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A Study of Internationally-published English Textbooks from the Perspective of English as a Lingua Franca Concerning Content and Pedagogy

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This study aims to examine internationally-published textbooks used at the tertiary level in Taiwan, especially in regard to content and pedagogy, from the perspective of English as a lingua franca (ELF). The English textbooks analyzed were used in English courses at a university where the study was conducted. This study employs textbook analysis, interviews with teachers, and class observations to determine (1) how and to what extent internationally-published textbooks reflect an ELF perspective, and (2) how course instructors treat the subject matter and activities presented in the textbooks to reflect an ELF perspective when taking into account the learners and the learning context. The study reveals that the internationally-published textbooks partially reflect an ELF perspective, but overlook the importance of raising learner awareness of ELF and the use of intercultural communication strategies. As for the adoption of the textbooks, the study finds that the teachers mainly taught the texts and reading exercises included in the units and would select and re-arrange unit content and exercises based on what they hoped to teach in their courses. Finally, implications that arise from the findings regarding the development of ELT materials with an ELF perspective are discussed.

Keywords: ELF, pedagogical analysis, textbook analysis

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以英文為全球共通語觀點探討國際出版之英文教科書——內容及教學法分析

羅文杏

本研究旨在以英文爲全球共通語觀點來分析大學英文課所使用的國際出版英文教科書內容和教師如何運用這些教科書及其教學法。藉由教科書分析、教師訪談及課堂觀察，本研究探討（1）在臺灣的大學英文課裡所使用的國際出版英文教科書，其內容設計如何呈現英文爲全球共通語的觀點；（2）授課教師如何以英文爲全球共通語的觀點來運用教科書內容以及其教學法爲何。本研究發現大學英文課所使用的英文教科書內容設計，部分地呈現了英文爲全球共通語的觀點，但並未提升學生對英文爲全球共通語的認知，亦未增進學生對如何使用跨文化溝通策略的了解。本研究亦發現，授課教師使用這些教科書的內容，偏重於課文及閱讀練習，而且教師依據自己對大學英文課教學的期望，來選擇或重新安排每個單元的授課內容。本研究亦對全球共通語概念下的英文教材設計及教學法提出建議。

關鍵詞：以英文為共通語、教法分析、教科書分析

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1. Introduction

This study explores the use of internationally-published English textbooks at the tertiary level in Taiwan from the perspective of English as a lingua franca (ELF) concerning the content and the instructors' pedagogy (i.e., how teachers deal with the textbooks in actual teaching). During the past decade, the notion of ELF for international communication has been researched in the field of English language teaching (ELT) (e.g., Baker, 2012; Cogo, 2012; Jenkins, 2009, 2012; Jenkins, Cogo, & Dewey, 2011; Murray, 2012; Park & Wee, 2011; Sowden, 2012) and a few studies have explored possible approaches to an ELF curriculum (e.g., Dewey, 2012; Galloway, 2013; Hino & Oda, 2015; Matsuda, 2012a). However, English teaching practices, testing and ELT materials remain targeting native-speaker (NS) norms (Jenkins, 2012). Csizér and Kontra (2012: 7) stated that teaching materials, teachers and testing practices were the causes why NS norms continued to "exert a strong effect" on English learners. A study by Luo (2017) also indicates that lack of appropriate teaching materials is one of the challenges facing teachers in giving ELF-oriented instruction.

In Taiwan, English has been traditionally taught as a school subject, and university students in Taiwan are required to take an English course, known as College English. The English textbooks being examined in this study were used in the College English course at the university where the study was conducted. These textbooks were internationally published and distributed. College English is usually a four-credit hour course offered in the freshman year. In some universities, it is a six- or eight-credit hour course for freshman and sophomore students. The aims of College English are to enhance students' general English abilities including listening, speaking, reading and writing. To meet the demand for ELT textbooks used in College English, some universities in Taiwan have developed in-house textbooks, while most of the universities have adopted textbooks published by international publishers. Arguably, internationally-published textbooks are developed for international distribution; text content and activities in the textbooks are designed to appeal to international learners of English. Nevertheless, some studies have suggested that these textbooks might not be appropriate considering cultural assump-

tions and discourses (e.g., Forman, 2014) and they are not sufficient for learning pragmatics (e.g., Vellenga, 2004). These findings have prompted the author to ponder on these questions: to what extent are internationally-published textbooks appropriate for learners in the local context and how do the teachers adopt these textbooks for better preparing learners to use English in the age of globalization?

In view of the wide-spread use of internationally-published textbooks in College English in Taiwan and probably in other countries such as Japan and Korea where English courses are mandated for university students, it is worthwhile exploring the use of the textbooks by the teachers. Previous studies on English textbook analysis mainly focused on cultural content (e.g., Ke, 2012; Liu & Laohawiriyanon, 2013; Shin, Eslami, & Chen, 2011; Tajeddin & Teimournezhad, 2014; Yuen, 2011) and English uses represented in the books (e.g., Matsuda, 2002; Naji Meidani & Pishghadam, 2013; Sherman, 2010; Takahashi, 2010). Very few studies explored English textbooks from an ELF perspective concerning pedagogy (e.g., Forman, 2014). More empirical studies of this kind are called for because textbooks "in giving directions for how topics and activities should be implemented" can affect teaching and learning in the classroom (McKay, 2012: 78). The present study is a reply to this call and aims to investigate how ELT textbooks at the tertiary level in Taiwan are treated by the instructors considering the presence of ELF-oriented pedagogy. In line with previous research into ELT materials from an ELF perspective (e.g., McKay, 2012; Vettorel & Lopriore, 2013), the purpose of this study is threefold: (1) to examine how and to what extent internationally-published English textbooks reflect an ELF perspective (e.g., to present English diversity, to promote English interaction among non-NSs, and to encourage the use of intercultural communication strategies); (2) to investigate how the textbooks are treated by instructors to reflect an ELF perspective in view of the learners and the learning context; and (3) to make suggestions on the development of ELF-oriented teaching materials.

In this study, the instructors of College English were invited to interviews and their classes were observed. Through textbook analyses, interviews, and class observations, this study seeks answers to the following questions:

(1) How and to what extent do the internationally-published English textbooks adopted in College English reflect an ELF perspective (e.g., the

representation of English diversity, the promotion of English interaction among non-NSs, the use of intercultural communication strategies, and the promotion of awareness of ELF)?

(2) How do the course instructors treat the subject matter and activities presented in the textbooks to reflect an ELF perspective when taking into account the learners and the learning context?

Additionally, implications arising from the findings for the development of ELT materials with an ELF orientation are discussed.

2. Literature Review

By Jenkins' definition (2009: 200), ELF is "English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds." ELF users include NSs and non-NSs; the primary concern of the notion of ELF for communication is English users' intelligibility among NSs and non-NSs alike. In Taiwan, English has been traditionally taught at schools as a foreign language (EFL) conforming to native norms. Although the importance of English for international communication has been widely recognized, many English learners in Taiwan rarely use the target language outside the classroom. They learn the English language as a school subject and do not relate the language learning to their living experience. Furthermore, the design of English pedagogy and curricula in Taiwan, following an EFL approach, is based on NS norms with the aim of helping learners to achieve native-like competence (cf. Suzuki, 2011). However, due to the global spread of English, the majority of users of English for international communication are non-NSs (Crystal, 1997; Graddol, 1997, 2006). Second language (L2) learners of English will mostly encounter non-NSs whose "Englishes" might deviate from NS English usage. Traditional ELT practices and materials based on NS norms might not fulfill English learners' needs as users of ELF for intercultural communication. It is essential to develop ELT materials reflecting an ELF perspective and to explore what teachers could do to incorporate an ELF perspective in their classroom teaching when adopting ELT materials as such (cf. Jenkins et al., 2011).

Previous studies of internationally-published English textbooks have focused on content analysis in relation to cultural representation (e.g., Forman, 2014; Naji Meidani & Pishghadam, 2013; Shin et al., 2011; Yuen, 2011; Zacharias, 2005). These studies showed that while the cultural themes introduced in the textbooks were diverse (Naji Meidani & Pishghadam, 2013), the cultural issues were mainly knowledge-oriented rather than communication-oriented and cultures of English-speaking countries were favored (Shin et al., 2011; Yuen, 2011). It is argued that textbooks as such do not promote learners' intercultural communicative competence (Shin et al., 2011). English teaching materials should include more foreign cultures other than those of English-speaking countries if English is to be taught as a lingua franca used in the international community (Yuen, 2011).

Rather than examining the cultural content presented in textbooks, some studies have explored teachers' perceptions and use of English textbooks. It is found that while teachers preferred internationally-published textbooks to locally-produced materials, they would modify textbook content and tasks to suit the learners' context (Zacharias, 2005). A study by Vellenga (2004) showed that English textbooks did not help learners acquire pragmatic competence in English, and the teachers rarely brought in outside teaching materials related to pragmatics. In comparison, Forman (2014) examined the content of internationally-published English textbooks used in a Thai university, and looked into how the local English teachers responded to the culture and language represented in the textbooks in their teaching. His study indicated that whereas the internationally-published textbooks were misleading in several ways such as cultural assumptions, lexical accuracy and presentation of grammar, the local teachers, rather than to resist, were found "to distance themselves and their students from the text" (Forman, 2014: 72).

Arguably, English teachers might use textbooks as the major source of teaching materials, but they very often need to modify the textbook content and exercises to meet learner needs. To bridge the gap between ELT textbook content and learner needs, approaches to adapting textbook materials and exercises have been proposed (see Cam Le, 2005; Koh, 1992; Lee, 2007; Psoinos, 2012; Tomlinson, 2007, 2008; Zohrabi, 2011). These approaches suggested that English teachers should make "contextual adjustments" of textbook exercises according to "the social, cultural and professional needs

of the learners" (Koh, 1992: 6), and modify assignments to relate to learners' lives and experiences (Lee, 2007). When adopting textbooks and redesigning tasks to motivate students in English courses, teachers can apply an integrative approach (i.e., combining listening, speaking, reading and writing skills) (Yan, 2007; Zohrabi, 2011) and give interactive tasks to promote learners' communicative competence (Koh, 1992). Additionally, to equip English learners with knowledge and skills that help them "to thrive in a global environment of change," teachers can adopt "an interdisciplinary approach" to teaching English (Psoinos, 2012: 178). Namely, learners acquire English through exploring other subjects of study rather than learning from English textbooks. Teachers can make ELT textbooks more relevant to English learners by humanizing, localizing and personalizing the textbooks (Cam Le, 2005; Tomlinson, 2007, 2008).

Differing from the previous studies, Vettorel and Lopriore (2013) examined ELT textbooks from an ELF perspective. They evaluated the textbooks based on criteria such as references to ELF, awareness-raising activities of ELF, promotion of English use outside the classroom, and promotion of intercultural communication strategies. Their study revealed that the examined textbooks did not reflect an ELF perspective; no significant change has been found in the inclusion of ELF-oriented materials and related learning tasks. To meet learners' needs of using English in the global community, some researchers have attempted to develop a framework of ELT material development incorporating an ELF perspective. McKay (2012) enumerated principles for developing ELF-oriented materials, such as relevance to the domains in which English is used, inclusion of examples of English diversity and ELF users, and respect for the local culture. Similarly, Matsuda (2012b) proposed criteria for evaluating ELT materials with an ELF view including (1) the varieties of English represented in the teaching materials match the needs of students and the focus of the course, (2) the teaching materials raise students' awareness of English diversity, (3) the teaching materials represent both native and non-native speakers of English, (4) a wide variety of cultures are represented in the teaching materials, and (5) the teaching materials are appropriate for local teaching contexts.

The above discussion indicates that previous studies of ELT material analysis have mainly addressed issues regarding cultural content and English

uses represented in the textbooks. Empirical studies of ELT material analysis from an ELF perspective are scant, and little has investigated how teachers deal with the teaching materials in practice. For English learners, textbooks are the major learning resources of the English language and the culture(s) of the countries where the target language is used, and local English teachers take on an essential role in introducing the target language and the culture(s) represented in the text. Sifakis (2004) suggested that on teaching ELF for intercultural communication, teachers should create communicative and teaching situations with C-bound perspective (communication, comprehensibility and culture) that prioritize learners' mutual intelligibility and cultural identity. Furthermore, teachers need to take responsibility for developing content and methods that are appropriate to the local context (McKay, 2003). It is argued that the textbooks used by the teachers have an impact on the content of the course they teach (Psoinos, 2012), but very few classroom-based studies have explored how the teachers adopt internationally-published textbooks taking account of the learners and the local context. To better understand the impact of internationally-published ELT materials on English teaching in the local context, it is worthwhile conducting data-based studies of ELT material analysis concerning both content and pedagogy (cf. Forman, 2014). In view of the previous research of ELT material analysis, (e.g., Matsuda, 2012b; McKay, 2012; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013), through this study, the author examined the content of internationally-published textbooks used at the tertiary level in Taiwan from an ELF perspective and explored how the teachers dealt with the textbooks in classrooms.

3. Research Methods

In this study, multiple research methods consisting of interviews, class observations and textbook analysis were employed. Interviews with the teachers provided a description of how the teachers treated the subject matter, texts and activities included in the textbooks, taking into account the learners and the learning context. Class observations helped illuminate the teachers' instruction in classrooms. Analysis of textbook content was to reveal whether

and/or to what extent an ELF perspective was taken into account in the design of the textbooks (criteria of content analysis are explained below). Using multiple research methods allowed triangulation and enabled the author to cast light on textbook analysis concerning both content and pedagogy (Johnson, 1992).

3.1 Research Procedures

This study was conducted in a university located in the northern part of Taiwan. This university, like all of the universities in Taiwan, required its students to take the College English course. As stated earlier, the aims of College English were mainly to improve students' general English skills including listening, speaking, reading and writing. The College English course at this university was a four-credit hour course offered in the freshman year (two credits in the first semester and the other two in the second semester). It was graded into three levels (i.e., levels of A, B, and C), and the students were placed into the levels according to their scores on the English subject test in the National College Entrance Examination. There might be students of different majors in one class, and the regular size of a class was 35 to 40 students. At the time of this study, there were 16 classes of College English taught by eight instructors. To better describe how the English textbooks were adopted in College English of the different levels, the author invited the course instructors of the three levels to participate in the study. Six of the instructors, i.e., two from each of the three levels, agreed to participate on a voluntary basis. Among the six participating teachers, three teachers received a doctoral degree either in Taiwan or in an English-speaking country. One teacher obtained a Master's degree in an English-speaking country and the last two teachers were pursuing a doctoral degree in Taiwan at the time of this study. The participants' teaching experience at the tertiary level varied from three years to five years. For the purpose of data analysis, the participating teachers were coded as A1, A2, B1, B2, C1 and C2. The letters (A, B, and C) in the code represent the level of College English that the teachers taught, while the numbers (1 and 2) indicate that there were two teachers of each of the levels.

The author conducted a formal non-participant observation for two periods of class (i.e., 100 minutes) in each of the participating teachers' classes.

In class observations, the author took field notes. There were a total of six class observations. After the class observations, the author invited the participating teachers to an individual interview, which took about one hour (see the interview protocol in Appendix A). There were a total of six interviews. All of the interviews were audio-taped and transcribed. The interviews and observations were intended to obtain a detailed description of the teachers' perceptions of the textbooks and the pedagogy employed by them in dealing with the textbooks.

3.2 Textbook Selection

The English textbooks being examined were short-listed by the English faculty at the university to be used in the College English course. These textbooks were selected considering the appropriateness of levels and content for the students. The instructors of College English chose a textbook from the short list which they considered appropriate for their classes. Six series, a total of 24 textbooks, were short-listed for being adopted in College English at the time when the study was conducted (see the list of the textbooks in Appendix B). All of the textbooks were published by international publishers and were distributed worldwide. Arguably, the textbooks being examined might represent most of the internationally-published ELT materials in terms of teaching approaches and content design.

4. Data Analysis

The data collection comprised (1) transcriptions from tape-recorded interviews with the participating teachers, (2) observation notes taken in the classes of the participating teachers, and (3) content analysis (including quantitative and qualitative data) of the examined textbooks. Ground Theory method was applied to analyze the data collected through interviews and class observations. The author began the data analysis with scrutinizing the data in an iterative and comparing process for themes that emerged and were related to the questions addressed in the study. Next, the author compared these themes to arrive at a set of focused codes, which then were used in synthesizing,

integrating, organizing and conceptualizing the large segments of the data (Charmaz, 2014). Finally, theories (i.e., findings), which were grounded in the data and accounted for the data, were developed.

To undertake the textbook analysis, the author closely examined the textbooks based on a framework which was developed in view of the previous studies of ELT materials from an ELF perspective (e.g., Matsuda, 2012b; McKay, 2012; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013) (see the framework of textbook analysis in Appendix C). The unit of analysis of the content was each unit in the textbooks. Subject matter, texts and activities presented in the unit were analyzed based on the following ELF attributes: (1) to help learners to use ELF, (2) to promote awareness of ELF, (3) to provide learners the flexibility for localization using the English language, (4) to encourage the use of English outside the classroom, and (5) to promote the use of intercultural communication strategies. Questions associated with the attributes were developed and used as a framework, based on which the author analyzed the content of each unit. A unit could have been counted to reflect more than one ELF attributes if the texts or exercises in the unit were evaluated as such. Yet, a text or an exercise in a unit could be counted only once. In other words, no text or exercise could be counted to reflect more than one ELF attribute. In this study, a total of 266 units were analyzed. The author examined whether and to what extent an ELF perspective was taken into account in the design of the textbooks. To test and ensure the reliability of the analysis scheme, an outside rater was trained and asked to analyze one series of the textbooks. Inter-rater reliability was calculated and achieved at 0.96.

5. Discussion of Findings

In this section, the research findings were discussed in relation to (1) English textbook analysis from an ELF perspective, and (2) the instructors' use of the textbooks with an ELF orientation.

5.1 Textbook Analysis from an ELF Perspective

The textbook analysis (see Table 1) shows that the top two ELF attributes presented in the textbook series were to provide learners the flexibility for localization using the English language and to encourage the use of English outside the classroom. Among all of the units (i.e., 266 units) being examined, 253 units (95.1% of all of the units) included texts or exercises that provided learners the flexibility for localization using the English language, while 173 units (65.0% of the total) consisted of texts or exercises that promoted learners to use English outside the classroom. 48 units (18.0% of the total) included texts or activities that helped learners to use ELF, while 17 units (6.4% of the total) promoted the use of intercultural communication strategies. The author found only one out of 266 units that included ELF-awareness raising activities, the percentage of which (only 0.4%) was significantly low.

Table 2 shows the distribution of units reflecting the ELF attributes in each of the textbook series. It is found that five among the six textbook series incorporated an ELF perspective with a focus on providing learners the flexibility for localization and encouraging the use of English outside the classroom, and with much less emphasis on helping learners to use ELF. These five textbooks series did not include any texts or exercises that promoted learner awareness of ELF and the use of intercultural communication strategies. Only one out of the six textbook series (i.e., TakeAway English published in 2011) included units that promoted learner awareness of ELF (one unit) and the use of intercultural communication strategies (17 units).

Table 1. Number of units reflecting ELF attributes (N=266)

Attributes	**n**	**%**[a]
To help learners to use ELF	48	18.0
To promote awareness of ELF	1	0.4
To provide learners the flexibility for localization	253	95.1
To encourage the use of English outside the classroom	173	65.0
To promote intercultural communication strategies	17	6.4

[a]The percentage was rounded up from the second decimal point.

Table 2. Analysis of textbook series

Attributes	Reading Explorer n	Real Reading n	Pathways n	Active Skills n	Inside Reading n	TakeAway English n
To help learners to use ELF	13	5	9	11	2	8
To promote awareness of ELF	0	0	0	0	0	1
To provide learners the flexibility for localization	58	44	38	48	37	28
To encourage the use of English outside the classroom	60	10	18	23	32	30
To promote intercultural communication strategies	0	0	0	0	0	17

The quantitative data of the textbook analysis reveal that the textbooks being examined partially reflected an ELF perspective. Namely, these textbooks could be considered ELF-oriented because they included many units that provided learners the flexibility for localization and encouraged the use of English outside the classroom. However, these textbooks provided little help for the learners to use ELF and failed to promote awareness of ELF among learners and the use of intercultural communication strategies. With only one unit out of 266 found to promote learners' awareness of ELF, it appears that the importance of raising learner awareness of ELF was overlooked in the design of internationally-published textbooks from an ELF perspective.

To illuminate how the ELF attributes were presented in the units (such as in the texts and activities), the author provided and discussed some examples as follows:

To help learners to use ELF. Based on the analysis framework (see Appendix C), to be counted as a unit that helps learners to use ELF, the unit should include texts or exercises that either make references to ELF or present diversity of English varieties. One example of making references to ELF was that the people, e.g., astronauts, introduced in the text were from different countries and were interviewed in English. Another example was that the unit included a text which was a travel journal written in English by an Italian girl. These two examples illustrate the use of ELF by people of different linguistic backgrounds.

It is found that the diversity of English varieties presented in the units mainly was the difference between American English and British English or other English varieties. For instance, in a unit about holidays, the meaning of "holiday" in American English (i.e., an official day off from work) and British English (i.e., a vacation) was explained in the Culture Matters box as a side note. In another unit, the formats of presenting time and dates in America and other English-speaking countries were introduced as a note in the Real Life Skills section (e.g., "March 5, 2007 or 03/05/07" in America and "5 March 2007 or 05/03/07" in England, Australia, Canada, and many European countries). In a unit, word use in American English and British English was introduced and learners were asked to match the words from the box to their American or British counterparts (e.g., line in America English vs. queue in British English).

To promote awareness of ELF. The author found only one unit that contained an activity promoting learner awareness of ELF. In this activity, students were asked to talk about how they communicated with someone who spoke a language they did not understand. Through reflecting on an encounter as such, English learners become aware of ELF for intercultural communication.

To provide learners the flexibility for localization. In order to fit in this ELF attribute: to provide learners the flexibility for localization using the English language, the units need to include subject matter or activities that relate English learning to learners' experience or encourage learners to relate the content to their own countries and localities. The textbook analysis reveals that this ELF attribute was manifested mostly in discussion activities. The following discussion exercises included in the units were considered as

examples of relating English learning to learners' experience: As a pre-reading activity, students talked about the experience of making mistakes in English and if they have used the ways of learning English in the book to improve their English. As a warm-up activity, students discussed how they practiced English and how their English has improved in the past few years.

Examples of exercises that relate the content to learners' countries and localities are presented as follows: Before reading the text, students talked about the most popular vacation destinations in their country. Students talked about the most popular celebrities in their country. To review the vocabulary, students talked about the places in their city that they could see many fashionable people. Students gave examples of excellent buildings in their city or town.

The above examples demonstrate how the flexibility for localization using the English language was provided for learners through discussion exercises, which were used either as pre-study activities or reviews in the textbook units.

To encourage the use of English outside the classroom. This study finds that learners were encouraged to use English outside the classroom through completing projects or homework assignments included in the units. An example of projects was: asking students to research a language and find out information about the language and then report to the class. A homework assignment was: asking students to use a computer and do Internet search to collect information about blog. According to the directions given in the textbooks, these exercises were designed to promote not only learners' use of English outside the classroom but also their real life skills (such as using a computer to do Internet research).

To promote the use of intercultural communication strategies. The textbook analysis shows that the use of intercultural communication strategies was presented as side notes in the units. These side notes described how the communication strategies were used in context; however, the strategies being introduced were not related to the subject matter of the units. For instance, one of the side notes wrote: speakers are to be polite when responding negatively to suggestions by saying "I see what you mean, but…." Another side note wrote: speakers use words like please, excuse me, sorry and thank you to be more polite when making excuses. A total of 17 units were found to

include a side note of this kind, with one side note appearing in each of these units.

The above discussion indicates that, in view of the analysis framework, two of the ELF attributes: to help learners to use ELF and to promote the use of intercultural communication strategies were mostly reflected in the texts or side notes of the units. Discussion activities were mainly used to provide learners the flexibility for localization using English, while projects and homework assignments (such as Internet search) were given to learners to encourage the use of English outside the classroom. The study finds that many of the characters (such as the astronauts and the Italian girl) introduced in the texts were from non-English speaking countries, and the content of the units addressed issues taking place in the global context rather than focusing on English-speaking countries (cf. Matsuda 2002; Yuen, 2011). Nevertheless, the textbooks presented some of the ELF attributes (e.g., the references to ELF and the use of intercultural communication strategies) as a piece of information (i.e., presented in the texts or as side notes) to be learned instead of exercises or activities for practice. The author argues that these textbooks did not seem to help learners to use ELF or promote their intercultural communicative competence considering the way how the ELF attributes were presented in the units (cf. Shin et al., 2011).

5.2 Instructors' Use of the Textbooks

The interview data and observation notes reveal how the teachers adopted the textbooks of their choice when taking account of the students and the learning context. The prominent themes emerging from the data analysis are discussed as follows:

Selective use of texts and activities included in the units. In class observations, the author found that when adopting the textbooks in teaching, the teachers mainly taught the texts and vocabulary and used reading exercises (such as reading comprehension questions) included in the units. The teachers reported that they focused on reading and vocabulary learning because they thought College English was intended to improve students' reading skills. The teachers (A1, A2, B1 and C2) remarked that they rarely used discussion exercises included in the units because the topics for discussion (e.g., human

emigration and food movement) were not related to the students and would not prompt them to discuss. Teacher B1 also commented: "my students had no background knowledge about the topics and did not know what to discuss." In comparison, teacher C1 said that she did not use discussion activities because her students were not able to carry out discussions in English due to inadequate English proficiency. Similarly, teacher A1 commented: "students' proficiency level was part of the reason why I did not give discussion activities included in the textbooks even though my students were at the Level A."

The teachers (A1, A2, C1 and C2) remarked that time issue was another reason why they selected and taught some of the sections (such as reading sections) in a unit rather than teaching an entire unit. At this university, College English was a two-hour class each week (i.e., 36 hours in one semester). The teachers would not be able to finish the whole textbook in one semester if they covered all of the sections. Therefore, the teachers selected and taught the texts and exercises through which the students could learn language skills (such as skimming, scanning and organizing) that were thought useful for them (teacher A2's comments).

Re-arrangement of the units. At the interviews, the teachers remarked that the textbooks were not structurally organized but arranged by themes or topics; therefore, they re-organized the units and the content for instructional purposes. For instance, teacher A1 did not teach the units in the order arranged in the textbook. Instead, he began with the units (such as fashion and travel) that he thought would be interesting to the students or related to their experience, followed by other units (such as science and history) that seemed distant from the learning context where the students were situated. Teacher C1 also re-arranged the teaching points of the units in the way that her instruction would be grammatically structured. She said:

> The texts were not written for the use as English course books, so the language focuses of the units were not organized following teaching sequences. I need to identify the language focus presented in each of the units and synthesize the language focuses for the students and give instruction accordingly.

The above discussion shows that, notwithstanding the fact that the textbooks were chosen by the teachers who had taken into account the learners and the

learning context, when adopting the textbooks in teaching, the teachers selected and re-arranged the content of the units to be taught rather than using the textbooks as they were designed (cf. Koh, 1992; Lee, 2007; Zacharias, 2005). Compared to Forman's study (2014), the study finds that the teachers seemed to have in mind what should be taught in the College English course (teachers A2 and B1) and how to deliver the instruction to the students (teachers A1 and C1). When a mismatch occurred between the teachers' expectation of the course instruction and the design of the textbooks, the teachers modified the content and the activities included in the textbooks (e.g., rearranging teaching points and leaving out discussion exercises) to facilitate teaching and learning of the course in accordance with their expectation. Even if the internationally-published textbooks chosen by the teachers were thought appropriate for the learners' level, they seemed insufficient in being adopted in the local context in view of the content selection and arrangement.

Use of self-developed activities and materials. Teacher A2 commented that the teaching activities such as group work and discussion included in the textbook were not related to the students' experience. Therefore, he developed materials and activities that related the subject matter of the units to the students' experience. He reported that he would search for videos on the Internet that were related to the content of the units and play them in class as pre-reading activities and listening practice. He would also give activities such as quick answer race to arouse the students' interest. Observation notes show that teachers A1 and B2 gave worksheets (e.g., reading guides and vocabulary charts) to facilitate the students' learning of the texts, while teacher B1 used self-developed classroom activities (e.g., story writing in groups) to motivate the students to participate in class. It was observed that in the English class of the Level C, teacher C1 gave the students drill-type exercises, for instance, to practice the use of comparative adjectives.

Like many university students in Taiwan, the students in this university rarely used English outside the classroom. To encourage the students to use English after class, the teachers (A1, A2, B1 and B2) assigned group projects to their students. The teacher-assigned projects usually required the students to do Internet search and give a presentation to the class. Yet, these projects were different from those in the textbooks as the topics of the projects were thought to be interesting to the students. For instance, in teacher A1's class,

the students in groups needed to do research about one kind of food they would like to promote to certain countries and gave a semester-final presentation to the class on how to promote the food of their choice.

It is found that the teachers would develop teaching activities and materials for their classes. They reported that these self-developed activities and materials were intended to facilitate the students' learning of English in the classroom and to encourage the students to use English outside the classroom. However, the author argues that some of these materials and activities would not help the students to acquire pragmatic competence in English (cf. Vellenga, 2004). For instance, worksheets and vocabulary drills, which emphasized memorization and repetition, would not promote students' production of the target language in a communicative manner.

Lack of an ELF perspective in textbook adoption. While the textbooks being examined were considered to partially reflect an ELF perspective, the teachers' treatment of the textbooks was not ELF-oriented. As discussed above, the teachers mainly taught the texts and gave reading exercises when adopting the textbooks. Although the teachers used self-developed worksheets and activities to promote student learning in class, they failed to treat the subject matter and unit activities incorporating an ELF perspective (i.e., to raise the students' awareness of ELF and to help them become ELF users). A speculation on the reason why the teachers' adoption of the textbooks lacked an ELF perspective is that the teachers did not think their students, at least the majority of them, would be able to use ELF for communication due to their English proficiency level. As teachers B1 and C1 commented that while the textbooks might prepare the students to become readers of ELF because the texts covered topics related to current issues such as global food crisis and environment protection, the students were not capable of using ELF for spoken communication. Therefore, even if the importance of ELF for intercultural communication was recognized, the teachers did not adopt an ELF approach to the textbooks when taking into account the student level.

6. Suggestions

In light of the research findings, the author wishes to make suggestions on the development of ELT materials from an ELF perspective. First, the study finds that the internationally-published textbooks presented the references to ELF and the use of intercultural communication strategies as a piece of information to be learned rather than as skills that learners need to acquire in order to become users of ELF for communication. These ELF attributes should be presented in units in a way that learners have opportunity to use ELF and practice intercultural communication strategies. To enable learners to use ELF, the author suggests that ELT material developers present references to ELF in texts as well as in exercises. For instance, exercises about how to use the diversity of English varieties in context should be included in each unit. Additionally, intercultural communication strategies need to be introduced to English learners through productive exercises (such as discussion and writing activities) so that the learners gain hands-on experiences of using intercultural communication strategies (cf. Koh, 1992).

Second, it is found that the internationally-published textbooks overlooked the ELF attribute: to promote learners' awareness of ELF. To help English learners become users of ELF, it is necessary to raise the learners' awareness of English being used as a lingua franca for communication in the global context rather than simply a language being learned as a school subject for tests. The author suggests that ELF-awareness activities should be emphasized in the design of ELT materials. Activities of this kind could be those that engage English learners in critical thinking about the use of ELF by people of different linguacultural backgrounds. For instance, the activity could ask the students to share their experience of using ELF (e.g., on an Internet discussion forum) or the activity could introduce English media from different countries reporting a same event and ask the students to discuss how these media reported the event differently or similarly (examples of ELF-awareness lessons can be found in Matsuda, 2012a).

Third, the study reveals that many of the group discussions included in the internationally-published textbooks were intended to encourage learners to relate the unit content to their experience and their countries or localities. However, the participating teachers commented that their students were not

able to carry out the discussions partly because the content or the topics for discussion were unrelated to their experience and were distant from their background. To make ELT materials more relevant to learners, teachers can localize and personalize internationally-published textbooks (Cam Le, 2005; Tomlinson, 2007, 2008) and relate the content to the learners' life experience (Lee, 2007). The author suggests that when adopting internationally-published textbooks, teachers assign the reading texts (e.g., texts about air pollution) to students as homework. As part of the homework, the students need to pose questions related to the reading texts and the local context, and write down what they think (e.g., Do you agree that the school near the industrial area in the south of Taiwan should be relocated? Why or why not?). Then the students bring those questions back to the class for discussion. Through reading (studying) the texts at home before the class, the students build up background knowledge about the content/subject matter, while in formulating the discussion questions and their thoughts, they personalize and localize the content being studied. Through this approach, the teachers engage the students in listening, speaking (i.e., discussion), reading and writing activities (cf. Yan, 2007; Zohrabi, 2011).

Finally, the author argues that the teacher-developed materials and activities given in the classes, such as vocabulary lists and drill-type exercises, did not reflect an ELF perspective and were insufficient in helping the learners to develop communicative and pragmatic competence in English. In line with Vellenga (2004), the author suggests that English teachers bring in teaching materials related to pragmatics. Teaching materials as such are aimed to enhance learners' communicative competence and their awareness of the use of intercultural communication strategies.

7. Conclusion

This study examines internationally-published textbooks from an ELF perspective concerning content and pedagogy. It reveals that while the design of the internationally-published textbooks could be considered as partially ELF-oriented in view of the analysis framework, the unit exercises (such as discussion activities) did not seem engaging to the learners because the content or

the topics were distant from the learners' experience and the learning context. The adoption of the textbooks by the participating teachers shows that the teachers had their own expectation regarding teaching and learning of College English and would modify or select unit content to be used in class accordingly. Yet, the worksheet-like materials and drill-type activities developed and given by the teachers did not help learners to develop communicative competence in English, i.e., to become users of ELF rather than learners of English grammar and vocabulary. In conclusion, although this study was conducted in Taiwan, the textbooks being examined were internationally-published and distributed. The research findings might be applicable to other learning contexts similar to Taiwan such as those in the Asia-Pacific region. It is hoped that through the study, the author has managed to shed light on the development of ELT materials from an ELF perspective.

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Appendix A: Interview Protocol

1. What is your approach to the subject matter, the texts and activities presented in the textbook? Please give examples.
2. What do you think about your approach to the subject matter, the texts and activities presented in the textbook (e.g., satisfactory, pleasant, disappointed, etc.)? Please give examples.
3. Why do you decide to approach the subject matter, the texts and activities presented in the textbook this way?
4. Do you think the textbook prepare your students to become competent English users in the ELF context? Why or why not?

Appendix B: List of the Textbooks Being Analyzed

Series	Year Published	Authors	Levels
Reading Explorer	2010	Becky Tarver Chase & Kristin L. Johannsen	Intro
		Nancy Douglas	1
		Paul Maclntyre	2
		Nancy Douglas	3
		Paul Maclntyre	4
Real Reading	2010	Lynn Bonesteel	1
		David Wiese	2
		Lynn Bonesteel	3
		Alice Savage & David Wiese	4
Pathways	2013	Mari Vargo & Laurie Blass	1-4
Active Skills for Reading	2013	Neil J. Anderson	Intro-3
Inside Reading	2012	Arline Burgmeier	1
		Lawrence J. Zwier	2
		Bruce Rubin	3
		Kent Richmond	4
TakeAway English	2011	Peter Loveday, Melissa Koop, Sally Trowbridge & Lisa Varandani	2
		Peter Loveday, Melissa Koop, Sally Trowbridge & Edward Scarry	3-4

Appendix C: Framework of Textbook Analysis

1. To help learners to use ELF (Tomlinson & Masuhara, 2013)
   Are the references to ELF present in the unit (or teachers' manual)?
   Is the diversity of English varieties represented in the unit?
   What is the diversity?
   How is the diversity represented?
2. To promote awareness of ELF (cf. Matsuda, 2012b; McKay, 2012)
   Are ELF awareness-raising activities introduced in the unit?
   What are the awareness-raising activities?
   How are the activities presented?
   Does teachers' manual give directions in how the activities should be instructed to learners?
3. To provide learners the flexibility for localization using the English language (Tomlinson & Masuhara, 2013)
   Does the unit relate English learning to learners' experience?
   Does the unit encourage learners to relate the content to their own countries and localities?
4. To encourage English use outside the classroom (Vettorel & Lopriore, 2013)
   Does the unit promote the use of English outside the classroom, even if among non-NSs?
   How are learners encouraged to use English outside the classroom?
5. To promote the use of intercultural communication strategies (Vettorel & Lopriore, 2013)
   Are intercultural communication strategies introduced in the unit?
   What are the intercultural communication strategies?
   How are the strategies presented?
   Does teachers' manual give directions in how the strategies should be instructed to learners?