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## Evaluating Accents of English in ELT Textbooks Used at German Secondary Schools

### 1. Introduction

Do English Language Teaching (ELT) materials expose learners to different varieties of English? While the apparent general consensus among scholars is that ELT materials should include more variation – and, more specifically, more different varieties of English – there has been little focus on the representation of individual varieties, and variation within these varieties, in these materials. To address this, the present study examines accents of English via an acoustic analysis of ELT textbook audio materials used at German secondary schools.

The spread of English across the world has resulted in the development of many different dialectal varieties, which themselves also display a range of variation on different linguistic levels. Many of these varieties have been codified and have developed a local standard variety that is used in formal contexts (Holmes and Wilson 2017, 85). The more formal the situation, the more standard pronunciations tend to occur; which means that, conversely, the less formal the situation, the more vernacular pronunciations tend to occur. Moreover, varieties also vary on an inter-speaker and intra-speaker level (2017, 271).

Several researchers have argued that the sociolinguistic reality of the English language should be reflected in ELT and that learners should be made aware of language variation (cf. Bieswanger 2012, 362; Galloway and Rose 2015, 205; Matsuda 2013, 686; Matsuda and Matsuda 2018, 67). Learners need to be aware of the fact that English is not a monolithic entity. A study by Sadeghpour and Sharifian (2019) has shown that teachers raise learners' awareness of the diversity of English by exposing learners to different accents of English. Exposure to and familiarity with World Englishes contributes to higher perceived comprehensibility in learners (Matsuura et al. 1999). These results have been corroborated by Sung (2016), as the perceived advantages of being exposed to different accents of English include easier accommodation to and understanding of interlocutors with a different L1.

Traditionally, however, standard varieties of English from the Inner Circle (Kachru 1985), and British and American English in particular, serve as language models in ELT (Bhowmik 2015, 144; Matsuda and Matsuda 2018, 66). There are several, often practical, reasons for this focus on Inner Circle varieties. On the one hand, they enjoy a lot of prestige and are often seen as "legitimate" (Galloway and Rose 2015, 204). On the other hand, British and American English are codified varieties (Sergeant 2012, 67); therefore, grammars and dictionaries are available for these varieties, as well as prescriptive pronunciation norms (Hickey 2012, 2). Thus, important stakeholders such as students, teachers, teacher educators and parents often expect these varieties to be used as language models and target norms in the English language classroom (Bayyurt

2018, 413). This naturally leads to a high availability of teaching materials focusing on these varieties of English (Matsuda and Friedrich 2012, 22).

Previous textbook studies on the inclusion of different English varieties have corroborated the evidence for this emphasis on Inner Circle varieties. In addition to there being a strong focus on these varieties in textbooks (Matsuda 2002), standard British and American English are often explicitly referred to, and are used as language models (Syrbe and Rose 2018; Vettorel and Lopriore 2013). With regard to audio materials, the reference accents of standard British and American English (Received Pronunciation, or RP, and General American respectively) are mainly used in audio materials for textbooks (Schulte and Schildhauer 2020). However, some textbooks are gradually increasing the diversity of Englishes in their audio materials (Schildhauer et al. 2020).

In general, previous research has mostly focused on whether different varieties of English are included in ELT textbooks and their respective audio materials. The depiction of different varieties in the audio materials of textbooks has not yet been analysed to any great extent. A more detailed linguistic analysis of the varieties present in ELT textbooks can help fill this gap.

In this research, I will analyse how the Australian English accent is represented in the audio materials of two German ELT textbooks used in North Rhine-Westphalia, *English G Access 5* and *Green Line 5*. To show this, I will acoustically analyse three features of Australian English: the diphthongs FACE, PRICE, and MOUTH. The working assumption is that the textbook audio materials largely display common Australian English pronunciation variants, and that they also include inter- and intra-speaker variation, i.e. do not depict Australian English as a static standard.

## 2. Australian English

Australian English is a variety of English that is spoken by speakers who were either born in Australia or who immigrated at an early age (Harrington, Cox, and Evans 1997, 155). While Australian English also exhibits a number of unique morphosyntactic and lexical features that set it apart from other varieties of English, this paper focuses on phonological features of Australian English. Three major dialect subgroups exist within Australian English: Standard Australian English, Australian Aboriginal Englishes, and Ethnocultural Australian English (Cox and Fletcher 2017, 11; 12). This paper focuses on phonetic features of Standard Australian English, which is spoken by the majority of Australian English speakers (Cox 2008, 332).

The Standard Australian English accent displays a social variation along a continuum ranging from Cultivated Australian English over General Australian English to Broad Australian English, with Broad Australian English being the most marked form of Standard Australian English (Collins and Blair 2001, 2; Harrington, Cox, and Evans 1997, 156). Nevertheless, these social variants of Standard Australian English "should not be considered discrete entities as they display considerable phonetic overlap" (Harrington, Cox, and Evans 1997, 156). Several studies (cf. Blair 1993; Harrington, Cox, and Evans 1997; Horvath 1985; 2008) have shown that there is a trend toward General Australian English, with speakers declining in the other two categories.

Despite this trend toward General Australian English, Broad Australian is becoming more socially acceptable, with more speakers falling somewhere between General and Broad Australian English (Bradley and Bradley 2001, 275). Overall, about a third of Australian English speakers can be considered speaking Broad Australian English (Horvath 2008, 89). Therefore, both, General Australian English and Broad Australian English will be considered in this paper.

The phonetic description of vowels in this section follows the system of Harrington, Cox, and Evans (1997), which "adheres to the IPA principle of selecting symbols to represent phonemes that correspond to the closest IPA cardinal vowel" (Cox and Fletcher 2017, 64). Several acoustic studies (cf. Butcher 2006; Cox 2006) confirm that this set of phonemes accurately reflects Standard Australian English vowels.

The three Standard Australian English diphthongs FACE, PRICE, and MOUTH are among the salient features that distinguish this variety of English from other varieties (Cox 2008, 329; Cox and Palethorpe 2012, 297; Schneider 2011, 121). The diphthongs FACE and MOUTH have an open front to open central first target starting between the cardinal vowels [æ] and [a] in General Australian English. FACE is a front rising diphthong with the glide moving toward [ɪ]. Thus, FACE can be transcribed as /æɪ/. MOUTH is a back rising diphthong with the glide moving toward the cardinal vowel [ɔ]. The diphthong MOUTH can be transcribed as /æɔ/. PRICE has an open back onset starting close to the cardinal vowel [ɑ] and a front rising glide moving toward the cardinal vowel [e]. PRICE can be transcribed as /æe/ (Cox 2008, 331). With regard to the second element in diphthongs, it should be noted that the second element is often not quite reached, not even in citation-form speech (Harrington, Cox, and Evans 1997, 174).

The major accent differences between General Australian and Broad Australian vowels can be observed in the diphthongs PRICE and MOUTH (1997, 179). Broad Australian English PRICE has a raised and backed first target compared to General Australian English (1997, 171). Thus, the first target in Broad Australian English PRICE has a rather open-mid back quality, compared to an open back first target in General Australian English. Broad Australian English MOUTH has a raised first target, resulting in a rather open-mid front first target (1997, 171), compared to an open front first target in General Australian English. As there is no distinction between General Australian and Broad Australian FACE, this diphthong will only be considered in the General Australian English variant.

### 3. Methodology

The following section outlines the data and methodology applied in this study.

#### 3.1 Data Selection

Two long-established state-approved textbooks used at secondary schools (Gymnasium) in North Rhine-Westphalia, *Green Line 5* (Weisshaar 2018) and *English G Access 5* (Rademacher 2017), were selected for the analysis. From both textbooks, audio samples from a unit on Australia were analysed. The third state-approved textbook, *Camden Town 5* (Claussen et al. 2016), did not include a unit on Australia.

Speech data from 13 textbook speakers was collected for this study. The speakers were selected if it was (i) either stated that they were from Australia, or (ii) where the context strongly indicated these speakers were Australian, for example a talk show host of an Australian TV show. Overall, 36 minutes of audio data from 13 different audio tracks and all available speakers from both textbooks were analysed. The speakers were coded according to their gender and numbered according to the order of their first appearance in the audio materials and the textbook they were taken from. Speakers from *English G Access 5* were coded first, and speakers from *Green Line 5* were coded second. Five male speakers and one female speaker from *English G Access 5* were analysed and were coded as speakers M1E5, M2E5, M3E5, M4E5, M5E5, and F1E5. The first letter in the code indicates the speaker's gender: male (M) or female (F). The number that follows is the running number counting through all male or female speakers respectively from both textbooks. The next two characters indicate the textbook: E5 for English G Access 5, and G5 for *Green Line 5*. Four male speakers and three female speakers were analysed from *Green Line 5* and were coded as M6G5, M7G5, M8G5, M9G5, F2G5, F3G5, and F4G5. Table 1 indicates the audio tracks analysed for each speaker. For most speakers, all available audio tracks were analysed. For speakers marked with an asterisk, one or two more audio tracks were available, but were not yet analysed at the time of writing. One audio track from *Green Line 5* was excluded as the background noise in the recording was too loud to conduct an acoustic analysis.

Textbook	Speakers	Audio Tracks
English G Access 5	F1E5	3, 5
	M1E5	2
	M2E5	3, 5
	M3E5	3, 4, 5
	M4E5	6
	M5E5	11, 12
Green Line 5 (CD1)	F2G5	10, 19
	F3G5*	10, 13
	F4G5	14
	M6G5*	3
	M7G5	4
	M8G5	10, 13
	M9G5*	10, 19

Table 1: Overview of audio tracks analysed per speaker.

For each speaker, their pronunciation of the diphthongs FACE, PRICE, and MOUTH was analysed. The total number of vowel tokens that were analysed per speaker is given in Figure 1 below. The rather low number of tokens per speaker in some instances was due to the limited source material. For each speaker, all available tokens in the audio tracks listed in Table 1 above were analysed.

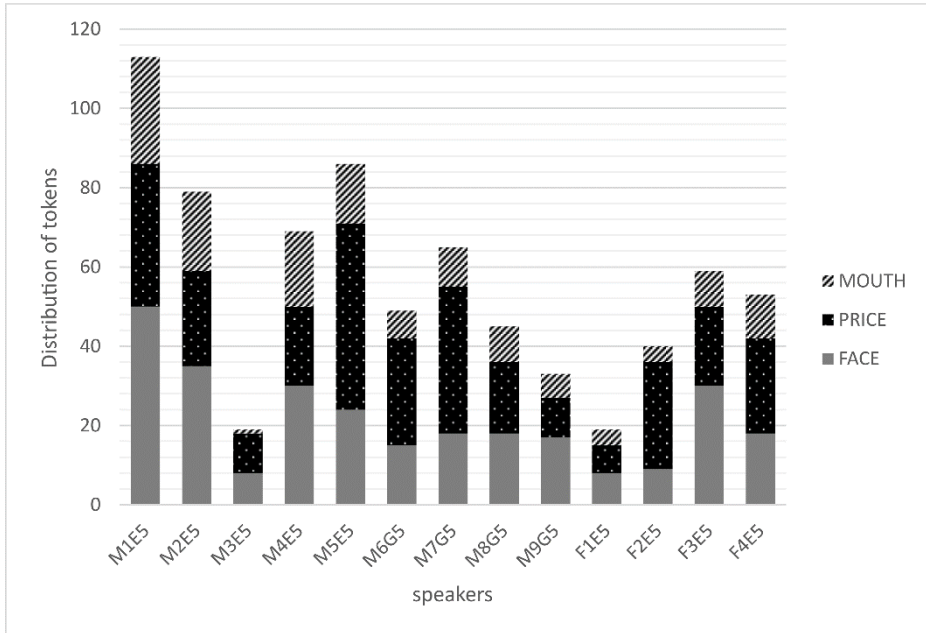


Figure 1: Distribution of vowel tokens per speaker.

### 3.2 Data analysis

The speech data was analysed acoustically using Praat to determine the acoustic properties of the speech signal. For the vowels, the first three formants (F1, F2, and F3) were tracked using Praat's automatic LPC formant analysis (for a more detailed explanation see Ladefoged and Johnson 2011). The validity of this automatic analysis was corroborated with a visual inspection of the spectrogram as reported in Thomas (2011, 48). For male speakers, the maximum number of formants was set to 5,000 Hz and for female speakers this value was adjusted to 5,500 Hz (Boersma 2020). One acoustic vowel target was marked in monophthongs and two targets in diphthongs. The vowels were segmented by hand according to spectrographic cues: the automated formant tracks, which are visualised in Praat, were used to identify the vowel boundaries. The vowel target for monophthongs was measured at the midpoint of the vowel and the two vowel targets for diphthongs were measured at 25% and 75% into the vowel (Rosner and Pickering 1994, 11; 79; Thomas 2011, 151; 152). The Hz values were reported without decimals. F1 and F2 were analysed for each vowel as F1 is related to vowel height and F2 corresponds to vowel backness (Harrington 2010, 84). Open vowels have a higher F1 value than close vowels, and front vowels have a higher F2 value than back vowels.

For each individual speaker, average vowel tokens were plotted in a scatterplot according to the first and second formants, with decreasing F1 on the y-axis and decreasing F2 on the x-axis. When all of a speaker's vowels are plotted in this manner, the F1x F2 plane resembles the traditional auditory vowel quadrilateral. To create

speaker-individual vowel spaces, up to five tokens of all monophthongs were analysed additionally per speaker. Due to the nature of the source material, not all monophthongs were always available for all speakers. However, enough tokens of those vowels needed to create a speaker's vowel space were available. Averaged diphthong trajectories from the first to the second vowel target were superimposed onto each speaker's monophthongal vowel space.

For a description of the articulatory properties of the first targets of the three diphthongs under discussion, the articulatory dimensions of vowel height, as well as the front/back distinction were established for each speaker's vowel spaces. Therefore, each individual speaker's vowel space was divided into three equidistant horizontal parts in order to categorise the first targets of the diphthongs according to the articulatory vowel quality of height. Vowels in the lowest third of the vowel space are therefore open vowels and vowels around the lowest division line are open-mid vowels.

For a categorisation of the vowels according to the front/back dimension of the traditional vowel chart, each speaker's vowel space was divided in the middle to identify front, central, and back vowels. In a traditional vowel quadrilateral, this division is accomplished by connecting the mid points of the two parallel sides of the quadrilateral. Since the acoustic vowel plots generated in this study only vaguely resemble a quadrilateral in some cases, and even resembled a triangle or diamond shape in other cases, this division into front, central, and back was estimated individually for each vowel space.

Based on these categorisations, the first targets of each speaker's averaged diphthongs could be described in articulatory terms based on their position within the speaker's vowel space. These analyses focused on the first targets of FACE, PRICE, and MOUTH only, since the second target of diphthongs are often not attained (Harrington, Cox, and Evans 1997, 174).

The reliability of the results was ensured by conducting these categorisations of the three diphthongs twice, based on each speaker's individual vowel space. These two categorisations were conducted with a big enough time gap in-between to ensure the validity of the results. For ten of the 13 speakers, the results of the first analysis could be corroborated with this re-analysis. For two speakers, the first targets of one diphthong each, FACE and PRICE respectively, varied in vowel height between open and open-mid in these two analyses. For the third speaker, the first target in FACE varied between a front and a central vowel, and MOUTH varied in vowel height between mid and close-mid. These remaining three vowel plots were reanalysed by a second researcher. The results of this re-analysis by a second researcher largely matched the author's second analysis. Only one vowel did not match the author's first or second analysis: the third speaker's MOUTH vowel. In this paper, the author's second analysis of the vowel will be used, but the second researcher's analysis will be considered in the discussion of the results. Nevertheless, a high rate of inter- and intra-judge reliability is given in this research.

The overall categorisations of each speaker's averaged first targets of the diphthongs FACE, PRICE, and MOUTH were then compared to descriptions of General and Broad Australian English to establish in how far the textbook speakers produced typical pronunciation variants of General or Broad Australian English FACE, PRICE, and

MOUTH. It was noted how many speakers display common General or Broad Australian pronunciations of the first targets of the three diphthongs. In a second step, the overall distribution of General or Broad Australian English variants of FACE, PRICE, and MOUTH across all speakers was established.

#### 4. Results

This section presents the findings of the acoustic analyses of Standard Australian English in textbook audio materials used in German secondary schools. The goal is to show how the Standard Australian English accent is presented in these audio materials. To this end, it is first established how many speakers use common Standard Australian English pronunciation variants for the diphthongs FACE, PRICE, and MOUTH. These results are further exemplified with plots and deeper analyses of individual speaker's pronunciation patterns. Following that, the distribution of these common pronunciation variants across speakers is more closely analysed. After considering these common pronunciation variants, further individual pronunciation variants of the three diphthongs as produced by the textbook speakers are discussed.

Common Standard Australian English pronunciation patterns of the first targets in the diphthongs FACE, PRICE, and MOUTH, as described in section 0, include an open front first target for General Australian FACE. As there is no distinct Broad Australian English variant of this diphthong, only the General Australian English pronunciation variant of FACE will be considered here. Like FACE, MOUTH has an open front first target for General Australian English speakers as well, but an open-mid front first target for Broad Australian English speakers. PRICE has an open back first target in General Australian English and an open-mid back first target in Broad Australian English (cf. Butcher 2006; Cox 2006; Cox 2008; Harrington, Cox, and Evans 1997).

	FACE	PRICE	MOUTH
General Australian English	7	9	8
Broad Australian English	-	2	3
Total	7	11	11

Table 2: Total number of speakers depicting either General Australian or Broad Australian English pronunciation patterns of FACE, PRICE, and MOUTH.

Table 2 depicts how many speakers display either General Australian English or Broad Australian English pronunciations in the first targets of FACE, PRICE, and MOUTH. The majority of the 13 textbook speakers have either a General Australian or Broad Australian pronunciation of the first target in the diphthongs PRICE and MOUTH, with a stronger tendency toward the General Australian English pronunciation. Fewer speakers exhibit a typical General Australian English pronunciation of the first target in FACE.

Vowel plots from three different speakers are discussed in greater detail below to further illustrate these results. The speakers M4E5, M5E5, and F2G5 were chosen for this exemplification. Speakers M4E5, M5E5, and F2G5 display various differences found in textbook speakers' vowel spaces. Speakers M4E5, and M5E5 display a degree of variation even within the same articulatory categories. Speaker F2G5 was chosen to

exemplify a vowel space of a speaker with rather Broad Australian English pronunciation patterns.

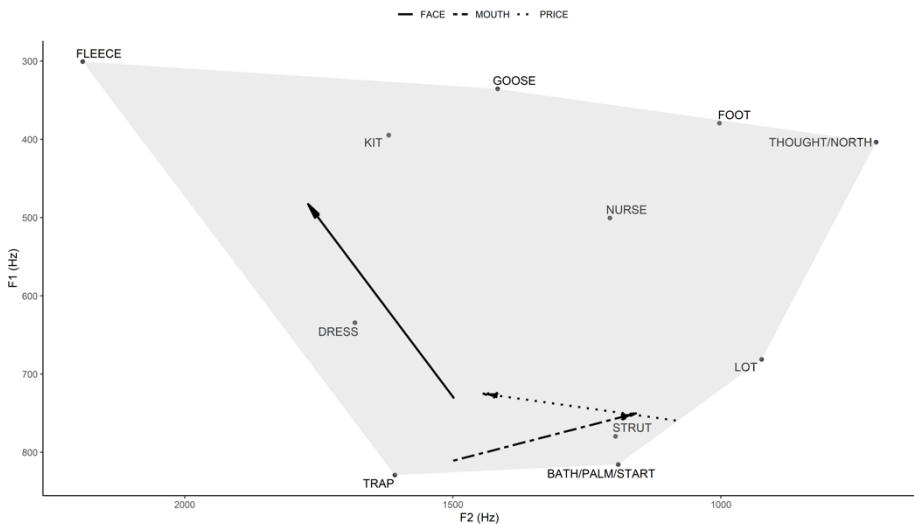


Figure 2: Speaker M4E5's monophthongal vowel space with superimposed averaged trajectories of FACE, PRICE, and MOUTH.

Figure 2 displays speaker M4E5's vowel space with averaged trajectories of the diphthongs FACE, PRICE, and MOUTH superimposed on his monophthongal vowel space. For this speaker, all three diphthongs have a rather open first target since the diphthongs all start in the lower third of this speaker's vowel space. MOUTH has an open front first target with a retracting rising glide. FACE also has an open front first target, even though it is slightly closer compared to MOUTH. PRICE has an open back first target with a fronting rising glide. The first targets of all three diphthongs correspond to typical General Australian pronunciation patterns.

Figure 3 displays speaker M5E5's vowel space with averaged trajectories of the three diphthongs superimposed onto his monophthongal vowel space. This speaker has open first targets in FACE, PRICE, and MOUTH as well, even though all three diphthongs have slightly closer starting points in his vowel space compared to speaker M4E5 above. FACE and MOUTH both have open front first targets, and PRICE has an open back first target. All three diphthongs correspond to typical General Australian pronunciation patterns.



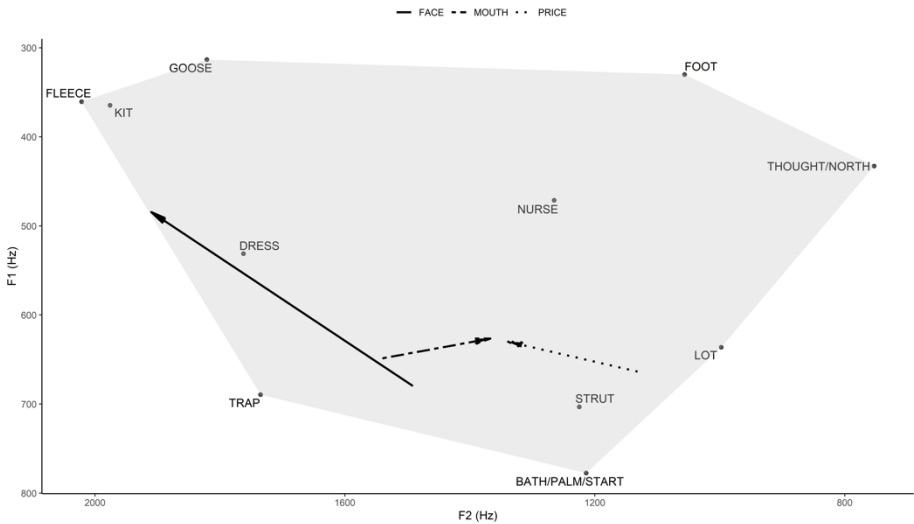


Figure 3: Speaker M5E5's monophthongal vowel space with superimposed averaged trajectories of FACE, PRICE, and MOUTH.

As can be seen in Figure 4, speaker F2G5's vowel space rather resembles a diamond shape, than the traditional quadrilateral. For this speaker, the vowels FACE, PRICE, and MOUTH all have open-mid first targets. FACE and MOUTH both have open-mid front first targets, even though the first target in FACE is slightly retracted from the first target in MOUTH. PRICE has an open-mid back first target. Consequently, MOUTH and PRICE both

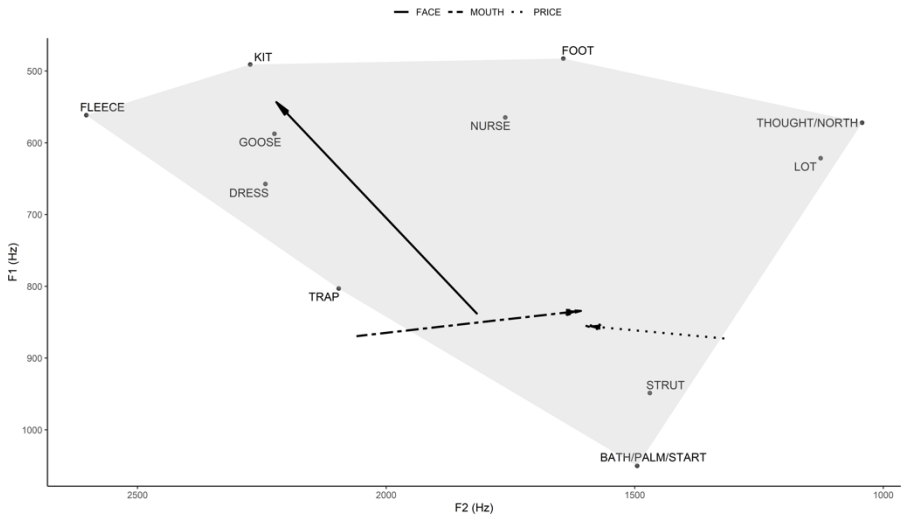


Figure 3: Speaker F2G5's monophthongal vowel space with superimposed averaged trajectories of FACE, PRICE, and MOUTH.

correspond to a Broad Australian pronunciation. FACE, however, does not correspond to a typical Broad or General Australian pronunciation.

Speakers	General Australian English			Broad Australian English		
	FACE	PRICE	MOUTH	FACE	PRICE	MOUTH
M1E5	-	✓	✓	-	-	-
M2E5	✓	✓	✓	-	-	-
M3E5	-	-	-	-	-	✓
M4E5	✓	✓	✓	-	-	-
M5E5	✓	✓	✓	-	-	-
M6G5	✓	✓	✓	-	-	-
M7G5	-	✓	✓	-	-	-
M8G5	✓	✓	-	-	-	-
M9G5	-	✓	-	-	-	-
F1E5	✓	✓	✓	-	-	-
F2G5	-	-	-	✓	-	✓
F3G5	-	-	-	✓	-	✓
F4G5	✓	-	✓	-	-	-

Table 3: Distribution of General and Broad Australian variants of FACE, PRICE, and MOUTH across all textbook speakers.

Table 3 depicts the distribution of General Australian English and Broad Australian English pronunciation variants of the three diphthongs FACE, PRICE, and MOUTH across all 13 textbook speakers. Overall, five speakers have General Australian English pronunciations of all three diphthongs: FACE, PRICE, and MOUTH. Four speakers display a General Australian English pronunciation of only two features. Two of these speakers have a General Australian pronunciation of PRICE and MOUTH. One of these speakers has a General Australian English pronunciation of FACE and MOUTH, and the last speaker has a General Australian Pronunciation of FACE and PRICE. Two speakers display Broad Australian variants for PRICE and MOUTH, and one speaker has a Broad Australian pronunciation in MOUTH. These three speakers do not pronounce the remaining vowels with a General Australian accent.

Apart from these common pronunciation patterns, some speakers also display other pronunciations in the first targets of the diphthongs. In these cases, the speakers neither display a typical General Australian English nor Broad Australian English pronunciation in the first target of one, or more, of the diphthongs FACE, PRICE, and MOUTH.

Most alternative pronunciations of the first target in FACE vary in the vowel height of the first target: two speakers have an open-mid front first target, and two speakers have a mid and front first target for FACE. The remaining two speakers have an open central and open-mid central first target for this diphthong.

Two speakers have varying pronunciation patterns for the first target in PRICE: speaker M3E5 has a mid and back first target in PRICE. This speaker, therefore, has a much closer starting point in the diphthong compared to typical General or Broad Australian English. The remaining speaker, F4G5, has an open central first target in PRICE.

Two speakers also have a different pronunciation of the first target in MOUTH compared to typical General or Broad Australian English pronunciation patterns. Speakers M8G5 and M9G5 both have a mid front first target in MOUTH. The diphthong, therefore, starts much closer for these two speakers compared to the remaining speakers.

## 5. Discussion

The acoustic analyses of the textbook audio materials reveal that all speakers display common Standard Australian English pronunciation patterns at least to some degree. Five speakers display these common pronunciation patterns in all three diphthongs, while the others have either a General Australian or Broad Australian pronunciation in one or two diphthongs. Consequently, these textbook audio materials largely display common Standard Australian English pronunciation features in the diphthongs FACE, PRICE, and MOUTH with a strong tendency toward General Australian English.

Nevertheless, a few speakers also display various other pronunciation patterns for one or two of the diphthongs. In these cases, the speakers display neither common General Australian nor Broad Australian English pronunciation patterns, clearly showing inter- as well as intra-speaker variation within the data: For instance, since the Australian characters in the audio materials use General Australian variants for the diphthongs FACE, PRICE, and MOUTH to different degrees, they display inter-speaker variation. Furthermore, individual speakers do not always stay within either General Australian or Broad Australian English which results in an additional layer of intra-speaker variation. This displays the highly dynamic representation of Australian English in these audio materials.

As was discussed in section 2, General Australian English and Broad Australian English are not discrete entities, and some speakers can be placed somewhere between both variants. This can also be observed in the present data; for example, the speakers represented in Figures 2 and 3 both display open first targets for PRICE and MOUTH, but both diphthongs are slightly less open for speaker M5E5 (in Figure 3) when compared to speaker M4E5 in Figure 2. Thus, speaker M5E5's pronunciation of PRICE and MOUTH can probably be placed somewhere between the open realisation of General Australian English variants and the open-mid realisation of Broad Australian English.

Although the audio materials depict a dynamic picture of the Standard Australian English accent, most speakers still display a General Australian English pronunciation in the diphthongs FACE, PRICE, and MOUTH. This tendency toward a more standard pronunciation is, however, not surprising. Since these audio materials are recorded for the purpose of teaching English as a foreign language, a focus on General Australian English as the dominant accent in Standard Australian English can be expected.

Overall, these results illustrate that the textbook audio materials not only expose students to a new variety of English, Australian English in this case, but also expose students to variation within this variety. As there are no significant differences between both textbooks, the analyses of both audio materials reveal that common Australian English pronunciation patterns are reflected in these audio materials, while also presenting variation within the analysed features. These materials, therefore, contribute

to reflecting the sociolinguistic reality of English by both presenting a (new) variety of English to German learners of English and also including inter- and intra-speaker variation within this accent and therefore presenting Australian English as a dynamic accent and not a static entity.

The present research has shown that such acoustic analyses of textbook audio materials can provide a more detailed view on the depiction of variation in ELT textbooks. While previous research so far mainly focused on whether different varieties are included in textbooks, a linguistic analysis as it is presented in this paper can add a further dimension to the discussion around the inclusion of different varieties in ELT teaching materials by taking a closer look at sociolinguistic variation even within individual varieties.

## 6. Conclusion

The aim of this paper was to analyse how the Australian English accent is represented in the audio materials of two German ELT textbooks used in North Rhine-Westphalia, *English G Access 5* and *Green Line 5*. Acoustic analyses of three accent features of Standard Australian English were conducted with a focus on the diphthongs FACE, PRICE, and MOUTH. The analysis showed that the textbook audio materials largely depict common Standard Australian English pronunciation variants of these three diphthongs. Nevertheless, Standard Australian English is presented as a dynamic accent showing variation not only on the sociolinguistic continuum from General to Broad Australian English, but also on an inter- and intra-speaker level.

In conclusion, this paper demonstrates how linguistic analyses of individual varieties of English present in ELT textbooks can provide further insight into how these varieties – in this case Standard Australian English – are represented in the audio materials of ELT textbooks.

Further research on additional characteristic features of Australian English could provide a more detailed account of the representation of this variety in the textbook audio materials. For instance, the pre-lateral DRESS-TRAP merger (cf. Schmidt et al. 2021), /s/-retraction (cf. Stevens and Harrington 2016), and the vocalisation of dark /l/ (cf. Borowsky 2001) are additional features of Australian English that could be further investigated in these textbook recordings. The presence of these features of Australian English would provide a more detailed account of the representation of this variety of English in the audio recordings of the two textbooks *English G Access 5* and *Green Line 5*.

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