

# Global Englishes in German Textbooks for Secondary Schools

## Introduction

- Studies about varieties of English in Bavarian curricula by Bieswanger (2008; 2012) and in North-Rhine Westphalia for *Sekundarstufe II* by Kruse (2016)
- Studies about World Englishes in audio materials of schoolbooks recently done by Lisa Scheiwe and of further schoolbook materials by Bieswanger (2008), Kruse (2016) and Syrbe and Rose (2016)

## Research gap and questions

### Research Gaps

- Bieswanger (2008) analyzed the English schoolbook series *Green Line New* and *Red Line New* by Klett for *Gymnasium* and *Realschule*
  - Found out that in the curriculum for *Realschule* varieties are only related to in grades 8-10; only little reference to varieties in *Red Line New* (Bieswanger 2008: 38)
  - For *Gymnasium*, he found out that there are some relations to varieties in the curriculum (grades 8, 10); smaller role in *Gymnasium* than *Realschule*; mainly BrE and AmE in *Green Line New* (ibid: 41)
- Lisa Scheiwe found out in her Master's thesis that in audio materials of two different textbooks the accent of a presumably Welsh person did not match with the typical sounds of the Welsh variety (presentation at WWU in 2018)

### BUT, there are no studies that analyze Global Englishes ...

- ... of a whole textbook series for North-Rhine Westphalia
- ... comparing the textbook series for the different secondary school types by one publisher (*Gymnasium*, *Realschule*, *Hauptschule*, *Gesamtschule*)

### Research Questions

- Are there differences with regard to Global Englishes between the textbook series for different secondary school types?
- Is *BrE* or *AmE* more emphasized in the textbook series? (Differences between school types?)
- Which varieties can be found in textbooks? (cf. Bieswanger 2008:)
- Do the findings in the textbooks match with the demands of the curriculum? How far do they deviate? (cf. Bieswanger 2008:)

## Methods

Comparison and analysis of ...

- Curricula for the secondary school types *Gymnasium*, *Realschule* and *Gesamtschule* in North-Rhine Westphalia (Sekundarstufe I)
- Curricula for the secondary school types *Gymnasium* and *Gesamtschule* in North-Rhine Westphalia (Sekundarstufe II)

- The textbook series for Sekundarstufe I: *Camden Town 1-5* for *Gymnasium*, *Camden Market 1-5*, *Notting Hill Gate 1-4* for *Gesamtschulen* (see textbooks)
- The textbook series and teacher's notes for Sekundarstufe II:
  - Camden Town Advanced. THE UK: BETWEEN TRADITION AND CHANGE. Politics, society and international relations.*
  - Camden Town Advanced. THE USA. Dreams and realities.*
  - Camden Town Advanced. GLOBALIZATION AND GLOBAL CHALLENGES. Tomorrow's world today.*
  - Camden Town Advanced. YOUNG PEOPLE: Going global in the digital age. Introduction to advanced English skills.*
  - Camden Town Advanced. POSTCOLONIALISM: EMPIRE AND AFTER. Text analysis and intercultural learning.*

## Conclusions

- Varieties (other than AmE and BrE) earlier introduced in *Realschule* (Camden Market 3)
- BrE as the most used variety throughout the textbooks
- Not explicitly stated which variety is used in the books
- Introduction to GEs in Sek I and more intensive handling of GEs in Sek. II (but still only superficial, without stating clearly the differences)
- Lingua Franca as a topic of Sekundarstufe II (KLP, Camden Town advanced)
- Mostly in common with the curricula, e.g. introduction of AmE and BrE in grade 8 (KLP), in Camden Market already in grade 7 (Camden Market 3)
- Many cultures are introduced without reference to varieties

## Results Camden Town 1-5

- Camden Town 1-3: BrE in spelling and pronunciation
  - Camden Town 4: AmE vs. BrE – lexis, sounds, spelling
  - Camden Town 5: Commonwealth Englishes (AUS, IndE, CAN, NZL, SA English) (p. 56), English around the world (pp. 138 ff.)
- Matches with findings in the curriculum for *Gymnasium* Sek. I, findings in Camden Town 5 go further than the curriculum

## Results Camden Market 1-5

- Camden Market 1-3: BrE spelling and pronunciation
  - Camden Market 3: introduction of some AmE words (pp. 128-129); listening task to different accents of English: Scotland, Wales, England, Northern Ireland (130); introduction to English as L1, SL and FL in a text box (p. 142)
- English varieties and accents are introduced earlier than in the books for *Gymnasium*, although it is very superficial and without any details (e.g. no knowledge of phonological features)
- Camden Market 4: AmE vs. BrE – lexis, spelling, listening and imitation task for AE, sound teaching towards BrE (e.g. p. 30 P8)
  - Camden Market 5: sounds training still in BrE (p. 104)

## Results Notting Hill Gate 1-4

- Notting Hill Gate 1-3: BrE spelling and pronunciation
- Notting Hill Gate 4: AmE vs. BrE words (e.g. p. 14, 33), listening practice with American speakers (p. 19), pronunciation task with American school words (22), distinguishing BrE and AmE accent (33)

## Results Camden Town Advanced

### The USA

- Use of AmE spelling (111, 84)

### Postcolonialism: Empire and After

- „English as a lingua franca“ – role of English language in life (IT, food, fashion etc.) (10-11; teacher's book p. 7), Globish (12)
- Jamaican English (listening, words, grammar) (22 ff.)
- Indian English (listening, information text) (32)
- South African English (speeches by four SA speakers) (47)
- Authentic texts by Australian Aboriginal and Nigerian authors (64 f., 70 ff.)

### Young people – going global in the digital age

- task to say how slang, English by NNS and varieties make listening difficult (18)

### Globalization and global challenges

- Nigerian vs. Queen's English (21 ff.)

### The UK: Between Tradition and Change

- spelling in BrE (e.g. 82)

## Results Curricula

- Text for *Realschule* and *Gesamtschule* identical with regard to Global Englishes
  - Sek. I similarities of all school types
    - Pronunciation/intonation: in grade 6 a stronger accent can be recognized than in grade 9/10 (pp. ....); AmE and BrE variants of pronunciation in grade 8
    - Orthography: grade 8 – differences AmE vs. BrE
- Sek. I differences between *Realschule/Gesamtschule* and *Gymnasium*

	Realschule/Gesamtschule	Gymnasium
<b>Listening Comprehension</b>		
Grade 6	no reference to standard language (KLP Real: 22, KLP Ges: 22)	Restriction to simple standard language ( <i>Standardsprache</i> ) (KLP Gym: 23)
Grade 8	no reference to variants (KLP Real: 27; KLP Ges: 28)	Variants of pronunciation that are simple to recognize, (KLP Gym: 29)
Grade 10/Einführungsphase	no reference (KLP Real: 34; KLP Ges: 38-39)	Representative varieties (KLP Gym Sek. II: 19)
<b>Speaking</b>		
Grade 8 and 9/10	no reference (KLP Real: 28, 34; KLP Ges: 29, 39)	Conversation with native speakers and <i>lingua franca</i> speakers, (KLP Gym: 29, 36)

- Sek. II:
  - similarities GK and LK: English as a *lingua franca* as content (KLP Gym Sek II: 31, 40); language awareness of linguistic deviations, variants, varieties (KLP Gym Sek II: 36, 45)
  - Differences GK and LK: Listening comprehension – in GK only representative varieties (KLP Gym Sek II: 27), in LK also non-representative varieties (KLP Gym Sek II: 36)