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Research Article

Exploring the alignment of EAP textbooks in Turkish higher education with current English teaching trends

Ali Karakaş*
Burdur Mehmet Akif Ersoy University

Sezen Arslan
Bandirma Onyedi Eylul University

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Abstract: This study investigates whether EAP textbooks used in Turkish higher education reflect teaching English as a global language. Eight widely used EAP textbooks spanning CEFR levels A2-C2 were examined. Guided by an analytical framework of document analysis (Bowen, 2009), Global Englishes (GE) principles were explored regarding ownership, target users, norms, culture, and bi/multilingual practices. Findings show that the textbooks treat Inner Circle countries as the target model and set British/American norms as the language standards, targeting native-speaker usage. Some textbooks incorporate international cultures, but local contexts are marginalised due to limited diversity integrations. Results show mismatches between ELF-oriented curriculum goals and textbooks. Findings offer implications for better textbook alignment with EAP principles for academic communication. Developing competent lingua franca users requires a fundamental transformation of textbooks, and moving beyond merely including diverse global users as token representations. Instead, textbooks need to authentically integrate the principles of English as a Lingua Franca, such as emphasising communication strategies, acknowledging diverse varieties of English, and focusing on intercultural competence.

Keywords: English as a Lingua Franca (ELF), English for Academic Purposes (EAP), Textbook analysis, Global Englishes (GE)

1 Introduction

English for Academic Purposes (EAP) plays a vital role in preparing students for using English in academic contexts across the globe. With the rapid internationalisation of academia and research collaboration across borders, EAP inevitably plays a crucial role in equipping diverse speakers of English to use it as an academic lingua franca (Kirkpatrick, 2011). This goes beyond merely focusing on standard English. Therefore, textbooks should develop learners as competent lingua franca communicators, capable of effectively navigating multilingual and multicultural interactions in academic settings. Such an understanding includes employing pragmatic strategies for mutual understanding rather than adhering strictly to native-speaker norms of a particular variety (Jenkins et al., 2011). However, EAP materials have traditionally oriented towards Inner Circle (IC) countries' academic discourse norms (native English), especially in EAP listening and writing materials, while marginalising diverse conventions and priorities from non-native English contexts (Benesch, 2001; Charles & Pecorari, 2016). This

***Corresponding author:** Ali Karakaş, E-mail: akarakas@mehmetakif.edu.tr

neglect is evident in the scarcity of research on business studies in the literature on EAP (e.g., Alhassan, 2019), as well as the predominant focus on IC (e.g., the UK) and Outer Circle (OC) countries (e.g., India) and their English varieties within the World Englishes (WE) paradigm (Arik & Arik, 2014). This mismatch in EAP might be regarded as increasingly problematic as academia rapidly internationalises through cross-border research collaborations and student exchanges, requiring competence in English as an academic lingua franca (ELFA) (Kirkpatrick, 2011). ELF mainly addresses how speakers of different languages use English as a common way of communication by overcoming locality whereas Global Englishes (GE) focuses on overall use of English in the international context (Jenkins, 2006, 2011, 2015; Jeong, 2021; Rose et al., 2020). Aligning with these paradigms, such as ELF and GE, several scholars advocate for a reconceptualisation of EAP to incorporate awareness of diverse academic cultures and conventions, especially concerning EAP assessment and materials (e.g., Björkman, 2011a; Leung et al., 2016; Mauranen et al., 2016).

Similarly, recent research reveals persistent deficiencies in EAP textbooks for aligning with principles of teaching English as a global language, instead perpetuating monolithic 'standard English' assumptions (e.g., Chan, 2014; Galloway, 2017). For example, previous studies on EAP textbooks have shown continued prioritisation of NS norms and interactions over practical communication strategies for mutual intelligibility between diverse academics (e.g., Katırcı & Karakaş, 2023; Vettorel, 2018). However, studies specifically evaluating Turkish university EAP textbooks against paradigms like GE remain considerably limited. Given curriculum statements embracing ELF-oriented goals in Turkey's Expanding Circle (EC) context, where English serves no administrative purposes but is widely studied in the school curricula (Karakaş, 2019; Kemaloglu-Er, 2021), investigating the compatibility of materials with developing students as competent lingua franca communicators may prove relatively significant in terms of bridging the current research gap.

The focus on textbook analysis in Turkish higher education is particularly relevant given the widespread use and dependence on these materials in this context. It is important to note that studies of textbook analysis typically deal with textbooks at primary and (upper-)secondary levels of education (e.g., Arslan, 2016; Çelik & Erbay, 2013; Dülger, 2016; Tosun, 2013). However, the context of Turkish higher education presents a unique scenario. According to a comprehensive study by West et al. (2015) on the status of English in Turkish higher education, there is substantial evidence of textbook dependence in many universities. Most teachers plan their lessons around the set textbook, with few attempts to develop more interactive or subject-relevant activities beyond the textbook. The study revealed that teachers devote the greatest percentage of their class time to using a coursebook and workbook, with international published materials, mostly from the UK and to a lesser extent the US, being the primary source. These materials typically include not only a students' textbook but also a detailed teacher's book and accompanying audio-visual materials, often featuring interactive tools for whiteboards. Additionally, these are often supplemented by high-quality in-house materials prepared by curriculum/materials units.

This reliance on international textbooks at the tertiary level contrasts sharply with the situation in lower levels of education. In Turkish primary, secondary, and high schools, the use of locally produced textbooks is mandated (Kırkgöz, 2011; MoNE, 2018). Some universities, particularly in the private sector, also create their own teaching materials to supplement or replace international textbooks. This dichotomy between the use of local materials in lower education and international materials in higher education underscores the unique context of EAP instruction in Turkish universities. While this suggests a high level of professionalism in English departments at the tertiary level, it also highlights the critical role that textbooks,

especially those from international publishers, play in shaping EAP instruction in Turkish higher education, making their analysis particularly pertinent and distinguishing this study from the more common analyses of primary and secondary level textbooks, especially from a GE perspective.

This study thus aims to explore the extent to which EAP textbooks used in Turkish higher education represent principles and features aligned with the ELF paradigm (Jenkins, 2006, 2011), which views English as a global language used for communication among diverse speakers, rather than adhering strictly to NS norms. It also explores prevailing assumptions in materials regarding English ownership, target users/interlocutors, cultural content, model norms, and multilingual practices by seeking answers to the following research questions:

- To what extent do EAP textbooks properly represent GE pedagogy and meet the needs of Turkish preparatory students to learn and use English in the current sociolinguistic contexts?
- What ideologies prevail in the EAP textbooks regarding the ownership of English, target users of English, target models and norms of English, and cultural content?

2 Literature Review

2.1 EAP and its significance in language teaching

EAP can be taken as the teaching of English with the specific aim of preparing learners for using English in academic contexts, such as tertiary education or academic research (Hyland, 2018). This involves developing academic literacy skills, including essay writing, presentation, critical analysis, academic reading/writing, research skills, and participation in academic discourse communities. The swift globalization of higher education and cross-border scholarly partnerships has made EAP essential for preparing multilingual English users to communicate effectively in academic contexts where English serves as the common language (Kirkpatrick, 2011).

However, EAP has traditionally focused on approximating Anglo academic discourse norms centred around Inner Circle (IC) countries, e.g., the USA and the UK primarily, while marginalising diverse academic discourse conventions, identities, and priorities from the EC (Mauranen et al., 2016). Aligning with paradigms like ELF and GE several scholars advocate for a reconceptualisation of EAP to incorporate awareness of diverse academic cultures and conventions, especially concerning EAP assessment (Jenkins & Leung, 2013; Kirkpatrick, 2011). This entails exposure to varieties of EAP worldwide, emphasising pragmatic strategies for mutual understanding between academics from diverse linguacultural backgrounds over IC academic discourse norms (e.g., Björkman, 2011a; Jenkins et al., 2011). Additionally, local academic discourse socialisation should be supplemented by contact with international academic communities (Belcher, 2006; Lillis & Curry, 2010). This means that in addition to being familiarised with local academic conventions, EAP learners should also gain exposure to the diverse discourse practices and rhetorical styles prevalent in global academic contexts, given the increasing cross-border collaborations and mobility in research. Such an approach is significant for improving the language learners' effective communication skills in English. Assessment in EAP can also shift from judging mastery of Anglo academic writing conventions towards assessing effectiveness for intended academic audiences (e.g., Björkman, 2011b; Flowerdew & Peacock, 2001; Hyland, 2018; Jenkins, 2020). This approach would better prepare learners for ELF(A) communication in today's globalized and pluralised academic landscape.

2.2 Current trends in teaching English

English as a foreign language (EFL) has traditionally focused on teaching prestige NS varieties, such as standard British and American English as the target models, intending to achieve native-like accuracy and fluency, while recognising that these encompass various regional and social varieties, some of which may be considered non-prestigious (Rose & Galloway, 2019). In contrast, the paradigm shift towards teaching ELF and GE recognises the diversity of English worldwide shaped by local contexts (Jenkins, 2015; Pennycook, 2007). While ELF specifically refers to the use of English as a shared means of communication among speakers from diverse linguistic backgrounds, GE is a broader umbrella term encompassing the multitude of varieties and innovative uses of English across the world's contexts, including both native and non-native contexts (Galloway & Rose, 2015). Rather than a single 'standard' variety, GE and ELF acknowledge multiple equally valid Englishes (Canagarajah, 2013a). The ELF paradigm emphasises mutual intelligibility and successful communication between speakers of different first languages, rather than native-like correctness (Jenkins, 2006, 2011, 2015; Seidlhofer, 2011). Key ELF principles include recognising diverse Englishes as equally valid, focusing on pragmatic strategies for understanding over strict language norms, and exposing learners to the plurality of English usage across different contexts (Galloway & Rose, 2015; Jenkins, 2006, 2015). Common ELF features in spoken interactions include code-switching, pragmatic transfer from L1, focusing on successful conveyance of meaning over strict grammatical correctness, and an absence of a single idealised native speaker variety (Canagarajah, 2007; Jenkins et al., 2011; Jenkins, 2015).

While EFL prioritises IC NS forms as the benchmark for 'correctness', GE and ELF do not judge variations from these norms as deficiencies. Instead, diverse forms are seen as meaningful acts of identity and indicators of competence in multilingual communication (e.g., Baker & Ishikawa, 2021; Galloway, 2013; Jenkins, 2011). Pedagogically, EFL typically involves cultural content from IC native English contexts, aiming to prepare learners for communication with imagined stereotypical NS. In contrast, GE and ELF offer a more inclusive approach, exposing learners to diverse Englishes and incorporating multicultural, multilingual content to build awareness of variations in use across different contexts (Galloway & Rose, 2015; Jenkins, 2011; Matsuda, 2003; Rose & Galloway, 2019), prioritising International Cultures, referring to cultures and cultural traits extending beyond just IC Anglophone contexts, over local and other cultures.

For assessment, EFL judges mastery based on an approximation to prestige NS norms (Jenkins, 2006, 2020). However, GE and ELF emphasise whether communication goals between speakers of different first languages have been successfully achieved, regardless of variations from standardised norms (e.g., Jenkins, 2015; Kemaloglu-Er, 2021). Rather than who 'owns' English, GE challenges traditional assumptions about legitimacy and proposes that English now deserves global, pluralised ownership (e.g., Ambele & Boonsuk, 2021; Boonsuk & Ambele, 2019; Widdowson, 1994). This paradigm shift calls for pedagogies that expose students to international communication using diverse GE, moving beyond narrow concepts of correctness defined only by IC standards.

Considering the changing realities of ELF, Galloway (2011) proposed the Global Englishes Language Teaching (GELT) framework as an alternative approach to traditional EFL pedagogy, using the principles of WE and ELF research. Rather than adhering to IC NS norms as the benchmark for correctness, GELT avoids judgement and focuses on communication strategies and meaning negotiation skills vital for success in multilingual and multicultural conversations. It recognises all English speakers as equally legitimate target interlocutors and

language owners. The concept of a single 'standard' English is seen as irrelevant. Instead, GELT emphasises the practical communicative purposes of English today across diverse international contexts, exposing students to the plurality of Englishes used in the IC, OC, and EC contexts. Key priorities include developing awareness of linguistic diversity, fluidity, and inclusiveness, rather than achieving native-like mastery of privileged IC varieties (e.g., Fang & Ren, 2018; Galloway & Rose, 2018).

2.3 Textbook analysis in ELT and EAP

Textbook analysis serves both pedagogical and research purposes in ELT and EAP (Littlejohn, 2022). On the pedagogical side, it investigates the suitability of textbooks for specific teaching contexts, uncovering strengths, limitations, and alignment with learner needs and instructional approaches (Breen & Candlin, 1987; McGrath, 2016). Checklists and frameworks have been proposed to systematically evaluate aspects like tasks, content, layout, teachability, and embodiment of particular methodological beliefs (Grant, 1987). However, findings from such textbook evaluations through the perspectives of ELF and GE appear to remain considerably limited.

On the research side, more rigorous textbook analysis utilises conceptual tools from fields such as critical discourse analysis and cultural studies to uncover hidden assumptions and ideologies in materials (Gray, 2016). This links ELT/EAP materials to broader social phenomena and power relations. For example, textbook analysis through a GE lens would investigate how materials privilege IC NS norms while marginalising OC and EC varieties and academic discourse practices (Galloway, 2017; Tomlinson, 2016). Such critical analysis brings textbook research into a dialogue with theories around WE, ELF, and related paradigm shifts in ELT/EAP. It elucidates the need for materials that better reflect diverse globalised realities instead of monolithic 'standard English' ideologies.

2.4 Research on ELT and EAP textbooks

Several studies have, thus far, analysed the representation of GE and ELF perspectives in widely used ELT/EAP textbooks. In this regard, researchers, such as Syrbe and Rose (2018), found a dominance of IC models and interactions in German textbooks, with a lack of lingua franca communication between EC users. Similarly, Chan (2014) observed the prevalence of Received Pronunciation (RP) in Hong Kong textbooks despite curriculum statements claiming to embrace ELF at its core. As for the representation of cultural content, Tajeddin and Teimournezhad (2015) comparatively found more intercultural content in an international textbook than in a localised Iranian one. In terms of changes over time, Naji Meidani and Pishghadam (2013) observed a gradual increase in references to OC and EC Englishes in textbooks across a 12-year period. However, Galloway (2017) critically noted that textbooks claiming to take a 'global' perspective are still oriented towards NS norms.

In contrast to the mentioned aspects, Caleffi (2016) found a lack of multicultural topics in analysed textbooks. Similarly, Vettorel (2018) highlighted that while communication strategies received emphasis for ELF preparedness, guided speaking tasks were still oriented towards IC norms. Thus, textbook revisions tend to focus more on diversifying users than reconceptualising underlying assumptions about the purpose and appropriate forms of communication. In a recent study, Katırcı and Karakaş (2023) analysed two intermediate EAP textbooks in Turkey to determine alignment with ELF principles in listening, speaking, and video sections. Through

qualitative and quantitative content analysis guided by Rose and Galloway's (2019) framework, they found one textbook had higher ELF interaction in listening, but overall NS norms and ideology still dominated. Global topics occurred more in speaking than listening/videos. Communication strategies were emphasised, yet guided speaking tasks contradicted ELF features. The study revealed mismatches between materials and curriculum statements embracing ELF goals, demonstrating the extent of changes required for textbooks to genuinely develop competent global communicators.

Against the backdrop of the above findings, it can be noted that while recent studies point to greater inclusion of global users and interactions, NS ideals remain deeply embedded in materials. Researchers advocate moving beyond superficial incorporation to genuinely reflect the global reality of English. This entails centring successful lingua franca communication over IC correctness, integrating meaningful intercultural content, and designing tasks targeting realistic international encounters.

3 Methodology

3.1 Research design

This study employed quantitative and qualitative document analysis to investigate representations of English as a global language in EAP textbooks. As Bowen (2009) notes, document analysis suits evaluating texts to uncover themes and glean insights. Basic descriptive statistical analysis supplemented understanding of patterns. Frequencies and percentages of codes for key elements like speaker representations and cultural content were calculated. This rudimentary quantification triangulates qualitative insights regarding the prevalence of global elements and facilitates comparison across textbooks through a numeric profile. However, as Sandelowski et al. (2009) note, these numbers serve a descriptive summarisation function rather than implying statistical analysis. Interpretation remains qualitative, supported by visual and text evidence. Descriptive statistics create an initial content profile to complement qualitative inferences.

3.2 Materials

Eight EAP textbooks were sampled for this study:

1. Empower A2 (1st Ed., 2015, A2 Level)
2. Q: Skills for Success 2 (1st Ed., 2011, A2 Level)
3. Listening Extra (1st Ed., 2004, A2-B2 Level)
4. Empower B1 (1st Ed., 2016, B1 Level)
5. Northstar Listening & Speaking 1 (4th Ed., 2019, A2 Level)
6. Speaking Extra (1st Ed., 2004, A2-B2 Level)
7. Speak Out Advanced Plus (2nd Ed., 2018, C1-C2 Level)
8. Speak Out Upper Intermediate (2nd Ed., 2015, B2 Level)

These EAP textbooks were selected since they represent a variety of English proficiency levels (A2-C2) aligned with the Common Framework of References for Languages (CEFR) (Council of Europe, 2001). The other reason for choosing these textbooks is because they are used

extensively across Turkey for EAP purposes at tertiary level. Also, these textbooks are from different publishers, which, we believe, broaden our scope of the study.

We also acknowledge that the selection of textbooks analysed in this study is limited to those published by major international publishers from IC countries like the UK and USA (Cambridge University Press, Oxford University Press, Pearson). These textbooks are marketed globally for teaching EAP to prepare students for using English in academic contexts.

While no locally produced EAP textbooks were available at the time of analysis, there are general English textbooks published in Turkey. However, the EAP textbooks selected represent those widely used across universities in Turkey, as the goals and objectives stated aim to develop English proficiency for real-world academic environments and communication. The stated purpose of the textbooks is not solely to prepare students intending to pursue higher education in IC countries, but rather to build competencies for using English in their local academic studies, research collaborations, and educational mobility to other EC and to a lesser extent OC contexts as well. Only a minority may use these textbooks specifically for IC education pathways. Nonetheless, analysing locally relevant materials remains an important direction for future research.

3.3 Data analysis

The document analysis of the textbooks was carried out by investigating representations of English as a global language. Following Bowen's (2009) document analysis steps, the co-authors skimmed, carefully read, and interpreted the textbook data multiple times, coding both written activities and oral content in listening tasks using an adapted checklist (Syrbe & Rose, 2018). The coding process involved a detailed analysis of both the written activities/texts and oral content in listening tasks within each textbook. Co-authors independently coded instances related to representations of English as a global language, such as nationalities of speakers, cultural references, language variations, etc.

For coding frequencies, we adopted the following criteria:

1. For visual representations (e.g. images of speakers), each distinct individual speaker depiction was counted as one instance, regardless of the number of times they appeared across the textbook. However, if the same speaker image was used repeatedly within a single activity, it was only counted once for that activity to avoid over-representation.
2. For written/audio activities involving dialogue or descriptions of speakers, each new speaker referenced was counted as one instance.
3. For other elements like cultural references or language variations, each distinct example was counted as one instance.

After independent coding, the co-authors compared their results, resolved any discrepancies through discussion, and reached consensus on the final frequency counts per category for each textbook, following best practices for establishing inter-coder reliability (Creswell, 2016; Lincoln & Guba, 1985).

Coding largely centred on manifest content like nationalities and conventions and latent global English messages. As Kuckartz (2014) recommends, we classified identified codes by relative frequencies within each textbook and category given varying ranges. Using a relative scale enabled us to reach more meaningful characterisations. For example, within the Ownership of English category for Empower A2, the highest observed frequency is 58 and lowest is 6. Thus, the relative frequency criteria were set as:

- Highly characteristic codes: >= 50% of max frequency (>= 29)
- Moderately characteristic codes: Between 50-25% of max frequency (Between 29 and 15)

• Relatively (Low) characteristic codes: < 25% of max frequency (< 15)
• Not characteristic: non-existent

The exact thresholds can thus be adjusted based on the distribution, but this illustrates how high/moderate/low levels are calibrated against the range in that category and textbook instead of fixed cut-offs. We believed that defining frequency categories proportionally allows better characterisation of the data and avoids imposing arbitrary cut-off values (Nowell et al., 2017).

4 Findings

4.1 Depiction of ownership of English

The analysis of the nationality of the characters in spoken and written communication in the dataset indicates that most textbooks subscribe to the idea that the ownership of English principally belongs to speakers from the IC countries, primarily based in the UK and the USA. There were also characters from non-dominant IC countries, such as Australia, Canada, Scotland and Wales but to a lesser extent and in some textbooks only. The following table summarises the distribution of characters by their nationality backgrounds across the textbooks analysed.

Table 1

Depiction of ownership in the textbooks

Textbooks	Highly characteristic	Moderately characterisctic	Relatively (low) characteristic	Not characteristic
Empower A2	EC speakers [f=58]	IC [f=30]	OC [f=6]	-
Listening Extra	IC speakers [f=33]	-	EC [f=8] / OC [f=3]	-
Empower B1	IC speakers [f=42]	EC [f=38]	OC [f=3]	-
Northstar L & S	IC speakers [f=85]		EC [f=17]	
Q Skills for Success	IC speakers [f=30]	EC [f=13]	-	-
Speaking Extra	IC speakers [f=68]	-	OC [f=3] / EC [f=6]	-
Speak Out Advanced	IC speakers [f=167]	-	OC [f=3] / EC [f=12]	-

A closer inspection of Table 1 shows that most textbooks place a strong emphasis on IC speakers in their content. For instance, Speak Out Up. Int. and Advanced textbooks highlight IC speakers as highly typical of the users of English, with a very high-frequency count in some cases. Figures 1, 2 and 3 exemplify this case observed in the textbooks.

Figure 1

Speak Out Advanced (p.11)

Figure 2

Speak Out Up. Int. (p.23)

Figure 3

Q Skills for Success (p.112)

This case reveals an overrepresentation of IC countries and speakers who match common physical stereotypes of "NS" (e.g., white skin, blue eyes). This finding aligns with scholarly criticism of the 'NS construct' and racial bias in language teaching materials (Kumaravadivelu, 2016; Lowe & Pinner, 2016). Specifically, the NS construct often associates language expertise and authority with whiteness and IC countries, marginalising competent non-native speakers (NNS) and non-white speakers (Holliday, 2006). The textbook imagery seems to promote these bias risks by reinforcing problematic assumptions equating native-likeness with nationality rather than communication competence. Regarding this finding, we should acknowledge that our analysis focused primarily on the visual representations of speakers and did not extend to analysing the actual spoken texts or communicative interactions present in the listening activities. The claim about equating native-likeness with nationality over communication

competence is based solely on the visual depictions, which promote stereotypical physical appearances associated with native speakers (e.g. white skin, blue eyes). Without examining the spoken content, we cannot make definitive claims about how the textbooks may portray communication competence or interactional dynamics. However, the visual representations risk reinforcing problematic assumptions that associate linguistic expertise and authority primarily with certain racial and national identities linked to IC countries, rather than prioritising pragmatic communicative ability. Future research involving analysis of the spoken texts and interactive content would be necessary to substantiate or refute such connections more comprehensively.

However, some differences also exist in the depiction of the other nationality backgrounds across the textbooks. For instance, Empower A2 is the one that has the highest number of EC speakers in its written and spoken communication materials. It is also worth noting that some textbooks have a relatively low-frequency count for certain linguistic backgrounds, especially those of OC countries. Additionally, their appearance was largely limited to visual images in relation to writing exercises rather than being represented in listening and speaking activities. Here are a few illustrations of EC speakers. Figure 4 depicts speakers named Carla and Masato, who are identified as being from Italy and Japan respectively, which would categorise them as EC speakers rather than OC. As for Figure 5, while the individuals' nationalities are not explicitly stated, the text beneath hints that they are not NS but from EC countries where English is mostly utilised for ELF communication without holding an official status in their societies.

Figure 4

Empower A2 (p.16)

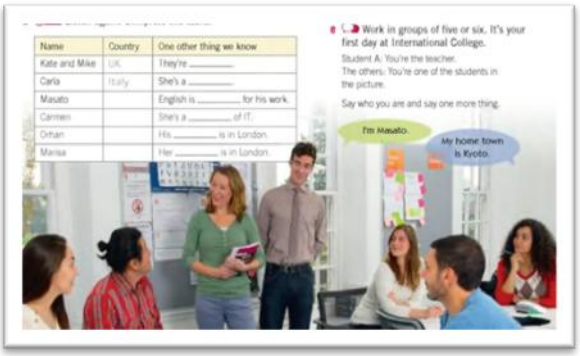
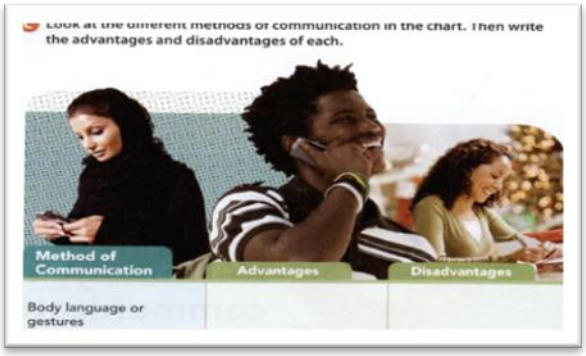


Figure 5

Q Skills for Success (p.188)



Overall, one can conclude that most of the textbooks in the study prioritise IC speakers in their representation of Ownership of English in written and spoken communication, while also including other nationality backgrounds to varying yet very small degrees. Especially, the representation of OC speakers was rather limited in most textbooks and non-existent in Q Skills for Success removing their visibility as legitimate users of English in written and spoken communication.

4.2 Depiction of target interlocutors

To understand who are positioned as target interlocutors in the textbooks, the nature of oral (e.g., phone calls, interviews) and written communication (e.g., emails) and between whom

communication episodes were taking place were quantitatively investigated. Based on the analysis, it emerged that most textbooks tend to largely focus on the interaction between NS-NS and NS-NNS, with a lesser focus on the interaction between NNS-NNS. However, as can be seen in Table 2, some textbooks, such as Speak Out and Speaking Extra, feature no instances of NNS-NNS interactions.

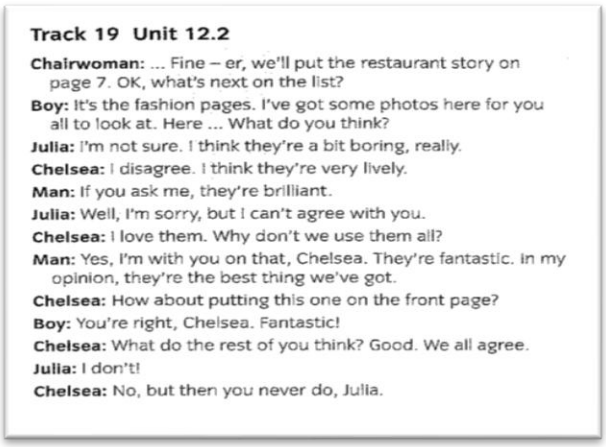
Table 2

Depiction of target interlocutors in the textbooks

Textbooks	Highly characteristic	Moderately characterisctic	Relatively (low) characteristic	Not characteristic
Empower A2	NS-NS f=128	NS-NNS [f= 21]	NNS-NNS [f=8]	-
Listening Extra	NS-NS [f=44]	NS-NNS [f=12]	NNS-NNS [f=2]	-
Empower B1	NS-NS [f=99]		NNS-NNS [f=3] / NS-NNS [f=4]	-
Northstar L & S	NS-NS [f=48]		NNS-NNS [f=3] / NS-NNS [f=5]	-
Q Skills for Success	NS-NS [f=50]			NNS-NNS / NS-NNS
Speaking Extra	NS-NS [f=23]	-	NS-NNS [f=3]	NNS-NNS
Speak Out Advanced	NS-NS [f=77]	-	NS-NNS [f=9]	NNS-NNS
Speak Out Up. Int.	NS-NS [f=123]	-	NS-NNS [f=55].	NNS-NNS

Based on these data, one can conclude that NSs are positioned as the central target interlocutors of current and future English use and largely in English-speaking contexts.

Figure 6
Speaking Extra (p.121).



Track 19 Unit 12.2

Chairwoman: ... Fine – er, we'll put the restaurant story on page 7. OK, what's next on the list?
Boy: It's the fashion pages. I've got some photos here for you all to look at. Here ... What do you think?
Julia: I'm not sure. I think they're a bit boring, really.
Chelsea: I disagree. I think they're very lively.
Man: If you ask me, they're brilliant.
Julia: Well, I'm sorry, but I can't agree with you.
Chelsea: I love them. Why don't we use them all?
Man: Yes, I'm with you on that, Chelsea. They're fantastic. In my opinion, they're the best thing we've got.
Chelsea: How about putting this one on the front page?
Boy: You're right, Chelsea. Fantastic!
Chelsea: What do the rest of you think? Good. We all agree.
Julia: I don't!
Chelsea: No, but then you never do, Julia.

This observation is evidenced by instances such as the textbook Listening Extra, which claims to expose students to 'real-world listening learners are likely to encounter'; however, nearly all listening texts take place in the UK, and even interactions between non-native speakers occur within that IC context (see Figure 7). Similarly, in the Speak Out Advanced textbook, a French speaker is depicted holding an interview with a BBC reporter, reinforcing the positioning of IC media and contexts as the primary domains for English usage (see Figure 8).

Figure 7
Listening Extra (p.7)

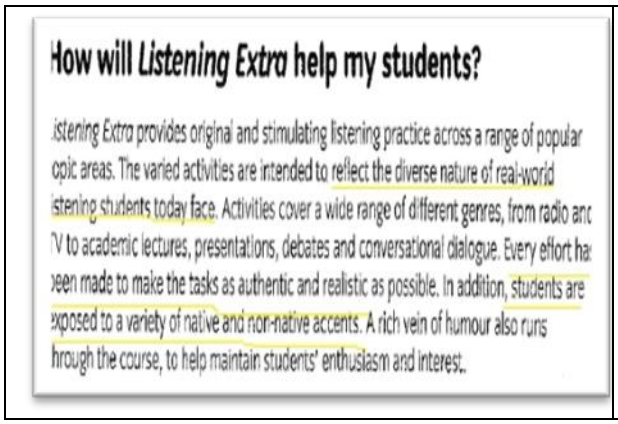


Figure 8
Speak Out Advanced (p.59)

Especially in this case, the textbook provides an explicit information about the divergence of French-accented English from the so-called standard (native) English. This additional information shows the ignorance of the fact that the BBC reporter may also hold a regional accent, for which no information is given, though. Even in cases where there are instances of interaction between NNS-NNS, it seems that these conversation exchanges take place in IC countries, such as the UK. It is evident that tasks in the textbooks might be authentic for those based in the UK and the USA to a lesser extent, but this is not the case for those settling in the non-Anglophone world. In terms of exposing students to real-world speakers of English, especially from the EC settings, Empower series were the most representative ones. The Empower series stood out as being more representative by featuring a higher frequency of EC speakers in both written and spoken activities compared to the other textbooks analysed (see Table 1). For example, in Empower A2, EC speakers were highly characteristic, with 58 instances, the highest count across all textbooks. Activities such as the one on page 10 in Empower A2 presented a dialogue between speakers from France and Russia, exposing students to linguistic variations and interactions beyond just IC contexts (Figure 9).

Figure 9

Empower A2 (p.10)

d 1.13 Listen again. Complete the conversation.

THOMAS Hi there! My name's Thomas. What's your [1]_____?
LENA I'm Lena.
THOMAS Hi, Lena! Where are you [2]_____? Russia?
LENA Yeah, you're right! I'm Russian. I'm from St Petersburg.
THOMAS Oh yes! It's a really beautiful city.
LENA Yes, I think so too. So, [3]_____ are you from, Thomas?
THOMAS Me? I'm from [4]_____. I'm French.
LENA Oh, the French team's really good!
THOMAS Of course, we're [5]_____!

However, the overall picture suggested that English is portrayed as a language people largely learn to speak with its NSs and in Anglophone settings, a reminiscent of traditional EFL paradigm and conventional teaching methods (e.g., Richards & Rodgers, 2014) that is far cry from today's sociolinguistic profile of English speakers.

4.3 Implied models and norms of English in the textbooks and audio-visual materials

The analysis of the audio-visual materials in terms of accents/pronunciations reveals that the IC speakers' accents, especially those of British and American speakers, are represented most prominently across all the textbooks. However, EC speakers and OC speakers are less frequently represented in most of the textbooks. The results suggest that the textbooks tend to include IC-based accent models and norms more often, while the representation of EC, particularly OC-based, accent models and norms is less common.

Table 3

Depiction of model and norm accents in the audio-visual materials

Textbooks	Highly characteristic	Moderately characterisctic	Relatively (low) characteristic	Not characteristic
Empower A2	IC – f=272		EC – f=35	OC
Listening Extra	IC [f=112]	-	EC]f=8] / OC [f=2]	-
Empower B1	IC [f=237]		EC]f=8]	OC
Northstar L & S	IC [f=76]		EC]f=5]	OC
Q Skills for Success	IC [f=107]			EC / OC
Speaking Extra	IC [f=45]		EC [f=3] / OC [f=1]	
Speak Out Advanced	IC [f=176]		EC [f=16] / OC [f=2]	
Speak Out Up. Int.	IC [f=159]		EC [f=3]	OC

It might be concluded from the above table that IC varieties, especially RP and mainstream American accents (e.g. General American), were explicitly the most dominant varieties represented in the accents of speakers across the textbooks, while neglecting the diversity of regional and social varieties within American English itself. It should further be noted that the DVD and Listening exercises included NNS; however, their English were like an IC variety and thus did not bear any characteristics of their national languages. Such instances were widely available in the textbooks and their supplementary resources, where the non-native-looking speakers' audio seemed to conform to IC accents and norms, rather than preserving their natural linguistic variations.

In one example from a textbook DVD interview, a speaker from South Africa, where English has an official status and is spoken as a second language by many, was interviewed by a British English speaker (see Figure 10). The South African speaker's variety closely resembled British English norms, yet the textbook framed this as diverging from the implied "standard" by explicitly pointing out the speaker's "French-accented English." This stance seems to ignore the linguistic diversity within South Africa itself, where some groups speak English natively with varieties mirroring IC norms like British English. By singling out this speaker's English as divergent, the textbook promotes an oversimplified view of what constitutes a "standard" accent.

Figure 10

Speak Out Intermediate Unit 5 DVD

The textbooks failed to adequately represent the global use of English due to the limited inclusion of NNS accents from OC and EC countries. This lack of accent diversity significantly restricts students' exposure to the rich variety of English pronunciations used by global English speakers. Consequently, learners may develop a narrow perception of "correct" English pronunciation, potentially hampering their ability to understand and communicate effectively in international contexts.

Additionally, almost every textbook had a pronunciation teaching section where activities on segmental and suprasegmental features are based on standard IC Englishes, such as IPA symbols and intonation patterns of RP British English and mainstream American accents like General American, neglecting the diversity within American English itself. Additionally, some textbooks provided these pieces of information by pointing to NSs as the reference of point for the ideal model, especially for speaking (see Figures 11 and 12).

Figure 11

North Star Listening & Speaking (p.16)

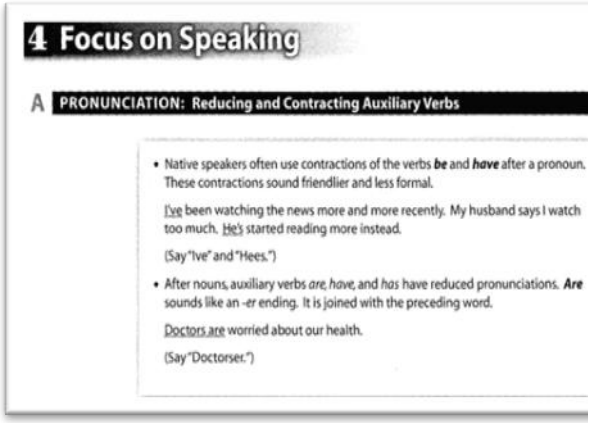
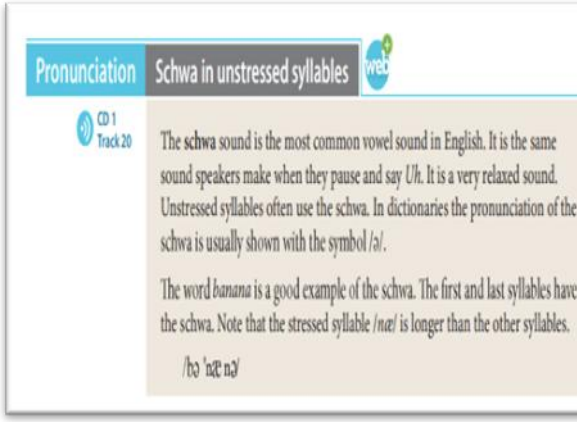


Figure 12

Q Skills for Success (p.33)

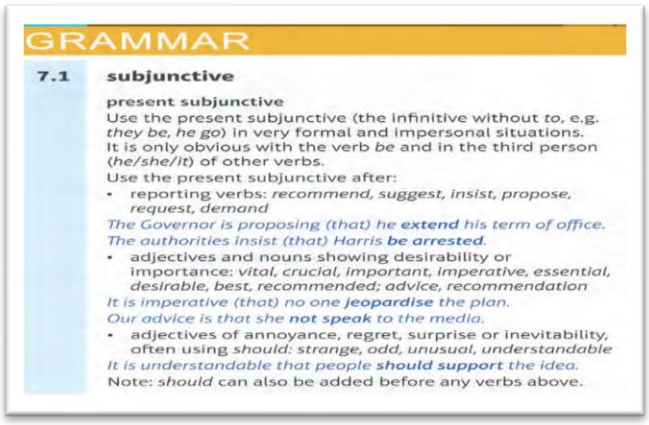


The textbooks also appeared to aim at teaching prescriptively 'correct' standard written English, adhering to formal grammar conventions such as standard spelling and grammar rules. This approach seemed to ideologically elevate this form of English as the 'proper' language used by

educated NSs. (Honey, 1997). Accordingly, no non-standard English usage examples were present, aligning with the inclusion of deductive grammar lessons focused on instructing standard grammar conventions (see Figure 13).

Figure 13

Speak Out Advanced (p.116)


GRAMMAR

7.1 **subjunctive**

present subjunctive

Use the present subjunctive (the infinitive without *to*, e.g. *they be, he go*) in very formal and impersonal situations. It is only obvious with the verb *be* and in the third person (*he/she/it*) of other verbs.

Use the present subjunctive after:

- reporting verbs: *recommend, suggest, insist, propose, request, demand*

The Governor is proposing (that) he ***extend*** *his term of office.*
The authorities insist (that) Harris ***be arrested****.*

- adjectives and nouns showing desirability or importance: *vital, crucial, important, imperative, essential, desirable, best, recommended; advice, recommendation*

It is imperative (that) no one ***jeopardise*** *the plan.*
Our advice is that she ***not speak*** *to the media.*

- adjectives of annoyance, regret, surprise or inevitability, often using *should: strange, odd, unusual, understandable*

It is understandable that people ***should support*** *the idea.*

Note: *should* can also be added before any verbs above.

This lack of authentic diverse varieties indicates that authors prioritised a standardised pedagogy by excluding real-world usage observable across informal genres and contexts.

4.4 Depiction of culture in the textbooks

The analysis indicated that the textbooks differ from one another in terms of the degree of cultural representation. For instance, Speaking Extra has a very limited representation of cultures whereas Speak Out Advanced has a balanced representation between International Cultures and IC cultures.

Table 4

Depiction of cultures in the textbooks

Textbooks	Highly characteristic	Moderately characterisctic	Relatively (low) characteristic	Not characteristic
Empower A2	IC – f=115	International C [f=74]		
Listening Extra	-	International c. [f=9] / IC [f=8]	-	-
Empower B1	IC [f=122]	International c. [f=89]	Local and other cultures [f=34]	-
Northstar L & S	IC [f=82]	International c. [f=57]		-
Q Skills for Success	IC [f=63]	International c. [f=29]		-
Speaking Extra	IC [f=6]	International c. [f=4]		-
Speak Out Advanced	IC [f=13] / Inter cult. [f=13]			-

The commonality across the textbooks is that they prioritise the representation of International Cultures over local and other cultures, with the IC cultures being the most highly characteristic cultural reference across all textbooks, though. Interestingly, except for the Empower B1 textbook, none of the other textbooks analysed gave space for the depiction of local cultural artefacts in their content.

Additionally, the analysis of cultural representations across the textbooks revealed a tendency to highlight observable cultural elements (i.e., Big Cultures or material culture), such as clothing, food, architecture over non-observable aspects (i.e., Small cultures or intangible culture), such as roles and relationships, beliefs, customs or communication norms (Banks & Banks, 2019).

Figure 14

Q Skills for Success (p.28)

For example, while Empower B1 contained 89 instances of international material culture being represented through images of foods, dress and landmarks, there were no depictions of less tangible cultural dimensions like parenting practices or religious values. Interestingly, except for the Empower B1 textbook which included 34 instances of local and other cultural content such as depictions of Turkish traditional arts, foods, customs, and other cultural elements specific to the Turkish context, none of the other textbooks gave space for the representation of such local cultural artefacts. This pattern aligns with previous research showing that language teaching materials frequently take a 'tourist curriculum' approach (Derman-Sparks, 1989), which refers to a teaching method that superficially introduces different cultures without delving deep into their complexities as supported by GELT framework (e.g., Galloway, 2011; Weninger & Kiss, 2013; Yuen, 2011).

4.5 Depiction of bi/multilingual practices in the textbooks

The data on the theme of bi-multilingual practices in the textbooks illustrates the relatively scarce inclusion of bi/multilingual practices across the eight EAP textbooks. Overall, most materials only minimally cover linguistic diversity, with just two texts presenting more impactful integration. Empower B1 leads textbooks analysed through moderately highlighting bi/multilingualism across 8 instances. Meanwhile, Empower A2 contains 2 instances highly characterised by multilingualism, though marginal. For example, in one instance, there is a code-switching practice from Kirghiz (Empower A2, Unit 7, p.71).

Table 5

The existence of bi/multilingual practices in the textbooks

Textbooks	Highly characteristic	Moderately characterisctic	Relatively (low) characteristic	Not characteristic
Empower A2			bi/multilingual practices – f=2	
Listening Extra	-	-	-	-
Empower B1	-		Bi/multilingual practices [f=8] Pragmatic strategies [f=3]	-
Northstar L & S	-		Intercultural awareness activities [f=19]	-
Q Skills for Success	-		Intercultural awareness activities [f=3] / bi/multilingual practices [f=3]	-
Speaking Extra	-	-	-	-
Speak Out Advanced	-	-	-	-

The remaining texts largely lack meaningful integration, as seen in Listening Extra, Speaking Extra, Speak Out Advanced and Speak Out Upper Intermediate's absent coverage. Slightly more progressive, NorthStar Listening & Speaking and Q Skills for Success involve some intercultural awareness activities in 19 and three cases respectively. However, explicit bi/multilingual practices seem to remain lacking, with Q Skills for Success narrowly presenting three related activities. These activities include code-switching from Austrian and Indonesian languages (Q Skills for Success, Unit 2, Track 24, p.34). In another textbook, i.e., Speak Out Advanced Plus, a BBC program maker (Rick Stein's Food Stories) spends time with a Turkish fisherman and the fisherman is heard speaking Turkish at one point in the video relating to the fish he cooked for Rick.

Figure 15

Speak Out Advanced (p.64)

To conclude from the above analysis, a substantial depiction of linguistic diversity proves lacking within the analysed EAP textbooks. Drawing on these results, one might argue that the textbooks scarcely equip students for multilingual contexts despite the role of English as today's academic lingua franca. Significant integration of bi/multilingual practices, especially the pedagogical use of L1, is marginal across texts, signalling the need for progressive evolution adopting this wider, contemporary scholarly reality.

5 Discussion and implications

The study showed that English as a global language was not addressed sufficiently in the EAP textbooks in the current study. First, the findings revealed that IC speakers were the focus in most of the textbooks. This finding resonates with previous research (e.g., Naji Meidani & Pishghadam, 2013; Si, 2019; Syrbe & Rose, 2018) that also showed a similar tendency in the investigated EAP textbooks. However, speakers from OC and EC outnumber those of IC (Crystal, 2003). It can therefore be concluded that most EAP textbooks in this study do not represent OC and EC speakers as legitimate and valid users of English on par with IC speakers, which may not truly reflect the current global situation where English is used across diverse contexts. Instead, the textbooks seem to perpetuate the ideology of NSs, especially from IC countries like the US and UK, as the sole authoritative owners and models for English usage. This contrasts with the paradigms of WE and ELF, which view English as a global language belonging equally to its diverse speakers around the world, regardless of their linguistic backgrounds (Canagarajah, 2007; Jenkins, 2015). Thus, it is key that material developers consider speakers from OC and EC as valid "owners" of English by including them as interlocutors, countering ideologies that position native speakers as the sole authorities over the language (Lowe & Pinner, 2016).

In terms of target interlocutors, most interactions were between native speakers (NS-NS), with a considerable presence of native speaker to non-native speaker (NS-NNS) interactions as well. However, the data illustrated a neglect or lack of non-native speaker to non-native speaker (NNS-NNS) interactions, aligning with previous literature (Caleffi, 2016; Katırcı & Karakaş, 2023; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013). Since English is a lingua franca spoken mostly by NNSs, overemphasising NS interactions might not present useful examples or motivate EFL learners. Including NNS-NNS interactions can make EFL textbooks more representative and motivating.

Another remarkable finding is that the textbooks in this study have excessive focus on RP and General American English. As argued by Syrbe and Rose (2018), exposing learners to NS accents merely will hinder language learners from understanding different English accents. Also, it can result in negative attitudes towards different accents. Therefore, instead of overemphasising NS forms, intelligibility should be focused (Lewis & Deterding, 2019). The textbooks should incorporate content addressing intelligibility and comprehensibility, such as activities showing English conversations between NNS and presenting multimedia content with diverse characters, which were found to improve understanding of English diversity (Boonsuk et al.'s, 2022). Textbooks should depict various English accents to develop mutual intelligibility and help learners confront intelligibility challenges. Negotiation skills should also be given place to provide opportunities for strategies like paraphrasing and elaborating to explain content (Lewis & Deterding, 2019).

Additionally, while most textbooks address international cultures, the 'tourist curriculum' approach focuses on tangible elements with more emphasis on IC cultures. Local cultures were almost negligible, aligning with Si's (2019) argument of a lack of home culture focus.

Textbooks aligning with GE pedagogy should include localised content relatable to learners' backgrounds without neglecting other cultures (Tajeddin & Teimournezhad, 2015). A culturally representative textbook should have a balanced distribution of local, international and IC cultures.

Furthermore, bi/multilingual practices appear rather scarce, resonating with research indicating a lack of multilingualism focus in the materials (e.g. Efron, 2020; Nguyen et al., 2021). Incorporating strategies like code-switching, borrowing words, and expressing multilingual quotations (Canagarajah, 2013b) can help learners use English more flexibly and interactively across cultures. By emphasising negotiation and adaptation strategies (Canagarajah, 2007), textbooks can better prepare English users.

This study did not explore the original stated objectives of the textbooks in investigation. While the findings indicate that the textbooks may not fully align with curricula aimed at teaching English as a global language, it is important to note that their original objectives, as stated earlier, were to prepare students at different proficiency levels for real-world English usage in various contexts, including OC, IC, and ELF settings. Therefore, the textbooks may still serve their intended purposes to some extent. Nonetheless, to better equip learners for the current sociolinguistic landscape of English, incorporating additional elements that reflect the global status of English could be beneficial. Although most textbooks in this study address international cultures in their activities, further efforts could be made to integrate more diverse representations of English usage, interlocutors, and communicative practices from different linguistic backgrounds. This could be feasible through including interlocutors from OC and EC countries by emphasising English usages among NS-NNS and NNS-NNS. Consequently, various accents other than RP and General American should be given a place. Although it is not prudent or practical to introduce all accents to the learners, textbooks should represent the forms of English in the actual use (Syrbe & Rose, 2018). Additionally, to reflect modern English use, bi/multilingual English practices should also be included to provide learners with the strategies for overcoming interactional barriers in international contexts.

6 Conclusion

Although recent studies have emphasised the GE approach to English language instruction, there is a gap in developing effective language teaching materials tailored for ELF settings (Lewis & Deterding, 2019). This study examined whether EAP textbooks in Turkey reflected English as a global language by investigating the depiction of ownership of English, target interlocutors, English norms, cultures, and bi/multilingual practices. The analysis revealed that English as a global language was not effectively addressed in these EAP textbooks. The textbooks focused on NS conversations and IC norms, with limited incorporation of bi/multilingual activities and cultural content. Thus, the textbooks do not adequately meet the needs of Turkish students to use English globally. It is important to acknowledge, though that the needs and goals of Turkish students concerning English usage can vary. While some students may aim to pursue higher education or professional opportunities in IC contexts like the UK or USA, where the textbooks analysed may be more appropriate, a significant portion of Turkish students also require proficiency in English for local academic studies, research collaborations, and educational mobility within the EC or to other OC contexts. For these students, whose goals do not necessarily involve immersion in IC environments, textbooks that better reflect the global status of English and prepare learners for effective communication in diverse multilingual and multicultural contexts could be more relevant. The findings of this study suggest that incorporating more representations of ELF, including diverse accents,

communicative practices, and cultural perspectives, could better equip Turkish students to navigate the current sociolinguistic landscape of English usage in academia and beyond. More GE and ELF-oriented textbooks should include diverse interlocutors and interactions between non-native speakers to reflect authentic English use. Introducing different Englishes and bi/multilingual practices could foster adaptability and intercultural understanding. Material developers should appreciate linguistic diversity rather than dominant norms to help students communicate effectively. While this study provides insights into ELF portrayals in EAP textbooks, further research could investigate actual classroom implementations of ELF-oriented teaching. Additional data collection through observations and interviews may reveal which approaches specifically promote international communication.

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