

Presentation of the master's thesis English varieties. A study of how English varieties outside the Anglo-American core area are covered in Norwegian upper secondary teaching.

John Nikolaisen, Master's thesis in Foreign Languages in School, Østfold University College

English is a global language with a huge number of varieties. Even so, English language teaching (ELT) in Norway is often reduced to the standard varieties British and American English. Schildhauer et al. (2020, p. 27) 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.

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 ELT in Norway is to achieve this goal, it must go beyond traditional approaches and include more teaching materials that take into account non-native varieties.

Researchers 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 (Ahn, 2017; Baker, 2012, 2015; Farrell & Martin, 2009; Melchers & Shaw, 2015, cited in Schildhauer et al. (2020, p. 28).

Against this backdrop six textbooks for the second year at upper secondary school (Vg2) were analysed, and it was found that materials on English varieties outside the Anglo-American core area are indeed included. These materials include texts, tasks, listening material and some audio-visual elements, available on the textbooks' digital platforms. Yet, whether these materials constitute sufficient exposure to English varieties is debatable. For instance, texts where students encounter global Englishes are relatively infrequent. Additionally, it is doubtful whether students receive adequate listening comprehension training as the textbooks' listening material, which could be suitable for exposing students to varieties, is often recorded in standard UK and US English. Thus, the findings show that textbooks contain considerable gaps which it seems the teachers must fill.

In addition to the textbook analysis, a teacher survey was conducted. The results showed that 75 % of the teachers believe that the textbook is insufficient for teaching English varieties, and a majority believe they need to develop their own material. Also Syrbe and Rose (2016) 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). This

situation is problematic, since, in addition, it is doubtful if teachers have received the proper training for teaching English varieties. Matsuda (cited in Syrbe & Rose, 2016, p. 161) notes that "few teachers [...] have a rich enough knowledge of and personal experience with [...] 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". Schildhauer et al. (2020) suggest that textbooks should include more audio-visual content (for example YouTube videos) where students encounter real-life accents. Presently, rather few textbooks include such content.

In conclusion, if textbooks are not up to speed and teachers are not provided with the necessary training, there is a risk that English teaching in Norway fails

to embrace the diversity of the English language, relying instead on a traditional Anglo-American approach.

LITERATURE

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