REPRESENTATIONS OF LINGUISTIC AND CULTURAL VARIATIONS IN ENGLISH LANGUAGE TEACHING: AN ANALYSIS OF HIGH SCHOOL COURSEBOOKS

Research article

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Abstract

Multiculturalism is a direct consequence of globalization which is one of the essential characteristics of contemporary society. Several individuals with diverse cultural and linguistic backgrounds communicate with each other more often in English as a Lingua Franca (ELF) situations, where both native and non-native English speakers use English as their common language. One of the fundamental purposes of educational environments, particularly classroom materials, is to prepare students for today's multilingual and multicultural world. This study intends to examine how various cultural and linguistic variations are portrayed in high school English language coursebooks that are provided by the Ministry of National Education of Turkiye. To determine the percentage of linguistic and cultural incidents, descriptive content analysis based on Kachru's (1985) World Englishes model is carried out on the textual material of the coursebooks. On this account, the content analysis results showed that the coursebooks include a broad range of cultural references in both native and nonnative contexts as well as linguistic variations in the use of British and American English.

Keywords: English as a Lingua Franca, linguistic variations, cultural variations, language teaching materials

1. Introduction

Education has been linked to the fundamental nature of human life from the start of humankind. Education involves a comprehensive approach, encompassing various interconnected components. Students, educators, curriculum, and instructional materials are the primary elements of education, and each of these elements must be in coordination with each other through planning and organization. A language and its culture are inextricably intertwined; a foreign language cannot be learned or taught in isolation (Alptekin, 1993). Consequently, educational materials containing cultural and linguistic content become increasingly popular over time.

In modern sociolinguistics, the systematic definition of both native and non-native English varieties is rapidly changing (Schneider & Kortmann, 2004; Labov, Ash, & Boberg, 2005; Kortmann & Upton, 2008; Mesthrie, 2008; Schneider, 2008). The English language has long been recognized as pluricentric (Clyne 1991), and in recent years, linguists have focused more on the use of English as a Lingua Franca (ELF). This is because it is generally

recognized that the great majority of verbal interactions in English do not include any native speakers at all (Seidlhofer 2005; Jenkins 2005).

The worldwide spread of English as a common language has led to a significant expansion in the quantity of individuals who use it beyond the countries where it originated. Currently, the English language is spoken in nearly each country across the world. Therefore, nonnative speakers of English outnumber the native speakers (Crystal, 2003). Kachru (1992) is one of the initial figures to raise attention to the English language's global status and emphasize that it became the first natural language that has been recognized as an international common language (English as Lingua Franca), mainly for intercultural communication. In contrast to other languages spoken throughout the world, a great deal of international interactions is now conducted mostly in English (Dornyei et al., 2006; Kirkpatrick, 2007; Mesthrie & Bhatt, 2008). Therefore, the whole content of English teaching materials has a crucial role in education.

Because of the present state of ELF, interacting and engaging with people from around the world is not as difficult as it formerly was. For a multitude of purposes, involving education, business, tourism, or technology, many people study English (Choudhury, 2013). The rising use of ELF has led to the inclusion of intercultural components in foreign language curricula (Pulverness & Tomlinson, 2003). In this regard, coursebooks are essential to the representation of cultural and linguistic knowledge besides standard English. Coursebooks used in the classroom might constitute the strongest impact on students' impressions of different cultures (Wright, 1999). Furthermore, they have a substantial impact on how learners interpret the world around them from a cultural standpoint (Zarei 2011). It is clear that coursebook analysis has received broad interest since their writers' viewpoints of the world might negatively affect learners while representing cultural components. Even though there have been several studies analyzing the coursebooks used in the classrooms (Shin, Eslami, & Chen, 2011; Vettorel & Lopiore, 2013; Takahashi, 2014; Guerra et al., 2020), further research is required to comprehend cultural and linguistic varieties in the content of coursebooks, especially in the state schools. To fill this gap, this research aims to explore the content of the state high school English language coursebooks in Turkiye to determine the representations of cultural and linguistic components.

2. Review of Literature

Numerous speakers of English regardless of being native or nonnative communicate with one another on daily basis for several reasons. Individuals from different native language backgrounds naturally may have some cultural differences. To overcome any possible misconception or misunderstanding on this matter requires gaining intercultural competence in the modern society.

2.1. Intercultural Competence

The word intercultural competence is sometimes used interchangeably with intercultural communication, despite the second term highlighting the social interaction and language awareness aspects of intercultural communicative competence (Krajewski, 2011). Furthermore, Dervin and Gross (2016) note that ICC is utilized alternately with terms such as intercultural competence, cross-cultural competence, or global competence. Intercultural communicative competence (ICC) is a broad term that refers to an individual's ability to grasp other cultures, as well as their own, and then implement that understanding to interact appropriately with the other people from diverse cultural settings. Byram (2020) defined it as the ability to successfully communicate with others and function across linguistic and cultural borders.

Kramsch and Hua (2016) state that the fields of intercultural communication and English language teaching emphasize the importance of discourse in understanding how culture is constructed or generated relevant to incidents, depending on by whom, and why. The authors further assert that the discourse perspective facilitates intercultural communication through interdiscourse communication (Scollon & Scollon, 2005), which involves the use of discourse frameworks associated with different identities related to gender, profession, belief system, and background. They also highlight the constructive elements of communication along with social adaptation, where these identities are viewed as numerous and occasionally opposing (Kramsch & Hua, 2016), so learning more about other cultures includes considering various components.

According to Hymes (1972), competence is the final outcome of having both inherent knowledge and the capacity to use it. Hymes (1972) proposes an in-depth theory regarding competencies to illustrate what can be considered systemically feasible, practical, and suitable is linked to producing and understanding real-world examples of cultural behavior. The Council of Europe (2001) divides competencies into two main classifications: general and linguistic competencies, which are defined as the mixture of knowledge, talents, and behaviors that allow a person to perform tasks. The Council of Europe (2001) published the CEFR for Languages, a comprehensive guide that describes the language skills and information that students must acquire in order to effectively communicate in a given language. The paper states that every interaction between people bases itself on a shared worldview (Council of Europe, 2001).

English was established as a standard language and expanded immensely since it was essential to interact with other individuals. According to Görlah (1995), social relationships necessitate communication between individuals, especially when it comes to writing in a given style and using that as a standard. English has expanded because of the overwhelming number of migratory movements that resulted from the British colonial process. A fundamental feature of English has been its widespread usage since the early seventeenth century in geographically remote regions. This has led to some variations in the language due to interaction with numerous local languages in a variety of settings (McArthur, 2003). These variations may be quite challenging for learners to grasp the meaning during their communications and follow the natural flow of language especially if they are learning English as a foreign language. Hence, the language content they are exposed to through coursebooks is the focal point of the present study.

2.2. Kachru's (1985) Three Circles Model

English language users are categorized worldwide as inner circle, outer circle, and expanding circle (Kachru, 1985). This distinction is mostly based on the geographical locations of the countries along with some historical connections among countries. The outer circle means the countries where English has been included in speakers' linguistic repertoire as a result of colonialism, whereas the inner circle represents countries where English is the official and native language, and also English language is a foreign language for the individuals from the expanding circle countries (Kachru, 1985). This three circles model proposed by Kachru is highly useful for analyzing and understanding the usage of English and the language policies of the countries. Additionally, Kachru (1985) asserts that although English is spoken as a foreign language in the expanding circle countries, it has not always held a leading role in the language policies of those countries. In contrast, English has been increasingly important in the language policies of the outer circle countries.
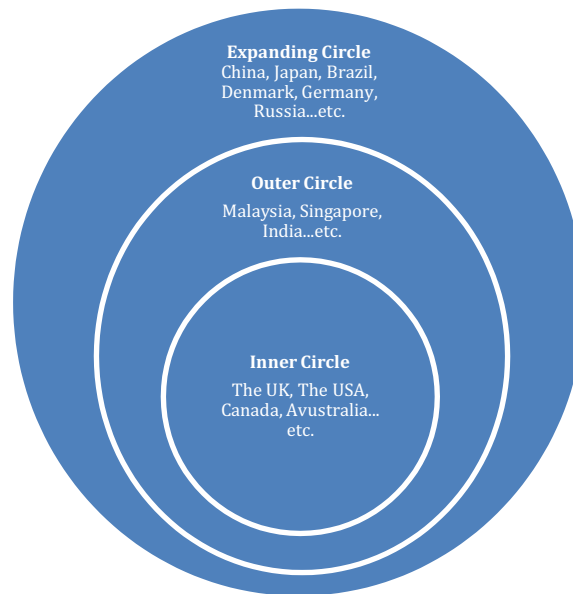
Figure 1. Adapted from Kachru's three circles model (1985)

Numerous research on the subject of World Englishes is based on Kachru's Three Circles Model. Despite being the basis for several research, Kachru's Three Circles Model (1985) for World Englishes has been questioned since it was initially put forward in the literature. Considering the model is primarily country-based and does not reflect the sociolinguistic context of modern society as a whole it oversimplifies how English is used by individuals around the world (Bruthiaux, 2003). Seidlhofer (2005) suggests that Kachru's Three Circles framework, which focuses on the intranational and worldwide spread of ELF, might be viewed as a subset of the broader English as an International Language (EIL) phenomenon. In regards to its position in the World Englishes (WE) paradigm, ELF may be strongly related to Kachru's Expanding Circle; nonetheless, interaction within the ELF happens often across each of the three circles of Kachru's model. Yet still, this model is one of the most comprehensive and the most preferred framework to analyze and conduct research on cultural and linguistic components. It gives insights into comprehending ongoing English Language usage; therefore, it provides a meaningful categorization to determine cultural and linguistic varieties in the coursebooks for the present study.

2.3. English as a Lingua Franca (ELF)

Oxford online dictionary defines lingua franca as "a shared language of communication used between people whose main languages are different." The word initially appeared during the 17th century, besides the usage of various lingua francas was common in certain circumstances owing to political or social changes (Sankoff, 2002). Jenkins (2015) argues that ELF shouldn't be restricted as it deals with a lot of variation and dynamic speed. Therefore, in light of new ELF-based studies, ELF researchers need to improve conceptualization. Mauranen (2018) claimed that ELF is used by tourists, refugees, and other individuals, not just in corporate contexts, in educational environments, or in political discussions.

Seidlhofer (2004) asserts that despite the restrictions put in place by communities of English native speakers, ELF has been developing at its own speed. Due to the fact that the majority of ELF talks occur in a variety of settings and that ELF speakers from diverse linguistic and national backgrounds frequently create or regulate the patterns used in ELF contact (Cogo & Jenkins, 2010). American Standard English and British Standard English are both of the primary variations of English. Learners who understand the many kinds of English may be more effective communicators because AmE and BrE do not fully represent the English language (Modiano, 2009). Thus, promoting linguistic variety in an ELT environment helps to raise students' intercultural awareness.

2.4. Related Studies

Shin, Eslami, and Chen (2011) explored how foreign ELT coursebooks depict cultural viewpoints in EIL. The study included seven different textbooks and the framework employed in this study is based on Murayama's (2000) conceptual analysis, which concentrated on "the characteristics of culture" and "the level of cultural presentation." To distinguish between the "aspects of culture," Kachru's (1985) three-circle model is employed. The analysis of the "aspects" shows that all of these coursebooks primarily make use of the cultural allusions of the nations in the inner circle. Still, except for the Side by Side series, which presents culture in a balanced manner.

Similarly, in their 2013 study, Vettorel and Lopiore examined how ELF representations were presented in Italian coursebooks, focusing on both speaking and listening components. Their goals are to assess the extent to which the English language variants are represented in the ELF settings and to encourage cross-cultural understanding outside of the classroom. They discovered that whereas the listening tracks have little diversity and seem like performers are imitating different accents, the coursebooks contain both the BrE and AmE varieties. They also inferred that there are no ELF activities in the coursebooks to help students from a linguistic as well as communicative standpoint, nor are there any extracurricular activities offered for learners to raise their comprehension of ELF.

Likewise, Takahashi (2014) conducted a study on ELF elements in English language coursebooks within a Japanese setting. Ten English coursebooks for the eleventh grade plus six ELT coursebooks for the seventh grade were investigated by the researcher in Japanese public schools. She intended to explore the nationalities of the characters in the coursebooks, the quantity of words said by every single one of them, the places of the dialogues, and their styles of communication. The researcher concentrated on the native and nonnative incidence of the cases. She came to the conclusion that conversations in non-native English-speaking contexts are more common than those in native English-speaking contexts. She also found a number of ELF elements that will help students to be aware of multiculturalism.

One another research was conducted by Guerra et al. (2020) and they looked into how native and non-native English speakers used cultural and linguistic instances in regionally and globally published ELT coursebooks in Portugal and Turkey. Their primary goal is to distinguish between different English dialects through grammatical, lexical, spelling, and pronunciation features. Whereas the locally produced coursebook in the Turkish context lacks specific information on the distinctions between the AmE and BrE English varieties, the locally produced coursebook in the Portuguese context clearly explains the variations between British and American English. In all situations, the listening recordings are spoken in American English. American culture is preferred above BrE culture in terms of culture. For cultural occurrences, both textbooks mostly use American and British English varieties. In conclusion, the textbooks from the Turkish setting have comparatively more examples of

English varieties, but the two Portuguese coursebooks lack the ELF-aware concept and have fewer instances of the other English language varieties. Overall, these studies indicate that while there has been a vast number of research on English Language Varieties both in linguistic and cultural references viewpoints, further studies are required to promote cultural awareness in EFL contexts. There remains a need to explore cultural and linguistic references within the locally published high school English Language Coursebooks in Turkiye and its implications for material developers and educators. To fill this gap, the present research aims to explore the linguistic and cultural references in locally published Anatolian High School coursebooks from 9th grade to 12th grade. The following are the research questions of this study:

1. Are there any linguistic variations in high school English coursebooks?

2. To what extent are the linguistic variations represented in high school English coursebooks?

3. Are there any cultural variations in high school English coursebooks?

4. To what extent are the cultural variations represented in high school English coursebooks?

3. Method

The aim of this research is to explore how ELF is represented in English language coursebooks in terms of the use of cultural and linguistic components in English Language Teaching, including the attribution of people, places, and historical and cultural facts, as well as the balance of visibility across different parts and contexts in the book. Furthermore, native and nonnative English varieties were identified in the spelling, grammar, vocabulary, and pronunciation sections of each book. Following that, the linguistic occurrences detected in the content are examined based on spelling and vocabulary attributes, and the content is thoroughly studied to identify whether there is any English variety, such as BrE, AmE, or another English variety. The linguistic representations seen in spelling and vocabulary content are classified as BrE or AmE using reference lists developed by widely acknowledged forefront researchers (Swan, 2005; Algeo, 2006; Modiano, 2009). To ensure a comprehensive classification, the results of language occurrences are cross-checked many times from various sources to better understand the variations in their usage and place of origin. The tables below are intended to display the checklists utilized throughout the data analysis process for linguistic varieties.

Table 1. *Checklist for explicit linguistic references*

Coursebooks	Explicit References to Language Varieties															
	Differences AmE/BrE				BrE				AmE				Other Varieties			
	S	V	G	P	S	V	G	P	S	V	G	P	S	V	G	P

Table 1 is used to identify any explicit references on differences between AmE and BrE usage, BrE, AmE, and other varieties in the spelling (S), vocabulary (V), grammar (G), and pronunciation (P) sections of the coursebooks. The activities and the exercises are investigated to identify occurrences explaining the differences of English varieties.

Table 2. *Checklist for linguistic variation representations*

Coursebooks	Use Of Language Varieties					
	BrE		AmE		Other varieties/accents	
	Spelling	Vocabulary	Spelling	Vocabulary	Spelling	Vocabulary

Table 2 has been constructed to classify occurrences of the use of linguistic varieties observed in the source material. The findings are divided into BrE, AmE, and other varieties depending on the spelling and vocabulary of the content. The coursebooks' content was examined from beginning to end for each category and grade.

Table 3. *Checklist for cultural variation representations*

| Course books and Themes | Inner Circle Culture | | | Outer Circle Culture | | | Expanding Circle Culture | | |
| | People | Place | Facts | People | Place | Facts | People | Place | Facts |

The cultural variations in the content, on the other hand, were analyzed and classified based on Kachru's (1985) three concentric circle model, which separates countries into three circles: inner circle (e.g., English is the native language), outer circle (e.g., English is mostly used as a second language), and also expanding circle (e.g., English is used as a foreign language). Subsequently, the people, the places, and the historical and cultural facts connected to the countries are used to identify the cultural references (Guerra, 2005). In cases when cultural affiliation was not obvious, the occurrences were perceived to as international topics. Each occurrence of these categories was carefully examined, and counted by the researcher. Expert opinions are taken into consideration to provide interrater reliability of the research. Peer debriefing is utilized to improve the credibility of data analysis. According to Barber and Walczak (2009), peer debriefing is a commonly accepted and recommended strategy for increasing data reliability in content analysis research.

Since a qualitative research technique is more suited and applicable to the data produced from the content, it is employed for this purpose. Qualitative research comprises an in-depth examination of documents, pictures, recordings, and scripts. Dörnyei (2007) asserts that the main objective of qualitative research is not to validate any hypothesis prior to data collection and analysis. Data is first obtained, correctly examined, and then an interpretation or inference is made (Dörnyei, 2007). Qualitative research involves several dynamic realities and aims to comprehend, identify, and characterize them, as opposed to believing in a solid reality and trying to predict and control it (Creswell & Poth, 2016).

3.1. Data Sources

This study examines the ELF representations of linguistic and cultural varieties of English Language Teaching coursebooks that are utilized in the Ministry of National Education Anatolian High Schools in Turkey. Regarding the levels of the state Anatolian high schools, 9th, 10th, 11th, and 12th grades ELT coursebooks and their workbooks are selected; in total eight government-issued coursebooks were sampled for this research.

The primary focus of the study is coursebooks, which are the main instruments for teaching and learning languages. Coursebooks play a crucial role in contextualizing the language components, including any underlying meanings associated with accepted and

desired norms, ideologies, and behaviors. There has been much research on different grades; however, the high school grades need further analysis; therefore, this research focuses on all the books used in Anatolian State High Schools. The following list is the student's books and workbooks used through the research with the publication firms listed in parenthesis.

- Teenwise 9 Student's Book (Baydar-Ertopçu, F., Bulut, E., Şentürk, S., and Umur-Özadalı, S., 2020) (Saray Matbaacılık)
- Teenwise 9 Workbook (Baydar-Ertopçu, F., Bulut, E., Şentürk, S., and Umur-Özadalı, S., 2020) (Saray Matbaacılık)
- Count Me In 10 Student's Book (Çimen, F., Çokçalışkan, A., Demir, E., Fındıkçı, G., and Taşkıran-Tigin, B., 2020) (Saray Matbaacılık)
- Count Me In 10 Workbook (Çimen, F., Çokçalışkan, A., Demir, E., Fındıkçı, G., and Taşkıran-Tigin, B., 2020) (Saray Matbaacılık)
- Silver Lining 11 Student's Book (Akdağ, E., Baydar-Ertopçu, F., Kaya, T., Umur-Özadalı, S., and Uyanık-Bektaş, K., 2020) (Başak Matbaacılık ve Tasarım)
- Silver Lining 11 Workbook (Akdağ, E., Baydar-Ertopçu, F., Kaya, T., Umur-Özadalı, S., and Uyanık-Bektaş, K., 2020) (Başak Matbaacılık ve Tasarım)
- Count Me In 12 Student's Book (Çimen, F., Çokçalışkan, A., Demir, E., Fındıkçı, G., and Taşkıran-Tigin, B., 2020) (Özyurt Matbaacılık)
- Count Me In 12 Workbook (Çimen, F., Çokçalışkan, A., Demir, E., Fındıkçı, G., and Taşkıran-Tigin, B., 2020) (Özyurt Matbaacılık)

4. Findings

4.1. Identification of linguistic varieties

4.1.1. Research Question 1. Are there any linguistic variations in high school English coursebooks?

The exercises and activities on the differences between AmE and BrE were examined to determine whether there were explicit references to spelling, vocabulary, grammar, and pronunciation features of any English language variety; however, there were no such explicit occurrences throughout the coursebooks' content. The content of the books did not aim to show a clear distinction between AmE and BrE varieties either in the spelling or vocabulary sections. There was no other explicit distinction or activity which showed other linguistic variations. Furthermore, the content didn't specifically mention any other English varieties except for BrE and AmE. Likewise, Guerra et al.'s (2020) study, which compared locally published Portuguese and Turkish high school 9th-grade coursebooks, did not discover any explicit linguistic varieties in the Turkish setting.

4.1.2. Research Question 2. To what extent are the linguistic variations represented in high school English coursebooks?

Although the coursebooks did not explicitly include linguistic varieties, their written material reflected varieties in the use of the English language, particularly in vocabulary and spelling. In this regard, the books had a combination of British English and American English vocabulary and spelling elements. After counting all occurrences of BrE and AmE vocabulary and spelling in the books, the table below was created and classified in accordance with the reference lists that the researchers had provided (Swan, 2005; Algeo, 2006; Modiano, 2009).

Table 4. *Total use of Language Varieties*

Coursebooks and Workbooks	Use of Language Varieties							
	BrE				AmE			
	Spelling		Vocabulary		Spelling		Vocabulary	
	%	f	%	f	%	f	%	f
9th Grade	1.51	27	2.96	53	0	0	1.68	30
10th Grade	1.18	21	17.59	315	5.47	98	9.44	169
11th Grade	7.37	132	22.95	411	1.29	23	8.21	147
12th Grade	0.44	8	9.77	175	3.91	70	6.25	112
Total	10.50	188	53.27	954	10.66	191	25.57	458
Total Percentage	63.77				36.23			
Total Frequency	1142				649			

In the coursebooks, the total frequency of linguistic variations for the BrE and AmE attributes was 1791. The remaining occurrences were calculated using this total frequency amount, which was taken as 100% of the overall number. The content analysis showed that BrE usage was often preferred over AmE usage, particularly when it comes to vocabulary choice. The frequency of the AmE occurrences was 649, whilst the BrE instances were recorded as 1142. It was identified from 1791 linguistic instances, that 63.77% were in BrE vocabulary and spelling references, whereas 36.23 were in AmE vocabulary and spelling references, and that was nearly half of BrE references detected in the scope of coursebooks.

Regarding the spelling of overall representatives in the BrE component, there were 188 instances whereas in the AmE spelling component, 191 instances were detected. There was a slight distinction between the ratios of 10.50% BrE and 10.66% AmE varieties; it was apparent that the BrE variety of spelling favored a relatively small percentage than AmE spelling. There was a slight distinction between the ratios of 10.50% BrE and 10.66% AmE varieties; it was obvious that the BrE variety of spelling favored a relatively small percentage than AmE spelling while the vocabulary usage of AmE variety was nearly half of the BrE vocabulary instances. There was a slight distinction between the ratios of 10.50% BrE and 10.66% AmE varieties; it was evident that the BrE variety of spelling favored a relatively small percentage than AmE spelling while the vocabulary usage of AmE variety was nearly half of the BrE vocabulary instances. The majority of the vocabulary used in the coursebooks was in BrE with a total reference of 954, while the AmE vocabulary references were observed as 458. BrE vocabulary selection was 53.27% of 1412 vocabulary occurrences, which displayed that AmE vocabulary use was 25.57 % in the prevailing content of the coursebooks.
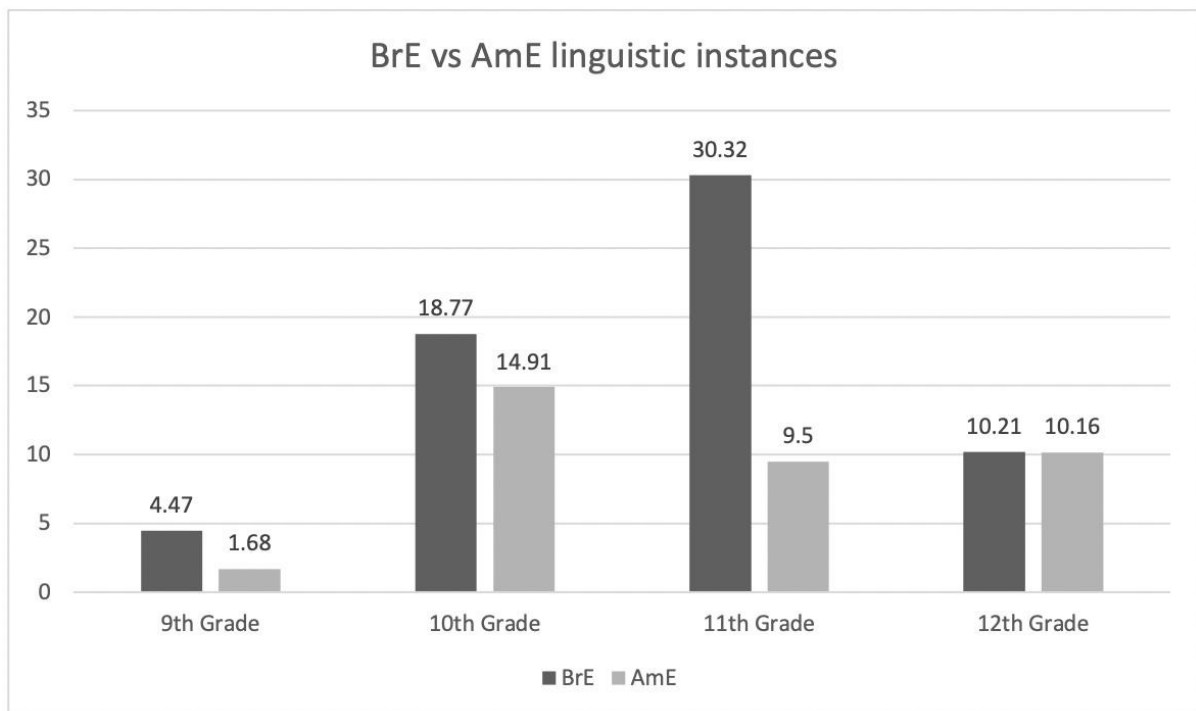
Figure 2. Percentages of the usage of varieties through the grades

Figure 2 illustrates the use of BrE spelling and vocabulary and AmE spelling and vocabulary occurrences throughout grades by assessing all coursebooks. The 11th grade coursebook had a significant number of British English variety usage examples, and it was clear that the coursebook favors the BrE variety over the AmE variety. The findings showed that the 11th grade coursebook had the most linguistic diversity, with 713 occurrences out of 1791 variety representations of total data, accounting for nearly 40% of the findings. The 10th grade coursebook ranked second with 603 linguistic differences, accounting for about 34% of all occurrences. Similarly, the coursebook's vocabulary and spelling are primarily of the BrE usage. The 12th grade coursebook ranked third in terms of variety among all grades, with approximately equal variation in the use of BrE and AmE variations, with 365 instances, accounting for over 20% of the occurrences. The 9th grade coursebook had the fewest instances of linguistic variation, with 110, accounting for roughly 6% of the total number of linguistic variety representations found in the content of the books. It was clear that the British English variety is widely used across all levels.

4.2. Identification of cultural varieties

4.2.1. Research Question 3. Are there any cultural variations in high school English coursebooks?

The coursebook data were examined using Kachru's (1985) 3-circle classification model, which divides countries into three categories: inner circle, outer circle, and expanding circle. Several cultural representations are recognized and evaluated under the categories of people, place, and cultural/historical facts (Guerra, 2005).

Table 5. *Total percentages of cultural representations*

Coursebooks and Workbooks	Inner Circle Countries			Outer Circle Countries			Expanding Circle Countries		
	People	Places	Facts	People	Places	Facts	People	Places	Facts
	%	%	%	%	%	%	%	%	%
9th Grade	3.51	4.15	4.79	0.18	1.35	1.35	4.50	11.81	7.37
10th Grade	1.52	1.99	0.52	0.35	0.47	0.24	2.93	4.74	3.10
11th Grade	6.49	3.16	3.92	0.30	0.59	0.30	4.74	8.01	6.49
12th Grade	1.52	1.58	2.98	0	0.12	0	2,16	2.11	0.70
Total	13.04	10.88	12.22	0.82	2.51	1.87	14.33	26.67	17.66
% of circles	36.14			5.20			58.66		

Table 5 was designed to provide a clear representation of the total percentages of findings derived from the content. The total number of instances was 1710, which was taken as 100%; all the rest of the percentages were calculated accordingly. Expanding circle countries had the largest representation of cultural references observed in this study, with 58.66%, followed by inner circle countries with 36.14% and outer circle countries with 5.20%. Based on the data in the expanding circle category, representations of places were found at 26.67%, with the most references among every category. Then it was followed by the cultural/historical facts of the expanding circle with 17.66% share and people from the expanding circle with 14.33% share. The total quantities detected in the expanding circle countries were much higher than the other groups. Secondly, the inner circle countries' references to people were observed to be 13.04%, while references to facts were 12.22% and the references to places had a 10.88% share in the total data. Finally, countries in the outer circle, which account for only 5.2% of the total data, were recognized for having the fewest occurrences. In the same way, the percentages of people, places, and facts were lower than those of the previously mentioned categories. For example, the category of places had a share of 2.51%, facts instances had a share of 1.87%, and people references had a share of 0.82% because they were the least common among all the other categories.

4.2.2. Research Question 4. To what extent are the linguistic variations represented in high school English coursebooks?

In terms of the total data's cultural references, the coursebooks for the 9th, 10th, and 11th grades all contained a significant number of examples from the countries that constituted the expanding circle. The 12th grade coursebook content was the only example when the inner circle cultural instances were slightly higher than the expanding circle countries' cultural instances. The second most commonly used cultural instances had been noted in the inner circle countries, and it was mostly presented by the people category after the instances of expanding circle countries. Although, there were more references to The UK people, the celebrities and famous people were included mostly from the American culture, and even some famous people were frequently portrayed within the coursebooks, for example, Elon

Musk, Mark Zuckerberg, Nicole Kidman, and Jim Carrey. Another noteworthy observation was, that almost all the famous people were chosen from actresses/actors, musicians, or wealthy individuals, while there were only two examples of famous writers (e.g., Stephan King and J.K. Rowling). Likewise, there were almost no references to internationally recognized authors or their well-known famous works/books and also there were almost no instances of artists/sculptures and their renowned works.

5. Discussion

The entire content of the grades was meticulously assessed to determine whether there were explicit variations of British English, American English, or other native-nonnative variations in the textbooks. The vocabulary, grammar, spelling, and grammar parts, as well as exercises and the written content, were examined. Nonetheless, explicit references to the BrE usage or AmE usage were not identified; notably, any part addressing the differences between varieties was not found.

In line with the objectives of the second research question, the total frequency of BrE and AmE vocabulary and spelling items was identified first. Next, the entire set of cases was classified as BrE and AmE according to the widely regarded pioneer academics' reference lists (Swan, 2005; Algeo, 2006; Modiano, 2009). Occasionally, the examples were verified again from several sources to have a more accurate comprehension of the variations to precisely classify them. The English language's variations were used interchangeably; for example, numerous terms were offered in both American English spelling and British English spelling on various tasks in the same textbook. The utilization of vocabulary also lacked a particular linguistic variation; instead, BrE and AmE vocabulary were frequently used interchangeably or as synonyms. According to McArthur (2001), there is nothing wrong with the way words are spelled in American English; even so, it is important to emphasize that if one variation is preferred, it should be used consistently. It may be argued that having a certain language variety for a language's usage is better than having no language variety at all (McArthur, 2001).

Together with instances of Turkish local culture, there were many representations of many cultures from the world. Each theme in the textbooks had "Wise Up" sections where cultural details were commonly emphasized. Some examples of subjects addressed the daily life of a Turkish musician, household designs from various cultures (Japan, Morocco, Sweden, etc.), a comparison of the film industries in Hollywood and Bollywood, natural catastrophes worldwide (USA, Indonesia, Sri Lanka, India, Thailand, and the Maldives), facts about some actresses and actors (Nick Kidman, Marion Cotillard, Jim Sturgess, Heath Ledger, and Meryl Streep), birthday celebrations in different countries (Australia, England, Mexico, China, Canada, and Jamaica), and a passage about Mark Zuckerberg, the creator of Facebook.

It is important to highlight that instances detected in content on Turkey or Turkish people were analyzed under the classification of expanding circle countries. Because Turkish culture was the local culture of the study, locally produced state high school textbooks made numerous references to local culture, accounting for 25% of all occurrences in the expanding circle countries' category. Consequently, the references of the expanding circle countries hold a great share in the overall data distribution. Throughout the whole coursebook's contexts, British and American cultures were clearly present. Even though neutral subjects were included in the resources, the local culture was only partially observed. According to McKay (2012), it is necessary to acknowledge the local culture to foster the language learning process for students and instructors. It also strengthens the management of local language instructors, who understand how the society utilizes English. Educators who are consciously aware of English varieties can adapt their methods to address the needs of their class (Sifakis

et al., 2018). As a result, publishers should be able to pay attention to the local cultures by using a comprehensive attitude while pointing out the cultural instances in language teaching materials. This attitude may be more in line with English as a Lingua Franca concept and also may assist language students to be aware of the different cultures and understand the ways of operating in those cultures; therefore, fostering intercultural communicative competence is crucial (Alptekin, 2002). In conclusion, fostering intercultural communicative competence should be a central focus in language education, equipping learners with the skills needed to thrive in our increasingly interconnected world.

6. Conclusion

The foremost goal of this study is to analyze the representations of cultural and linguistic varieties in ELT coursebooks used in Anatolian State High Schools in Turkiye. Considering its numerous varieties, use in cross-cultural interactions, and lack of a specific cultural background, English is probably one of the most difficult languages to teach. Though, teaching this language is particularly fulfilling as it has a wide cultural and geographic reach, enabling individuals to communicate beyond cultural boundaries and access an extensive amount of knowledge (McKay, 2018).

Plenty of research conducted with the same intention to determine the ELF representations in context revealed that the textbooks tend to contain more occurrences of inner circle countries (Matsuda, 2002; Guerra, 2005; Takahashi, 2014) and inner circle cultures people are commonly detected. These analyses are carried out in the countries where the English language is the foreign language course in their curriculum. The results of this study, however, indicate that the content of high school textbooks in Turkey has a greater number of examples from the expanding circle countries than from the inner circle countries. The primary cause of this can be that Turkish culture, or local culture, has been incorporated into the countries that constitute the expanding circle instead of being excluded from it. The above-mentioned studies eliminated local culture from the expanding circle countries category, and the researchers observed that inner circle occurrences are predominant in the content of textbooks.

The people in charge of choosing and administering the coursebook, policymakers, and authors should all be transparent about the objectives of the coursebooks. To foster intercultural acceptance and cultural awareness in learners, it is important to eliminate any misconceptions or biases regarding a culture. The primary goal of educational environments, and particularly the resources used within the classroom, ought to serve to support students with the skills they are required to function in the multilingual as well as multicultural world of today.

The implications of this research are that the foundational materials in foreign language education, known as coursebooks, play a crucial role in transmitting and preserving cultural values, competencies, and approaches essential for fostering cultural awareness and mutual understanding in diverse environments. Educators responsible for choosing and utilizing instructional materials must scrutinize the content and activities in coursebooks, particularly concerning multicultural and linguistic elements, to ensure a balanced and comprehensive representation of various cultural aspects. It is imperative to assess whether the coursebook maintains stereotypes, biases, or prejudices against any culture in order to foster intercultural competence and awareness among learners. In cases where the cultural content in the coursebook is lacking, teachers can enhance the material with extracurricular activities that promote positive perspectives on multiculturalism and cultural awareness.

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