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SHIFTING IDEOLOGIES IN SWEDISH EFL TEXTBOOKS:

A Longitudinal Analysis of Global Englishes and Student Competency Expectations

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Abstract

Title: *English Learning in Swedish Schools: A Comparative Analysis of Swedish-Made Learning Materials*

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Abstract: The English language has permeated nearly every aspect of the modern world. This essay aims to examine how the learning materials of one non-English monolingual culture, Sweden, has adapted to keep pace with extracurricular English-language acquisition of students. It also seeks to evaluate how the concept of Global Englishes has been adopted. This paper uses interdisciplinary influences from linguistics, pedagogy, and sociology to explore learning materials from one Swedish publisher over the span of 14 years. By analyzing relevant adjustments, and what this represents for larger cultural shifts, the results of this research show a significant advancement in expectations for Swedish student capabilities, as well as a shift away from traditional inner-circle ideologies.

Keywords: *Sweden*, *Extramural language learning*, *Global Englishes*, *Education, Textbook analysis, Language ideology*

Table of Contents

1. Introduction *1*

2. Aims and research questions *2*

3. Theoretical framework *3*

3.1 Global Englishes, lingua francas and translanguaging **3**

3.2 Extramural activity as passive learning tools **5**

3.3 Swedish monolingual culture and curriculum requirements **6**

3.4 Research on textbook design **8**

4. Materials and methods *10*

4.1 Materials **10**

4.2 Methods **11**

4.2.1 Key concepts 11

5. Results *14*

5.1 Year 6 materials **14**

5.1.1 Textbook table of contents 14

5.1.2 Textbook contents 16

5.1.3 Handling of Global Englishes 19

5.1.4 Audio components 22

5.1.5 Workbook components 22

5.2 Year 5 materials as compared to 2008 year 6 ..... **26**

5.2.1 Table of contents and textbook contents 26

5.2.2 Handling of Global Englishes 27

5.2.3 Workbook components 29

6. Discussion *32*

6.1 Analysis of year 6 material findings **32**

6.1.1 Table of contents 32

6.1.2 Textbook contents 33

6.1.3 Handling of Global Englishes 33

6.1.4 Audio components 33

6.1.5 Workbook components 33

6.2 Analysis of year 5 material findings **34**
6.2.1 Overall findings 34
6.2.2 Handling of Global Englishes 34
7. Conclusions ***36***
8. References ***37***
9. Appendix ***40***
9.1 Full table of contents chart, year 6 ..... **40**
9.2 Full table of contents chart, year 5 ..... **41**
10. Image Credits ***42***

1. Introduction

The English language has become a dominating force globally. Through its increasing prevalence on the internet, business, and in pop culture this influence has had a ripple effect worldwide of unprecedented change on intercultural communication. One such ripple is formal education, a space which has the potential to force cultural change. For cultures such as Sweden in which English has not historically played a substantial role, this shift can present significant challenges for producers of learning materials. This study was designed to investigate how these challenges could be met.

The practice of analyzing English as a Foreign Language (EFL) learning materials is a well-established field (Ellis,1997; McGrath, 2016; Mukandan & Nimehchisalem, 2012 and updated in 2015). Research on the pedagogical value of extramural learning (Sundqvist, 2009) has gained increasing interest. However, a research gap is present which bridges the two in practice. Surely, children who can navigate today's online world of gaming and social media, as well as the over-abundance of traditional media such as film, television and music, are not as challenged with the same learning materials as they were 14 years ago.

A secondary element of the evolution in EFL materials involves the modern social movement away from post-colonial ideologies about the English language. Rather than older notions of "correctness," modern opinions focus instead on simply acquiring the language for the sake of pragmatic communication. This paradigm shift will be addressed in the theoretical background section. More specific to this paper, though, is the question of how Swedish learning materials are reflecting this new direction.

This study examines how and if the education system of a non-English monolingual culture, Sweden, has been able to support its children in the acquisition of English as a second language. Specifically, it analyzes learning materials from one of the most popular and Swedish-produced English-language systems utilized from 2011 to present in a direct comparison between editions. Are schools keeping pace with students, or could they be doing more?

2. Aims and research questions

This study aims to examine if there has been a notable change in Swedish teaching materials for English as a Foreign Language (EFL) during the period under which standardized testing has been conducted. Additionally, the aim is to investigate how the increasing prevalence and normalization of global dialects of English have impacted this curriculum change. To provide data to support this research, multiple editions of teaching materials from the same Swedish-produced system are compared. This study analyzes the contents of these teaching materials with the intent of answering the following:

1. Which linguistic and pedagogical methods have Swedish-produced English teaching materials changed in the 2000s, 2010s, and 2020s to incorporate shifting attitudes about English dialect prestige?
2. Do updates in Swedish-produced teaching materials reflect the hypothesis that current students are showing more advanced English-language skills at an earlier age than those from the 2000s?

3. Theoretical framework

The present study is informed by interdisciplinary perspectives including pedagogical theories, cultural theories, and continually developing social and linguistic attitudes about Global Englishes.

3.1 Global Englishes, lingua francas and translanguaging

In 1992, Kachru presented the now-canon Three Circle Model for the English language. The Inner Circle contains countries which have English as their primary language. The Outer Circle contains former colonies using English as an L2 language alongside regional languages. The Expanding Circle includes countries where English has no historical context but is considered a foreign language of prestige or lingua franca. Sweden would be considered part of this expanding circle, as English is a required subject in compulsory schools, but not an official language.

According to Galloway and Rose (2019, p. 3-4) the expansion of English as a global language can be reduced to four channels. The first two channels mirror Kachru's Inner and Outer Circles. The third channel created new Englishes through trade. The fourth channel saw the spread of English through globalization, "which has seen English emerge as a global prestige language, due to the economic and political power of English-speaking economies such as the United States" (Galloway and Rose, 2019, p. 3). These four channels of growth culminate in what Galloway and Rose (2019, p. 4) call a change in the "ownership" of English, "the emancipation of non-native speakers from native speaker norms, a repositioning of culture within the English language, a shift in models of language and a repositioning of the target interlocutor." This is part of a larger sociolinguistic movement away from notions of "proper" English and towards the use of the language as a universal communication tool.

Multiple terms have emerged attempting to explain changing opinions on the global treatment of English. Among others, these include English as a Foreign Language (EFL), English as a Second Language (ESL), World Englishes, and Global Englishes. The term English as a Lingua Franca (ELF) is especially relevant for this research. Meierkord (2012, p. 1) defined a lingua franca as a language "used for communication between speakers who do not share either of

their first languages." Plainly, a lingua franca is a functional common language to bridge a communication gap. Meierkord (2012, p. 3) did not coin the term, but her article on ELF extensively examined how English specifically saw such a massive explosion in popularity globally. She cited her own previous and current work to characterize ELF-interactions as "Interactions across Englishes" (IaEs) and investigated how these can result in miscommunications. Ultimately, Meierkord (2012, pp. 3, 6) suggested that speakers of non-English L1s using English as a lingua franca will simply need to cope with linguistic and grammatical inconsistencies, and that mutually understood agreements to give grace to these inconsistencies "compensate for potential insecurities and sources of miscommunication (2012, p. 6)." This further highlights a movement away from "correct" English usage in educational and extramural contexts.

Another relevant term, *translanguaging*, has a great deal of overlap with both pedagogy and Global Englishes. Translanguaging, according to Galloway and Rose (2019, p. 9), contests the notion of languages as separate entities, taking multilingual education theories and applying them to strategies for using global languages to communicate based on a user's own linguistic repertoire. Galloway and Rose (2019, p. 13) also expanded their work to analyze Global Englishes as a "political ideology, where native speaker hegemony is challenged and the term native speaker is problematized." They claimed that viewing English as a single entity with a "correct" version is a problematic perspective, especially within the context of English-Language Teaching (ELT). Particularly important for this paper is Galloway and Rose's (2019, p. 116) implication that dialect differentiation in the context of ELT is inherently negative:

> Global Englishes sees measures that encourage hard boundaries around 'varieties' as problematic for researching attitudes in the twenty-first century, where populations are mobile, and geographic boundaries no longer accurately dictate the way English is used within and across historical speech communities.

Galloway and Rose suggested that the pedagogical way forward for ELT materials is to dismantle the notion of "native speaker" English, divesting the language from its colonial and national past. By embracing the perspective of all dialects as equally valid and "correct," learning materials can better prepare ESL learners for international communication.

This theoretical assumption forms the ideological lens through which GE representation in the learning materials is viewed in this paper. While there is a pedagogical argument for the validity of actively acknowledging dialectal nuances for the purposes of consistent register-shifting, this is not relevant to the research aims of this paper.

3.2 Extramural activity influencing proficiency

A fundamental aim of this paper is to investigate how and if Swedish-made ELT learning materials reflect advancement of student ability. Sweden is not a primarily English-speaking country and has no historical ties to the English language. Extramural language acquisition is relevant to increasing proficiency in English as an L2. Therefore, extramural learning theories provide a sociolinguistic rationale for this research.

Considering modern reliance on online connectivity, it seems clear that English is invaluable. David Crystal (2003) has published several pieces on how English became the language of the internet. Crystal quoted New York Times writer Michael Specter in an April 1996 article saying, "if you want to take full advantage of the Internet there is only one way to do it: learn English, which has more than ever become America's greatest and most effective export" (p. 117). While online-content demographics have shifted, English remains the largest contributor. Popular content can be inaccessible to those unable to communicate in or understand English, providing a powerful motivation for language acquisition at progressively younger ages.

Sundqvist (2009, p. i) defined "Extramural English" as "linguistic activities that learners engage in outside the classroom in their spare time." The Sundqvist (2009) study conducted interviews with year 9 ESL learners and regarded their extracurricular activities where English played a role (2009, p. i), such as using the internet, pop culture, and gaming. Sundqvist (2009: pp. i 181, 202) examined "possible effects of extramural English (EE) on oral proficiency (OP) and vocabulary (VOC)" and concluded that there was a positive and statistically significant correlation between extracurricular activities and English language acquisition in both OP and VOC. Language acquisition via these extramural channels progresses in step with technological advances.

A significant factor in language acquisition is motivation, which is tied to language acquisition through extramural activities. Participation in extramural activities is voluntary in nature, and the motivation to excel at or participate in these activities is intrinsically driven, rather than externally. Foundational to more recent research, Gardner's (1985) Motivation Theory concluded that personal motivation is the most significant factor in language learning. Dörnyei's 2003 article compiled research on the topic of motivation and language learning. One of the concepts which Dörnyei (2003, p. 4-7) mentioned while summarizing motivation theories from Gardener (1985) is the idea of "integrativeness," which can be explained as motivation triggered by a desire to integrate into a community. That community may be a physical or abstract one, including that of the online world.

This is especially relevant to modern student motivation in English as an L2 learning, as children in the age of compulsory schooling in Sweden have never existed in a world without widespread use of the internet. The global rise of social media, online and mobile gaming, and other online media since the early 2000s has allowed for an unprecedented spread of English as a lingua franca to more and younger consumers. It is reasonable to suggest that the ability to understand and communicate in English has become an integral part of life worldwide, and with each year, this becomes increasingly true. The influence of this should, theoretically, be visible in learning materials.

3.3 Swedish monolingual culture and curriculum requirements

In 2009, Sweden passed an explicit Language Act (Swedish Ministry of Culture, 2009) to "specify the position and usage of the Swedish language and other languages in Swedish society." It formally codified Swedish as the language of Sweden. According to Milani (2007, p. 2) this was potentially in response to the "encroachment of English." Hult (2012, p. 231-233) proposed that the intent of the Language Act of 2009 was not one of encouraging diversity and multiculturalism, but one of economic pragmatics. Hult (2012) proposed a timeline of Sweden's curriculum requirements to embrace English-language learning. It was framed in the 1960s as a "tool for gaining socioeconomic opportunities" (p. 232) and in the 2000s as "emphasizing intercultural and communicative competence" (p. 233) during growing global interconnectivity. Regarding more recent Swedish policy updates, Hult (2012, p. 239-240) suggested that English

has now also become an essential part of Swedish life, "the global made local," through film, television, music and other media. Hult quoted the 2011 national syllabus from Skolverket (the Swedish Department of Education) as saying:

> The ability to use English is necessary for studies, travel in other countries and for social and professional international contacts of different kinds. The subject of English thus plays a central role in the Swedish school. (Skolverket, 2012a, "Aim of the Subject.," para.1)

In this context, Hult (2012, p. 240) suggested that Sweden views English as not only a lingua franca, but a "*lingua economica*, indexing trade and commerce as well as a *lingua academica* connected to education and research." If these perspectives have influenced ELT in Sweden to shift away from a focus on "native speakers" and towards global communication model, it should be evident in the learning materials.

Reflecting Milani's (2007) assertion that the 2009 Language Act was pushback against English's encroachment, Hermansson, et. al (2021, p. 325) stated that researchers "argue that even the idea of language itself is founded on European notions of nationalism and colonialism." Hermansson et. al (2021, p. 325) found the innate language bias caused by this monolinguistic view left Swedish educators culturally underprepared for teaching English as a secondary language. Considering Sweden's approach to English as a pragmatic L2 rather than a cultural one, finding significant effort spent to keep pace with extramural education and ELF norms in newer materials would be an interesting result. It would show intent uncharacteristic of a monolingual culture, providing access to quality and sociologically sensitive education in what is intentionally a non-official language.

Updates to education requirements are outlined in the Swedish *läroplan* (curriculum guidelines) by Skolverket. The relevant versions of these guidelines are called lpo94 (released in 1994) and lgr11 (released in 2011 and revised in 2016). The older versions of the *What's Up?* course materials used in the research of this paper were produced during the time that lpo94 was firmly in place, and its contents were informed by this curriculum. The lpo94 plan incorporated a competence-based education plan, and as Nordin and Sundberg (2020, p. 22) summarized, "was

a way to bring about a wider ideational shift from governing by input (educational planning) to governing by learning outcomes." Nordin and Sundberg (2020, p. 27) also highlighted that compulsory education responsibilities were largely placed on individual teachers. They indicated that lpo94 was criticized for a lack of guidance on implementation, and "the national discourse advocating for a return to more disciplinary-oriented subject content knowledge had grown to almost hegemonic proportions (Nordin & Sundberg, 2020, p. 28)."

Skolverket released lgr11 läroplan in 2011. It contained a significant policy change away from lpo94's interdisciplinary content, and toward subjects and subject knowledge (Nordin & Sundberg, 2020, p. 28). According to Nordin and Sundberg's (2020, p. 29) interpretation, lgr11 combined pedagogical learning theories with national results-oriented testing practices.

As stated in lgr11 (Skolverket, 2011, p.34), inclusion of ESL as one of these core subjects was intended to help Swedish students participate in the global community, and to enhance learning abilities through translanguaging. It provided a detailed plan for skill goals and areas of knowledge which students should obtain in English, providing a much more specific framework (2011, p. 35-37). This plan included a clear focus on English as a widespread and diverse global language, repeating the phrase "areas where English is spoken." This shows consideration to movement away from English as tied to Inner Circle hierarchies.

Along with lgr11 came the addition of year 6 national testing in English, which was already occurring in year 9. This indicated a proactive intent to begin tracking student progress earlier in compulsory schooling. As this change was implemented and further updated well prior to the release of *New What's Up?* for grades 6 and 5 in 2020 and 2019 respectively, it should have had a significant impact on how the textbooks, workbooks, and audio materials were produced in 2020 versions.

3.4 Research on textbook design

ELT-textbook design is itself interdisciplinary in nature, and the concept of scaffolding is well established. Jones's (2005, sec 6c) paper on language textbook design explained scaffolding as presenting content in a structure which will "allow students to familiarize themselves with

concepts of increasing complexity and to explore these concepts in terms of their reactances and interrelations." This definition contributed overall guidance for analysis methodology.

Analysis of ELT textbook design is supported by such works as Ellis (1997), McGrath (2016), and Mukandan and Nimehchisalem (2012 and updated in 2015). Both works from Mukandan & Nimehchisalem provided a checklist with hallmarks of a quality textbook for ELT, from the perspective of teachers looking to choose curriculum. Though this is a fantastic resource in its intended usage, it has limited usefulness in this paper. While McGrath's *Materials Evaluation and Design for Language Teaching* (2016) was also intended for educators evaluating potential materials for classroom use, it provided relevant analytical guidance. It lists factors for consideration, including learner factors (p. 25), learners' needs (p. 26), teacher factors (p. 27) and institution/program factors (p. 27). McGrath elaborated on several types of superficial evaluations that can be done to narrow the field on potential learning material systems (pp. 27-40) which were enlightening, but not entirely relevant to a close analysis of the materials.

In McGrath's outlining of a close analysis of materials, he started by again suggesting creation of a checklist (p. 42). Later, McGrath took an alternative position that checklists can be overly superficial (p. 57) and suggested using them alongside deeper content analysis of individual units with a similar pedagogical goal. This provides a direct comparison for effectiveness, ease of use, and input requirements for both the student and educator. Ultimately, this most informed the methods used in this paper.

Following McGrath's methods for close evaluation, Rod Ellis's *The empirical evaluation of language teaching materials* (1997, p. 39) provided a perfect framework for building a dataset. Ellis detailed considerations for collecting "tasks" for evaluation which could show specific changes (or lack thereof) effectively, based on the depth of student interaction, ease of presentation, and the assumed pedagogical goal.

Ultimately, using these seemingly unrelated areas of existing research in the scaffolding for this project built a multi-dimensional framework bridging pedagogical, linguistic, and sociological theories. The interplay of formal and informal learning and its relationship to cultural sensitivities within the context of curriculum development creates a new, unified research field.

4. Materials and methods

4.1 Materials

Rather than focusing on overall trends, this study focuses on deep analysis. For this reason, qualitative analysis of a smaller sample size was more appropriate than a broad, quantitative analysis of a larger sample size. While utilizing materials from a singular publisher can be limiting, considering the scope and aim of this study, it was deemed most practical. In Sweden, national testing data is collected for EFL for years 6 and 9, and for this reason, only these groups were considered. Based on availability, as well as potential for further research, this study focuses only on materials relevant to year 6.

To gauge changes made over time, this study analyzes learning materials from one Swedish-produced series. These materials include physical copies of the textbooks, as well as the accompanying workbooks and audio components most commonly used during the period in which national testing has been conducted for year 6. According to input from educators[1], the *What's Up?* books from Swedish publisher Bonniers (now under Finnish publisher Sanoma) were one of the two most widely used during the early 2000s. The following are selected based on this information and availability to provide the empirical data for this research:

- 2008 *What's Up?* Year 6 level textbook, workbook, and audio materials (Henceforth referred to as 2008)
- 2020 *New What's Up?* Year 6 level textbook, workbook, and audio materials (Henceforth referred to as 2020)
- 2019 *New What's Up?* Year 5 level textbook and workbook (Henceforth referred to as 2019)

Interestingly, despite publisher changes, both versions of the year 6 materials and the new year 5 materials were written by the same authors, so changes cannot be attributed to new staffing. The books themselves have been obtained in physical form. The audio components for the

[1] Colleagues who have taught English within the Swedish school system during the relevant period.

workbooks for all products are proprietary but have been generously provided by Sanoma Utbildning directly for the purposes of this study.[2]

4.2 Methods

Because this study aims to achieve a deep rather than broad analysis, it was conducted in two steps with increasing complexity. A superficial overview of all materials was conducted first revealing specific and clear trends. The textbooks provided significant overall contrast, while the workbooks provided tasks students are expected to work with independently.

The close analysis began by comparing the table of contents for both year 6 textbooks to identify lesson topics which appeared in both versions. Informed by close analysis methods from McGrath (2016, p. 57), textbook lessons which showed progression through direct comparison were selected for deeper analysis. Taking additional guidance from Rod Ellis's (1997, pp. 38-39), *The empirical evaluation of language teaching materials* corresponding workbook tasks for common lessons were selected for direct comparison. Workbook tasks were selected to build a representative dataset which showed specific changes (or lack thereof) effectively.

Determining a task's usefulness in comparison was based on Ellis's (1997, p. 38) guidance, wherein "a task can be described in terms of its objective(s), the input it provides, conditions, procedures, and the intended outcomes of the task." Tasks were therefore analyzed based on the depth of student interaction and the assumed pedagogical goal. To this end, several key concepts were relevant to close analysis from a pedagogical perspective.

4.2.1 Key concepts

4.2.1a Lexical v grammatic: Angeliek van Hout (2016, p. 3) indicated in *Lexical and Grammatical Aspect* that "While lexical aspect presents a situation as a certain event type, grammatical aspect defines a particular viewpoint on it." Though van Hout was speaking

[2] Explicit permission to reproduce images from the materials for this paper was also obtained from Sanoma Utbildning, eliminating any ethical concerns.

specifically of verbs, this idea translates conceptually. Pedagogical theories about the validity of separating lexical activities and grammatical activities exist, as with *The Lexical Approach Between Grammar and Lexis: Theory and Practice* by Jamil Hameed (2008). Hameed (p. 15, referencing Lewis, 1997) argued that the two are intertwined and not a dichotomy. He repeated that vocabulary building is the essential first step to language acquisition, and that while lexis and grammatical function are intertwined, "without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (p. 13, referencing Wilkins, 1972). With this in mind, purely lexical exercises were considered less advanced than those which also incorporated grammatical elements.

4.2.1b Open-ended v closed: Tasks were considered open-ended if the student was required to provide content themselves with only a prompt. Activities were considered closed if the student was not required to provide their own knowledge in a meaningful way. An example of a closed task would be a script in which a student was provided a bank of replacement words for creating a “new” script version, or if the answers were found directly in the text. Considering advanced knowledge required to provide student input on open-ended tasks, these were considered more advanced than those which are closed.

4.2.1c Verbal: Kehing and Yunus (2021, p. 2056) summarized in a literature review that extensive research has shown that speaking is the most difficult and essential skill in language learning and retention, as it is a more productive skill. Since verbal tasks hold a distinct level of prestige among language acquisition strategies, tasks in which students were expected to communicate verbally as the core were specifically sought out. They were analyzed using the same key concepts as other tasks.

4.2.1d Representation of Global Englishes: Tasks or content which exhibited, either directly or passively, more nuance than standard inner-circle English were considered for comparison. This included inner-circle representation in cases where relevant. The sociolinguistic background provided in Section 3.1 was heavily relied on during this analysis. Indicators of representation could include instances of differing accents, specific examples of non-inner circle English-language usage, representation of non-native speakers, and any marked shifts

away from native-speaker norms. Situations in which these choices would be appropriate but were not present would also constitute a result and were considered.

The process was then repeated with 2008 year 6 and year 5 materials. This was done to investigate the existence of a shift in expectations and planning when and if formerly year 6 content now appears in the year 5 materials.

5. Results

Section 5.1 shows the close analysis findings for comparison of both the 2008 and 2020 year 6 materials. Section 5.2 examines if and how content removed from 2008 year 6 materials now appeared in 2020 year 5 materials. Materials are organized by type, with a separate focus on Global Englishes.

5.1 Year 6 materials

Both textbooks are organized in units with a uniting vocabulary theme, then divided into chapters with a stated grammatical focus. Each chapter consists of an auditory text with a visual complement, a set of activities involving a verbal activity with a partner or group, as well as a "listen and repeat" vocabulary activity. These all appear to be intended as teacher-led groupwork. The end of each chapter contains a large box with the specific grammatical concept with its linguistic focus, entitled "Focus." The chapters in both versions include illustrations with jokes, as well as a small insert with one or more highlighted, generally irregular, verb(s), in the simple infinitive, simple past, and past participle forms (Figure 1).

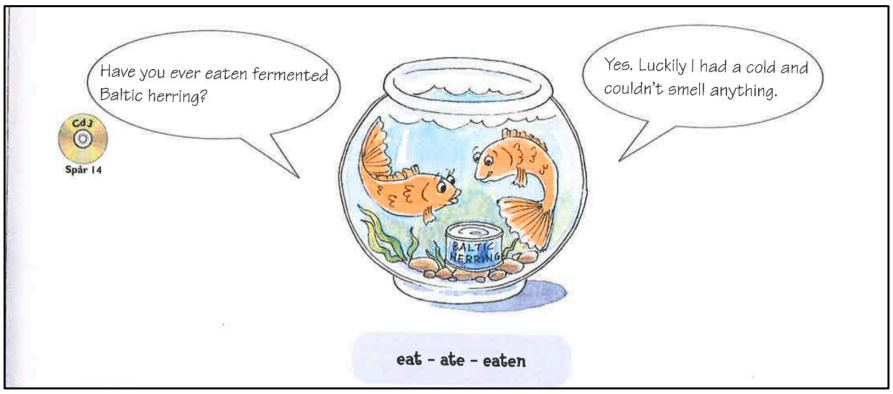


Figure 1, from 2008, p. 95 - A joke image and highlighted verb in 3 forms

5.1.1 Textbook table of contents

Both the 2008 and 2020 editions of the textbooks provide a table of contents outlining both the vocabulary-building themes in each unit and the intended linguistic focus of each chapter. This explicitly shows which concepts are prioritized in the teaching materials and provides a direct

comparison, which were tracked in a table (Appendix 9.1). These pages from both books show the first significant change: in 2008 this page is in Swedish, but in 2020 it is in English.
A second substantial change is 2020's inclusion of a literature unit containing a standout chapter of poetry. There are no stated focuses in this chapter, but the 2008 book has no appearance of literature for literature's sake at all. Additionally, a unit on Global Englishes is present in the 2020 book. This is presented as a chapter about the importance of recognizing English as a global language, that it has widespread use, and how.

The third significant change of note is which grammatical lessons were added, removed, or redistributed in the 2020 update. The first focus of the 2008 edition is the pluralization of nouns. This topic is never broached in the 2020 version apart from irregular nouns, which is handled separately in both books. While irregular verbs are listed as a table in the back of both textbooks, there is also a chapter for it in the 2008 book which is not present in 2020.

In Table 1 below, you can see a list of the 2008 lessons which do not appear in 2020.

Table 1 – Focuses from 2008 missing from 2020 (full table in Appendix 9.1)

STATED linguistic focus	**2008 page**	**2008 ch**	**2008 unit**
plural nouns	6	1	1
irregular verbs	32	10	3
verbs with -s	44	14	4
possessive pronouns	56	18	5
this/these that/those	68	22	6
contractions it's don't	72	23	6
relative pronouns who, which	84	27	7
it is, there is	92	30	8
some-any, something/anything	96	31	8

Table 2 below shows grammatical focuses which were redistributed between editions.

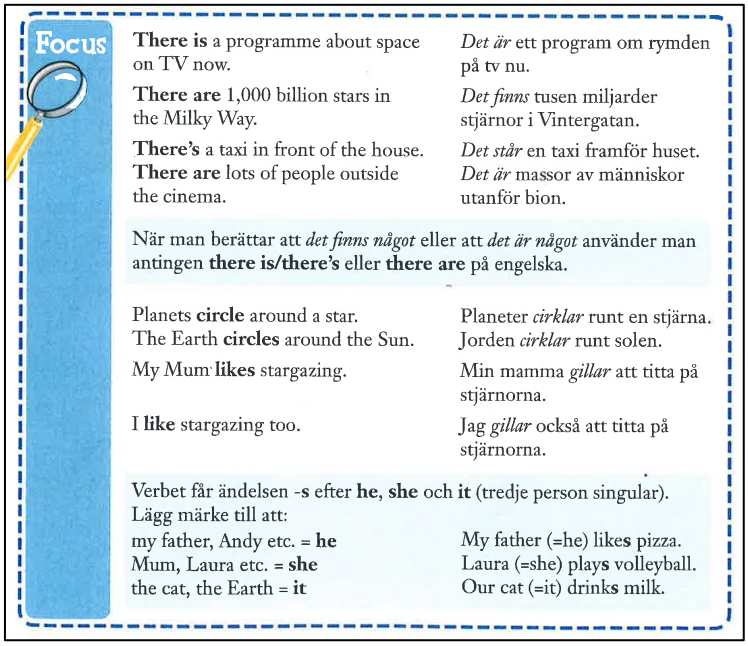
Table 2 – Year 6 redistributed focuses (full table in Appendix 9.1)

STATED linguistic focus	**2008 page**	**2008 ch**	**2008 unit**	**2020 page**	**2020 ch**	**2020 unit**
odd forms of plurals	20	6	2	78	15	5
have/has, perfect verbs	24	7	2	44	8	3
past tense verbs	32	10	3	30	5	2
comparative adjectives	36	11	3	18	3	1
past perfect verbs had/has	80	26	7	50	9	3

5.1.2 Textbook contents

An initial small detail is the page numbering system. In 2008, page numbers are numeric, with the unit's theme listed beside the number. In the 2020 version, page numbers are presented in numeric and written form. Considering that much of the 2008 textbook contains a substantial amount of Swedish, this seemingly unimportant detail shows active intent to provide passive intake of vocabulary.

While the 2008 book focuses on applying Swedish concepts to English language-building, the 2020 book takes the reverse approach and focuses on the English concepts. One instance of this is the handling of the concepts of *it is* and *there is*. The 2008 book features a focus on what would appear to be the delayed subject *there is* and *there are*, but is merely translating verb conjugation based on the way it would be done in Swedish, as well as a third person singular -*s* verb conjugation (see Figure 2). This concept is not covered in 2020.



Focus

There is a programme about space on TV now.	*Det är* ett program om rymden på tv nu.
There are 1,000 billion stars in the Milky Way.	*Det finns* tusen miljarder stjärnor i Vintergatan.
There's a taxi in front of the house.	*Det står* en taxi framför huset.
There are lots of people outside the cinema.	*Det är* massor av människor utanför bion.

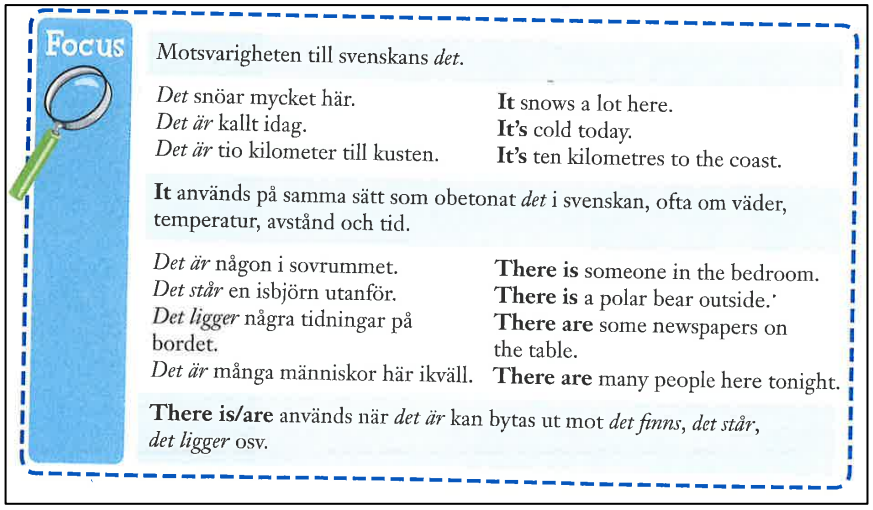
När man berättar att *det finns något* eller att *det är något* använder man antingen **there is/there's** eller **there are** på engelska.

Planets **circle** around a star.	Planeter *cirklar* runt en stjärna.
The Earth **circles** around the Sun.	Jorden *cirklar* runt solen.
My Mum **likes** stargazing.	Min mamma *gillar* att titta på stjärnorna.
I **like** stargazing too.	Jag *gillar* också att titta på stjärnorna.

Verbet får ändelsen **-s** efter **he**, **she** och **it** (tredje person singular).
Lägg märke till att:

my father, Andy etc. = **he**	My father (=he) like**s** pizza.
Mum, Laura etc. = **she**	Laura (=she) play**s** volleyball.
the cat, the Earth = **it**	Our cat (=it) drink**s** milk.

Figure 2, from 2008, p. 47 - Image showing s-verb conjugation



Focus

Motsvarigheten till svenskans *det*.

Det snöar mycket här.	**It** snows a lot here.
Det är kallt idag.	**It's** cold today.
Det är tio kilometer till kusten.	**It's** ten kilometres to the coast.

It används på samma sätt som obetonat *det* i svenskan, ofta om väder, temperatur, avstånd och tid.

Det är någon i sovrummet.	**There is** someone in the bedroom.
Det står en isbjörn utanför.	**There is** a polar bear outside.'
Det ligger några tidningar på bordet.	**There are** some newspapers on the table.
Det är många människor här ikväll.	**There are** many people here tonight.

There is/are används när *det är* kan bytas ut mot *det finns*, *det står*, *det ligger* osv.

Figure 3, from 2008, p. 95 - Delayed subjects using Swedish concepts

Similarly, the terms *there is* and *there are* are listed as a separate topic in both books. While the concept of delayed subjects is part of the Focus on page 95 (Figure 3), the 2008 textbook uses this module to explain the terms in relation to the Swedish verbs *är* and *finns* which both roughly translate to *is* in English. This Swedish nuance is irrelevant to English-language acquisition. In 2020, the *är/finns* complexity is eliminated in favor of using this same lesson to teach the difference between *there is* and *there are* in relation only to singular and plural subject-verb agreement with delayed subjects (Figure 4).

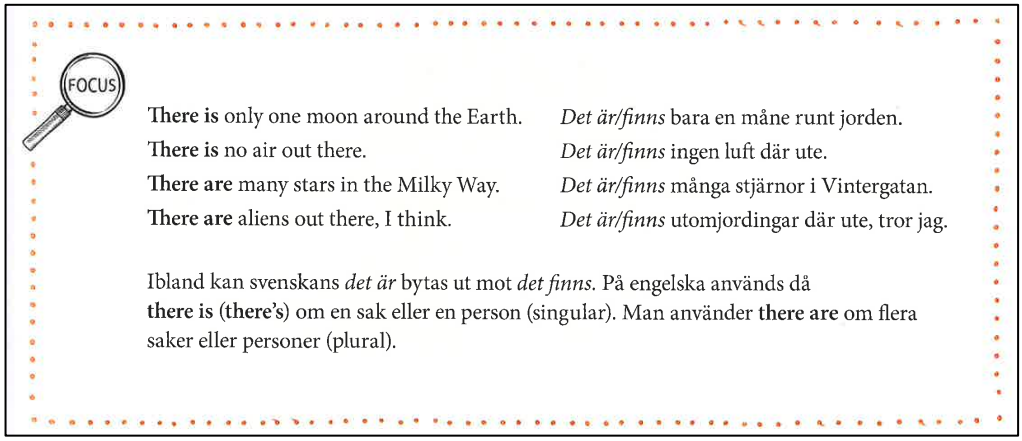


Figure 4, from 2020, p. 61 - Delayed subjects showing subject/verb agreement

In 2008, another example of this shift away from Swedish grammar appears as a focus on future tenses through direct translations of the Swedish verbs *ska* and *kommer att* as *will* and *be going to*, respectively, in English (Figure 5). While 2008 only discusses *will* in the context of differentiating *ska* and *kommer att*, 2020 delves into the grammatic nuances of the verb tenses and contractions, such as *won't/will not* as well as *would* and *we'd*, though it does so using translations in Swedish (Figure 6).

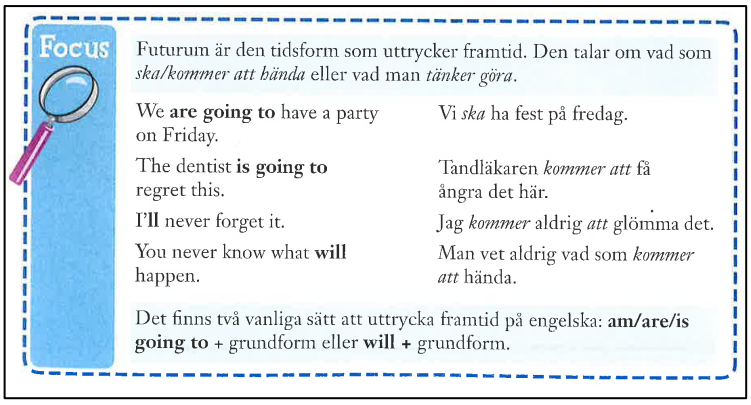
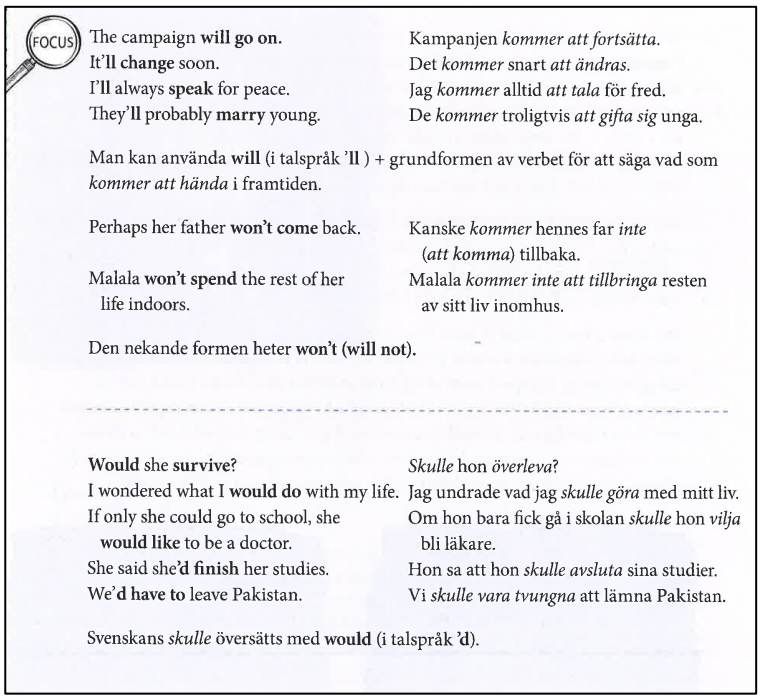


Figure 5, from 2008, p. 63 – Explaining through Swedish concepts of ska and kommer att



FOCUS

The campaign **will go on.** — Kampanjen *kommer att fortsätta.*
It'**ll change** soon. — Det *kommer* snart *att ändras.*
I'**ll** always **speak** for peace. — Jag *kommer* alltid *att tala* för fred.
They'**ll** probably **marry** young. — De *kommer* troligtvis *att gifta sig* unga.

Man kan använda **will** (i talspråk '**ll**) + grundformen av verbet för att säga vad som *kommer att hända* i framtiden.

Perhaps her father **won't come** back. — Kanske *kommer* hennes far *inte (att komma)* tillbaka.
Malala **won't spend** the rest of her life indoors. — Malala *kommer inte att tillbringa* resten av sitt liv inomhus.

Den nekande formen heter **won't (will not).**

Would she **survive?** — *Skulle* hon *överleva*?
I wondered what I **would do** with my life. — Jag undrade vad jag *skulle göra* med mitt liv.
If only she could go to school, she **would like** to be a doctor. — Om hon bara fick gå i skolan *skulle* hon *vilja* bli läkare.
She said she'**d finish** her studies. — Hon sa att hon *skulle avsluta* sina studier.
We'**d have to** leave Pakistan. — Vi *skulle vara tvungna* att lämna Pakistan.

Svenskans *skulle* översätts med **would** (i talspråk '**d**).

Figure 6, from 2020, p. 77 - Explaining through English verb conjugation

5.1.3 Handling of Global Englishes

The inside covers of both textbooks feature maps of countries and show a major shift in the presentation of English as a global language. In the 2008 textbook, the inside covers have detailed maps of The United Kingdom and Ireland, and The United States of America. Both are Inner Circle nations. In the 2020 book, the inside covers show detailed maps of Canada and Australia. While both would be considered Inner Circle countries, they are not those which one would expect to see representing the English language.

Regarding content, the 2008 book has a chapter using food and festivals to discuss English as a global language. While it says "English speaking countries" it only mentions Britain and The United States. The lesson inadvertently combines the two cultures while defaulting to the British versions of celebrations as well as their traditional foodstuffs (pp. 28-29). Recognizable nuances between the American and British dialects of English appear. This includes the words *color/colour* and *neighbor/neighbour*, as well as lexical differences like *vacation/holiday*. The last activities of the 2008 workbook delve deeply into lexical differences in American and British English, with activities specifically having students chart words as either American or British (Figure 7 and Figure 8).

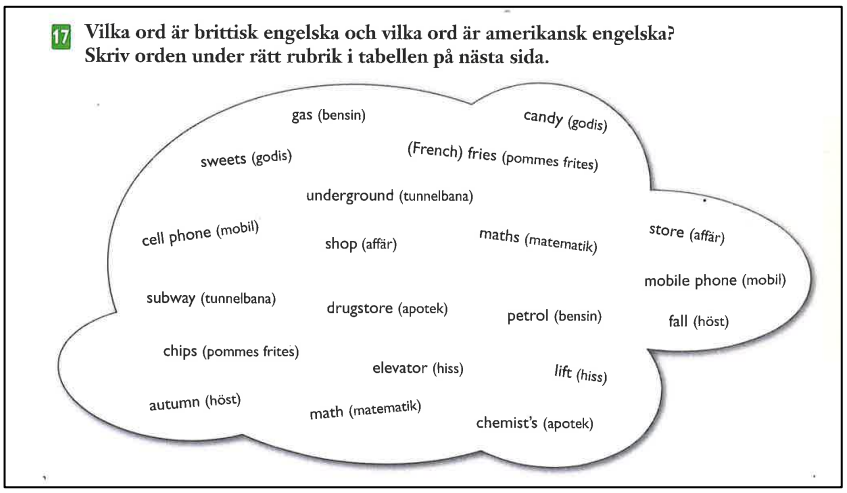


Figure 7, from 2008, p. 119 - Sorting American and British terms

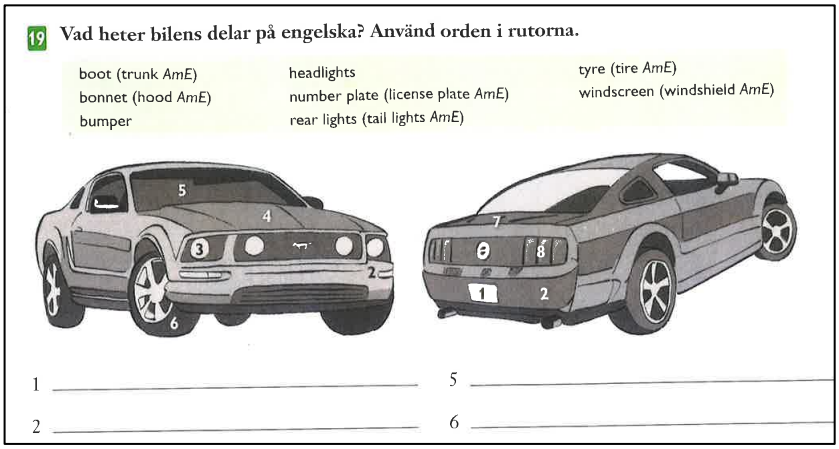


Figure 8, from 2008, p. 121 - Sorting American and British terms

The 2008 book exclusively uses British spellings and terms, even in stories which are meant to be American. These are purely closed, lexical exercises which seemingly perpetuate the Inner Circle hierarchy.

The 2020 book varies the spelling and terms without note. Both textbook versions use the British word *holiday* for what an American would call *vacation*, but the 2020 textbook also uses *vacation*, and both terms are equally represented in the glossary. With consideration to the approach of normalization through passive exposure and reducing focus on correct English, this would seem irrelevant, but the approach does change between the books, which should be recognized in the context of this analysis.

While the 2008 year 6 textbook does mention The United States and "other English-speaking countries" (pp. 28-29), it does not attempt to broach the topic of Global Englishes or English as a lingua franca. The 2020 edition does this explicitly, including a standalone chapter in which English is described as "the most important language for tourism, film, popular music, IT, sport, publicity, air traffic, science, diplomacy, business, etc" (Figure 9). This reflects the attitudes of the Swedish treatment of English as a *lingua economica* and *lingua academica* as described by Hult (2012, p. 240). A map showing countries globally with English as a primary or secondary language worldwide is prominently featured on the introductory pages.

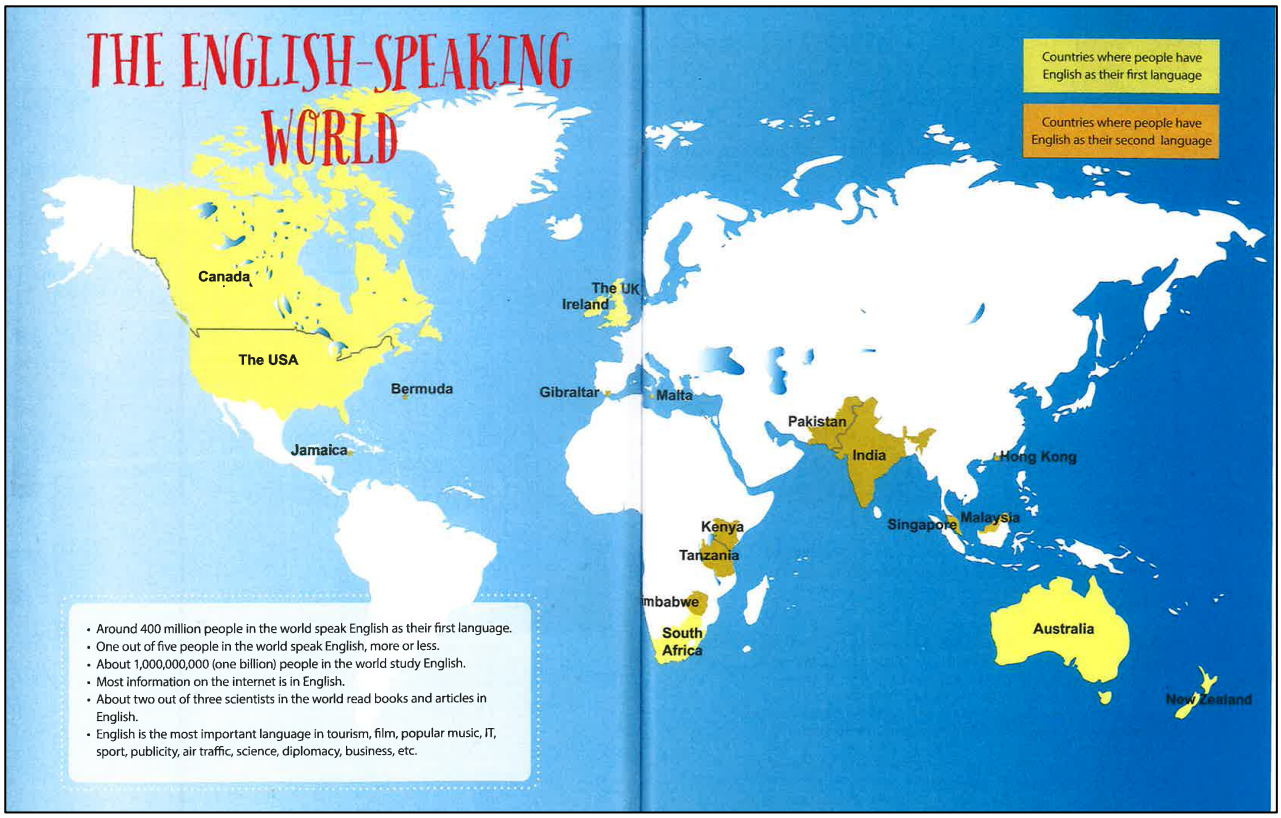


Figure 9, from 2020, pp, 108-109 - World map indicating English-speaking countries

This unit features chapters on Canada and Australia, including mentioning "Strine," which it describes as a broad accent of Australian English and regional colloquialisms (p. 117). Therefore, while Australia would be considered an inner-circle nation, inclusion of this Australian English subset supports the idea of multiple dialects of English being equally valid. This also explains the use of Canada and Australia as the maps on the inner covers of the 2020 version rather than the US and UK as in the 2008 version.

5.1.4 Audio components

Both versions of the textbooks supply an accompanying system for auditory resources, which are consistently used throughout. However, apart from a single story in 2008 which is intended to be a story about an American woman's experience driving through Route 66 in The United States, everything is narrated or voiced in a British accent. Even though the Route 66 story itself is voiced in what is intended to be an American accent, the narrator is still the one central narrator with a "typical" British accent. There are several voices throughout the recordings with various accents, but all of them are regional British or Irish accents.

In the 2020 textbook recordings, there are attempts to have more accents present, including an American narrator and storyteller for the Elvis story, what is intended to be a Canadian accent for the story about Canada, what is intended to be an Australian accent for the chapter about Australia, and a voice actor attempting to portray a South-Asian accent for the voiceover of Malala in her story, though that story continues to have a British narrator.

The workbooks also have accompanying audio files for comprehension activities or vocabulary repetition. These are not included with the workbooks, as they are intended for use within the classroom setting and are available for purchase via the publisher. However, Sanoma Utbildning was gracious enough to provide all these audio files for the purposes of this study. 2008 workbook files reveal the same trends as the textbook files, including American accents for stories about Neil Armstrong and Rosa Parks but with a British narrator. Unlike in the textbook audio file, the workbook audio file the has a British voice for Malala. There is a unit in the workbook about Nelson Mandela, a South African man, and there is no attempt to represent a South African accent in the accompanying audio files.

5.1.5 Workbook components

It is immediately noticeable that all instructions in the 2008 workbook are written in Swedish, while it is roughly half in 2020. To ensure a fair comparison, exercises in both workbooks are selected based on what is perceived to be the functional area of practice and how much original contribution is required of the student. This is explained in detail in section 4.2, and is heavily informed by Ellis's *The empirical evaluation of language teaching materials* (1997).

The workbooks have few common exercises, and those which appear similar differ fundamentally. Both workbooks have multiple crossword puzzles, for example, but in the 2008 version, students are often provided the words via the textbook and must simply transcribe them. In the 2020 version, they are provided only with an image or other source-material comprehension clue in English. While they appear to be similar activities, the depth of knowledge required to complete them is not equivalent.

Both books feature short reading- or listening-comprehension tasks, but the difficulty level changed significantly. An early exercise in listening comprehension of recorded voices describing a vacation is featured in both workbooks. In 2008, students are presented with two alternatives for a word to complete a sentence (Figure 10), which is generally found verbatim in the source material.

Figure 10, from 2008, p. 5 - Example of a listening comprehension activity

In the 2020 workbook (Figure 11), these sentences are replaced with more complex comprehension questions and four answer alternatives, all of which are either phrases or sentences.

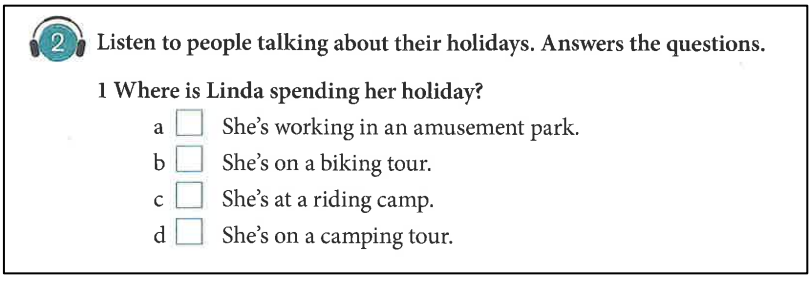
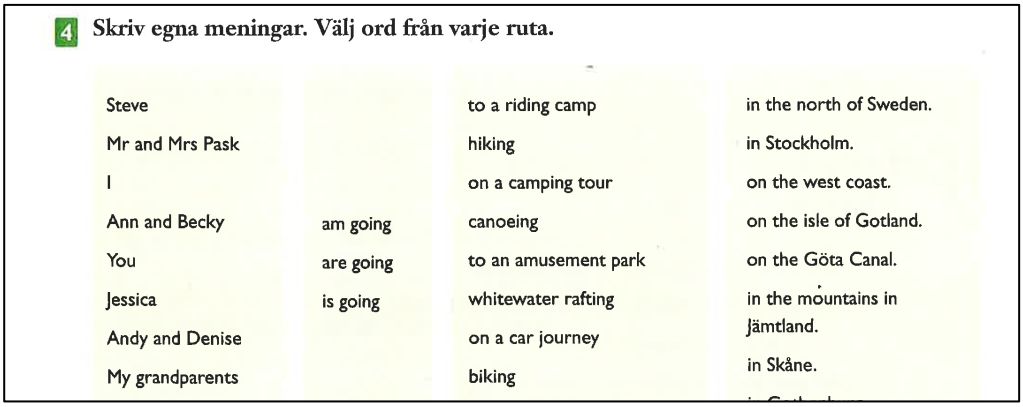


Figure 11, from 2020, p. 5 – Example of a listening comprehension activity

Both workbooks include an initial sentence-building activity utilizing word banks. This activity appears as unit one, chapter one's sixth task in the 2008 version and provides students with all the elements needed to create a sentence (Figure 12). They need only choose the correct subject-verb agreement alternative to complete the task.



4 **Skriv egna meningar. Välj ord från varje ruta.**

Steve		to a riding camp	in the north of Sweden.
Mr and Mrs Pask		hiking	in Stockholm.
I		on a camping tour	on the west coast.
Ann and Becky	am going	canoeing	on the isle of Gotland.
You	are going	to an amusement park	on the Göta Canal.
Jessica	is going	whitewater rafting	in the mountains in Jämtland.
Andy and Denise		on a car journey	in Skåne.
My grandparents		biking	

Figure 12, from 2008, p. 7 - First sentence-building activity in 2008 workbook

The 2020 version is the introductory activity before unit one, and students are provided with only noun phrases (Figure 13). The students must string these noun phrases together with their own properly conjugated verbs and functional words, an entirely different skillset.

INTRO

NO MORE HOLIDAYS

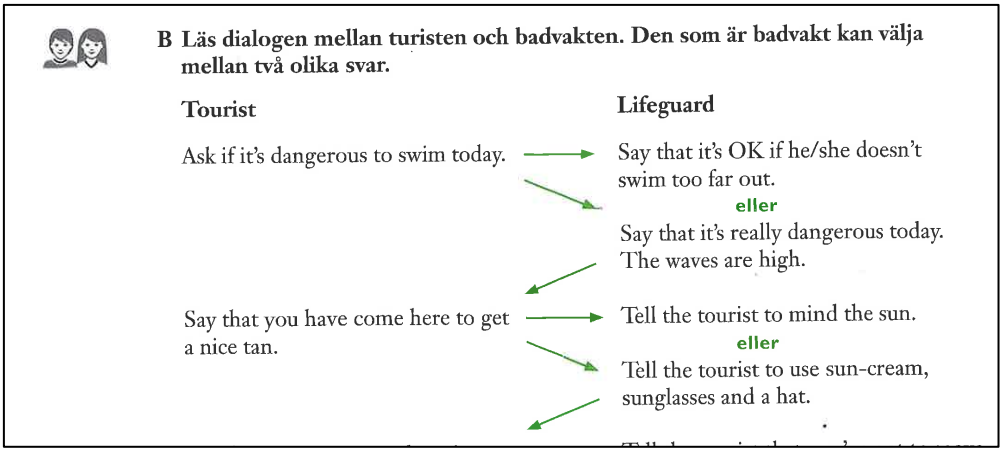
1 Write sentences.

Mr and Mrs Lloyd	on a boat trip on/to	the south of Sweden	cousin
Clare	biking along/in/on/to	the sea	school class
Lauren and Mali	fishing in	Jämtland	friends
Benjamin	swimming in	the city pool	family
Louise	by bus to	grandma's cottage in Småland	brother
Ryan and William	on a car journey in/to	Öland	aunt and uncle
Katie	camping in/on	the West Coast	mum
Max	hiking in	the lake	grandad
The Bransons	on a picnic to	Tivoli in Copenhagen	sister
	by train to	the beach	neighbours
	to a football camp in/on	Gothenburg	
		Göta Canal	

Mr and Mrs Lloyd went on a car journey to the south of Sweden with their neighbours.

Figure 13, from 2020, p. 4 - First sentence-building activity in 2020 workbook

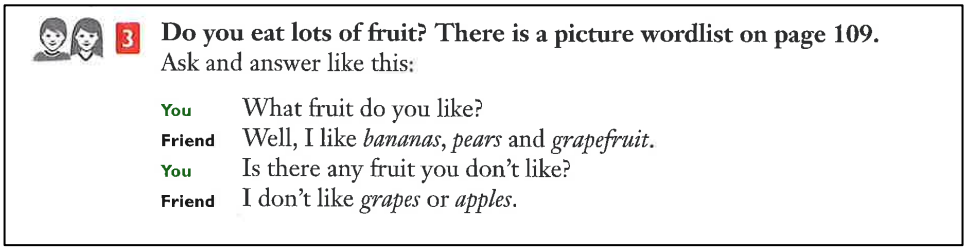
The clearest example of advancement is verbal tasks. In the 2008 book, these tasks are entirely or mostly scripted (Figure 14). When students are asked to provide their own content, they are provided with a word bank for suggested single word changes to the script (Figure 15) or key words from existing sentences in the text (Figure 16).



B Läs dialogen mellan turisten och badvakten. Den som är badvakt kan välja mellan två olika svar.

Tourist	Lifeguard
Ask if it's dangerous to swim today.	Say that it's OK if he/she doesn't swim too far out.
	eller
	Say that it's really dangerous today. The waves are high.
Say that you have come here to get a nice tan.	Tell the tourist to mind the sun.
	eller
	Tell the tourist to use sun-cream, sunglasses and a hat.

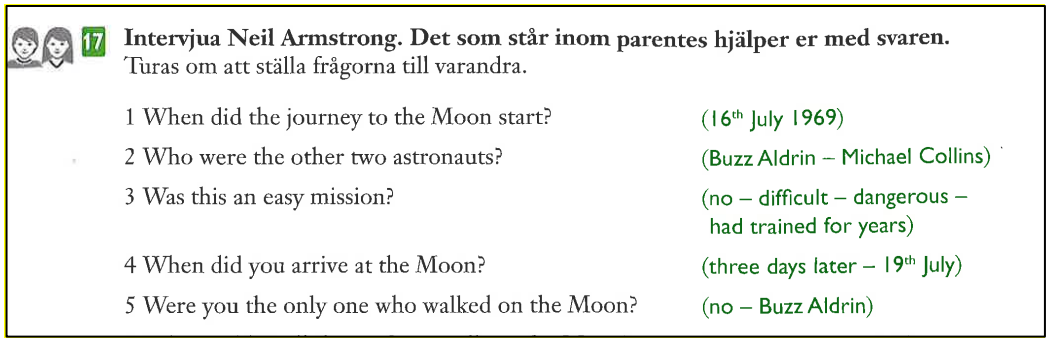
Figure 14, from 2008, p.4 – An example of an entirely scripted verbal task



3 Do you eat lots of fruit? There is a picture wordlist on page 109.
Ask and answer like this:

You What fruit do you like?
Friend Well, I like *bananas*, *pears* and *grapefruit*.
You Is there any fruit you don't like?
Friend I don't like *grapes* or *apples*.

Figure 15, from 2008, p. 23 – A scripted verbal task with a word bank. Notably, the instructions are in English



17 Intervjua Neil Armstrong. Det som står inom parentes hjälper er med svaren.
Turas om att ställa frågorna till varandra.

1 When did the journey to the Moon start?	(16th July 1969)
2 Who were the other two astronauts?	(Buzz Aldrin – Michael Collins)
3 Was this an easy mission?	(no – difficult – dangerous – had trained for years)
4 When did you arrive at the Moon?	(three days later – 19th July)
5 Were you the only one who walked on the Moon?	(no – Buzz Aldrin)

Figure 16, from 2008, p. 60 – An example of a scripted verbal task with keywords from a provided text

Figure 14 above shows the first verbal conversation task in the 2008 book. Figure 17 below shows the first verbal task in the 2020 book.

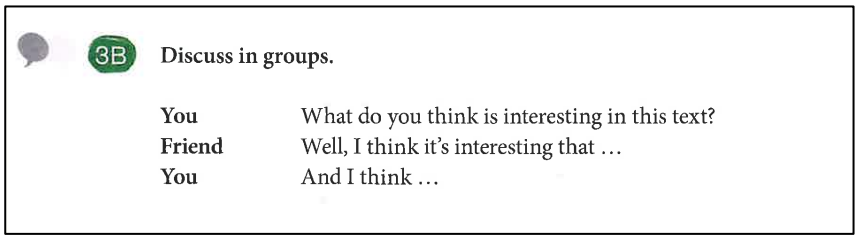


Figure 17, from 2020, p. 20 - An example of an open-ended verbal task

The 2008 workbook has a variety of task forms, but many of them are like those shown above. In numerous tasks students are simply asked to translate a Swedish sentence or word into English. Answers to reading comprehension and grammar tasks are generally found verbatim in the source material, amounting to simple transcription exercises. Students are given multiple grammar exercises wherein they are meant to write the correct form of a word, but it is one of two listed options (i.e. does/doesn't, has/have).

5.2 Year 5 materials as compared to 2008 year 6

It is logical that if the *New What's Up?* year 6 books have eliminated content from the 2008 versions because of rising skill levels, some of the content which was removed should appear instead in the new year 5 materials. Therefore, an analysis of the *New What's Up?* year 5 materials is also completed as part of this study. The 2019 year 5 and 2008 year 6 books are compared in this section. Audio files for year 5 were not available.

5.2.1 Table of contents and textbook contents

Several lessons removed from 2020's year 6 textbook now appear in 2019's year 5, some examples of which are listed below in Table 3.

Table 3 - 2008 year 6 and 2019 year 5 content table comparison (full table in Appendix 9.2)

STATED linguistic focus	2008 yr6 page	2008 yr6 ch	2008 yr6 unit	2019 yr5 page	2019 yr5 ch	2019 yr5 unit
plural nouns	6	1	1	-	-	-
odd forms of plurals	20	6	2	26	6	1
past tense verbs	32	10	3	38	8	2
irregular verbs	32	10	3	44	10	2
Ordinal numbers	-	-	-	60	13	3
comparative adjectives	36	11	3	82	18	4
verbs with -s	44	14	4	32	7	2
present and continuing verbs	48	15	4	16	4	1
was/were continuing verbs	-	-	-	74	17	4
some-any, something/anything	96	31	8	12	3	1

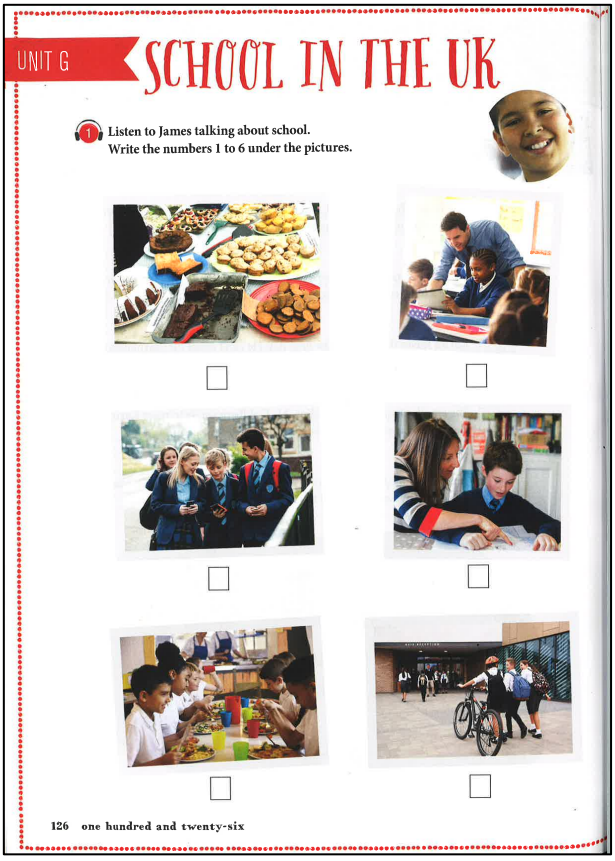
Some of the common topics are comparable regarding the scaffolding-ordering principle, but others are not. The concept of *some* v *any* is handled in unit 8, near the end of 2008's book. It is unit 1 in 2019, in only the third chapter of the book, the first two of which are introductory. Plural nouns are still not listed in the new year 5 book as their own focus.

Similarly to 2020's year 6, 2019's year 5 book has two units of literature for literature's sake, as well as a chapter on different dialects of English, though it does only focus on the US and UK. These units, as in 2020, have no stated linguistic focus.

5.2.2 Handling of Global Englishes

One of the units in 2019's year 5 book is primarily about India, though it does not talk about it as an English-speaking country.

The unit at the end compares the United States and United Kingdom (Figure 18 and Figure 19), then asks students to compare with Sweden, which dilutes the focus on two inner-circle countries.



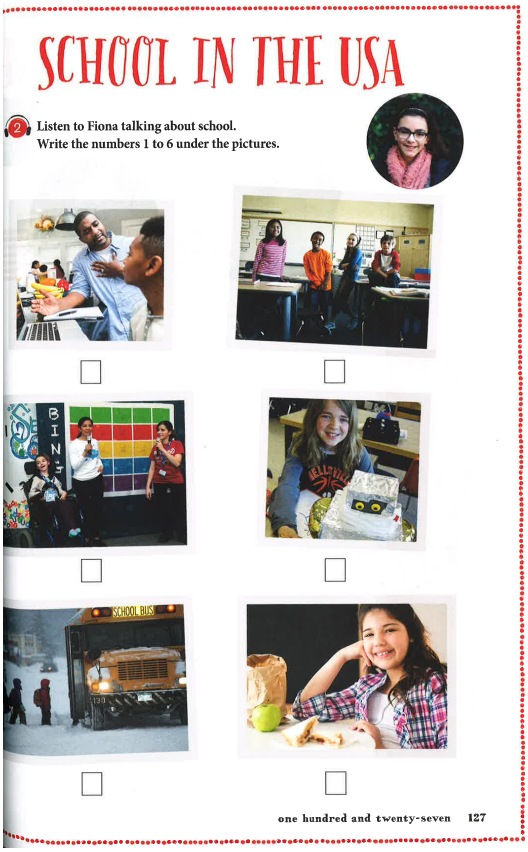
UNIT G

SCHOOL IN THE UK

1 Listen to James talking about school.
Write the numbers 1 to 6 under the pictures.

126 one hundred and twenty-six

Figure 18, from 2019, p. 126 - Listening comprehension activity about UK schooling



SCHOOL IN THE USA

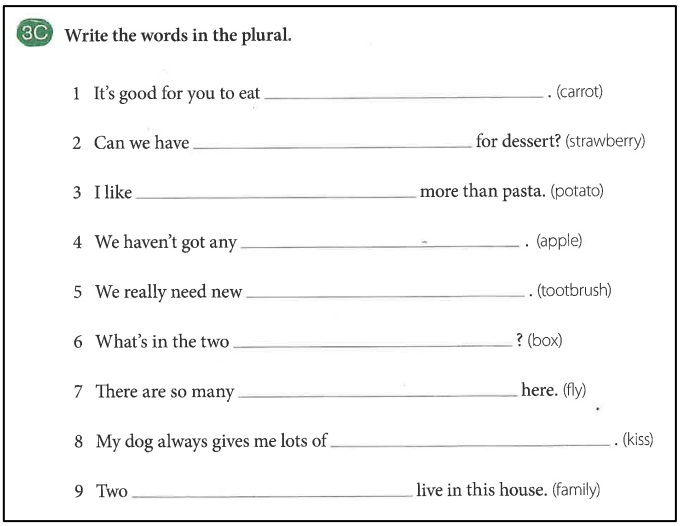
2 Listen to Fiona talking about school.
Write the numbers 1 to 6 under the pictures.

one hundred and twenty-seven 127

Figure 19, from 2019, p. 127 - Listening comprehension activity about US schooling

5.2.3 Workbook components

While plurals are not listed as a separate focus in the year 5 book, they are present as an activity combined with irregular plurals (Figure 20). This consolidation shows diminished importance for the concept. Figure 21 shows part of one of two entire pages in the 2008 book of tasks for regular plurals, all of which were consolidated into one in 2019.



3C **Write the words in the plural.**

1 It's good for you to eat _____ . (carrot)

2 Can we have _____ for dessert? (strawberry)

3 I like _____ more than pasta. (potato)

4 We haven't got any _____ . (apple)

5 We really need new _____ . (tootbrush)

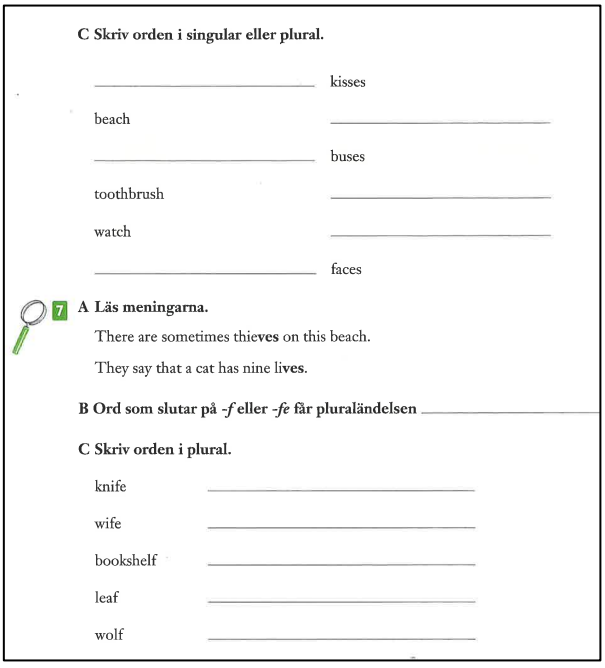
6 What's in the two _____ ? (box)

7 There are so many _____ here. (fly)

8 My dog always gives me lots of _____ . (kiss)

9 Two _____ live in this house. (family)

Figure 20, from 2019, p. 20 – Consolidated tasks with regular and irregular plurals



C Skriv orden i singular eller plural.

_____ kisses

beach _____

_____ buses

toothbrush _____

watch _____

_____ faces

7 **A Läs meningarna.**

There are sometimes thieves on this beach.

They say that a cat has nine lives.

B Ord som slutar på *-f* eller *-fe* får pluraländelsen _____

C Skriv orden i plural.

knife _____

wife _____

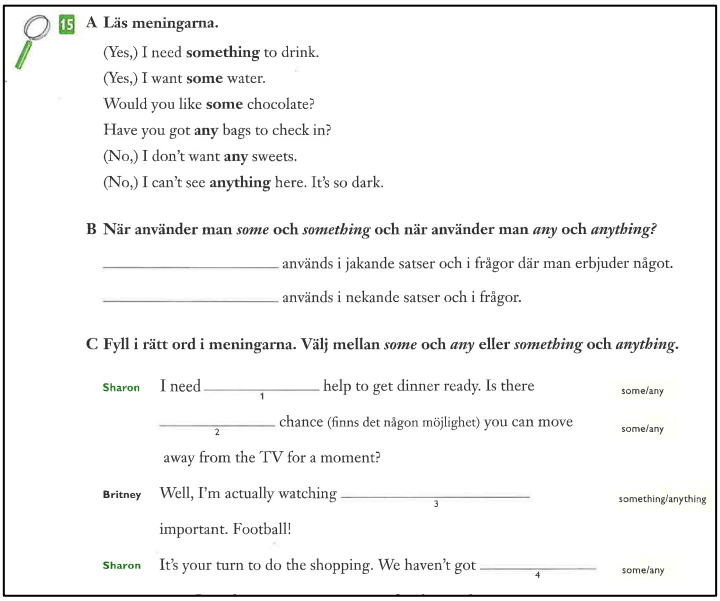
bookshelf _____

leaf _____

wolf _____

Figure 21, from 2008, p. 9 - A selection from two pages of tasks on regular and irregular nouns

As previously mentioned, the *some* versus *any* tasks are similar, but again show that the 2019 year 5 book includes less prompting (Figure 22 and Figure 23) and appears toward the beginning of the workbook.



15 **A Läs meningarna.**

(Yes,) I need **something** to drink.
(Yes,) I want **some** water.
Would you like **some** chocolate?
Have you got **any** bags to check in?
(No,) I don't want **any** sweets.
(No,) I can't see **anything** here. It's so dark.

B När använder man *some* och *something* och när använder man *any* och *anything?*

_____ används i jakande satser och i frågor där man erbjuder något.

_____ används i nekande satser och i frågor.

C Fyll i rätt ord i meningarna. Välj mellan *some* och *any* eller *something* och *anything*.

Sharon I need _____ (1) help to get dinner ready. Is there — some/any

_____ (2) chance (finns det någon möjlighet) you can move — some/any
away from the TV for a moment?

Britney Well, I'm actually watching _____ (3) — something/anything
important. Football!

Sharon It's your turn to do the shopping. We haven't got _____ (4) — some/any

Figure 22, from 2008, p. 118 - Tasks on some and any

5B **När använder man *some* och när använder man *any*?**

Man använder _____ i frågor där man ber om något när det är mer än en sak eller något man inte kan räkna.

Man använder _____ i meningar med **not/n't.**

Man använder _____ i frågor där man inte kan ana svaret.

5C **Fill in *some* or *any*.**

Fraser Dad, we haven't got _____ yoghurt.

Dad Sorry. Do you want _____ hot chocolate then?

Fraser No, I don't want _____ hot chocolate.

Can I have _____ ice cream instead?

Figure 23, from 2019, p. 9 - Tasks on some and any

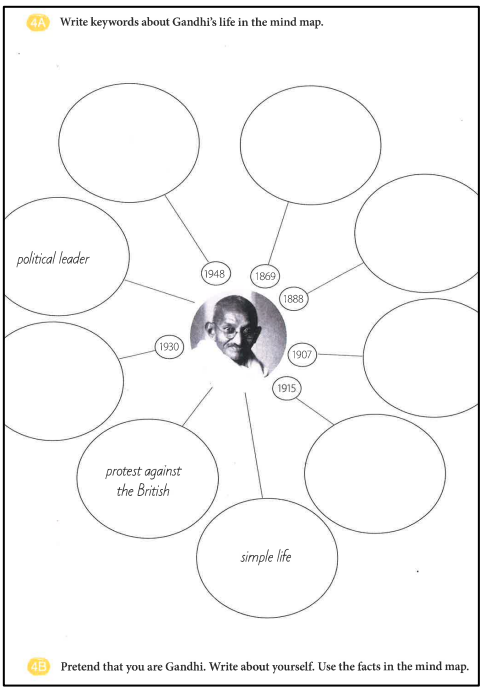


Figure 25, from 2019, p. 29 - Task in which students provide key words from a text

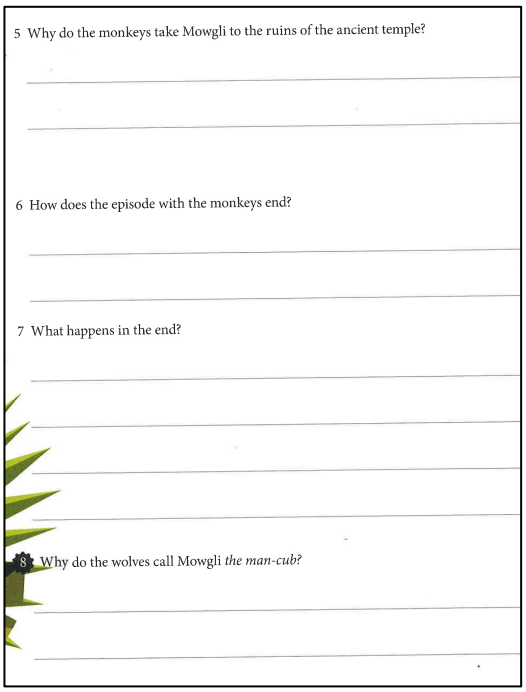


Figure 24, from 2019, p. 75 - A task in which students must reconstruct a text using their own key words

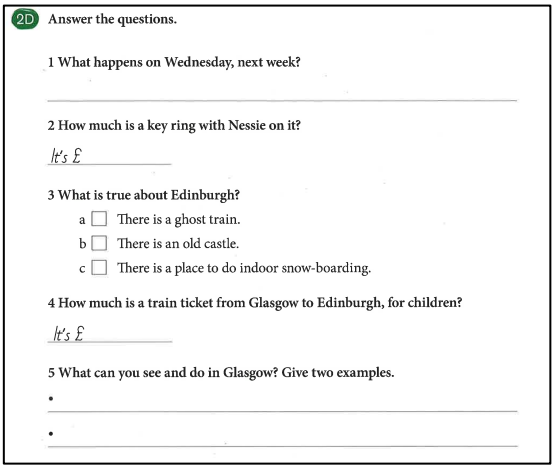


Figure 26, from 2019, p. 82 - A variety of more open-ended reading comprehension questions

Another example of how common concepts are presented in an advanced way is comprehension tasks. Comprehension questions in 2019 include a larger variety of forms, including those in which students must find their own key words (Figure 24). Some comprehension questions are completely open-ended in 2019, like the reading comprehension questions in Figure 25. There are also activities requiring students to identify key words out of a text and then rewrite a text using their own keywords. These skills are never required of them in any form in the 2008 book (Figure 26).

6. Discussion

Having completed a overall review of the materials, a deeper analysis aids in answering the aims of this essay. Firstly, which linguistic and methodological changes to the materials show an incorporation of shifting attitudes about English dialect prestige? Secondly, do updates to materials reflect earlier and advanced acquisition of English-language skills in students?

6.1 Analysis of year 6 material findings

6.1.1 Table of contents

Removal of some lessons in 2020 (shown in Table 1) indicates an expected, pre-existing understanding or knowledge of these grammatical concepts which was not present in 2008. This is further supported by the appearance of many of these lessons in the new year 5 materials, addressed in Section 5.2.

The ordering of concepts in these books is relevant because of their scaffolding design model. Jones's (2005, sec 6c) paper on language textbook design and scaffolding suggests that some concepts previously considered complex and appearing later in the 2008 book, but earlier in the 2020 book, are now considered simple (comparative adjectives and past perfect verbs, for example).

What is potentially misleading about Table 2 is the later appearance of the first two concepts in the 2020 textbook as compared to 2008. Additionally, though the full content tables (Appendix 9.1) seemingly have equivalent focuses, a review of these pages shows that they are not at the same level of complexity in practice.

The two grammatical focuses which appear later in the 2020 book than in the 2008 book (non-standard plural forms and *have/has* with perfect verbs as referenced in Table 2) are identical in nature, though simplified in 2020. While this could indicate a change in perceived complexity, the added context of the 2020 simplification of both, as well as the removal of the supporting standard pluralization task, suggests otherwise. Based on Jones's (2005, sec 6c) explanation of scaffolding structure norms, this shows instead that these simple lessons are merely a filler or refresher and renders their placement in the scaffolding model irrelevant.

6.1.2 Textbook contents

As the examples from Section 5.1.2 showed, the 2008 year 6 textbook relied heavily on teaching English through Swedish grammar, while the 2020 year 6 textbook does so through English grammar concepts. Using English grammatical explanations indicates a shift away from reliance on Swedish grammar and towards students utilizing translanguaging skills, as described by Galloway and Rose (2019, p. 9). It also indicates an acknowledgment of students having more existing experience with these skills in 2020 than in 2008.

6.1.3 Handling of Global Englishes

Overall, the inclusive modeling of the Global Englishes unit (unit 7) is a substantial departure from the 2008 book, in general, regarding Global Englishes. There is a noticeable absence of detailed discussions around how the English language spread to these places in a historical context, re-framing the English language dialects away from what Galloway and Rose (2019) refer to as "separate entities" (p. 9), as well as avoiding re-enforcing Kachru's (1992) hierarchical Inner Circle notions. The book takes a stand on learning English for the sake of interconnectivity, rather than a strictly grammatic and "correct" approach. This reflects Sweden's stance on the acquisition of English being a pragmatic effort, as described by Hult (2012, p. 231-233).

6.1.4 Audio components

The 2008 components have extremely few non-British or Irish voice actors, despite opportunities to provide more. While the American accent is partially represented, the South African chapter was voiced by British actors.

The inclusion of more diverse voice actors in 2020 shows an active effort to represent multiple variations of English as an intercultural language. However, there is an overwhelming presence of British accents and some missed opportunities for others. It is possible that this was a choice based on availability of voice actors, as there is a substantial risk of being culturally insensitive when mimicking others' accents.

6.1.5 Workbook components

Overall, the 2008 book requires very little knowledge or effort from the students themselves as most of what they needed is provided for them, often in Swedish. In nearly 300 workbook tasks,

only five are considered open-ended. Over 80% of tasks are closed or purely lexical, requiring minimal meaningful contribution from the students.

The 2020 book is significantly more open-ended. There is a complete removal of direct translation tasks, as well as scripted verbal activities. All conversational activities start with a prompt, and the students are expected to be able to discuss that prompt freely. Any simple vocabulary activities where students are provided with an answer in Swedish double as grammar exercises, usually in verb conjugation tables. Simple vocabulary exercises appear without an accompanying word bank or source material, indicating students must provide the words on their own. This is a drastic change, showing that the expectations for students' pre-existing knowledge and skills are significantly higher than in 2008.

The shift from closed activities toward open-ended activities shows a clear increase in expected student capabilities. In a staggering change from 2008, the 2020 year 6 materials were overwhelmingly open-ended, containing mostly tasks both lexical and grammatical in nature. This harkens back to the assertions of Hameed (2008) about the interconnectivity of lexis and grammar in language acquisition. Without a broad vocabulary, students would not be able to form complete sentences to answer open-ended questions. Therefore, this change suggests the expectation that 2020 students already possess a broader vocabulary than was expected in 2008.

6.2 Analysis of year 5 material findings

6.2.1 Overall findings

Overall, the 2019 year 5 materials are full of examples of tasks which are moved down from the 2008 year 6 materials, but at a higher skill level. Therefore, it is reasonable to say that advancement is at least one full year grade, and likely more. Not only are the lessons themselves at a seemingly higher level of competency, but the tasks are undoubtedly more complex.

6.2.2 Handling of Global Englishes

While the 2020 year 6 book is explicit in its handling of Global Englishes, the 2019 year 5 book is more subtle. The topic of India reads as a nod towards outer-circle inclusion, as does the presence of New Zealand in the textbook contents and as the map on the back inside cover. Where the default could have been the familiar European country the UK, choosing instead to

focus on former colonies with English as an L1 is a gentle introduction to expanding the view of English as a global language which is not tied to a nationality (Galloway and Rose, 2019, p. 4). The 2019 year 5 unit comparing life in the UK, US and Sweden broaches the topic of Global Englishes more directly by making comparisons. Requesting students include Sweden in the comparison themselves sets a foundation for translanguaging ideas through a familiar US/UK comparison.

The use of terminology which differs between British and American Englishes is inconsistent and not diretly acknowledged in these pages. As Galloway and Rose (2019, p. 116, p. 4) established, the move away from “native speaker” norms with “valid” dialects is not a negative. Not acknowledging the dialectal variation is a positive move towards removing “native speaker” norms and ideologies. However, in the context of direct comparison activities, it is a questionable choice.

7. Conclusions

The aim of this study was to investigate the presence of notable change in Swedish EFL teaching materials and if those changes show the increasing prevalence and normalization of global dialects of English.

Representation of Global Englishes has increased significantly in accordance with passive normalization theories. A clear direction to move away from the standout Inner Circle cultures is clear and represented in a way which is more inclusive and reflects Sweden's stated approach to supporting English-learning for the purposes of global interconnectivity and practical use, rather than on "correct" use.

A clear shift toward open-ended activities in the 2020 year 6 materials shows that expected skill levels have risen. While many concepts are present in both year 6 versions, the complexity and depth of the content for the *New What's Up?* books surpass the older *What's Up?* version without question. This is further supported by the appearance of 2008 year 6 activities and concepts in the 2019 year 5 materials instead of 2020's year 6, a full grade level lower. The fact that these activities from 2019's year 5 book also show more open-ended and otherwise complex activities than 2008 year 6 suggests that in truth the shift is more than one full grade level.

These results cannot reflect a general trend as there are other publishers and year groups, but this study can provide a blueprint for others. Further research could be conducted on how this approach can be used to analyze national tests, or comparisons to similar efforts of other publishers from Sweden or other non-English monolingual cultures.

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9. Appendix

9.1 Full table of contents chart, year 6

STATED linguistic focus	**2008 page**	**2008 ch**	**2008 unit**	**2020 page**	**2020 ch**	**2020 unit**
plural nouns	6	1	1	-	-	-
do/don't does/doesn't	12	3	1	12	2	1
mean (menar/betyder)	-	-	-	12	2	1
irregular plurals	20	6	2	78	15	5
have/has, perfect verbs	24	7	2	44	8	3
past tense verbs	32	10	3	30	5	2
irregular verbs	32	10	3	-	-	-
did	-	-	-	36	6	2
comparative adjectives	36	11	3	18	3	1
there is/there are	44	14	4	58	11	4
verbs with -s	44	14	4	-	-	-
present and continuing verbs	48	15	4	62	12	4
possessive pronouns	56	18	5	-	-	-
future tenses be going to and will	60	19	5	72	14	5
would/we'd/won't	-	-	-	72	14	5
this/these that/those	68	22	6	-	-	-
contractions it's don't	72	23	6	-	-	-
past perfect verbs had/has	80	26	7	50	9	3
relative pronouns who, which	84	27	7	-	-	-
it is, there is	92	30	8	-	-	-
Some/any, something/anything	96	31	8	-	-	-
Literature	-	-	-	86	-	6
Poetry	-	-	-	92	-	6
Global Englishes	-	-	-	108	-	7

9.2 Full table of contents chart, year 5

STATED linguistic focus	2008 page	2008 ch	2008 unit	2019 page	2019 ch	2019 unit
plural nouns	6	1	1	-	-	-
do/don't does/doesn't	12	3	1	32	7	2
irregular plurals	20	6	2	26	6	1
have/has, perfect verbs	24	7	2	-	-	-
past tense verbs	32	10	3	38	8	2
irregular verbs	32	10	3	44	10	2
Did	-	-	-	52	11	3
Is/was/were, ordinal numbers	-	-	-	60	13	3
was/were continuing verbs	-	-	-	74	17	4
comparative adjectives	36	11	3	82	18	4
there is/there are	44	14	4	-	-	-
verbs with -s	44	14	4	32	7	2
present and continuing verbs	48	15	4	16	4	1
Possesive pronouns	56	18	5	-	-	-
future tenses be going to and will	60	19	5	-	-	-
this/these that/those	68	22	6	-	-	-
contractions it's don't	72	23	6	-	-	-
past perfect verbs had/has	80	26	7	-	-	-
relative pronouns who, which	84	27	7	-	-	-
it is, there is	92	30	8	-	-	-
Some/any, something/anything	96	31	8	12	3	1
Magazine articles	-	-	-	86	-	5
Literature/podcast	-	-	-	94	-	6
global englishes	-	-	-	102	-	7

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