

MASTEROPPGAVE

English varieties

A study of how English varieties outside the Anglo-American core area are covered in Norwegian upper secondary teaching

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Abstract:

The current research project was born in a pilot study (Nikolaisen, 2021). In that study, three textbooks for upper secondary schools were analysed. The central aim of the current master's thesis is to conduct an analysis of central Norwegian ELT (English Language Teaching) textbooks at vg-2 level (the second year of upper secondary school) to examine how English varieties outside the Anglo-American core area are covered. In addition, through a survey, teachers' views and attitudes to teaching English varieties are examined. The thesis is founded in research which has found that the majority of today's English learners and users to a greater extent than before communicate with learner and users who are, like themselves, non-native speakers. In order to prepare students sufficiently for the modern English-speaking world, they must, to a greater extent, be exposed to other varieties of English besides the dominant British and American standard varieties. This study finds that, although the standard varieties dominate, there is a promising trend in modern Norwegian ELT textbooks to include relevant material on English varieties outside the Anglo-American core area, a trend that is also seen in international ELT research. Despite the promising tendencies in Norwegian ELT textbooks to include materials on English varieties outside the Anglo-American core area, it is debatable whether this coverage constitutes sufficient exposure to these varieties. This finding is supported by teachers who report that they often need to make their own material when teaching English varieties.

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1. INTRODUCTION

Background

In today's globalised world, English is no longer simply English, commonly understood to mean British and American English. In fact, English consists of nearly countless varieties that linguistically speaking are quite different from the two mainstream Anglo-American varieties US and UK English, and they are also used in a variety of contexts by speakers with very heterogeneous linguistic backgrounds. Often the terms global Englishes, ELF (English as a lingua franca) or EIL (English as an international language) are applied to reflect how English has become a pluri-centric language. Kachru's concentric circles are also often used to draw a distinction between native and non-native English-speaking nations. This is a model which "represents the spread of the English language in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle" (Kachru, 1985, cited in Liu, 2015, p. 84). The inner circle is defined as "the traditional bases of English, dominated by the mother-tongue varieties [...] where English is the primary language including the United States, the United Kingdoms, Canada, Australia and New Zealand" [sic] (p. 84). The outer circle is defined as "countries where English has a colonial history, and where the language has developed institutionalized functions, such as India, Singapore, Zambia and Pakistan and others" (p. 84). The expanding circle is defined as "the rest of the world, where English plays a role [...] as a foreign language for international communication" (p. 84).

To reflect the diversity in the English language, there has been a shift in ELT research in favour of a strengthened teaching focus towards English varieties from outside the Anglo-American core area. In other words, research in the field of language variation finds that less emphasis should be given to the mainstream varieties of the UK, the US, Australia and New Zealand. The rationale for including non-native varieties in ELT is founded in the notion that "the vast majority of verbal exchanges in English do not involve any native speakers at all (Seidlhofer, 2005, cited in Bieswanger, 2008, p. 27). In fact, non-native speakers of English far outnumber native speakers. Hence, it is of considerable importance that Norwegian ELT exposes learners to English varieties that differ from the mainstream ones found in the Anglo-American core area, so that learners can be better equipped to communicate with other non-native speakers of English as well as native speakers.

Modern research on language variation calls for speakers and learners of English who are "linguistically, sociolinguistically and pragmatically equipped to be able to communicate with

native and non-native speakers of English from various regional, social and cultural backgrounds” (Bieswanger, 2008, p. 27). It seems that if current Norwegian ELT is to achieve this goal, it needs to go beyond traditional approaches to teaching ELT where the focus traditionally has been on the standard varieties of UK and US English, and instead include more teaching materials that take into account non-native varieties. Galloway and Rose (2018) point out that “an increasing number of scholars are criticizing traditional approaches to ELT, noting that current practices fail to equip students with the skills necessary to use the language as a *lingua franca*” (p. 4). Thus, only learning about the mainstream varieties American and British English is considered insufficient in the modern globalised world, in which there is ever more communication across cultures and borders. As to ELT textbooks in this regard, researchers find “it is time [...] to move away from monocultural English models and embrace English variations as well as linguistic pluralism” and that “instead of relying on Inner Circle linguistic models, multilingual competent users’ models should be used for students to observe how multilingual and multicultural communication can be successfully negotiated in different situations” (Nguyen et al., 2020, p. 197).

Thus far, the thesis has demonstrated that for English to be a relevant subject, non-native English varieties should be covered extensively and that it is insufficient to expose students only to the mainstream varieties UK and US English. Yet, the pilot study that this thesis builds on (Nikolaisen, 2021) found that there was not enough relevant material in Norwegian ELT textbooks to sufficiently prepare students for English varieties other than the mainstream ones and a select few others. Although there was promising material, coverage of English varieties seemed by and large somewhat out of sync with research in the field of language variation. The pilot study, however, was limited to printed textbooks, and thus the accompanying digital resources were not covered in the study. This current research thesis aims to mitigate this by including the digital resource to provide a complete analysis of the materials. The rationale for analysing textbooks is founded in the notion that “textbooks are important curriculum and cultural artefacts which can directly shape learning experience in the classroom and learners’ ideologies” (Ilievea, 2018, cited in Nguyen et al., 2020, p. 185). Considering that research in the field of language variation finds that English varieties should be featured extensively in modern ELT, textbooks, due to their position in interpreting curricula and presenting “facts”, might potentially perpetuate students’ perception that the perceived standard varieties UK and US English are more important than global Englishes.

Aim

The primary aim of this master's thesis is to critically analyse how English varieties are covered in six modern Norwegian ELT textbooks from the main publishers and examine teachers' views and opinions on the teaching of English varieties.

The textbooks subject to analysis are all from vg2-level, the second of three years in Norwegian upper secondary ELT – three were published before the 2019 curriculum renewal [Fagfornyelsen], and three were published after it. To confuse matters, there has been a name change, too. Before the curriculum renewal the English-subject for vg2 was called *International English*. After the curriculum renewal it has been re-named *English 1*. Also relevant to explain is that before the curriculum renewal, there was greater curricular emphasis on English varieties outside the Anglo-American core area, and less so after the curriculum renewal. Thus, the analysis will establish whether there was more extensive coverage of varieties *outside* the Anglo-American core area before the curriculum renewal or indeed whether this difference in curricular wording had no significance at all.

The thesis will draw on steering documents and competence aims related to English varieties as manifested in the former vg2 subject *International English* (before the curriculum renewal) and the present subject *English 1* (in essence the new *International English*). The main research question is: How are English varieties outside the Anglo-American core area covered in Norwegian upper secondary teaching? In order to answer this question, three subquestions have been developed:

1. To what extent does a selection of six textbooks reflect English varieties outside the Anglo-American core area?
2. Is there a difference between textbooks published before 2019 and after that year?
3. What are the attitudes and opinions of English teachers towards English varieties and the teaching of them in their classrooms?

Overview of study

The first section covers how English varieties are treated in the Norwegian curricula, paying close attention to the curriculum renewal that took place in 2019. The second section presents recent research on English varieties and findings of similar studies in the field abroad. It seems little research is done on English varieties in Norway, hence the reliance on international studies. The third section covers method and materials in which the research

design is accounted for. Additionally, the textbooks – the main objects of the analysis – will be presented. The data gathering process will also be described. As such, Norwegian teachers' attitudes to and views on teaching English varieties is an integral part of the materials for analysis. The fourth section presents the results of the textbook analyses and the collected teacher data. The fifth section contains a discussion of results and findings. The sixth section is the conclusion which presents a summary of the thesis and points to future studies in the field in Norwegian ELT. Finally, there is a list of references.

2. THEORETICAL BACKGROUND

English varieties in the English curricula

English varieties are most explicitly covered in the curriculum for English year 2 in upper secondary education. Before the recent curriculum renewal [Fagfornyelsen] in 2019, explicit attention was given to English varieties outside the Anglo-American core area: Students were to be able to “give examples of other varieties of English than those that are used in the Anglo-American core area and reflect on their distinctive character” (The Ministry of Education and Research, 2013). After the curriculum renewal, less explicit attention was given to English varieties outside the Anglo-American core area, and students were now expected to “reflect on language varieties in some English-speaking countries” (my translation, The Ministry of Education and Research, 2021).

Clearly, the curriculum renewal is not quite in line with current research which emphasises the importance of English as a lingua franca and English varieties outside the Anglo-American core area. The curriculum renewal might also influence teachers in their choice of which varieties to focus on in their classrooms. This, however, depends on how teachers interpret “English-speaking countries”, which is the tricky part. Would for example Nigeria, South African, India and Singapore be considered English-speaking countries? In addition, the modifier ‘some’ deserves attention – how can one quantify “some”? In other words, how many varieties should students be exposed to? Teachers, then, need a strategy for selecting both the type and number of varieties that should be covered in class because one simply cannot give thorough attention to all varieties.

According to the Norwegian County Governor [Statsforvalteren], the aim of the curriculum renewal in Norwegian schools is to renew the subjects and make them more relevant for the

future (Utdanningsdirektoratet, 2017). Ironically, the curriculum renewal discussed above might potentially make English less relevant for Norwegian students in the future. To be even clearer, what it means is that students are potentially deprived of a hugely important subject matter that could have great bearings on their lives.

To illustrate, Bieswanger (2008), already 14 years ago, recounts how German students “could not cope in situations in which they either had to speak English in a native-speaking context or use ELF with other non-native speakers of English” (p. 28). The reason the communication failed was “because their interlocutors did not speak the type of standardised English they had themselves learned in secondary school” (p. 28). Furthermore, Bieswanger is concerned that “many years of English foreign language education in secondary school had not prepared these speakers for the sociolinguistic reality in an increasingly globalised world and had failed to create any kind of awareness of the considerable regional variation in the use of English” (pp. 28-29). Moreover, Bieswanger argues that “the encounter with more or less intelligible varieties of English obviously added to the so-called ‘culture shock’ generally caused by foreign environments” (p. 28). In short, Bieswanger concludes that education has failed “to prepare children and teenagers for successfully coping with their lives” (p. 29).

Norwegian steering documents which form the basis for the competence aims in the individual English subjects in Norwegian ELT state that “developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds” (The Ministry of Education and Research, 2019). Moreover, English “shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background” (The Ministry of Education and Research, 2019). Clearly, the overarching steering documents are more informed by current research than what currently manifests itself in the present *English I* competence aim. Whether current Norwegian ELT is able to produce speakers who are competent in demanding linguistic situations, as research demands, should clearly be the focus of future studies in the field. The present study, however, does not measure this, only the extent to which English varieties are featured in textbooks and the way teachers view the teaching of English varieties.

What research says on English varieties

In section 1 above, it was stated that English has become a global language with a huge number of local varieties around the world. Even so, English is still, in Norway, often reduced to the standard varieties British and American English. Schildhauer et al. (2020), however, point out that English “has grown out of the cradle of the traditional standard varieties,” implying that ELT should move on from native-speaker norms, in which the Anglo-American varieties dominate, and instead embrace the diversity of the modern English language.

Galloway and Rose (2015) argue that “it is no longer relevant to associate English purely with native-speaking nations; today, English is spoken by a global community and, therefore, is a language with a global ownership” (p. v).

Seidlhofer (2005) points out that “the vast majority of verbal exchanges in English do not involve any native speakers of the language at all” (p. 339). What is more, even most native speakers do not speak the widely taught but highly generalised varieties usually labeled ‘British English’ and ‘American English’ (Bieswanger, 2008, p. 30). Xu (2018) holds that ELT has shifted from “manufacturing native or near-native speakers of English to developing and mentoring effective and strategic translanguaging users of English in multilingual communication contexts” (p. 103). Canagarajah (2011) cited in Galloway and Rose (2018, p. 3) argues that ELT should emphasise “how communication can be successful without conforming to so-called ‘native English-speaking norms,” and points out that there is “a mismatch between what is taught in the ELT classroom and how the language is actually used” (p.3).

Bieswanger (2008) notes that:

We have seen that the majority of English-speakers/users are now non-native users of the language, that there is a huge diversity of varieties of English in use today, and that even native speakers of English rarely speak the highly generalised traditional standard Englishes. It is, however, not only the proportion of native speakers to non-native speakers or RP-speakers to non-RP speakers that should be considered; it is a whole set of new or changing attitudes and parameters that should lead to a rethinking of educational policies in ELT and a strengthened role of varieties in the classroom (p. 32).

Gnutzmann and Intemann (2005, cited in Bieswanger 2008) note that:

As a result of globalisation the function of English as an international tool for communication needs rethinking in the English language classroom. This does not only include linguistic skills to understand various kinds of accents and to be understood by others, but it also includes knowledge of other cultures

which provides the learners with the ability to respond adequately to problems arising from cultural differences between the participants in international communication (p. 33).

The findings of Bieswanger, Gnutzmann and Intemann are already quite old, and the situation has no doubt become even more precarious now. Thus, it seems clear that to make Norwegian ELT more relevant, increasing emphasis must be given to varieties outside the Anglo-American core area and that students need to learn socio-linguistic, cultural and pragmatical skills in order to navigate successfully in modern English communication. A telling, and perhaps radical example, is how the German state of North Rhine-Westphalia made the language and culture of Nigeria a core topic at the final examination in 2021. The decision was supported by a curriculum which “demands an increased awareness of English as well as deeper insight into the structure and use of an evolving English language” (MSW NRW, 2019b cited in Schildhauer et al., 2020). This goes hand in hand with Bieswanger (2008) who argue that “Students should encounter as many varieties as possible, develop an awareness of linguistic diversity and learn systematically about how varieties can differ from each other in order to lay the foundations for life-long learning” (Bieswanger, 2008, p. 44). This example illustrates that German ELT seems to be ahead of Norwegian ELT. The topic of English varieties outside the Anglo-American core area has never been a core topic at the International English written examination, and this practice could be one reason to not give varieties the necessary teaching attention it deserves. One survey respondent notes: “There seems to be little point in teaching these varieties as the focus in exams is not on this topic, unfortunately...” One way to force teachers to devote more teaching time is to make English varieties a featured topic at the examination.

It was explained above that an important aspect concerning modern ELT is the fact that “today’s learners of English will face the challenge of having to communicate with speakers of English from a variety of backgrounds in their future” and that “the smallest fraction of these will be native speakers of well-known standard varieties of British and American English” (Schildhauer et al., 2020, p.26). Furthermore, it is “emphasise[d] that the sociolinguistic reality of English as a global phenomenon must have implications for the teaching of English [...] in foreign language classrooms” (p. 27). This insight has reached education policy makers in the German state of North Rhine-Westphalia where the curriculum in secondary schools demand that “students should be able to act competently in intercultural encounters in various anglophone cultures, from the British Isles and the USA to Africa, India, Australia and New Zealand” (p. 27). This is not dissimilar to what is stated in

Norwegian steering documents cited above. The main difference is that the German document specifies very clearly the extent to which students are to be exposed to English varieties.

Ideal coverage of English varieties according to research

In the following section, it is discussed how current research on English varieties could shape future ELT textbooks. To achieve specific curricular aims as discussed above, researchers (Ahn, 2017; Baker, 2012, 2015; Farrell & Martin, 2009; Melchers & Shaw, 2015, cited in Schildhauer et al. (2020, p. 28) agree that students need:

- “Frequent Global Englishes encounters that allow them to develop a sufficient degree of tolerance towards comprehension problems, adequate listening comprehension skills as well as intercultural and language awareness
- interaction strategies that allow them to manage intercultural encounters (in particular critical incidents) and to overcome potential communication barriers”

No doubt English learners in Norway need to be trained in these aspects too. The question is to what extent Norwegian ELT textbooks can provide students with content which satisfyingly meets these two objectives.

Despite promising tendencies in German ELT, there still seems to be a gap between theory and practice. Kohn (2016, cited in Schildhauer et al., 2020) expresses fear that “far too many young people are leaving school today without being able to cope with the challenges of real English communication to their own satisfaction” (p. 28). Even teaching staff interviewed in 2019 (Zehne, in prep.) “agreed with Kohn’s thesis and pointed to a lack of material for practicing Global English encounters in their classrooms” (p. 28). It is also pointed out that “fully-employed in-service teachers often do not have the resources to produce these materials on their own. This leads Schildhauer et al. to conclude that “we witness a situation in which theory from Global Englishes research is being transferred into curricular guidelines (e.g. in North Rhine-Westphalia), but apparently not yet further into the classrooms to a sufficient degree” (2020, p. 28). Bieswanger also finds that “native varieties other than British and American English, the New Englishes and ELF [...] appear[...] to be still only marginally reflected in ELT curricula and teaching material (2008, p. 28). Bieswanger was published 12 years before Schildhauer et al. Apparently, the world has not changed much during this time.

A related German study (Syrbe & Rose, 2016) found in their analysis of ELT textbooks used in German high schools that “there was over-reliance of UK models of English, and static

depictions of language users and cultures” (p. 152) In conclusion, the authors remark that “the findings can be generalized to other countries where the sociolinguistic reality of English may not be accurately represented in English teaching materials” (p. 152).

The study is grounded in the recognition that “German students are more likely to use English in contact situations with other speakers from the expanding circle as opposed to speakers from within the inner circle, who have traditionally been posited as the target interlocutor in German ELT materials” (Syrbe & Rose, 2016, p. 152). Keeping in mind the importance of English as a lingua franca, the researchers expected to find “more diverse depictions of English language use than would normally be found in commercial coursebooks aimed at a general worldwide audience” (p. 161). Although the textbooks subject to analysis were created for the purpose of educating German students in the use of English as a lingua franca, the study found that “the depictions of English language, perceived future use, culture, and target interlocutors were not entirely representative of how German students would be likely to use English in their future” (p. 161). The study further states that “surveys into language use within the EU, and of German travel patterns have shown that these students are likely to use the English language within mainland Europe and with other Europeans in business, leisure, and educational settings” (p. 161). Thus, the textbooks “do not accurately meet students’ needs in terms of their actual future use of the language” (p. 161).

Although Syrbe and Rose praise the textbooks for their “clear efforts to position English as a global language in its coverage of some outer circle contexts of English usages, and the inclusion of maps illustrating where English is used” (p. 161), they do suggest that

[...] more could be done in this vein to educate students on their likely future use of English. Not only by including a richer variety of accents and countries but also by addressing the negative connotations associated with the global spread of English, such as the notion of linguistic imperialism or the inequalities between inner and outer circle countries (p. 161).

As to the inclusion of a richer variety of accents, the study expresses concern that over-reliance on Received Pronunciation “will do little to prepare students to understand the diversity of spoken English around the world – a fact that also holds true even for German students traveling to the UK” (p. 160). The study also cites findings (among them Galloway, 2013) that “have shown that learning about the spread of English and how English is used in the world today can help students move beyond the native-speaker norms perpetuated in teaching materials and by teachers themselves” (Syrbe & Rose, 2016, p. 161).

Thus far, it can be seen that research on English varieties has manifested itself in ELT curricula both in Germany and Norway. The prevalent finding, however, is that there is a clear dominance in textbooks of the standard varieties American and UK English. In the following paragraphs it is discussed how research suggests English varieties be covered in ELT textbooks.

In their study from 2020, Schildhauer et al. found that traditional textbooks typically only include one chapter dedicated to “offering tasks focusing on variety features and the status of English” and that “these results make it appear highly unlikely that Global Englishes will be addressed thoroughly in English classrooms” (p. 30).

Although Schildhauer et al. find in some newer textbooks a “promising tendency towards frequent encounters with Global Englishes that are tailored to the proficiency level of the audience”, one shortcoming is that these textbooks rely “on audio (instead of audio-visual) files” (Schildhauer et al., 2020, p. 31). Thus, it is argued that textbooks should include more audio-visual content because “these texts play a prominent role in the students’ life worlds” (p. 31). Additionally, “audio-visual texts are multimodal, i.e., they combine core modes such as language, image and sound” and “formats in which speakers appear on screen offers a range of non- and para-verbal cues for meaning making; they provide gestures, facial expressions and various contextual cues that render input comprehensible similar to face-to-face interaction” (p. 31). Schildhauer et al. further argue that “for listening comprehension this is a decisive advantage audio-visual texts can have over the audio files favoured by coursebooks” (p. 31). Another convenience cited is the fact that “digital audio-visual texts can often be played at reduced speed (e.g. in the VLC player) and /or with subtitles (an automatic option offered, for instance, by YouTube), and thus offer further convenient options for differentiation in heterogeneous learner groups” (p. 31).

A related study of global ELT textbooks and their representation of English varieties from inner, outer and expanding circles (Tajeddin & Pakzadian, 2020) found that “all the three textbook series mostly represented Inner-Circle accents” (p. 1), which leads the authors to conclude that “these findings have implications for materials developers to adopt an EIL-aware approach and to avoid the sole representation of native speakers’ linguistic norms and cultures in ELT textbooks” (p. 1).

In their study, Tajeddin and Pakzadian state that “traditionally, it was presumed by curriculum developers that only American and British English should be included in the ESL/EFL

curricula” (p. 2) and that “EFL textbooks, by default, have focused almost exclusively on these native varieties of English, multiple legitimate varieties of world English have been underrepresented in ELT textbooks” [sic] (p. 2). In the same study, it is also pointed out that:

Although ELT materials representing the Inner Circle countries’ cultural norms and values should be incorporated in ELT textbooks, the ever-growing number of English varieties in Outer and Expanding Circle countries demands more attention to the cultural norms and values of these countries (Tajeddin & Pakzadian, 2020, p. 2).

Furthermore, it is noted that:

If the principal pedagogical goal of ELT is to educate L2 learners for the purpose of successful global communication, ELT textbooks should represent not only the Inner Circle culture and varieties but also the Outer and Expanding Circle ones. This will assist L2 learners to negotiate their perception of the interlocutors’ values and that of themselves to build solidarity (Tajeddin & Pakzadian, 2020, p. 2).

Although Tajeddin and Pakzadian found that there was some listening material that promotes English varieties, their main finding as regards listening material was that although there is dialogue from non-English speaking countries, “the frequency of these dialogs is still low compared that of the native ones” (p. 12) and that “this finding is in line with the findings from other studies which indicated that ELT books mostly promote native accents” (p. 12). Following on from that observation, the authors conclude “that the three circle nations are not equally addressed in the ELT curriculum and textbooks so that learners cannot become communicatively competent and develop their linguistic competence” (p. 12). The authors also state that “to empower English language learners and help them overcome the native-speakers bias, we need to ensure that ELT textbooks give legitimacy to the linguistic and functional diversity that exists in EIL” (p. 12). Furthermore, it is argued that:

English materials developers and educators should ensure that the content of curriculum is not confined to the American or British culture. The books need to include cross-cultural elements, entailing reference to the target culture, the international culture, as well as the local culture of the learners, and provide authentic, real-life cultural contexts to raise the awareness of culture-specific features (Tajeddin & Pakzadian, 2020, p. 12-13).

These observations are in line with other studies cited above that call for greater emphasis on English varieties besides the UK and US standard varieties. As Tajeddin and Pakzadian note: “Textbook developers should include a diversity of accents and intelligible varieties of English including both native and non-native accents in ELT textbooks” (2020, p. 13).

Another related study (Liu et al., 2020) found that in Asian textbooks “the dominance of American/British cultures [...] is prevalent, with the cultures of other Inner-circle countries in the periphery, and the cultures of the Outer-circle and Expanding-circle countries almost entirely neglected” (p. 83). The study concludes that “the dominance of Anglo-American monocultural representation in English textbooks is problematic in an increasingly multilingual and multicultural world” (p. 83).

Yet another related study (Chan, 2020) investigated how world Englishes and ELF have impacted Hong Kong’s ELT curricula and textbooks over four decades. It found that Hong Kong ELT has indeed been influenced by trends in ELT research, mainly that English is now perceived as an international language and not a colonial language anymore. Nevertheless, it found that “there has been little engagement with the pluricentric view of language varieties and variation” (p. 244).

In their examination of Vietnamese ELT textbooks, Nguyen et al. (2020) found that “the books tend to focus merely on preparing students to use English for communication with Anglophone English users, thus only partially meeting the learners’ multiple communicative needs in the real world” (p. 184). The authors emphasise “the importance of moving towards an EIL oriented approach in ELT materials development and use, as well as promoting discourses of multilingualism and globalization, and avoiding ideological biases” (p. 184).

The study also found that sticking to traditional perceptions of English as a native language and that relying on native-speaker models “does not seem to reflect the reality of English language use in the society or Vietnamese learners’ future communicative needs” (Nguyen et al., 2020, p.187), which reflects other studies cited so far. Another significant finding was that “it is questionable that the books present linguistic materials that are entirely representative of what Vietnamese students are likely to need for communication in today’s twenty-first century, and heighten their awareness of what it means to be intercultural users of English” (p. 196). It was also found that “the books [...] display only minimal effort to teach strategies for handling communication breakdown, which is an inevitable part of intercultural communication involving people with diverse linguistic abilities and communicative norms” (p. 196), which is considered a vital skill as cited in the two bullet points by Schildhauer et al. (2020, p. 28). This leads to the conclusion that “it is unlikely that students using the books can learn how to use English and their plurilingual repertoire strategically in engaging their interlocutors collaboratively in achieving mutual intelligibility” (p. 196). As to the aspect of

ideology the study's "findings indicate that the books tend to advocate native-speakerism while treating multilingualism only superficially (p. 196). The study notes that "textbooks are not only an important source of language input but also a powerful tool for imparting ideologies, and thus it is imperative that English textbooks foster respect for linguistic pluralism and avoid promoting linguistic imperialism" (p. 196).

Also in Japanese ELT the trend is to emphasise the standard varieties of English: "The prevailing orientation in [...] ELT materials still remains undoubtedly towards ENL [English as a Native Language]" (Takahashi, 2014, p. 28). As English is increasingly used in communication between non-native speakers, it is suggested that "that ELT materials need to be developed in ways that correspond with the emerging needs of such language learners" (p. 28).

This section has explored current trends in ELT research on English varieties and how this research may shape future ELT textbooks. Measured against ideals of variety, research reveals deficits which can be remedied by fulfilling the following criteria:

- extensive material on English varieties outside the Anglo-American core area
- extensive material as to how varieties differ as to pronunciation, vocabulary and grammar
- extensive audio-visual material
- interconnectedness of intercultural learning and English varieties

In the following section it will be discussed whether Norwegian ELT textbooks live up to these ideals.

3. METHOD AND MATERIALS

Method

In order to find an answer to the research question which is how English varieties outside the Anglo-American core area are covered in Norwegian upper secondary teaching, it was found that first of all a quantitative approach was needed. By employing such a methodology, the different varieties presented in the textbooks are registered and counted for frequency. This includes the number of varieties each textbook features, the number of factual texts related to varieties, the number of tasks featuring varieties, the number of listening materials featuring

varieties and the number of audio-visual materials featuring varieties. This allows answering the extent to which varieties outside the Anglo-American core area are featured in Norwegian ELT textbooks. Secondly, to find out how English varieties are covered in the textbooks, a method of text analysis was employed in which content (factual texts, tasks, listening material and audio-visual content) is analysed.

Third, to find answers to how teachers view the teaching of English varieties, a qualitative approach was well suited to gather data. For this purpose, a questionnaire was created using www.nettskjema.no in which teachers were asked to answer a set of questions relating to their attitudes to and views on English varieties both as to textbook contents and their own views on the topic. Another possible approach (qualitative) could have been to stage interviews with a selection of teachers to elicit in more detail their experiences related to the teaching of varieties. A drawback to this more qualitative approach is that it would have given fewer answers and thus less statistical reliability when it comes to for example how teachers in general view the extent to which textbooks are sufficient tools in teaching English varieties.

The questions posed to teachers range from views and attitudes towards English varieties to their choice of textbooks, and how well teachers believe the present education and textbooks prepare students for real-life encounters with global Englishes. Teachers were encouraged to answer 14 questions – some of which are simple yes/no-questions and some of which are graded questions in which teachers are asked to differentiate between for instance seldom/never, sometimes, quite often and strongly disagree to strongly agree. In addition, teachers were encouraged to leave additional comments about the teaching of English varieties. These comments, together with the questionnaire responses, provided the data needed to, at least to some extent, answer the research question and analyse Norwegian vg2-teachers' attitudes to and views on the teaching of English varieties. The teacher data was gathered by distributing the questionnaire to all upper secondary schools in Oslo. The questionnaire was also shared on the Facebook page English Teacher Network (Vgs Norway). In total, the questionnaire received 48 answers.

It was hypothesised that teachers believe that it is very important to teach English varieties outside the Anglo-American core area, and that this cannot be done sufficiently by relying on textbooks exclusively. It was also hypothesised that teachers to a large extent feel that they have to produce their own material when teaching English varieties and that a majority of teachers feel that using audio-visual material (still quite rare in textbooks) is important when

teaching varieties. After having processed and analysed the data, it was confirmed that the initial hypotheses, to a large extent, were proven right.

As to limitations of the study, questions could have been included to elicit the degree to which teachers feel they are qualified to teach English varieties outside the Anglo-American core area as this aspect is touched on by respondents in the comments section of the questionnaire and also discussed in the discussion section below.

Materials

As outlined in the section above, the materials for the analysis consist of 1) the textbook findings and 2) the questionnaire answers retrieved from [https://nettskjema.no/user/form/preview.html?id=270811#/.](https://nettskjema.no/user/form/preview.html?id=270811#/)

The textbook materials are *Access to International English* published by Cappelen Damm in 2012, *Global Visions* published by Aschehoug in 2017, *E2* published by Gyldendal in 2017, *Interactions* published by Cappelen Damm in 2021, *Scope* published by Aschehoug in 2021 and *Edge* published by Gyldendal in 2021. The three former textbooks were published before the curriculum renewal in 2019, and the three latter were published after it. The textbooks were chosen because they represent the three major Norwegian publishers and are widely used among teachers.

An analysis of the textbooks and the extent to which they include English varieties outside the Anglo-American core area will be carried out in the following section. Additionally, the questionnaire data will be presented.

4. RESULTS/ANALYSIS

This section presents the analysis of the six textbooks. The analysis will be presented in chronological order, starting with the older textbooks before moving on to the more recent ones. Throughout the analysis the criteria by Schildhauer et al. (2020, p. 28) will be employed. For the sake of convenience, they are presented again here:

- “Frequent Global Englishes encounters that allow them to develop a sufficient degree of tolerance towards comprehension problems, adequate listening comprehension skills as well as intercultural and language awareness

- interaction strategies that allow them to manage intercultural encounters (in particular critical incidents) and to overcome potential communication barriers”

The following section is an elaboration of the summary in table 1, which presents the number of varieties each textbook features, the number of factual texts related to varieties, the number of tasks featuring varieties, the number of listening materials featuring varieties and the number of audio-visual materials featuring varieties.

Table 1: Varieties of English outside the Anglo-American core area featured in six Norwegian ELT textbooks

Textbook	Varieties featured	Factual texts	Tasks featuring varieties	Listening material feat. varieties	Audio-visual features
<i>Access</i>	4 (brief)	2	7	1	0
<i>Global Visions</i>	4	3	8	8	0
<i>E2</i>	3	1	8	3	0
<i>Interactions</i>	3	4	12	1 (could not access website)	5
<i>Scope 1</i>	4	4	8	6	2
<i>Edge</i>	4	2	8	6	2

Textbooks published before 2019

Access to International English (Anthony et al., 2012) includes brief coverage of four varieties, two factual texts, seven tasks featuring varieties, one listening task but no audio-visual content. The textbook contains six chapters, where the first one called ‘A World Language – Introduction to International English’ is dedicated in its entirety to English varieties. The chapter starts with a factual text on how English has developed as an international language. There is also a factual text which references Kachru’s concentric circles of Englishes, and in a related task students are asked to identify what varieties lies at the centre of the circle, how many standard forms of English the circle includes and the total number of varieties the standard forms are divided into. Students are also asked to reflect on what they can conclude about the variety of English in the world from the circle (p. 16). Then students are instructed to “write a personal essay about an experience you had using international English while you have been on vacation, abroad or in Norway. Did it involve a native speaker or another non-native speaker like yourself? Did it go well?” (Anthony et al., 2012, p. 16).

Then there is another factual text covering in brief some vocabulary from Australia, New Zealand, India, South Africa, Singapore and the Philippines. One of the related tasks asks

students to “prepare five sentences using some of the new words [and] read your sentences to one another. The listener must explain to the speaker what each sentence means” (Anthony et al., 2012, p. 26). Another task asks students to rewrite into standard English a short text that is Jamaican English in origin. In another task, students are asked to “visit some of the websites dedicated to ‘Japlish’ and make a collection of some of the more interesting Japlish expressions” (p. 27).

The most relevant task directly related to English varieties is a listening comprehension task in which students “hear a number of people talking about their families in their own form of English” (Anthony et al., 2012, p. 27). Students then guess which country the speakers are from. In another task students are asked to think about situations in the past in which they have spoken English to non-Norwegians: “What was most important for getting your message across – your vocabulary, grammar or pronunciation”? (p. 26).

As to the accompanying digital resources, the online content does not add any significant material related to English varieties. Both the textbook and its accompanying student website have very little listening material where students can listen to different varieties of English (with one exception, all recorded texts from the textbook are read in either UK or US standard English). Nor is there any audio-visual material, understandably so as this book was published in 2012 and now seems dated.

Global Visions (Burner et al., 2017) includes coverage of four varieties, three factual texts, eight tasks featuring varieties, eight listening tasks but no audio-visual content. This textbook contains one chapter (out of six) dedicated to English varieties called ‘World Englishes’. It is largely within this chapter that one finds texts and tasks related to English varieties. However, two other chapters contain text material from writers outside the Anglo-American core area. Yet, the related tasks do not explore topics related to English varieties.

The chapter called “World Englishes” contains elements like factual texts on the development of English as a world language, including factual information on Australian, Indian and South African English. Some information on Spanglish and Kenyan English is also included. For the three first varieties featured there is included relevant information as to linguistic features.

There are tasks asking students to use academic terms related to linguistics such as RP, rhoticity, diphthongs, syllable- and stress-based languages. For instance, in one task students are instructed to explore syllable-timed and stress-timed languages: “The main reason why Indian English has a different rhythm from British English, is that Hindi is a syllable-timed

language, whereas English is a stress-timed language. Find out what this means and find other examples of syllable-timed and stress-time languages” (Burner et al., 2017, p. 68). This is a relevant task in that it allows students to explore important aspects of linguistic diversity, which is specified in the International English competence aim.

Furthermore, there are tasks asking students to reflect on which form of English is the most correct one, including other kinds of English. Moreover, students are given tasks asking them to discuss potential pitfalls one might encounter in international communication. The book also includes a TED talk excerpt (transcription of the video material) from a Nigerian author, although there is no link to a video presentation. Also included is a task allowing students to discuss the effect of the use of dialect and non-standard forms.

As to digital resources, the book contains 49 audio files, recordings of some of the printed texts, of which seven are read out in accents outside the Anglo-American core area. These include speakers with Indian English, South African English and Kenyan/General African accents. None of these are heavily accented, making them comprehensible for Norwegian learners. In addition, there are two speakers with Irish accents, two speakers with a New Zealand and Australian accent and one with a Northern English accent. All other audio files, 38, in total, are read in either UK or US standard English. The drawback, of course, is that all these files are not audio-visual and, as such, do not constitute authentic material. As to the other digital resources besides the audio files, it was only possible to access a limited section of them as *Lokus*, the digital platform they were published on, was shut down. They are not included in the analysis material.

E2 (Stephens et al., 2017) includes three varieties, one “factual” text, eight tasks featuring varieties, three listening tasks but no audio-visual content. Contrary to the two textbooks analysed above, it does not include a dedicated chapter on English varieties. Most of the material related to English varieties is found in the last chapter called “Work and Education”, although some material is presented elsewhere in the book as well.

In the first chapter there is a task related to Kachru’s circles in which inner, outer and expanding circle countries are briefly introduced before the task informs students that “there is wide disagreement as to what constitutes correct English within the expanding circle. How important do you think it is that expanding-circle speakers follow the convention of an official variety” (Stephens et al., 2017, p. 31). Then students are instructed to write a paragraph discussing either “one does not have to speak correct English as long as one’s imperfect

English is understandable” or even though one’s imperfect English may be understandable, it is still important to speak English correctly” (p. 31). Although this task does not say much substantial or expose students to English varieties, it does serve as an introduction to the topic.

The next related task asks students to “compare and contrast two American dialects. Consider what makes them special in terms of vocabulary, grammar and/or pronunciation” (Stephens et al., 2017, p. 113). This could easily have been turned into a task involving English varieties outside the Anglo-American core area. Yet, this task indicates the dominance of the mainstream varieties in *E2*. The next task is more relevant though, taking its point of departure in a short story written by Nigerian author Chimamanda Ngozie Adichie: “The conversation between the two women in ‘A Private Experience’ includes some non-standard English. Rewrite these portions into standard English” (p. 124). Clearly Nigerian English is perceived by the authors to be non-standard. Yet, students get to experience some characteristics of this variety, although this treatment of Nigerian language is far inferior compared to the way it was made a topic at an examination in Germany.

Then there is a humorous text (referred to above as “factual”) by a Norwegian writer poking fun at Norwegians’ English competence. The text begins by drawing attention to English varieties as a focus area by stating that while working with this text and the related tasks students will “gain insight into other varieties of English than those used in the Anglo-American core area” (Stephens et al., 2017, p. 186). The text asks students “do many Norwegians really speak ‘Norwenglish’ instead of English? Is it but another creole or pidgin version of English, similar to Singaporean English” (p. 186), to which is replied “not necessarily. English as it is spoken by most Norwegians is a ‘learner language’” (p. 186).

Next is a task on ‘Globish’ in which students are asked to reflect on “how much English [...] you need to know to function in a global context. Some say Globish, a simplified form of English is sufficient” (Stephens et al., 2017, p. 187). This could have been an interesting task, but it provides students with very little information as well as instruction for what to do. To be fair this task is labelled ‘tidbit’. It could, however, have been further developed to challenge students’ ideas about and perceptions of English varieties and whether ‘Globish’ is a real variety or simply a construction.

Another task (also found in *Edge* by the same publisher) asks students of English to use the website IDEA – *International Dialects of English Archive* to “find a sample by a person who speaks a language you have some knowledge of besides Norwegian and English” (Stephens et

al., 2017, p. 189). Students are asked to listen to the speakers presenting themselves and then compare what they say to standard English. Then the students are instructed to “pretend you are to write an essay on how the native language influences the speaker’s English. Write a list of instances where [...] word order, grammar, pronunciation and vocabulary are influenced by the native tongue” (Stephens et al., 2017, p. 189). This appears to be a relevant but complex task potentially giving students insight into one variety of English. Unfortunately, it also implies that there is a clear hierarchy of English with the Anglo-American varieties clearly seen as “correct” standards. This is another example of a task that could have been further developed to more accurately reflect that this view of English is contested. Rather it seems to cement student views that there is such a thing as standard English, and that that standard is clearly American or British English.

The most relevant task is the one called ‘Varieties of English’ in which students are asked to study a table presenting some characteristics of Australian English, South African English, Indian English and Malaysian/Singaporean English. Here students are introduced to terminology like rhoticity, retroflex stops, aspiration and word stress.

Having studied the table, students are then asked to listen to an Australian speech, noting the Australian English characteristics they hear. Having completed that activity, students are instructed to go to the *International Dialects of English Archive* website to listen to other varieties of English: “study two of these in detail and write down some of the characteristics. Compare your notes with the ones you made about Australian English and try to identify some similarities and differences” (Stephens et al., 2017, p. 200).

Then students are to participate in a classroom conversation in which they reflect on questions like: “With so many varieties of English, who ‘owns’ the English language? Who decides what is ‘correct’ English today? The British? Dictionaries? Scholars? World leaders?” (Stephens et al., 2017, p. 200). Students are also asked to reflect on what they think will happen to English in the future: “Will the different Englishes become so different that we will not understand each other, or will English stay much the same?” (p. 200). This is the most successful task pertaining to English varieties in *E2*, and the use of the *International Dialects of English Archive* is a good way to expose students to authentic English. The drawback is of course that the textbook does not present any audio-visual material as to English varieties.

At the time of writing, *E2*’s digital platform had unfortunately been shut down, making it impossible to examine the digital resources. Yet, according to promotion material from

Gyldendal the digital resources included “authentic material from a wide variety of countries in which English is an official language or widely used” and “sound files of all texts with representative dialects or accents” and “examples that highlight characteristics of speakers whose mother tongue is not English” (Varieties of English in E2, 2019). Despite the promising nature of the promotion material regarding the digital resources, *E2*, or rather what is available of it, presents some relevant material on English varieties. Yet, it implies that there is such a thing as a standard, and that standard is undoubtedly Anglo-American.

Textbooks published after 2019

Interactions (Burgess et al., 2021) was published to meet the demands of the revised English curriculum and includes three varieties, four factual texts, 12 tasks featuring varieties, 1 listening task (it was not possible to get access to all audio materials) and 5 audio-visual materials. *English 1* was taught for the first time from August 2021. As in the textbooks analysed above, except *E2*, material on English varieties is largely found in one chapter. This chapter, called “The World Awaits”, asks students among other things to “reflect on different varieties of English in some English-speaking countries” (Burgess et al., 2021, p. 7). There is also chapter 2 which among other things asks students to “develop strategies for adapting communication to different situations” (p. 52) and chapter 3 in which students are asked to “reflect on the use and impact of English as a global language” (p. 133).

Chapter 1 begins with a factual text on the development and spread of English. Then follows a factual text on English varieties in which linguistic features of New Zealand, Nigeria, South Africa and India are highlighted. The task related to this text asks students if they have “travelled to a country and found that knowing English was not enough to communicate with the people who lived there” (Burgess et al., 2021, p. 31). Students are also asked to reflect on how they managed to overcome these communication barriers (p. 21). In another related task, students are asked if they have “experienced not understanding other people’s English in real life or in the media” [...] and “what made it difficult (for example, pronunciation, vocabulary)?” (p. 31).

In keeping with traditions, the textbook also includes a factual text on British and North-American accents, and the status of English as a lingua franca is discussed. There is also a listening comprehension task in which students identify the speakers, all of whom are from the Anglo-American core area. Then there are several texts and tasks related to intercultural

awareness and cross-cultural communication, although these are not necessarily linked to English varieties.

The most relevant tasks pertaining to English varieties are found in the book's digital resources online and features quite extensive audio-visual contents. One of them is called "Explore native speakers" (Burgess et al., 2021, p. 31) in which students are asked to go to the website of the textbook "to find videos of native speakers from New Zealand, Nigeria, South Africa and India, and work with tasks" (p. 31). This is a complete lesson design where students are instructed to set aside 90 minutes. Before the students watch the videos of the native speakers, they are asked to discuss a set of relevant questions linked to their previous knowledge of English varieties. Then they are to answer several questions for each video which have them reflect on the characteristics of each variety in addition to aspects such as language, identity, ideology and power. Additionally, the students are taught several typical expressions and words for each variety.

Then students are asked to choose between two tasks, the first of which asking them to create a dialogue in which they use the words and expressions learned. Having created a script of a short conversation, the students perform their dialogue in front of other students who then try to understand what is being said. In the other task, students must create a webpage or a poster where they include relevant in-depth information of their freely chosen variety. Then the students are instructed to: "Organise an exhibition of your work. Half the class walks around looking at the posters that the other half have made. The poster creators answer the viewers' questions. Change roles afterwards" (Burgess et al., 2021). An alternative task option is to "create a digital exhibition of your findings that the other students have access to. You can also include multimedia material like videos of speakers of the English variety you have chosen" (2021). This is the only task that takes in the specific competence aim dealing with English varieties, but teachers could easily modify this task and use it to expose students to more varieties outside the Anglo-American core area throughout the school year.

Another digital resource worth mentioning is a lesson design involving a TED talk from Nigerian author Chimamanda Ngozi Adichie in which the main theme is stereotyping and oversimplified descriptions of people – here the students meet a native speaker who addresses a topic related to intercultural awareness, which makes this particular lesson design a success taking in both a particular English variety as well as establishing a link between language, identity and intercultural competence.

Another successful digital task is called “Explore the world’s worst communicators” in which part of the instruction reads:

When people communicate in English, the question of whether they are native or non-native speakers of the language may affect how well they understand each other. In this lesson, you will learn why and how native English speakers may create problems when communicating with non-native speakers. The goal is to reflect upon differences between native and non-native speakers, in addition to understanding the concept of communication and its challenges better (Burgess et al., 2021).

In this task, students get to reflect on questions like: “Do you think it is easier to understand a native speaker or non-native speaker when communicating in English? Why? Give examples of situations where challenges might occur” (Burgess et al., 2021). In a follow-up question, students are to think about “how much of the English you have been in contact with in the last week has involved native speakers of the language? How much has involved non-native speakers?” (2021). Then the students read a long factual text called ‘Native English Speakers Are the World’s Worst Communicators’ by Lennox Morrison where the writer outlines the potential pitfalls native speakers might find themselves in when communicating with non-natives. This task is successful because it highlights the essential concept that English is more than American and British English and that most learners of English in the future will communicate to a much greater extent with non-native than native speakers of English.

Another important digital resource is the recordings of the texts from the textbook. This could potentially be a chance for the publisher to showcase more English varieties and expose students to the linguistic diversity of English. Yet, as seen above, these are often recorded using British or American speakers. For *Interactions*, this is also the case. At the time of writing, not all recorded audio files are accessible. From what is available, however, it is the standard varieties of UK and US English that dominate. To illustrate, for the chapter dedicated to English varieties, all 12 audio files were available, and none of them were recorded using speakers from outside the Anglo-American core area. The textbook includes a total of 97 audio files, 33 of which were available. Of the 33 available, none were recorded using speakers from outside the Anglo-American core area, which is an indication of the dominance in textbooks of UK and US standard varieties.

Scope 1 (Bjertnes et al., 2021) is another new textbook aimed at meeting the demands of the revised English curriculum. It includes four varieties, four factual texts, eight tasks featuring varieties, six listening tasks featuring varieties and two audio-visual elements. This textbook also keeps most of the material related to English varieties in one chapter, although there is

related material spread out throughout the book. The analysis focuses on the chapter called “World Englishes”, which begins by asking students, among other things, “how can the story of English be described as a story of power? Is there such a thing as correct English [and] what will happen to English in the future?” (Bjertnes et al., 2021, p 175). These questions prepare the ground for several factual texts on the topic in which three varieties are presented: Australian English, Indian English and South African English (there is also some material on Spanglish and Kenyan English) – most of this material, however, is identical to the material presented in *Global Visions* (2017) by the same publisher. This aspect of publishers recycling material was addressed briefly in the pilot study this thesis builds on.

The printed tasks in *Scope 1* includes questions like “in what ways are varieties of English different from each other, and how have these varieties ended up being different from, or similar to, each other?” (Bjertnes et al., 2021, p. 184). Students are also instructed to learn terminology such as rhoticity, diphthongs, nasalisation, pidgin, creole, codeswitching and other relevant terminology. Students also get to expand their vocabulary by learning words from several varieties linked to topics such as food, clothes, household equipment, transport and education.

In another task, students are expected to express opinions on matters such as:

Given so many people across the world are happy to speak English in their own way, should Scandinavians still try to sound American or British? If so, why? If not, why not? In your opinion, is British English more “proper”, more “correct” than American English? Why/why not? And what about other kinds of English? Is British English more “correct” than for instance Indian English? (Bjertnes et al., 2021, p. 184).

This type of task is successful in that it allows students to discuss relevant aspects of English varieties related to the mainstream varieties as well as non-native ones, and not least the prestige certain varieties have over other varieties. Students are also asked to discuss “the pitfalls for native speakers of English from different countries when communicating with people from other places” and discuss whether “the pitfalls [are] the same when dealing with non-native speakers of English” (Bjertnes et al., 2021, p. 185).

When it comes to the recordings of the printed texts, the mainstream varieties RP and GA dominate. Students are, however, also exposed to Scottish English, Australian English, Indian English, South African English, Spanglish, Nigerian English, African American vernacular and Caribbean English.

It is in the digital resources one finds the most relevant material on English varieties (including audio-visual content). One task uses two YouTube videos by Canadian-Indian comedian Russel Peters as its point of departure. In the two videos, Peters addresses among other topics discrimination and stereotyping of Indians. Students are asked to: “Listen to his normal accent and his Indian accent/Asian accent. How are they different? Why is he funny rather than offensive?” (Bjerntes et al., 2021). Then students are instructed to discuss what stereotypes they might have about people speaking in Indian, Norwegian and German accents and “what assumptions [...] people often make about people speaking in a heavy accent” (2021).

Edge (Underwood et al., 2021) was also published to meet the demands of the curriculum renewal. It includes four varieties, two factual texts, eight tasks featuring varieties, six listening tasks featuring varieties and two audio-visual elements. Compared to its predecessor *E2*, *Edge* includes a dedicated chapter to English varieties titled ‘Varieties of English’. What is immediately different from *E2* is the inclusion of a factual article called ‘English and Englishes’ which addresses the diversity of the English language. After reading students are instructed to answer several relevant questions related to English varieties, such as “why is the native/non-native distinction less important today than in the past?” (Underwood et al., 2021, p. 12). This task clearly illustrates the more modern nature of this textbook compared to its predecessor.

In another task, students are encouraged to go to Gyldendal’s digital platform *Skolestudio* to “experience a tour of different accents across the English-speaking world” (Underwood et al., 2017, p. 12). Students are instructed to partake in “a quiz where we challenge you to recognise different varieties of English by listening to short samples of speech” (p. 12). In the accompanying YouTube video, students may be exposed to as many as 22 varieties – the task instructs the teacher to decide how many accents the students are to listen to. However, there are problems here. First, the samples are very short. Second, the listening material is not audio-visual. Third, out of 22 accents of English only six are from outside the Anglo-American core area. Although the students are exposed to Indian, Jamaican, Singaporean, South African (the speaker sounds more British than South African), Filipino and Maltese, there is a clear dominance of the mainstream varieties.

Another task involves watching half an hour of the 2020 Indian film called *A Date* and then “write a paragraph about languages in India, based on what you have learned from the film”

(Underwood et al., 2021, p. 13). The students are instructed to use relevant terminology like “accent and lingua franca” (p. 13).

Similar to a task found in *E2* (2017) by the same publisher, *Edge* includes a table describing characteristics of several varieties of English, including Australian, South African, Indian and Malaysian English. The related task asks students to “study the table carefully and write one coherent paragraph where you outline the main features (including spelling, phonology, grammar and lexicon) of one of these varieties” (Underwood, 2021, p. 26). Students are then asked to write another paragraph in which they “describe the cultural importance of this variety. Is it for example used by influential artists or politicians?” (p. 26.). Similar to *E2*, students are exposed to relevant linguistic terminology – rhotic/non-rhotic, aspiration, retroflexes and stress.

Students also work with Mexican English after having read a short story called ‘Señor Payroll’ – the concept is to grammatically explain the difference between standard and non-standard sentences found within the story.

Interestingly, *Edge* introduces the language of rap music, particularly African-American vernacular as an English variety, and several linguistic features are explored including vocabulary, grammar, spelling and punctuation. To show this variety in action, students are to read, listen to and explore songs by the British rapper Stormzy and the American rapper Kendrick Lamar. In a related language task, students are asked to rewrite several elements from one of the songs into standard English. Students are also instructed to analyse the language in both songs to find common language features. The Caribbean roots of many immigrants to the UK is also explored in how Stormzy uses the Caribbean word ‘gyal’ in his song. This particular task is interesting in that it draws attention to a well-known non-mainstream American variety of English. As students commonly are interested in hip-hop culture, this task could be used as a springboard to explore other varieties of English and relate them to social issues, as is the case with the Stormzy and Lamar lyrics.

Students are also given the opportunity to gain more in-depth learning on English varieties by creating “an interactive PowerPoint presentation about your own native dialect or a dialect of English that interests you” (Underwood et al., 2021, p. 49). Students are instructed to “explain what makes [their choice of variety] distinctive in terms of vocabulary (dialect words) [and] pronunciation (phonetics). Students are also advised to include authentic material in their presentation, and to differentiate more advanced students are encouraged to include

appropriate phonetic terminology including “front, central and back vowel”, “close, mid and open vocals”, “monophthongs and diphthongs” and “consonants: plosives, fricatives and approximants” (p. 49). No doubt tasks like these allow students to immerse themselves in English varieties to a great extent.

Nigerian English also gets highlighted in a task asking students to watch authentic audio-visual material and then reflect on what they understood and what makes Nigerian English different from standard British or American English. The task includes reading a short story by Nigerian author Chimamanda Ngozi Adichie and rewriting examples of Nigerian English into standard English. Another example of Nigerian English can be found in an included TED talk (audio-visual) by author Chimamanda Ngozi Adichie.

Edge also explores language and identity by letting students reflect on how varieties differ in status. After having read about how British author Zadie Smith changed her multicultural accent to a more standard British accent because of a desire to fit in in academia, students explore how footballer David Beckham and Queen Elizabeth II also have changed their accents over the years. Then the task instructs students to “make a 5-minute podcast in which you discuss language and identity. Use some of the people presented here [...]. You may also include examples of other speakers of English who have changed the way they speak, either voluntarily or as a result of the pressure to fit in” (Underwood et al., 2021, p. 77).




Highlighting that there is a prestige hierarchy as to what is perceived correct English and that speaking a certain variety comes with a cost, is valuable in-depth learning. This could lead to discussions of standard English versus non-standard English and the sociolinguistic and cultural relationship between native and non-native speakers of English.



Teachers’ attitudes to and views on the teaching of English varieties


In the above section, it was shown how six Norwegian textbooks cover English varieties outside the Anglo-American core area. The results of the analysis indicate that textbooks published after the curriculum renewal in 2019 include more extensive and more in-depth material on English varieties than textbooks published before 2019. Yet, whether this coverage constitutes sufficient exposure to English varieties is debatable. For instance, it seems that encounters with global Englishes are not frequent enough. Additionally, based on the textbooks’ listening material, it is doubtful that students receive adequate listening comprehension training. In the following section, attitudes and views that teachers have


regarding English varieties in Norwegian ELT are listed. Below, the results from the survey are presented.





Table 2: Teachers' attitudes to and views on English varieties




How often do you teach English varieties to your students? *			
Svar	Antall	Prosent	
Seldom/never	1	2,1 % 	
Sometimes	31	64,6 % 	
Quite often	16	33,3 % 	



Do you think it is important to teach varieties outside the Anglo-American core area? *			
Svar	Antall	Prosent	
Yes	43	89,6 % 	
No	5	10,4 % 	




According to the English 1 curriculum, students are to reflect on language varieties in some English-speaking countries. How do you interpret the phrase "some English-speaking countries"? *			
Svar	Antall	Prosent	
Mainly the Anglo-American core area	0	0 %	
The Anglo-American core area as well as other English varieties worldwide	48	100 % 	

Do you consider Nigeria, South Africa, India and Singapore English-speaking countries? *			
Svar	Antall	Prosent	
Yes	48	100 % 	
No	0	0 %	

How often do you use the textbook when teaching English varieties? *			
Svar	Antall	Prosent	
Seldom/never	7	14,6 % 	
Sometimes	30	62,5 % 	
Quite often	10	20,8 % 	
All the time	1	2,1 % 	

How often do you use the textbook's digital resources when teaching English varieties? *			
Svar	Antall	Prosent	
Seldom/never	15	31,2 % 	
Sometimes	28	58,3 % 	
Quite often	5	10,4 % 	

How often do you use audio-visual material (e.g. YouTube, Ted Talks) when teaching English varieties? *			
Svar	Antall	Prosent	
Seldom/never	0	0 %	
Sometimes	10	20,8 % 	
Quite often	38	79,2 % 	

How often do you need to make your own material when covering English varieties? *			
Svar	Antall	Prosent	
Seldom/never	7	14,6 % 	
Sometimes	18	37,5 % 	
Quite often	23	47,9 % 	

The textbook, including digital resources, sufficiently covers English varieties, including those outside the Anglo-American core area. *

Svar	Antall	Prosent
Strongly disagree	3	6,2 %
Disagree	16	33,3 %
Neutral	19	39,6 %
Agree	10	20,8 %
Strongly agree	0	0 %

English varieties are given enough attention in the curriculum *

Svar	Antall	Prosent
Strongly disagree	3	6,2 %
Disagree	11	22,9 %
Neutral	11	22,9 %
Agree	21	43,8 %
Strongly agree	2	4,2 %

I have enough teaching time to cover English varieties. *

Svar	Antall	Prosent
Strongly disagree	4	8,3 %
Disagree	13	27,1 %
Neutral	10	20,8 %
Agree	19	39,6 %
Strongly agree	2	4,2 %

The International English curriculum stated that students were supposed to «give examples of other varieties of English than those that are used in the Anglo-American core area and reflect on their distinctive character». The English 1 curriculum states that students should be able to «reflect on language varieties in some English-speaking countries». As a consequence of the new curriculum, I will give less attention to varieties outside the Anglo-American core area. *

Svar	Antall	Prosent
Strongly disagree	8	16,7 %
Disagree	20	41,7 %
Neutral	8	16,7 %
Agree	11	22,9 %
Strongly agree	1	2,1 %

Research states that “21st century speakers and learners of English need to be linguistically, sociolinguistically and pragmatically equipped to be able to communicate with native and non-native speakers of English from various regional, social and cultural backgrounds.” Do you think your textbook, including digital resources will be sufficient in this regard? *

Svar	Antall	Prosent
Yes	12	25 %
No	36	75 %

As can be seen, nearly 65 per cent of teachers asked say they *sometimes* teach varieties to their students, 33 per cent say they *often* do, while two per cent say they *seldom* or *never* do. Nearly 90 per cent of teachers asked believe that teaching varieties outside the Anglo-American core area is important, while ten per cent believe this is unimportant. 100 per cent of teachers asked interpret the phrase “some English-speaking countries” to mean not only the Anglo-American core area, but also other English varieties worldwide, and 100 per cent of

teachers asked consider countries like Nigeria, South Africa, India and Singapore English-speaking countries.

As concerns usage of textbooks when teaching English varieties, 62 per cent say they *sometimes* use the textbook, while 21 per cent say they use it *quite often*. 15 per cent say they use it *seldom* or *never*, while two per cent say they use it *all the time*. As to the usage of the textbook's digital resources, 58 per cent say they *sometimes* use them, while 31 per cent say they *seldom* or *never use them*. Ten per cent use them *quite often*. When asked if teachers use audio-visual material (for example YouTube or Ted Talks) when teaching English varieties, 79 per cent say they do this *quite often*. 21 per cent say they do this *sometimes*. 48 per cent say they *quite often* have to make their own material when covering English varieties, 37 per cent say they *sometimes* need to do this, while 15 per cent say they *seldom* or *never* need to make their own material.

When asked if the textbook, including digital resources, sufficiently covers English varieties including those outside the Anglo-American core area, nearly 40 per cent are *neutral*. 33 per cent *disagree*, while nearly 21 per cent agree. Six per cent *strongly disagree*. When asked if English varieties are given enough curricular attention, nearly 44 *agree*, while 23 per cent *disagree*. Nearly 23 per cent are *neutral*. Six per cent *strongly disagree*, while four per cent *strongly agree*. When asked if teachers believe they have enough teaching time to cover English varieties, nearly 40 per cent say they *agree*, while 27 per cent *disagree*. Nearly 21 per cent are *neutral*, while eight per cent *strongly disagree*. Four per cent *strongly agree*.

When asked if they will give less attention to varieties outside the Anglo-American core area as a result of the curriculum renewal, nearly 42 per cent *disagree*, while 23 per cent agree. Nearly 17 per cent are *neutral*, nearly 17 per cent *strongly disagree* and two per cent *strongly agree*.

When faced with the statement "Research states that 21st century speakers and learners of English need to be linguistically, sociolinguistically and pragmatically equipped to be able to communicate with native and non-native speakers of English from various regional, social and cultural backgrounds" and whether the textbook, including digital resources, will be sufficient in this regard, 75 per cent answer *no*, while 25 per cent say *yes*.

5. DISCUSSION

The aim of this master's thesis has been to critically analyse how English varieties are covered in six modern Norwegian ELT textbooks from the main Norwegian publishers and examine teachers' views and opinions on the teaching of English varieties. The research question was: How are English varieties outside the Anglo-American core area covered in Norwegian upper secondary teaching? To answer this question, three subquestions were developed:

1. To what extent does a selection of six textbooks reflect English varieties outside the Anglo-American core area?
2. Is there a difference between textbooks published before 2019 and after that year?
3. What are the attitudes and opinions of English teachers towards English varieties and the teaching of them in their classrooms?

This section includes a discussion of how well Norwegian ELT textbooks cover English varieties outside the Anglo-American core area, based on the analysis of the six textbooks. Secondly, it includes a discussion of teachers' attitudes and views on English varieties, based on the survey answers presented above. Survey respondents are referred to as respondent A, B and C.

Looking at table 1 presented in section 4, one can ask whether the six textbooks include enough material on varieties outside the Anglo-American core area and whether these included materials constitute "frequent Global Englishes encounters" and "adequate listening comprehension skills [and] intercultural and language awareness" as advocated by Schildhauer et al. (2020).

Schildhauer et al. express concern about textbooks' tendency to include material on English varieties in one chapter only and the concern that this leads to marginal treatment in ELT classrooms. As seen, this is the case for the textbooks analysed above as well. It seems this predicament is up to the informed teacher to alleviate by making sure English varieties is a recurring topic throughout the school year, and not one that is finished once the students have finished that particular chapter. With the arguments of Schildhauer et al. in mind, none of the six textbooks explore English varieties sufficiently. Yet they still present students with relevant material to a certain extent. These aspects will be discussed below.

Six textbooks were analysed, three published before *the curriculum renewal* in 2019 and three after. The initial hypothesis was that textbooks published before 2019 would have more in-depth coverage of varieties outside the Anglo-American core area due to the very specific competence aim that instructed students to “give examples of other varieties of English than those that are used in the Anglo-American core area and reflect on their distinctive character” (The Ministry of Education and Research, 2013). This initial hypothesis was proven wrong by the more recent textbooks which, contrary to expectations, in fact presented more in-depth material compared to the older textbooks. Thus, the present competence aim that instructs students to “reflect on language varieties in some English-speaking countries” (my translation, The Ministry of Education and Research, 2021) did not produce less in-depth material on English varieties outside the Anglo-American core area, despite the omission of the phrase “the Anglo-American core area”. The survey confirms this too: Nearly 90 per cent of teachers asked believe it is important to teach varieties outside the Anglo-American core area.

The first book that was analysed was *Access to International English* (Anthony et al., 2012). Of the book’s six chapters, one is dedicated to English varieties. All in all, this textbook does provide some insight for students into English varieties. Most of the material, however, is not suited for in-depth learning. In fact, besides one listening comprehension task, there is a discernible “lack of suitable materials that provide authentic samples of language in global contexts” (Galloway & Rose, 2018, p. 5). Returning to the ideal textbook criteria presented above, there is indeed a fair amount of material on English varieties and linguistic diversity, but there is rather little material as to how varieties differ as to pronunciation, vocabulary and grammar. Nor is there any audio-visual material included. There is, however, some material on cross-cultural communication and intercultural competence, although this is not connected to English varieties specifically.

The book also discusses the notion of standard English and includes the statement “some people now go so far as to deny that there is any standard form of ‘proper’ international English at all” to which the authors reply “this is not a view English teachers can support, of course” (Anthony et al, 2012, p. 14). This view was challenged already in 2008: Bieswanger states that “growing contact between learners of English and native speakers on the one hand, and between learners of English from different backgrounds on the other [...] has led some scholars to argue in favor of abandoning the native-speaker standard altogether” (2008, p. 32). Not so for *Access to International English*, in which there is a clear dominance of the

mainstream varieties, not least in the listening material. If one refers back to the criteria outlined by Schildhauer et al. (2020), in which adequate listening comprehension skills are emphasised, then clearly this textbook does not provide enough training in such skills. Additionally, English varieties outside the Anglo-American core area covered briefly and not in-depth. In conclusion, this textbook does not fulfil the criteria outlined by Schildhauer et al.

The second textbook, *Global Visions* (Burner et al., 2017) consists of six chapters where one is devoted to English varieties. Although the mainstream varieties RP and GA dominate in *Global Visions*, this textbook does emphasise English varieties to a somewhat greater extent than *Access to International English*. For one thing, there is more material on linguistic diversity. It is debatable though whether this book gives students sufficient exposure to English varieties – the fact that 38 out of 49 audio files were recorded in either RP or GA is an indicator. Although there is some relevant material on how varieties differ as to pronunciation, vocabulary and grammar, this is restricted to a few varieties. Neither is there any audio-visual content, although one task recommends that students look up online clips of Australian actors to identify features of their accents. As to the interconnectedness of intercultural learning and English varieties, although this material is not directly linked to English varieties, there is a whole chapter dedicated to cross-cultural communication in which cultural differences and communication is explored through factual texts as well as tasks. In conclusion, this textbook does not fulfil the criteria outlined by Schildhauer et al. It does, however, contain some relevant material related to English varieties. Students of English receive little training in English varieties, though, and the encounters with varieties outside the Anglo-American core area are not frequent.

The third textbook published before 2019, *E2* (Stephens et al., 2017) goes against the grain by not including a singular chapter to English varieties. The most relevant material can be found in the last chapter called “Work and Education”. Arguably, this textbook is somewhat weaker than the other two in its treatment of varieties, due mostly to its decision not to devote a whole chapter to English varieties. Yet, this textbook does provide a set of decent tasks and materials for students to peruse and immerse themselves in. However, its set of tasks implies that there is such a thing as standard English, and that standard is UK/US English. To illustrate, the task presented above on Norwenglish will be used. This task might have been improved by asking students to reflect whether there is anything wrong with a Norwegian accent. Many prominent Norwegians, after all, do not try to hide their roots, NATO Secretary General Jens Stoltenberg coming to mind. The way Mr Stoltenberg speaks could also be a point of departure for

discussing how languages to a certain extent denote neutrality – how would it be perceived by the world if the NATO Secretary General spoke with an American or British accent? To take this discussion further, one could ask students to discuss if they believe there exists such a thing as standard English and whether or not all varieties of English should be perceived as equals. In conclusion, it is doubtful whether this textbook fulfils the criteria outlined by Schildhauer et al.

Now moving on to the textbooks published after 2019. *Interactions* (Burgess et al., 2021) is in some respects more up to date than the three textbooks from 2019. For instance, it features quite extensive audio-visual content. This textbook is perhaps also indicative of the fact that the curriculum renewal has not made publishers ignore English varieties outside the Anglo-American core area as this particular textbook, including digital resources contains substantial coverage both concerning factual texts and lesson designs. Thus, this textbook contains enough material to fulfil the criteria for a modern textbook, although it could be debated whether the material could be considered “extensive” and sufficiently in-depth. It is also questionable whether this material constitutes enough exposure to English varieties outside the Anglo-American core area as students are exposed to rather few varieties. This, however, could be adjusted by the informed teacher who could revisit this topic regularly throughout the school year if there is enough time, considering there are other important areas of the curriculum to get through as well. Finally, there seems to be a good relation between the textbook and its accompanying digital resources. Often, there are “links” in the printed textbook that point the students to relevant material presented in the digital resources. In conclusion, this textbook does to a certain extent fulfil the criteria outlined by Schildhauer et al.

Scope 1 (Bjertnes et al., 2021), like *Interactions*, contains relevant material on English varieties, including some audio-visual content. It is also clear that the authors have included material on English varieties outside the Anglo-American core area, further indicating that the curriculum renewal has not made publishers abandon non-native varieties, which is good news. Much like the criticism aimed at *Interactions*, it could be debated whether the material could be considered “extensive enough” and sufficiently in-depth. One concern is that there is little material in the digital resources as to linguistic diversity – the most relevant task included was mainly concerned with one specific variety, namely Indian English. Thus, compared to *Interactions*, in *Scope 1* students are exposed to fewer English varieties outside the Anglo-American core area. Also worth mentioning is the fact that the printed textbook and

its digital resources does not have the same interconnectedness as experienced in *Interactions*. In conclusion, this textbook does to a certain extent fulfil the criteria outlined by Schildhauer et al. However, encounters with English varieties could be made more frequent in future editions.

Finally, *Edge* (Underwood et al., 2021), comes across as a modern and relevant textbook in which English varieties are given emphasis. There is relevant material included and food for thought for students. The material is extensive to a degree, and several varieties are covered at least to some extent. Through tasks students also get quite good insight into how varieties differ linguistically. Furthermore, there is often a link to related social issues and minorities, and issues related to intercultural learning are explored as well. As to audio-visual material, there is not an abundance of material, yet students are instructed to find authentic material themselves, which can be seen as a way of giving autonomy to students, which is welcome. As to the recording of the texts found in the digital resources, all texts, except one recorded by a Nigerian speaker, are recorded using British or American speakers, perhaps inadvertently implying the heightened status of these varieties. In conclusion, *Edge* does to a certain extent fulfil the criteria outlined by Schildhauer et al. However, students receive rather little training in understanding English varieties from outside the Anglo-American core area.

The above section has discussed how six Norwegian ELT textbooks meet the criteria outlined by Schildhauer et al. (2020, p. 28). A general observation is that these textbooks, while including some relevant material on English varieties, seldom allow for frequent encounters with English varieties outside the Anglo-American core area. Additionally, listening material which could be suitable for exposing students to several varieties is often recorded using standard UK and US English. Thus, textbooks provide considerable gaps which it seems teachers must fill.

This can clearly be seen in the survey responses in which 75 per cent of teachers asked find the textbook insufficient when it comes to educating learners to become, as Bieswanger (2008) demands “linguistically, sociolinguistically and pragmatically equipped to be able to communicate with native and non-native speakers of English from various regional, social and cultural backgrounds”. Moreover, a majority of teachers (48 per cent, according to the survey) report they need to make their own material when teaching English varieties, which is an indicator that textbooks are indeed insufficient as the only source of materials when covering English varieties. A German study also found that “textbooks do not accurately meet students’ needs in terms of their actual future use of the language” (Syrbe & Rose, 2016, p.

161). If this proves to be the case in Norwegian ELT as well (more research is needed), then much responsibility to teach English varieties seems to be put on the shoulders of teachers. It is, however, questionable if all teachers are equal to the task of teaching English varieties. Syrbe and Rose note that “while many English language teachers might want to increase exposure to global [Englishes], they are still constrained by a severe lack of materials to enact change in their classrooms” (p. 162). Although modern Norwegian ELT textbooks do provide teachers with good starting points for teaching varieties, Matsuda (2012), cited in Syrbe and Rose (2016, p. 161) notes that “few teachers [...] have a rich enough knowledge of and personal experience with all of the varieties and functions of Englishes that exist today, and, thus, they need to rely on teaching materials in order to introduce students to the linguistic and cultural diversity of English”. One survey respondent writes:

Having studied English at master’s level, used several books and taught the language a few years, I still don’t have that much knowledge about the less known English varieties. I understand that the teachers can get their students to explore different varieties, but before they do so, one should have some knowledge about country’s history and society in general. Additionally, vocabulary to discuss similarities or differences in different languages should be taught - such as phonetical alphabet. I don’t feel that this has ever been taken into consideration. Nigerian English seems to be predominant in “stages” from 2015, in *Citizens* (vg1) and continues further on. So, whatever the publishers get their hands on... I think there should be more focus on teaching varieties in teacher education, as in my experience it was mainly self-reading and “essaying” study to make sure the students go through the “curriculum” rather than actually learning about new varieties or how to teach them. If teachers were fully prepared, we wouldn’t need to worry about books every few years when they are published. So the studies at master’s level should be reviewed in many respects (Respondent A).

Clearly, the teaching of English varieties at university level could be strengthened and emphasised. This is an area in which more research is needed. A limitation of the present study is that it does not examine teacher qualifications in regard to training in English varieties. Yet, the sentiment above is likely familiar to a majority of Norwegian English teachers. Another respondent comments that:

I sometimes find it difficult to teach something I'm not familiar with, such as varieties of English. Finding good source material is also challenging because of that: I'm not sure what is true or untrue, correct or incorrect, etc. The cultural part of language is also sadly often lost because of the lack of knowledge or examples (Respondent B).

This argument is also found in Syrbe and Rose (2016) who find that “teachers who want to pursue this type of innovation in their teaching face a formidable barrier of a lack of materials that depict non-prescribed varieties” (p. 153). Another survey respondent notes that:

English-teaching in Norway (both secondary and tertiary education) has been almost exclusively focused on the Anglo-American core area. India has been an English-speaking country for 400 years - much longer than Australia, but still my Indian friends, who have a much more advanced English than most middle class Australians, are discriminated on the Australian job market on the assumption that Indians don't speak English, while British people receive privileges. I cannot stress the importance of teaching different Englishes to young people and how arbitrary the Anglo-American hegemony is. Of course you only have time for in-depth study of a small selection of varieties, but you can at least draw attention to the vast amount of varieties and how socioeconomic aspects, history and racism is connected to a lack of knowledge about English varieties (Respondent C).

Most teachers without in-depth knowledge of English varieties will probably rely on the textbook and its selection of varieties. Without in-depth knowledge, many teachers might, inadvertently, take this topic too lightly. It seems clear, from the present survey, that many teachers do not feel qualified enough to teach varieties outside the mainstream. Another matter is how to choose which varieties to teach as there do not seem to exist any objective criteria when it comes to the selection of varieties. Matsuda and Friedrich (2012) suggest “choosing the most salient variety to students; using the speakers’ own variety; or using an established variety in tandem with exposure to other varieties” (cited in Syrbe & Rose, 2016). This begs the question what is the most salient variety? Or what are the most salient varieties? In these instances, most inexperienced teachers will probably rely on the textbook’s selection of varieties.

Although modern Norwegian ELT textbooks tend to present relevant material on English varieties, they do not excel in their selection of audio-visual material, which is deemed very important. Schildhauer et al. (2020) find that in German ELT “even most recent ebooks rely on audio files despite the fact that they could include a higher amount of audio-visual material” (2020, p. 26). In fact, 79 per cent of survey respondents report that they quite often use audio-visual material (outside the textbook) when teaching varieties. Furthermore, few teachers report that they use the textbooks’ digital resources – 31 per cent say they seldom or never use them, while 58 per cent say they sometimes do. This could be related to the fact that few of the digital resources are audio-visual. Additionally, the textbook findings show that for recorded audio files the standard varieties of UK and US English dominate. One solution here would be to build an extensive library of audio-visual material available as in-depth learning tasks after each textbook chapter.

The way publishers include audio materials recorded in the standard varieties is perhaps a manifestation of the general stronghold and dominance of UK and US English, but perhaps

publishers could be challenged to use more speakers with other accents of English than the standard ones to record these audio files. That would certainly give students considerably more exposure to varieties of English besides US and UK English and go some way towards fulfilling the criteria of frequent encounters with global Englishes. This would also “help students move beyond the native-speaker norms perpetuated in teaching materials and by teachers themselves” (Syrbe & Rose, 2016, p. 161). Even better would be to include more audio-visual materials. Schildhauer et al. argue “that [audio-visual] texts are suited best for providing comprehensible input” (2020, p. 28), not least “with regard to possible comprehension problems” (p. 31). It is also believed that audio-visual materials “could be essential in raising and sustaining students’ motivation” (p. 31).

Still, the textbook seems to be held in quite high regard as 21 per cent of teachers asked say they quite often use it when teaching English varieties. However, 62 per cent say they only use it sometimes when teaching varieties, which is possible indication that the textbook is not the best tool to teach this kind of material. When one considers that 79 per cent of teachers asked use external audio-visual material when teaching English varieties, the textbook and its digital resources seem to be somewhat redundant and insufficient. One way in which textbooks could still be relevant is in the area of factual texts and background materials. This way, textbooks might be “lifesavers” for inexperienced teachers.

As concerns teachers’ attitudes to and views on teaching varieties, they clearly view the teaching of English varieties including those outside the Anglo-American core area as important, which is reflected in the survey – nearly 90 per cent view this as important. According to the survey, however, they do not teach varieties very often – nearly 65 per cent say they teach varieties sometimes and 33 say they quite often do. This discrepancy between perceived importance of English varieties and teaching time can probably be attributed to a lack of time – for most teachers there is probably not enough time to give this topic enough or repeated attention throughout the school year. According to the survey data though, nearly 40 per cent of teachers asked agree they have enough teaching time to cover English varieties, while 27 per cent disagree. In the survey, one teacher says that s/he will probably give less attention to non-native varieties because there is not enough teaching time. This is potentially a negative consequence of the *English 1* competence aim which now only says “some English-speaking countries” (The Ministry of Education and Research, 2021) as opposed to “other varieties of English than those that are used in the Anglo-American core area” (The Ministry of Education and Research, 2013).

Additionally, as textbooks only include one chapter dedicated to English varieties, students are most likely only exposed to global Englishes when this particular chapter is on the teacher's agenda, which given the size of the curriculum and exam preparations could be limited to about a few weeks or a month or so every school year. Above, it was mentioned that in their analysis of German textbooks, Schildhauer et al. find that textbooks containing only one chapter on English varieties "make it appear highly unlikely that Global Englishes will be addressed thoroughly in the English classrooms" (2020, p. 30). To make sure students are more frequently exposed to varieties throughout the school year, perhaps future Norwegian textbooks could add assignments and materials at the end of each chapter – this could for instance take the shape of one of the assignments mentioned above (from *Interactions*) in which students make presentations of a selection of varieties throughout the year. Giving students time to research a variety of English should not take too long, and they might for example make a podcast or digital presentation of their findings. This could be a repeated activity throughout the school year.

6. CONCLUSION

The aim of this master's thesis has been to critically analyse how English varieties are covered in six modern Norwegian ELT textbooks from the main Norwegian publishers and examine teachers' views and opinions on the teaching of English varieties. The research question was: How are English varieties outside the Anglo-American core area covered in Norwegian upper secondary teaching? To answer this question, three subquestions were developed:

1. To what extent does a selection of six textbooks reflect English varieties outside the Anglo-American core area?
2. Is there a difference between textbooks published before 2019 and after that year?
3. What are the attitudes and opinions of English teachers towards English varieties and the teaching of them in their classrooms?

To sum up, this thesis finds that, regarding textbooks, there is a clear trend in Norwegian ELT textbooks to include relevant material on English varieties outside the Anglo-American core area. There is also a clear trend that there has been an emphasis on such material since 2019, despite the omission of the phrase "the Anglo-American core area" in the new competence aim. Thus, textbooks published after 2019 contain more in-depth material on English varieties

compared to those published before 2019. This is good news and a welcome finding. As such, these findings correspond to findings by Schildhauer et al. (2020) who also found a promising tendency to include relevant material in German ELT textbooks. Yet, despite these promising findings, whether the materials discussed constitute enough exposure to varieties is debatable. Thus, it seems teachers must fill the textbook gaps.

To sum up the attitudes and opinions of English teachers towards English varieties and the teaching of them in their classroom, the survey shows that 75 per cent of teachers asked believe the textbook is insufficient as regards the teaching of English varieties. It also finds that 48 per cent, a majority of teachers asked, find that they need to make their own material when teaching English varieties. This means that teachers potentially are left to their own devices when planning lessons on English varieties, which could be detrimental to students. It could potentially boil down to how informed the teacher is concerning English varieties.

Perhaps one way to look at it could be that textbooks offer a glimpse into the world of English varieties, but that by teachers exclusively relying on textbooks, students get inadequate exposure to global Englishes. Thus, perhaps too much responsibility is put on teachers' shoulders to expose learners sufficiently to English varieties. This aspect might be related to deficits in teacher education. In fact, survey respondents raise concern that the present level of English higher education in Norway might be inadequate when it comes to giving students the necessary knowledge, tools and skills to adequately teach English varieties in Norwegian upper secondary schools. As the survey did not gather data on how well teachers believe they are educated on the topic of English varieties and how well trained they are to teach this aspect of English, this is an area for further studies. Another area for further studies is to conduct student interviews to determine how well Norwegian students perceive and understand English varieties from outside the Anglo-American core area.

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