics of ELF, can be relevant to materials writers. In terms of pronunciation, Jenkins (2000) and Walker (2010) uncover the need for an emphasis on core aspects of pronunciation, i.e. those aspects that are key to ensure intelligibility, exposure to different accents and accommodation strategies. Pragmatics research has

illuminated our knowledge of the pragmatics strategies used to pre-empt, negotiate and solve understanding issues (Cogo and Pitzl 2016), negotiation, accommodation (Cogo and House 2018) and communication strategies needed to achieve effective communication (Björkman 2011). Cultural aspects have also been addressed, with an emphasis on intercultural awareness (Baker 2018), rather than on an idealised cultural neutrality.

Conceptualising GE in this way is challenging for both researchers and practitioners alike. The complex nature of ELF (as dynamic, multilingual, fluid, with focus on processes rather than forms, contextually bound and interculturally oriented), combined with the diversity of Englishes from a WEs perspective, raises a number of issues for materials writers, such as the potential difficulties related to including diversity of linguistic references and cultural contexts, as compared to focusing on one variety, and the long-standing attachment to standard language ideology, which I will address in the remainder of this chapter.

Critical issues and topics, including theoretical perspectives and research

Research in GE and its descriptive empirical work (cf. Jenkins, Baker and Dewey 2018) raise critical issues in applied linguistics overall, and, for the purpose of this chapter, I will now turn to the specific issues it raises in relation to ELT materials. ELF empirical findings emphasize the importance of negotiation and accommodation, rather than correctness according to a native speaker perspective. They also show the localized diversity of ELF usage and the fluid, dynamic and multilingual descriptions, which are hard to fit with the standardization of English as a prescriptive entity normally recognized in materials. ELF, then, moving away from

native English varieties, requires that we reconceptualise the essence of ELT materials, i.e. the English language, from a fixed and grammar-oriented approach to a fluid and diversity-oriented perspective.

This requires rethinking the issue of standards in a post-normative approach. While the traditional norms of reference were the native speaker/standard norms, conceived as stable, discrete and constituting a specific variety (for instance, American English and British English), in a post-modern and ELF approach, the norms are flexible and changing, but also diverse, i.e. they include WEs and ELF which are dynamic by definition (Dewey 2012; Kumaravadivelu 1994). This is of course quite challenging for materials and materials writers, who are generally expected to apply “standards” in their coursebooks. However, the situation requires teachers, learners and curriculum writers to engage with and understand the reality of English today and try to take the responsibility for what norms are to be represented in materials and the classroom. This will require the inclusion of a diversity of norms (not only the usual British and American standards) together with a contextualisation of their use. And, possibly more importantly, they will need to shift the emphasis from standards of correctness and norms of achievement to processes of accommodation, intelligibility and pragmatic competence, as elements to aspire to and achieve. Finally, and from a more ethical perspective, the reconsideration of standards is important as the imposition of NS standards can be highly problematic – demotivating, unrealistic and insensitive – for learners, teachers and users alike.

This encourages us to consider post-modern issues also in the sense of critical applied linguistics – i.e. focusing more on the critical aspects, related to

identity, social class stratification, prejudice and discrimination. This shift concerns ELF very closely in its attention to a decentralization of power from the NS, in its raising awareness of diversity and its challenging of prejudices against NNS and NNS teachers.

All those interested in this area, then, deal to a greater or lesser extent with GE awareness and awareness raising activities, which constitute the foundations of an ELF or GE oriented pedagogy. Various studies (e.g. Bayyurt and Sifakis 2015; Sifakis 2009) have shown that engaging teachers with ELF research can be rewarding in the sense of drawing attention to the reality of English in the world, developing reflection on GE issues and encouraging the design of ELF-aware lessons. These studies focus on teacher education and some of them aim at a transformative perspective, which involves a change of attitude, or 'mindset', and a re-consideration of methodologies and materials (Sifakis 2007; Sifakis and Bayyurt 2018). For example, Sifakis and Bayyurt (2018) present three consecutive stages of developing a GE- or ELF-informed pedagogy, i.e. from exposure to GE, to raising awareness, to developing an action plan. The authors reflect on the fact that textbooks may pose challenges to teachers who would want to raise awareness and implement changes from a GE-informed pedagogy.

Together with the emphasis on a post-normative approach (Dewey 2012), researchers have become more ambitious in their recommendations to teachers and practitioners, by advocating not only a 'change in mindset', which focuses mainly on awareness raising, but more practical recommendations too. For instance, Cogo and Dewey (2012: 169-183) suggest that teachers not focus on areas that are problematic for learners or not communicatively useful (such as the difference in

prepositions use between 'in' and 'at'). They should focus, instead, on incorporating the global diversity of English in teaching and materials, on effective communication rather than ENL accuracy, and on developing accommodation and intercultural communication strategies. This does not mean that ENL should be excluded as a point of reference. In fact, as Wen (2012) recommends, teachers should expand the range of linguistic, cultural and pragmatic components to be included in the curriculum and materials for an ELF-oriented pedagogy, to include native and non-native varieties and ELF local realizations. Various collections of studies illustrate applications on different aspects of the classroom (Bayyurt and Akcan 2015; Bowles and Cogo 2015; Sifakis and Tsantila 2018) and very recently an entire special issue of *ELT Journal* is dedicated to English as a Lingua Franca and language teaching (Bayyurt and Dewey forthcoming).

Despite advances in this area, publishers and material writers have not entirely engaged with or have found it difficult to take on board the new research in this area. The materials offered by global publishers (and sometimes their localized versions too) are limited in at least three ways: 1) their orientation towards NS norms. 2) their orientation towards monolingualism 3) their detachment from local contexts. I will now discuss these one by one.

Coursebooks that reflect the dominance of NS norms and culture, especially Anglo-Saxon (mainly British and American) representations of it, are numerous. Their introductions included in the back cover blurb often display key words like 'authentic', 'real' and 'global', terms that have become effective selling points for most global publishers, but which hide a general tendency to equate these with NS representations in terms of both culture and linguistic aspects. NS models

would also be used for activities and assessment exercises which aim at 'native-like' mastery of pronunciation and lexico-grammatical items. These coursebooks would normally be based on NS corpora collections and reproduce examples of 'real' language as used by NSs, or the writers' intuition about what sounds 'natural'. This tendency is accompanied by a disregard for, or less emphasis on, the more important aspects of negotiation and communication strategies which have been shown to ensure effective communication. However, research in GE has shown that successful communication is not so much about conformity to NS norms, but rather about being able to flexibly adapt and accommodate, or negotiate understanding (Cogo and Pitzl 2016), and focus on certain strategies (like pre-empting or solving strategies, paraphrasing etc.) would be more useful than excessive focus on normative aspects (see contributions in Jenkins et al 2018).

A second issue of concern in current ELT materials is their orientation towards English only and monolingualism, rather than diversity of English and multilingualism. ELF research has contributed to reinforcing the post-structuralist view of language by providing empirical evidence of how languages are not separated, how ELF communication is multilingual by nature rather than English only (Jenkins 2015b) and that language permeation rather than language separation is common (Cogo 2012). While most materials operate under the assumption that language learning is facilitated by learning one language at a time, and also that language use works as one language at a time, evidence in multilingualism and bilingualism research has shown that real language use and learning is more mixed than we thought (Cenoz and Gorter 2011). The monolingual bias of most ELT materials, and ELT in general (see Hall and Cook 2012), builds on such

conceptualisations of language as fixed and monolingual, while ELF research has shown that norms can be flexible and that learners and users make use of all their linguistic resources to achieve effective communication (Cogo 2018).

Third, the issue of materials being detached from local contexts has been an area of critical discussion for some time. The absence of local references is normally compensated with the dominance of NS norms and cultures and the debate around cultural references and normalisation of NS cultural backgrounds are not new to TESOL and ELT researchers. In this regard, Gray (2013) has been vocal in criticizing 'dominant hegemonic' tendencies in terms of Anglo-saxon linguistic and cultural representations. Coursebook writers, for their part, have started making changes to the cultural content and displaying sensitivity to more local aspects. Some steps are normally taken in order to avoid discussion around themes that may be seen as offensive (for instance the famous PARSNIP – Politics, Alcohol, Religion, Sex, Narcotics, Isms and Pornography), but this move is more symbolic and superficial and a deeper engagement with culture would be expected. On the side of ELF, research has shown the need to develop intercultural awareness, as a way to incorporate more fluid, complex and emergent understandings of culture and question the predominantly national representations of culture and language (Baker 2018).

Finally, it is important to point out that GE, and especially ELF, research brings a new approach and perspective to ELT materials, but the three problems discussed here have also been reported in other sub-disciplines, such as TESOL, ELT and multilingual research, and, despite the numerous recommendations from these areas, they persist.

Implications and challenges for materials development

Research in the area of GE in relation to ELT materials has covered different strands and directions: the review of coursebooks according to specific criteria; the reflection and critical evaluation of materials in the classroom; the adaptation of textbooks and, finally, the creation of new material.

The review of coursebooks through content and critical discourse analysis

Content analysis and critical discourse analysis can be drawn upon to explore global and local textbooks from a GE perspective. Recent research on coursebook material has revealed that little has changed from an ELF perspective, especially change that goes beyond the tokenistic inclusion of a section or unit on the global spread of English to address the implications of that spread for ELT methodology, normative approaches to language and monolingual and monocultural representations (Cogo 2015). Despite claims of 'internationality', 'authenticity' and even, in some cases, explicit recognition of GE, most textbooks present standard normative models, in terms of lexis, grammar and pronunciation, as well as a dominance of Anglophone linguacultural elements (Vettorel and Lopriore 2013). Some textbooks contain more drilling and other controlled tasks and some others more guided or communicative tasks, but the general aim is to achieve 'native-speaker' competence, as a main learning objective.

Some studies focus on specific linguistic aspects and evaluate textbooks in relation to those. In the Finnish context, Kopperoinen (2011) explores the kinds of accents used in listening activities in two Finnish coursebook series for upper

secondary schools. Her quantitative study shows that the overall majority are NS accents and that only 1% in one series and 3% in another series are NNS accents. This limited amount of exposure to a diversity of accents is a common finding across research reviewing textbooks for ELT, independently of the context where these are used. In the Italian context, Caleffi (2016) focuses on the listening and speaking activities of recent (i.e. published from 2010 to 2013) coursebooks for upper secondary school students and evaluates them in terms of both exposure and reflection on NNS accents and (for listening activities) discussion and reflection on cross-cultural topics or fostering the use of learners' linguistic and pragmatic resources (for speaking activities). She finds that the coursebooks analysed make explicit mention of the international role and the diversity of English in the world in the students' books or teachers' resources, but this is not followed through in the content or approach. When, for instance, there is (normally very little) exposure to NNS accents, this is not drawn attention to or reflected upon in the ensuing tasks. Vettorel's research (2018) focuses on communicative strategies in global coursebooks used in the Italian context from the 1990s to 2015. The study shows that, apart from a few exceptions, communication strategies, such as appeals for help, negotiation of meaning and different kinds of responses (like correction, repetition etc.), have been consistently ignored and that ELT materials should "move beyond more traditional views that regard communicative strategies merely as 'compensatory strategies'" (ibid, 68) and include them as strategic tools for effective communication.

A copious line of studies covers the ideological approach in ELT coursebooks, especially global ones, and encourages publishers to reconsider ENL ideologies and

NS cultural dominance. In Korea, Song (2013) examines Korean coursebooks in terms of cultural content and ideological positionings and highlights a mismatch between policies and materials. While recent Korean curriculum policies view English as instrumental for 'global and cosmopolitan citizenship' and promote cultural diversity, the materials used favour ENL cultural representations, and even when they include intercultural texts, these are superficially representing diversity, while, instead, they reproduce racial, cultural and gender inequalities. Similarly, Ke (2012) analysed the roles of English cultural representations in Taiwanese textbooks from 1952 to 2009 and found that the intercultural lessons remain rather superficial and essentialist. A closer analysis over time showed that although ENL representations are quantitatively dominant throughout the period, local representations have initially increased and then dropped later. The decline in localizations corresponds to an increase in intercultural references and mirrors the socio-political policies in Taiwan, which encourage more intercultural and 'universal', or decontextualized, lessons.

Similarly, studies exploring cultural representations in coursebooks also highlight the mismatches and incongruences between the NS cultural representations and the need for more context-sensitive cultural elements. In the Brazilian context, Nô dos Santos and Ribeiro (2017) investigate the role of ELF in two textbooks published by global publishers specifically for the local market state schools. The findings show that linguistic and cultural representations are mainly associated with ENL varieties and cultures, and although there has been some improvement in inclusion of the activities that focused on the status of English today, they were mainly positioned as accessory at the end of the units. In Japan,

Matsuda's study (2002) of 7th grade textbooks covering the period from 1997-2002 shows that the majority of the non-Japanese main characters are NSs of English and they normally played more important roles and had more word production in dialogues, while the NNS characters remained in secondary roles and with limited linguistic production. Shin et al (2011) analysed seven series of global textbooks and found that ENL cultural content is still largely dominant. Si (2020) analysed business English coursebooks published and used in China and the study confirmed previous findings about the prevalence of NS references. However, she also found attempts to include different accents (mainly European), but a lack of Chinese business people representations. The author concludes that "(T)he over-orientation towards NESs, the mistaken portrayal of NNEs, and the rare reference to Chinese business English users fail to demonstrate the underpinning of ELF-informed materials, i.e. English as a language owned and developed by all English users." (Si 2020: 163).

Reflection and critical evaluation of textbooks in the classroom

Some studies aim to raise awareness of a GE approach to ELT materials for ELT stakeholders, like teachers, students and curriculum writers. A number of studies address the need to include GE in teacher education. GE-oriented research has started to encourage teachers to critically evaluate materials in relation to their own context and has provided some directions in terms of criteria. Matsuda (2012: 172-7) lists questions/criteria that teachers can ask to evaluate materials:

a) which variety of English is the material based on? Is it the variety my students should learn?

b) does it provide adequate exposure to other varieties of English and raise enough awareness about the linguistic diversity of English?

c) does it represent a variety of speakers?

d) whose cultures are represented?

e) is it appropriate for local contexts?

These questions are aimed at raising teachers' (and possibly students' too) GE-awareness towards the materials they are required to use or may choose to adopt.

The emphasis is on context sensitivity – the idea that teachers who may want to adopt an ELF approach to materials may not necessarily find what they want in the global or local textbook, but should dare to adapt their resources and look for their own answers regarding appropriate practices in their contexts.

Some studies take a further step in that direction, by encouraging teachers to reflect on and critically revise materials and the practices associated with them from a GE perspective. For example, Yu (2015) explores how teachers develop a critical view of the resources used in classrooms in Taiwan. In her qualitative case study, she explores the developing critical engagement of teachers towards the speaking and listening materials, their recognition and growing awareness of dominant linguacultural texts and growing understanding of an ELF approach to reconceptualize the input and possibly revisit their practices. She suggests that critical engagement activities could be used to enable students and teachers “re-interpret the taken-for-granted learning/teaching” (ibid, p.50), in order to recognize the dominant texts, reflect on them from their perspective and, on the basis of that discussion, possibly adapt materials or create new resources.

Adaptation of coursebooks

As Tomlinson (2010: 97) maintains “materials need to be written in such a way that teachers can make use of them as a resource and not have to follow them as a script”. The underlying idea is that coursebooks are resources that teachers can draw upon, adapt them for their local context to make them appropriate. Most studies dealing with materials from a GE perspective, therefore, recognise the need to adapt coursebooks, but very few give specific suggestions on how to do this or report on studies showing successful adaptations. I will review them below.

In the Brazilian context, Siqueira and Matos (2018) evaluate three coursebooks, produced in Brazil and selected by the Ministry of Education for teaching in public schools, and focus on the language choices in the materials, the methodological approach and the ideological stance. Despite the many representations of inner circle cultures, the authors comment on the diversity of cultural representation that are found, for instance, in the coursebook pictures (examples of two Indian ladies on their mobile phones and another of a bustling street in São Paulo). They suggest ways in which teachers can use these as stimuli for discussion, comparison and development of an ELF-oriented perspective. Their approach therefore is not to completely replace the EFL materials currently used, but supplement them or use the originals as stimulus for critical classroom analysis. They argue that “One way to start this ‘revolution’ is through existing materials” so that “teachers can possibly find different resources and ways of inserting ELF-aware practices in the classroom” (p.152).

Lopriore and Vettorel (2018) explore the criteria that could be used for materials evaluation and show how they could be applied for awareness raising, but

also for teachers to identify additional resources, adapt and create new materials. In terms of adaptation, the pre-service teachers in this study gave various suggestions, such as including samples of non-standard forms in language input, possibly taken from video material broadcast in non-English speaking countries. The aim would be “the exposure of learners to a range of standard and non-standard forms and chunks as used in WE and ELF and fostering reflection through the use of noticing tasks” (Lopriore and Vettorel 2018: 301).

Examples of textbooks adaptations are normally included at the end of studies reviewing and critically revising materials, generally as final recommendations, but not systematically addressed as empirical studies on how adaptation may work and may be implemented by teachers. This lack of research on how material is adapted or enacted from a GE perspective may be due to a perceived need to move completely away from NS designed material, which can still be subconsciously promoting NS and standard dominance if it remains unchallenged. This brings me to the second possible explanation, i.e. the lack of teacher training in adapting materials from a GE perspective. Challenging the way in which materials represent the cultural, social, economic and political world in which we live may not be easy for teachers. However, encouraging teachers to critically and responsibly engage with materials is not usually part of teacher training. Finally, the adaptation argument also in itself raises the question of localization and what aspects of contextual localization to include, if at all. McGrath (2013), for instance, presents ‘localization’ arguments (that materials and teaching approaches need to be culturally familiar to the learners) countered against those that view language

learning as an experience that inevitably expands or should expand one's knowledge and horizons.

So far, I have shown how current materials fall short of including a systematic approach to GE and most recommend adapting textbooks (see also Galloway 2018). In the following part, I will address the work done in the direction of creating new material.

Creating new material

While a GE approach is certainly under-represented in materials, there is a little development in terms of ELF or GE-aware purposely designed material. A few studies have addressed the issue of creating new material for the GE-oriented classroom, while at the same time warning teachers (and material writers) that before supplementing existing materials, or creating new ones, they should carefully analyse and revise learners' needs for English (Matsuda 2012).

Suggestions for creating new material often refer to online communication and web-based resources. Vettorel (2015) and Kohn (2015) show how ELF online communication is not only widespread but also a rich source of examples from specific genres and contexts. Vettorel's teacher trainees use online videos for exploring and developing pronunciation activities, for exposure to ELF interactions and for focusing on communication strategies (such as paraphrasing). Similarly, Grazi (2015) provides examples of using web-based activities around creative writing with Wikis with secondary schools in Italy. The project he describes was an online collaboration to develop writing skills and involved training teachers on the use of Wikis, the implementation of fan-fiction activities with participants from

different linguacultural backgrounds. The writing resulting from the online collaboration becomes the same material that students and teachers work on in the classroom.

Guerra and Cavalheiro (2018) explore how pre-service and in-service teachers can implement a GE approach by creating supplementary activities and teaching materials. Like Grazzi (2015) and Matsuda (2012), Guerra and Cavalheiro too find that oral and visual sources from the web and media may be used to create teaching materials and activities. Their aim is for teachers “to be able to transition from conventional EFL to ELF aware lessons [...] avoiding divergence from the EFL curriculum, but still enhancing the implemented ELT syllabus” (2018: 363). They suggest the use of audio-visual sources (such as interviews with famous NNSs, such as actors, athletes or politicians), web 2.0 tools (such as different Apps), digital media (media outlets from different backgrounds, such as China Daily, TED talks, All Japan Times, Al Jazeera), online archives (such as ELF corpora with audio/video access; or WE varieties oral archives, such as the Speech Accent Archive) and academic books (WE books featuring different varieties and ELF). Some of the resources are chosen to focus on pronunciation and “to demonstrate the unnecessary need to sound like a NS” (2018: 365), others to encourage collaborative writing with other learners online, for instance “to build an online magazine or a specific issue” (2018: 370). The authors encourage teachers to raise awareness of a variety of English representation, but also to exploit them for language teaching in terms of input and skills development.

The general idea of these studies is about supplementing existing coursebooks with materials and activities that are more GE oriented rather than re-

writing coursebooks completely. Galloway and Rose (2014) also go in the direction of supplementing the existing ELT material with more content oriented, rather than skills based, material by using listening journals. In the journals, students would record their choice of listening resources and the kind of variety spoken, and they would also reflect on their familiarity with these varieties, their motivations for choosing them and their perceptions. The listening journals, then, can be introduced in the classroom to provide exposure and reflection to different accents in an independent way, “with the aim of raising students’ awareness of GE (the spread of English, the associated diversity in use of English, ELF usage, etc.) and also their confidence as ‘legitimate’ speakers” (p.388). Llorca and Mocanu (2018) encourage analysis and critical discussions of examples of ELF used in academic contexts for teacher education, in order to make teachers reflect on the multiplicity of users, their respective communities of practice and the usefulness of an EFL versus an ELF approach in these contexts.

In addition, more positive work seems to be underway in terms of developing more principled ELF materials. More teachers and ELT practitioners are engaging with the field of ELF and creating their own material. Robin Walker’s *Teaching the Pronunciation of English as a Lingua Franca*, which presents an ELF approach to pronunciation based on Jenkins’s Lingua Franca Core, and Kiczkowiak and Lowe (2019) address teaching ELF more broadly, including a focus on materials. And the need for a principled approach to material design has been addressed in a very recent publication, which lists the principles that materials designed from an ELF perspective should follow (Kiczkowiak 2020), namely, intelligibility, rather than NS proximity; successful ELF users rather than NSs; intercultural skills rather than fixed

cultural models; communicative skills rather than NS correctness; multilingual use rather than monolingual; raising students' awareness of ELF.

Recommendations for practice

The mismatch between the recognition of GE and the absence of an ELF-oriented approach is a running motif in most studies analyzing coursebooks, as shown in the previous sections, but these seem to converge on some general recommendations, which I summarise in the following.

Need to include the diversity of English in ELT Materials

At the moment, the kind of language that is typically represented in global coursebooks is the NS varieties, more often American and British English. Overall, there is a dominance of native English norms and culture (see Gray 2013), which results in global ELT materials not paying enough attention to the diversity of English and intercultural or transcultural aspects. There is clearly a mismatch between how English is actually used in the world today and how the language is presented and represented in such materials. In other words, the area of Global Englishes (Jenkins 2015a), that is varieties of World Englishes and transnational communication such as English as a Lingua Franca, is not included in mainstream material.

While the debate surrounding the dominance of native English norms and native English culture in ELT materials may not be new, Global Englishes allows for a new perspective and approach on the role of language and culture in such materials. There is an urgent need to address this situation and include diversity of English, especially in the global textbook.

Need to develop teacher awareness and education towards a GE approach

There have been a considerable number of studies surveying coursebooks from a GE perspective, and criteria and categories have been suggested (see Matsuda 2012) to review the coursebooks under scrutiny. What studies have demonstrated is that there is an urgent need to educate teachers to critically evaluate their materials, through teacher education (especially in pre- and in-service education) but also through professional development courses. Training and education should question issues of (1) 'language ownership', (2) 'language exposure', (3) 'language activities' and (4) 'cultural representation'. The first refers to the representations of English users in coursebooks, whether they are represented as NSs, NNSs or others. The second refers to the 'English' represented in written and oral texts, and explores whether they are taken from ENL sources or more GE-oriented written and oral sources. The third category addresses the language activities and explores whether they are more focused on normative grammar (from an ENL perspective) or on communicative strategies, pragmatic negotiations and accommodation, and if they include references to multilingual contexts. The last category is an exploration of the cultural content and whether coursebooks tend to include NNSs cultures or NSs cultures as represented by pictures of places, people, artefacts and also as reproduced in the content of the reading and listening activities.

This kind of analysis should also be followed by a discussion of the reproduction of dominant knowledge, cultural biases, and inequalities embedded in the texts. This may also lead to interesting discussion of equality, diversity and inter- or trans-culturality. The extent to which teachers should also take a critical approach

to intercultural education in order to develop more inclusive and critical worldviews in their students is open to debate. The need to educate teachers to adopt a critical perspective, however, is now more widely discussed and explored (Crookes 2003).

Not only exposure – also reflection on diversity and multilingualism

An ELF approach to materials, then, not only aims to move away from a NS dominance in language and cultural references, but also fosters reflection on sociolinguistic aspects of language use which should become a priority in ELT materials. An ELF approach encourages teachers and students to critically evaluate their textbooks and try to include more local and diverse resources in their material. For example, Galloway and Rose (2018) suggest asking students to select and present an English variety to encourage them to reflect on variations, raise their awareness of the role of English in various parts of the world today and challenge attitudes towards non-standard Englishes and ELF.

Move away from a NS model to an ELF approach

Since the beginnings of research in GE, there has been a move towards mutual intelligibility and mutual understanding, as opposed to achieving native English speaker proficiency; and negotiation and accommodation strategies are emphasized. By this token, an ELF approach to materials aims at exposing students to a plurality of accents and lexico-grammatical aspects that are essential to ensure intelligibility, and offering opportunities to exploit the communicative strategies necessary for effective communication in an increasingly multilingual/multicultural environment.

The corpus research describing ELF and WEs is now vast and continues to grow. This does not mean to say that corpora should determine what language is taught, but, as researchers have emphasized (Seidlhofer 2011; Mauranen 2012), this should remain a local / pedagogical decision, after consideration of the needs of the students, the context and the implications of using certain varieties in pedagogical settings. However, the potential for using corpus evidence is considerable and should be discussed, for instance in relation to developing data-driven activities of various kinds. These would be data-driven activities in the sense that they would encourage learners to reflect on the diversity and variability of language, rather than activities for learning target features (or at the very least that decisions regarding the learning focus should be taken by local teachers in relation to students' needs and contextual relevance). ELF corpora concordances, for instance, could be used as a baseline for developing awareness-raising exercises. These would involve students analysing expressions in an attempt to reflect between different meanings, and possible discourse and sociolinguistic interpretations. Instead of presenting data-driven activities as concordances from the corpus, which may discourage beginner students because of the lack of contextual information in a concordance display, as keywords tend to appear in incomplete sentences, teachers may want to engage in curating the data by hand-picking the concordances that seem more relevant and include the wider context for classroom activities.

Future directions

In conclusion, the situation is positive and a lot of recent developments show the willingness of researchers and practitioners alike to engage and develop materials

for GE. The studies explored in this chapter have shown how GE research can be drawn upon for an ELF-approach to ELT materials which values and exposes students to the diversity of English. However, there is certainly a need to provide practitioners with relevant tools to explore evidence and research findings when developing ELF-aware materials. There is also a need for more research on how coursebooks are enacted in the classroom and how this has worked in specific contexts, so that the voices of teachers, students and materials writers can be considered to shape future materials.

Most of the work and the responsibility for applying an ELF-oriented or GE-oriented approach lies with practitioners – they are the ones who are required to review the coursebooks according to students' needs, that are encouraged to supplement materials with more ELF-aware or ELF-oriented resources or are challenged to critically raise questions about them or discuss them in class. They are also the ones who would be doing the work of supplementing and/ or creating new materials. All this requires teachers to be appropriately trained and the need for pre-service and in-service training and education in this area should not be underestimated. Teacher education has the potential to provide a crucial link between GE and material development, and I join the call (e.g. McGrath 2013) for a much greater focus on materials, especially GE-relevant materials, in teacher education.

Conclusions

In the introduction I acknowledged that the complex nature of GE raises challenges for materials writers and teachers' use of materials. Although initially there was some reluctance in addressing these challenges from the practitioners' perspective,

the collaboration between researchers and practitioners has developed considerably in recent years. Various publications have been dedicated to GE and ELT, many with relevance to materials (Bayyurt and Akcan 2015; Bowles and Cogo 2015; Galloway 2018; Kiczkowiak and Lowe 2019; Rose and Galloway 2019; Sifakis and Tsantila 2018; Walker 2010; among others). This research has contributed to addressing these challenges, in terms of critically reviewing materials, engaging and reviewing them in the classroom, adapting coursebooks and creating new material, and providing recommendations for practice.

To a certain extent, it is true that 'global coursebooks are an easy target for anti-coursebook critics' (Hughes 2000: 451) and we should be careful about making assumptions about 'how they can and should be used' (Hughes 2000: 454). The analyses of coursebooks in this chapter have shown that in recent years publishers have been more responsive to GE, including more sensitivity to cultural aspects in the direction of diversity and/or localisation. However, more remains to be done. When materials are used by learners and teachers they are enacted, resisted, interpreted and changed so that they make sense to them in their own contexts. Collaborations with learners and teachers is the only way to develop further understanding in this exciting area of material development.

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Further reading

Kiczowski, M., 2020. Seven principles for writing materials for English as a lingua franca. *ELT Journal* 74/1: 1-9.

A discussion of principles guiding ELF-oriented material development. This is essential reading for material writers, but also for teachers and publishers. Teachers could explore the principles to raise awareness about materials and how they can be adapted for the classroom, and publishers can use them to re-evaluate their materials or encourage their writers into creating materials that are more GE sensitive.

Jenkins, J., Baker, W. and Dewey, M., 2018. eds. *The Routledge Handbook of English as a Lingua Franca*. London: Routledge.

An overview of research on ELF, where each chapter covers an aspect of this field and implications for other areas, such as materials, ELT and assessment. This is an authoritative and up-to-date resource for academics, but also material writers who want to familiarise themselves with ELF and GE.

Kiczowski, M and Lowe, R., 2019. *Teaching English as a Lingua Franca: A Journey from EFL to ELF*. Surrey: Delta Publishing.

An introduction to English as a Lingua Franca specifically written for language teachers and teacher educators, which provides practical activities but also focuses on certain areas, such as Business ELF, academic ELF, materials writing and teaching.

Bayyurt, Y. and Dewey, M., eds. (forthcoming, 2020) Special Issue on ELF and ELT.

ELT Journal, 74/4.

A collection of articles on ELF and English Language Teaching, focusing on teacher education, raising awareness in contexts of CLIL, EMI and language assessment. The article by Siqueira is particularly relevant for teachers and materials developers as it provides examples of expansion activities created from pre-existing global textbooks.

<https://www.globalenglishes-emi.ed.ac.uk/>

Teaching English and Teaching IN English in global contexts is “an online platform for researchers, students and practitioners to collaborate and share knowledge”. The network generates space for exchanging experiences and ideas, providing access to teaching resources created by member teachers and researchers in this area.