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Teaching Materials and the ELF Methodology – Attitudes of Pre-Service Teachers

Abstract

The central argument voiced in the present paper is that the English language classroom should be influenced by the English as a lingua franca (ELF) methodology. What we mean under the notion of ELF methodology is a set of assumptions and tenets advanced by a number of scholars (e.g., Jenkins, 2002; Seidlhofer, 2011), who advocate rejecting the hegemony of a native-speaker language model and embracing a more egalitarian perspective that promotes the linguistic and cultural diversity of the English-using world. The ELF methodology is one of the recent developments in ELT. An abundant literature (e.g., Spichtinger, 2001; McKenzie, 2008) recommends that learners of English are exposed to as many different varieties of English as possible. A further recommendation (e.g., Matsuda, 2012) is that the cultural content presented to pupils in the ELT classroom should be drawn from multiple sources. The present paper aims to contribute to the debate concerning the implications that the ELF methodology carries for coursebooks and teaching materials. The study explores pre-service teachers' views on the following questions: (1) How many and which varieties of English should appear in the CD recordings that accompany coursebooks? (2) Cultures of which countries should constitute the content of teaching materials? The data obtained from 170 pre-service teachers majoring in English indicate that most of them are far more willing to embrace the cultural rather than linguistic diversity in their own teaching practice.

Keywords: English as a lingua franca, teaching materials, teacher trainees

Language Ideology in Teaching Materials

As far back as 1980, Spradley argued that culture encompasses three aspects of human experience: cultural behavior (i.e., what people do), cultural knowl-

edge (what people know) and cultural artefacts (objects that people produce). The analysis of why, when, and how these artefacts were created, often paves the way for gaining an insight into cultural norms and values that function in a given society. The artefacts can collectively be described as material culture. One of the most conspicuous examples of material culture found in ELT classrooms are educational materials such as coursebooks, reference works, grammars, dictionaries, and other language-learning aids. These texts are highly influenced by sociocultural practices and specific cultural values professed by people who write and produce them. Instructional materials promote ideologies, perspectives, and positions which reach out far beyond the classroom context and impinge on the way the English language is conceptualized by the general public. When dogmas upon which the materials base are ripe for revision, certain practices are reformulated or eschewed, whereas a new set of assumptions, tailored to the needs of learners, gains currency and affects mass schooling. An example of the ideology embodied in ELT materials, significant in the context of the present paper, is the extent to which teaching materials are Anglo-centric or the extent to which they encourage students to behave in accordance with certain norms and conventions. In the course of this article, we attempt to emphasize that the changed role of English should have a bearing on the content of ELT coursebooks and other educational materials.

The unceasing spread of English and the emergence of English as a *lingua franca* (hereafter ELF) carry numerous implications for the English language classroom. An accumulating body of research (e.g., Seidlhofer 1997; McKay 2012) points to the need for a reconsideration of the subject “English as a Foreign Language” on the school curriculum. Teaching English should not resemble teaching other languages because the status of English is unique. However, the ELF methodology stands little chance of being adopted even by teachers who understand its tenets unless it is validated through inclusion in coursebooks and teaching materials (Jenkins, 2005, p. 541). Matsuda (2002, p. 184) points out that teaching materials are an important component of the ELT classroom and are likely to play a crucial role in forming students’ perceptions of the English language. For this reason, it is important that materials used in the classroom reflect the most recent developments in ELT, the case in point being the ELF perspective. The present paper aims to contribute to the debate concerning the implications that the emergence of ELF has for teaching materials by discussing two features of coursebooks that strongly reflect the dominant language ideology: the content of audio materials that accompany coursebooks and the cultural content.

The Inclusion of Native and Non-Native English in Audio Materials

One of the implications that the ELF methodology carries for classroom materials is the inclusion of as many different varieties of English as possible. CD recordings accompanying coursebooks should expose pupils to a wide selection of inner, outer, and expanding circle varieties of English.¹ Depriving schoolchildren of this exposure is likely to make learners think that there is only one 'correct' variety of the language that they need to conform to. The belief that there exists only one variety of English is a dangerous illusion that can mislead learners and be a source of misunderstandings (Sharma, 2008, p. 127). Sadly, research shows that this misconception is reflected in the way many students think. Friedrich (2002, p. 442) reports on his study, in which learners of English from expanding circle countries were asked to name varieties of English that they were aware of. Regrettably, only British English and American English were enumerated. The participants of the study were not even aware of other inner circle varieties of English like Australian or Canadian English. It seems that learners need to be explicitly taught about the varietal diversification of English in the course of their English language education.

Needless to say, pupils must not be expected to imitate all the varieties they are provided with. As far as production is concerned, it is advisable that children are exposed to one particular model they are asked to follow. However, listening training is believed to be more effective when a much wider range of different varieties is provided. Although the selection of British or American English as an instructional model is understandable, students need to be informed that it is not the only variety of English (Matsuda, 2012, p. 173).

As pithily put by McKenzie (2008, p. 79), "it seems unreasonable to impose a single or, indeed, a restricted range of pedagogical models for English language classrooms. This seems as unrealistic as exposing learners only to male speakers, or speakers over a certain age." The English language classrooms have traditionally imposed one or two varieties on learners: British English and/or American English. The faith that British English is aesthetically superior to other varieties, well-suited for education, social life, and the workplace has

¹ These terms refer to a model introduced by Kachru (1985) that distinguishes between three circles of English (inner circle, outer circle, and expanding circle) which represent three different contexts of the use of English. The inner circle comprises countries where English is used mainly as a native language (e.g., the UK, Canada). The outer circle includes countries which are former colonies of the inner circle countries and which have developed their own indigenous varieties of English (e.g., Nigeria, India). The expanding circle represents countries, where English is learnt as a foreign language and used primarily for international, rather than intranational purposes (e.g., Poland, Argentina).

long dominated traditional ELT methodology (Modiano, 2010, p. 72). It has been recognized that students who have been exposed exclusively to no more than two varieties may be shocked by varieties that differ from native-speaker English and regard them as deficient (Matsuda, 2012, p. 171). Instead of focusing on inner circle English, learners need to be presented with a multiplicity of language samples, produced by both native and non-native users of the language. Spichtinger (2001, p. 52) points to a number of benefits of exposing learners to a rich selection of native and non-native models of English. Firstly, learners' awareness of the richness of the English language and the linguistic diversification of the English-speaking world is raised. Secondly, providing schoolchildren with multiple examples of inner, outer, and expanding circle English is likely to contribute to the development of cross-cultural understanding and tolerance. Thirdly, the classroom that exposes learners to English produced by both native and non-native speakers helps to prepare them for communication with interlocutors from a variety of L1 backgrounds.

However, despite recommendations advanced by ELF scholars, research shows that the status quo of the ELT classroom has remained unchanged. The English language classroom does not seem to mirror the rationales presented in ELF research. A study conducted by Matsuda (2002) presents an analysis of seven coursebooks used in the first year of junior high school in Japan. According to the study, the use of English among non-native speakers is significantly under-represented in all the examined coursebooks. The study reveals that textbooks used in Japanese schools focus almost exclusively on the language of the US and the UK, which reinforces the idea that Americans and Britons are the prototype of English speakers. As already indicated, although it is reasonable for a textbook to focus predominantly on one variety of English as a model for production, it needs to expose students to a number of different varieties so that learners understand that the variety they study is one of many (Matsuda 2012, p. 173). As pointed out by Levis (2005, p. 371), although most native speakers speak neither Received Pronunciation nor General American, teaching materials rely on these prestige models, "giving a skewed view of pronunciation that may not serve learners' communicative needs." These two accents have long dominated the ELT profession and so they seem 'natural' to most teachers and learners (Matsuda, 2012, p. 171). It is also stated by Jenkins (2002, p. 100) that in most language classrooms the only accent students are likely to hear is that of RP- and GA-accented speakers on audio materials. She recommends that materials producers need to develop audio recordings that provide students with a wide range of non-native accents. One of the recommended resources for use in the classroom is Walker (2010). This publication includes a CD with a wide range of recordings of speakers from Argentina, China, Germany, Hungary, Japan, Malaysia, Poland, Russia, and other countries.

The Cultural Content of Teaching Materials

Teaching a foreign language has always been strictly connected with raising students' awareness of target language culture. However, for the vast majority of learners, English has long ceased to be a foreign language. Since English has assumed the role of a lingua franca, it can no longer be associated exclusively with inner circle culture. As put by Brutt-Griffler (2002, p. 6), a language can only become internationalized once it loses its identification solely with one culture. However, despite the fact that English has become de-anglicized, it is far from being de-culturalized (Matsuda, 2012, p. 176). The phenomenal spread of English has infused and enriched the language with cultures of all those who use it as a shared resource. Importantly for our study, the shift in the use of English carries implications for the cultural content of English classes.

A very useful framework for teaching culture is introduced by Matsuda (2012, p. 176), who states that cultural content of English classes must be drawn from multiple sources. Firstly, teachers need to draw students' attention to global culture, which involves exposing them to topics that cut across national boundaries, such as world peace or environmental protection. This recommendation is very much in line with other studies (e.g., Dörnyei & Csizér, 2002, p. 453) which state that English has lost its national cultural base, but has gained association with global culture. Secondly, learners need to be made familiar with the culture of their prospective interlocutors. As the number of non-native speakers of English has long outgrown the number of native speakers of this language, it is likely that most learners will use English more often in communication with non-native speakers. This assumption carries implications for English language education. Teachers need to diversify the cultural content of their classes to include countries and regions that represent various parts of the world. Pupils must be given a chance to reflect on cultures which originate in all the three Kachruvian circles. Restricting the cultural content of English lessons to inner circle countries deprives learners of the opportunity to get to know the cultural diversification of the English-speaking world. Thirdly, pupils must be encouraged to discuss their own culture in English. This way they learn to express their ideas and cultural values and explain them to their future interlocutors. The ability to talk about one's home culture is an important skill that is likely to prevent or clear up many unfortunate misunderstandings that may arise in the course of intercultural communication.

The three elements discussed by Matsuda are considered to be a core basis of every coursebook that is intended to teach English in the present-day world. However, research indicates that most materials writers have still not embraced this multicultural perspective. Seidlhofer (2011, p. 13) argues that an analysis of textbooks and reference materials shows that native-speaker ideology remains

firmly entrenched. Most coursebooks contain culturally biased content that strongly privileges inner circle countries. Prodromou (1988, p. 79) states that the majority of textbooks “project an Anglo-centric, male-dominated, middle-class utopia of one kind or another.” An example of a study that examines the extent to which coursebooks inform about inner, outer, and expanding circle cultures is Yuen (2011), who analyzed how foreign cultures are represented in two textbook series (*Longman Elect* and *Treasure Plus*) used in secondary schools in Hong Kong. The results show that the representation clearly favored the cultures of Anglophone countries, while the cultures of Africa and Asia were under-represented. The study reveals that although both textbook series contain ample cultural content, there is a distinct imbalance in representation of cultures from different regions (Yuen, 2011, p. 462). Textbook materials focus almost exclusively on the cultures of English-speaking countries, while the cultures of Africa and Asia are neglected. The author of the study concludes by stating that increasing the amount of coverage on the cultures of non-Anglophone countries in textbooks is sought after as it would help develop students’ appreciation of a wider range of foreign cultures.

As observed by Cook (1999, p. 185), “language teaching would benefit by paying attention to the L2 user rather than concentrating primarily on the native speaker.” This shift of attention carries important implications for materials writers, who are asked to consider that only a relatively small number of learners will use English in predominantly native-speaker contexts. For this reason, teaching manuals should concentrate more on presenting international settings and non-native contexts of language use. Teaching materials need to focus more on interaction between non-native speakers and less on embedding English in an Anglo-American context (Spichtinger 2001, p. 53). Coursebooks that present exclusively Anglophone cultural norms and values prepare learners to discuss foreign culture rather than their own.

Deterding (2010, p. 13) talks about a shortage of ELF-based teaching materials and expresses the need for such materials to be developed in the near future. Their role is considered crucial because few teachers have a rich enough knowledge to introduce their students to the linguistic and cultural diversity of the English-speaking world (Matsuda, 2012, p. 169). For this purpose, teachers need to rely on appropriately-designed instructional materials.

The Study

This paper reports on part of a larger research project that examines the attitudes that pre-service teachers of English exhibit towards the subject of their

study. The project constitutes a PhD proposal that is currently being written by the present author at the Institute of English of the University of Silesia, Katowice. Data for the study are collected by means of an extensive questionnaire and in-depth interviews. The questionnaire is intended to gather data concerning the respondents' awareness of the ELF terminology, their attitudes towards native and non-native English, and attitudes towards the way English is presented and taught in the classroom context. We hope to gain an understanding of whether pre-service teachers of English are aware of the implications that the emergence of ELF carries for ELT practices and, if so, whether they are willing to embrace them as part of their own teaching routine. The present paper reports on the section of the questionnaire concerning the kind of instructional materials the respondents recognize as appropriate and desirable for the classroom use. Our questions concentrated on two aspects of teaching manuals that reflect the dominant language ideology: the audio materials that accompany textbooks and the cultural content. The study was conducted in January-March 2014 at the Institute of English of the University of Silesia. The questionnaire gathered both quantitative and qualitative data, analyzed by identifying emerging patterns, recurring topics, and ambiguous answers.

The Purpose of the Study

The purpose of the study presented in this paper is to examine the attitudes held by pre-service teachers of English towards two topics expressed in the following questions:

(1) How many and which varieties of English should appear in the CD recordings that accompany coursebooks and other teaching materials? (2) Cultures of which countries should constitute the content of instructional materials?

The Participants

Respondents who took part in the present research were 170 majors of English, enrolled in years 1 and 2 of the MA teacher education program at the Institute of English of the University of Silesia. The studied population comprised 40 part-time (extramural) and 130 full-time students, of whom 84.7% were female and 15.3% male. The respondents had elected to take the teacher education module as part of their degree and for this reason the present paper refers to them as pre-service teachers of English. However, despite being referred to as 'pre-service,' all of the informants have some teaching experience, gained either through practicum, which is an obligatory part of the teacher preparatory training they attend, or through their professional career as part-

time or full-time teachers. Initially, the practicum requires students to observe classes conducted by regular teachers, then the students are asked to run classes on their own. At the point of administering the questionnaire, the respondents had spent on average 90 hours observing other teachers and approximately 110 hours actively teaching. The students exempt from the practicum on the basis of their professional career as teachers had spent in the classroom at least the same number of hours, although in most cases they had accumulated a far more extensive teaching experience. The teaching practice was one of the two reasons for which we decided to carry out the study among this particular group of respondents. A number of questions included in the questionnaire require informants to relate to their own classroom practices and responding to these questions would be more difficult for freshman or sophomore students. The second reason why the study involved this group of informants was because of their extensive knowledge of methodology of English language teaching. As part of their teacher education program, students attend a considerable number of TEFL courses, such as ELT methodology, pedagogy, didactics, applied linguistics, and psychology. It is believed that this intense theoretical preparation combined with equally intensive hands-on classroom experience make our respondents knowledgeable classroom practitioners with an increased awareness of the most recent developments in ELT, such as the ELF perspective.

Data Presentation and Discussion

The following is a presentation and discussion of data concerning the use of coursebooks and other teaching materials in the ELT classroom obtained in the questionnaire study. A question that will serve as a baseline for further analysis of the findings asked the respondents to make a prediction regarding their pupils' future use of English (see Figure 1).

As many as 50.6% of the subjects believe school leavers will use English more often in communication with non-native speakers. Twenty-five point nine percent predict that their pupils will engage in communication with native and non-native speakers equally often. Only 11.8% of the informants predict that their pupils will use English more often with native speakers of English. Bearing this position in mind, we proceed to present and discuss other findings obtained in the study. As will become clear during the paper, most respondents assume their pupils will use English more often with non-native speakers, but this prediction seems to have little impact on the respondents' attitudes towards what happens in the classroom.

Pre-service teachers' attitudes towards the inclusion of native and non-native English in audio materials. The ELF methodology prescribes the

promotion of as many inner, outer, and expanding circle varieties as possible. In order to examine pre-service teachers' views on this subject matter, our respondents were asked about the number of English varieties that should appear in the CD recordings that accompany coursebooks (see Figure 2).

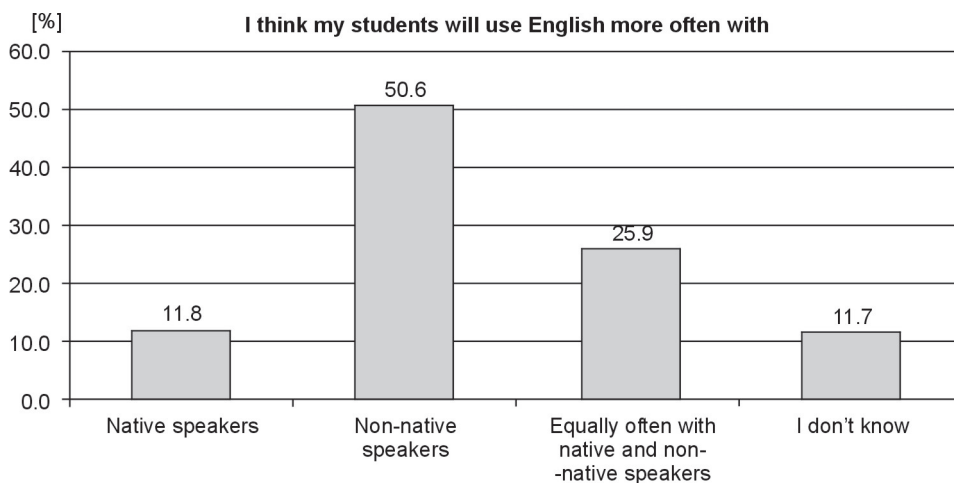


Figure 1. The respondents' prediction of their pupils' future use of English.

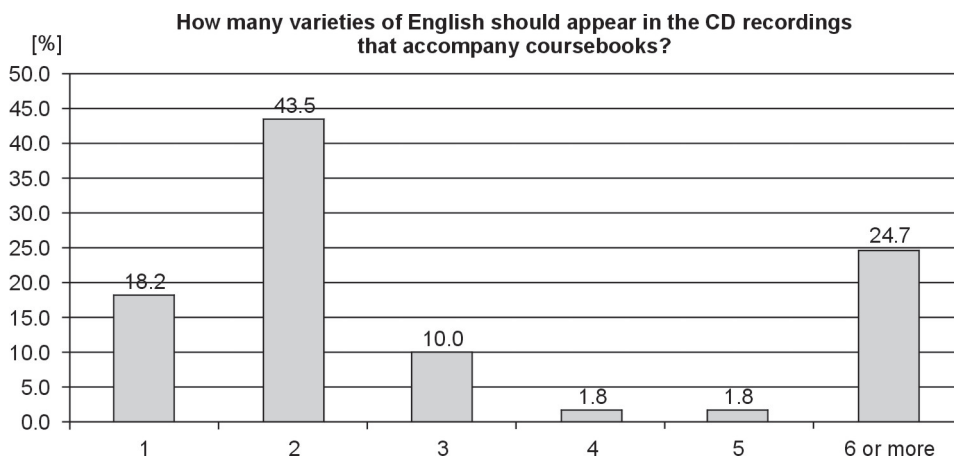


Figure 2. The respondents' views on the number of varieties that should be included in the CD recordings that accompany coursebooks.

As many as 61.7% of the sampled group believe CD recordings need to include only one or two English varieties. A counterperspective is offered by 26.5% who think that the English language classroom should expose pupils to five, six or more varieties of English. The following discussion is an analysis

of reasons given by the respondents to explain their choice. Owing to space constraints, we present the responses produced by the two most numerous groups of informants.

Forty-three point five percent of respondents believe coursebooks need to include two varieties of English. All of the responses point to British and American English as the two appropriate ones. The analysis of the comments obtained from the students allowed for the identification of the following reasons:

- 54% of the test population believe pupils must be provided with British and American English because these are the most popular, 'common' or 'important' varieties of English.
- 18% claim that learners would be confused if provided with more than two varieties.
- 14% believe that the number of varieties is so great that exposing children to all of them is impossible.
- 5% observe that most instructional materials used in schools present British and American English and for this reason CD recordings should also provide only these two varieties.
- A further 5% point out that pupils must be exposed to two varieties because British is better, superior, more beautiful or more educated, whereas American is more common or popular.
- 3% declare pupils will not be prepared for international communication if exposed to only one variety of English.
- A handful of the respondents (about 1%) remark that pupils should be exposed to two English varieties, but occasionally they can be provided with a non-standard variety that could break the monotony of regular classroom practices.

This part of the paper constitutes a discussion of the most common responses provided by the students. All of the quotations provided throughout the present paper are intended to represent strands of opinion, rather than individual voices.

A large group of the respondents (54%) claim CD recordings should provide learners with two varieties of English because British and American English are the most popular, common or important varieties of English. This sentiment is reflected in the citations presented below:

- (1) These are two which are the most popular and useful.
- (2) These are the most popular varieties.
- (3) Students should be exposed to those varieties because they are the most common and widespread.
- (4) I think that those two varieties of English are the most crucial and important. They are also well-known in comparison to other less known dialects.

- (5) British and American English are simply the most important varieties of English in the world and children should be familiar with them.

Worth noting is that the comparison between varieties of English includes an element of evaluation that prioritizes some varieties as more important. The respondents are pre-service teachers and their views on English are likely to shape the way their pupils think about this language. Promoting certain varieties as more important or educated suggests that some other varieties are somehow deficient. Such classroom practices could potentially lead to negative stereotyping.

A further claim advocated by some students is that exposing learners to more than two varieties would make them confused. This belief is exemplified by the following statements:

- (6) The increase of the amount of varieties would be confusing and misleading for the students.
- (7) In my opinion there is no point in exposing students to more than two varieties because they would feel lost and confused. What's more, students only need to master one variety and being exposed to a few of them would make them go off the track.
- (8) Exposing students to more varieties would make them confused which to choose and learn and they would mix all varieties in speaking and writing.
- (9) If children hear too many varieties they won't know which variety to follow. This would be very messy and could even discourage children from learning.

This group of respondents seems inattentive to the fact that outside of the classroom pupils are likely to encounter a wide selection of different English varieties. The lack of preparation for this linguistic diversification is likely to bring two negative results. Firstly, pupils may experience considerable problems in understanding different varieties. Secondly, they may recognize some varieties as incorrect, deformed or deficient forms of native-speaker English and their users as uneducated or uncultured. When put in any communication situation, pupils find themselves surrounded by a multitude of inner, outer, and expanding circle varieties. If the English language classroom does not prepare learners for this phenomenal diversity, they will experience sudden shock and confusion that may inhibit their communication skills.

On a separate note, it is possible that at least some respondents perceive exposing pupils to certain varieties as commensurate with teaching of these varieties. Some informants assume that all varieties which learners are provided with constitute a role model for pupils to imitate and follow. Needless to say, this

is not the case. The intention of the questionnaire was to ask about a number of varieties that pupils need to be exposed to, not trained in.

A group of respondents suggest that the number of English varieties is so great that exposing pupils to all of them is impossible. The following quotations reflect this strand of opinion:

- (10) Presenting more than two varieties to students is a waste of time. There are many varieties of English and students will never hear all of them.
- (11) My opinion is that British and American are enough. Every nation speaks English with a different accent, but it is unnecessary that children at school are familiar with all of them.
- (12) There isn't enough time to analyze all the possible varieties. And I think that most teachers are familiar (can use) only these two varieties properly.

The above reflections are based on an assumption that it is impossible or unneeded for pupils to be exposed to all varieties of English and thus it is sufficient for them to be provided with just two. Of course, it is indeed impossible for the English language classroom to provide learners with recordings of all English varieties, but it does not mean that the sample must be restricted to only two of them.

As already indicated, the present paper discusses the findings to the question about a number of varieties obtained from the two most numerous groups of respondents (see Figure 2). Forty-three point five percent claim audio materials need to include two varieties of English. Contrastingly, the second most numerous group of the subjects (24.7%) recommend that coursebooks promote six or more varieties of English. The responses gathered from this group of the participants revealed the following sets of reasons:

- Pupils should be exposed to different varieties because this will prepare them for using English in international situations with both native and non-native speakers of English.
- Pupils must be aware of the linguistic diversity of the English-speaking world.
- Providing learners with as many different varieties as possible in the classroom alleviates the shock of being exposed to them when abroad.
- Exposing learners to many different varieties of English is entertaining and makes them interested in the language.

Some of the comments provided by the students echo recommendations advanced by ELF researchers:

- (13) Students should be aware of other varieties because they will rather speak with non-native speakers of English. I hadn't heard any other

- English varieties before I went to England and it was very hard for me to understand other non-native varieties of English.
- (14) There is a big chance that our students will face non-native speakers and it is important to know/understand their varieties. The number of non-native speakers in, for example, England is increasing steadily.
 - (15) The reality is that RP is not enough! Being familiar with Scottish and Irish may save you some great disappointment. They speak so differently! American English is needed because it's taking over and because of the films and TV series more and more people resort to American vocabulary. Indian (Pakistani etc.) accents should also be taken into consideration because half of London uses them.
 - (16) Non-native speakers of English are one of the biggest groups among which communication takes place! Teachers should prepare children for communication with people from all corners of the world!
 - (17) People usually learn English to communicate with others, not necessarily to live in England. They should be exposed to natural conversations between non-native speakers.
 - (18) Sometimes students are not aware that English in different countries may sound different. I'd like to give them some samples to show them how different English is.

All of the above quotations show that at least some of our informants are receptive to the ELF perspective that advocates the promotion of as many inner, outer, and expanding circle varieties as possible. The respondents acknowledge that the presentation of a multiplicity of varieties gives the language classroom an international flavor and creates favorable conditions for the development of communication skills. These informants want to prepare pupils for international communication and reject the British/American-centric view of language.

Pre-service teachers' attitudes towards the cultural content of teaching materials. As many as 84.2% of the subjects think developing learners' cultural awareness is an important aspect of teaching English. This statistic is optimistic, but hardly surprising as the notion of culture has long gained a foothold in ELT. Many researchers (e.g., Valdes, 1986, p. 121) claim that teaching a language without teaching the culture of its native speakers is simply impossible. The more recent developments in the ELT methodology have drawn our attention to the fact that the emergence of ELF deprives inner circle culture of its privileged status in the classroom. The English language is no longer bound to Anglo-American culture exclusively and the relationship between language and culture should be reconsidered (Horibe, 2008, p. 243). ELF theorists (e.g., Matsuda, 2012, p. 176) propose that the cultural content of English classes need

to be drawn from a multitude of sources. This part of the paper attempts to shed light on the sentiments exhibited by pre-service teachers of English concerning the cultural content of coursebooks. The questionnaire asked the respondents to take a stance on the appropriateness of including inner circle and non-inner circle cultures in textbooks and audio-visual materials. More specifically, we followed Matsuda's (2012) framework of reference and asked the informants about the inclusion of cultures of English- and non-English-speaking countries, pupils' home culture (which in our case is Polish culture) and global culture. In addition, the questionnaire asked the participants of the study about their own primary and secondary English education, that is, to what or whose culture they were exposed to by their own teachers.

Twenty-eight point eight percent of the studied population agree with the statement that coursebooks used in schools need to inform students *only* about culture of English-speaking countries. This traditional approach to teaching English promotes dependency on a native-speaker framework and does little to raise learners' intercultural awareness. Forty-four point seven percent of the subjects are of the opinion that textbook materials should provide learners with information on various cultures of non-inner circle countries. Whereas more than a half of the informants (56.5%) learnt about inner circle during their own primary and secondary education, only 21.2% of the studied population were provided with information about outer and expanding circle countries. The latter statistic leads to an observation that the respondents are far more open to embracing the approach promoting a variety of different cultures than their own teachers of English. This greater receptiveness to culture-related tenets of the ELF methodology is likely to be connected with the respondents' increased awareness of the worldwide shift in the contexts of use of English. It seems that pre-service teachers of English find it easier to accept the cultural rather than linguistic diversity of the English-speaking world and embrace it as part and parcel of English language instruction.

Forty-four point seven percent of the participants want textbook materials to provide learners with information on various cultures of non-English-speaking countries. Even more respondents, 49.4% believe that instructional materials used in Polish schools need to present students with information on Polish culture. This statistic can be contrasted with the fact that only 28.8% of the studied population were exposed to this kind of information in the course of their own schooling. Once again, also in this respect the subjects seem to be more open than their own teachers of English. However, 25.9% do not recognize this need, whereas the remaining 24.7% find it difficult to decide. These two groups of respondents represent standard language ideology that acknowledges the privileged status of ENL countries in the classroom.

Finally, the last question discussed in this paper asked the studied population about global culture. A large group of respondents (78.8%) want coursebooks

to include topics that concern the global society, for example, world peace or environment conservation. This statistic is attributable to the fact that global culture has already found its way onto the pages of many popular textbook series that promote the idea of global citizenry.

Summarily, 44.7% of the studied population think coursebooks need to provide learners with information on various cultures of non-English-speaking countries. Forty-nine point four percent of the respondents want coursebooks used in Polish schools to present aspects of Polish culture, whereas as many as 78.8% of the informants believe coursebooks should include texts concerning global culture. A half of the respondents (50.6%) do not acknowledge the need for Polish culture to be discussed in ELT. More accurately, 25.9% of the subjects oppose this idea, while 24.7% do not know how to answer the question. This relatively high number of "I don't know" answers may indicate that the respondents had never reflected on the topic in question. Teacher preparatory program made them realize the importance of developing pupils' cultural awareness, but might have never indicated that cultures outside inner circle should be included in discussions offered to students by the ELT classroom. However, it seems that pre-service teachers' general reception of teaching materials including information on various cultures of English and non-English-speaking countries is more positive than their reception of instructional materials containing references to different varieties of English.

Conclusion

The data show that pre-service teachers are far more willing to embrace the cultural rather than linguistic diversity of the English-speaking world. This attitude is largely attributable to the fact that many coursebooks and supplementary materials available on the Polish market already contain texts and discussion prompts that relate to cultures of various non-English-speaking countries. Even those teachers who have never reflected on the function of such varied cultural content, may react favorably to this idea because they have got used to it in their teaching practice. These same teachers take less kindly to the idea of exposing students to a wide selection of English varieties because fewer teaching materials contain audio materials that make this practice possible. Generally stated, it seems that the subjects undervalue the practice of providing learners with a rich selection of different varieties, despite the fact that the majority of them predict their pupils will have more contact with non-native speakers of English. Only 24.7% of the sampled group understands that their prediction carries consequences for the way

English is presented in the classroom and postulate that coursebooks need to include six or more English varieties.

The new role of English in the world carries a number of implications for language classroom practices. However, the results show that many pre-service teachers still think in terms of native-speaker reference norms. What seems to be needed for teachers to be more receptive towards the ELF methodology is re-consideration and re-formulation of teacher training program (Sifakis, 2007, p. 357). The major change that is advocated is the inclusion of the concept of ELF in teacher education courses so that prospective teachers are educated about the concept in question. Seidlhofer (1997, p. 60), who advocated the need for a reappraisal of teacher preparatory programs nearly two decades ago, argues that no far-reaching change can be discernible in the classroom unless teacher education is “carefully re-evaluated, re-thought, and re-formed.”

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Didaktisches Material vs. ELF-Paradigma – Einstellungen der künftigen Lehrer

Zusammenfassung

Das ELF-Paradigma (English as a lingua franca, dt.: Englisch als Verkehrssprache), der von einer Wissenschaftlergruppe (z.B.: Jenkins, 2002; Seidlhofer, 2011) gebildete Begriff umfasst eine ganze Reihe von Prämissen und Forderungen, die bezwecken, die Rolle des sog. Muttersprachlers im Englischunterricht zu beschränken, und sprachliche und kulturelle Verschiedenheit der englischsprachigen Welt aus weiterer Perspektive zu betrachten. Eine der Richtlinien des Paradigmas (z.B.: Spichtinger, 2001; Mc Kenzie, 2008) lautet, die Schüler mit zahlreichen einheimischen und nicht einheimischen Varianten der englischen Sprache bekanntzumachen. Eine andere Empfehlung der Wissenschaftler (z.B.: Matsuda, 2012) heißt, im Englischunterricht die von angelsächsischer und nicht angelsächsischer Tradition abstammenden Kulturen darzustellen. Die im vorliegenden Beitrag geschilderte Forschung sollte Einstellungen der künftigen Lehrer zu Implikationen des ELF-Paradigmas für den Inhalt von Lehrbüchern und anderen didaktischen Hilfsmitteln untersuchen. Die von 170 Befragten gewonnenen Ergebnisse ließen Folgendes erkennen: obwohl sich die über verschiedene Aspekte

der Kulturen von nicht angelsächsischen Ländern handelnden Lehrwerke großer Beliebtheit erfreuen, sind die meisten Befragten der Meinung, dass didaktische Hilfsmittel keine nicht einheimischen Varianten des Englischen verbreiten sollten.