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Coursebook Writers' Orientations towards ELF: The Case of Coursebooks used in a Private University

Sibel Katırcı[a], Ali Karakaş[b*]

a MA, Burdur Mehmet Akif Ersoy University,, https://orcid.org/0000-0003-3674-1444
b* Assoc. Prof. Dr. Mehmet Akif Ersoy University, https://orcid.org/0000-0002-9790-8562
akarakas@mehmetakif.edu.tr

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Abstract

Coursebooks used in English language teaching play a significant role for language learners. One way of determining whether the current status of English in language teaching, that is, English as a lingua franca (ELF), is taken into account in language teaching pedagogy is to analyze coursebooks. This study aims to determine how listening, speaking, and video sections of two intermediate-level coursebooks used in a preparatory program of a private university in Turkey are approached regarding ELF principles in the teaching of English. Based on qualitative and quantitative content analysis, this descriptive research was conducted using Rose and Galloway's (2019) framework for coursebook analysis. The findings demonstrate that in one of the coursebooks, ELF interaction was higher than in the other regarding listening recordings. There was only one video representing an ELF interaction in both coursebooks. RP (Standard British English) was the core reference in the listening files and videos. Cross-cultural and global topics were chiefly included in the speaking tasks; however, there was a lack of multi-cultural topics addressed within the books. Speaking activities included mainly the strategy of turn-taking and only two clarification communicative strategies but guided speaking tasks were in contradiction with ELF features. The findings offer practical implications for coursebook designers/writers, curriculum designers, and language teachers.

Keywords: coursebooks, English language teaching, English as a lingua franca, listening, speaking

Ders Kitabı Yazarlarının Ortak Dil Olarak İngilizceye Yönelik Yaklaşımları: Bir Özel Üniversitede Kullanılan Ders Kitapları Örneği

Öz

İngilizce öğretiminde kullanılan ders kitaplarının dil öğrenenler için önemli bir yeri vardır ve dil öğretiminde dilin mevcut durumunun yani yeni bir kavram olan ortak dil olarak İngilizce (ELF)'nin küreselleşen dünyada dikkate alınıp alınmadığını belirlemenin yollarından biri de ders kitabı analizidir. Bu açıdan, bu çalışmanın amacı Türkiye'de bir vakıf üniversitesinin hazırlık programında kullanılan iki orta düzey ders kitabının dinleme, konuşma ve video bölümlerinin İngilizce öğretiminde ELF ilkeleri açısından nasıl ele alındığını ortaya koymaktır. Nitel ve nicel içerik analizine ilişkin bu tanımlayıcı araştırma, Rose ve Galloway'in (2019) ders kitabı analizi çerçevesine göre yapılmıştır. Bulgular, dinleme kayıtları açısından ders kitaplarından birinde ELF etkileşiminin diğerine göre daha yüksek olduğunu ve her iki ders kitabında da ELF etkileşimini temsil eden tek bir videonun olduğunu göstermiştir. RP (Standart İngiliz aksanı) dinleme dosyalarında ve videolarda temel referans noktasıdır. Ders kitaplarının konuşma bölümlerine kültürler arası ve küresel konular ağırlıklı olarak dahil edilmiştir; ancak, çok kültürlü konu eksikliği vardır. Konuşma aktivitelerinde ağırlıklı olarak sırayla konuşma stratejisi ve sadece iki açıklayıcı iletişim stratejisi vardır, ancak yönlendirilen konuşma aktiviteleri ELF özelliğiyle çelişmektedir. Bulgular ders kitabı tasarımcıları/yazarları, müfredat tasarımcıları ve dil öğretmenleri için uygulamaya dönük çıkarımlar sunmaktadır.

Anahtar kelimeler: Ders kitapları, İngilizce dil öğretimi, ortak dil olarak İngilizce, dinleme, konuşma

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INTRODUCTION

English is a common language used worldwide as it is a means of communication between different ethnic and linguistic groups. In the globalized world, the use of English as a communication tool for people represents the roles and functions that English serves as World Englishes (WEs), Global Englishes (GEs), English as an International Language (EIL), and English as a Lingua Franca (ELF). English enables people to communicate with language users from diverse cultures and backgrounds in many areas, such as education, business, science, and trade. Consequently, with intense use of the language among speakers, a new term, ELF, has emerged. ELF broadly characterizes communication between people from various L1 environments (Seidlhofer, 2005). ELF provides an interactional platform for people worldwide whose mother tongues are dissimilar and stresses the prominence of maintaining efficient communication over grammatical accuracy (Jenkins, 2012).

There are various definitions relevant to ELF. For instance, Cogo (2012) notes that ELF is not monolithic and geographically located. It is typically observed that speakers from the outer circle (non-Anglophone settings where English is used officially), expanding circle (settings where English has no official status other than being used for international communication and taught as a school subject), and inner circle (settings where English is the mother tongue of the community) contexts can communicate in ELF. Cogo's (2012) definition clearly shows that ELF exists in different linguacultural communities and consists of heterogeneous groups. Similarly, Jenkins (2009) also defines ELF as a communication phenomenon shaped mainly by non-native speakers (NNSs). Different L1 backgrounds exist in ELF communication, and users employ various strategies while communicating to reach mutual understanding, which is an essential point of communication in ELF. Jenkins's (2009) point of view calls attention to ELF as a worldwide language alternative for communication between people with diverse languages and cultures. In other words, ELF welcomes any speaker using English on their terms and does not enforce a specific group's norms over the others, rejecting the normative approach to language use that takes native English speakers (NESs) as a benchmark.

Another leading and distinctive aspect of ELF is meaningful and effective communication strategies used within ELF situations. As Galloway and Rose (2015) emphasize, it is common to see some communicative strategies in ELF interactions, including 'code-switching', defined as standing for alteration of the language in conversation, 'code-mixing', related to the use of one word from another language, and also 'borrowing'. Native-speaker norms do not dominate ELF interactions, especially in terms of grammar and phonology. Some aspects of English use by L2 users of the language might be considered mistakes compared to native speakers or standard English norms. Still, these are not rejected in ELF contexts as long as they do not impede communication. Seidlhofer (2004) and Mauranen (2010) argue that ELF speakers do not consider the prescriptive rules determined by native speakers' common language use to provide an overview of this issue. The most crucial points within ELF communication are mutual understanding, maintaining efficient interaction, and achieving the goal of communication, i.e., getting things done with Englishing.

Language coursebooks are used worldwide and play an essential role in teaching ELF. These usually emphasize the ultimate goal of native speakerism in language learning rather than taking into account the various L1 backgrounds of learners. While the significance of ELF in interaction and language use is underscored, the content of coursebooks used in language teaching do not depict ELF communication in its pedagogy to learners of English. As Vettorel and Lopriore (2013) state, native speakerism, the interaction of NESs, and their cultural representations are the primary targets in conventional English language teaching pedagogy, although there is an inclination to reflect the influence of the dissemination of English. As a consequence of presenting models and norms of NESs, coursebooks does not raise awareness of ELF in language use. As Caleffi's (2016) study that analysed coursebooks in terms of listening and speaking skills suggests, the superiority of NESs in coursebooks is clearly maintained, and NESs' interactions are emphasized. Therefore, the representation of ELF in language coursebooks is limited.

An analysis of coursebooks used in language teaching and their content through the lens of ELF will reveal how coursebook writers orient English to target students. Specifically, coursebook analysis concerning ELF has a great significance in raising awareness of material or coursebook designers.

Looking at ELF literature, most of the studies in higher education in Turkey focus on perceptions, reactions, and awareness of EFL instructors, pre-service language teachers, English language teachers, and EFL students and its pedagogical tenets (e.g., Akçay, 2020; Aydın, 2020; Aydın & Karakaş, 2021; Ceyhan-Bingöl, 2018; Çelik-Keskin, 2019; Kamaz-Gümüşel, 2019; Kısa, 2017; MollaHamzaoğlu, 2020; Nazlı-İnce, 2018; Öz, 2019; Sağlık-Okur, 2016; Temiz, 2018; Ünnü, 2018; Yılmaz-Uzunkaya, 2018). A limited number of studies analyze

coursebooks in terms of the different ELF skills in higher education institutions in Turkey. Studies by Keskin (2021), Koç (2016), Koçak (2021), and Yağar (2020), who also assessed language coursebooks used in a university, analyze coursebooks used in state schools. In the current literature, there are relatively few studies analyzing ELF in coursebooks by ELF researchers in Turkey (e.g., Guerra et al., 2020; Solhi et al., 2020). Studies of these books in higher education institutions are mainly based on coursebooks used at state schools at different levels. The number of studies analyzing ELF in coursebooks used at universities in Turkey is insufficient. Consequently, this missing element requires further attention. The studies carried out abroad by ELF researchers are mainly on the analysis of coursebooks used at secondary schools, high schools, and universities (e.g., Asakereh et al., 2019; Caleffi, 2016; Chan, 2014; Kopperoinen, 2011; Meidani & Pishghadam, 2013; Rose & Galloway, 2019; Si, 2019; Syrbe & Rose, 2018; Takahashi, 2014; Tomlinson & Masuhara 2013; Tsantila & Georgountzou, 2017; Vettorel & Lopriore, 2013). Their findings are more or less similar, noting that the representation of ELF is low in the teaching materials but with a slow change towards more ELF-oriented teaching resources, at least nominally (e.g., names from different nationalities and cultural artifacts from non-English settings).

There is a clear gap in the literature concerning analysis of coursebooks with regard to ELF, particularly in ELF analysis of EAP coursebooks used in universities in Turkey. This study aims to identify whether mainstream English coursebook writers represent ELF and its pedagogical principles in their books and to what extent awareness of ELF is promoted. In this respect, the study attempts to answer the following research questions:

1. Does ELF exist in the listening and video sections of the coursebooks?

2. Are there activities raising awareness of accents in the listening/video sections and cross-cultural/global topics and content in speaking parts of the coursebooks?

3. Are communicative competence and communicative strategies for ELF contexts addressed in the speaking activities in the coursebooks?

METHOD

Research Design

This current study is a descriptive case study. The data were gathered qualitatively based on an analysis of ELF in listening, videos, and speaking sections of two intermediate-level coursebooks used in a preparatory program of a private university (Yin, 2003). The purpose was to understand a complex phenomenon, i.e., whether and to what extent coursebook writers represent ELF in their products designed for non-native speakers of English (Grandy, 2010). As the coursebooks analyzed were the basic documents, descriptive research and documentary analysis were carried out. Furthermore, descriptive statistics were utilized as a supplementary tool providing percentages and frequencies to determine the frequency of ELF-oriented interactions in the audio files and videos of the two coursebooks. The purpose of collecting the qualitative data was to identify the quantity of cross-cultural, global, and multi-culturally oriented content and communicative strategies used in the speaking sections of the two coursebooks.

Materials

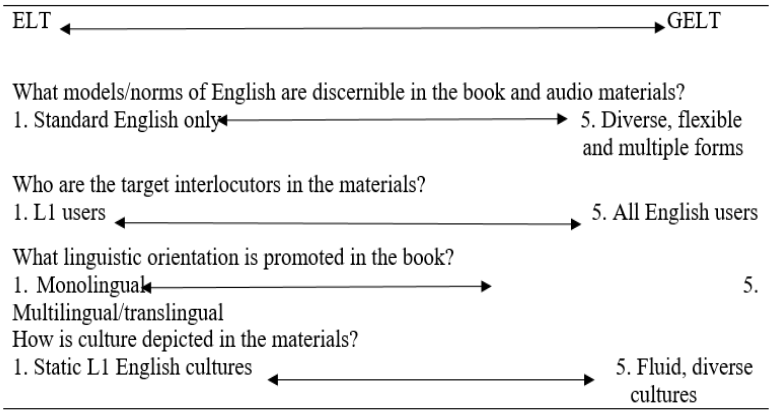
The two coursebooks selected for study, i.e., Unlock Listening & Speaking 3 and Speakout Student's Book, whose levels were Intermediate, are the principal teaching materials used in the preparatory program of a private university at which one of the researchers was a member of the teaching staff. Therefore, these two coursebooks were data source for determining the coursebook writers' orientation to representing ELF in the listening, speaking, and video sections. As the study focuses on listening, videos, and speaking activities, seventy audios, ten videos, ten speaking tasks, and discussions in Unlock LS 3 were analyzed, and seventy-nine audios, ten videos, discussions, and speaking tasks in each unit of Speakout were evaluated.

Data Analysis Procedures

A document content analysis was conducted on the coursebooks' contents in terms of the presence or absence of EFL in the listening, speaking, and video sections to answer the research questions. The data were subjected to qualitative content analysis to describe how ELF was presented in the audios and videos provided for listening and the topics provided for speaking activities. Descriptive statistics are given in tables and figures to make the qualitative data comprehensible. Screenshots of illustrations in the coursebooks are provided to present the data analysis of this study. As well as qualitative content analysis, quantitative content analysis was carried out to present numerical data about the number of accents and ELF-oriented listening texts and videos. Quantitative content analysis was conducted to determine the number of cross-cultural/global topics, multi-culturally oriented content topics, and strategies for communication in speaking.

To assess the existence or absence of ELF in the coursebooks, Rose and Galloway's (2019) framework was used as a point of reference while comparing the coursebooks in terms of their alignment with traditional ELT and ELF-oriented or Global Englishes Language Teaching (GELT) pedagogy, as shown in the following table.

Table 1. Framework Used for the Study (Rose & Galloway, 2019, p. X)



Research Ethics

Ethical principles were followed during this study's planning, data collection, analysis, and reporting. Permission to carry out this study was obtained from the Ethics Committee of the Turkish state university, where the first author was enrolled as an MA student at the time of data collection. This was provided under the decision dated September 1, 2021, and numbered G0 2021/315. Some of the ethical measures taken include member-checking and coding the data twice, avoiding bias and perjury of documentary data, and false interpretation or misrepresentation of the existing elements in the coursebooks here investigated.

FINDINGS

The Existence or Absence of ELF in the Listening and Video Sections of the Coursebooks

The findings of the analysis associated with the quantity, percentage, and frequency of interactions reflecting ELF-oriented listening files and videos are presented in the following table and explained in detail below. In addition, the screenshots of the relevant pages, including the samples of ELF interactions/elements, are also given below.

Table 2. Coursebook Writers' Preference for ELF-oriented Listening Files in the Coursebooks

Interaction in Listening Files	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
NNSs-NNSs Interaction	2	8	0	0
NNSs-NSs Interaction	10	38	6	8
NESs-NESs Interaction	14	54	66	92
Total	26	100	72	100
ELF Interaction	12	46	6	8

Unlock LS3

As shown in Table 2, in Unlock LS3, the quantity of NNSs and NNSs interaction in the listening files to symbolize ELF is very low, and the existence of ELF elements with this nature of the exchange is insufficient when the listening parts are inspected in general. A few listening files raise awareness in terms of recognizing accents, such as East European Englishes, Asian, Arabic, and Indian accents, but not Standard English. However, the central focus is on Standard British and American English in NESs-NESs interactions in the listening files. When Rose and Galloway's (2019) framework is taken as a point of analysis, models/norms of English presented in the audios are identified with Standard English, and the target interlocutors are L1 English users. References to Expanding and Outer Circle countries (e.g., India, Singapore) are limited in contrast to Inner Circle countries where English functions as the mother tongue of the respected community.

Speakout

Table 2 shows that Standard British English is most common in the audios of NES-NES interactions, which do not symbolize ELF. There are no audios featuring NNSs-NNSs interactions, but NNS-NES interactions representing ELF-oriented audios with French, Spanish, Dutch, Indian, Moroccan, Italian, Southern British, and

Standard British accents are available in this coursebook. However, NESs are the critical interlocutors for NNSs in these audio files. This demonstrates the coursebook writers' intention to partially exemplify the Expanding and Outer circle countries and speakers in the listening sections, especially as potential hearers-listeners of NES interactants. Nevertheless, Inner circle countries are heavily represented in NES-NES interactions in the audios of the coursebook. Standard English models/norms and L1 users as target interlocutors in the audios are presented to learners apart from a couple of ELF-oriented audio texts. The following table summarizes the interactions in ELF-oriented videos in both coursebooks.

Table 3. Coursebook Writers' Preference for ELF in the Videos of the Coursebooks

Interaction in Videos	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
NNSs-NNSs Interaction	0	0	0	0
NNSs-NESs Interaction	1	50	1	11
NESs-NESs Interaction	1	50	8	89
Total	2		9	
ELF Interaction	1	50	1	11

Unlock LS3

Table 3 illustrates no ELF-oriented video involving NNSs-NNSs interaction, and there is only one video (Unit 3, p.52) representing ELF interaction with NNSs and NESs. Figure 1 is a screenshot of the video.

Figure 1. *A sample of ELF-oriented video from Unlock LS3 (p.52)*

Speakout

Table 3 shows no NNS-NNS interactions in the videos in this coursebook, and ELF interaction is very shallow in the videos as there is only one video involving NNS-NES interaction. The videos are presented under the title BBC. In the video involving NNS-NS interaction, Polynesian and Standard British accents are heard (see Unit 8-Video); the Polynesian accent symbolizes an Expanding circle speaker. Figure 2 is a screenshot from the video.

Figure 2. *A screenshot of an ELF-oriented video from Speakout (p. 100)*

Awareness-Raising Activities in Terms of Accents in the Listening/Video Sections and Cross-Cultural, Global Topics, and Multi-Culturally Oriented Content in Speaking Parts of the Coursebooks

Table 4 presents the accent type, number, percentage, and frequency in each coursebook.

Table 4. Types of Accents in the Listening Parts of the Coursebooks

Accents in the Listening Files	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
RP*	92	74	272	92.0
American English	9	7	8	3.0
East European	4	3	0	0.0
Irish	0	0	1	0.3
Spanish	0	0	1	0.3
Dutch	0	0	2	0.6
Indian	2	2	1	0.3
Welsh	0	0	2	0.6
Moroccan	0	0	1	0.3
Polynesian	0	0	0	0.0
Italian	0	0	3	1.0
French	0	0	1	0.3
Scottish	0	0	4	1.3
Asian (non-colonized)	5	4	0	0.0
Australian	4	3	0	0.0
Arabic	9	7	0	0.0
Total	125	100	296	100.0

*RP includes Standard British, Southern British, Northern British, British Regional, and Liverpudlian accents

Unlock LS3

Table 4 clearly shows that RP, including Standard British (mostly), Southern British, Northern British, and British Regional, is the main model accent of this coursebook in the audio files. In addition, this coursebook includes some audio files consisting of different accents, including Arabic, Asian, Australian, and Indian. While the inclusion of these accents to raise learners' awareness, it is insufficient as, apart from the audio files in these units, target interlocutors are NESs and UK and US accents in the listening sections. Besides a few ELF-oriented accents, monolingual linguistic orientation is promoted in the audio files.

Speakout

As Table 4 shows, in Speakout, RP, including Standard British (mostly), Southern British, Northern British, British Regional, and Liverpudlian accents, is mainly featured in the audio files. There are different accents, including French, Irish, Spanish, Dutch, Indian, Welsh, Scottish, Moroccan, and Italian. The inclusion of these accents may increase learners' awareness to some extent, but insufficiently. NESs are target interlocutors, and UK or US accents are heard in the listening sections of the coursebook. Standard English models and norms exist in the audios. As was found in Unlock LS3, in the listening files, monolingual linguistic orientation is promoted except for ELF-oriented accents. Table 5 summarizes how different accents are presented in the videos of both coursebooks.

Table 5. Types of Accents in Video Parts of the Coursebooks

Types of Accents in Videos	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
*RP	6	50	25	69.4
American English	5	42	7	19.4
Spanish	1	8	0	0.0
Welsh	0	0	3	8.3
Polynesian	0	0	1	2.7
Total	12	100	36	100.0

*RP includes Standard British, Southern British, Northern British, and British Regional accents

Unlock LS3

Table 5 shows that most accents in the videos are RP (only Standard British) and American English. Apart from these, there is only one Spanish accent in the video of Unit 3.

Speakout

In this coursebook, RP is mainly used in the ten total videos. American English is also used, although only very little. The only two other accents are Welsh and Polynesian.

Table 6 shows the distribution of cross-cultural, global, and multi-cultural topics in the speaking sections of both coursebooks, providing percentages and frequencies. This is followed by a presentation and screenshots illustrating these topics from both coursebooks.

Table 6. Cross-cultural, Global, and Multi-culturally oriented Content in the Speaking Parts of the Coursebooks

Types of Topics	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
Cross-cultural	17	59	4	15
Global	10	34	20	77
Multi-cultural	2	7	2	8
Total	29	100	26	100

Unlock LS3

Table 6 shows that this coursebook contains cross-cultural, global, and multi-culturally oriented topics in the speaking activities, although their number is limited. What is heavily incorporated in the speaking sections as a topic is a cross-cultural-oriented content. The number of questions with global topics in the speaking sections is ten. There are only two questions with multi-culturally oriented topics representing the least involved content in speaking activities. Examples of cross-cultural, global, and multi-cultural topics are given in Figure 3.

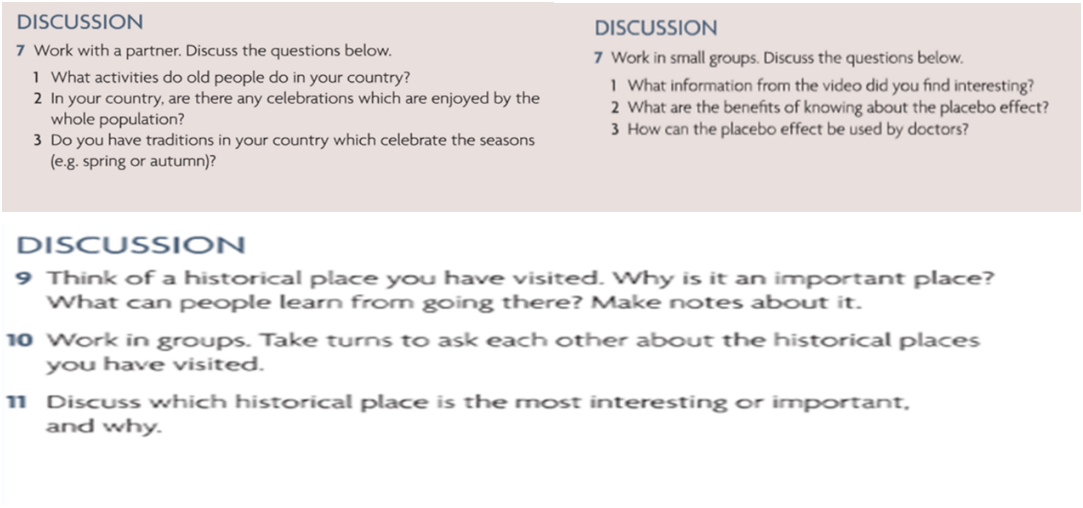


Figure 3. *Samples of cross-cultural, global, and multi-cultural speaking topics from Unlock LS3*

Speakout

This coursebook directs attention to globally-oriented speaking topics, and learners' awareness of these topics is promoted through speaking activities. In addition, cross-cultural topics are emphasized in the speaking activities. However, the topics least included in speaking tasks are multi-culturally oriented. Examples of these topics are given in Figure 4.

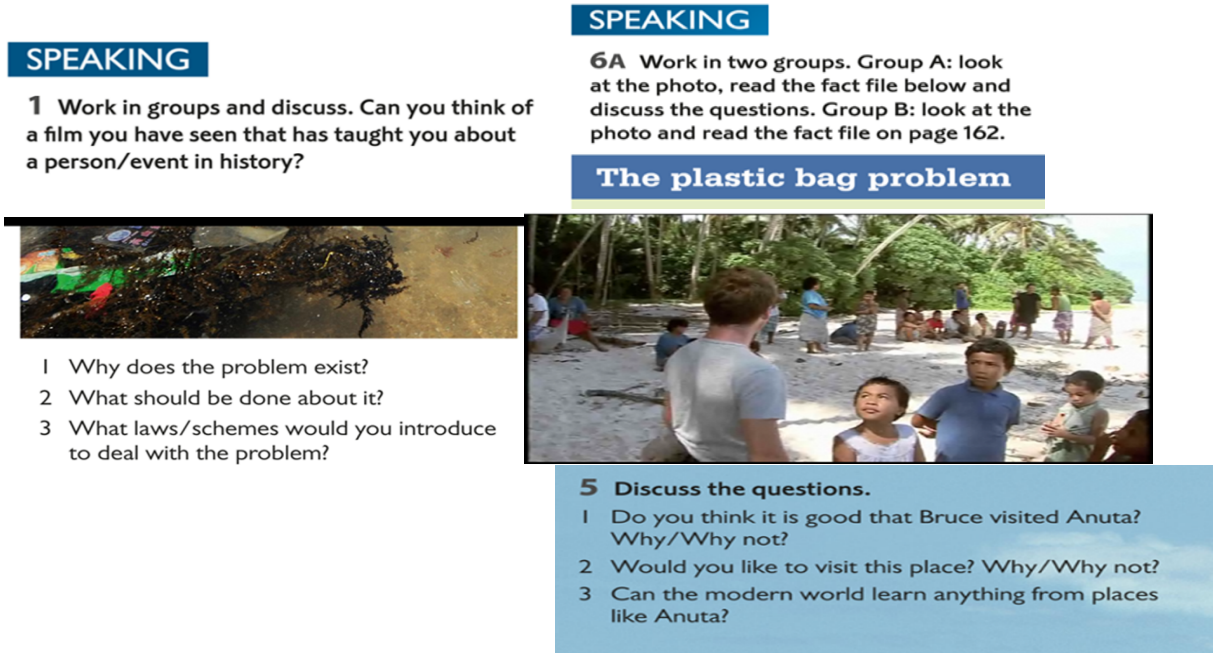


Figure 4. *Examples of cross-cultural, global, and multi-cultural topics from Speakout*

Communicative Competence and Communicative Strategies for ELF Context through Speaking Activities in the Coursebooks

Table 7 presents the findings of the third research question in detail.

Table 7. Presence of Communicative Strategies in the Speaking Parts of the Coursebooks

Types of Communicative Strategies	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
Turn-taking	21	91	17	94
Clarification	2	9	1	6
Total	23	100	18	100

In what follows, the representation of communicative competence and communicative strategies in each book is presented with illustrations and screenshots.

Unlock LS3

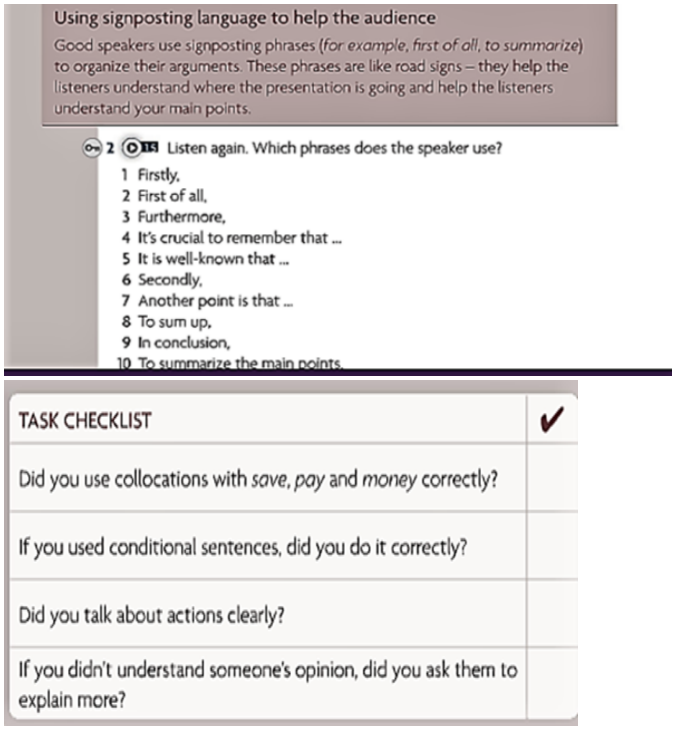
As seen in Table 7, turn-taking and clarification are the only strategies used in communication for the speaking parts in Unlock LS3. The percentage of turn-taking strategies demonstrates that it is commonly used in speaking activities for potential ELF contexts. The total number of clarification strategies shows that clarification as a communicative strategy is not sufficiently facilitated in ELF contexts through the speaking tasks. Pair and group work are given for discussions, and these discussion sections reinforce learners' active involvement, and their communicative competence is fostered. However, even though turn-taking is provided as a strategy in the speaking activities, the coursebook does not fully promote the learners' use of communicative strategies as some of the speaking tasks are guided. There are also some speech acts and a checklist to make learners use the norms taught while doing speaking tasks at the end of each unit (From unit 1 to unit 10). This contradicts the GELT framework and ELF communication realities. Other than turn-taking, no different communicative strategies, such as code-switching or paraphrasing, are included. To clarify how turn-taking and clarification strategies are presented, screenshots from the coursebook are given in Figure 5, and speech acts, and checklist samples are shown in Figure 6.

5 Work in small groups. Take turns to give opinions on some of the topics below. As you listen to the other students, ask them to explain their reasons. Use phrases from Exercise 4.

- Students shouldn't have to pay for their coursebooks.
- University should be free.
- Children shouldn't have homework.
- We shouldn't pay taxes.

5 Work in small groups. Discuss your opinions on whether teenagers should have credit cards. Give your reasons and examples. As you listen to other students' reasons, ask them to explain their reasons in more detail.

Figure 5. *Samples of turn-taking and clarification strategies from Unlock LS3*



Using signposting language to help the audience

Good speakers use signposting phrases (*for example, first of all, to summarize*) to organize their arguments. These phrases are like road signs – they help the listeners understand where the presentation is going and help the listeners understand your main points.

2 Listen again. Which phrases does the speaker use?

1 Firstly,
2 First of all,
3 Furthermore,
4 It's crucial to remember that ...
5 It is well-known that ...
6 Secondly,
7 Another point is that ...
8 To sum up,
9 In conclusion,
10 To summarize the main points.

TASK CHECKLIST	✔
Did you use collocations with *save*, *pay* and *money* correctly?	
If you used conditional sentences, did you do it correctly?	
Did you talk about actions clearly?	
If you didn't understand someone's opinion, did you ask them to explain more?	

Figure 6. *Samples of speech acts and checklist from Unlock LS3*

Speakout

In Speakout, only turn-taking and clarification strategies are provided in some of the speaking activities, but the focus is only on the communicative strategy of turn-taking. The only clarification strategy in the speaking activities shows that the coursebook does not focus on this strategy in the speaking activities. Other communicative strategies, such as code-switching, paraphrasing, time gaining, etc., are not fostered in the ELF context. Pair work or group work is given for speaking practice, and through these tasks, communicative goals and competence can be attained. However, even though turn-taking is provided in some of the speaking activities, others are based on using what is taught and the given prompts. In some speaking tasks, role-play activities are provided with a process that needs to be followed. Some of the tasks are presented in a guided way, and they do not promote multilingual linguistic orientation. There are some speech acts in the 'function' part of the coursebook. Examples of turn-taking and clarification strategies are provided in Figure 7 and prompts, a flow chart, and speech acts are exemplified in Figure 8.

Figure 7. *Examples of turn-taking and clarification strategies from Speakout*

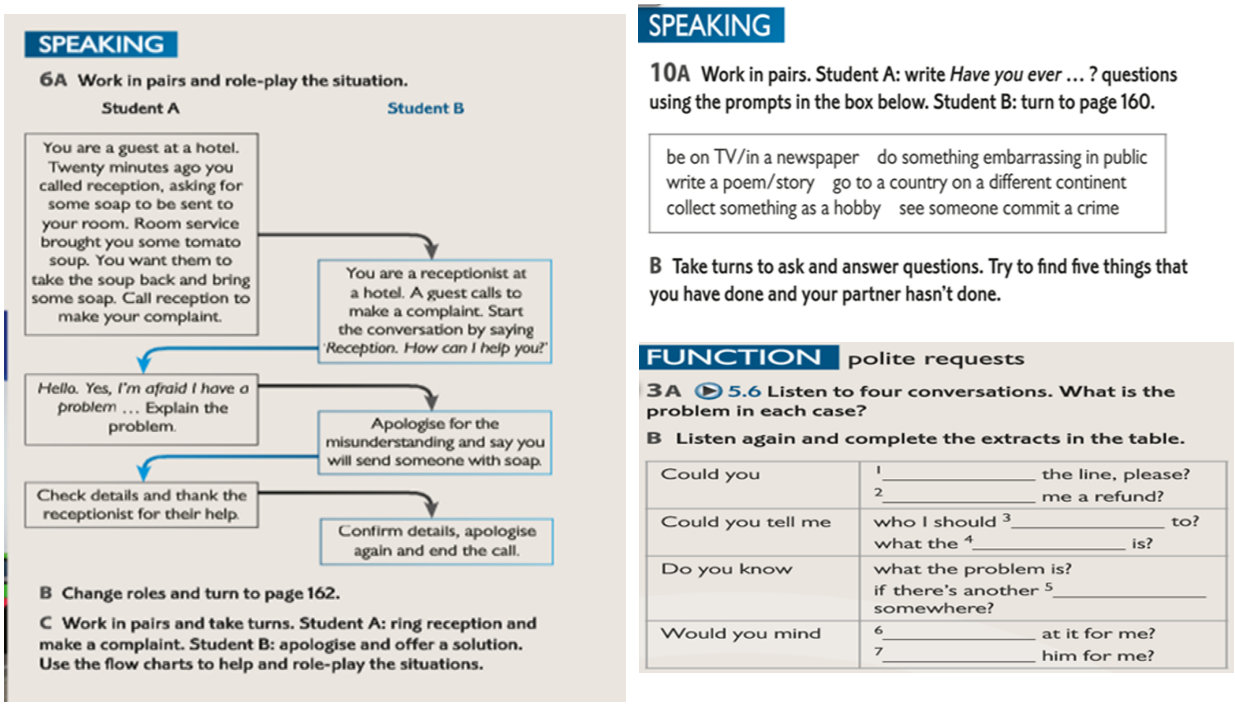


Figure 8. *Examples of prompts, a flow chart, and speech acts from Speakout*

DISCUSSION

The findings show that in Unlock LS3, 46% of ELF interactions are covered in the listening files, and in Speakout, 8% of ELF interactions are covered. Both coursebooks mainly provide NESs-NESs interaction. The main emphasis is on NESs-NESs interactions. There are limited Expanding and Outer Circles examples, and audios predominantly feature Inner Circle settings. In videos, 50% of ELF interactions are demonstrated in one video in Unlock LS3, while 11% of ELF interactions are shown in just one video in Speakout.

The dominance of native speakers in the listening and video parts of the coursebooks reflects the case found in many earlier studies (e.g., Caleffi, 2016; Keskin, 2021; Koçak, 2021; Si, 2019; Syrbe & Rose, 2018; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Yağar, 2020). Overall, coursebook writers seem to support a pre-eminence of native speakers in the ELT coursebooks over the representation of NNSs.

The heavy inclusion of NESs in coursebook audios can derive from the view associated with native speakers' intelligible accents and pronunciation, which are assumed to lead to no uncertainty compared to NNSs. Lev-Ari and Keysar (2010) argue that NNSs' pronunciation is a factor in regarding NNSs as implausible. Pennycook (1994) asserts that the superiority of NESs in terms of language use promotes the use of standard language ideology in ELT. Consequently, NESs are accepted as the target group of legitimate language users in the ELT field. The dominance of native speakers in coursebooks is also related to the power of Western countries. In the ELT domain, coursebooks are largely designed based on native speakerism and focus on Western countries and cultures (Gray, 2010). Alptekin (2002) argues that coursebooks should include various interactions of ethnolinguistically diverse people to enable learners to get exposure to the use of English in real life.

Regarding awareness of accents in the coursebooks, the emphasis is on RP, which was mainly included in the audios. In the videos, however, RP and American English mostly featured, although RP was by far the main accent. The incidence of Standard British English in the listening recordings in most coursebook analyses is in parallel with this study's findings. Likewise, in the studies conducted by Caleffi (2016), Chan (2014), Keskin (2021), Kopperoinen (2011), Rose and Galloway (2019), Solhi et al. (2020), Syrbe and Rose (2018), Tsantila and Georgountzou (2017), Tomlinson and Masuhara (2013), Vettorel and Lopriore (2013), and Yağar (2020), Standard British English (RP) was mostly used in the audios. While there was a limited number of accents in the current study, in the studies carried out by Caleffi (2016), Chan (2014), Guerra et al. (2020), Kopperoinen (2011), Meidani and Pishghadam (2013), Si (2019), Syrbe and Rose (2018), Takahashi (2014), Tomlinson and Masuhara (2013), and Tsantila and Georgountzou (2017), the audio files included various types of accents. However, Standard British English was mainly used in audios. The reasons diverse accents are not provided in diverse contexts can be explained by standard language ideology. The dominant place of Standard British English in the materials

thoroughly explains the situation of the coursebooks in ELT. The findings of this study suggest diversities in English are vital to have an efficient interaction for people from different L1 backgrounds, and it directs attention to the significance of multilingual language orientation being overlooked in place of monolingual aspects that are highlighted by Standard British English or American English accents in the coursebooks.

The results of the study in terms of awareness about the types of topics in speaking activities indicate that topics heavily integrated into the speaking parts of the coursebooks were cross-cultural (mostly) in one of the coursebooks and global topics (mostly) in the other coursebook. On the other hand, multi-culturally oriented topics were the least used subject matters in both coursebooks. The findings display that the lack of multi-cultural topics in speaking activities needs to be considered in ELF contexts since the incorporation of cultural topics into coursebooks is striking and, as Ndura (2004) advocates, coursebooks are the key resource for learners to become conscious about cultures and comprehensive coursebooks are supposed to incorporate diverse cultures. Previous studies have also investigated the topics provided in speaking sections of coursebooks (e.g., Asakereh et al., 2019; Caleffi, 2016; Guerra et al., 2020; Keskin, 2021; Koç, 2016; Koçak, 2021; Meidani & Pishghadam, 2013; Rose & Galloway, 2019; Si, 2019; Solhi et al., 2020; Syrbe & Rose 2018, Tomlinson & Masuhara, 2013; Tsantila & Georgountzou, 2017) and demonstrate that either Inner Circle or Expanding Circle examples were used as culture representatives or the culture was not exemplified in ELF contexts, therefore not raising cultural awareness. The findings of this study suggest that it is crucial to raise awareness of topics involving diverse cultures in speaking activities. Still, multi-cultural topics also have significance in ELF contexts, and they should be involved in the content of the speaking tasks.

Findings related to communicative competence and communicative strategies through speaking activities show that speaking activities that include pair and group work enhance communicative competence. The strategies used in communication for ELF context were just turn-taking, with a high percentage, and clarification, with a minimal number. The coursebooks enhance turn-taking strategy but fail to provide enough attention to clarification. Some of the speaking activities are guided with flowcharts and checklists given at the end of each unit. Communicative strategies are not facilitated to some extent as attention is directed to monolingual linguistic orientation, which is contrary to the GELT framework. Therefore, it can be stated that the coursebooks used in language learning and teaching should be prepared based on the integration of different types of communicative strategies that enable language users to use various strategies in interaction to make communication more efficient. Rather than a monolinguistic orientation, a pluralistic approach is required to be adopted in the coursebooks. Some studies analyzing communicative competence and communicative strategies (e.g., Asakereh et al., 2019; Caleffi, 2016; Chan, 2014; Keskin, 2021; Solhi et al., 2020; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Yağar, 2020) show that a limited number of communicative strategies were included or were excluded altogether, but communicative competence or communicative strategies were not fostered in ELF contexts. The finding of this current study is similar in one aspect. While there is a lot of turn-taking in speaking activities, ELF communicative strategies are not strengthened to some extent.

To conclude, coursebook designers need to include ELF-oriented recordings to illustrate the use of English in the globalized world, and language users' awareness about ELF needs to be raised by hearing different types of accents other than RP (Standard British) and American English. Coursebook designers need to employ a pluralistic approach in ELT materials. Curriculum designers can take ELF as a basis in EFL curricula, and language teachers' awareness of ELF can be increased. Finally, curriculum designers and ELT coursebook writers should design ELT coursebooks based on the current status of English as well as its speakers' sociolinguistic profiles.

Statements of Publication Ethics

The authors declare that this study does not have any unethical problems in terms of publication ethics. Ethical permission for the research was approved by the Ethics Committee of a state university in Turkey.

Researchers' Contribution Rate

As this study was generated from the first author's Master's Thesis, the first author was chiefly responsible for every stage of the study. As the supervisor of the thesis, the second author contributed to each step of the study with his constant and valuable feedback.

Conflict of Interest

The authors of this article declare that there is no conflict of interest in this study.

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This research article was created on the basis of the first author's Master's Thesis; thus, this article consists of partial data from that thesis.

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