

# **Representations of the English as a Lingua Franca framework: identifying ELF-aware activities in Portuguese and Turkish coursebooks<sup>1</sup>**

Luis Guerra, University of Évora/ULICES, Portugal

Lili Cavalheiro, University of Lisbon/ULICES, Portugal

Ricardo Pereira, Polytechnic Institute of Leiria/ULICES, Portugal

Yavuz Kurt, Boğaziçi University, Turkey

Elifcan Oztekin, Boğaziçi University, Turkey

Ecehan Sonmez-Candan, Boğaziçi University, Turkey

Yasemin Bayyurt, Boğaziçi University, Turkey

## **Abstract**

The international role of English has made it the most taught foreign language in the world. As a result, standard native varieties have thrived as models within the field of English language teaching, particularly Standard British English and Standard American English, and alongside, the cultures associated with them. Although the majority of English language learners are part of Kachru's Expanding Circle, teaching materials have continued to focus on native speaker models, neglecting many of the times other examples of successful communication among nonnative speakers. Bearing this in mind, it is critical that teaching materials take on a more ELF-aware perspective, where intercultural communicative competence and intercultural awareness are fomented. In view of this, a comparative analysis was conducted between coursebooks in Portugal and Turkey. A locally published (LP) and an internationally published (IP) coursebook of the first year of secondary education from each country were analyzed. The aim of this analysis was twofold: to identify the similarities and differences between (1) Portuguese and Turkish EFL coursebooks and (2) LP and IP coursebooks in Portugal and Turkey, as far as an ELF-aware approach is concerned. After comparing the coursebooks and verifying that much can still be done for a more ELF-aware pedagogy, various implications are put forth for the sake of a more critical approach towards materials development.

## **Key words**

ELF-awareness, ELT coursebooks, language varieties, culture in ELT, EFL

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## ELF-awareness in ELT materials

English is increasingly gaining ground as the major language of communication in the world. Therefore, it has attained the status of the most taught and preferred foreign or second language worldwide. This phenomenon is linked to the increasing number of speakers of English who use it as a second or foreign language for vehicular purposes compared to speakers of English as a first language. Consequently, English serves as a lingua franca between speakers of different first languages in most contexts (Seidlhofer, 2011).

Until recently, English language teaching practices around the world have largely remained unaffected by the changes in the status of English as well as the developments in the area of ELF (Seidlhofer, 2001). However, Sifakis (2014) notes that during the last decade developments in the field of English as a lingua franca (ELF) have raised awareness of English language teachers, teacher trainers and other involved parties towards the necessity of thinking about what it means to learn, teach and use a foreign language which no longer has a foreign language status. This should lead the major stakeholders to be more open, critical, inclusive, and reflective towards English Language Teaching (ELT) and ELT materials. Since materials form a central component of ELT practices, they should, therefore, raise awareness towards the consequences of the global spread of English. Hence, ELT materials ought to represent the language as it is used in international contexts where native and nonnative speakers are likely to communicate.

Author Z and Sifakis (2015a, 2015b, 2017) indicate ELF-awareness invokes being critical about the already existing materials and methodologies in ELT. Sifakis et al. (2018) explain ELF awareness as ELT practitioners' critical approach towards their local contexts and making sense of ELF's dynamics to address the needs of their learning and teaching environments, rather than implementing predetermined notions.

The design and content of language teaching materials are important from the perspective of developing learners' intercultural communicative competence (ICC) (Alptekin, 2002). Consequently, ELF-aware ICC and ELF-aware materials development have been documented in various publications aiming at analysing ELT materials in various parts of the world (e.g. Vettorel, 2017, 2018; Vettorel and Lopriore, 2013; Author Y and Author X, 2017, Author X and Author Y, 2019). Suggested practices by scholars regarding ELT materials include appropriate representation of the diversity of uses and users of English and respecting the local culture of the context where the language is taught (McKay, 2012). Since coursebooks and other language teaching materials expect language learners to become successful users of English, they should include examples of effective communication in various contexts. These examples should not only exemplify communication between native (NS) and nonnative speakers (NNS), but also between NNSs (McKay, 2012). In most cases, successful interactions between NNSs are overlooked in ELT coursebooks. When nonnative varieties are addressed in a special chapter or section of coursebooks, teachers tend to believe that the inclusion of different

varieties of English in EFL classrooms is simply introducing these varieties to students superficially as exotic examples.

Nonetheless, a true ELF-aware approach to materials development should start by having coursebooks localize course content and adopt an ELF-aware perspective in the sense that materials and activities should present the English language as it is used internationally involving both native and non-native speakers in multiple communicative contexts using a variety of language forms and functions within a wide range of manifold cultural practices. In order to achieve this, administrators and practitioners involved in ELT need to make their own decisions depending on the particularities of their local context while embracing an ELF approach (Sifakis et. al., 2018).

In the same way, new trends in ELT and ELF-aware teaching attempt to challenge already existing discourses of a one-size-fits-all perception of education portraying an “idealized NS” model to language learners. Critically-oriented scholarship is needed to account for the changes in the conceptualization of English in EFL classrooms in an ELF-aware world.

Thus, in order to determine the extent to which coursebooks used in Portugal and Turkey reflect these changing times and an ELF-aware perspective, a selection of such materials have been analyzed. The framework for this analysis is explained in detail in the following section.

## Context and Aims of the Study

Kachru (1985) conceptualizes three circles when referring to varieties of the English language. First, the Inner Circle represents the countries in which English is a primary language and consequently acquired as a native language (e.g. UK, US, Australia). Second, the Outer Circle is comprised of nations such as Singapore, Sri Lanka, and Zimbabwe, where English is largely acquired as a second language. Finally, the Expanding Circle contains countries in which English is taught as a foreign language and functions widely as an international language such as in Brazil, Japan and Russia. Although Kachru’s categorization has been criticized because of its simplistic approach and its failure to account for the range of speaker profiles in the rapidly changing global world, it still provides a useful terminology for a basic categorization.

Adopting this categorization, Turkey and Portugal are both Expanding Circle contexts where English is taught and learned as a foreign language, usually in the classrooms. English is the compulsory foreign language in the national curricula in both countries at primary and secondary education levels. Furthermore, in both contexts, the coursebooks produced by the local and international publishers are extensively used. Inclusion of skills required for international communication in teaching materials is, therefore, crucial in both contexts where English is learned within the local culture and used in order to communicate with other NNSs and NSs.

In this study, the term ELF intends, on the one hand, to embrace a number of paradigms that share a multiple view of the users and uses of English and, on the other

hand, integrate different approaches to understanding the role of the language around the world. More specifically, it emphasizes the status of English as an international language (EIL) and, by doing so, it rebuffs the idea that there can only be a unique variety (or any particular variety) that suits best in any language teaching context at the expense of providing learners with substantial benefits when acknowledging other varieties in classroom materials and activities. In these circumstances, this study is informed by theories and research in World Englishes (WE) and ELF as they recognize the plurality of English languages all over the world, their autonomy and relevance for the pedagogy of the language. However, according to Erling (2005, p. 43), “more important than finding an appropriate name for English is ensuring that ELT professionals around the world move their practice away from an ideology that privileges L1 (‘inner circle’) varieties”. Erling acknowledges that although different theories may try to adjust the balance within English language teaching and use, there is the risk that the main result of such theories is just a change in the use of terminology but not in practice. Therefore, the choice of using ELF as the focal term in this study stems from the meaningful role played by nonnative speakers and the focus on the hybrid use of language by all sorts of speakers of the ELF construct. Thus, data analysis and interpretation of findings will be based on the ELF/EIL/WE frameworks.

Several researchers all over the world have analysed textbooks and classroom materials attempting to identify if and how language and culture are portrayed under an international perspective, at times focusing on an ELF, EIL or WE perspective. Author X (2009) analysed twelve coursebooks, locally and internationally published, used in Portuguese ELT classes from Year 7 to Year 12, aiming at the identification of references to and use of native and non-native varieties of English. More specifically, varieties were examined in terms of their grammatical, lexical, spelling and pronunciation features. Moreover, this study identified the coursebooks’ references to native and non-native cultures through allusions to people, places and cultural or historical facts specific to a country. Within the Asian context, Matsuda (2002) examined EFL coursebooks by local publishers used in Year 7 in Japan. Among other analysis criteria, she pointed out to the main characters’ nationality (whether from countries of the Inner Circle, Outer Circle or Expanding Circle), profiles and use of English. Similarly, Takahashi (2014) looked into six Year 7 and ten Year 11 coursebooks and also identified the nationality of the characters as well as the location of the dialogs, among other aspects. Moreover, four internationally published coursebooks popular in the Iranian ELT context were studied by Naji Meidani and Pishghadam (2013), who searched for references to Inner Circle, Outer Circle and Expanding Circle countries, non-native accents, home culture and famous people, among other features. In a similar vein, Siqueira (2015) examined three internationally published coursebooks used in Brazil aiming at recognizing references to different places in the student’s book and audio files. Siqueira and Matos (2019) conducted a similar study with three coursebooks attempting to identify an ELF-aware perspective through the inclusion of native, non-native and local cultures, as well as their linguistic orientations in terms of the varieties used. Although these studies presented different findings due to their specific research aims, all of them fundamentally indicated an overall predominance of references to and use of Inner Circle varieties and cultures, albeit mostly American and British.

With this in mind, and the relevance of the scope of this type of research to most ELT contexts, as seen in the diversity of ELT contexts, from Europe, Asia, to South America, which have been exploring some pivotal issues concerning ELF, EIL and WE perspectives, this study aims to identify to what extent ELT coursebooks incorporate an ELF-aware approach when presenting language and culture. Moreover, it attempts to verify similarities and differences between coursebooks used in Portugal and Turkey as well as similarities and differences between LP and IP coursebooks in both countries as far as an ELF approach to teaching language and culture is concerned. To this end, this study attempts to verify to what extent ELF-awareness is developed in ELT coursebooks, based on the following research questions:

(1) What are the similarities and differences between Portuguese and Turkish ELT coursebooks as far as an ELF-aware approach is concerned?

(2) What are the similarities and differences between locally and internationally published coursebooks in Portugal and Turkey as far as an ELF-aware approach is concerned?

## Methodology

The objectives of this analysis are to assess the linguistic and cultural dimensions of ELF in terms of: (a) references to native and nonnative varieties (Inner, Outer and Expanding Circles) (Kachru, 1985) in oral and written texts/activities; and (b) references to native and nonnative cultures (Inner, Outer and Expanding Circles) and international cultural references (e.g. technology, science, environment) with no identification of specific communities/countries.

Since the British and American varieties of English appear as the most prevalent Inner Circle varieties in ELT, British English (BrE) and American English (AmE) are treated as two subcategories of the Inner Circle category in the analysis. Other varieties from the Inner Circle are taken as one category labelled as other Inner Circle varieties. More specifically, the following classification is employed in the analysis of the coursebooks:

- Identification of native and nonnative English varieties (BrE, AmE and other native/nonnative varieties) on two levels: (1) explicit references to spelling, vocabulary, grammar and pronunciation features (e.g. in exercises or notes to texts) plus exercises or activities on the differences between AmE and BrE; (2) use of native/nonnative features in texts or activities, but not clearly identified as belonging to a specific variety;
- Identification of native and nonnative cultures: Inner Circle (British, American and other native cultures), Outer Circle, Expanding Circle, local (Portuguese/Turkish), and international topics (no reference to a specific culture) based on references to people, places and facts.

The identification of the features which are regarded as either AmE or BrE were based on the features of each variety proposed by Swan (2005, pp. 39-44). Swan's list of contrasting differences between the two varieties in grammar, spelling, vocabulary and pronunciation is a popular source among ELT practitioners. Moreover, for more detailed information about differences in grammar, this study made use of Algeo's (2006) detailed survey on the differences in the grammar of British and American speakers.

Data were collected and analysed through quantitative methods namely by identifying and quantifying explicit references to and use of features of English language varieties as well as references to native and non-native cultures. More specifically, data were quantified in terms of occurrences and references, that is, each reference to and use of features of English specific to BrE and AmE was counted as a unit of analysis. Likewise, each occurrence of a person, a place or a fact associated with a specific country was counted as a unit of analysis. Data analysis was conducted regarding two main variables: firstly, comparing two different educational contexts in the Expanding Circle (Portuguese and Turkish) and secondly, comparing how different publishers (local and international) portray language and culture from an ELF-aware perspective.

## The Coursebooks Analysed

This study examines two Year 10 coursebooks (student's book) used in Portugal, one by a local (*A Taste 4 English*, Raiz Editora) and another by an international publisher (*Insight*, Oxford University Press), and two Year 9 coursebooks (student's book) used in Turkey, also one by a local (*Secondary Education Teenwise*, Turkish Ministry of Education) and another by an international publisher (*Sure - Pre-Intermediate*, Helbling Languages). The choice of different school years was based on the fact that these are the first year of secondary education in both countries.

## Findings

### Native and nonnative varieties

This section presents the findings regarding the identification of native and non-native English varieties through references to features of AmE and BrE and use of other native/non-native features that are not clearly identified as belonging to a specific variety, in locally produced (LP) and internationally produced (IP) coursebooks in Portugal and Turkey.

### Local publishers in Portugal and Turkey

The counting of explicit references to various varieties of English in LP coursebooks in Portugal and Turkey revealed that there were no such cases in the Turkish context, and only two cases in the Portuguese context. However, counting the use of varieties proved valuable to discuss the presence of an ELF-aware perspective in these coursebooks. Table 1 below shows the number of references to and uses of British, American and other varieties in the Turkish and Portuguese LP textbooks.

	References to language varieties																Use of language varieties											
	Differences AmE/BrE				BrE				AmE				Other varieties				BrE				AmE				Other varieties/accents			
	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P
PT	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	66	27	5	6	58	21	3	21	-	-	-	2*
TK	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	43	9	45	-	35	2	22	-	3**	-	1**

\*1 Canadian Eng, 1 Japanese Eng;

\*\* Indian vocab;

\*\*\*Japanese Eng;

Key: S = Spelling; V = Vocabulary; G = Grammar; P = Pronunciation; PT = Portugal; TK = Turkey.

Table 1. Use of native and nonnative varieties in LP coursebooks in Portugal and Turkey

As for the Portuguese context, regarding the first level of analysis, references to features and exercises dealing with the differences between AmE and BrE, there is only one section with a brief explanation and an extensive list of differences in vocabulary and spelling (pp. 60-61). As for the second level of analysis, the use of native (e.g. British and American) and nonnative features without identifying them as such, some AmE and BrE words are used interchangeably, such as ‘cinema/movie’, ‘mobile/cell’ or ‘pen friends/pen pals’. The same is verified with spelling, with sixteen words written in either BrE or AmE, although there is a slight preference for American spelling due to the number of American-based texts. The British counterpart of the word or spelling is largely located in the exercises drafted by the Portuguese teachers, who are traditionally British-oriented, though. Therefore, the British and American word or spelling can appear on the same page — the issue is whether this was done consciously. Other native and nonnative varieties, however, were not used throughout the units. On the other hand, when considering the presence of phonological features of native and nonnative varieties, the coursebook includes authentic recordings, such as songs and narrated texts, where AmE is predominant. As for examples of NNSs of English, there is only one Japanese speaker. The compact disk (CD) narrators are also NSs: one is American and the other has American/Irish-influence.

Although there is a clear predominance of the American and British Standard varieties in the coursebook from Portuguese context, it is interesting to note that the coursebook briefly acknowledges the status of English as a lingua franca and the existence of several varieties around the world: “Today, English has become a lingua franca spoken with many accents by many people throughout the world. In view of this, English-speaking cultural diversity, the idea that British English is the ‘best kind of English’ is clearly an outdated notion. British English is **simply one of the many unique varieties of English that now exist** [bold in the original text]. Besides, the few

differences that exist between British and American English tend rather to enrich communication than slow it down” (p. 60).

Table 1 also indicates that in the case of LP textbooks in Turkey, spelling reflects a more predominant use of BrE, with all the lexical items consistently spelled in BrE. As for vocabulary, on the other hand, there is more variation in terms of varieties of English represented. The number of American and British words is more similar although there is a slight tendency for British vocabulary. As for other varieties of English, there are three vocabulary items in Indian English, which appear in an Indian culture text (*laddu, Basant Panchami, rupee*). Instances reflecting the use of different varieties in grammar are comparably smaller in contrast with spelling and vocabulary use. Grammar also seems to follow a similar pattern to spelling in terms of the distribution of varieties in that most of the instances reflect BrE (e.g. use of Present Perfect/Simple Past) while a rather small number could be identified as AmE (e.g. use of collective nouns as singular or plural).

The analysis of pronunciation in the local coursebook from the Turkish context reveals that the instructions follow a standard pattern, while texts and listening exercises include some variation. However, the majority of the texts and instructions involve speakers of standard BrE, with the number of American speakers being nearly half of the British speakers. Only one speaker with a Japanese accent is included in a dialog with British speakers. It is also worth noting that certain speakers are introduced as speakers of Outer or Expanding Circles (e.g. Turkey) although their actual speech still reflects BrE or AmE accents. Such instances are not counted as tokens of other varieties, since the phonological aspects or stress patterns are similar to the features of Inner Circle varieties.

### International publishers in Portugal and Turkey

The analysis of the IP coursebooks from Portugal and Turkey revealed that both were very limited in terms of explicit references to different English varieties. The considerable number of uses of English varieties, though, might help analyse a tendency in the choice of different language varieties. Table 2 presents the numbers of references to and uses of varieties under the categories of spelling, vocabulary, grammar and pronunciation.

	References to language varieties													Use of language varieties														
	Differences AmE/BrE				BrE				AmE				Other varieties				BrE				AmE				Other varieties/accents			
	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P
PT	-	1	-	-	-	-	-	-	-	-	-	-	-	2*	-	-	105	151	47	126	31	11	5	8	-	-	-	7**
TK	-	11	1	-	-	-	-	-	-	-	-	-	-	10***	-	-	206	143	44	207	-	19	2	16	-	-	-	5****

\*Australian Eng, Singaporean Eng;



\*\*2 South African Eng, 2 Indian Eng, 1 South Korean Eng, 2 unidentified varieties;  
\*\*\*Comparing Australian vs British vocab;  
\*\*\*\* 3 Scottish Eng, 1 Australian Eng, 1 Canadian Eng;  
Key: S = Spelling; V = Vocabulary; G = Grammar; P = Pronunciation; PT = Portugal; TK = Turkey.

Table 2. Use of native and nonnative varieties in IP coursebooks in Portugal and Turkey

In the Portuguese context, the IP coursebook contains one reference to differences between BrE and AmE, and two vocabulary items – one from Australian English and the other from Singaporean English. Another distinct aspect regarding the use of native and nonnative features is that this coursebook essentially makes use of BrE. As stated before, even when AmE features which have become customary in the UK are observed, there is no explanation about such influence. For example, the words ‘film’ and ‘movie(s)’ appear in different activities and once in the same sentence (“there is a sci-fi movie on at the cinema about the future of our planet”, p. 125) and the words ‘cookie’ and ‘biscuit’ are found on the same page in distinct vocabulary activities; the spelling *\_ize* is used throughout the book; and the use of ‘dreamed’ and ‘dreamt’ as the past participles of the verb ‘to dream’.

Also, Standard British English grammar is observed through the prevalent use of the present perfect, which is reinforced in exercises on the distinction between the present perfect and the simple past that do not refer to differences in AmE and BrE usage. More interestingly, in an exercise to identify and correct spelling and punctuation errors, the spelling ‘flavor’ is one of the wrong items (p. 128). However, in the teacher’s book, there is a note (p. 126) explaining that “flavor is not really an ‘incorrect’ spelling: it is the spelling used in American English. (...) It is important to note that American English is not incorrect; however, if it is going to be used, it should be used consistently”. The note provides other examples of differences in spelling between the two varieties (e.g. *\_our/\_or, \_re/\_er*) but it clearly reinforces the relevance of the British spelling norms when it states, “most other English-speaking countries, including Australia, Ireland, Canada and South Africa, follow British English spelling.” In regard to pronunciation, the coursebook almost exclusively presents BrE accents in the listening comprehension activities. Other than the overwhelming use of characters and narrators with a Received Pronunciation (RP) accent, there is a small number of AmE occurrences, as well as South African and Indian varieties of English.

In the Turkish IP coursebook there are two sections – one listing 11 vocabulary items that are different in BrE and AmE, and the other listing 10 vocabulary items that are different in Australian English and BrE – and one reference to a difference between BrE and AmE in terms of grammar. The coursebook also shows a clear tendency towards the use of BrE in spelling, vocabulary, grammar and pronunciation. The spelling of particular words that might be identified as either AmE or BrE (e.g. *colour/color, favourite/favorite, organise/organize*) are consistently spelled as in the British variety. The use of vocabulary also displays a predominant use of BrE; out of 162 vocabulary items, only 19 can be identified as AmE words, while all the remaining are categorized as BrE (e.g. *trousers, film, lift, trainers*). The use of grammatical issues following AmE or BrE norms is rather limited as a very small number of such cases are observed. In these instances, there are twice as many instances of BrE rules of syntax in comparison with

AmE grammar items. More specifically, only two instances reflect the American variety (e.g. the use of collective nouns as singular or plural) while four instances of British variety are counted (e.g. use of ‘can’ as in ‘I (can) see somebody + V\_ing’).

As for pronunciation used in the IP coursebook from Turkey, there is a clear tendency towards British accent similar to the findings in spelling; however, a smaller number of American English and other varieties also appear in pronunciation. As in the LP book, instructions are provided by a male and female speaker of BrE. It should be noted that the frequent appearance of these speakers in the instructions increases the total amount of input for this variety. While the majority of tokens are distributed between AmE and predominantly BrE, a small number of other Inner Circle varieties (e.g. 3 Scottish, 1 Australian and 1 Canadian speakers) also appear. As in the LP coursebook, some speakers are introduced as nationals of Outer or Expanding Circle countries although their accents indicate American or British phonological features. Consequently, they were not categorized as speakers with Outer or Expanding Circle nonnative accents.

## Native and nonnative cultures

This section reveals the findings concerning the identification of native and nonnative cultures of the Inner, Outer, Expanding Circles, local Portuguese/Turkish cultures, and international topics, in LP and IP coursebooks in Portugal and Turkey.

### Local publishers in Portugal and Turkey

In the LP coursebook in Portugal, considering the representation of native cultures, icons and people of the Inner Circle, the texts are mainly authentic British and American writings published online, and contrary to what is usually verified in the Portuguese ELT context, American cultural references are more dominant (see Table 3). However, there are some brief references to other English-speaking countries and cultures (e.g. Ireland, Australia, New Zealand). Curiously, Outer Circle cultures are mentioned only twice: one reference to a person (Bob Marley), and another to a country (India). As for local Portuguese references, there are similarly only two mentions: a song in Portuguese by a local rapper and a grammar exercise identifying football player Cristiano Ronaldo. On the other hand, other cultures of the Expanding Circle are more commonly referred to with brief accounts of locations (e.g. countries—Spain, the Netherlands, Sweden; cities—Paris, Brussels, Tokyo) and people (e.g. ABBA, Mozart, Andre Agassi, Dostoyevsky), mostly in texts and grammar exercises. Finally, the organization of the coursebook into four thematic units (A world of many languages; A technological world; The media; Young people in the global era) might indicate an internationally-oriented approach to representing culture. In particular, an array of general and international topics are promoted, namely social media, world-renowned writers (e.g. Baudelaire, Dostoyevsky, Nabokov), EU exchange programs (e.g. Erasmus, Comenius), robotics (e.g. Japanese robotic bear pillow and baby seal robot), different forms of communication throughout time (e.g. pictograms, cave paintings) as well as different types of music, ultimately contributing to a wider perspective of the world, instead of solely considering a country or two.



PT	1	5	10	4	7	9	0	4	3	0	2	1	3	1	8	0	0	1	3	18
TK	23	9	11	9	14	8	2	5	2	5	9	8	6	59	25	2	9	2	3	25

Key: PE = People; PL = Place; FA = Facts; PT = Portugal; TK = Turkey

Table 3. Native and Nonnative cultural elements in local publisher coursebooks in Portugal and Turkey

### International publishers in Portugal and Turkey

In the international coursebook from the Portuguese context, there is a clear emphasis on the culture of Inner Circle countries (see Table 4). After a closer analysis, it is evident that the great majority is from the UK and USA. It is noteworthy though that the number of cultural references to the UK are twice as many in comparison to those from the US, which is unsurprising since this is an Oxford University Press coursebook. Furthermore, it is interesting to note that there are only seven references to other English-speaking countries (e.g. Australia, Canada, New Zealand, Ireland). The second most represented cultural aspects are those from Expanding Circle countries; however, it is worth mentioning that these instances only appear half as many times when compared to the Inner Circle cultural references. In third place are international topics, then examples from the Outer Circle and lastly, there is only one single cultural reference to Portugal (a grammar exercise with the sentence: “I don’t speak Portuguese, but I would like to”).

When analysing references to people, places and facts within the Inner Circle, there is a clear preference for places (e.g. USA, Scotland, Canada) and people from a variety of different backgrounds (e.g. Steve Jobs, J. K. Rowling, Adele, Peter Jackson, Kate Moss). These are followed by cultural references from Expanding Circle countries, with a number of indications to places (e.g. Amazon, Argentina, Japan, Spain, Uzbekistan) as well as historical and contemporary people from various areas of life (e.g. Maradona, Van Gogh, Mozart, Nadal) in texts and grammar exercises. There are likewise several instances of several international facts which are not necessarily associated with any particular culture, such as geographical features, food and nutrition, houses and homes, electronic devices, parts of a newspaper or film genres.

This coursebook is clearly closely associated with an Inner Circle model in terms of cultural references. Even though there are several references to other Expanding Circle and international topics, and although the book synopsis states that the contents are in line with the English curriculum proposed by the Portuguese Ministry of Education, there is only one single reference to the ‘Portuguese’ language in a grammar exercise.

In the IP coursebook in the Turkish context, the dominant cultural representations in the IP coursebook refer to Inner Circle countries, mainly the US and UK (see Table 4). When both are compared, there are more references to people (e.g. Matt Damon, Emily Dickinson) and facts (e.g. references to ten American classic movies) belonging to the American culture, though more place references are made to the UK (e.g. London). Other

English-speaking cultures are also mentioned multiple times in relation to facts (e.g. general information about Australia as a country), people (e.g. Australian-born Hugh Jackman), and places (e.g. Vancouver). Interestingly, Outer Circle cultures are represented to a lesser degree, and this is mostly in the form of reference to places (e.g. Kenya) in texts and grammar exercises. However, there are also five references to people (e.g. Mahatma Gandhi), and two references to facts (e.g. an ‘unusual’ law in Singapore) of the Outer Circle. Moreover, there are many instances, mainly in grammar exercises, of cultural references to the Expanding Circle, including people (e.g. Leonardo da Vinci), places (e.g. China, Nepal and Paris), and facts, such as historical events (e.g. French Revolution) and television shows (e.g. Inspector Montalbano). The local Turkish culture is hardly portrayed in the coursebook; there is only one reference to a person (an exchange student in Finland) and three references to places. Finally, the topics that do not belong to a specific culture are the ones most referred to in the coursebook. In short, although a considerable amount of references is made to American and British cultural topics, international topics are larger in number.

It should be noted that the book has a separate component entitled “Culture”, with twelve sections in total, where various cultural topics are more thoroughly developed compared to the references in other sections. Six of these culture sections are dedicated to international topics, such as “English around the world” and “Erasmus”. Three of them refer to the American culture, including topics such as “An American writer” and “How to become an American citizen”, while two of them are dedicated to the British culture with topics such as “UK media” and “TV in Britain”. The remaining topic is about Australia, entitled “All about Australia”.

Below, Table 4 presents the amount of references to native and nonnative cultural elements in international publisher coursebooks in Portugal and Turkey:

	Inner Circle countries									Outer Circle countries			Expanding Circle countries			Portugal			International	
	US			UK			Other													
	PE	PL	FA	PE	PL	FA	PE	PL	FA	PE	PL	FA	PE	PL	FA	PE	PL	FA	PL	FA
PT	7	11	4	24	12	3	1	5	1	5	4	3	12	24	2	0	0	1	1	17
TK	78	57	36	51	70	30	8	24	4	5	15	2	30	14 6	25	1	3	-	7	52

Key: PE = People; PL = Place; FA = Facts; PT = Portugal; TK = Turkey

Table 4. Native and Nonnative cultural elements in international publisher coursebooks in Portugal and Turkey

## Discussion

While the data analysis compared the Portuguese and Turkish educational contexts, in general, and also how different publishers portray language and culture in LP and IP coursebooks from an ELF perspective, in particular, this section provides a comparative examination of the results.

When comparing the analysis of references to and use of English varieties in the LP and IP coursebooks in Portugal, there are significant differences between them. Essentially, the IP coursebook presents texts, activities and exercises which almost exclusively identify BrE features in spelling, vocabulary, grammar and pronunciation, and does not refer to differences between AmE and BrE or any other variety, except for the use of a few narrators with a General American accent and a small number of South African and Indian accents. On the other hand, the local coursebook employs AmE and BrE features in vocabulary and spelling interchangeably and displays audio materials that predominantly use narrators with AmE accents. Curiously, texts representing the American culture and, consequently, identifying lexicon, spelling and pronunciation following the norms of AmE are more frequent than BrE. In other words, although neither coursebook represents a more international scope of English as far as language varieties are concerned, the LP coursebook is the only which is based on a dual approach to describing the English language grounded on the two most widespread standard varieties.

Similarly, both LP and IP coursebooks in Turkey mostly use BrE in pronunciation, vocabulary, spelling, and grammar. Despite these similarities, there are some slight differences regarding the preferred varieties. Regarding vocabulary, there is a strong tendency to use BrE over AmE in the IP book. As for LP one, there is still a BrE dominance, but the distribution across the two varieties was relatively comparable, yet far from realistically reflecting the use of English in international contexts. A similar pattern was found in pronunciation, where the vast majority of samples belong to BrE in both coursebooks, but AmE pronunciation holds proportionally more space in the LP one.

A comparison of the references to vs. uses of varieties of English in both contexts indicate that explicit references to differences of varieties are almost non-existent compared to the number of uses of different varieties of English. On the other hand, although there seems to be some degree of variability in the use of different varieties of English, this is still mostly confined to AmE and BrE (and to other Inner Circle varieties to a much lesser degree), excluding Outer and Expanding Circle varieties to a great extent. Although representation of multiple varieties could be helpful to emphasize the pluricentric characteristics of English (McKay, 2012), this does not seem to be a serious concern for LPs and IPs in Turkey and Portugal, since English use throughout the coursebooks is usually based on the two major varieties that are predominant in ELT today.

As for cultural representations, both coursebooks in Portugal reveal similarities in the way they characterize native and nonnative cultures. Firstly, both emphasize texts representing American and British cultures; although the LP coursebook makes more use

of American texts, the IP coursebook predictably presents more texts referring to the UK. In fact, cultural references to the UK are twice as many as those to the US, with very few references to other English-speaking countries. Secondly, both coursebooks include a substantial amount of texts dealing with international topics not exclusive of one specific culture. Finally, it is evident that cultures of the Outer and Expanding Circles and the Portuguese culture are underrepresented. All in all, both coursebooks seem to attempt to provide texts and cultural references through international topics which embrace a wider view of culture and may be closer to an ELF-aware approach. However, the weak representation of the local culture and Outer and Expanding Circle cultures might create a misconception that the local culture is not relevant when learning English or the only important cultures to focus on are the dominant native cultures, rather than expanding learners' intercultural awareness.

Still regarding cultural references, the findings from the Turkish coursebooks indicate that the results are quite similar for the LP and IP. Generally, references to a specific culture are centered on Inner Circle countries, while most place references are made to the Expanding Circle context, although most topics focus on international issues. Curiously, the local culture is relatively ignored in both coursebooks. This is particularly interesting given that the LP one is produced by both local authors and publishers and was designed to be used exclusively in Turkey. However, the producers of the coursebook made an effort to represent a variety of cultures, which can help students to raise their intercultural awareness. One important point that makes the IP coursebook different from the LP one is that it devotes a distinct section to cultural aspects of the language; however, it fails to represent a variety of cultures, and remains limited to either international topics or Inner Circle cultures.

In both Turkish and Portuguese contexts, there is an obvious prevalence of British and American cultures in the coursebooks. Although neutral topics are also making their place in the materials, the local culture is overlooked. McKay (2012) emphasizes the importance of respecting local culture since it does not marginalize the ways of doing and talking about things that both students and teachers are familiar with, and it gives local language teachers a stronger position because they know how the local community uses English. ELF-aware practitioners can make pedagogical practices appropriate for the local context (Sifakis et. al., 2018). Therefore, publishers have a responsibility to be sensitive about the local culture and adopt an inclusive approach when referring to cultures in ELT coursebooks. Such an approach is more in tune with ELF and can help language learners to understand the diversity of cultures and how to function across them, thereby developing intercultural communicative competence (Alptekin, 2002).

## Conclusions and implications

This study aimed at identifying similarities and differences between Portuguese and Turkish ELT coursebooks as far as an ELF-aware approach is concerned. In essence, the materials analysed seem to overlook an ELF-aware approach to their activities, neglecting the international scope of English and of its uses and users. Although some of the activities in the four coursebooks attempt to portray different cultural references and

international subject matters, teachers mostly do not have access to open, inclusive and critical activities and materials, which exemplify real communicative exchanges language users will come across outside the classroom and which will contribute to develop their intercultural communicative competence.

The overall findings of this study seem to confirm the conclusions of some of the empirical studies conducted worldwide (Author X, 2009; Matsuda, 2002; Naji Meidani & Pishghadam, 2013; Siqueira, 2015; Siqueira & Matos, 2019; Takahashi, 2014) which have also identified an overwhelming predominance of American and British varieties and cultures in the examined coursebooks. To all intents and purposes, this study hopes to contribute to the ELT debate not only in Asia, Europe or South America, but also in any other setting where English is used as an international *lingua franca*.

However, it is essential to recognize some limitations of this study. First, the findings and conclusions could become more significant if the number of coursebooks and the inclusion of other grade levels analysed were higher. Second, the analysis carried out focused on materials and activities as they are proposed by the publisher, disregarding their actual use in the classroom. Any analysis of the effectiveness of an activity should consider how it is dealt with by the teacher in the classroom and how it is received by the learner. Thus, the analysis conducted under an ELF-aware perspective did not take into consideration the teacher's capacity to overcome any gaps and discrepancies posed by the coursebook and how these inconsistencies are creatively managed in the classroom. Thus, future research should take these issues into consideration. In reality, classroom-based research which focus on the actual use of materials and activities is sorely missing within the scope of an ELF perspective.

The implications of this study to the ELT field are twofold. Firstly, when coursebooks fail to represent the *lingua franca* status of English, teachers may choose to produce their own materials in tune with an ELF-aware pedagogy focusing on native and nonnative varieties and cultures. Teachers have plenty of resources at their disposal, such as internet websites providing audio-visual materials (e.g. songs, movies, TV programs and series) with native and nonnative speakers; online archives of international dialects of English (e.g. IDEA, VOICE, etc.); web 2.0 tools (e.g. Voki, MadMagz, ProjectWriter, etc.); and digital media (e.g. China Daily, The Japan Times, Euronews, etc.) (Author X & author Y, 2019). Secondly, material writers should be aware of the importance of integrating other varieties and cultures beyond the Inner Circle, the US and UK, in particular. Coursebooks that provide a wider scope of language use and successful interactions not only among NSs, but also including NNSs, will naturally foster learners' intercultural awareness. Rather than proposing to minimize or abolish the role of native varieties and cultures in coursebooks and teaching materials in Portugal or Turkey, or yet, any other educational setting, which undoubtedly have a significant role in ELT and in the sociolinguistic landscapes of any country, it is imperative to enrich language teaching coursebooks and materials with additional activities which portray the multilingual and multicultural nature of English language use today.



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