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**MORAY HOUSE SCHOOL OF EDUCATION**

**Dissertation Title:**

**Evaluation of Global Englishes Oriented Features in a  
Chinese Senior High School Textbook**

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## Abstract

English now is a global language used by speakers from various cultural and linguistic backgrounds, and non-native speakers outnumber native speakers. As a result, it has been argued that English language teaching should shift from the traditional model of teaching native English to a Global Englishes language teaching model. Several pedagogical implications have been proposed for Global Englishes language teaching, which can be categorized as cultural exposure and linguistic exposure. As English language teaching textbook materials are assumed to play an important role in learners' language input, especially in the perception of Global Englishes elements, it is suggested to incorporate Global Englishes language teaching in textbook materials.

In the Chinese context particularly, learners are more likely to encounter people from other Asian countries rather than English-speaking countries, and English language learners also set their aim of learning English for global use. This study evaluates to what extent a textbook series *Advance with English*, used for the intermediate level senior high school students in Jiangsu Province of China, reflects Global Englishes elements in cultural exposure and linguistic exposure. The results indicate that although knowledge of diverse cultures and linguistic strategies are incorporated in the textbook materials, there is limited exposure to how English is used in dynamic, fluid and changing lingua franca contexts by speakers from different cultural and lingual backgrounds. The general implication of this study is that English textbook materials in China should be incorporated with various lingual and cultural English uses in an authentic global context, and that English teachers should be educated with aspects in Global Englishes language teaching.

Key Words: Global Englishes language teaching, English language textbook materials, English language teaching in China

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## List of Abbreviations

EC: Expanding Circle

EIL: English as an international language

ELF: English as a lingua franca

ELT: English language teaching

GE: Global Englishes

GELT: Global Englishes language teaching

IC: Inner Circle

M: module

NS: native speaker

NNS: non-native speaker

OC: Outer Circle

## Chapter 1 Introduction

Nowadays English as a global language is being spoken by an increasing number of people in non-English-speaking countries, and the concept of “English speakers” may no longer only refer to people from English-speaking countries. There are now many more non-native English speakers than native English speakers around the world (Crystal, 2012). As a result, these new varieties of English may challenge the norms of how English is used by native English speakers in English-speaking countries and people’s long-time attachment to native English (Galloway, 2017; Galloway & Rose, 2015).

In the field of English language teaching (ELT), there exists some controversy about whether these new varieties should be legitimized and adopted in teaching (e.g. Quirk, 1990; Kachru, 1991). Criticism has also been raised about proposals to adopt these new varieties in ELT (e.g. Van de Doel, 2010; Sowden, 2012a, 2012b). Despite the pros and cons of accepting new varieties of English in ELT, the fact is that, in most non-English-speaking countries, such as China, the traditional approaches to ELT seem unchanged, with both teachers and students still adhering to the native speakers’ norms (Galloway & Rose, 2015). The native usages of English are regarded as the only criteria against which to judge the English level of students, and using English as native speakers is set as the ultimate learning objective in these countries.

Textbook materials, as the main language input for learners and teaching guidance for teachers, play an important role in ELT, especially in non-English-speaking countries such as China (Hu, 2002; Mishan & Timmis, 2015; Richards, 2001). As a result, the textbook materials in countries like China can determine, to some degree, what kind of English knowledge students gain from their English learning (Pennycook, 2000; Siqueira, 2015).

Inspired by the different opinions that ELT experts hold on the phenomena of the wide spread of English around the world, and the significance of English textbook materials in the ELT industry, this current study is an evaluation of a series of English textbooks,

namely *Advance with English*, which is used in senior high schools in Jiangsu Province of China, from the perspective of Global Englishes (GE). This current study provides a literature review of the research on Global Englishes language teaching (GELT) and ELT textbook materials evaluation (Chapter 2). The methodology employed in this study to evaluate two aspects of GE, being cultural exposure and linguistic exposure, in the textbook series is described in Chapter 3. In Chapter 4, the findings of this current study are presented and discussed. Finally, in Chapter 5, the research questions are addressed and the pedagogical implications of the findings for GELT are discussed.

## Chapter 2 Literature Review

### 2.1. Definitions of the Global Englishes Research Paradigm

Global Englishes is defined as the representation of “the diversifying nature of Englishes used worldwide” and also how English is used through “people’s efforts to be intelligible in intercultural settings, [negotiate] meanings and [create new usages of English] while retaining their own identities” (Murata & Jenkins, 2009: 5). Therefore, the research field of GE is an umbrella paradigm, including the research fields of World Englishes, English as a lingua franca (ELF), English as an international language (EIL) and Translingual Practice (Galloway & Rose, 2015), which all investigate how the English language functions globally (Galloway, 2017). In this dissertation, the term “GE” is used when referring to all of the work done in the above four research fields.

The work carried out in the GE field can mainly be categorized into two groups: “the identification and codification of national varieties of English” and “[the examination of] English use within and across national borders” (Galloway & Rose, 2015: xii). The research work carried out in these two categories will be presented in this section.

#### 2.1.1 Varieties of English

Among all the approaches to study varieties of English used worldwide, perhaps the most useful and influential schema to categorize them is Kachru’s (1992) Three Circle Model, which represents the differences between the English used in the Inner Circle (IC), in which English is spoken as a first/native language, the Outer Circle (OC), which has a history dominated by the English language and where English is used as a second/official language, and the Expanding Circle (EC), where English has no dominance in history and is used as a foreign language. Although the Three Circle Model has been criticized for focusing on geography and history related to English, rather than how English is used by its speakers, it offers a convenient categorization of the varieties of English worldwide (Jenkins, 2015).

Since Kachru’s (1992) work, there have been other significant contributions to the

identification and codification of the linguistic features of sounds, vocabulary and pragmatics of the varieties of English in specific areas and countries (e.g. Crystal, 2012; Galloway & Rose, 2015; Kachru et al., 2006; Kirkpatrick, 2007; Melchers & Shaw, 2011; Schneider, 2011; Walker, 2010). Instead of simply presenting the usages of English in these “new” varieties, which differ from the “standard” version of English, the aforementioned work tries to raise English learners’ awareness of the rich variation of English (Kachru, 2005).

### 2.1.2 English Use within and across National Borders

It is assumed that English is an international language and “is no longer linked to a single culture or nation but serves both global and local needs as a language of wider communication” (McKay, 2002: 24). Rather than referring to a particular, or a simplified version of English, GE investigates how English is used in dynamic, fluid and changing lingua franca contexts (Sharifian, 2009; Canagarajah, 2013; Galloway, 2017).

Over the past two decades, there has been controversy about the conceptualization of the speakers involved in such lingua franca contexts. Firth (1996) and House (1999) regard ELF as a “contact language” (Firth, 1996: 240) used by speakers from different linguacultural backgrounds, none of whom are from English communities. Kirkpatrick (2007: 3) expands on previous definitions, by defining ELF as the global use of English “by people for whom English is not their first language”, which accords with previous definitions, by excluding native English speakers’ use as ELF, but including the English used by non-native English interlocutors from the same language community as ELF. In contrast, Seidlhofer (2011: 7) defines ELF as “any use of English among speakers of different first languages, for whom English is the communicative medium of choice and often the only option”, and, thus, includes native English speakers as ELF speakers also. Similarly, Cogo & Dewey (2012: 11-12) define ELF “as the principle contact language [...and] a means of communication among different first language speakers”.

It is worth noting that, although there have been some claims on the distinction between ELF and EIL, for example claims on what kinds of English speakers are

included and whether a certain version of English should be adopted in these two research paradigms, respectively (McKay & Brown, 2016; Sharifian, 2009), both ELF and EIL focus on how English is used within and across national borders and both belong to the GE research paradigm (Galloway & Rose, 2015).

### 2.1.3 Summary of Global Englishes Research Paradigm

In this dissertation, all of the work mentioned above in the GE field is respected, and the key points of the GE research paradigm are summarized as follows:

(1) GE does not regard the Englishes used by non-native speakers, which are different from native speakers', as "errors", but varieties of English;

(2) GE is not a simplified version of English, but is used in dynamic, fluid and changing lingua franca contexts;

(3) GE includes any interaction in English by native speakers exclusively, native speakers with non-native speakers and non-native speakers exclusively, which also includes non-native speakers from the same language background. However, as non-native speakers from the same lingual community can use their shared mother tongue to communicate, GE mainly investigates English functioning as the preferred, or even the only, communication instrument, especially its use between non-native speakers from different language backgrounds.

## 2.2 Global Englishes Language Teaching Approaches

Global Englishes Language Teaching can be defined as "an approach to English language education that addresses the implications of Global Englishes" (Galloway & Rose, 2015: 254). This section will discuss the literature on the different views of ELT related to GE and the reasons for adopting GELT approaches, especially in the Chinese context, together with some of the implications of GELT and criticism on these implications.

### 2.2.1 Debates on English Language Teaching Approaches related to Global Englishes

In the early 1990s, it was argued by Quirk (1990) that non-native Englishes are deficit and inferior for English teaching. According to Quirk (1990), English learners should aim to acquire precise English, as the “correct” use of English dominates in international communication. Kachru (1991) replied to Quirk’s (1990) proposal of “deficit linguistics”, in that these varieties of non-native Englishes “may be a matter of ‘difference’, which is based on vital sociolinguistic realities of identity, creativity and cultural contact” (Kachru, 1991: 11) in a global context, and argued that these varieties deserve their own right. Kachru (1991) further argued that it is likely that learners combine local norms with English learning, as constant exposure to native English may not be possible in many OC and EC countries.

From the key points of the GE research paradigm in Section 2.1.3, it can be inferred that native English is not excluded in the GE paradigm and the traditional native English teaching model is still very popular in many OC and EC territories after more than two decades of debate. Nonetheless, adopting more GELT approaches seems to be an unavoidable trend, for the reasons discussed in Section 2.2.2.

### 2.2.2 Reasons for Adopting Global Englishes Language Teaching Approaches

With the spread of the English language around the world, English has become a global language whose non-native speakers have far outnumbered native speakers (Crystal, 2012). As a consequence, numerous varieties of non-native English have developed, which are rooted in speakers’ first languages and sociolinguistic features in the local domains, such as the reflection of local culture and identity in language (Kirkpatrick, 2007). GE, therefore, assumes that English belongs to all its users (Seidlhofer, 2009), challenges native-English-speaker norms and the ideology of “standard” English, paying more attention to the diversities of English (Galloway, 2013, Galloway & Rose, 2015). It is argued that, since the English language has been undergoing changes in its forms and uses, ELT ought to be adapted for such trends (Seidlhofer, 2004). However, the current ELT still seems to mainly adhere to the native-English-speaker model and,

therefore, cannot expose English learners to the ways in which English is used in an authentic global context (Galloway & Rose, 2015).

#### 2.2.2.1 Chinese Context in relation to Global Englishes Language Teaching

Located in East Asia, China belongs to the EC, in which there is no historical relevance to the English language (Kachru, 1992). However, the past few decades have witnessed English playing a dramatically important role in the process of the reform and the opening up of China during the trend of globalization (Cortazzi & Jin, 1996; Hu, 2002). According to Wei & Su (2012), almost 400 million people, which is approximately one third of the population in China, are learning English, making China the largest English learning country in the world (He & Li, 2009).

Nowadays, English in China is regarded as “an indispensable language for international exchange and better-paid employment” (Honna, 2006: 115). This view was reflected in an online questionnaire survey of 1,613 Chinese undergraduates, which shows that they believe that English is very useful for them in both their studies and their work, as they feel they can be associated with the global economy and global affairs (Liu et al., 2016). English in China is no longer used to communicate with people from IC countries only, but with people all around the world, and especially those from other Asian countries (Kirkpatrick, 2011, 2012; Kirkpatrick & Xu, 2002; Rai & Deng, 2016). At the same time, whilst English can help people gain more international access in both education and the job market, it may pose a threat to local Chinese identities and beliefs (Galloway & Rose, 2015; Fang, 2017). Consequently, it has been argued that ELT in China should change from the native-speaker model to a more fluid lingua franca, and one that also embraces Chinese features.

#### 2.2.3 Implications of Global Englishes Language Teaching

To adopt GELT, an “epistemic break” (Kumaravadivelu, 2012: 14) is required to completely shift the current ELT model, in terms of teaching terminologies, teaching methods, cultural competence, the textbook industry and language testing (Jenkins et al., 2011; Kumaravadivelu, 2012). Several pedagogical implications that aim to

implement such an “epistemic break” have been proposed. In this section, these pedagogical implications are categorized into two main themes: cultural exposure and linguistic features.

#### 2.2.3.1 Global Englishes Language Teaching and Cultural Exposure

ELT is suggested to embrace diverse cultural elements to raise students’ awareness of multiculturalism, which is a prominent feature in GE, as GE speakers come from a variety of cultural backgrounds. Cultural exposure, therefore, is an important element in GELT, and it is divided into: the exposure of uses and users of English; and cultural topics.

##### **Uses and Users of English**

English as an international language belongs to no certain fixed culture or country (McKay, 2006). In order to change students’ stereotype of native speakerism, more exposure to English speakers from different countries is suggested in ELT (Galloway & Rose, 2013, 2015; Matsuda, 2005; Kirkpatrick, 2009, 2012). This would not only exemplify lexical, grammatical, phonological and pragmatical variation in English (McKay, 2002), but also raise students’ awareness that English is also used in other countries and among speakers from diversified linguistic backgrounds, and “that culture in intercultural communication is a fluid and emergent concept” (Galloway & Rose, 2015: 207).

##### **Cultural Topics**

Topics containing various cultures are also suggested to be discussed in the English class, and they can be grouped into three themes: source cultural topics with learners’ own culture; target cultural topics with cultures from IC countries; international cultural topics with a wide range of cultures, both in English-speaking countries and non-English-speaking countries (Cortazzi & Jin, 1999). Diverse cultural topics including all of the above three themes are encouraged to raise students’ awareness of respecting multiple cultures (Cortazzi & Jin, 1999; McKay, 2002, 2006, 2012), in order

that students can gain a basic impression of how English is used internationally nowadays, by reflecting on the incorporation of their own culture and other cultures (McKay, 2002, 2006, 2012).

#### 2.2.3.2 Global Englishes Language Teaching on Linguistic Features

It is suggested to expose students to as many varieties of English as possible (D'Souza, 1999), in order for them to be better prepared for international interactions (McKay, 2012). However, in actual teaching practice, it can be “both impossible and unnecessary to expose students to all of the varieties of English in the world” (Galloway & Rose, 2015: 203). Kirkpatrick (2007) provides three alternative models for teaching the variations of English within and across the varieties of English in OC and EC countries: an exonormative native speaker model, which takes IC English as the teaching model; an endonormative nativised model, which uses the local variety; and a varied lingua franca model. An exonormative native speaker model is adopted in most OC and in almost all EC territories, as such models have long been available and are widely considered as being the “standard”. However, for the majority of English learners, a native speaker model can be neither attainable nor appropriate. An endonormative nativised model adopts the local variety of English used in some OC countries, which can be salient to the learners, but such models may lack legitimacy and codification. In contrast, a lingua franca model aims to achieve success in cross-lingual communication, rather than in any specific variety of English. This model requires learners to be aware of the linguistic features that can affect, or help, understanding in cross-lingual communication and emphasizes communicative strategies.

Three linguistic levels, being lexico-grammar, phonology and pragmatics, are mainly examined in such a lingua franca teaching model (Jenkins et al., 2011). Accommodation skills (Jenkins, 2000, 2007), which GE speakers use to change their way of speaking for better understanding by their listeners, are emphasized in all of these three GE linguistic levels, which can also reflect English users' creativity in using

the language (Seidlhofer, 2011). These three levels are explained in detail as follows:

### **Lexico-grammar**

Lexico-grammar in GE was first proposed by Seidlhofer (2004), who summarizes the previous hypothesis on typical “errors” of lexico-grammar in GE, based on the Vienna-Oxford International Corpus of English (Hollander, 2002; Kordon, 2003; Seidlhofer, 2003), that are required to be corrected by English teachers in traditional ELT, despite these “errors” being unproblematic for GE communication. Seidlhofer’s (2004) hypotheses about GE lexico-grammatical features were confirmed by later empirical research on naturally occurring communications between GE speakers (Breiteneder, 2005, 2009; Cogo & Dewey, 2012; Mauranen, 2012; Pitzl et al., 2008). These features are listed below, and some expressions are revised from Seidlhofer’s (2004) original proposals to make them more features than “errors” (Figure 2.1):

Figure 2.1: Features of Lexico-grammar in GE

- (1) Third person singular zero in present tense (e.g. “If somebody take a disadvantage...” rather than “If somebody takes a disadvantage...”)
  - (2) Usage of prepositions (“omission” of prepositions, e.g. “look this picture” rather than “look at this picture”; innovative use of prepositions, e.g. “depend of the issue” rather than “depend on the issue”; “redundant” prepositions, e.g. “discuss about something” rather than just “discuss something”)
  - (3) Usage of articles (“omission” of articles, e.g. “I always walk to shop as it’s so close” rather than “I always walk to the shop...”; “redundant” articles, e.g. “I went to the home after work” rather than “I went home after work”; different from native English usage of articles, e.g. “Can you pass a salt please?” rather than “Can you pass a bottle of salt please?”)
  - (4) Innovative collocation with verbs (e.g. make, do, take, have and get) that have a high level of semantic generality (e.g. “do a crime” rather than “commit a crime”)
  - (5) “Confusion” of relative pronouns (e.g. “There are a lot of children which need a family.” rather than “There are a lot of children who need a family.”)
  - (6) “Replacing” infinitive-constructions with that- clause (e.g. “I want that...” rather than “I want to...”)
  - (7) “Confusion” of tag questions (e.g. “They should..., isn’t it?” rather than “They should..., shouldn’t they?”)
  - (8) “Over” explicitness (e.g. “black color” rather than just “black”)
  - (9) Creation of words by familiar word formation processes (e.g. “pronunciate” rather than “pronounce”, “increasement” rather than “increase”)
- (Breiteneder, 2005, 2009; Cogo & Dewey, 2012; Mauranen, 2012; Pitzl et al., 2008; Seidlhofer, 2011)

## Phonology

Based on research concerning the intelligibility of phonology in GE, Jenkins (2000, 2002) categorizes the features of English phonology into two groups. One group is lingua franca core features, which can affect understanding and are important in pronunciation teaching. These features are drawn from studies on common features of English varieties and how speakers invent phonological usages in cross-lingual communication. The second group is lingua franca non-core features, which do not

affect success in GE communication. Non-core features may not be possible to teach in class and substitutes of them should not be regarded as “errors” in ELT. These “errors”, reversely, may even help improve intelligibility in GE communication. However, as Jenkins (2002) herself points out, these non-core features in phonology have not been confirmed by any empirical research. Even after more than a decade, there are still few studies in this field. The lingua franca core features and lingua franca non-core features of phonology listed by Jenkins (2000, 2002) are presented in Figure 2.2 and Figure 2.3, respectively:

Figure 2.2: Lingua Franca Core Features of Phonology

*Segmentals:*

- (1) All consonant sounds, except /θ/ and /ð/ (e.g. “Bat” can only be pronounced as /bæt/ rather than /pæt/, but “that” /ðæt/can be pronounced as /zæt/.)
- (2) Omission of consonants in consonant clusters only permissible according to native English rules (e.g. “factsheet” can be pronounced as “facsheet” but not “fatsheet” or “facteet”)
- (3) Distinction of vowel length (e.g. a long /i:/ in “seat” and a short /ɪ/ in “sit”)

*Suprasegmental:*

- (4) Nuclear stress placement which “highlights the most salient part of the message, indicating where listeners should pay particular attention” (Jenkins, 2000: 153), especially for contrastive stress (e.g. “THIS is my Italian book.” and “This is my ITALIAN book.”)

Figure 2.3: Lingua Franca Non-core Features of Phonology

*Segmentals:*

- (1) /θ/, /ð/ (e.g. can be replaced by /t/ and /d/, /s/ and /z/, and /f/ and /v/)
- (2) Dark [ɫ] (e.g. can be replaced by clear /l/)
- (3) Vowel quality (e.g. “Dog” is pronounced as /dɒg/ in UK Received Pronunciation and /dɔg/ in General American English) except /ɜ:/ (e.g. /ɜ:/ of “fur” in UK Received Pronunciation cannot be replaced by /ɑ:/)
- (4) Consonant clusters (Additional vowels can be inserted into consonant clusters. e.g. “Stay” [steɪ] can be replaced by [ɪsteɪ] or [səteɪ].)

*Suprasegmentals:*

- (5) Connected speech features such as weak forms (use of schwa) which are used “to weaken an unimportant item in order to highlight an important one” (Jenkins, 2000: 146) (e.g. “For” does not need to be weakened as /fə/ in the sentence “What did you do that for?”), and assimilation which is used to increase speaking speed (e.g. “Green pen” does not need to be taught to pronounce as “greem pen”.)
- (6) Pitch movements (tones) to signal attitudes or grammatical meanings (e.g. The rules for a rise-fall tone to indicate that the speaker is impressive, sarcastic etc. and the rules for a fall-rise tone for *yes/no* questions can be too general for teaching.)
- (7) Stress-timing (as opposed to syllable-timing) for equal time intervals between stressed syllables
- (8) Word stress placement and production (e.g. aPARTment can be replaced by apartment)

## **Pragmatics**

Pragmatics in GE is investigated in two aspects: how GE speakers try to achieve mutual understanding in communication and how they signal non-understanding (Galloway & Rose, 2015; Jenkins, et al., 2011). Empirical studies have shown that misunderstanding and non-understanding rarely occur in GE communication, and some pragmatic strategies have been proposed that show how GE speakers accommodate and share their common status of being non-native speakers (Hülmbauer, 2009) in cross-lingual communication when they face misunderstanding or non-understanding. Here is a list of the most common GE pragmatic strategies that can be adopted in ELT, as codified

by Jenkins et al. (2011) and Galloway & Rose (2015) (Figure 2.4):

Figure 2.4: Pragmatic Strategies in GE

- (1) Self-repair (of proper names, contents, wording and grammar, see example in Appendix 1) (Mauranen, 2006)
- (2) Asking for/offering clarification/paraphrasing for additional explanations (see example in Appendix 2) (Cogo & Dewy, 2012; Mauranen, 2006)
- (3) Repetition (in monologues/speeches or of others' texts in conversations) (see example in Appendix 3) (Cogo, 2009; Lichtkoppler, 2007; Watterson, 2008)
- (4) Rephrasing, topic negotiation and discourse reflexivity to make a topic more salient (see example in Appendix 4) (Firth, 1996; House, 1999, 2009; Mauranen, 2007)
- (5) Silences/filled pauses (*er/m*) to realize speech acts or express interpersonal politeness (Böhringer, 2007)
- (6) Pre-empting strategies which help predict misunderstanding and non-understanding before they occur (Kaur, 2009)
- (7) "Let it pass" strategy that "the hearer [...] lets the unknown or unclear [...] word or utterance 'pass' on the (common-sense) assumption that it will either become clear or redundant as talk progresses" (see example in Appendix 5) (Firth, 1996: 243)

An additional pragmatic feature found among multilingual GE speakers is exploiting their plurilingual resources, such as code-switching (Cogo, 2009), which can show the multilingual and multicultural identities of GE interlocutors. Although plurilingual resources can play an important role in GE communication, most of them occur naturally among speakers from different language backgrounds, whose rules can be hard to generalize for ELT. In addition, in many non-native-English-speaking countries, such as China, it is required that English is the only language to be used in the ELT class, and the learners' first language as plurilingual resources may not be allowed.

#### 2.2.4 Criticism of Global Englishes Language Teaching Approaches

Although it seems widely accepted that ELT should raise students' awareness of respecting diversified cultures, some criticism and doubts still exist in ELT, related to GE linguistic exposure, despite researchers in the GE field striving to shift the

traditional ELT paradigm to a more GELT one. It is argued that GELT seems to propose an alternative to the traditional native English teaching model, which tries to encourage students to learn some features instead of others and places more emphasis on non-native English, but the “epistemic break” (Kumaravadivelu, 2012: 14) should encourage a shift in perspectives and attitudes towards the English language (Van den Doel, 2010; Sowden, 2012a). There is also criticism that some GE linguistic features occur in any language exchanges, no matter whether between first language speakers or second language speakers, and should not be considered as typical features of GE (Sowden, 2012b). However, it is also argued that “GELT is not a prescriptive one-size-fits-all model for ELT” (Galloway, 2017: 14), which does not provide such a teachable model, and that it is teachers and students who should choose to decide what to teach and learn (Cogo, 2012; Jenkins, 2012). Taking into account all of the concerns about the GELT approach, the above GE features are used only as a checklist for the ELT evaluation in this dissertation.

To sum up, although there remains some controversy about whether GE should be incorporated into ELT and how to incorporate it, it is evident that GELT, which requires exposure to varieties of cultures and the English language, is an unavoidable trend in OC and EC territories, and especially in the current Chinese context, where English is being used for an increasing number of international exchanges, mainly with other Asian countries.

### 2.3 Global Englishes and English Language Textbook Materials

ELT materials consist of anything that can be used to help to learn English, including written materials and audio-visual materials (Tomlinson, 2011). This section will discuss textbook materials, including both written and audio materials, related to GE, with the reasons for incorporating GE into textbooks, previous research on evaluating GE oriented features in textbooks, including English textbooks related to GE in the Chinese context, and some changes that can be made to incorporate GE elements in English language textbook materials.

### 2.3.1 Reasons for Incorporating Global Englishes into English Language Textbook Materials

Textbook materials can play an important role in the ELT curriculum, providing basic language input, as well as information carried by the language for learners and teaching guidance for teachers (Mishan & Timmis, 2015; Richards, 2001). As they are written by ELT experts and are claimed to be reliable and valid (Cortazzi & Jin, 1999), textbooks can even cover the whole curriculum for many English teachers (Macalister, 2016).

As GELT tends to “present English as a pluralistic and dynamic entity, rather than a monolithic and static one” to students (Matsuda, 2012: 169), and very few teachers know what GE is and how to incorporate it into teaching, textbook materials could be more important for GELT than for traditional ELT. Textbook materials may also serve the function of “making learners successful communicators”, which is especially a requirement now for English as a global language and as the “common means of communication across linguacultural boundaries” (Vettorel & Lopriore, 2013: 484). Some ELT material experts, such as McDonough et al. (2013) and McGrath (2013), also recognize that English as a global language is an unavoidable trend, challenging the traditional ELT materials design. As all textbook materials carry the messages of culture and ideology (Pennycook, 2000), which “serve as the main source of linguistic and cultural input for learners” (Siqueria, 2015: 245), it is important to shift the teaching paradigm in textbook materials to a more GELT approach, with exposure to various cultures and varieties of the English language. The evaluation of GE oriented features in ELT textbook materials in previous empirical research will be presented in the next section, with the two kinds of exposure taken into consideration.

### 2.3.2 Previous Research on Evaluating Global Englishes Oriented Features in English Language Textbook Materials

Various textbook materials used worldwide have been evaluated for GE oriented features, and they are: *New American Streamline*, *Cambridge English for Schools*,

*Interchange Series Third Edition* and *Top Notch*, used for the intermediate level learners in the study by Naji Meidani & Pishghadam (2013); *The Big Picture, Global, English Unlimited, New Headway (fourth edition), Speakout* and *Outcomes*, used for the intermediate level adult learners in the study by Tomlinson & Masuhara (2013). There are also other studies on the textbooks used in specific countries, including: ten English textbooks used for pre- and intermediate levels in Italian secondary schools (Vettorel & Lopriore, 2013); three main textbook series for the advanced level used in Germany, evaluated by Syrbe & Rose (2016); six elementary level textbooks for seventh-grade students in the study by Matsuda (2002), and six elementary level textbooks for seventh-grade students, ten intermediate level textbooks for eleventh-grade students and forty-three advanced level textbooks for university students evaluated by Takahashi (2010) in Japan.

The results demonstrate that there has been a trend towards shifting the traditional ELT model, which focuses on IC English, to a more GELT model, only by adding multiple cultures and cross-cultures in the topics discussed in textbooks, but the shift in English uses and linguistic exposure from the IC ELT model to a GELT model remains rather limited (Naji Meidani & Pishghadam, 2013; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013). Matsuda (2002) and Takahashi (2010) provide details of uses of English in Japanese textbooks, but, although there are more international uses than intranational uses, overall it is shown that the learners' home country, Japan, and IC countries are overemphasized for the users and uses of English. It is also worth noting that, in the study of Syrbe & Rose (2016) on German textbooks, even though there are some various cultural elements for an awareness of multiple cultures, evidence of cross-cultural awareness is difficult to find, which differs from previous studies.

The criteria used in the above research for an evaluation of GE oriented features in textbook materials can generally be grouped into the two themes of GELT implications, being diversified cultural exposure and GE linguistic exposure, through content analysis and thematic analysis. In terms of diversified cultural exposure, the criteria are mainly consistent with the implications of the cultural topics transmitted by texts

and on the representation of users and uses of English. In terms of GE linguistic exposure, the levels of phonology incorporated implicitly in audio materials and pragmatic uses of English have more focus, and an analysis of lexico-grammatical features is difficult to find. Although these studies provide general directions for evaluating GE oriented features in textbook materials, the detailed items of cultural topics and explicit/implicit GE linguistic exposure cannot be seen in the criteria for evaluating textbook materials, except for the representation of users and uses of English in Matsuda (2002) and Takahashi (2010) in the Japanese context. The criteria for analyzing the representation of users and uses of English by Matsuda (2002) and Takahashi (2010), which can clearly show the extent of the GE communication incorporated in the materials, are explained in detail as follows:

Locations and interlocutors set in the dialogues of the textbook materials were used to evaluate the representation of uses and users of English in Matsuda (2002) and Takahashi (2010). Regarding the locations of English uses, based on Kachru's (1992) Three Circle Model, a categorization of countries, as the locations where English is used, was involved in the evaluation, and further divided into 7 themes (Matsuda, 2002) (Figure 2.5). This criterion was also followed in Takahashi (2010).

Figure 2.5: Locations Evaluation Criteria

- (1) Learners' home country
- (2) IC countries
- (3) OC countries
- (4) EC countries other than the learner's home country
- (5) Multiple contexts (international phone calls and letters that involve more than one of the above four contexts)
- (6) Fictional contexts (e.g. in a time machine)
- (7) Unknown or no context

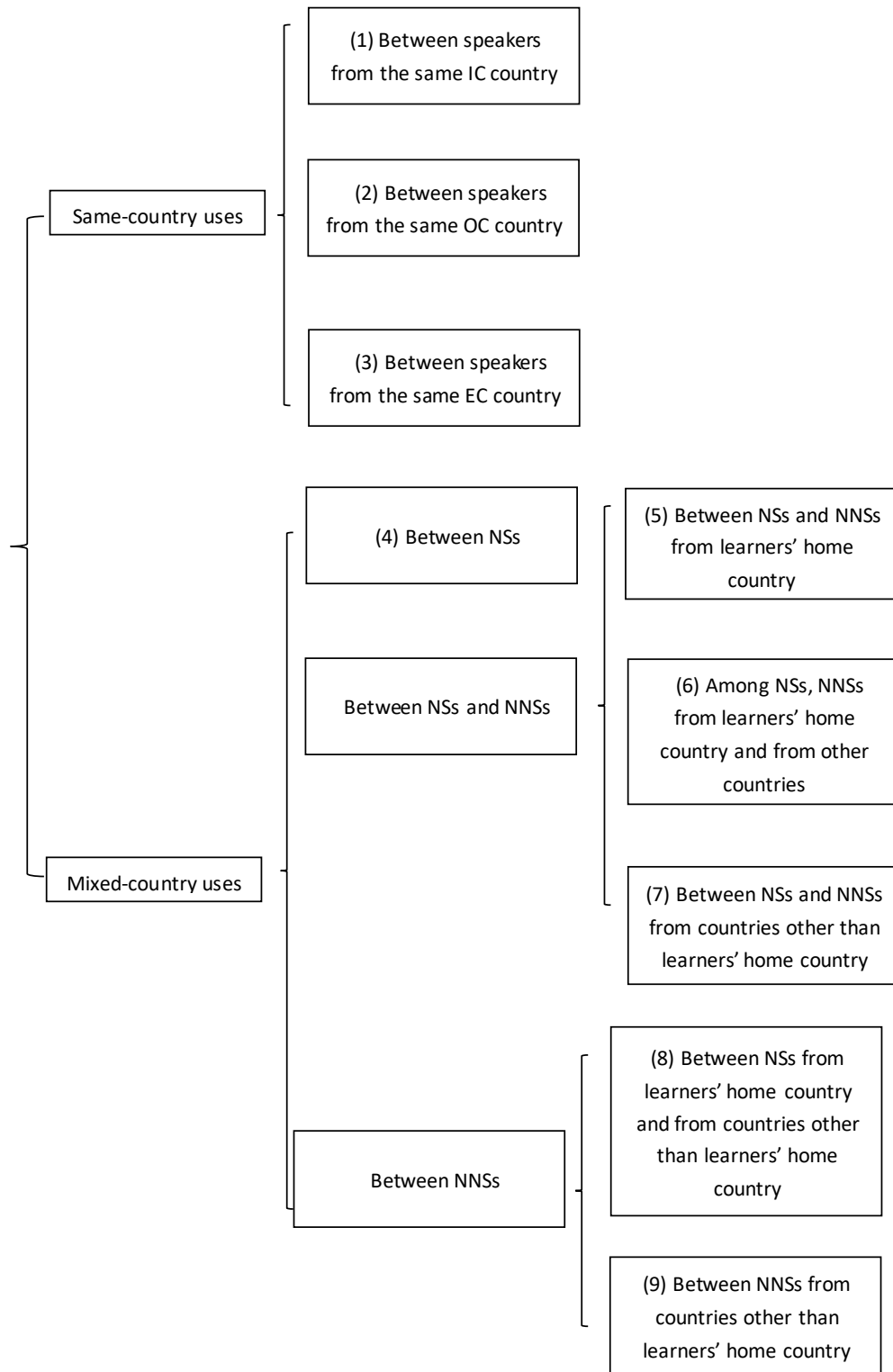
(Key: IC: Inner Circle; OC: Outer Circle; EC: Expanding Circle)

(Matsuda, 2002: 187; Takahashi, 2011: 52)

For the analysis of the interlocutors of English uses, they were firstly grouped into the

themes of same-country uses (between speakers from the same country) and mixed-country uses (between speakers from different countries). The same-country uses and mixed-country uses were further categorized into three themes each by Matsuda (2002) (Figure 2.6), and the theme “non-native” was further divided into Japanese speakers and non-Japanese speakers by Takahashi (2010), in order to investigate whether the English used by non-native speakers excludes speakers from the learners’ home country, being Japan. As the textbooks analyzed in Takahashi (2010) are designed especially for Japanese learners, it could be possible that most of the non-native speakers are from Japan, to appeal to the target learners rather than to reflect GE uses. Compared with more general criteria that could be applied in any textbook evaluation provided by Matsuda (2002), local features and target learners are considered in Takahashi’s (2010) model (Figure 2.6).

Figure 2.6: Interlocutors Evaluation Criteria



(Key: IC: Inner Circle; OC: Outer Circle; EC: Expanding Circle; NSs: native speakers; NNSs: non-native speakers)

(Matsuda, 2002: 188; Takahashi, 2010: 54)

### 2.3.2.1 English Language Teaching Textbook Materials used in China related to Global Englishes

Textbooks, as instructional materials (Tomlinson, 2001; Masuhara, 2007), whose quality can, to some extent, determine the quality of ELT in the Chinese context, could be the main language input for most English learners in China (Hu, 2002). There are also several studies of textbook materials evaluation related to GE elements in the Chinese context, including two series of English textbooks, *Longman Elect* and *Treasure Plus*, for (pre-) intermediate level junior high school students in Hong Kong by Yuen (2011); two textbooks, *Freshman English* and *Oral Training*, for advanced adult learners in Taiwan by Yu (2015); and a full set of textbooks, *New Senior English For China*, for intermediate level senior high school students in mainland China by Xu (2013).

The former two studies indicate similar findings, in that, in the English textbook materials, the contexts of English-speaking countries are mainly focused on. However, Xu's (2013) analysis shows that there seems to be a desire to engage with multicultural and multimodal materials in China, as there is evidence in the set of textbooks of adherence to current GE and ELT principles (Sharifian, 2009; McKay, 2012; Matsuda 2012), through examples of the co-existence of global cultures and Chinese culture, and awareness of different varieties of English including Chinese variety of English.

The evaluation criteria for textbook materials used in China emphasize the awareness of multi-culture or cross-culture, and varieties of English, rather than the uses of English in diversified contexts. There is also a lack of detailed items in any of the aspects, similar to the majority of the aforementioned relevant research worldwide.

It can be concluded from the previous materials analysis research conducted in both China and other parts of the world that there does seem to be a desire to incorporate some GE elements in most of the ELT materials only to raise students' awareness of various cultural issues around the world, but, in terms of the uses of English and the English language itself, ELT materials, in general, still adhere to the native English

model. This lack of GE materials could result in preventing English teachers from implementing a change in ELT (Galloway & Rose, 2015). Some proposals for incorporating GE in ELT materials will be provided in Section 2.3.3.

### 2.3.3 Possible Changes to incorporate Global Englishes into English Language Textbook Materials

Experts in materials evaluation and development have noticed the trend of English as a global language and have developed principled approaches to ELT materials evaluation. For example, Tomlinson (2006, 2010, 2016) provides checklists for GE materials evaluation that include exposure to authentic language, such as through interactive social media platforms (Matsuda, 2005), to demonstrate use of the target language for intercultural communicative purposes and the linguistic features of varieties of English.

Proposals have also been put forward for designing and using ELT materials based on the above results of textbook materials analysis and also other GE empirical and theoretical research. According to these proposals, ELT materials should involve related activities that can raise students' awareness of the plurality of English, English usage outside the classroom, communicative strategies for successful intercultural interaction and the study of global topics and cultures (Lopriore & Paola Vettorel, 2015). To be more specific, based on previous research findings, in order to help students to break away from the stereotype that English is used only in the IC and to expose them to different types of communication, ELT textbooks should include a variety of users and uses of English, more characters from OC and EC countries other than the learners' home country, and dialogues representing multilingual contexts (Matsuda, 2002, 2003; Takahashi, 2010). From the perspective of exposing students to the linguistic features of GE, authentic listening materials should be employed to demonstrate both varieties of English and how speakers from different lingual backgrounds accommodate themselves to the listeners. However, both positive and negative effects of presenting GE in authentic listening materials are reflected in an

experiment carried out by Galloway & Rose (2014) on listening journals. After a study of 108 Japanese students' reflections on listening to English speakers from various linguistic backgrounds and English interactions across national borders for about ten minutes every week during GE courses, Galloway and Rose (2014) found that, whilst listening journals can be very useful materials to expose students to diverse Englishes, as opportunities for GE usage are provided, they may also have limitations with regards to raising students' awareness of English interactions across borders and may reinforce students' stereotypes of certain varieties of English, especially when the exposure is short term.

In the Chinese context in particular, it is argued that ELT materials should maintain a balance between the domestic Chinese and the overseas situation, rather than mainly emphasizing western life, which is unfamiliar to the learners (Fang, 2011; Luo, 2011; Rai & Deng, 2014), in order that the target language can be more accessible to its learners without "affecting the purity of source [Chinese] language or culture" (Rai & Deng, 2014: 142).

In summary, textbook materials are claimed to be a key element in the whole ELT curriculum to expose students to GE. Several empirical studies in China, as well as in other parts of the world, have been carried out to evaluate GE oriented elements in English language textbook materials, ranging from the elementary level to the advanced level, and suggestions to incorporate GE in textbooks have been put forward. However, currently, there remains a lack of textbook materials for GELT and a lack of evaluation criteria for the GE elements in textbooks, except for the representation of uses and users of English.

#### 2.4 Summary of the Chapter

To summarize this chapter, GE identifies and codifies varieties of English and investigates how people use English, both within and across national borders. As there are now many more non-native English speakers than native English speakers around the world, it is suggested that the traditional ELT model, which adheres to native

English only, should shift to a GELT model, which aims to expose learners to diversified cultural elements (uses of English and cultural topics) and variation of the English language (three linguistic levels: lexico-grammar, phonology and pragmatics). GELT, therefore, can better prepare English learners in the OC and EC territories for future English use, especially in China, which has the largest population learning English and has the most frequent exchanges with other Asian countries.

Textbook materials can be the main language input for most English learners in the OC and EC countries, and scholars have conducted empirical studies to evaluate GE oriented features in ELT textbooks, offering proposals for GELT materials. In the Chinese context, previous studies have tended to evaluate intermediate level secondary school textbooks for GE oriented features, including the textbooks *Longman Elect*, *Treasure Plus* and *New Senior English For China*. These studies indicate that ELT model has not yet shifted from traditional “standard” IC Englishes model to a GELT one, in terms of both cultural and linguistic features of GE, and the evaluation criteria for these two features are not detailed.

In this current study, another series of ELT textbook materials, namely *Advance with English*, used for intermediate level students in senior high schools in Jiangsu Province of China, is selected to investigate to what extent GE elements have been incorporated. For this purpose two research questions have been formulated, based on GELT implications of the cultural and linguistic features:

- (1) To what extent are various cultures represented in the textbook materials?
- (2) To what extent are linguistic levels of GE reflected in the textbook materials?

The methodology adopted in this study will be discussed in the next chapter.

## Chapter 3 Methodology

This chapter will firstly provide an overall introduction to the textbook materials *Advance with English*, followed by the materials evaluation criteria and procedures employed in this current study. Finally, the reliability, validity and limitations of the methodology adopted in this current study will be discussed.

### 3.1 Description of the Textbook Materials

The series of textbooks *Advance with English Students' Book* was originally published by Oxford University Press (China) Limited and edited by the Teaching and Research Division of Jiangsu Provincial Department of Education and Oxford University Press from 2004 to 2006. These textbooks are specified for intermediate level learners in the senior high schools in Jiangsu Province, which is a developed coastal province situated in East China. Senior high school students in China are usually in the age range of 15 to 18 years old. The series contains 11 modules in total, with Modules 1 to 5 being compulsory modules that should be taught in all of the senior high schools in Jiangsu Province, and Modules 6 to 11 are optional modules for further study. The compulsory modules consist of 3 units each, while the optional models contain 4 units each. Each unit has 7 sections, which can be seen in Table 3.1. Audio materials are affiliated to the textbooks in three sections: Reading, Task and Project. The intended objectives for learners are that, by the end of the compulsory modules and optional modules, they could achieve Level 7 (CEFR B1) and Level 9 (CEFR B2) in English, respectively, enacted by the National Department of Education (英语课程标准, 2007).

Section	Welcome to the unit	Reading	Word Powerer	Grammar and usage	Task	Project	Self-assessment
Contents	introduction to the topic of the unit; discussion	a reading text; reading strategies; reading comprehension exercises; discussion	vocabulary related to the unit topic; word formation processes	grammar rules with examples in contexts related to the unit topic; grammar exercises	3 steps to finish a task, with skills buiding for each step	a reading text; a project based on the reading text	study checklist; comments on study
Period (45 min)	1	2	1	2	1	2	-

## 3.2 Materials Evaluation Criteria

### 3.2.1 Cultural Elements Evaluation Criteria

To evaluate the cultural elements related to GE in the textbook materials, the evaluation criteria were divided into two parts: the representation of English uses and users; and cultural elements discussed in the topics.

#### **Representation of English Uses and Users**

The evaluation criteria for English uses and users in the textbook materials follow the criteria by Matsuda (2002), which were further modified by Takahashi (2010), in Japanese textbooks evaluation (Section 2.3.2), as their criteria can show the detailed items contained in cultural exposure of uses and users of English and investigate the degree of the exposure to each item. The evaluation criteria for uses and users of English were divided into the presentation of locations and interlocutors.

#### *Location Evaluation Criteria*

As mentioned in Section 2.3.2, a categorization of countries based on Kachru's (1992) Three Circle Model is included as the representation of locations in the criteria in this study, and the criteria were further grouped into 7 themes. In this study, the item "learner's home country" has been changed from Japan in Matsuda (2002) and Takahashi (2010) to China. The details of the location evaluation criteria can be seen in Figure 2.5 in Section 2.3.2.

#### *Interlocutor Evaluation Criteria*

As explained in Section 2.3.2, the categorization of the representation of the interlocutors was divided into same-country uses and mixed-country uses at the first stage, and then further categorized into 5 themes by Matsuda (2002) and 9 themes by Takahashi (2010) (Figure 2.6). As China, like Japan, belongs to the EC, whose learners are non-native English speakers (Kachru, 1992), the evaluation criteria for the interlocutors involved in the series of textbooks *Advance with English* followed Takahashi's (2010) more detailed criteria, in which local features and target learners

were taken into account. As there is no introduction of characters involved in the series of textbooks, and the interlocutors are randomly made up in this study, it is likely that the linguistic origins of the interlocutors cannot be inferred. As a result, the theme “unknown” was added with same-country uses and mixed-country uses. The learners’ home country was also changed from Japan to China.

### **Cultural Elements in Topics**

The evaluation criteria for the cultural elements included in the topics discussed in the textbook materials followed the themes of source cultural topics (learners’ own country), target cultural topics (English-speaking countries) and international cultural topics (both English-speaking countries and non-English-speaking countries) by Cortazzi & Jin (1999), which were also discussed by McKay (2002), as mentioned in Section 2.2.3.1. In order to make a clearer distinction between the three themes, the theme “international culture” in this study was referred to as culture from neither the learners’ own home country, China, nor an English-speaking country. “International culture” was also used to represent the cross-cultural topics and common topics of all human-beings, such as sustainable development. By making the clarification used in this study, the criteria from Cortazzi & Jin (1999) and McKay (2002) can be used to cover all kinds of cultural topics.

### **3.2.2 Linguistic Elements Evaluation Criteria**

As the evaluation criteria were not able to adopt all of the features of all the varieties of English around the world, to evaluate the linguistic elements related to GE in the textbook materials, only typical lingua franca features were considered and the evaluation criteria were divided into the three linguistic levels of GE: lexico-grammar, phonology and pragmatics (Jenkins et al., 2011). The explanation of the GE features in lexico-grammar, lingua franca core and non-core features in phonology, and the pragmatic strategies in GE exchanges are discussed in Section 2.2.3.2. These widely recognized features were used for the evaluation criteria for GE linguistic elements, in order that the extent of the GE linguistic levels included in the materials could be

presented. However, as the lingua franca core features of phonology can exist in both traditional ELT and GELT, only the lingua franca non-core features of phonology were investigated. A detailed explanation of these criteria can be seen in Figures 2.1, 2.3 and 2.4 in Section 2.2.3.2.

### 3.3 Materials Evaluation Procedures

Textbook, as a kind of document, was evaluated in this study. Unobtrusive measures are required in document research, which involve the use of non-reactive sources without the presence of researchers (Gray, 2014). As a result, the series of textbooks were read carefully to familiarize the researcher with the content before the study was carried out. Purposive sampling, which depends on the researcher's own judgment for specific needs (Foster et al., 2015; Gray, 2014; Robson, 2011), was adopted for the samples in this study, as it was impossible to evaluate each sentence in the textbook materials from beginning to end. The samples were chosen because they contain the exact information the researcher aims to seek, which could not be gained from other samples (Maxwell, 1997). To be more specific, the purposive sampling used in this study includes typical case sampling, which represents the key aspects of a phenomenon, intensity sampling, which is made up of information-rich cases for detailed information, and sequential sampling, which evolves as data for further collection (Gray, 2014; Teddlie & Yu, 2007; Teddlie & Tashakkori, 2009).

As mentioned in Section 3.2.1, the representation of uses and users of English and topics discussed in the textbook materials were taken into consideration for evaluating cultural elements. Dialogues included in the written textbook materials, as well as the audio materials, were focused on for evaluating the representation of uses and users of English, as locations and interlocutors representing uses and users of English can only occur in dialogue materials. These dialogues include face-to-face communication, emails/letters and telephone calls (Matsuda, 2002; Takahashi, 2010). For the evaluation of the cultural elements in topics, the main texts in the section of Reading and Project were investigated (see Table 3.1), as exposure to the topics in the textbook

materials is mainly transmitted through these two sections, which contain the largest word count and teaching focus.

The procedure for GE linguistic features evaluation is divided into explicit features (direct teaching for or against GE linguistic features) and implicit features (indirect exposure to GE linguistic features). The language instructions, illustrations and task activities and exercises in the Word power, Grammar and usage and Task sections (see Table 3.1), as well as word lists at the end of each module for unfamiliar vocabulary were used to search for any direct teaching of elements related to GE linguistic features, as these sections contain the richest information of language points. Dialogues of online chat, face-to-face communication and phone calls of mixed-country uses from the analyzed results of uses of English were investigated to determine whether or not they can expose GE linguistic features indirectly to students, as GE linguistic features are more likely to occur and can help, to some extent, in casual text messages or spoken communication between interlocutors from different linguistic backgrounds.

#### 3.4 Data Analysis Procedures

Content analysis and thematic analysis were used for analyzing the data collected in this study. “Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004: 18), which involves identifying particular characteristics of the data systematically and objectively (Gray, 2014). Thematic analysis is a data analysis method for identifying and categorizing these characteristics (Braun & Clarke, 2006; Fereday & Muir-Cichrane, 2006). The contents in this study are the written texts or audio texts as samples, as mentioned in Section 3.3, and the themes for analyzing the contents are the evaluation criteria, as mentioned in Section 3.2.

For the analysis of cultural elements, as there are no characters introduced in the series of textbooks *Advance with English* and the characters involved in the dialogue materials are randomly created, the linguistic origins of the locations and interlocutors

in the dialogues could only be inferred by analyzing the content of the dialogues, and they were then categorized into the themes of uses and users of English. The category of cultural elements in topics was analyzed, by summarizing the content discussed in the main texts. All the themes of cultural exposure were counted by numbers, and the percentage of each main theme was presented to determine the extent of various cultural exposures.

Regarding the analysis of GE linguistic features, they were analyzed by carefully searching for any evidence in the samples mentioned in Section 3.3, which is related to teaching these features either explicitly or implicitly.

### 3.5 Reliability and Validity of the Study

Qualitative approaches were mainly adopted, or based on, in this study, as most of the methods mentioned above belong to qualitative methodology, hence reliability and validity in qualitative research will be discussed in this section.

The degree of reliability in a research is measured by the stability of the findings (Gray, 2014). Triangulation can improve the reliability of qualitative approaches, and multiple triangulation and methodological triangulation were adopted in this study (Denzin, 1989), as different samples and different criteria were used for evaluating the two themes, being cultural exposure and GE linguistic features exposure.

The validity of qualitative research involves two aspects: internal validity and external validity. Internal validity requires repetitive checks of interpretations from the data (Whittemore, et al., 2001) and external validity requires generalizing the data to other similar situations (Gray, 2014). In this study, the data was double checked and the analysis criteria were consistent. The samples selected from the textbook materials can be generalized and can reflect the degree of GE oriented features included in the whole series of the textbook materials.

### 3.6 Limitations of the Criteria and Procedures

As mentioned in Chapter 2, there has been some criticism of the evaluation criteria

used in this study. For example, Kachru's (1992) Three Circle Model is criticized for relying too much on geography and history related to English (Jenkins, 2015), and some GE linguistic features are criticized for focusing too much on non-native English (Doel, 2010; Sowden, 2012a) and others as features which could occur in any language exchanges (Sowden, 2012b). These concerns have been taken into account in this study, and the evaluation criteria were only used as a checklist of the GE features in the ELT textbooks, rather than being encouraged as a specific alternative pedagogical model for ELT.

The procedures in this study also have their own limitations. Purposive sampling can provide greater depth to the study, but it also limits the breadth of the study (Teddle & Yu, 2007). In this study, GE features may exist in other sections of the textbook materials that were not used for the evaluation. Furthermore, with a particular case in qualitative research, with the same evaluation criteria, samples and methods, different researchers may reach different findings (Silverman, 2014), as they may have different understandings of the same research procedure. As a result, another limitation in this study is that the findings could not be double checked by another researcher.

## Chapter 4 Findings and Discussion

### 4.1 Cultures Represented in the Textbook Materials

The locations and interlocutors set in the dialogues and topics discussed in the main reading texts of the Reading and Project sections were investigated to determine the cultures represented in the textbook materials.

#### 4.1.1 Dialogues

There are a total of 101 dialogues in all of the 11 modules of *Advance with English Students' Book*. The locations where the dialogues take place and the interlocutors involved were grouped into different themes, according to the nations (see Section 3.2.1), and the frequency of each theme was counted.

#### **Locations**

As can be seen in Table 4.1, it seems that the series of *Advance with English* textbooks tends not to set the dialogues in certain countries, as 72% of the dialogues do not indicate the exact location of a certain nation/nations where the dialogue takes place. However, it cannot present how English is used internationally and does not incorporate the proposal for GE textbook design that states that language exposure should be set in authentic contexts to show how English is used across the world (Tomlinson, 2006, 2010, 2016).

The dialogues that explicitly show the location of a certain nation/nations account for 28%, and 11% take place in China, being the learners' home country. IC countries account for 10%, and they are either the US or the UK. None of these dialogues occur exclusively in OC or EC countries other than China. There are only 7 multiple-context dialogues taking place through the internet, letter or phone, and all of them include China and IC countries (US, UK and Canada). Only one of the multiple-context dialogues includes a country (Brunei) that is neither China nor an IC country. This is similar to previous studies (Matsuda, 2002; Takahashi, 2010), in that English uses in the learners' home country and in IC countries are emphasized more than in other

countries or multiple contexts, which cannot demonstrate that English is now more often used in a vast amount of non-English speaking countries (Crystal, 2012) and in dynamic and changing contexts (Canagarajah, 2013; Galloway, 2017; McKay, 2002; Sharifian, 2009), although the English used in China could transmit to learners the idea that the English language has been rooted in the sociolinguistic domains of the learners' home context (Kirkpatrick, 2007). Details of the locations can be seen in Table 4.1.

Table 4.1: Locations of Dialogues

textbook	China	IC	country	OC	country	EC other than China	country	multiple contexts	country	fictional contexts	unknown country	total
M1	0	2	US (2)	0	-	0	-	0	UK-China: letter (1) 3 Canada-China: email (2)	0	14	19
M2	0	2	UK (1) US (1)	0	-	0	-	1	UK-China: letter (1)	0	5	8
M3	1	2	UK (2)	0	-	0	-	0	-	0	7	10
M4	1	0	-	0	-	0	-	0	-	0	11	12
M5	1	3	US (1) UK (2)	0	-	0	-	0	-	0	6	10
M6	2	0	-	0	-	0	-	0	China-Brunei-UK: 2 online chat room (1) US-UK: letter (1)	0	4	8
M7	2	0	-	0	-	0	-	0	-	0	7	9
M8	0	0	-	0	-	0	-	0	-	0	6	6
M9	0	0	-	0	-	0	-	1	China-US: phone (1)	0	3	4
M10	2	1	US (1)	0	-	0	-	0	-	0	3	6
M11	2	0	-	0	-	0	-	0	-	0	7	9
total	11	10		0		0		7		0	73	101
percentage	11%	10%		0%		0%		7%		0%	72%	100%

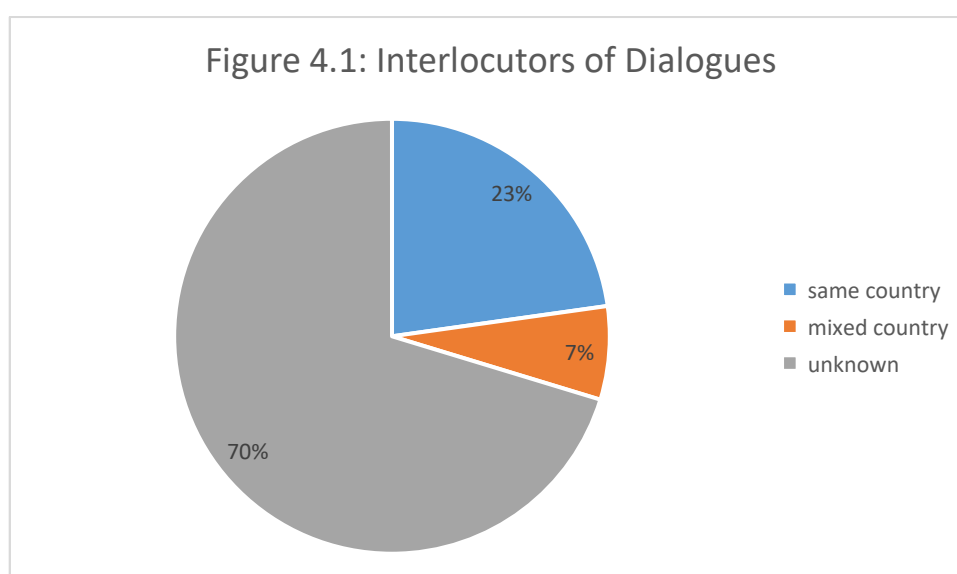
M: Module, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

## Interlocutors

Among the 101 dialogues, 70% do not show exactly where the interlocutors are from (Figure 4.1). Similar to the locations in the dialogues, international uses of English cannot be presented by unknown interlocutors and the proposal of setting dialogue materials for authentic English use cannot be reflected (Tomlinson, 2006, 2010, 2016).

Regarding the dialogues which explicitly show the linguistic origins of the interlocutors, in contrast to Matsuda's (2002) and Takahashi's (2010) studies of Japanese textbooks, which reflect more mixed-country uses than same-country uses, in this study 23% of the dialogues take place between speakers from the same country, whilst communication between speakers of different countries accounts for only 7% (Figure 4.1). This resembles the findings that indicate that the exposure of English used across borders in ELT texts, as well as the language tasks, is quite limited (Syrbe & Rose, 2016; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013). The proposal that GE mainly

relates to English uses between speakers from different countries (Firth, 1996; House, 1999; Seidlhofer, 2011; Cogo & Dewey, 2012), and the claim that English belongs to all of its users (Seidlhofer, 2004) cannot be reflected in the series of textbooks' materials. Furthermore, in the Chinese context in particular, the dialogue materials cannot showcase the fact that English in China nowadays is used for international exchange (Honna, 2006) and English learners aim to be involved in the global economy and global issues for learning English (Liu et al., 2016). Details of same-country uses and mixed-country uses will be explained in the remainder of this section.



#### *Same-country uses*

23 dialogues occur between speakers from the same countries. 11 of these dialogues take place between interlocutors from 3 IC countries, 5 between Americans, 5 between British speakers and 1 between Canadians. 12 dialogues are between EC speakers, and all of these EC interlocutors are from the learners' home country, being China. Disappointingly, but not unexpectedly, there are no interlocutors from the same OC countries taking part in the dialogues included in the textbook materials. As mentioned previously, English use between interlocutors from the same country is also a part of the GE research paradigm (Kirkpatrick, 2007), but the exposure to only interlocutors from the same IC countries and the learners' home country, China, may not be enough to challenge learners' stereotype that English is mainly used by native

speakers, inconsistent with the GELT approach (Galloway, 2013). Details of same-country uses can be found in Table 4.2.

Table 4.2: Three Types of Same-country Uses							
textbook	IC	country	OC	country	EC	country	total
M1	2	US (2)	0	–	0	–	2
M2	2	UK (1) US (1)	0	–	0	–	2
M3	3	UK (2) Canada (1)	0	–	1	China (1)	4
M4	0	–	0	–	1	China (1)	1
M5	3	US (1) UK (2)	0	–	1	China (1)	4
M6	0	–	0	–	2	China (2)	2
M7	0	–	0	–	2	China (2)	2
M8	0	–	0	–	0	–	0
M9	0	–	0	–	0	–	0
M10	1	US (1)	0	–	2	China (2)	3
M11	0	–	0	–	3	China (3)	3
total	11		0		12		23

M: Module, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

### *Mixed-country uses*

There are only 7 occurrences in total of dialogues between speakers from different countries, and all of these dialogues take place between native English speakers and non-native speakers. Notably, there is no evidence of communication between either native English speakers exclusively or non-native English speakers exclusively from different countries in the dialogues of the textbook materials (Table 4.3). The exposure of English uses in the series of textbooks' materials is not consistent with the fact that there are now many more non-native speakers than native English speakers around the world (Crystal, 2012) and the proposal that the GE research paradigm mainly showcases English interaction between non-native speakers who have different first languages and English is their only communicative instrument (Firth, 1996; House, 1999).

textbook	between NSs	both NS and NNS	between NNSs	total
M1	0	3	0	3
M2	0	1	0	1
M3	0	0	0	0
M4	0	0	0	0
M5	0	0	0	0
M6	0	1	0	1
M7	0	0	0	0
M8	0	1	0	1
M9	0	1	0	1
M10	0	0	0	0
M11	0	0	0	0
total	0	7	0	7

M: Module, NS: native speaker, NNS: non-native speaker

Furthermore, among the 7 mixed-country dialogues, 5 of them are between native speakers from IC countries (UK, Canada and the US) and non-native speakers from China. Only 2 dialogues include interlocutors from countries other than China or IC countries, and these interlocutors are from Brunei, Italy, France and Germany (Table 4.4). Even these mixed-country dialogues cannot prepare students for the situation that, nowadays, English in China is used to communicate more with speakers from other Asian countries than with speakers from IC countries (Kirkpatrick, 2011, 2012; Kirkpatrick & Xu, 2002; Rai & Deng, 2016).

textbook	both NS and NNS						total
	NS and NNS from China	country	NS, NNS from China and NNS from countries other than China	country	NS and NNS from countries other than China	country	
M1		UK-China (1) 3 Canada-China (2)		0 -		0 -	3
M2		1 UK-China (1)		0 -		0 -	1
M3		0 -		0 -		0 -	0
M4		0 -		0 -		0 -	0
M5		0 -		0 -		0 -	0
M6		0 -		1 China-Brunei-UK (1)		0 -	1
M7		0 -		0 -		0 -	0
M8		0 -		1 Italy-US-France- Germany-China- Canada (1)		0 -	1
M9		1 US-China (1)		0 -		0 -	1
M10		0 -		0 -		0 -	0
M11		0 -		0 -		0 -	0
total		5		2		0	7

M: Module, NS: native speaker, NNS: non-native speaker

#### 4.1.2 Main Reading Texts

Altogether, there are 79 topics discussed in the main texts of the Reading and Project sections in all of the 11 textbook modules, with 10% being Chinese culture, 23% target IC culture and 67% international culture (Table 4.5) categorized by their cultural features (see Section 3.2.1).

Chinese culture as the source culture includes some famous places of interest in China, such as Shangri-la, some famous Chinese people, such as Yang Liwei, and traditional practices like acupuncture. There is also a text introducing the development of Chinese characters. Similarly, in the theme of target culture, topics cover: a tour guideline for an entire IC country, being Canada; famous people from IC countries, like Sir Clive Sinclair; some cultural practices, especially school culture in IC countries; and a text introducing the English language and its history, in comparison with the development of Chinese characters. However, while appreciation of literature, such as Charles Dickens' *Great Expectations* and Robert Burns' "A Red, Red Rose", is evident in the materials that focus on the target culture, this is lacking in the materials concentrating on Chinese cultural topics. In addition, created stories tend to be set against the background of an IC country to provide more about the target culture than the source culture. Regarding international culture, topics include global issues, which range from teenage problems to sustainable development, as well as specific cultural exposure to certain places, such as an adventure in Africa, which are neither in China nor in IC countries. It is also worth noting that there are some cross-cultural topics included in the main texts of the series *Advance with English Students' Book*, such as a comparison between ancient China and Rome, eastern and western culture and an Italian opera set against a Chinese background. Details of topics can be found in Table 4.5.

textbook	Chinese culture	topics	target culture	topics	international culture	topics	total
M1		0 -		2 school life in the UK; American family fight		4 starting a new school club; dying to be thin; teenage problems with families; guidelines for health and fitness	6
M2		2 travel in Shangri-la; story about Chinese astronaut Yang Liwei		1 boy missing in the US		3 an adventure in Africa; the curse of the mummy; searching for the Yeti	6
M3		1 the development of Chinese characters		2 fog and other stories; English and its history		3 shark attacks; lost civilization; ancient China and Rome	6
M4		0 -		0 -		6 advertisements; developing an ad campaign; the Olympics; entering a new sport into the Olympics; virtual reality cinema; science fiction	6
M5		1 protecting the Yangtze River		0 -		5 teenagers' friendship problems; different teenage friendships; relationship between economy and environment; desertification; cloning; relationship between human and nature	6
M6		1 story about Chinese athlete Sang Lan		2 stand-up comedy; minority cultures in inner circle countries		6 play set in a park; play set in a palace; the happiest time of life; cultural differences; work of the UN; work of the MSF	9
M7		1 Chinese acupuncture		1 the London Underground		6 development of TV and audio devices; possible negative effects of mobile phone use on people's health; two life-saving medicines; pros and cons of internet use; searching on the internet; traffic accidents and road safety	8
M8		0 -		3 Charles Dickens and Great Expectations; the poetry of Robert Burns; Harry Potter and the Philosopher's Stone		5 Turandot in Beijing; art museums in Europe; unusual pictures; important film events around the world;	8
M9		2 the Imperial Tombs; the White House Temple		3 introduction of Canada; sporting culture in Australia; biblical idioms in English		3 the Acropolis; national flags; colors and cultures	8
M10		0 -		1 population mobility in the US		7 helping developing countries; sustainable development; the Roma group; Aids; dangers of drugs; cybercrime; intellectual property	8
M11		0 -		3 gap year among British students; story of Sir Clive Sinclair; university life in Canada		5 jobs; skills in different jobs; tips for job interview success; story of a Chinese father in the US; introduction of a university	8
total		8		18		53	79
percentage		10%		23%		67%	100%

M: Module

Overall, there is evidence in the main reading texts of the series of textbooks that great efforts have been made to expose learners to the perspective of cross-culture and multi-culture, rather than only traditional IC English cultures, which resonates with some of the previous studies (Naji Meidani & Pishghdam, 2013; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Xu, 2013), but does not accord with the findings that reflect that foreign cultural topics in ELT textbooks mainly relate to English-speaking countries in the Chinese context (Yu, 2015; Yuen, 2013) and that cultures in German ELT textbooks are rather static (Syrbe & Rose, 2016). Exposing learners to various topics from all the cultural themes of source culture, target culture and international culture can raise their awareness of respecting multiple cultures (Cortazzi & Jin, 1999; McKay, 2002, 2006, 2012). In addition, the emphasis on learners' own Chinese culture and a comparison of local culture with both English-speaking cultures and other cultures can help learners to “step closer to the target language without affecting the purity of the source language or culture” (Rai & Deng, 2014: 142) and to “[establish] a sphere of interculturality” (McKay, 2002: 88).

#### 4.2 Global Englishes Linguistic Levels in the Textbook Materials

As explained in Section 3.3, both explicit and implicit features in the textbook materials were investigated to search for the three linguistic levels of GE: lexico-grammar, phonology and pragmatics, the checklists of which are provided in Section 3.2.2, and Figures 2.1, 2.3 and 2.4.

##### 4.2.1 Explicit Features

The explicit features of GE linguistic exposure were searched for in instructions, illustrations, task activities and exercises in order to practice these features in the textbook materials, and the results of direct teaching related to the three linguistic levels will be presented in this section.

##### **Lexico-grammar**

Evidence of direct teaching instructions of subject-verb agreement, usages of

prepositions, “correct” usages of prepositional phrases, relative pronouns and tag questions, and word formation processes can be found in the textbook materials.

### *Subject-verb agreement*

There is a section on subject-verb agreement in Module 3 Unit 3 Grammar and usage (Appendix 6), and the instruction is written as follow:

“Subject-verb agreement means choosing the correct singular or plural verb after the subject.” (Module 3: 50)

Different situations in which singular or plural verbs should be used, as well as several example sentences and exercises to practice subject-verb agreement, are provided below the instruction (see Appendix 6). In addition, a tip beside the instruction informs learners that singular verbs should be used after some indefinite pronouns. The instruction of subject-verb agreement emphasizes the importance of distinguishing between the usage of singular and plural forms of verbs to English learners, which is considered unnecessary in GELT, as third person singular zero is a distinct characteristic trait in GE interactions (see the example in Figure 2.1), and whether verbs agree with the subjects or not does not cause any problem or create an obstacle in communication (Hollander, 2002; Kordon, 2003; Seidlhofer, 2002, 2003; Cogo & Dewey, 2012).

### *Usages of prepositions*

The teaching of how to use prepositions can be seen in Grammar and usage in Module 7 Unit 1 (see Appendix 7). Several example sentences showing how to use prepositions, as well as exercises to practice the usages of prepositions, are provided in this section. The usages of prepositions are divided into prepositions of time, prepositions of place and prepositions of movement. Each of the usages provides instructions about how to use different prepositions to deliver different meanings. Two tips beside the instructions are provided for learners to avoid the “mistakes” that may occur when using prepositions.

“We usually say ‘in the morning/afternoon/evening’, but when we talk about ‘morning/afternoon/evening’ of a particular day, we use ‘on’, e.g., *on Sunday morning; on the afternoon of 5<sup>th</sup> June*”

“We say ‘on a bus/train/plane’ but ‘in a car’.” (Module 7: 8)

On one hand, these instructions may strengthen the stereotype of native use of prepositions and learners may regard these rules of using prepositions as the only criteria for intelligibility. On the other hand, however, students may possibly extend these rules for their own innovative use of prepositions. These innovative uses of prepositions may not be found by native speakers, but can turn out to be useful assistance for GE speakers (see the example in Figure 2.1) (Cogo & Dewey, 2012).

#### *“Correct” usages of prepositional phrases*

In the section of prepositional phrases teaching in Module 7 Unit 1 (see Appendix 8), how to combine prepositions with some verbs, nouns and adjectives is included and some example sentences are given below, in order that learners can understand the meanings of these prepositional phrases through the context. However, this instruction delivers information to students that these prepositional phrases are rather fixed and can only be used in the way presented in the textbook. In authentic English uses among GE speakers, omission of the prepositions in these phrases does not lead to non-understanding in communication (see the example in Figure 2.1) (Hollander, 2002; Kordon, 2003; Seidlhofer, 2002, 2003; Cogo & Dewey, 2012).

#### *“Correct” usages of relative pronouns*

The Grammar and usage section in Module 1 Unit 1 shows the use of relative pronouns, *that, which, who, whom* and *whose*, in attributive clauses (Appendix 9). The instructions are written as follows:

- “1. In attributive clauses, *that* and *which* are used to refer to things.
2. In attributive clauses, we use *who* to refer to people.
3. When *who* functions as the object, it can be replaced by *whom*.
4. We can leave out *who*, *whom*, *which* and *that* when they are the objects.
5. We use *whose* to mean possession. It usually relates to a person, but it can also relate to things” (Module 1: 10)

The instructions indicate that English learners should be clear about the functions of each relative pronoun in attributive clauses and should not confuse their meanings and usages. Examples and exercises providing practice in using relative pronouns in attributive clauses can be seen in Appendix 9. However, although variations of relative pronouns use can be found in GE, which differ from the uses in English as a native language (see the example in Figure 2.1) (Cogo & Dewy, 2012), the instructions guide students to only use relative pronouns as native speakers do.

#### “Correct” usage of tag questions

The instructions in different ways to form tag questions in English can be found in the Grammar and usage section of Module 1 Unit 3, as follows:

- “1. At the end of a positive statement, we use a negative question tag. At the end of a negative statement, we use a positive question tag.
2. When the main clause uses words like *neither*, *none*, *nobody*, *nothing*, *few*, *little*, *never*, *hardly* or *seldom*, it is considered negative. It is, therefore, followed by a positive question tag.
3. We use a personal pronoun like *I*, *we*, *you*, *he*, *she*, *it* or *they* in a question tag.
4. We use an auxiliary verb, modal verb or *be* in a question tag.
5. After an imperative clause, we use *will you*. After *Let’s*, we use *shall we*” (Module 1: 50)

The instruction is explained in detail of how to form a tag question with proper verb forms and pronouns at the end of a positive/negative statement and after an imperative clause. Examples and exercises are provided in Appendix 10. They require English learners to learn all these rules by heart and to pay attention to using these

rules “correctly” in real life communication. However, “failing” to use the “correct” version of tag questions does not affect interactions (see the example in Figure 2.1), and there is no need for students to spend a lot of time on distinguishing these usages (Seidlhofer, 2004).

### *Word formation processes*

Evidence shows that explicit instruction of word formation occurs in five Word power sections and exercises for this English usage can be seen in Appendix 11. Four of these sections teach students how to add prefixes or suffixes before or after a word to create new nouns and adjectives.

“We can add suffixes to verbs, nouns and adjectives to form nouns.” (see examples in Figure 4.2)

Figure 4.2: Examples of Adding Suffixes to form Nouns

Suffixes		Examples	
Verb	+ er	teach	→ teacher
	+ or	act	→ actor
	+ ant	assist	→ assistant
	+ ent	study	→ student
	+ ist	type	→ typist
Noun	+ ist	art	→ artist
	+ ian	music	→ musician
	+ er	photograph	→ photographer
Adjective	+ ist	special	→ specialist
	+ ian	electric	→ electrician

(Module 2: 46)

“Sometimes we use a different form, usually ending in *-ess*, when referring to a woman.” (see examples in Figure 4.3)

Figure 4.3: Examples of Adding *-ess*

waiter	→	waitress	host	→	hostess
actor	→	actress	prince	→	princess

(Module 2: 46)

“These are some of the different ways to form adjectives from nouns and verbs.”  
 (see examples in Figure 4.4)

Figure 4.4: Examples of Adding Suffixes to form Adjectives

Noun	+ y	health	→	healthy
	+ ly	week	→	weekly
	+ ic	hero	→	heroic
	+ al	origin	→	original
	+ ous	danger	→	dangerous
	+ ful	help	→	helpful
Verb	+ ed	amaze	→	amazed
	+ ing	excite	→	exciting
	+ ive	attract	→	attractive

(Module 4: 6)

A tip beside the text provides some exceptions, in that sometimes the final letter(s) need(s) to be removed or changed when adding a suffix to form a new adjective (see Figure 4.5).

Figure 4.5: Instruction and Examples of Exceptions for Adding Suffixes to form Adjectives

**TIP** We sometimes need to remove or change the final letter(s) of a word before adding a suffix, e.g.,  
*fame* → *famous*  
*beauty* → *beautiful*  
*compete* → *competitive*  
*fantasy* → *fantastic*  
*persuade* → *persuasive*

(Module 4: 6)

“We can form abstract nouns from some verbs and adjectives by adding suffixes.”  
 (see examples in Figure 4.6)

Figure 4.6: Examples of Adding Suffixes to form Abstract Nouns

Verb	+ <b>ing</b>	train → <b>training</b>
	+ <b>ure</b>	press → <b>pressure</b>
	+ <b>ance</b>	perform → <b>performance</b>
	+ <b>ence</b>	prefer → <b>preference</b>
	+ <b>ment</b>	move → <b>movement</b>
	+ <b>ion</b>	discuss → <b>discussion</b>
	+ <b>ation</b>	inform → <b>information</b>

Adjective	+ <b>ness</b>	kind → <b>kindness</b>
	+ <b>ty</b>	safe → <b>safety</b>
	+ <b>ity</b>	real → <b>reality</b>

(Module 4: 46)

An additional instruction is given in relation to final letter(s) change when adding suffixes to form abstract nouns (see examples in Figure 4.7):

Figure 4.7: Examples of Final Letter(s) Change to form Abstract Nouns

Verb	- <b>e</b> + <b>tion</b>	produce → <b>production</b>
	- <b>de</b> + <b>sion</b>	decide → <b>decision</b>
	- <b>e</b> + <b>ure</b>	please → <b>pleasure</b>

Adjective	- <b>t</b> + <b>ce</b>	silent → <b>silence</b>
	- <b>y</b> + <b>iness</b>	pretty → <b>prettiness</b>

(Module 4: 46)

“Sometimes you can guess what a word means by looking at its prefix and suffix.”  
(see examples in Figure 4.8)

Figure 4.8: Examples of Meanings of Prefixes and Suffixes

Prefix	Example	Meaning
anti-	anti-cloning	against, opposed to
dis-	disappear	not, opposite of
in-	incorrect	not, without
il-	illegal	
im-	immoral	
ir-	irresponsible	
pre-	preview	early, before
pro-	pro-cloning	in favour of, supporting
re-	recreate	again
un-	unfair	not, opposite of

Suffix	Example	Meaning
-able	comfortable	worthy of, able to be
-ful	cheerful	full of, characterized by
-ist	scientist	someone who does something
-less	hopeless	without
-ment	agreement	indicate a state or condition
-ness	dryness	indicate a quality, state or character

(Module 5: 46)

The remaining instruction on word formation strategy is about creating compound words.

“These are the different ways to form compound adjectives:” (see examples in Figure 4.9)

Figure 4.9: Examples of Forming Compound Adjectives

Formation	Compound adj.
adj. + n. + <b>-ed</b>	warm-hearted
adj. + v- <b>ing</b>	easy-going
adv. + v- <b>ing</b>	hard-working
n. + adj.	tax-free

Formation	Compound adj.
n. + v- <b>ed</b>	air-dropped
adj. + v- <b>ed</b>	soft-boiled
adv. + v- <b>ed</b>	well-educated

(Module 4: 26)

“These are the different ways to form compound nouns:” (see examples in Figure 4.10)

Figure 4.10: Examples of Forming Compound Nouns

Formation	Compound n.	Formation	Compound n.
n. + n.	handbag	n. + v- <b>ing</b>	sightseeing

(Module 4: 26)

Explaining word formation strategies and providing examples in textbook materials can enable learners to apply these methods to create new words themselves beyond the examples given and to predict the meanings of some unfamiliar words. These new words formed by the strategies may not be seen in native English, but they are the symbols of the creativity of GE users (see examples in Figure 2.1), “exploiting the alternative encoding possibilities inherent in the language” (Seidlhofer, 2011: 103).

In summary, although there is some explicit teaching of lexico-grammatical strategies commonly used in GE, the instruction in the textbook materials tends to showcase the “standard” native use of lexico-grammar, and regard those varieties uses different

from the “standard” as “errors”, which cannot present the various English lexicogrammatical uses in a global context and is inconsistent with the GELT approach (Galloway, 2013, 2017; Galloway & Rose, 2015).

## **Phonology**

### *Segmentals*

At the end of all of the 11 modules of *Advance with English*, there is a word list for unfamiliar vocabulary contained in the textbook materials with phonetic symbols from the *Oxford Advance Learners’ Dictionary (Fourth Edition)* (examples are provided in Appendix 12). Some of the lingua franca non-core features of segmentals are taught through the phonetic symbols, including the exact quality of consonants /θ/ and /ð/, exact quality of all vowels and no insertion of additional vowels in consonant clusters. Even within English as a native language, there can be a great variation of segmentals, for example, “dog” in UK Received Pronunciation is pronounced as /dɒg/, but /dɑg/ in General American English (Jenkins, 2000: 144). However, the instruction of the phonetic symbols of the vocabulary in the word lists might contribute to learners’ stereotype that there is only one “standard” version of English pronunciation, and cannot expose learners to the varieties of English segmentals.

### *Suprasegmentals*





Evidence of explicit teaching instruction of lingua franca non-core suprasegmental features of pitch movements (tones) to signal attitudes or grammatical meanings and word stress placement, as well as task activities to practice these features, can be found in the textbook materials.

- *Pitch movements (tones) to signal attitudes or grammatical meanings*

Skills building 1 in the Task section of Module 1 Unit 2 is about understanding tones in spoken English to understand the speaker’s feeling. Examples of different tones, stress on certain words and pauses in the sentence “Please sit down.” are provided to show different attitudes the speaker may have, as well as different grammatical meanings in

the same sentence (Figure 4.11). Listening activities for pitch movements (tones) related to attitudes are provided in Appendix 13.

Figure 4.11: Examples of Pitch Movements (Tones) Showing Attitudes and Grammatical Meanings

<ul style="list-style-type: none"> <li>• Please sit down.</li> </ul>	 <p>The falling tone on 'sit' and 'down' shows that the speaker is angry or displeased. The stress upon 'please' tells us the speaker is still trying to be polite.</p>
<ul style="list-style-type: none"> <li>• Please, sit down.</li> </ul>	 <p>The pause after 'please' and the rising tone over 'sit down' show that the speaker is politely asking the listener to sit down.</p>
<ul style="list-style-type: none"> <li>• Please sit down?</li> </ul>	 <p>If the pause after 'please' is left out, and the rising tone is still used, the sentence becomes a question.</p>
<ul style="list-style-type: none"> <li>• Please sit down.</li> </ul>	 <p>If the word 'down' is both stressed and has a falling tone, the stress makes the instruction very exact (<i>down</i>, not <i>up</i>) and the tone suggests anger.</p>
<ul style="list-style-type: none"> <li>• Please sit down.</li> </ul>	<p>Speaking in a flat tone, with no pauses or extra stress, the speaker is simply asking the listener to sit down.</p>

(Module 1: 32)

It can be inferred that these instructions are intended to raise learners' awareness of the fact that pitch movements (tones) might play an important role in judging speakers' attitudes and showing grammatical meanings in spoken English. However, pitch movements (tones) that intend to show speakers' attitudes or grammatical meanings can be very subjective, as they depend on the individual speakers and specific communicative contexts (Jenkins, 2000). Therefore, the rules for the pitch movements (tones) to indicate these two aspects seem to be impossible to generalize and to teach in class (Jenkins, 2000, 2002).

#### ● *Word stress placement*

Regarding word stress placement teaching, there is a tip in the Task section of Module 4 Unit 1 instructing students to distinguish the pronunciation for "increase" and "decrease" when they function as different parts of speech. It could be likely that students may overgeneralize with similar words with the same form for nouns and

verbs, for which the rule does not apply, such as “report”. The Task section in Module 9 Unit 2 also emphasizes the importance of word stress placement in English pronunciation with a role-play activity provided (see Appendix 14).

“In the English language, all words of more than one syllable have what is called word stress. This means at least one of the syllables is longer and louder than the other syllable(s). You should learn word stress as you learn new vocabulary.”  
(Module 9: 28)

In addition, the phonetic symbols in the word list of each module (see examples in Appendix 12) are all marked with word stress for polysyllabic words, which indicates that it is necessary for learners to master word stress placement in a certain “standard” version.

Although word stress placement can be essential to native English listeners, it can hardly cause problems among non-native speakers (Jenkins, 2000). The instructions for teaching the only “standard” version of word stress placement to Chinese high school learners could be unnecessary, as word stress placement varies in different varieties of English and Chinese people are more likely to encounter non-native speakers from other Asian countries (Kirkpatrick & Xu, 2002; Kirkpatrick, 2011, 2012; Rai & Deng, 2016). For example, the word “apartment” in some Asian lingual communities, such as Japan, is pronounced as “apartMENT” rather than “aPARTment”. Moreover, as many factors, such as other syllables in a word, the context of a word in a phrase and the grammatical function the word has in a sentence, can affect word stress placement, it can also be very complicated, or even impossible, to directly teach word stress placement to learners (Jenkins, 2000).

In summary, some lingua franca non-core features of English phonology are taught explicitly in the textbook materials, which is both unnecessary and impossible (Jenkins, 2000, 2002). Moreover, teaching only the “standard” native version of phonology also hinders learners to perceive the other varieties of English phonology used in the world.

## **Pragmatics**

It is surprising that evidence of directly teaching all of the listed pragmatic strategies (see Figure 2.4) to prepare students for GE communication, as well as some activities to use these strategies, can be found in the Task sections of the series textbooks.

### *Self-repair*

The significance of self-repair in communication is stressed and learners are required to listen carefully to the correction in the Task section of Module 4 Unit 2.

“[...] [P]eople often make mistakes and correct themselves later, change their minds or say something irrelevant.

[...] Even if you think you have found the answer to a question, continue to listen carefully. The information may be change later and may contain something that is not related to the question. Look out for words such as *but, however, or* and *I mean*” (Module 4: 32)

There is a dialogue picture illustration of self-repair and a listening conversation activity requiring students’ special attention to self-repair (see Appendix 15). Expressions of self-repair, such as “I mean which national team.” and “I used to love Holland, but now England is my favorite.”, occur in the conversation. Such self-repair strategies included in a language task can prepare students to avoid misunderstanding in real-life communication, especially communicators who share different cultural and lingual backgrounds (Mauranen, 2006).

### *Clarification/paraphrasing*

In the Task section of Module 7 Unit 1, instruction is provided on how to ask for clarification and paraphrasing.

“You can use the following language to ask for clarification:

Could you repeat that? Does that mean that...?

If you want someone to repeat the main points, you can say something like the examples below:

So that means[...]

In other words[...]

(Module 7: 12)

A role-play activity requesting students to use clarification and paraphrasing to ask for more detailed information is provided below the instruction (see Appendix 16). Repeating by asking for clarification and paraphrasing can signal non-understanding, as can asking for more explanation by GE users in order to continue the communication (Galloway & Rose, 2015; Jenkins et al., 2011).

### *Repetition*

In Module 8, repetition of key words in communication is emphasized for both listening and speaking skills.

“Key words are often repeated.

The teacher may try to tell you that a word is important by repeating it several times.”

(Module 8: 10)

Following the instruction, there is a listening activity, in which students pay attention to the key words repeated by teachers when telling students about the elements in each paragraph of writing a literary review. For example, the key words of “author, title, genre, category, plot, character etc.” are repeated as the important elements of a literary review (see Appendix 17). Repeating key words even before misunderstanding, also known as a pre-empting strategy, can help avoid the mistakes that may occur in GE communication, especially in a monologue or speech (Kaur, 2009).

“[Repeating the words someone emphasizes] will make it clear that you understood the question and are answering it exactly.” (Module 8: 60)

In this section, repetition strategies are taught in the context of dialogues. Two examples of the importance of repeating words for emphasis in dialogues to show an understanding of the question are provided and learners are required to consolidate the repetition skill for emphasis in a role-play activity, which can be seen in Appendix 18. Repeating what others have said in dialogues can help increase mutual understanding in communication between GE speakers (Galloway & Rose, 2015;

Jenkins, et al., 2011).

### *Rephrasing, topic negotiation and discourse reflexivity*

Quite a few of the Task sections in the series of textbooks contain instructions to help students to rephrase, negotiate topics and adapt discourse in communication, with the use of discourse markers, formal and informal language for different contexts, and written and spoken language. How to use the English language for various functions is also provided for learners, including offering suggestions and alternatives, expressing opinions, apology and possibilities, convincing others and identifying degrees of obligation. In addition, some specific contexts, for example how to use the English language in a job interview, are also set in the textbook materials. The GE pragmatic strategies of rephrasing, topic negotiation and discourse reflexivity can involve the listeners in the communication, so that the topic discussed can be more salient to them (Firth, 1996; House, 1999, 2009; Mauranen, 2007).

### *Silences/filled pauses*

In the task of instructing students how to write a dialogue, the communicative strategy of silences/filled pauses to realize speech acts or express interpersonal politeness is mentioned.

“In regular speech, [people] often say things like *Umm* and *Hmm*.”

Followed the instruction, there is an example dialogue showing how learners can use silences/filled pauses when speaking:

“[...] What’s up, Mum?

Umm, your room is a mess. [...]”

(Module 1: 36)

Using these minimal responses as filled pauses can help GE communicators demonstrate their attention to the conversation and have more time to think about how to respond, especially those for whom English is not their first language

(Böhringer, 2007; Kaur, 2009).

### *Pre-empting strategies*

In addition to the repetition strategies mentioned above, other pre-empting strategies are also offered in certain communicative contexts to help speakers to foresee the obstacles that may occur in communication (Kaur, 2009), such as recognizing dates and names of places, listening for problems and causes, identifying priorities and emotive language.

### *“Let it pass” strategy*

The “Let it pass” strategy, which requires learners to ignore something unimportant or irrelevant in listening, is taught in the Task section in Module 3 Unit 3, and the instruction is written as follows:

“If you hear a word you do not understand, do not stop to think what it means--keep listening. Remember you are listening for the gist, not the details.”

(Module 3: 52)

Two listening activities, a conversation and a monologue, are provided for students to practice understanding the gist of the talk, rather than the details of the contents (see Appendix 19). The “Let it pass” strategy is required in the tasks if students do not understand something in detail, demonstrating a commonly-used resource in GE interactions (Firth, 1996).

To sum up, although the findings are similar to Vettorel & Lopriore’s (2013) study on Italian secondary school ELT textbooks, in that these pragmatic strategical instructions and activities are not set in any GE context, and are consistent with Sowden’s (2012b: 107) concern that such strategies may occur in any language exchanges “in which speakers are exploring shared ideas or aiming to bridge communication gaps caused by a lack of ready lexical or syntactic resources”, the pragmatic strategies included in the direct teaching of the textbook materials, overall, are common in GE communication and can help learners, to some extent, avoid non-understanding or

misunderstanding with interlocutors from different linguistic backgrounds (Galloway & Rose, 2015; Jenkins et al., 2011).

#### 4.2.2 Implicit Features

Three online chat, face-to-face and phone call dialogues between/among mixed country users from the results of Section 4.1.1 were used for identification of implicit linguistic features of GE. The texts and transcripts for the dialogues can be seen in Appendices 20 to 22. Appendix 20 is an online chat between three interlocutors from China, Brunei and the UK, who are talking about cultural differences. The speakers in Appendix 21 are representatives of six major international film festivals from six different countries (Italy, the US, Canada, Germany, France and China) on a television show introducing different film festivals. Appendix 22 is a phone call between a Chinese headmaster and a contact person in New York for a cultural exchange tour.

Careful reading of the texts and listening to the audio materials reveals that there is no obvious evidence of any substitute of lingua franca non-core features of phonology and lexico-grammatical GE features. However, some application of pragmatic strategies does occur in these dialogues of speakers from mixed-countries. For example, the discourse markers in Appendix 20, such as “*Really?*” and “*Well, you know...*”, are used for discourse reflexivity. The repetition strategy, such as “*All night?*”, can also be found in Appendix 20 for showing mutual understanding. In Appendix 21, “*I hate to interrupt you, but...*” and “*I hate to contradict you, but...*” are used for topic negotiation. In the phone call between a Chinese headmaster and an American contact person (Appendix 22), the Chinese headmaster asks for repetition and clarification of the exact address, and the American contact person clarifies the spelling of addresses and repeats the telephone number in advance, which also indicates the application of pre-empting strategies.

Although the materials involve some use of pragmatic strategies for better understanding between/among mixed-country speakers, the features of phonology and lexico-grammar cannot identify the interlocutors as international English speakers.

Compared to the study of the materials of authentic listening journals, which can expose learners to diverse Englishes (Galloway & Rose, 2014), the implicit exposure to GE elements in the textbook series of *Advance with English* is rather limited.

## Chapter 5 Conclusion

This dissertation analyzed the GE oriented features in the series of ELT textbooks *Advance with English Students' Book* used in the senior high schools of Jiangsu Province in China, in order to determine if the textbook materials have adjusted to ELT changes in considering that English has become a global language. To investigate to what extent the materials can be used for GELT, two research questions were formulated:

- (1) To what extent are various cultures represented in the textbook materials?
- (2) To what extent are the linguistic levels of GE reflected in the textbook materials?

### 5.1 Summary of the Findings

#### 5.1.1 To what extent are various cultures represented in the textbook materials?

Various cultural knowledge transmitted through the English language, rather than the various cultures involved in the use of the English language, is represented in the textbook materials. The topics discussed in the main texts cover cultural knowledge from learners' home country, English-speaking countries, and other countries, and go beyond merely presenting different cultures, as they include a comparison between cultures and cross-cultural insights. However, in terms of the cultural elements in the uses and users of English, most of the dialogue materials tend to hide the linguistic origins of the locations and interlocutors. The remaining known linguistic origins of the use of English are mainly either the learners' home country, China, or IC countries, with very few dialogues involving English use in other countries and by other speakers. Overall, the representation of cultural elements in the textbook materials is not various enough for GELT.

#### 5.1.2 To what extent are the linguistic levels of GE reflected in the textbook materials?

The linguistic strategies of using English, rather than the linguistic features of GE, are reflected in the series of textbooks' materials. Some linguistic features of GE, lingua franca non-core features of phonology and common lexico-grammatical features by

GE speakers, which do not affect intelligibility in communication, are taught explicitly in the instructions and illustrations. There is a tendency to set a “standard” native version of English in the textbook materials, and the varieties of English that differ from this “standard” are regarded as “errors”. Furthermore, these varieties cannot be shown in GE interactions to reflect GE features implicitly. However, some linguistic strategies, especially pragmatic strategies, commonly used by GE users are taught explicitly in the textbook instructions and illustrations, and are applied in GE communication implicitly. Overall, for the three linguistic levels of GE, there does seem to be some GE pragmatical reflection, a little GE lexico-grammatical reflection, but barely no phonological reflection.

In summary, although the textbook materials of *Advance with English* can raise learners’ awareness of respecting diverse cultures and some strategies for using the English language in a global context, there is a lack of materials for students to realize that English nowadays is used in diverse, fluid and changing lingua franca contexts by speakers from various lingual and cultural backgrounds in the textbook series. As a result, the series of textbooks’ materials have not yet shifted from the traditional native English teaching model to a more GELT model.

## 5.2 Comparison with Previous Research

This study on analyzing the series of senior high school textbooks, *Advance with English*, used in Jiangsu Province, generally resonates with most of the previous research, in that the current ELT textbook materials used in non-native-English-speaking countries still mainly follow a native English model, and there is little apparent evidence of GE oriented features being incorporated in the textbook materials, in terms of both cultural and linguistic features (Matsuda, 2002; Naji Meidani & Pishghadam, 2013; Takahashi, 2010; Tomlinson & Masuhara, 2013; Syrbe & Rose, 2016; Vettorel & Lopriore, 2013; Yu, 2015; Yuen, 2011). It also accords with Xu’s (2013) conclusion, in that desirability to embrace some global elements can be reflected in Chinese ELT textbook materials.

### 5.3 Pedagogical Implications

To incorporate GE in ELT materials an “epistemic break” (Kumaradivelu, 2012: 14) is needed to change the traditional native English teaching model, which lies in awareness of varieties of English, uses of English and the topics discussed in English (Lopriore & Paola Vettorel, 2015). The specific pedagogical implications of the findings from the textbook materials analysis for ELT materials design and materials use will be discussed in this section.

#### 5.3.1 English Language Textbook Materials Design

In terms of cultural exposure, in addition to incorporating multiple cultural topics and cross-cultural topics in ELT materials (Cortazzi & Jin, 1999; McKay, 2002, 2006, 2012), to raise students’ awareness of the representation of the uses and users of English for more varied cultural exposure, textbook designers should explicitly present in the textbook materials where the characters are from and include more characters from OC and EC countries, rather than only the learners’ home country and IC countries (Matsuda, 2002, 2003; Takahshi, 2010). By setting these concrete characters, it would be easier to design the dialogues used in various locations and used by different first language interlocutors.

From the perspective of the linguistic features of GE, any substitute of the features different from native English should be regarded as “varieties”, instead of “errors” in the instructions, in order that the textbook materials could present a more GELT approach. Moreover, some authentic materials that can expose learners to how English is used in different contexts by various users, such as interactive social media platforms (Matsuda, 2005), can inform students about how different Englishes are used in a global context (Tomlinson, 2006, 2010, 2016). Authentic listening materials, such as listening journals (Galloway & Rose, 2014), can be a starting point for the change from traditional ELT materials to GELT materials, and increase learners’ exposure to diversified varieties of English, if they are incorporated in ELT for a long term. These authentic English language materials should also be considered as the

aspects included in ELT textbook design.

### 5.3.2 English Language Textbook Materials Use

Providing English teachers are equipped with GE knowledge, as there are many multi-cultural and cross-cultural issues discussed, and some linguistic strategies taught in the textbook materials, opportunities could be offered to introduce GE elements to students. For example, teachers should be aware of those cultural issues and draw students' attention to them, rather than merely focusing on the language points in the main texts. They should also emphasize and encourage students to use those English linguistic strategies in real-life communication, especially in a global context.

When they teach those linguistic features, which do not affect understanding in communication, such as the third person singular -s in the present tense in the textbooks, English teachers could emphasize that such features are just one of the many kinds of English uses, whilst in daily communication there can be many other uses of English to raise students' awareness of the varieties of English (Breiteneder, 2005, 2009; Cogo & Dewey, 2012; Jenkins, 2000, 2002; Pitzl et al., 2008; Seidlhofer, 2004).

To sum up, to incorporate a more GELT approach in the Chinese context, both textbook designers and English teachers should be aware of the global issues in ELT to implement such an "epistemic break" (Kumaradivelu, 2012: 14).

### 5.4 Limitations and Suggestions for Further Research

It can be drawn from the pedagogical implications in this study that an important element of incorporating GE in textbooks is how English teachers use the textbook materials. Questions from this study are raised which relate to whether teachers in China have adequate knowledge of GE and whether they can be flexible enough to incorporate GELT in the English classroom. To be more specific, due to the limitation in this study, in that there is no access to teachers' books, further study is suggested to investigate whether teachers' books can equip teachers with adequate knowledge

of GE, and how teachers' books guide teachers to teach English in classroom. Further study could also investigate the ELT policies applied in China, which could reflect the extent of freedom that English teachers can have to implement GELT.

Another limitation in this study is that only one series of textbooks used in China was analyzed. Further similar research focusing on analyzing and evaluating GE oriented features in more ELT materials used for learners from different levels in other areas of China, as well as in other countries in the world, is recommended, as the research findings may vary in different ELT contexts.

### 5.5 Overall Summary

This small-scale study analyzed and evaluated the GE oriented features in the textbook series of *Advance with English*, used in senior high schools in Jiangsu Province of China. It was indicated that the GE oriented features in the series are limited, which hinders shifting the paradigm from the traditional native English ELT to GELT. The general implication of this study is in line with the standard view that ELT textbooks should place more importance on authentic uses of English in various lingual and cultural contexts, moving away from native English speaker' norms, and that English teachers should be equipped with adequate knowledge of GE.

## Appendices

### Appendix 1: Authentic Example of Self-repair Strategy between Speakers from Different Language Backgrounds

S1: /. . ./ conditions for minorities ah then it will be no questions eh it will be no conflicts [wording] between the ethnic people and eh minorities Russian Minorities [proper names/contents] (.) so eh in Lithuania there is no such question about these in eh uhm i about Letvi- Latvia [proper names/contents] i'm not sure because i'm not very familiar with the situation but i know that in Estonia still exist eh a lot of problems between local government and eh minorities (.) and what about a another part of your question eh it's eh about a general position of Balti- general Baltic states' eh position [proper names] in world yes in just ah (.) as it was a t- (.) is it okay [...]

S3: yeah

S1: okay @ as it was told before eh that eh as you (x) you (x) told before that main roles eh the main roles [grammar] are in uhm in France [...]

(Mauranen, 2006: 139)

Appendix 2: Authentic Example of Clarification between Speakers from Different Language Backgrounds

**McDonald's** (S1: French; S2: Italian)

S1: you know I was reading the in Italy a baker won a business competition

S2: *what do you mean?*

S1: yeah: he won something

S2: *a business competition?*

S1: *no I mean you know there is competition between businesses*

S2: ah::

S1: and he won against McDonald's

S2: *a baker?*

S1: *a baker*

(Cogo & Dewey, 2012: 124)

Appendix 3: Authentic Example of Repetition between Speakers from Different Language Backgrounds

(Karen: first language German; Daniela: first language Italian)

KAREN: actually ... I didn't like Salzburg a lot ... I think it's very ... very traditional

DANIELA: (laughing)

KAREN: it was nice to be there ... two days

DANIELA: one day

KAREN: yeah

DANIELA: **it's small**

KAREN: yeah **it's small** and ... people are very unfriendly there

(Cogo, 2009: 261)

Appendix 4: Authentic Example of Rephrasing, Topic Negotiation and Discourse Reflexivity between Speakers from Different Language Backgrounds

EP: It it's it's I I I see no . . . ehm sense (1s) in that discussions. discussions I I I I don't know eh **what about you, but**

MA: (3s) But as an individual we are **you know** responsible I think for

EP: (1s) hmm

MA: At at least at the very smallest scale we can do something . . . but you're quite right **you know** in larger scale **you know** that's true **you know** because eh majority of eh of eh greenhouse gases are produced by factories and this sort of (and) by **you know** i in industries. . .

(House, 2009: 180)

Appendix 5: Authentic Example of “Let it pass” Strategy between Speakers from Different Language Backgrounds

(B: first language Syrian; H: first language Danish)

B: ... so I told him not to u: :h send the:: cheese after the- (.) the blowing (.) in the customs

(0.4)

we don't want the order after the cheese is u: :h (.) blowing.

H: I see, yes.

B: so I don't know what we can uh do with the order now. (.) What do you think we should uh do with this is all blow:wing Mister Hansen

(0.5)

H: I'm not uh (0.7) blowing uh what uh, what is this u: :h too big or what?

(0.2)

B: no the cheese is bad Mister Hansen

(0.4)

it is like (.) fermenting in the customs' cool rooms

H: ah it's gone off

B: yes it's gone off

H: we: :ll you know you don't have to uh do uh anything because it's not ...

((turn continues))

(Firth, 1996: 244)

## Appendix 6: Instructions, Examples and Exercises for Subject-verb Agreement

### Unit 3

### Subject-verb agreement

Subject-verb agreement means choosing the correct singular or plural verb after the subject. Here are some points to help us decide if the verb is singular or plural.

- The verb should be singular if the subject is
  - a singular noun or an uncountable noun  
**The city was** founded in the 8th century BC.  
**The food they** offered on the plane **was** delicious.
  - a phrase of measurement, a title or a name  
**Two hours is** too short for the visit.  
**Little Women is** a great novel.
  - a phrase or clause  
**Travelling to Pompeii is** exciting.  
**That it keeps raining worries** the tourists.
- The verb should be plural if the subject is
  - a plural noun  
Both **cities were** very rich.
  - made up of two or more words or phrases linked by *and*  
**The noodles and rice** they offered on the plane **were** quite plain.
- When the subject is *all of/most of/some of/half of/a part of* + noun/pronoun, the verb agrees with the noun or pronoun.  
**All of us have** attended the lecture about Pompeii.  
**Most of the lecture was** about how the ancient city was discovered.
- When the subject is a group noun, e.g., *band, crowd, class, dozen, family, public* and *team*, we use a singular verb if the noun identifies a single group or unit, or a plural verb if it identifies a number of individuals.  
Our **team is** very important to me.  
Our **team are** now travelling to Xinjiang.
- Words like *news, physics, mathematics* and *Aids* take a singular verb; words like *goods, clothes, congratulations, earnings, remains* and *belongings* take a plural verb.  
The latest **news is** that the Loulan Beauty is being displayed in Shanghai.  
All their **belongings were** destroyed in the earthquake.
- When *either ... or ...*, *neither ... nor ...*, *not only ... but also ...* and *not ... but ...* are used to join the subjects of a sentence, the verb agrees with the subject closest to it.  
**Either** the team leader **or** the guides **are** looking after the students.  
**Either** the guides **or** the team leader **is** looking after the students.

**TIP** We use the singular verb form after *anybody/anyone, anything, everybody/everyone, everything, nobody/no one, nothing, somebody/someone, something, each/each one, either, neither, one, e.g., Nobody in my class has been to Loulan.*

**A** Look at one more of Ann's diary entries. Circle the correct words.

Day 12—26th July

The tomb <sup>(1)</sup> *was / were* 22 kilometres from the ruined city of Loulan. The journey <sup>(2)</sup> *were / was* very hot and all of us <sup>(3)</sup> *was / were* glad when the bus stopped. We followed Professor Zhang, the archaeologist, to the entrance of the tomb. We got out our torches and prepared ourselves to go into the tomb. I felt quite excited. We went through a 10-metre-long passage and we found ourselves in a large burial chamber. A burial chamber <sup>(4)</sup> *are / is* where dead bodies <sup>(5)</sup> *are / is* kept. We saw pieces of material, bones, wooden cups and leather bags. Most of them <sup>(6)</sup> *were / was* in good condition. Professor Zhang told us that one of the tombs <sup>(7)</sup> *was / were* the oldest one found in this area. He also said the tomb <sup>(8)</sup> *were / was* probably built in the 3rd century, just before Loulan disappeared. The paintings on the walls showed how life <sup>(9)</sup> *was / were* 1,700 years ago. They <sup>(10)</sup> *were / was* in good condition. This was probably because it <sup>(11)</sup> *were / was* dark down there. We spent three hours in the tomb, but three hours <sup>(12)</sup> *wasn't / weren't* enough. All of us wanted to stay there for another hour. Visiting a place like this <sup>(13)</sup> *are / is* always very interesting.

**B** After the cultural expedition, Ann read the following letter in a local newspaper. Put the verbs into their correct forms.

Dear Sir/Madam,

Recently there has been a lot of discussion in your newspaper about preserving the past. Everyone <sup>(1)</sup> \_\_\_\_\_ (be) talking about how important it <sup>(2)</sup> \_\_\_\_\_ (be) to spend time and money preserving old buildings and archaeological sites.

Well, I <sup>(3)</sup> \_\_\_\_\_ (have) one question. What about all the people living in the world who <sup>(4)</sup> \_\_\_\_\_ (have) no food to eat and no place to live? They <sup>(5)</sup> \_\_\_\_\_ (be) more important than old buildings and civilizations that <sup>(6)</sup> \_\_\_\_\_ (have) disappeared. The money that has been given to archaeology clubs and groups that <sup>(7)</sup> \_\_\_\_\_ (uncover) ruins could be better spent on feeding, clothing and housing poor people all around the world. What has the world come to when the past <sup>(8)</sup> \_\_\_\_\_ (matter) more than the present? I would like to see more talk in your paper about the problems that we <sup>(9)</sup> \_\_\_\_\_ (have) today and what kind of solutions we <sup>(10)</sup> \_\_\_\_\_ (be) going to find.

Yours faithfully,

A concerned citizen

## Appendix 7: Instructions, Examples and Exercises for Prepositions

### Unit 1

## Grammar and usage

### Prepositions

Prepositions are words that are used before a noun or a noun phrase to show time, place, movement, etc. A preposition can also be used before a verb in the *-ing* form.

#### 1 prepositions of time

Prepositions like *at*, *in*, *on*, *for*, *by* and *since* can be used to express time. We usually use *at* before a point of time, *in* before a period of time and *on* before a particular day. *For* is used to show how long something continues; *by* means 'not later than'; and *since* means 'from a time in the past until a later time or now'. Other prepositions of time include *during*, *after*, *before*, *between*, *from*, *until*, etc.

**At** that time, the record player had to be wound up by hand.

Regular public TV broadcasting first began **in** 1928.

The first record players only played a record **for** two minutes.

**By** 1967, most TV broadcasts were in colour.

**Since** the beginning of 1999, the popularity of MP3 has increased greatly.

**TIP** We usually say 'in the morning/afternoon/evening', but when we talk about 'morning/afternoon/evening' of a particular day, we use 'on', e.g.,  
*on Sunday morning*  
*on the afternoon of 5th June*

#### 2 prepositions of place

*At*, *in* and *on* can be used as prepositions of place. We usually use *at* before a small place or an occasion, *in* before a larger place and *on* before the surface of something. Other prepositions of place include *above*, *against*, *behind*, *between*, *by*, *near*, *opposite*, *under*, etc.

I'll meet you **at** the department store.

Wang Li is **at** a media and technology exhibition.

Cable TV began in 1948 **in** the USA, but it took 50 years before 66 per cent of USA families had it in their homes.

This new type of TV can be hung **on** the wall.

**TIP** We say 'on a bus/train/plane' but 'in a car'.

#### 3 prepositions of movement

The preposition *to* is often used to show movement, meaning 'in the direction of'. Other prepositions of movement include *across*, *along*, *down*, *into*, *off*, *over*, *out of*, *past*, *round*, *through*, *under*, *up*, etc.

The invention of the transistor led **to** the development of cassette recorders.

**Xue Ping** is thinking of buying a new mobile phone. He asks his friend Yang Hui for advice. Fill in the blanks in their dialogue, using the prepositions: **by**, **until**, **for**, **during**, **at** and **to**.

**Xue Ping:** You know I've had my mobile phone <sup>(1)</sup> \_\_\_\_\_ merely one year, but I would like to get a new model. Could you accompany me to get a new one while the sale is on?

**Yang Hui:** Do you mean the sale <sup>(2)</sup> \_\_\_\_\_ the Telttime shop on Changhong Road?

**Xue Ping:** Yes. They are under new ownership and the sale will continue <sup>(3)</sup> \_\_\_\_\_ next Sunday.

**Yang Hui:** The problem is that <sup>(4)</sup> \_\_\_\_\_ next month, your new phone will be an old model anyhow, because <sup>(5)</sup> \_\_\_\_\_ the next few weeks, there will be at least one new model available. I often go <sup>(6)</sup> \_\_\_\_\_ the Telttime shop. They have an ample selection and seem to introduce new models all the time!

### Prepositional phrases

Prepositions can be combined with verbs, nouns and adjectives to form prepositional phrases.

#### 1 prepositions with verbs

Many prepositions are combined with verbs to form prepositional verbs, e.g., *agree with*, *look for*, *look into*, *head for* and *stand for*.

Scientists **agree with** each other that the development of TV will not stop.  
I am **looking for** the most recent model. Do you have any in store?  
The British Association for the Advancement of Science will **look into** the case.  
The ship set sail and **headed for** Shanghai.  
MD **stands for** MiniDisc.

#### 2 prepositions with nouns

Prepositions can also be combined with nouns, e.g., *in time for*, *on time*, *by means of*, *by accident/mistake*, *for/on sale*, *on the market*, *in that case* and *up to date* ...

We thought we would be late, but we were **in time for** the programme.  
The products were delivered **on time**.


**TIP** When 'up to date' appears before a noun, we use hyphens to connect the words, e.g., *up-to-date products*

You can connect the CD player to the computer **by means of** a special jack.  
Be careful not to press 'delete' **by accident/mistake!**  
When will the new model be **for/on sale**?  
There are several new models **on the market**.  
You want a TV linked with the Internet? **In that case**, get a WebTV!  
This technology is quite **up to date**.

#### 3 prepositions with adjectives

Some prepositions are also combined with adjectives, e.g., *good at*, *capable of*, *fond of* and *satisfied/happy with*.

I am **good at** science.  
The program is **capable of** calculating our budget for the year.  
I am **fond of** watching black-and-white films.  
Su Mei is **satisfied with** her new job.

 Su Mei is introducing a digital camera to her friend. Use the phrases in the box below to complete her speech.

in that case	in time for	satisfied with	on the market	stands for
capable of	up to date	up to	agree with	on sale

This digital camera went <sup>(1)</sup> \_\_\_\_\_ last week. This model is the newest and most <sup>(2)</sup> \_\_\_\_\_. The camera is tiny but the picture quality is very good. It is <sup>(3)</sup> \_\_\_\_\_ taking moving pictures as well. Can you see that sign? It <sup>(4)</sup> \_\_\_\_\_ 'best quality'. I think if you buy from this brand, you will be very <sup>(5)</sup> \_\_\_\_\_ it. I don't think you will have any difficulty using it even if you are not familiar with digital cameras. Other companies will be putting several new models <sup>(6)</sup> \_\_\_\_\_ as well. That means the price is likely to go down because of the competition. <sup>(7)</sup> \_\_\_\_\_, do you want to wait? Or do you want to have it by next week, <sup>(8)</sup> \_\_\_\_\_ your sister's wedding? Well, it's <sup>(9)</sup> \_\_\_\_\_ you to decide whether it's in your budget or not. Do you <sup>(10)</sup> \_\_\_\_\_ me?

## Appendix 9: Instructions, Examples and Exercises for Relative Pronouns

### Relative pronouns: *that, which, who, whom* and *whose*

- 1 In attributive clauses, *that* and *which* are used to refer to things.

This is the story **that/which** we wrote for our storytelling contest.

All my classmates enjoyed the cake **that/which** I made.

The book **that/which** I borrowed from the library is very interesting.

**TIP** *That* is more usual and less formal than *which*.

- 2 In attributive clauses, we use *who* to refer to people.

I am going to see a friend **who** has just come back from the UK.

The girl **who** is the monitor of our class lives next door to me.

She is the teacher **who** taught us English Literature.

**TIP** We can also use *that* to refer to people, but it is less usual, e.g.,  
*Do you know the man that is talking to Mike over there?*

- 3 When *who* functions as the object, it can be replaced by *whom*.

In this case, *whom* is more formal than *who*.

I don't know the name of the teacher **who/whom** I saw in the computer room the other day.

The student **who/whom** we saw at the school gate is from America.

- 4 We can leave out *who*, *whom*, *which* and *that* when they are the objects.

He likes all the birthday presents (**that/which**) his friends gave him.

I'll tell you something (**that**) I have heard.

The girl (**that/who/whom**) you have just seen is very good at English.

- 5 We use *whose* to mean possession. It usually relates to a person, but it can also relate to things.

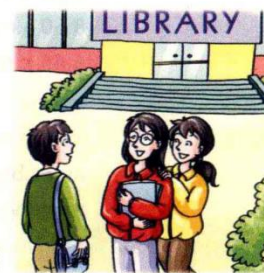
I sat next to a girl **whose** name was Diane.

The club **whose** members are music fans meet in the school garden every Saturday afternoon.

(Module 1: 10)

Two friends are talking about where to go after school. Complete their conversation with **who, whom, which, that** or **whose**. There might be more than one answer for some blanks.

- Kangxin:** Are you going home, Conghui?
- Conghui:** No. I forgot to bring my key. I can't go home until my mum gets home from work. I have to do my homework in a place <sup>(1)</sup> \_\_\_\_\_ has desks and chairs. Would you like to come with me?
- Kangxin:** Sure. How about the school library? We can do our homework in the reading room.
- Conghui:** It's a good idea, but I don't want to study in a room <sup>(2)</sup> \_\_\_\_\_ desks are too small for all my books.
- Kangxin:** All right then. What about my flat? We have a really big desk in my father's study.
- Conghui:** But I'm not one of those students <sup>(3)</sup> \_\_\_\_\_ can do homework well in a new place. Besides, I might be reading the books in your father's bookcase instead.
- Kangxin:** You're one of those people <sup>(4)</sup> \_\_\_\_\_ everybody will find hard to please, aren't you?
- Conghui:** I'm sorry. Let's go to the library then.  
\* \* \*
- Conghui:** Hi, Aihua, how are you?
- Aihua:** I'm fine, thanks. Are you returning books, Kangxin?
- Kangxin:** No, we are going to do our homework in the reading room.
- Aihua:** There are several reading rooms in the library. Which one are you going to study in?
- Conghui:** I'm not sure. I prefer one <sup>(5)</sup> \_\_\_\_\_ has big desks.
- Aihua:** Then you can go to the reading room on the first floor.
- Kangxin:** Is that the reading room <sup>(6)</sup> \_\_\_\_\_ has newspapers and magazines?
- Aihua:** Yes.
- Kangxin:** Conghui wouldn't like it. She will be reading newspapers and magazines instead of doing her homework. She seems to be a person <sup>(7)</sup> \_\_\_\_\_ can't pay attention to one thing for long.
- Conghui:** No, I'm not. What makes you think that?
- Kangxin:** I'm sorry. I was only joking.
- Conghui:** That's OK.
- Aihua:** Why don't you do your homework in our classroom? It's a place <sup>(8)</sup> \_\_\_\_\_ has big desks but no newspapers or magazines.
- Conghui:** Yes! Let's go! You see, Kangxin, I'm not a person <sup>(9)</sup> \_\_\_\_\_ is hard to please.
- Kangxin:** No, you are not. Thanks, Aihua.
- Aihua:** You are welcome.



## Appendix 10: Instructions, Examples and Exercises for Question Tags

### Unit 3

### Question tags

Question tags are short questions that come at the end of statements. They are commonly used in spoken English to start a conversation, to request information in a more polite way, or to soften an order or request for someone to do something. We use them to ask for agreement or confirmation.

#### Asking for agreement

When we use a question tag to ask for agreement, we expect the other person to agree with us. Used for this purpose, the question tag has a falling intonation.

You still go to the gym every day, **don't you?**

#### Asking for confirmation

When we use a question tag to ask for confirmation, we are actually asking about something we are not sure about. Used for this purpose, the question tag has a rising intonation.

You still go to the gym every day, **don't you?**

There are different ways to form question tags.

- 1 At the end of a positive statement, we use a negative question tag. At the end of a negative statement, we use a positive question tag.

We can still be friends, **can't we?**

He doesn't like ice cream, **does he?**

**TIP** When the main clause uses *little* to mean small or young, it is considered positive, e.g.,

*There are a group of little children in the museum, aren't there?*

- 2 When the main clause uses words like *neither*, *none*, *nobody*, *nothing*, *few*, *little*, *never*, *hardly* or *seldom*, it is considered negative. It is, therefore, followed by a positive question tag.

**Neither** of you will have coffee, **will you?**

**No one** has found my CD, **have they?**

**Nobody** understood his speech, **did they?**

His sister **seldom** argues with people, **does she?**

- 3 We use a personal pronoun like *I*, *we*, *you*, *he*, *she*, *it* or *they* in a question tag.

I was pretty silly, **wasn't I?**

His father can't name the plant, **can he?**

You wouldn't like to take these pills, **would you?**

Everyone has advised you not to go on a diet, **haven't they?**

**TIP** When using question tags, take note of:

- the kind of verb (auxiliary/modal verb or other verbs)
- the tense of the verb
- verb agreement

- 4 We use an auxiliary verb, modal verb or *be* in a question tag.

You like travelling, **don't you?**

There is something wrong, **isn't there?**

You can't speak Italian, **can you?**

- 5 After an imperative clause, we use *will you*. After *Let's*, we use *shall we*.

Post a letter for me, **will you?**

Let's have a break, **shall we?**

**A** Read the following dialogue and complete it with the correct question tags.

- Eric:** Carol, come and look at this old photo. Look, this is Mum and this is Dad. But I don't know anyone else in the photo. You know who they are, (1) \_\_\_\_\_?
- Carol:** Let me have a look. Wow! That's Uncle Sam. He looks really young in this photo. Now he's in Paris, (2) \_\_\_\_\_?
- Eric:** Yeah. He went there last month. Oh, I know who the boy is.
- Carol:** Which boy? The taller one?
- Eric:** No. The one who is standing with Mum and Dad. He's our cousin Rob.
- Carol:** Oh, yes. He doesn't like talking too much, (3) \_\_\_\_\_?
- Eric:** No, he is very quiet. Who is the slim young lady? She looks pretty, (4) \_\_\_\_\_?
- Carol:** You mean the one sitting in the chair reading? I think she's Ellen, Mum's best friend. The man beside her is Dave. They're married now, (5) \_\_\_\_\_?
- Eric:** Yes. Are they coming to spend their summer holiday here as usual?
- Carol:** Yes, but they didn't come last summer. Dave has really changed a lot. He's put on a lot of weight. You can hardly recognize him in the photo, (6) \_\_\_\_\_?
- Eric:** Everyone in the picture seems to have put on some weight, (7) \_\_\_\_\_?
- Carol:** That's the interesting thing about old photos—you can always see how much time has passed since they were taken, (8) \_\_\_\_\_?
- Eric:** Exactly!

**B** You are a reporter for a magazine. You are preparing to interview Amy, a famous actress who has recovered from a serious illness. Use the notes below to form questions with question tags. The first sentence is given to you as an example.

#### Interview questions

- 1 be quite well now?  
*You are quite well now, aren't you?*
- 2 have completely recovered?
- 3 thought you were going to die?
- 4 never thought you would be saved by a stranger in China?
- 5 dangerous to take weight-loss pills?
- 6 nothing more important than good health?

Appendix 11: Exercises of Creation of New Words by Familiar Word Formation Processes

**A** Lin Qiang wanted to do many things when he was young. Work out what they were.

When Lin Qiang was at primary school, he dreamed of being a (1) \_\_\_\_\_ one day because he thought teaching was very meaningful. Later he wanted to be an (2) \_\_\_\_\_ starring in Hollywood films. When he heard that his cousin repaired electrical equipment for people, he then wanted to be an (3) \_\_\_\_\_. However, his mother did not think that was a good idea. She wanted him to study art and become an (4) \_\_\_\_\_. When Lin Qiang received a camera for his sixteenth birthday and started taking photographs, he thought being a (5) \_\_\_\_\_ would be very interesting. That idea did not last long. Lin Qiang studied music at university, and he became a (6) \_\_\_\_\_.

(Module 2: 46)


Read the following advertisement and fill in the blanks. Form adjectives by adding the correct suffixes to the words in brackets.

**Best Clothing Shop**

Do you want <sup>(1)</sup> \_\_\_\_\_ (love) and <sup>(2)</sup> \_\_\_\_\_ (attract) clothing at low prices? Are you tired of wearing the same plain, <sup>(3)</sup> \_\_\_\_\_ (bore) outfits every day? Do you sometimes feel like your friends are trendier than you are, and wear more <sup>(4)</sup> \_\_\_\_\_ (create) outfits?

We can tell you where your friends found their <sup>(5)</sup> \_\_\_\_\_ (fantasy) clothes. Best Clothing Shop has opened two new stores in the city centre! An <sup>(6)</sup> \_\_\_\_\_ (excite) film star look is now available to every teenager! Our shopping environment is <sup>(7)</sup> \_\_\_\_\_ (friend) and enjoyable. Our highly <sup>(8)</sup> \_\_\_\_\_ (compete) prices mean you don't have to be rich and <sup>(9)</sup> \_\_\_\_\_ (fame) to look great.

Jeans, shirts and dresses are on sale now. If you are one of the first ten <sup>(10)</sup> \_\_\_\_\_ (luck) shoppers this weekend, you will receive a discount card. So come this Saturday to one of our new stores to collect your free gift and start shopping at the place where you can find the clothes you have always wanted!



(Module 4: 6)

Read about the history of one of the world's most successful online businesses. Complete the article by forming abstract nouns from the verbs and adjectives in brackets. Use plural forms when necessary.

**Books mean business**

Jeff Bezos has played an important role in the <sup>(1)</sup> \_\_\_\_\_ (develop) of Amazon.com, an online shop selling mainly books and music. He decided to set up Amazon.com when he saw the growing <sup>(2)</sup> \_\_\_\_\_ (popular) of the Internet.

During the first few years, the company did not make a profit and Mr Bezos thought that his efforts would end in <sup>(3)</sup> \_\_\_\_\_ (fail). However, Internet <sup>(4)</sup> \_\_\_\_\_ (connect) became faster and a lot of <sup>(5)</sup> \_\_\_\_\_ (improve) were made to home computers.

Soon Amazon.com began to make money and now has the most impressive online <sup>(6)</sup> \_\_\_\_\_ (present) in the world. Mr Bezos's <sup>(7)</sup> \_\_\_\_\_ (achieve) has encouraged many other people to start online businesses. He has now won the <sup>(8)</sup> \_\_\_\_\_ (admire) of business people everywhere.

*Press Agency report*

(Module 4: 46)

Do you think we should protect nature? Complete what an environmentalist is saying below. Use the words from the box.

disrespect      hopeless      illegal      uncertain      understandable



I think cutting down trees should be made (1) \_\_\_\_\_ and tighter laws should be introduced. So many people are showing their (2) \_\_\_\_\_ for nature; they don't seem to care that they're destroying the environment. Sometimes I think we're fighting a (3) \_\_\_\_\_ battle against people who just won't listen. I know scientists have worked hard to achieve scientific breakthroughs but it's (4) \_\_\_\_\_ whether they'll ever succeed totally. Although it's (5) \_\_\_\_\_ that they want to advance technology, I think some things are best left the way they are.

(Module 5: 46)

Can you recognize the formation of the following compound words? What parts of speech are they and what do they mean? Take a guess and then check in the dictionary. Try to use them in the letter below.

mouth-watering      well-known      happy-go-lucky      brand new  
 suitcase      outgoing      sightseeing

Dear Li Su,

Guess what? I finally booked my trip to Greece! I am staying in a (1) \_\_\_\_\_ hotel in the city centre. I think it will be very convenient. Although I am travelling alone, I think I will make new friends easily because I am pretty (2) \_\_\_\_\_. I have not made a travel plan because I am fairly (3) \_\_\_\_\_ and like to take my time (4) \_\_\_\_\_. Greece will be so interesting. I am looking forward to seeing all the (5) \_\_\_\_\_ ancient buildings and trying the (6) \_\_\_\_\_ food. Well, I have to finish packing my (7) \_\_\_\_\_. I promise to send you a postcard from Athens.

Your friend,

Yang Jie

(Module 4: 26)

## Appendix 12: Examples of Phonetic Symbols

### Wordlist 1 (by unit)

说明：本表收录各单元阅读文章和语篇练习中所包含的生词，不收录指示语、讲解文字和Word power版块中所包含的生词。带\*的词条为课程标准规定之外的词汇。括号内的数字为该词条在本教科书中首次出现时的页码。单词音标以 Oxford Advanced Learner's Dictionary (Fourth Edition) 为依据。

#### Unit 1

<b>rainfall</b> /'reɪnfɔ:l/ <i>n.</i> 降雨；降雨量	(2)	<b>*infrastructure</b> /'ɪnfɹæstrʌktʃə(r)/ <i>n.</i> 基础建设，基础设施	(3)
<b>cattle</b> /'kætl/ <i>n.</i> 牛	(2)	<b>smoothly</b> /'smu:ðli/ <i>adv.</i> 平稳地；顺利地；平滑地	(3)
<b>*severity</b> /sɪ'verətɪ/ <i>n.</i> 严重性	(2)	<b>irrigation</b> /,ɪrɪ'geɪʃn/ <i>n.</i> 灌溉	(3)
<b>catastrophe</b> /kə'tæstrəfi/ <i>n.</i> 灾难，灾祸	(2)	<b>electricity</b> /ɪ,lek'trɪsəti/ <i>n.</i> 电力；电	(3)
<b>Irish</b> /'aɪrɪʃ/ <i>adj.</i> 爱尔兰的；爱尔兰人的 <i>n.</i> 爱尔兰人；爱尔兰语	(2)	<b>dependent</b> /dɪ'pendənt/ <i>adj.</i> 依靠的，依赖的，随……而定的	(3)
<b>put pressure on</b> 给……施加压力	(2)	<b>be dependent on</b> 依靠，依赖；随……而定	(3)
<b>politician</b> /,pɒlə'tɪʃn/ <i>n.</i> 政治家，政客	(2)	<b>male</b> /meɪl/ <i>n.</i> 男性 <i>adj.</i> 男性的	(3)
<b>statesman</b> /'steɪtsmən/ <i>n.</i> 国务活动家，国家领导人	(2)	<b>breadwinner</b> /'bredwɪnə(r)/ <i>n.</i> 养家活口的人，挣钱养家的人	(3)
<b>mosquito</b> /mə'ski:təʊ/ <i>n.</i> 蚊子	(2)	<b>housewife</b> /'hauswaɪf/ <i>n.</i> 家庭主妇	(3)
<b>yearly</b> /'jɪəli, 'jɜ:lɪ/ <i>adv.</i> 每年 <i>adj.</i> 每年的	(2)	<b>*community</b> /kə'mju:nəti/ <i>n.</i> 社区	(3)
<b>on top of</b> 另外，此外	(2)	<b>homeless</b> /'həʊmləs/ <i>adj.</i> 无家的，无家可归的	(3)
<b>claim</b> /kleɪm/ <i>vt.</i> 夺走（生命）	(2)	<b>wire</b> /waɪə(r)/ <i>n.</i> 金属丝，铁丝；电线	(3)
<b>global</b> /'glɒbl/ <i>adj.</i> 全球的，世界性的	(2)	<b>conventional</b> /kən'venʃənl/ <i>adj.</i> 传统的，常规的	(3)
<b>*crisis</b> /'kraɪsɪs/ <i>n.</i> 危机	(2)	<b>output</b> /'aʊtpʊt/ <i>n.</i> 产量	(3)
<b>target</b> /'tɑ:ɡɪt/ <i>vt.</i> 将……作为目标	(2)	<b>belly</b> /'belɪ/ <i>n.</i> 肚子，腹部	(3)
<b>at risk</b> 处于危险状态	(2)	<b>artificial</b> /,ɑ:tɪ'fɪʃl/ <i>adj.</i> 虚假的，假装的，人造的，人工的	(5)
<b>pregnant</b> /'pregnənt/ <i>adj.</i> 怀孕的	(2)	<b>firstly</b> /'fɜ:stli/ <i>adv.</i> 第一，首先	(5)
<b>elderly</b> /'eldəli/ <i>adj.</i> 上了年纪的，年纪较大的	(2)	<b>grain</b> /ɡreɪn/ <i>n.</i> 粮食，谷物	(5)
<b>unemployed</b> /,ʌnɪm'plɔɪd/ <i>adj.</i> 失业的	(2)	<b>secondly</b> /'sekəndli/ <i>adv.</i> 第二，其次	(5)
<b>without doubt</b> 毫无疑问	(2)	<b>nutritional</b> /nju'trɪʃənl/ <i>adj.</i> 营养的	(5)
<b>crossroads</b> /'krɒsrəʊdɪz/ <i>n.</i> 十字路口 <b>at a crossroads</b> 处在抉择的关键时刻	(2)	<b>thirdly</b> /'θɜ:ðli/ <i>adv.</i> 第三	(5)
<b>currently</b> /'kʌrəntli/ <i>adv.</i> 现在，当前	(2)	<b>dignity</b> /'dɪɡnəti/ <i>n.</i> 尊严	(5)
<b>short-term</b> /,ʃɔ:t'tɜ:m/ <i>adj.</i> 短期的	(3)	<b>in debt</b> 负债	(9)
<b>long-term</b> /,lɒŋ'tɜ:m/ <i>adj.</i> 长期的	(3)	<b>repay</b> /rɪ'peɪ/ <i>vt.</i> 偿还；报答，回报	(9)
<b>*proverb</b> /'prɒvɜ:b/ <i>n.</i> 谚语	(3)	<b>*loan</b> /ləʊn/ <i>n.</i> 贷款	(9)
<b>switch</b> /swɪtʃ/ <i>vi., vt. &amp; n.</i> 转换，转变	(3)	<b>interest</b> /'ɪntrəst/ <i>n.</i> 利息	(9)
<b>import</b> /ɪm'pɔ:t/ <i>vt.</i> 进口；输入 <i>n.</i> 进口；输入	(3)	<b>*repayment</b> /rɪ'peɪmənt/ <i>n.</i> 偿债，还债	(9)

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(Module 10: 73)

Appendix 13: Listening Activities for Tones related to Emotions and Attitudes



**A** Listen to the sentences on the tape. Write the most correct emotional meaning in each blank.

sad

excited

frustrated

questioning

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_




**B** Listen to one more sentence. How do you think the speaker feels about the man?

\_\_\_\_\_

(Module 1: 32)

## Appendix 14: Role-play Activity for Word Stress

### Step 2: asking about the crown jewels

 You are visiting the Tower of London. Talk to the tour guide and find out about the crown jewels. Role-play with a partner and switch roles when you are finished.

**Tourist:** Form questions using the information in the left column. When you ask questions, be sure you stress the syllables and words correctly. If you are not sure about the stressed syllables, use a dictionary to help you.

**Tour guide:** Answer the tourist's questions using the information in the right column. When you answer the questions, be sure you stress the syllables and words correctly. If you are not sure about the stressed syllables, use a dictionary to help you.

#### Tourist

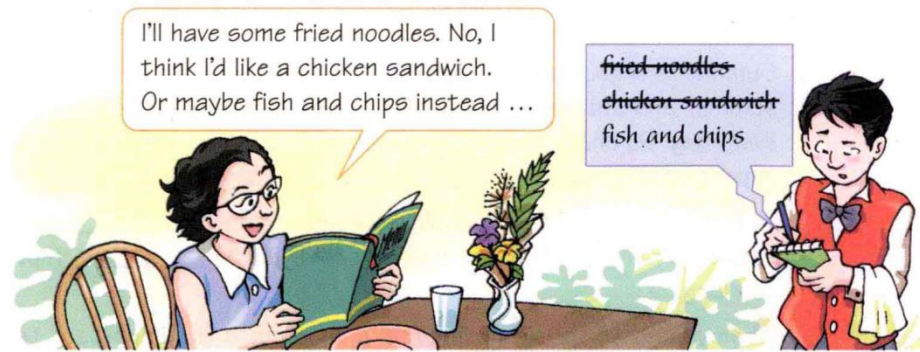
- crown jewels/real or just imitations?
- insured?
- anyone ever tried to steal them?
- what happened?
- anyone wear them nowadays?
- the last person/when?


#### Tour guide

- definitely real
- can't insure them/priceless
- yes/1671/Thomas Blood
- got outside/was caught there
- yes/Imperial State Crown/worn at coronations
- Her Majesty Queen Elizabeth II in 1953

(Module 9: 28)

Appendix 15: Picture Illustration and Listening Activity for Self-repair Strategy



 Listen to the conversation between Ma Yan and Yu Lei about the 2002 World Cup and complete the note sheet below.

**Note sheet**

- 1 Do Yu Lei and Ma Yan like football? Yes  No
- 2 Which national team does Yu Lei support? \_\_\_\_\_
- 3 Did Yu Lei watch any of the 2002 games? Yes  No
- 4 Where did England play in the 2002 World Cup? Japan  Korea  China
- 5 The 1998 World Cup was held in: America  France  Spain
- 6 Ma Yan's favourite team is: China  France  Korea
- 7 Does Ma Yan think that the first Asian World Cup was a success? Yes  No
- 8 Will Ma Yan watch the next World Cup? Yes  No
- 9 Is Ma Yan likely to go to see a live World Cup match? Yes  No

Transcript:

Ma Yan: Do you like football, Yu Lei?

Yu Lei: Yes, I do.

Ma Yan: Me too. What's your favorite team?

Yu Lei: That's easy, Manchester United.

Ma Yan: No, I mean which national team?

Yu Lei: Oh, well then, that would be England. I used to like Holland, but England is now my favorite.

Ma Yan: Did you watch England play the World Cup in Korea and Japan in 2002?

Yu Lei: Yes, I saw the games on TV, but England only played in Japan.

Ma Yan: Where was the World Cup held before that, in 1998?

Yu Lei: In the USA, I think.

Ma Yan: Wasn't it in France, Yu Lei?

Yu Lei: That's right. What's your favorite team?

Ma Yan: That's difficult. It used to be France, but now I support China.

Yu Lei: Why?

Ma Yan: Because they're our own team, and because they played in the 2002 World Cup for the first time.

Yu Lei: Do you think the first Asian World Cup was a success?

Ma Yan: I think the 2002 World Cup was extremely well-organized, and the host countries provided a very warm welcome to the fans. It was definitely a success.

Yu Lei: Will you watch the next World Cup?

Ma Yan: Of course.


Yu Lei: Will you go to see the matches live?

Ma Yan: I'd love to, but the tickets are too expensive.

(Module 4: 32)

## Appendix 16: Role-play Activity for Clarification and Paraphrasing

### Step 2: telephoning a company

 You want to know more about the electronic dictionary you have chosen for your uncle, so you call the customer service department of the company that makes this model for more information. Using the following phrases, have a conversation with your partner. Switch roles after you finish.

#### Ask about:

- the power source
- the life of the batteries
- the guarantee of the batteries
- the guarantee of the dictionary

#### Answers:

- three AAA batteries
- last about 70 hours
- one-year guarantee
- covers faults but not loss of dictionary

(Module 7: 12)

## Appendix 17: Listening Activity for Repetition in Monologues/Speeches

### Step 1: recognizing key words



**A** In your English class, your teacher is telling you how to write a literary review. The teacher will divide the information into four paragraphs. You have to write down the key words for each paragraph. Use the table below.

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Transcript:

Remember, a literary review is usually written in the simple present tense. In the first paragraph, you should mention the author of the story as well as its title. You should also write what genre or category the story belongs to. It is important to mention where the story is set, and this helps to put the story in an environment that the readers can understand. So in Paragraph 1, you need to mention the author, the title, the genre and where the story is set.

In the next paragraph, you should give a summary of a plot. You should also describe the important characters in the story. You should describe any character development which takes place in the story as well. Briefly describe the changes that occur in the characters from the beginning of the story to the end. So in Paragraph 2, you should talk about the plot, characters and character development.

In the third paragraph, you should discuss the important themes of the story, and the language used in it. How an author uses language is what makes writing so interesting. Imagery is a language that both authors and poets use to make their writing colorful. Imagery uses a lot of pictures and images, such as symbols, to help us understand more clearly. Be sure to mention only imagery and give examples from the text. So in

Paragraph 3, you should discuss the themes and symbols.

In the last paragraph of your review, you are expected to write your personal opinion of the story. You should say why you like it or why you don't. Would you recommend it to a friend? If you want to, you can give the story a rate from 1 to 5, with 5 being the highest score, and 1 the lowest. Your personal opinion and the rate of the story could be given at the end.

(Module 8: 10)

## Appendix 18: Examples and Role-play activity for Repetition in Dialogues

### Unit 4

### Skills building 2: listening for emphasis

When people ask questions, they often emphasize the word or information that is most important. When someone asks you something, pay attention to which words they emphasize. Then repeat these words when you answer. Doing this will make it clear that you understood the question and are answering it exactly. For example:

Question: What is your **favourite** film?      Answer: My **favourite** film is *Beijing Bicycle*.  
 Question: Who was that man, the one in the **car**?      Answer: The man in the **car** was Jack, the actor.

### Step 2: asking and answering questions about Chinese films

You have successfully entered the competition and want to include the information about the Chinese film industry in your speech. You do not know much about it, so you ask your neighbour, a retired director. Role-play with a partner and switch roles when you are finished.

**Student:** Ask the director the questions from the left column. Emphasize the words in bold.

**Director:** Answer these questions with the information from the right column. Make sure you repeat the emphasized words to show that you understood the questions.

When was film <b>introduced</b> in China?	1896
What was the <b>first</b> Chinese film made?	<i>Conquering Jun Mountain</i> (1905)
When did the film industry <b>begin</b> to do well in China?	1913
Did the Chinese make films <b>alone</b> ?	Help and training from Americans
What was the first film made <b>only</b> by Chinese?	<i>The Difficult Couple</i> (1913) by Zheng Zhengqiu and Zhang Shichuan
What was the <b>first</b> 'talking film' made in China?	<i>The Songstress, Red Peony</i> (1931) by Zhang Shichuan, starring Hu Die
What were Chinese films <b>about</b> from the 1930s to 1960s?	Mostly about war
What are some <b>famous</b> films from that time?	<i>Dong Cunrui</i> (1955) by Guo Wei and <i>The Red Detachment of Women</i> (1961) by Xie Jin
Were <b>many</b> films made in China?	1949–1966 603 feature films and 8,342 reels of documentaries
What happened to Chinese films in the <b>1980s</b> ?	The State Administration of Radio, Film and Television was set up. Films became even better.
How are Chinese films thought of by the world <b>today</b> ?	Well thought of. Many world-famous, like <i>Ju Dou</i> (1990) by Zhang Yimou, <i>Farewell, My Concubine</i> (1993) by Chen Kaige, and <i>Beijing Bicycle</i> (2001) by Wang Xiaoshuai.

## Appendix 19: Listening Activities for “Let it Pass” Strategy



Listen to a short conversation and complete the note sheet below.

The number of people talking: <sup>(1)</sup> \_\_\_\_\_

The place they are talking in: <sup>(2)</sup> classroom

The thing they are doing while talking: <sup>(3)</sup> \_\_\_\_\_

The subject they are talking about: <sup>(4)</sup> \_\_\_\_\_

### Step 1: finding useful expressions



**A** You are getting ready to give a talk. Listen to a conversation and fill in the note sheet below by circling the right words or expressions and filling in the blank. Remember to listen to get the gist.

### Note Sheet

*I am now listening to <sup>(1)</sup> a quarrel / an interview / a chat between friends.*

*I can hear <sup>(2)</sup> one person / two people / three people talking.*

*The conversation takes place in a <sup>(3)</sup> classroom / restaurant / library.*

*The title of the girl's talk is <sup>(4)</sup> \_\_\_\_\_*

\_\_\_\_\_

(Module 3: 52)

## Appendix 20: Online Conversation of Mixed-country Use

### Unit 3

## Reading

**A** Read the text quickly and answer the following questions.

- 1 Which country is Waled from? \_\_\_\_\_
- 2 Where does Peter come from? \_\_\_\_\_
- 3 Does everyone in Brunei wear yellow? \_\_\_\_\_



**B** Ma Li is doing her homework on cultural differences. She goes online to chat to others about this topic and find information. Read their dialogue.

## Cultural differences

The screenshot shows a web browser window with the address bar displaying <http://www.AdvanceWithEnglish.com/chatroom>. The chatroom interface includes a sidebar with navigation options: Favourites, History, Search, and Page Holder. The main chat area contains the following dialogue:

**Ma Li:** Hi, everyone. My name's Ma Li. I'm a girl from Beijing. Today I would like to talk to you guys and try to accumulate some more information about cultural differences because I have to do a piece of homework on cultural differences.

**5 Waled:** Hi, Ma Li, I'm Waled from Brunei. This is a very interesting topic. Here at my school in Brunei, we experience cultural differences all the time because we have some native English teachers. One is from the USA and the other two are from the UK. Even though they speak the same language (although with different accents), they have unbelievable differences in culture.

**10 Ma Li:** Really?

**Waled:** Yeah, you can see examples of cultural differences in the traditions that Americans and the British have. Our American teacher is always talking about Thanksgiving and the huge turkey they eat. He gets quite excited whenever it comes to this topic. The British teachers didn't know what he was talking about or what Thanksgiving was held in celebration of.

**15 Ma Li:** Well, I don't know either.

**Waled:** Oh, it's to do with celebrating the first harvest after the settlers from Europe went to live in the USA.

**Peter:** Hi, Waled, I see you are giving a lecture again! What's it about?

**20 Waled:** Oh, hi, Peter. Well, if you had joined the chat room ten minutes ago, you would have known what we were talking about! I was just telling Ma Li about differences between cultures.

**Peter:** Hi, Ma Li, nice to meet you. I'm from the UK. I suppose Waled has already told you about the British teacher who opened the present as soon as he was given it at the end-of-term ceremony?

**25 Ma Li:** No, he hasn't yet, but my American friend Jack did the same thing.

**Peter:** Well, it's what we do in the West. It's rude not to open a present when someone gives you one. We like to see the person's reaction. We think it's strange not to open it! Hey, but you know what, even though there are

30 similarities between wedding traditions in the West, such as throwing confetti, there are also differences between different Western countries. Getting things wrong can be quite embarrassing! Going to a wedding in Italy is different from going to one in the UK. In the UK, the guests are expected to give presents to the newly-weds, but in Italy, the newly-weds are expected to give their guests presents as a souvenir to remember the big day.

35 **Ma Li:** So, to clarify, if I got married in the UK, I would expect a present, but if I got married in Italy, I would have to give a present. How interesting! In China, we always have a huge banquet to celebrate weddings.

40 **Waled:** That's interesting! If a man participates in a wedding reception in Brunei, he has to sit with the bridegroom and the other men. The bride and the other women have to sit in a different area. Another difference is that we serve food, soft drinks, tea and coffee, but no alcohol! And you probably wouldn't get much sleep as we play drums to celebrate the wedding for hours—sometimes all night!

45 **Peter:** All night?

**Waled:** Yeah, people get used to it.

**Ma Li:** So what other things do you do in your country that are different from other countries, Waled?

50 **Waled:** Well, you know in many countries people point with their first finger. We think that's rude, so we use our thumb to point. It's quite funny watching the new foreign teachers trying to adjust to doing that. Oh, and if you come to Brunei, you shouldn't wear yellow.

**Ma Li:** Why's that?

55 **Waled:** Because it is the royal colour for the Sultan and his family. Another thing is, should you come to Brunei, you would have to take off your shoes before going into someone's house!

60 **Ma Li:** That is the same as in cities in China! So Peter, if you go to Brunei or a Chinese city, you need to remember to take your shoes off before you go inside someone's house! Well, guys, it's time for me to log off. This has been a really interesting chat. I think now I understand a lot more about different cultures and what is appropriate behaviour. It's really helped me with my homework! I hope we can talk again soon. After all, learning about cultural differences is a good way to understand more about each other. Have a great day!

### Reading strategy: understanding the use of examples

Examples are often used in texts and serve several purposes. They can be used to explain concepts and ideas, to support arguments and as interesting stories. In the text above, an example is used to explain the concept of cultural differences between English speakers from different countries, e.g., 'Our American teacher is always talking about Thanksgiving ... The British teachers didn't know what he was talking about ...'. Examples in the above text are also used to support the argument that there are differences as well as similarities between Western weddings e.g., 'In the UK, the guests are expected to give presents to the newly-weds, but in Italy ...'. There is also an example used as an interesting story about cultural misunderstanding, e.g., 'the British teacher ... opened the present as soon as he was given it at the end-of-term ceremony'. Understanding the use of examples can aid comprehension of a text.

Unit 4

## Reading

**A** Read the text quickly and answer these questions.

- 1 How many film festival representatives appeared on the show? \_\_\_\_\_
- 2 Which film festivals are mentioned in the transcript? \_\_\_\_\_
- 3 At which festival are you not likely to find Hollywood films? \_\_\_\_\_



**B** Do you know anything about international film festivals? Read this transcript of a television show about film festivals.

### Important film events around the world

**Host:** Welcome to our weekly programme, *Movie Magic*. Our guests today are representatives from six of the major international film festivals. These spokeswomen and spokesmen will tell us about the festivals they represent.

5 Joining us in the studio are Isabel Rose from the Cannes Film Festival, Hanz Muller from the Berlin International Film Festival, Kathy Barnes from the Sundance Film Festival, Maria Bella from the Venice Film Festival, Mike Taylor from the Toronto International Film Festival and Xu Li from the Shanghai International Film Festival. Welcome, everyone! Maria, do tell us a little about the Venice Film Festival.

10 **Maria:** Well, I think it is rather appropriate for me to begin our discussion. The Venice Film Festival is the oldest film festival in the world. It began in 1932. Our festival is part of a larger festival which celebrates contemporary art. We view film as a type of contemporary art.

**Host:** Kathy, please tell us about the Sundance Film Festival.

15 **Kathy:** Unlike the Venice Film Festival, the Sundance Film Festival only includes small, independent films. That is, it only includes those not financed by Hollywood studios. Many are made by amateur directors and star amateur actors.

**Maria:** Kathy, I hate to interrupt you, but in defence of the Venice Film Festival, I have to point out that we don't just feature Hollywood films. Our policy is to include high-quality films, regardless of who makes them. We don't distinguish between Hollywood films and independent ones. As long as the film's quality meets our standards, we include it.

20 **Kathy:** The Sundance Film Festival boycotts all Hollywood films, and we don't foresee ever including them. The idea for our festival was hatched back in 1978, when it was known as the Utah/US Film Festival. However, it was not well known until 1981. It was then that Robert Redford took over and changed the focus to saluting independent films. It was renamed the Sundance Film Festival in 1991. Redford has acted in and directed many big

25 Hollywood films, and so he knew how many actors and directors were

30

making good films unknown to the public. Now, if a film wins an award at Sundance, there is a good chance it will become famous!

35 **Isabel:** Cannes is another festival that can make films famous. If a film wins a victory at the Cannes Film Festival, everyone will hear about it. I think it is fair to say that Cannes is the most famous and exciting festival.

**Hanz:** I hate to contradict you, but in recent years, the Cannes Film Festival has given awards mostly to American films. Some critics say that it has taken a step backwards, and is beginning to resemble the Academy Awards in Hollywood too much.

40 **Isabel:** Well, yes, films shown at Cannes are often made with large budgets, and have well-known actors and directors. Many of them are American, but we reject the idea that we have lost our international angle. Considering the history of our festival, we feel it is important not to favour films from any one country. The Cannes Film Festival was started in 1939 because many  
45 people felt the Venice Film Festival was giving awards to only German and Italian films.

**Hanz:** Well, in my opinion, most people agree that the Berlin Film Festival is one of the most international of all the film festivals. Since it began in 1951, we  
50 have given awards to films from all around the globe. Hollywood films are in the minority at our festival, and films from smaller countries that would be overlooked at Cannes, for example, have a real chance of winning in Berlin.

**Mike:** I'm the spokesman for the Toronto International Film Festival, which began  
55 in 1975 and very quickly became one of the main film festivals around the world. Each year, famous actors and directors come to Toronto, and the whole film world pays attention to who wins. It is the second largest festival in the world—only Cannes is bigger. Our festival tries to show films from many countries, but gives some bonus awards to Canadian films.

**Xu Li:** I represent the Shanghai International Film Festival. Our festival was founded  
60 in 1993 so we are perhaps the youngest festival. Even though we have only existed a short time, our festival has a good reputation worldwide. We are the only international film festival in China. We show films from many different countries and the highlight of the festival each year is the 'Jinjue' or Golden Cup Award.

### Reading strategy: identifying objective views

In formal situations, and especially when people do not know each other very well, they often speak objectively—they use 'we' and 'our' instead of 'I' and 'my'. For example, 'Our festival is part of a larger festival which celebrates contemporary art. We view film as a type of contemporary art.'

If someone disagrees with something someone else says, it may be seen as rude to explicitly say so. To avoid doing this, people will speak objectively. Instead of putting forward a personal opinion, people tend to present their personal opinion as if it were a collective group's opinion. For example, 'Many of them are American, but we reject the idea that we have lost our international angle.'

## Appendix 22: Transcript of Phone Call between Mixed-country Users

Mr Martin: Hello, Mr Liu. We look forward to welcoming you to New York High School.

Mr Liu: Hello, Mr Martin. The students are all very excited about our trip.

Mr Martin: We have finished organizing the trip. Could you confirm your arrival details for me please?

Mr Liu: Yes. We will arrive at Kennedy International Airport on Friday October 14<sup>th</sup> at 5.30 p.m. Will you be able to meet us?

Mr Martin: Yes. We will have a coach there to meet you and take you straight to the place where you will stay. We have booked rooms for you and your students at the International Students' Inn at 90 West 116<sup>th</sup> Street in upper Manhattan.

Mr Liu: I'd like to write that address down, so that I can tell my students.

Mr Martin: Of Course. In Manhattan, the streets have numbers instead of names, which may be a bit confusing. The International Students' Inn is on the 116<sup>th</sup> street, on the west side of Manhattan Island. So the address is number 90 on West 116<sup>th</sup> street. Manhattan is spelled M-A-N-H-A-T-T-A-N. The phone number, if anyone needs to contact you or your students is 2128627824. I will repeat that in case you didn't get it. The number is 2128627824.

Mr Liu: Thank you. I've written that all down.

Mr Martin: Now, during the 7 days that you're here, your orchestra will perform in 2 concerts at 2 different schools. The first one will be on the Monday the 17<sup>th</sup> in the evening at Lincoln High School. Lincoln is spelled L-I-N-C-O-L-N. The second one will be on Wednesday the 19<sup>th</sup> at Washington College. We are also inviting you to attend our school orchestra concerts on Saturday the 15<sup>th</sup> and again on Tuesday the 18<sup>th</sup> in the same place. Then, there will be a farewell concert party held on Thursday night at our school. All of these events will be at 7.30 p.m, so your students will just have two free evenings.

Mr Liu: That sounds very good. What about the day time?

Mr Martin: Well, we have organized some group tours to show you around New York.

Mr Liu: That sounds wonderful. What have you planned?

Mr Martin: on Saturday morning we have arranged to take you on a boat tour around the island of Manhattan. That way you can see the Statue of Liberty and all the skyscrapers. You can see the UN headquarters from the boat and many of New York's famous bridges. Later on your students can go and visit some of these places by themselves. I think it would be good if we have one more organized activity, but I don't know if your students would prefer to visit the Bronx Zoo, or if they would to be shown around the Empire State Building and the Metropolitan Museum of Art.

Perhaps you could let me know.

Mr Liu: I'll ask my student organizers to find out what they would like to do.

Mr Martin: The rest of the time your students are free. There's plenty to see and do in New York.

Mr Liu: Yes, I'm sure. Thank you for your wonderful planning. I'm really looking forward to coming and I look forward to meeting you.

Mr Martin: I look forward to meeting you as well. See you soon. Goodbye!

Mr Liu: Goodbye!

(Module 9: 10)

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