



FACULTY OF EDUCATION AND BUSINESS STUDIES
Department of Humanities

World Englishes in Lower Secondary School Textbooks

A comparative study between a Polish and a Swedish Textbook

Ella Binder

2018

Student thesis, Bachelor degree, 15 HE
English
English (61-90)
ENG 801

Supervisor: Marko Modiano
Examiner: Henrik Kaatari

Abstract

The aim of this study has been to find out whether the authors of English textbooks in two EU countries, Poland and Sweden, view diversity and promote World Englishes in the same way or whether there are any differences. The attempt has been made to analyse reading texts in the two textbooks for teaching English as a foreign language, a Polish and a Swedish one, in order to see what different Englishes have been promoted there, and to which extent they are represented in both textbooks. For the purpose of this analysis, Marko Modiano's descriptive model of World Englishes has been used. The study has shown that the Polish textbook focuses mostly on British and American English, and to a great degree on European countries where English is taught as a foreign language. On the other hand, the Swedish textbook promotes both British and American English, as well as major and local varieties of English, but does not mention European countries, except Great Britain obviously, almost at all. World Englishes are present both in the Polish and in the Swedish textbook but the textbook authors take slightly different approaches in promoting them.

Keywords: *American English, British English, local varieties, major varieties, textbook, World Englishes*

Table of Contents

1. Introduction	1
1.1 Hypothesis	2
1.2 Aim and Purpose	4
2.1 Material.....	5
2.2 Method.....	5
2.2.1 Egzamin Gimnazjalny	6
2.2.2 Good Stuff Gold C.....	6
2.3 Validity and Reliability	7
3. Background: Multicultural concepts in the recent Polish and Swedish School Curricula for Modern Languages in Lower Secondary Schools	8
3.1 Polish Curriculum.....	8
3.2 Swedish Curriculum	9
3.3 Education for Intercultural Competences in the EU.....	10
4. Results	11
4.1 The EU.....	12
4.2 World (without the EU).....	15
4.3 The whole World	17
4.3.1 The Primary and Secondary Research.....	17
4.3.2 The Final Results	19
5. Discussion.....	21
6. Conclusion.....	24
References	25

1. Introduction

The English language is no longer “owned” by its native speakers (Jenkins 2003, p. 165), and this ongoing process that we witness today, both in Europe and around the whole world, has not yet received any official recognition in educational curricula other than referring to English as an international and global language. Marko Modiano, a Professor at the Department of Humanities at the University of Gävle in Sweden, has in his research highlighted the status of Euro-English among other World Englishes, and has in one of his latest publications dealt with the future of the English language after Brexit (Modiano, 2017). As a result of the increasingly strengthened position of the English language as an international language (EIL), a question arises whether all World Englishes (WE) are represented in school textbooks? According to David Graddol, in the whole world there are already teaching materials being published in several English standards, and in his publication *The Future of English?*, Graddol states that “It will be worth monitoring the global ELT market for signs of shifting popularity between textbooks published in different standards” (Jenkins 2003, p. 205). Research overview shows that some linguists have examined both textbooks and teaching methods for English Language Teaching (ELT), and how they deal with the existence of different Englishes.

There are two publications that confirm the fact that WE has had a considerable impact on ELT during the last decades. However, most of the textbooks exclusively refer to the global spread of English instead of emphasizing the correlation between the existence of WE and ELT (Facchinetti 2012, p. 229), or “often fail to incorporate social, functional and multilingual perspectives” (Sridhar et al., 2018, p. 137). Further research has been carried out that examined the attitudes of a considerable number of English language teachers toward cultural preferences in ELT textbooks (Monfared et al., 2016). The study showed that most of the teachers appreciated practices that supported EIL. A study on three major English textbook series used for teaching in Germany showed that British English was over-represented in them (Syrbe et al., 2018, p. 160). Paola Vettorel examined whether communication strategies, as an important part of communication in English as lingua franca, have increased their presence in ELT materials for Italian upper secondary school students. Her intention was to compare the period between the 1990s and 2015, when communication strategies generally were not in focus, to how it is today. In her research, Vettorel concludes that the presence of communication

strategies, in recent ELT materials, has not increased sufficiently enough yet (2018, p. 68). The present study is a welcomed contribution to the existing data as it brings a comparative analysis of two English textbooks for lower secondary schools in two different European countries.

The goal of this essay is to understand how the current approaches explore diversity within the English language and teaching methods. In the *Macmillan Dictionary*, the word ‘diversity’ is defined as “the fact that very different people or things exist within a group or place”. The *Cambridge Dictionary (Essential British English)* defines ‘diversity’ as “the fact of many different types of things or people being included in something; a range of different things or people”. Both definitions mention variety, and inclusion within the same group.

The EU has as one of its goals to “respect its rich cultural and linguistic diversity” (*Goals and values of the EU*). There are policy documents and guidelines in the EU that strive towards introducing and maintaining diversity in the areas concerning cultural life and language use. Furthermore, member states have started to promote diversity in their educational curricula and teaching materials, and an increasing number of European institutions and companies revise and develop their employment policies in order to reinforce diversity at the workplace, as it is for example in Sweden. However, the events of recent years have shown that regarding diversity there is a big gap between what the policies of the EU strive to promote, and which practices, in reality, are being carried out.

This essay will analyse one Polish and one Swedish textbook for teaching English as a foreign language (EFL), in order to understand how English textbook writers in the two different analysed books view diversity, and whether there are any differences between their ways of promoting different Englishes. Keeping in mind that the English language is increasingly becoming the lingua franca of the whole world, the main point of interest here will be to investigate how the coexistence of different Englishes has been introduced in both textbooks.

1.1 Hypothesis

Poland and Sweden are both member states in the EU and as such are obliged, as all the other EU countries, to follow the regulations of the EU. However, the history of the EU is relatively short and each of the neighbouring countries has their own past, their own specific geopolitical situation and their own languages, which might influence

and determine the way people living there view the world today and how they look upon English as a global *lingua franca*.

Additionally, there are some dissimilarities between both countries regarding of how English is taught at school. Sweden began teaching EFL on a great scale earlier than Poland. After the Second World War, English gradually replaced German as the first foreign language taught in schools. At first, there was a preference of British English but successively American English got more acceptance in Swedish school curricula. Today, all varieties of English are regarded as equal according to the latest curriculum from 2011, which highlights the need of knowing the English language as to be able to participate in international communication regarding for example academic studies or professional contacts. Furthermore, the whole curriculum, all throughout, takes up the concepts of internalization and cultural diversity. Accordingly, all WE are expected to be included in English studies at school. Not only language differences between different varieties, but also social and cultural phenomena from areas where the specific variety of English is spoken, are supposed of being incorporated in the teaching of English language.

In Poland, the situation was quite different after the Second World War. Russian was the first foreign language taught in Polish schools. At upper secondary schools students could choose one more modern language and in most schools the choice was between English, German or French. As a result of some political changes, the situation altered in the 1990s. Decision makers within educational institutions realized the need for an earlier introduction of modern languages into the educational system. Special colleges for the training of English teachers were founded where, for example teachers of the Russian language could get re-trained to become authorised English teachers. During this turbulent period, the first foreign language started to be introduced already in primary school and the second foreign language after some additional years. Still, both modern languages were introduced within primary and early secondary education, compared to the previous period when only Russian was introduced before upper secondary school. There are not any official preferences among modern languages taught at school, all languages have the same status. However, most parents nowadays wish for their children to start with English as a first foreign language. Due to the fact that not all schools have access to English teachers, this wish can not always be fulfilled.

All these factors can eventually play an important role when it comes to compare how English as a language is regarded in both Sweden and Poland today, and it might affect the approach with which English is taught at schools in these two countries. One could expect from a Swedish textbook that it would cover all well-known WE. On the other hand, the Polish textbook is expected to mention the most common WE, however, due to its unpredictability, it might very well surprise the reader with the choice of those varieties of English which are present in the book.

Furthermore, different varieties of English, which will be investigated in this essay, will refer both to traditional WE as for example British, American or Canadian English, but also to different countries or areas found in each textbook. The reason for that is that the model which has been chosen for the purpose of this essay does include the group consisting of countries or areas which are not associated with typical WE. This group consists of people who use English as a foreign language, and thus, in this study, those countries or areas will be referred to as a specific variety of English. Therefore, the hypothesis of this essay is that the extent to which different Englishes are presented in the textbooks of Poland and Sweden will differ.

1.2 Aim and Purpose

The main aim of this essay is to investigate whether each textbook covers diversity within the different approaches towards teaching English or whether there are some preferences towards British or American English, or towards some other varieties. If there are any preferences, which would be reasonable to assume, an attempt will be made to find reasons for such a state of affairs.

Additionally, there is another purpose of this study. Both Polish and Swedish school curricula request teachers to work with diversity issues, and modern language syllabuses require teachers to include WE while teaching English. Even if teachers know that they are obliged to do so, they sometimes either skip scrutinizing the textbooks before using them for teaching purposes, or they may forget to mention the existence of different Englishes. Students are usually familiar with the most common varieties of English but need to learn more about those Englishes that are less common in their country. Even the question of how to relate to your own English as a foreign language speaker (we should not forget the fact that the English language is, for most of its users, still a foreign language) is receiving more attention. Reading the following essay will hopefully contribute to raising such questions in the mind of the reader.

2. Method

2.1 Material

Two primary sources have been chosen for the purpose of this study. Both of them are popular English textbooks aimed at teaching EFL for ages 14-16. Initially, there were some complications while choosing the Polish textbook. In Poland, there were many British publications adjusted for the Polish market and it was those textbooks that were mostly used by the Polish teachers in their English classes. However, ultimately, the choice fell on *Egzamin Gimnazjalny*, recommended for grades 8 to 9, written by Polish authors and frequently used by English teachers in Poland. It is significant to mention that although it is a textbook with the main purpose of preparing students for the final exams in the ninth grade and it can be used along with an ordinary textbook, it can also be used as the main course book for teaching English. Due to the recent reformation of the Polish educational system, a revised edition of *Egzamin Gimnazjalny* will be available on the Polish market beginning with the school year 2018-19.

In Sweden, the situation is slightly different. There are a couple of English teaching textbooks to choose from. The author teams are usually mixed, both Swedish and English speaking, and textbooks are written especially for Swedish students. I chose The *Good Stuff* series, which I know from my previous teaching experience. The revised edition *Good Stuff Gold* should meet all the requirements in the latest Swedish curriculum from 2011. *Good Stuff Gold C*, which is the object of this study, is aimed at Swedish students in the 8th grade.

2.2 Method

The method used for the purpose of this study was a selective reading of the two textbooks for teaching EFL. Because of the fact that *Egzamin Gimnazjalny* and *Good Stuff Gold C* were written with a different pedagogical approach and have quite different designs the method of investigation will be described separately for each of them.

For the purposes of this study, Modiano's model (2009, p. 97) of different Englishes was used. Modiano distinguishes between five categories: British English, American English, major varieties (AUS, CAN, NZ, SA), local varieties and the English

of foreign-language speakers. The distinguishing factor of identifying whether or not a specific variety of English was promoted, was to investigate whether the content of a text dealt with a specific country or area.

2.2.1 Egzamin Gimnazjalny

Egzamin Gimnazjalny consists of fifteen chapters and each one is devoted to a different topic such as *Travelling and Tourism*, *Culture* or *Science and Technology*. Each chapter contains the following sections: *Vocabulary*, *Useful Phrases*, *Listening*, *Reading*, *Language Strategies*, *Writing* and *Glossary List*. Some of these sections are divided into a basic part and a more advanced part. Accordingly, the section *Reading* contains some easier texts and some more difficult ones. The reading texts in *Egzamin Gimnazjalny* are quite short and are either dialogues, short realia texts or very short statements/articles that are to match with different persons, places or headings. In order to determine what specific variety of English was being promoted in the analysed text, firstly, the content of the reading text was investigated, secondly, the choice of words used, and, thirdly, spelling. However, using the choice of words or spelling as a criterion could only distinguish BrE from AmE, and thus could not be applicable to other varieties of English.

In order to get as much research material as possible and avoid getting lost in unrelated data, the following strategy was pursued: in each chapter a dialogue in the *Useful Phrases* section and all the texts from both the basic part and the more advanced part in the *Reading* section were the object of study.

2.2.2 Good Stuff Gold C

Good Stuff Gold C has eight chapters such as *World Fame*, *Crime* or *Holidays*, just to mention a few. In each chapter, the reader will find for example realia, fiction and dialogues, all of them taking place in different parts of the world. The English language learner is invited by the author on a journey where he or she can move from one part of the world to another. In each new place and chapter, there is a realia text about one of the biggest cities of the area – The *City Corner* feature. *Dina and Brian* is a dialogue feature where two people travel the world and visit the cities from the *City Corner*. What countries are presented in the *City Corner* feature, will have an impact on the results of this study, as it is to be seen later on in the *Results* section. The *City*

Corner feature includes once - an American city, Las Vegas, twice - major varieties (Canada and New Zealand), and twice - local varieties (Singapore and Barbados).

The reading texts in *Good Stuff Gold C*, especially dialogues and stories, are considerably longer in comparison to those from *Egzamin Gimnazjalny*, however, there are fewer of them. There is a lot of narration and fiction in *Good Stuff Gold C* and the texts evoke reflection and discussion. The task of determining which English is promoted in a specific reading text was decidedly easier here, because of the fact that it was quite often obvious where the content of the analysed text took place. The same procedure as described earlier was used here, namely the content of the reading text had to be investigated before being able to determine what specific English was promoted, then the choice of the words, and at last the spelling. Also in the Swedish textbook, using the choice of words or spelling as a criterion could only be applicable to BrE and AmE, but not to other varieties of English, anyway due to the limitations of this study.

All the reading texts in *Good Stuff Gold C* without exception were read and analysed for the purpose of this study. As stated earlier, the total number of analysed texts in *Egzamin Gimnazjalny* was greater than in *Good Stuff Gold C*, which naturally was the reason for studying as many texts as possible in *Good Stuff Gold C*.

2.3 Validity and Reliability

This study analyses only one English textbook among several available Polish titles and the same applies to the Swedish textbook, and therefore general conclusions cannot be drawn from the results of this investigation. Nevertheless, this essay investigates the actual presence of different Englishes in the two English textbooks, and thus contributes to a general discussion about what Englishes should be taught at school. It is the hope of this author that the objective of this study will become the subject for reflection and discussion for example for language teachers in any country or environment where English is taught as a foreign language.

It has to be said that both the method of this investigation and the sequence in which different language aspects were analysed in order to decide what English was promoted in particular texts, were created by the author of this essay and thus should be considered as subjective criteria. However, the lexical and spelling rules for British and American English were derived from the *Cambridge Dictionary* and the *Macmillan Dictionary*, but as mentioned in the *Method* section, this criterion could only apply to BrE and AmE. Having the content of the reading texts as the main distinguishing factor

for determining what English was promoted seemed to be a reasonable and reliable approach. Cases where texts were too short and one had to investigate the language itself or look for some other clues in the text to be able to decide what English was promoted there, was challenging.

3. Background: Multicultural concepts in the recent Polish and Swedish School Curricula for Modern Languages in Lower Secondary Schools

All translation here from Polish into English, regarding the Polish curriculum, and from Swedish into English, regarding the Swedish curriculum, was made by the author of this essay.

3.1 Polish Curriculum

The Polish school system is currently undergoing a structural reform which will be implemented between the beginning of the autumn term 2017 and the end of the school year 2022/23 (*The Polish education system in brief 2017/18*, p. 2). The goal of this educational reform is to create a new and more effective school system. In the previous system, students went to a 6-year primary school (ages 6/7-13), then went on to a 3-year lower secondary school called gimnazjum (ages 13-16), and then finally attended the 3-5-year upper secondary school (ages 16-20). The gimnazjum school will in the new system eventually disappear, and instead, an 8-year primary and lower secondary school (ages 6/7-15) and a 3-5-year upper secondary school (ages 15-19) will be put in place (*The Polish education system in brief 2017/18*, pp. 2-4).

Egzamin Gimnazjalny, the Polish textbook analysed in this study, was written specifically for the gimnazjum school. This study analyses the edition of *Egzamin Gimnazjalny* from 2011. However, a revised version of it and adjusted to the new school system will be available on the market at the beginning of the autumn term of 2018. Furthermore, this essay will look exclusively at the previous Polish curriculum from 2008.

The 2008 curriculum mentions the concept of multicultural studies twice. Firstly, in the part that applies to all teachers and all subjects in lower and upper secondary education, the curriculum states that for *societal development* “it is very important to develop an attitude of respect for other cultures and traditions” (*Podstawa programowa z komentarzami*, 2008, p. 23). Secondly, in the part that addresses modern language

teachers in lower secondary education, it is stated that within the core content of the subject, students should acquire “some knowledge about the countries of the area where the target language is spoken and further to that, some knowledge about the native country taking into account the intercultural context and the subject of European integration” (*Podstawa programowa z komentarzami*, 2008, p. 38). Interestingly, the authors of the syllabus take for granted that all students share the same native language (in 2011 approximately 96 % of the population of the country was Polish according to the national census).

The most recent syllabus for modern languages in primary and lower secondary school from 2017 addresses multicultural concepts in teaching languages and investigates the issue more thoroughly (*Podstawa programowa kształcenia ogólnego z komentarzem*, 2017, p. 15, 19, 23, 25, 31) but the intention of this essay is only to discuss the curriculum from 2008, although it would be interesting to compare both curricula in this regard.

3.2 Swedish Curriculum

The current Swedish Curriculum was implemented in 2011. The reform dealt mostly with changes in the description of aims and knowledge requirements for all subjects and also the way assessment should be carried out. The Swedish school system consists of a 9-year primary and lower secondary school (ages 6/7-16) and a 3-year upper secondary school (ages 16-19). For multicultural concepts, this essay looks at the part of the curriculum which is common for all teachers and all subjects, and in the syllabus, the part of the curriculum which applies specifically to English language teachers.

In the introduction part of the Swedish curriculum, there are paragraphs both about the *internationalization* of the Swedish society and about *the international perspective* (*Läroplan för grundskolan, förskoleklassen och fritidshemmet*, 2011, pp. 7-10).

An international perspective is important to be able to see your own reality in a global context, to create international solidarity and to prepare yourself for a society with close contacts across cultural and national borders. The international perspective means also the necessity to develop an understanding of cultural diversity within your own country. (2011, p. 10)

In the syllabus for the English language, multicultural aspects are mentioned several times, both in the introductory text about the aims of the English subject, as well as in the part regarding the central content of the subject. For the purpose of this study, an extract from the text about aims within the subject of English (*Läroplan för grundskolan, förskoleklassen och fritidshemmet*, 2011, p. 30) is cited.

Teaching should also provide pupils with the possibilities for developing knowledge about and understanding of different living conditions and social and cultural phenomena in the areas and contexts where English is spoken.

3.3 Education for Intercultural Competences in the EU

Thus far, this essay has described both the Polish and Swedish curriculum and established the existence of multicultural concepts. Before continuing with research from within the institutions working for the EU, it is necessary to try to understand the difference between two terms encountered in this study, the meanings of which are very much alike, namely the difference between ‘multicultural’ and ‘intercultural’. The *Cambridge Dictionary (Essential British English)* defines the term ‘multicultural’ as “including people who have many different customs and beliefs” or as “relating to a number of different cultures, esp. to the traditions of people of different religions and races” (*Essential American English*). For the term ‘intercultural’, there is only one definition in the *Cambridge Dictionary (Business English)*, which is “relating to or involving more than one culture”. In the American *Merriam-Webster Dictionary* for English-language learners, the term ‘intercultural’ is explained as follows “occurring between or involving two or more cultures”. To sum up, the term ‘multicultural’ refers to people with different backgrounds living in the same country, while the term ‘intercultural’ refers to an interaction between a number of different countries or cultures. Understanding the definition of these words allows for the framework of this essay and a better understanding of the current work within the EU institutions.

The Pestalozzi Programme was an initiative created by the Council of Europe between 2005-2017. The goal of this programme was the professional development of teachers and other educational matters, and the results can be read about in some publications edited by the Pestalozzi Programme. The Pestalozzi Programme dealt with different objectives, from pedagogy and the necessity of changes in education, to developing intercultural competences that are a prerequisite for education in democratic

cultures. In one of Pestalozzi's publications, *Developing intercultural competence through education*, the reader will find a definition of the term 'intercultural competence'

Intercultural competence is (...) a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- understand and respect people who are perceived to have different cultural affiliations from oneself;
- respond appropriately, effectively and respectfully when interacting and communicating with such people;
- establish positive and constructive relationships with such people;
- understand oneself and one's own multiple cultural affiliations through encounters with cultural "difference" (2014, pp. 16-17).

There has been a lot of research and work done within the Council of Europe and the Pestalozzi Programme concerning the introduction of intercultural competences, the description of its model and the definitions of its components, and also the way these can be integrated into the future curricula (*Competences for democratic culture*, 2016).

Finally, worth mentioning is the European Centre for Modern Languages working for the Council of Europe. The ECML helps the member states to implement new language teaching policies that are based on the prioritised objectives of the European Council. Since 2010 the ECML cooperates with other professional language associations both from Europe and other parts of the world. The European Language Centre (*European Centre for Modern Languages*) has its own vision as follows:

A Europe committed to linguistic and cultural diversity, where the key role of quality language education in achieving intercultural dialogue, democratic citizenship and social cohesion is recognised and supported.

4. Results

In this part of the essay, the results of the research are presented in detail. The main purpose, as before mentioned, was to establish what English was promoted in the reading texts in both English textbooks. Modiano's model (2009, p. 97) of different Englishes will be used, with the five following categories: British English, American English, major varieties (AUS, CAN, NZ, SA), local varieties and the English of

foreign-language speakers (FLS). To remind the reader, the distinguishing factor on which English variety is promoted will be determined by investigating whether the content of a text dealt with a specific country or area.

4.1 The EU

Both Poland and Sweden are member states of the EU which is why the first figures will concern the EU. This means that for the purpose of these results only those texts were analysed that promoted either British English or countries within the EU. With some minor exceptions, almost all European countries that were mentioned in both textbooks were actually member states in the EU.

English is still one of the official languages in the EU. At the same time, all member states have the same rights, and all native languages, in any given EU country, have the same status. The question here was if either Polish or Swedish textbooks would promote the “rich cultural and linguistic diversity” of the EU (*Goals and values of the EU*).

Table 1 and Table 2 shows how many times reading texts promote different member states. The difficulty here was that in the same text there could be a few countries named at the same time which makes calculating percentages problematic. This was mostly the case for *Egzamin Gimnazjalny* with its many short tourist information passages to match with each other. There was one more question here, namely if one should count equally, the number of times when English was related to different member states regardless of whether there was just one sentence about a country, or whether the whole text dealt with it?

Table 1. Egzamin Gimnazjalny - The EU

	The total number of times	The total number of times in percentage
Great Britain	32	79%
France	5	12%
Italy, Poland	3	7%
Denmark, Germany, Greece, Finland, "Scandinavia", Slovakia, Spain, the Baltic States, the EU, the Netherlands	1	2%
	40 ¹	100% ²

The reader will remember from the *Hypothesis* section that in this study, besides traditional WE as British, American or Australian English, also countries or areas will be investigated, where people use English as a foreign language. Thus, French people speaking English as a foreign language will be included in the group of English of foreign-language speakers and the same applies to Polish people speaking EFL (Modiano 2009, p. 97). In this section, BrE and also other countries/areas within the EU, where people use EFL, are being investigated, and thus are included in the Modiano's model.

As shown in Table 1, Great Britain with British English leads this statistic. In *Egzamin Gimnazjalny* the reader will find 32 reading texts that promote British English. Among these, there are some texts about different places in Great Britain such as Wales, Scotland and London, some educative texts about for example full English breakfast, pubs in England, celebrating Christmas or St Patrick's Day in Ireland³. There are also

¹ One of the "countries" here is also found in another statistic and therefore this calculation is based on 40 instead of 41 countries.

² Percentages here may differ slightly as they are based on 40 and not 41 countries.

³ English spoken in Ireland, in this context, will be considered as British English.

some interesting facts about different events to read about, such as the London Marathon or The World Toe Wrestling Competition.

Accordingly, Great Britain in this statistic is followed by France with 5 texts and in the third place by Italy and Poland with 3 texts each. Polish students may benefit from the fact that both Poland and Polish people appear a few times in the textbook. Furthermore, it is worthy of praise that according to the EU's policy of respecting its cultural and linguistic heritage, there is quite a large number of member states presented here as well, even if only once. After all, there are millions of people in Europe who use English as a lingua franca for everyday life, and this seems to be reflected in *Egzamin Gimnazjalny*.

Table 2. Good Stuff Gold 8 - The EU

	The total number of times	The total number of times in percentage
Great Britain	17	94%
Finland, France, Greece, Latvia, Spain	1	6%
	18	100%

In Table 2 that concerns *Good Stuff Gold 8*, Great Britain is ranked first with 17 reading texts where British English is promoted. The reader will find both realia about England, Scotland, Wales and Northern Ireland, but also some interesting facts about two famous Brits, namely Ronnie Biggs and Winston Churchill. Compared to *Egzamin Gimnazjalny* with its 32 times, *Good Stuff Gold 8* promotes British English only 17 times but altogether it accounts for 94 percent of all texts, which, from the language perspective of this study, deal with the EU.

Regarding other EU member states, only Finland, France, Greece, Latvia and Spain were present in *Good Stuff Gold 8*. Surprisingly, there were no texts to be found about either Sweden or Swedes.

4.2 World (without the EU)

Many English speaking people know about the existence of different English dialects but depending on where a person lives in the world and how much they know about the subject, knowledge on this matter can differ. This chapter deals with statistics regarding different varieties of English, and does not include Europe nor British English.⁴

There are different models for describing the global spread of English. Braj Kachru has created one of them where he distinguishes between the “Inner Circle”, the “Outer Circle” and the “Expanding Circle” (Modiano 2009, pp. 16-17). According to Modiano, placement in one of the Kachru’s circles is dependent on citizenship in the specific country and not on competence. In this study, as stated earlier, the Modiano model has been used (2009, p. 97). It consists of five categories: British English (not included in the *World (without the EU)* section), American English, major varieties (AUS, CAN, NZ, SA), local varieties (for example Nigerian English), and the English of foreign-language speakers (FLS).

Table 3. Egzamin Gimnazjalny – World (without the EU)

	The total number of texts	The total number of texts in percentage
American English	9	45%
Major varieties (AUS, NZ)	3	15%
Local varieties (Nepal, Singapore)	2	10%
World - FLS - without the EU (China, Siberia, The Middle East, The Caribbean, the North Pole, the South Pole)	6	30%
	20	100%

⁴ This essay does not address the historical relationship between British English and the Commonwealth countries.

Table 3 shows, that regarding *Egzamin Gimnazjalny*, the USA or American English are promoted in 9 reading texts which makes American English the most promoted variety of English outside of Europe. In the texts concerning American English, the reader can read about a Cyber Fair in Washington D.C., about educators from Kansas State University trying, with help of Amazon's Kindle e-readers, to make reading more attractive for young people, or about the negative consequences of smoking and consequently about how many teens will die in the future as a result of smoking cigarettes. For those who are interested in cultural life, there are some interesting facts about American celebrities, film, dance or graffiti in the New York area.

The English of foreign-language speakers (FLS) comes in at second place, with 6 texts. This group consists of texts that promote those countries/areas that do not belong to any of the other groups in Modiano's model. In *Egzamin Gimnazjalny*, the following countries/areas are included in the group World – FLS: China, Siberia, The Caribbean, The Middle East, the North Pole and the South Pole.

Major varieties (AUS, NZ) and local varieties (Nepal, Singapore) put together with a total of 5 texts constitute a group almost as big as the previous group of World – FLS and comes in at third place. Here the reader will find some realia, mostly about major varieties such as New Zealand and Australia. These two categories, major and local varieties, are evidently under-represented in *Egzamin Gimnazjalny*.

Table 4. Good Stuff Gold 8 – World (without the EU)

	The total number of texts	The total number of texts in percentage
American English	10	29%
Major varieties (AUS, CAN, NZ, SA)	9	26%
Local varieties (Barbados, India, Singapore)	6	17%
World - FLS - without the EU (China, Thailand, Turkey)	2	6%
	35	100%

As was the case with *Egzamin Gimnazjalny*, in *Good Stuff Gold 8* (Table 4) one can also find that American English is ranked in first place with a total of 10 reading texts. In texts promoting the USA, students can find some facts about Las Vegas and about celebrating Halloween in the USA. Further, they can read about unusual American “sports” – *Demolition Derby* events, and about a popular educative computer game *Foldit*. As explained above, *Good Stuff Gold 8* features longer texts and more narratives compared to *Egzamin Gimnazjalny*. Furthermore, there is even an extract from *Shatterproof* by J. Ritchie for some literary studies.

Major varieties (AUS, CAN, NZ, SA), with almost equally as many texts as AE-texts, rank second, and local varieties (Barbados, India, Singapore) rank third with 6 reading texts. Including a lot of valuable realia in their textbook, the authors of *Good Stuff Gold 8* succeed well in promoting both major and local varieties of the English language. In the textbook, students can read about Nelson Mandela from South Africa. Further, they can learn some interesting facts about Vancouver in Canada or Christchurch, the second biggest city in New Zealand, with its Maori history. Concerning Australia, the reader will get to know how Christmas is celebrated there, what the Queen says in her Christmas speech to the people of the Commonwealth countries, or what it is like to be an inmate in an Australian juvenile prison. Regarding local varieties, there are some texts in the textbook about Singapore with its different cultures and four official languages, and also about Bridgetown, the capital of Barbados, including some recommendations for tourists when visiting the islands, such as swimming with turtles, visiting dramatic caves or a trip to the wildlife reserve with its many exotic animals.

With two texts and three countries presented, the category of FLS comes in last in regards to number of texts. Only The Great Wall of China gets some more space in the book while Thailand and Turkey are just mentioned as two of the most attractive tourist places on the “Top Five Reader’s Destination” list.

4.3 The whole World

4.3.1 The Primary and Secondary Research

Before presenting the final results of this study, it has to be admitted that it required some consideration from the author of this essay to be assured about the

correctness of the gained observations and numbers. After primary research, secondary research was conducted. The aim of the secondary research was to remove all questionable calculations. It was explained earlier in this study that the main distinguishing factor for determining what English was promoted was the content of the reading texts. However, in the primary research lexical and spelling rules for British and American English were also taken into account in those cases where the content of the texts was not enough as a distinguishing factor. Consequently, by applying those rules, the author of this essay could distinguish between BrE and AmE in some ambiguous cases. Unfortunately, those lexical and spelling rules could not be applied to other varieties of English. As a result, in the primary research, there could be cases where only a few words in the text determined whether the text promoted British or American English.

Since it was important to deliver a precise picture of each textbook and what varieties of English this textbook presented, the idea of distinguishing what variety of English was promoted, based just on some spelling or lexical rules, seemed not sufficient enough as a research basis for the final results. Those and similar doubts mostly concerned texts promoting BrE and AmE, but even the group of the English of foreign-language speakers (FLS). Here, a frequently asked question was, whether it was enough that some country was just mentioned in the text to qualify this text as a one promoting the English of foreign-language speakers (FLS) from this specific country or area. This criterion applied to all varieties of English but was most frequently used for the texts from the group of the English of foreign-language speakers (FLS).

Thus the intention of the author of this essay was to be as precise as possible and to deliver as reliable research results as possible, a secondary reading of all texts was conducted. Consequently, in the secondary research, the distinguishing factors were limited solely to the content of the reading text. Furthermore, the reading text should have included some information about a place, a person or an event that would make it possible to refer the current text to one of the categories in the Modiano model (2009, p. 97) of the spread of English. As earlier stated, this criterion was mostly useful for the group of the English of foreign-language speakers (FLS).

Accordingly, in the case of Egzamin Gimnazjalny, the category of British English decreased from 32 reading texts in the primary research to 12 reading texts in the secondary research, and the category of FLS from 41 to 11 reading texts. In both cases, the reason for decreased numbers was due to limiting the number of

distinguishing factors to only one, namely the content of the texts. Other categories did not show as great changes. Similarly to *Egzamin Gimnazjalny*, two categories in *Good Stuff Gold 8*, that decreased remarkably in the secondary research, were British English, from 17 to 10 reading texts, and the group of FLS, decreasing from 12 to 4 reading texts. Once again, the reason for decreased numbers was due to limiting the number of distinguishing factors to only one - the content of the texts. By limiting the distinguishing factors to only one factor, the content of the texts, most doubts concerning the accuracy of the conducted research were removed, and the final results could now be presented.

4.3.2 The Final Results

In this chapter, the final results of the current study will be presented. These statistics include only those reading texts in both textbooks which clearly promote specific Englishes. Texts that did not qualify for the final results were removed from statistics after the primary research (for a more detailed explanation, see 4.3.1). Through comparison, the most popular category of English in each textbook will be established. Primarily, Table 5, regarding *Egzamin Gimnazjalny*, will be analysed.

Table 5. Egzamin Gimnazjalny – All reading texts

	The total number of texts	The total number of texts in percentage
British English	12	34%
American English	8	23%
Major varieties (NZ)	2	6%
Local varieties (Nepal, Singapore)	2	6%
World - FLS (China, Denmark, eco-World, Finland, France, Greece, Italy, Poland, Scandinavia, Slovakia, the EU, the Middle East, the South Pole)	11	31%
	35	100%

As shown in Table 5, British English takes the first place here with 34 percent of reading texts. The English of FLS comes surprisingly at number two with 31 percent and American English is third with 23 percent. Major varieties and local varieties share fourth place with only 6 percent each.

It is a positive fact though that all five categories of different Englishes are represented in *Egzamin Gimnazjalny*, and moreover, that the English of FLS received a lot of attention in the book. On the other hand, major and local varieties could have been given more space here. It would be interesting to examine whether current results would also apply to other Polish textbooks or compare the current edition of *Egzamin Gimnazjalny* with a revised one from 2018. Going back to the main subject, the results mentioned above will now be compared to Table 6 and *Good Stuff Gold 8*.

Table 6. Good Stuff Gold 8 – All reading texts

	The total number of texts	The total number of texts in percentage
British English	10	26%
American English	10	26%
Major varieties (AUS, CAN, NZ, SA)	9	23%
Local varieties (Barbados, India, Singapore)	6	15%
World - FLS (China, Finland, Greece, Spain, Thailand, Turkey)	4	10%
	39	100%

With regard to *Good Stuff Gold 8*, Table 6 shows that both British English and American English ranked a shared first place, with 26 percent of all reading texts each. They were closely followed by major varieties with 23 percent and local varieties with 15 percent. The English of FLS came in fourth place with only 10 percent.

Similarly, as was the case with *Egzamun Gimnazjalny*, all five categories of different Englishes are present in *Good Stuff Gold 8*. Major and local varieties have evidently a better ranking here than in *Egzamin Gimnazjalny*, but the English of FLS comes in last, covering only 10 percent of all reading texts. Also, it is remarkable that in this Swedish textbook, there is no mention of Sweden at all. Even in the case of *Good Stuff Gold 8*, it would be quite interesting to see whether the obtained data from the analysed book would apply to other Swedish textbooks as well.

5. Discussion

The study of the two English textbooks published in two different European countries has shown that there were some differences with regard to how much attention the various Englishes received in each book respectively. It was an encouraging insight

that both textbooks actually promoted all five groups of different Englishes (Modiano 2009, p. 97). However, for some of the short texts, it was challenging to determine what kind of English was represented in them. While looking for the answer to the question why there were some differences, a further analysis of whether the historical perspective in the country where the book was published could have had an impact, is of interest here. In the *Hypothesis* section, some historical background concerning English language education in both countries had already been outlined.

The spread of English began as early as the 17th century (Modiano 2009, p. 28), and after the Second World War, this process escalated into a global spread of English. However, Sweden incorporated English in the school system on a greater scale much earlier than Poland and there was a pronounced preference for British English as late as 1970 in the Swedish school curriculum (Eklund 2017, p. 9). Nowadays, all varieties of English are regarded as equal due to the latest Swedish curriculum from 2011. Moreover, many Swedes have developed quite good communicative skills in English. However, Modiano stresses the importance of teaching English as an international language (2009, p. 190). The fact that English has become a lingua franca of an increasing number of European countries, must be taken into account, and in-service training for English language teachers should be provided (Modiano 2009, p. 190).

English spread rapidly in Poland during the 1990s. As mentioned earlier in the *Hypothesis* section, a huge need arose then for the training of qualified English teachers. Successively, a first and a second foreign language got an earlier introduction at school. Though English is unquestionably the most popular foreign language in Poland nowadays, according to the recent Polish school curriculum from 2017, the English language is only one among other foreign modern languages, while in Sweden the subject of English has its own syllabus. Consequently, it is not strange that these two countries with their different historical perspectives may have a slightly different approach and perspective in their teaching with regard to the global spread of English.

In the face of Brexit, and with Great Britain wanting to leave the EU, some language experts ask themselves what will happen to the English language after the country leaves the EU. Modiano, in his article on the effects of Brexit on the English language, speculates whether this historical act will weaken the English language, or surprisingly strengthen its position both as a lingua franca within the EU's institutions, and as a communicative tool among millions of educated Europeans (Modiano, 2017). Moreover, Modiano described the model of a *Euro-English classroom* as early as in

2009 where “The instructor, primarily interested in how English is used in mainland Europe, encourages students to develop communication skills as opposed to targeting the impersonation of an idealized native speaker” (2009, pp. 126-127). Here the question that must be asked is whether *Egzamin Gimnazjalny* or *Good Stuff Gold 8* do encourage such a *Euro-English classroom* or whether they encourage another model?

Given the complex issue of population migration throughout the world today, one has to think about the tools needed to succeed in creating multicultural classrooms and multicultural schools at all. Claire Kramsch emphasizes the difficulty in trying to define the term of *cultural identity* due to the fact that believing in the *one language = one culture* model, the model that has been practised for years and mostly in Europe, often does not work anymore in today’s complex and globalized world (1998, pp. 67-68). In her book *Language and culture*, Kramsch actually states the following,

Paradoxically, the only way to preserve the room for maneuver vital to any human communication is not by making sure that everyone speaks the same language, but by making sure that the linguistic semiotic capital of humankind remains as rich and as diversified as possible. (1998, p. 77)

In Sweden, in the Botkyrka municipality, The Multicultural Centre supports and promotes work with the developing of intercultural competences, while conducting its own research. While writing about different approaches to ethnic diversity in one of the centre’s publications, René León Rosales distinguishes between *guest worker programmes*, *assimilation*, *multiculturalism* and *interculturalism*; the latter he defines as follows,

Interculturalism takes into account individuals’ economic, social/ civic and cultural rights, but also emphasizes the importance of seeing all individuals as active participants, who in dialogue with others may and need to engage in the creation of a society for all. (2015, p. 15)⁵

In 3.3, *Education for Intercultural Competences in the EU*, educational work for intercultural competence in the EU was presented. Relating intercultural competence to the main subject of this study, the spread of English, it is important to take into account that *intercultural competence* “involves an awareness of the role of language competences in intercultural encounters. ... how people interpret, and communicate

⁵ The translation from Swedish into English by the author of the essay.

within, intercultural encounters is shaped by the languages and cultures which they bring to those encounters” (*Developing intercultural competence through education* 2014, p. 17).

To sum up, the current essay analyses only two English textbooks. It would be desirable to include more language textbooks in similar comparative studies, and try to involve a greater number of educational professionals in the debate about the correlation between the spread of the English language and the issue of diversity with its intercultural perspective. Furthermore, there is a huge need for further research on WE and its application in English textbooks. Additionally, methods for differentiating between different Englishes should be further developed.

6. Conclusion

This study has shown that the Polish textbook promotes primarily British English, followed by the English of FLS, and thirdly American English. There are only a few texts where major and local varieties are presented. In comparison, the reading texts in the Swedish textbook promote mainly British and American English, followed by major and local varieties, and last, there are a few reading texts promoting the English of FLS. Aside from British and American English, which are promoted by both textbooks, the main difference between the two books seems to be that the Polish textbook promotes the English of FLS and the Swedish textbook promotes major and local varieties. In conclusion, diversity is being promoted by both the Polish and the Swedish textbook although the textbook authors view and do it differently.

References

Primary Sources

- Coombs, A. (2013). *Good Stuff Gold C 8 Textbook*. (1. ed.) Stockholm: Liber.
- Rosińska, M., & Śpiewak, G. (2011). *Egzamin Gimnazjalny: Repetytorium z testami*. Warszawa: Macmillan Polska.

Secondary Sources

- Björk, L.A., & Räisänen, C. (2003). *Academic writing: A university writing course*. (3. ed.) Lund: Studentlitteratur.
- Cambridge University Press. (1999-). *Cambridge dictionaries online. Business English*. Cambridge: Cambridge University Press. 3 June 2018.
<<https://dictionary.cambridge.org/>>
- Cambridge University Press. (1999-). *Cambridge dictionaries online. Essential American English*. Cambridge: Cambridge University Press. 3 June 2018.
<<https://dictionary.cambridge.org/>>
- Cambridge University Press. (1999-). *Cambridge dictionaries online. Essential British English*. Cambridge: Cambridge University Press. 3 June 2018.
<<https://dictionary.cambridge.org/>>
- Council of Europe (2016). *Competences for democratic culture: Living together as equals in culturally diverse democratic societies*. Strasbourg: Council of Europe Publishing.
- Council of Europe (2014). *Developing intercultural competence through education*. Pestalozzi series No.3. Strasbourg: Council of Europe Publishing.
- Eklund, M. (2017). *A study of the central content and knowledge requirements for the course of English 5*. Gävle: Höskolan i Gävle.
- European Centre for Modern Languages. 1994. European Centre for Modern Languages. 5 August 2018 < <https://www.ecml.at/Aboutus/AboutUs-Overview/tabid/172/language/en-GB/Default.aspx>>
- Facchinetti, R. (2012). "Cultural journey through the English lexicon". In P. Vettorel & S. Corriozato (eds.), *World Englishes and ELF in ELT textbooks: How is plurality represented?*, pp. 201-234. Newcastle upon Tyne: Cambridge Scholars Publishing. eBook.

- Goals and values of the EU*. The EU. About the EU. The EU in brief. 3 June 2018. <
https://europa.eu/european-union/about-eu/eu-in-brief_en>
- Jenkins, J. (2003). *World Englishes: A resource book for students*. London: Routledge.
- Kramsch, C.J. (1998). *Language and culture*. Oxford: Oxford University Press.
- León Rosales, R. (2015). *Ett interkulturellt Botkyrka: Om vikten av ett interkulturellt perspektiv i kommunal verksamhet*. Tumba: Mångkulturellt Centrum. 13 August 2018 <
<http://mkcentrum.se/wp-content/uploads/2015/09/Ren%C3%A9-Le%C3%B3n-Rosales-Ett-interkulturellt-Botkyrka-webb.pdf>>
- Macmillan Dictionary*. 29 July 2018. <<https://www.macmillandictionary.com/>>
- Merriam-Webster Dictionary*. Springfield, MA: Merriam-Webster. 3 June 2018.
 <<https://www.merriam-webster.com/>>
- Modern Language Association of America (2009). *MLA handbook for writers of research papers*. (7. ed.) New York: Modern Language Association of America.
- Modiano, M. (2017). "English in a post-Brexit European Union". *World Englishes*, vol. 36, no. 3, 12 August 2018.
- Modiano, M. (2009). *Language learning in the multicultural classroom: English in a European and global perspective*. (1. ed.) Lund: Studentlitteratur.
- Monfared, A., Mozaheb, M.A. & Shahiditabar, M. (2016). "Where the difference lies: Teachers' perceptions toward cultural content of ELT books in three circles of World Englishes." *Cogent Education*, vol. 3, no. 1, Jan. 2016.
- Polska. Ministerstwo Edukacji Narodowej (2008). *Podstawa programowa z komentarzami. Tom 3. Języki obce w szkole podstawowej, gimnazjum i liceum* 2008. Warszawa: Ministerstwo Edukacji Narodowej. 30 July 2018. <
https://men.gov.pl/wp-content/uploads/2011/02/men_tom_3.pdf>
- Polska. Ministerstwo Edukacji Narodowej (2017). *Podstawa programowa kształcenia ogólnego z komentarzem. Szkoła podstawowa język obcy nowożytny* 2017. Warszawa: Ministerstwo Edukacji Narodowej. 30 July 2018.
 <https://cke.gov.pl/images/_EGZAMIN_OSMOKLASISTY/Podstawa_programowa/SP_PP_2017_Jezyk_obcy_nowozytny.pdf>
- Sridhar, S.N., & Sridhar, K.K. (2018). "Coda 2 A bridge half-built: Toward a holistic theory of second language acquisition and World Englishes." *World Englishes*, vol. 37, no. 1, Mar 2018, pp. 127-139.
- Sverige. Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet* 2011. Stockholm: Skolverket.

- Syrbe, M., & Rose, H. (2018). "An evaluation of the global orientation of English textbooks in Germany." *Innovation in language learning and teaching*, vol. 12, no. 2, Jan. 2018, pp. 152-163.
- The Polish education system in brief 2017/18*. Fundacja Rozwoju Systemu Edukacji. 31 July 2018. < file:///C:/Users/66elbi20/Desktop/C-essay/Education-System-in-Poland_2017_2018_EN.pdf>
- Vettorel, P. (2018). "ELF and communication strategies: Are they taken into account in ELT materials?" *RELC Journal: A Journal of Language Teaching and Research*, vol. 49, no. 1, Apr. 2018, pp. 58-73.

