

Abstract

Textbooks count as primary input sources (Ellis, 1992) but ‘have necessarily limited scope’ (Allwright, 1981:9). Two prominent examples of their limited scope are how global ELT textbooks are culturally appropriate to users of materials and their language use in a wide range of contexts (Gray, 2010) and how linguacultural presentation of ELT materials reflects actual language use (Gilmore, 2004). To take both forward from global perspective of pedagogy, Yu (in press) analyses global ELT textbooks, and the results demonstrate how NS linguacultural presentation is reproduced and reinforced in ELT material as a major input source and how textbook-based classroom practice in turn reinforces NS-based representation.

Thornbury (2013) proposes abandoning, interrogating, and/or replacing the available ELT materials to resist cited NS-based linguacultural presentation and input. However, “textbook-independent” teaching is not widely-accepted yet among ELT professionals (Harmer, 2007). Kirkpatrick (2007) explains how unavailability of ELF-informed teaching materials influences the practicality of implementing ELF approach to teaching. Therefore, it seems currently unrealistic for ELT professionals to completely abandon NS-based materials and/or anticipate ELF-tailored books available and suitable for replacement. Teaching based on NS-oriented textbooks is still common in myriad of teaching contexts and the continuation of this appears inevitable.

Hence, implementing ELF-informed classroom practice seems infeasible unless teachers constantly evaluate and adapt available NS-dominant materials from ELF perspective in order to reflect actual language use. This paper first delineates how ELT professionals assess textbooks inside classrooms to explore their awareness of NS-relevant input from textbooks. Then, this paper exemplifies teacher's decisions to maintain the status quo or resist NS-based input via adopting or adapting textbooks and discusses above-mentioned teaching practices from ELF perspective. Lastly, ELF-informed teaching is reconceptualised, comparing NS-based teaching via materials with classroom incidents of critical resistance to NS-based teaching and materials.