

Authentic Englishes.nrw

Understanding, Describing, and Teaching Varieties of English

Daniela Rolletschke¹, Peter Schildhauer¹ & Anne Schröder^{1,*}

¹ Universität Bielefeld

* Contact: Universität Bielefeld,
Fakultät für Linguistik und Literaturwissenschaft,
Anglistik / Amerikanistik,
Universitätsstraße 25, 33615 Bielefeld
anne.schroeder@uni-bielefeld.de

Abstract: In this contribution, we present the project AuthenticEnglishes.nrw, which is funded by the federal government of North Rhine-Westphalia and managed by the Digitale Hochschule NRW (DH.NRW). The project produces Open Educational Resources (OER) that can be used in university education to foster the skills of understanding, describing and – for students on a teaching degree – teaching varieties of English. We provide insights into what kinds of material are produced, and on which considerations the material is based. Our contribution contextualises the project against the backdrop of the highly diverse sociolinguistic reality of Authentic Englishes which students are confronted with in the twenty-first century. We argue that current teaching material for the higher secondary school level only slowly accommodates to these dynamics and rather focuses on a ‘traditional’ canon in which the standard varieties of Britain and the US feature prominently. This makes it imperative to provide university students with adequate Authentic Englishes material which goes significantly beyond the boundaries of the traditional canon to mirror twenty-first century sociolinguistic reality more accurately.

Keywords: English teaching; Open Educational Resources; Global Englishes; World Englishes



Dieser Artikel ist freigegeben unter der Creative-Commons-Lizenz CC BY-SA 4.0 (Weitergabe unter gleichen Bedingungen). Diese Lizenz gilt nur für das Originalmaterial. Alle gekennzeichneten Fremdinhalte (z.B. Abbildungen, Fotos, Tabellen, Zitate etc.) sind von der CC-Lizenz ausgenommen. Für deren Wiederverwendung ist es ggf. erforderlich, weitere Nutzungsgenehmigungen beim jeweiligen Rechteinhaber einzuholen. <https://creativecommons.org/licenses/by-sa/4.0/de/legalcode>

1 Introduction

When the global spread of English is addressed, scholars hardly refrain from using superlatives. As early as 1998, McArthur states that “[n]o language has ever been put to so many uses so massively by so many people in so many places – on every continent and in every sea” (McArthur, 1998, p. 30), labelling English a “Universal Resource”. Similarly in 2020, Rose et al. point out that “[n]ever before has the world seen a global language to the extent that English is now used” (Rose et al., 2020, p. ix), which means “English has become the world’s foremost lingua franca” (Galloway & Rose, 2015, p. x). Callies et al. add that this situation has resulted in “large scale variation along regional, social, and functional dimensions” (Callies et al., 2022, p. 1). This, in turn, has a significant impact on the “needs of twenty-first century learners of English, who interact with English users from much more diverse linguistic backgrounds and in considerably more diverse situations than in the past.” (Bieswanger, 2022, p. 118)

In spite of this, it has been frequently noted that educational systems are slow in adjusting to this dynamic and complex sociolinguistic reality. In the German context, in which the present contribution is anchored, this has been pointed out in particular with reference to curricula of several federal states¹ and English language teaching textbooks (see section 2 for an overview). The highly staged character of textbook audio files featuring speakers of Received Pronunciation (RP) who speak slowly, in fully-fledged sentences and without any overlap or false start is so entrenched and widespread that it has become the subject of satire in popular culture: As an addition to their album “Laune der Natur”, the German Punk band “Die Toten Hosen” released a song collection entitled “Learning English Lesson 2”. In between the songs, two prototype textbook speakers read satirical stories in highly stylised RP:

“Step 2. Janet and John sit at home. They are bored with their lives, bored with each other and bored with themselves. They think it is time for a revolution! [...]
 Step 4. Janet and John have been married for 25 years now. It’s time to do some family planning.
 John: Janet, would you like to have another baby?
 Janet: Oh John, that’s a great idea!
 John: What?!”

It is against this backdrop that the project Authentic Englishes.nrw was launched² as part of a funding line supporting the creation of Open Educational Resources (OER) for university education. The term Authentic Englishes was chosen somewhat provocatively in a reaction to the highly staged representation of a very small range of standard varieties in educational contexts. In its focus on the sociolinguistic reality outlined above, it connects to current paradigms such as *Global Englishes* (e.g. Galloway & Rose, 2015), *Global Englishes for Language Teaching* (Rose & Galloway, 2019), and *Teaching English as an International Language* (e.g. Matsuda & Matsuda, 2018). Crucially, the project tries to answer the demands for students to practice understanding speakers of various global and local varieties of English as well as to develop (linguistic) knowledge about and (favourable) attitudes towards the diversity of Englishes (e.g. König et al., 2023). In the following sections, we contextualise the project (section 2) and provide an insight into its structure, decisions in material development and output (section 3). We conclude by proposing some open questions and directions for future work.

¹ Education in Germany is decentralised, which entails that each federal state issues its own curricula for the various school forms.

² The project is led by Ilka Mindt (Paderborn University), Ulrike Gut (Münster University) and Anne Schröder as well as Peter Schildhauer (Bielefeld University), supported by the following team members (in alphabetical order): Amanda Fiege, Alexander Haselow, Stefan Pape, Johanna Reckers, and Daniela Rolletschke (<https://kw.uni-paderborn.de/institut-fuer-anglistik-und-amerikanistik/prof-dr-ilka-mindt/authentic-englishesnrw>).

2 Authentic Englishes: From secondary school to university and back

In 2017, an outcry went through the German media landscape. In the listening comprehension part of the state examination in North Rhine-Westphalia, Year 10 students had encountered a speech delivered by Prince Harry at the opening ceremony of Mamohato Children's Centre in Lesotho. Afterwards, many students complained that they had not been able to understand the Prince and launched a petition to allow them to re-sit the exam. A number of national newspapers reported on the story. The *Süddeutsche Zeitung*, for example, ran the headline "NRW-Schüler verstehen Prinz Harry nicht" ('North Rhine-Westphalian students do not understand Prince Harry') and polemically stated that, while thousands of young adults would gladly let Harry whisper something in their ear, they would most likely not even understand him. The young adult online magazine *Ze.tt* connected to the quality paper *DIE ZEIT* bluntly titled "Sprich deutlich, Prinz Harry!" ('Speak clearly, Prince Harry!').³

As a reaction to the petition and the connected media echo, the QUA-LiS NRW, an institution fostering and monitoring the quality of education at NRW schools, analysed the exam material and tasks. In its report, the QUA-LiS stated that, in fact, the exam did not contain the original speech, but an edited version of it: The official transcript of the speech had been read by a RP speaker, and some applause had been added at the beginning and end of the speech to "underline the authentic communicative situation" (QUA-LiS, 2017, p. 22). Consequently, the QUA-LiS concluded that the problem of the exam had not been the audio file as such, but rather the failure to prepare students adequately for listening comprehension in the years leading up to the exam. As one influential factor, the report identifies inappropriate teaching material:

"In this context, it should be noted that textbook-bound as well as textbook-independent materials that promise adequate preparation for the listening comprehension test in the year 10 English state exam often fail to live up to this claim. They depict auditory communication situations, as they can occur in the Anglophone world, only in a very limited and highly didacticized way."⁴ (QUA-LiS, 2017, p. 26)

As a result, the QUA-LiS report strongly recommends to use material that contains elements of authentic language use such as repetitions and paraphrases, elliptical constructions, false starts, and idiomatic expressions.

This assessment is corroborated by several studies that have investigated to what extent textbooks for secondary school students in Germany allow for encounters with a range of varieties of English around the world⁵ as a crucial facet of what we refer to as Authentic Englishes. The overall picture emerging from these and related studies is a tendency of textbooks to focus on varieties that are part of Kachru's (1985) Inner Circle, with audio files featuring in particular the British and American English standard varieties, i.e. RP and General American (GA). For example, Schulte and Schildhauer's (2020) analysis of the textbook *Green Line Oberstufe*, a textbook preparing German students

³ Parts of the speech are still available in the AP Archive on YouTube (<https://youtu.be/B06LPoMSZOM>). While the acoustic conditions are not ideal, we can state in Harry's defense that he does not mumble and that he delivers the speech in a variant of Received Pronunciation.

⁴ The German original reads as follows: "In diesem Zusammenhang sei angemerkt, dass lehrwerksgebundene sowie lehrwerksunabhängige Materialien, die eine adäquate Vorbereitung auf die Überprüfung des Hörverstehens in der ZP10 Englisch versprechen, häufig diesem Anspruch nicht gerecht werden. Sie bilden auditive Kommunikationssituationen, wie sie in der anglophonen Lebenswelt vorkommen können, nur sehr eingeschränkt und stark didaktisiert ab" (all translations from this paper into English by the authors).

⁵ Some of these studies include Bieswanger (2012), Schildhauer et al. (2020), Schulte & Schildhauer (2020), and Syrbe & Rose (2018).

for their A levels (Butzko et al., 2015), revealed that the book does not use many audio files in general and that most of these files employ speakers of RP and GA (see Fig. 1).

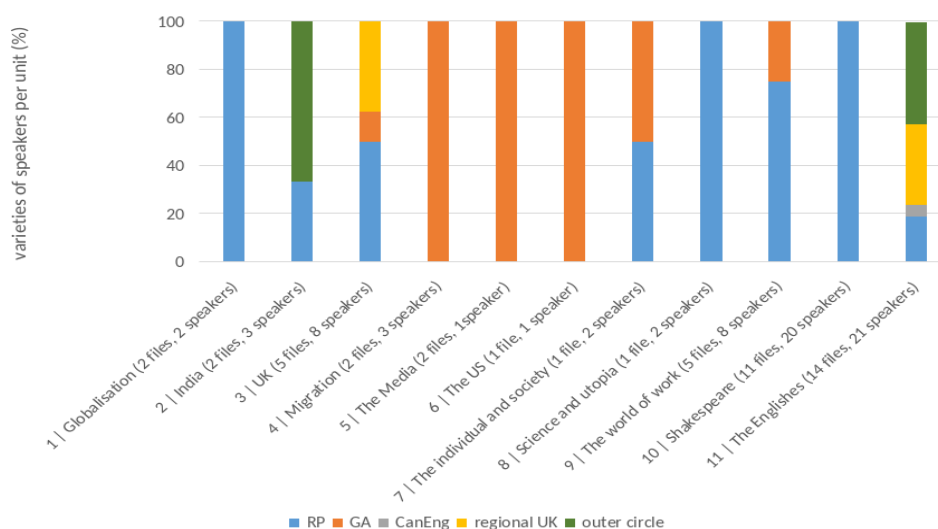


Figure 1: Varieties of English audible in audio files per unit in *Green Line Oberstufe* (reproduced from Schulte & Schildhauer, 2020)

A closer look reveals that audio files employed to practice several telephoning situations in the section “The World of Work” (see Fig. 2), for instance, exclusively represent RP speakers that speak very slowly, the only comprehension challenge being some background noises of a call centre.

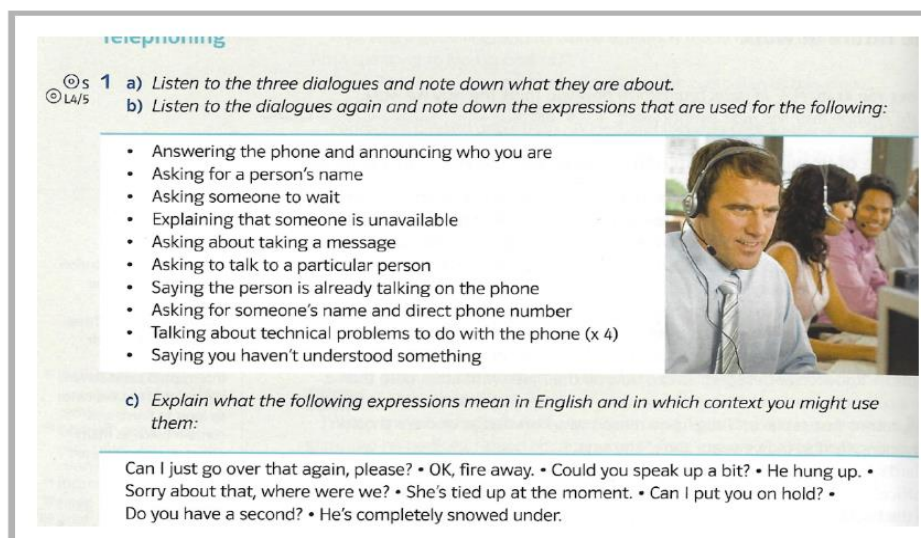


Figure 2: Listening section from the chapter “The World of Work” (Butzko et al., 2015, p. 222)

Overall, only two chapters offer some examples of regional varieties, most of which are clustered in the advanced section of the final chapter (titled “The Englishes”).

More recent editions of textbooks appear to display a higher diversity of Englishes in their audio files (Schildhauer et al., 2020). Moreover, Scheiwe’s (2022) acoustic analysis of the representation of Australian English in *English G Access 5* and *Green Line 5* revealed that the audio files in both books displayed not only features of General Australian

English, but also of Broad Australian English and even included intra-speaker variation to some degree.

The results of these studies are relevant because textbooks play the prominent role of a guiding medium in English language teaching (McKay, 2012), and are sometimes even used exclusively and in a ‘to-the-letter fashion’ (Möller, 2016). In terms of Authentic Englishes, textbooks translate whatever “wiggly room the curriculum [of the respective German state] provides” (Bieswanger, 2022, p. 118) into classroom practice. While some promising tendencies can be detected, much still has to be done to meet “the needs of twenty-first century learners of English” (Bieswanger, 2022, p. 118).

However, there is a strong correlation between regional and social language variation also outside the classroom, as “the higher a person is on the social scale, the less regionally marked will be his or her accent, and the less it is likely to differ from RP” (Hughes et al., 2012, p. 10). This frequently leads to a number of stereotyped negative attitudes towards some regionally and socially marked accents and dialects (see Beal, 2006, for details) and to people being “judged on capabilities ranging from innate intelligence to employability and on personal attributes ranging from sincerity to morality based solely on the perception of social differences in language” (Wolfram, 2004, p. 59). This principle of linguistic inferiority hence has serious real-life consequences for speakers of non-RP, working class, and ethnic accents or dialects and may seriously impede their opportunities for success in life. The non-representation of these non-standard dialects in English learner textbooks not only disempowers learners to understand the majority of the English-speaking world – as only a minute fraction actually speaks RP or GA, for that matter. More importantly, however, it reinforces negative attitudes and stereotypes and solidifies the principle of linguistic inferiority.

This situation leads to a pronounced responsibility of teacher education at university level in the field of Authentic Englishes: We can assume that students currently pass their A-levels without much training, knowledge, and favourable attitudes in this area. Therefore, universities have to fill these gaps in the hope that a new generation of teachers emerges that is capable of preparing their learners for the sociolinguistic reality of the twenty-first century. What is more, university education first has to foster language competences (in particular: listening comprehension) that allows the students to deal with Authentic Englishes on university level and acquire the knowledge (and attitudes) they will need as prospective teachers.

3 Authentic Englishes.nrw

The Authentic Englishes.nrw project comes in at precisely the above-mentioned point, with material that is created for lecturers and students of English at university level. Researchers at the Universities of Bielefeld, Münster, and Paderborn are developing innovative and interactive teaching and learning material by using authentic English language material from several varieties of English. While samples and descriptions of RP and GA are part of the material, the project explicitly refrains from perpetuating a standard language ideology, dealing with the different varieties as fundamentally equal and rejecting the idea of certain varieties being ‘substandard’ or inferior to others. In addition to the two already mentioned varieties, Authentic Englishes.nrw materials also include Scottish English, African American English, Nigerian English, and South African English(es) as well as some more general introduction to World Englishes.

Within the limits set by certain licensing restrictions (see below), the audio and video files used for the Authentic Englishes.nrw project are collected from a wide range of different sources. Besides speakers of different varieties reading the text “Please call Stella” (collected from the Speech Accent Archive⁶), the project features many genres

⁶ Cf. <http://accent.gmu.edu/index.php> (last access 21.04.2023).

that approximate more natural contexts of language in use from sociolinguistic interviews (e.g. taken from the Corpus of Regional African American Language, COORAL⁷) over documentaries to face-to-face interactions (e.g. taken from the Santa Barbara Corpus of American English,⁸ the Nigeria component of the International Corpus of English⁹ and others). The face-to-face interactions, in particular, feature the aspects of authentic language use such as repetitions, false starts and so on which the QUA-LiS report quoted above recommends to include in teaching material. This is due to the fact that – other than the staged textbook ‘interactions’ described above – the face-to-face interactions used in the Authentic Englishes.nrw materials are not scripted (and even sociolinguistic interviews are only semi-scripted as they are based on an interview guideline). Thus, the project corpus does not only broaden the range of varieties but also of genres that students encounter in comparison with the textbooks analysed above, with many of the project samples mirroring or at least approximating naturally occurring talk-in-interaction.

The finished material will eventually be published as OER with a Creative Commons (CC) license. It will be available for download and reuse from the platform ORCA.nrw, which is a project funded by the federal government of North Rhine-Westphalia and managed by the Digitale Hochschule NRW (DH.NRW). By using a CC license and publishing the content on an OER platform, the Authentic Englishes.nrw project is trying to ensure that the materials can be used in a sustainable way while being as accessible and user-friendly as possible. They also allow for modification and adaptation to fill the specific requirements individual lecturers might have when using them to teach varieties of English. It does, however, come with certain restrictions when creating material, especially in regards to the availability of authentic audio material. Every audio file used in OER content needs to be free of any copyrights, which unfortunately is not always easy to find. This is also the main reason for the choice of those specific varieties over others.

The focus of the project is on the three areas of competence that are essential for future teachers with regard to the core curriculum in schools and that promote their knowledge of varieties in general: ‘Understand’, ‘Describe’, and ‘Teach’ (see Fig. 3).

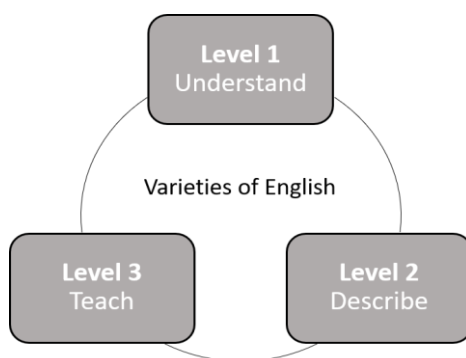


Figure 3: Basic structure of the project Authentic Englishes.nrw

Materials on Level 1, ‘Understand,’ aim at introducing and familiarising learners to what a particular variety of English sounds like. Longer stretches of speech of the respective variety combined with questions on the audio files’ contents help students hone their global and detailed listening skills, while always giving them the opportunity to read along in a transcript. Whenever possible, audio-visual texts (in this case YouTube videos) are used as they can offer additional visual clues that help with comprehension and are closer to real-life situations of encountering speech than audio-only texts (cf. Schildhauer et al., 2022). Furthermore, the audio(-visual) materials used for these activities fall in one of three categories based on their difficulty – basic, intermediate, and advanced.

⁷ Cf. <https://oraal.uoregon.edu/coraal> (last access 21.04.2023).

⁸ Cf. <https://www.linguistics.ucsb.edu/research/santa-barbara-corpus> (last access 21.04.2023).

⁹ Cf. <https://sourceforge.net/projects/ice-nigeria/> (last access 21.04.2023).

To categorise the audio files, features such as volume, speech rate, overlaps, and quality of the recording are considered.

Materials that are created for Level 2, ‘Describe’, focus on the linguistic description of the English variety in question. Aspects of the respective variety’s phonology, grammar, and lexis are presented and accompanied by sound files of speakers’ actual realisations of these features. As not every single feature can be covered this way, Authentic Englishes.nrw chose the most salient features for each variety as described in the relevant literature (e.g. Kachru et al., 2006; Kortmann & Lunkenheimer, 2012; Kortmann & Schneider, 2008). Naturally, the representation of features in the material collection depends on the availability of suitable audio material. This limitation is also explained in the material and users are made aware that there are more features than the ones presented in the units (see Fig. 4). Interactive tasks and activities are used to connect learners’ previous knowledge with the input and to show whether they are able to apprehend the new information (see Fig. 5 on the next page).



1. Before we start...

The features presented here are merely a selection and not meant to be all-inclusive. Bear in mind that language is an ever-changing system and that not all speakers of a particular variety speak the same and that even the same speaker might use various pronunciations for one word or phenomenon.

However, the phenomena presented here are the ones that have been researched by scholars focusing on varieties of English.



Figure 4: Disclaimer at the beginning of a ‘Describe’ unit

On the third level, ‘Teach’, materials include ideas on how to include the present material into lessons as well as how to develop one’s own teaching material on varieties of English. Focus areas on this level are introducing learners to the process of researching materials and audio files in different databases and corpora, the assessment of the difficulty level of audio files, suggestions for lessons and contents, and tools for the presentation of their content.

When creating their own material, lecturers and future teachers alike should refrain from perpetuating a standard language ideology or reinforcing the principle of linguistic inferiority. The Authentic Englishes.nrw material tries to lead by example: Descriptions of varieties and their features are kept neutral and comparisons to RP and GA are kept to a minimum. Phrases like “speakers of this variety fail to produce the th-sound” are avoided, as well as descriptions of particular sounds or constructions as “peculiar” or “strange” (see Fig. 5 and Fig. 6 for some of the specific wording that is used in the materials). Instead, the material emphasises the differences between the varieties without any kind of judgment.

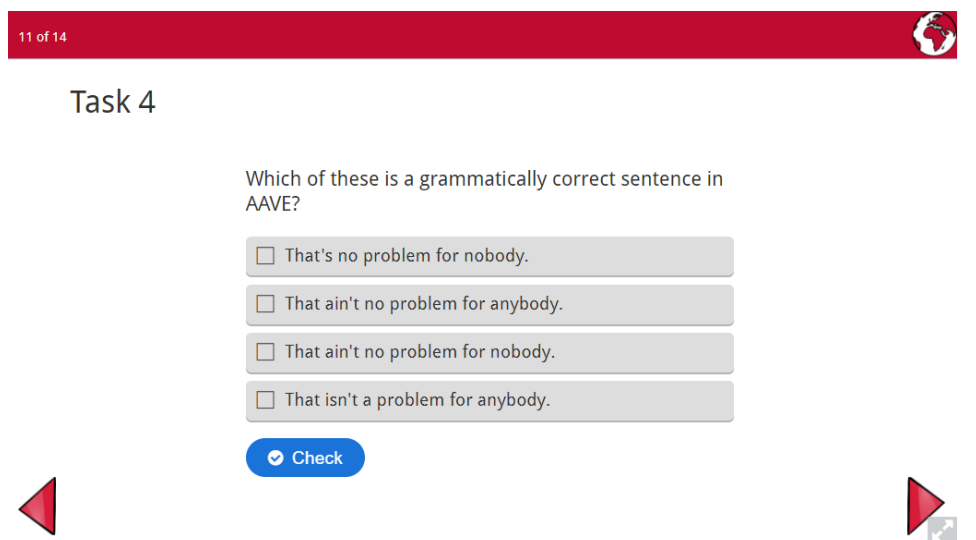


Figure 5: Example interactive task from a ‘Describe’ unit

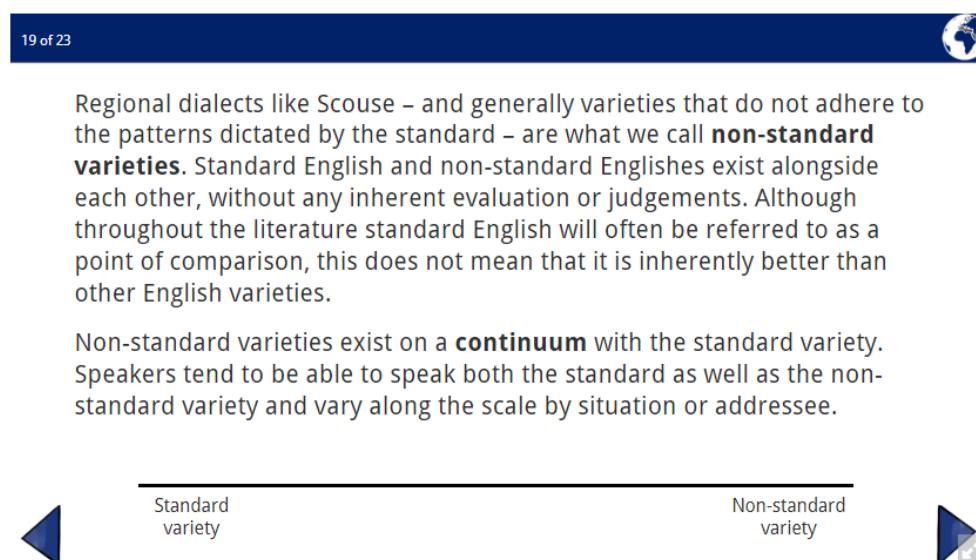


Figure 6: Information on non-standard varieties

4 Conclusion and outlook

Authentic Englishes.nrw addresses a number of gaps in English language teaching as outlined in the introduction. It adds hitherto largely disregarded varieties of English to the otherwise rather small range of varieties represented in educational contexts. It furthermore includes aspects of the sociolinguistic reality in which English is used in the twenty-first century and it is closely connected to recent linguistic research and descriptions, such as the World Englishes paradigm. Finally, the project provides materials that meet the demands for students to receive listening comprehension competences of different global and local varieties of English in a wide range of communicative genres as well as to help them develop a linguistic understanding of and positive attitudes towards the diversity of Englishes as well as further teaching material for their own use.

For prospective teachers, these materials can literally open up *New Horizons*: They provide a starting point for going beyond staged textbook readings featuring RP and GA

speakers to including a variety of speakers from different backgrounds featured in a diversity of genres, some of which make it possible to study truly authentic talk-in-interaction in the language classroom. Prospective teachers are not alone in that endeavour: Teaching concepts of how Authentic Englishes can become part of everyday English lessons are just being developed (e.g. König et al., 2023). Thus, an extended linguistic canon emerges with which English learners can be prepared adequately for the sociolinguistic reality of the twenty-first century.

References

- Beal, J.C. (2006). *Language and Region*. Routledge.
- Bieswanger, M. (2012). Varieties of English in the Curriculum. In A. Schröder, U. Busse & R. Schneider (Eds.), *Codification, Canons, and Curricula. Description and Prescription in Language and Literature* (pp. 359–371). Aisthesis.
- Bieswanger, M. (2022). Global Englishes in ELT and Teacher Education in Bavaria – Progress and Missed Opportunities. In M. Callies, S. Hehner, P. Meer & M. Westphal (Eds.), *Glocalising Teaching English as an International Language. New Perspectives for Teaching and Teacher Education in Germany* (pp. 104–120). Routledge. <https://doi.org/10.4324/9781003090106-9>
- Butzko, E., Carleton-Gertsch, L., Dennis, P., Eichler, K., Kaminski, C., Karabulut, N., Klose, H., Krieger, S., Piotrowiak, G., Rogge, M. & Tepe, T. (2015). *Green Line Oberstufe*. Klett.
- Callies, M., Hehner, S., Meer, P. & Westphal, M. (2022). Introduction. In M. Callies, S. Hehner, P. Meer & M. Westphal (Eds.), *Glocalising Teaching English as an International Language. New Perspectives for Teaching and Teacher Education in Germany* (pp. 1–6). Routledge. <https://doi.org/10.4324/9781003090106>
- Cheshire, J. & Milroy, J. (1993). Syntactic Variation in Non-Standard Dialects: Background Issues. In J. Milroy & L. Milroy (Eds.), *Real English. The Grammar of English Dialects in the British Isles* (pp. 3–33). Longman.
- Galloway, N. & Rose, H. (2015). *Introducing Global Englishes*. Routledge. <https://doi.org/10.4324/9781315734347>
- Hughes, A., Trudgill, P. & Watt, D. (2012). *English Accents and Dialects*. Hodder Education. <https://doi.org/10.4324/9780203784440>
- Kachru, B.B. (1985). Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle. In R. Quirk & H.G. Widdowson (Eds.), *English in the World: Teaching and Learning the Language and Literatures*. (pp. 11–30). Cambridge University Press.
- Kachru, B.B., Kachru, Y. & Nelson, C.L. (Eds.). (2006). *The Handbook of World Englishes*. Blackwell.
- König, L., Römhild, R. & Schildhauer, P. (Eds.). (2023). Global Englishes Language Teaching: Language Variation in Cultural Contexts. *Der fremdsprachliche Unterricht Englisch, 183*.
- Kortmann, B. & Lunkenheimer, K. (2012). *The Mouton World Atlas of Variation in English*. De Gruyter Mouton. <https://doi.org/10.1515/9783110280128>
- Kortmann, B. & Schneider, E. (2008). *A Handbook of Varieties of English: A Multimedia Reference Tool*. De Gruyter Mouton.
- Matsuda, A. & Matsuda, P.K. (2018). Teaching English as an International Language. A WE-Informed Paradigm for English Language Teaching. In E.L. Low & A. Pakir (Eds.), *World Englishes: Changing Paradigms* (pp. 64–77). Routledge.
- McArthur, T. (1998). *The English Languages*. Cambridge University Press. <https://doi.org/10.1017/9780511621048>
- McKay, S.L. (2012). Teaching Materials for English as an International Language. In A. Matsuda (Ed.), *Principles and Practices of Teaching English as an International*

- Language* (pp. 70–83). Multilingual Matters. <https://doi.org/10.21832/9781847697042-007>
- Möller, S. (2016). Sourcebook Rather Than Coursebook. Lernerorientiert mit dem Lehrwerk arbeiten. *Der fremdsprachliche Unterricht Englisch*, 50 (143), 12–18.
- QUA-LiS NRW – Qualitäts- und UnterstützungsAgentur – Landesinstitut für Schule Nordrhein-Westfalen. (2017). *Fachdidaktische Rückmeldung zu den zentralen Prüfungen am Ende der Klasse 10 (ZP10) im Fach Englisch*. https://www.schulentwicklung.nrw.de/cms/upload/Faecher_Seiten/englisch/E17_Fachdidaktische_Rueckmeldung.pdf
- Rose, H. & Galloway, N. (2019). *Global Englishes for Language Teaching*. Cambridge University Press. <https://doi.org/10.1017/9781316678343>
- Rose, H., Syrbe, M., Montakantiwong, A. & Funada, N. (2020). *Global TESOL for the 21st Century: Teaching English in a Changing World*. Multilingual Matters. <https://doi.org/10.21832/9781788928199>
- Scheiwe, L. (2022). Evaluating Accents of English in ELT Textbooks Used at German Secondary Schools. *Anglistik*, 33 (2), 61–75. <https://doi.org/10.33675/ANGL/2022/2/8>
- Schildhauer, P., Schulte, M. & Zehne, C. (2020). Global Englishes in the Classroom: From Theory to Practice. *PFLB – PraxisForschungLehrer*innenBildung*, 2 (4: Standards – Margins – New Horizons: Teaching Language and Literature in the 21st Century, ed. by P. Schildhauer, J. Sauer & A. Schröder), 26–40. <https://doi.org/10.4119/pflb-3435>
- Schildhauer, P., Zehne, C. & Schulte, M. (2022). Encountering Global Englishes in the ELT Classroom through Audio-Visual Texts: The Example of TED Talks. In M. Callies, S. Hehner, P. Meer & M. Westphal (Eds.), *Glocalising Teaching English as an International Language. New Perspectives for Teaching and Teacher Education in Germany* (pp. 198–214). Routledge. <https://doi.org/10.4324/9781003090106-15>
- Schulte, M. & Schildhauer, P. (2020). Teaching World Englishes with Films. In J. Andres, B. Rozema & A. Schröder (Eds.), *(Dis-)Harmony: Amplifying Voices in Polyphone Cultural Productions* (pp. 167–183). Aisthesis.
- Syrbe, M. & Rose, H. (2018). An Evaluation of the Global Orientation of English Textbooks in Germany. *Innovation in Language Learning and Teaching*, 12 (2), 152–163. <https://doi.org/10.1080/17501229.2015.1120736>
- Wolfram, W. (2004). Social Varieties of American English. In E. Finegan & J.R. Rickford (Eds.), *Language in the U.S.A.: Themes for the 21st Century* (pp. 58–75). Cambridge University Press. <https://doi.org/10.1017/CBO9780511809880.006>

Information on the article

Citation:

Rolletschke, D., Schildhauer, P. & Schröder, A. (2023). Authentic Englishes.nrw. Understanding, Describing, and Teaching Varieties of English. *PFLB – PraxisForschungLehrer*innenBildung*, 5 (3), 206–215. <https://doi.org/10.11576/pflb-6315>

Online accessible: 05.06.2023

ISSN: 2629-5628



Dieser Artikel ist freigegeben unter der Creative-Commons-Lizenz CC BY-SA 4.0 (Weitergabe unter gleichen Bedingungen). Diese Lizenz gilt nur für das Originalmaterial. Alle gekennzeichneten Fremdinhalte (z.B. Abbildungen, Fotos, Tabellen, Zitate etc.) sind von der CC-Lizenz ausgenommen. Für deren Wiederverwendung ist es ggf. erforderlich, weitere Nutzungsgenehmigungen beim jeweiligen Rechteinhaber einzuholen. <https://creativecommons.org/licenses/by-sa/4.0/de/legalcode>