CULTURAL DISTRIBUTION IN ENGLISH TEXTBOOKS ACROSS THREE CIRCLES

Sevim EMECEN*-Arif SARIÇOBAN**

Abstract

This study evaluates the cultural material contained in texts and visuals of English textbooks developed across multiple English-speaking regions as per Kachru's three-circles paradigm. The research examines textbook presentation quality of cultural elements based on Kachru's inner and outer along with expanding circles as well as their geographical dispersion balance. Students gain numerous advantages from multicultural approaches to English Language instruction since cultural elements implement both academic and social advantages for intercultural communicative competence. This study conducts a qualitative content analysis of three English language textbooks, each selected based on Kachru's model of World Englishes, which categorizes English use into inner, outer, and expanding circles. The analysis focuses on Sunshine from Türkiye, representing the expanding circle; New Headway from the United Kingdom, representing the inner circle; and Hornbill from India, representing the outer circle. The study investigates how cultural elements appear and are distributed throughout the textbooks grouped according to Kachru's linguistic zones. The three textbooks use cultural materials originating from inner circle but also include components derived from outer circle and expanding circle backgrounds. The cultural contents distribute differently among these teaching materials. The cultural content material in Sunshine (Türkiye) and New Headway (UK) appears irregular throughout the books yet Hornbill (India) shows equal representation of cultural elements throughout its entire content. Success at intercultural communication requires textbook content to be presented in balanced ways according to intercultural communicative competence standards. An achievement of learning targets by English textbooks depends on their ability to deliver intercultural communicative competence with balanced equilibrium.

Keywords: *Culture, English textbooks, Intercultural Communicative Competence, Kachru's three circles model.*

Üç Çemberdeki İngilizce Ders Kitaplarında Kültürel Dağılım

Öz

Bu çalışma, Kachru'nun üç çember paradigmasına göre İngilizce konuşulan farklı bölgelerde geliştirilen İngilizce ders kitaplarında yer alan metinlerdeki ve görsellerdeki kültürel materyalleri değerlendirmektedir. Araştırma, ders kitaplarında kültürel unsurların sunum kalitesini Kachru'nun iç ve dış çember ile genişleyen çemberine göre ve coğrafi dağılım dengesi açısından incelemektedir. Kültürel unsurlar, hem akademik hem de sosyal avantajlar sağlayarak öğrencilerin kültürlerarası iletişim yeterliliğini geliştirdiğinden, çok kültürlü yaklaşımlar İngilizce dil öğretiminde öğrencilere birçok fayda sunmaktadır. Bu çalışma, İngilizce kullanımını iç, dış ve genişleyen çemberler olarak sınıflandıran Kachru'nun Dünya İngilizceleri modeline dayalı olarak seçilen üç İngilizce ders kitabının nitel bir içerik analizini gerçekleştirmektedir. Analiz, genişleyen çemberi temsil eden Türkiye'den Sunshine, iç çemberi temsil eden Birleşik Krallık'tan New Headway ve dış çemberi temsil eden Hindistan'dan Hornbill adlı ders kitaplarına odaklanmaktadır. Çalışma, kültürel unsurların bu ders kitaplarında nasıl ortaya çıktığını ve Kachru'nun dilsel bölgelerine göre nasıl dağıtıldığını araştırmaktadır. Üç ders kitabı, iç çembere ait kültürel materyalleri kullanmakta ancak aynı zamanda dış çember ve genişleyen çember kökenli bileşenleri de içermektedir. Kültürel içerikler bu ders kitaplarında farklı şekillerde dağıtılmaktadır. Sunshine (Türkiye) ve New Headway (Birleşik Krallık) kitaplarında kültürel içerik düzensiz bir şekilde yer alırken, Hornbill (Hindistan) kitabı kültürel unsurları tüm içeriğinde eşit şekilde temsil etmektedir. Kültürlerarası iletişimde başarılı olabilmek için ders kitabı içeriğinin, kültürlerarası iletişim yeterliliği standartlarına uygun olarak dengeli bir

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biçimde sunulması gerekmektedir. İngilizce ders kitaplarının öğrenme hedeflerine ulaşabilmesi, kültürlerarası iletişim yeterliliğini dengeli bir şekilde sunma yeteneklerine bağlıdır.

Anahtar Kelimeler: *Kültür, İngilizce ders kitapları, Kültürlerarası İletişim Becerisi, Kachru'nun üç çember modeli.*

1.Introduction

Despite speaking the same language, individuals who come together more easily due to globalization and technological advances often experience communication challenges because they do not share a common culture. Language and culture are mutually influential, and effective communication in a language requires an understanding of its cultural characteristics (Karacan Yücedağ, 2023). Many researchers, such as Brown (2000), emphasize the interconnectedness of language and culture, making it essential for language education to integrate cultural awareness and intercultural communicative competence.

Intercultural communicative competence (ICC) involves understanding both one's own culture and other cultures and applying this awareness effectively when interacting with people from diverse backgrounds. Wiseman (2002) explains ICC exists as the combination of essential multicultural knowledge together with necessary skills and perceptual abilities which consecutively lead to successful intercultural exchanges. According to Tomalin (2008) target culture knowledge along with cultural awareness form part of the essential skills which match traditional language aptitude requirements. McKay (2004) maintains that worldwide English language learners must refrain from following native speaker cultural norms since English serves both to present their cultural identity and to foster intercultural communication. ICC implements successful intercultural communication by relying on three elements consisting of self-knowledge and cultural recognition and mastery of language systems. ICC theory strongly influences textbook development because educational books remain the primary cultural teaching instruments in foreign language classrooms. A textbook that incorporates intercultural communicative competence elements enables students to develop proper language abilities while fostering their ability to connect with multiple cultures in English communication. Textbooks function as top teaching materials that enable instructors to facilitate cultural knowledge progress among their students. The widespread use of English by different countries as their global language has led to debates regarding which cultural information should appear in their English textbooks. The thinking globally while practicing locally method should guide English language teaching according to Kramsch and Sullivan (1996). The creation of an ideal textbook combines multiple elements including target culture aspects and international cultural elements and local cultural contents to deliver expanded cultural understanding to learners. This research examines cultural contents present in textbooks created for Kachru's (1986) three nations with the United Kingdom as Inner Circle and India as Outer Circle and Türkiye positioned as Expanding Circle. While previous research has explored the role of culture in language teaching materials, limited studies have conducted a comparative analysis across these three contexts. The study targets this knowledge gap through an evaluation of cultural element inclusion in English textbooks from various linguistic backgrounds.

The study contributes to the field by providing insights into the representation of cultural elements in English textbooks, helping educators and policymakers design materials that promote ICC. Additionally, it seeks to determine whether these textbooks reflect a balanced integration of target, international, and local cultures, following the recommendations of scholars like Kramsch and Sullivan (1996). By doing so, the study addresses the need for culturally inclusive language education that aligns with the realities of global communication.

Research questions were established to evaluate the three English textbooks by exploring their cultural elements.

1. To what extent does the *New Headway*, developed in the United Kingdom (inner circle) include cultural content from the inner, outer, and expanding circles?

2.To what extent does the 11th-grade English textbook *Hornbill*, developed in India (outer circle) include cultural content from the inner, outer, and expanding circles?

3.To what extent does the 11th-grade English textbook *Sunshine* developed in Türkiye (expanding circle) include cultural content from the inner, outer, and expanding circles?

4.Which cultural contents predominate when examining the ratios of cultural content in textbooks developed across the inner, outer and expanding circles of English language use?

Intercultural Communicative Competence

Communicative competence is described as the capacity to engage in communication that is both personally meaningful and socially suitable. It emphasizes, on one hand, the ability of individuals to achieve their own goals during interactions, and on the other hand, to conduct interpersonal relationships that satisfy all parties involved. Intercultural communicative competence covers elements such as cognitive capacity, social role taking, interpersonal communication skills, and language proficiency (Kartarı, 2001). The core aspect of intercultural communicative competence lies in a person's capacity to adjust their communication and behavior to align with the norms of a different cultural setting while expressing themselves effectively. Cultivating a suitable communication and behavior style is connected to cognitive skills and the ability to empathize (Hall & Hall, 1990).

English as an International Language

Smith (1976) described an international language as a means of communication used by people from various nationalities, emphasizing its intrinsic connection to culture. Crystal (1997) expanded on this idea, asserting that English has achieved the status of a true international language with a global reach unparalleled by any other language. As English has been embraced by nations worldwide, it has become a denationalized language, no longer tied exclusively to British or American culture and values. English learning today has as its primary goal establishing global cultural exchanges between concepts as well as values. English demonstrates denationalized growth patterns according to both Crystal (1997) and Smith (1976) because it unites many worldwide cultural contexts. Alptekin (2002) supports this perspective since he thinks English language learners no longer need to adopt cultural standards or values from native English-speaking territories. The focus of English education should supply students with capability tools to effectively deal with communication barriers by comprehending different cultural backgrounds. Educational materials for English learning should combine worldwide information with local content because this combination enables students to understand cultural differences between domestic culture and international experiences. Teaching materials should combine native-to-non-native dialogues as well as non-native-to-non-native dialogues to educate students about global English proficiency. Teachers teaching English in multicultural settings combined with cross-cultural training develop effective global communicators because they focus on practical language learning.

### CEFR and Intercultural Communicative Competence

According to the CEFR (2018), language is learned to express oneself in different situations and perform various daily tasks. It also (2018) asserts that communicative methods, strategies, and activities should be integrated into language teaching, as developing the four language skills alone is insufficient to achieve true communicative competence. Since the CEFR views language learners as multilingual and multicultural, it supports the idea that learners should recognize similarities and differences between various languages and cultures. Therefore, the CEFR scales aim to address intercultural communication

challenges and help learners develop intercultural communication skills. It aims to address intercultural communication challenges by fostering intercultural sensitivity, awareness, respect, and tolerance for different cultures, while also promoting the avoidance of stereotypes, prejudices, and stigmatization. The CEFR (2018) argues that acquiring sociocultural knowledge of the target culture enhances language learning by improving intercultural communication skills. It has also developed a framework outlining the sociocultural knowledge elements of the target culture that should be incorporated into language learning. However, since English has become an international language, the sociocultural knowledge emphasized by the CEFR should extend beyond the target language to include the sociocultural knowledge of all nations worldwide.

Kachru's Three Circles Model

Figure 1

Kachru's Three Circles Model
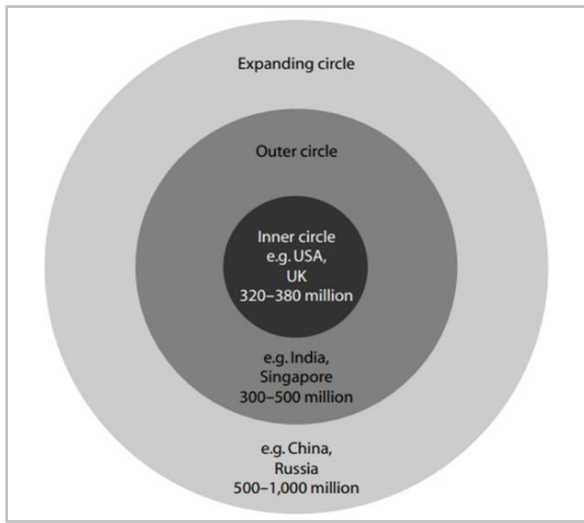
Source: *Crystal 2003, s. 61.*

Over time, researchers have developed numerous models to classify English speakers. The most prominent and influential of these is Braj Kachru's three concentric circles of World Englishes. This model categorizes English usage around the world by dividing it into three distinct circles based on its function and acquisition. These circles are as follows:

Inner circle: This circle consists of people who speak English as their mother tongue. They provide language norms to groups in the other circles. Countries in the inner circle include the UK, USA, Canada, Ireland, and Australia.

Outer circle: The outer circle countries including previously colonized countries, consist of countries that use English as a second official language. These countries challenge and develop the language norms provided by inner circle countries through creating non-native varieties of English. The countries in outer circle are: India, Malaysia, Pakistan and Kenya.

The expanding circle: The expanding circle consists of countries that speak English as a foreign language. English speakers of these countries must abide by the norms provided by the inner circle and developed by the outer circle. Some countries belonging to this circle are: Türkiye, China, Brazil and Russia.

2.Method

The research explores how cultural elements appear in textbooks which three-circles model of Kachru represents. The research focused on analyzing cultural elements in three English textbooks as per Kachru's classification framework that included New Headway from the United Kingdom and Hornbill from India and Sunshine from Türkiye. Each textbook was written by native writers who originated from the countries of those circles. The content analysis method used in this study, based on Krippendorff (2018), enables researchers to assess textbook materials including texts, visual elements, and exercises through a validated methodology that interprets both manifest (explicit) and latent (implicit) meanings in textual and visual data, allowing for the identification of underlying patterns, themes, representations, and cultural values embedded in media and educational resources such as textbooks. Krippendorff's model is suitable for verbal, visual, or symbolic data, allows qualitative and quantitative analysis and provides replicability and validity based on contextual interpretation of meaning. In addition, it enables researchers to establish meaningful units that are outside the ordinary coding practices. Krippendorff's content analysis proceeds as follows: 1-Formulating the Research Question 2- Defining the Units of Analysis 3- Sampling 4-Developing a Coding Scheme 5- Training Coders and Testing Reliability 6-Coding the Material 7-Analyzing the Results 8-Drawing Inferences 9- Ensuring Validity and Replicability.

2.1. Research Design

This study employs a qualitative research design using the content analysis method. Content analysis was chosen due to its systematic approach to examining the presence of cultural elements in language textbooks. This method enables the identification of cultural representations within the textual, visual, and interactive elements of the textbooks, providing insights into their cultural inclusivity.

2.1. Study Group

The usage of "study group" rather than "sample" becomes appropriate since the research methodology follows qualitative methods. The three selected English textbooks include New Headway representing inner circle focus (UK) and Hornbill representing outer circle focus (India) and Sunshine representing expanding circle focus (Türkiye). The textbooks underwent selection because they achieved wide usage in their educational contexts also representing distinctive linguistic and cultural standpoints. Rather than learners or instructors, the research analyzes cultural content from textbooks.

2.3. Steps of Process

The review of each textbook for cultural content proceeded through a systematic examination method. The evaluative process concentrated on revealing both visible and hidden cultural values present within reading texts, dialogues alongside exercises and images. The researchers classified each cultural manifestation according to Kachru's circles of World Englishes.

2.4. Data Collection Tools

The main data collection instrument for this research is textbook content analysis to systematically study the text along with exercises and visuals found in each textbook. Krippendorff (2018) provides a framework that the researchers utilized for content analysis to track cultural themes through Kachru's linguistic areas. The categories for analysis include:

- Representation of inner, outer, and expanding circle cultures.
- Cultural themes such as traditions, values, customs, and societal norms.
- Inclusion of culturally diverse perspectives.

2.5. Analysis of the Data

Qualitative content analysis proved to be the appropriate method for analyzing cultural elements through systematic coding procedures in textbooks. The data analysis procedure included:

1. Researchers implemented cultural alignment criteria to find cultural elements present among the inner and outer circles as well as the expanding circle.

2. An investigation of cultural element frequency and distribution throughout the three educational textbooks.

3. A pattern identification combined with thematic analysis method was employed by the research team to evaluate inclusive cultural elements in textbooks.

To ensure reliability, the coding process was conducted independently by two researchers, and inter-coder agreement was calculated. Discrepancies in coding were resolved through discussion and consensus.

By applying this methodological framework, the study aims to provide a comprehensive comparison of cultural content representation in English textbooks from different linguistic and cultural contexts.

2.6. Reliability and Ethics

Ethical considerations were observed throughout this research. Since this study involves textbook analysis rather than human participants, it does not require ethical approval document. However, the research was conducted in accordance with academic ethical standards, ensuring objectivity, transparency, and integrity in data collection and analysis.

3.Findings

With the framework of Kachru's three circles model, the researchers did a qualitative study to search for references to culture in the textbook. Various types of references were included in several components like texts, dialogues, images, exercises, and examples, for example, names of people, locations, holidays, types of food, social customs, and so on. Every reference was put under a particular country or region, and then placed in a circle depending on its cultural setting. Two researchers independently coded the data to make sure the process was reliable, and they resolved anything that needed further explanation by discussing it together. The findings were summarized with numbers to illustrate the makeup of cultural content. It was therefore possible to examine cultural representation in the textbook with a clear and well-organized approach.
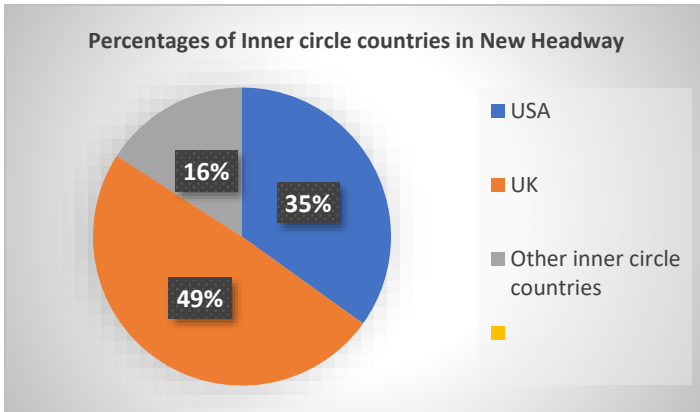
Graphic 1

Percentages of Three Circles in New Headway Textbook

Percentages of three circles in New Headway

- Inner circle
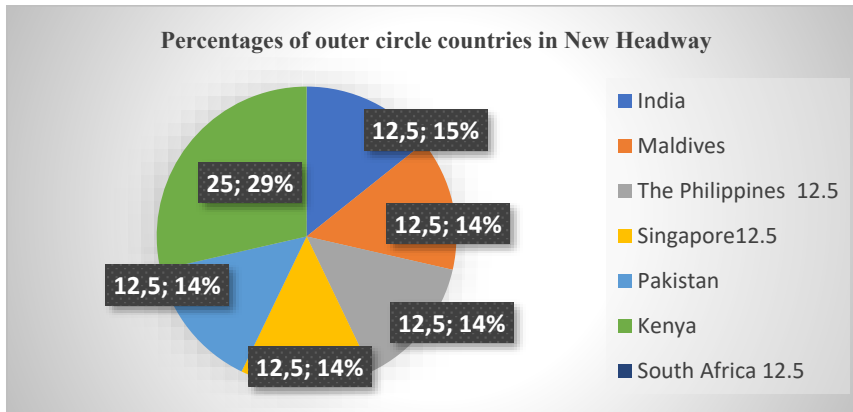- Outer circle
- Expanding circle
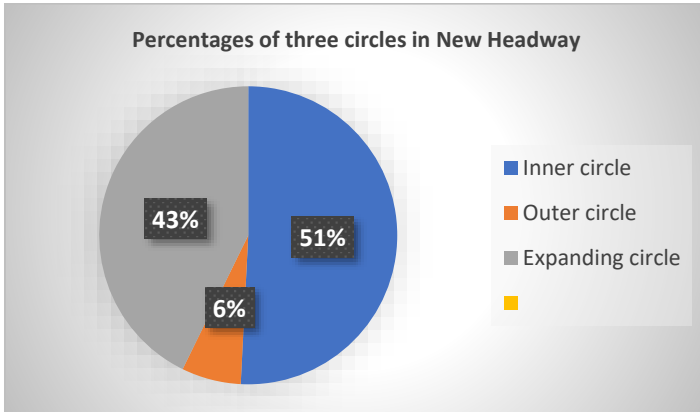
When the cultural elements of *New Headway* developed in the UK are analyzed, it is seen that culture-related elements of inner circle countries cover 51%, while expanding circle countries cover the second largest field at 43%, and outer circle countries cover the smallest field at 6%.

Graphic 2

Percentages of Inner Circle Countries in New Headway Textbook

Percentages of Inner circle countries in New Headway

- USA
- UK
- Other inner circle countries

When the percentages of inner circle countries appearing in *New Headway* are evaluated, it is seen on graphic 2 that 49% of the culture-related elements belong to the UK, the second largest proportion of 35% belongs to the USA, and finally, other inner circle countries cover 16%.
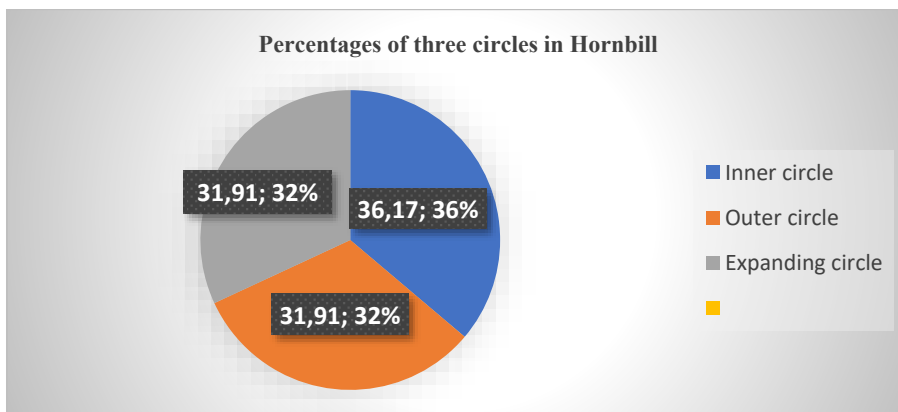
Graphic 3

Percentages of Outer Circle Countries in New Headway Textbook

Percentages of outer circle countries in New Headway

- India
- Maldives
- The Philippines 12.5
- Singapore 12.5
- Pakistan
- Kenya
- South Africa 12.5

25; 29% — 12,5; 15% — 12,5; 14% — 12,5; 14% — 12,5; 14% — 12,5; 14% — 12,5; 14%

The pie chart titled "Percentages of outer circle countries in *New Headway*" shows the distribution of cultural elements from outer circle countries featured in *New Headway*. The percentages represent the proportion of culture-related content from various countries: Kenya represents the largest share at 29%. India contributes 15%. Maldives and Pakistan each account for 14%. The Philippines, Singapore, and South Africa each contribute 12.5%.

Percentages of Expanding Circle Countries in New Headway Textbook

Türkiye, China, Spain, Germany, France, Colombia, Russia, Peru, Greece, Sweden, Bulgaria, Chile, Brazil, Belgium, the United Arab Emirates, Costa Rica, Ukraine, Afghanistan, Vietnam, Poland, the Netherlands, Egypt, Finland, South Korea, and Italy are all part of the expanding circle in Kachru's model of World Englishes. These countries are represented in the educational content of *New Headway*. China has the highest representation at 13.21%. Türkiye and Spain each account for 11.32%. Germany follows with 9.43%. Other countries like France, Colombia, and Russia have lower percentages, while several countries such as Bulgaria, Chile, and Brazil have smaller contributions, each making up 1.89% of the total representation.

This analysis shows that the expanding circle countries represented in *New Headway* are predominantly from countries like China, Türkiye, Spain, and Germany, with less representation from smaller or less frequently mentioned countries.

Graphic 4

Percentages of Three Circles in Hornbill Textbook

Percentages of three circles in Hornbill

- Inner circle
- Outer circle
- Expanding circle

31,91; 32% — 36,17; 36% — 31,91; 32%

As seen in the graphic 4, in the *Hornbill* textbook developed in India, 36.17% of the cultural elements are from inner circle countries, while 31.91% are from expanding circle countries, and 31.91% are from outer circle countries.
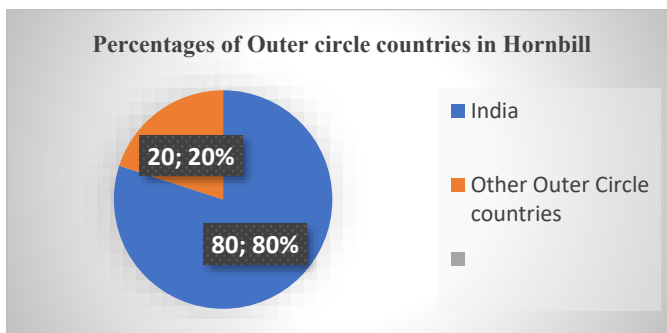
Graphic 5

Percentages of Inner Circle Countries in Hornbill Textbook
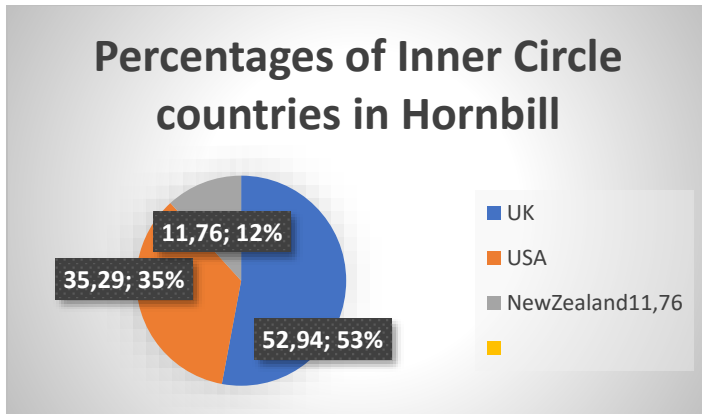
When the inner circle countries in the *Hornbill* textbook are analyzed, it is seen that the UK covers the largest portion with 52.94%, followed by the USA with 35.29%, and New Zealand occupies the smallest share with 11.76%.
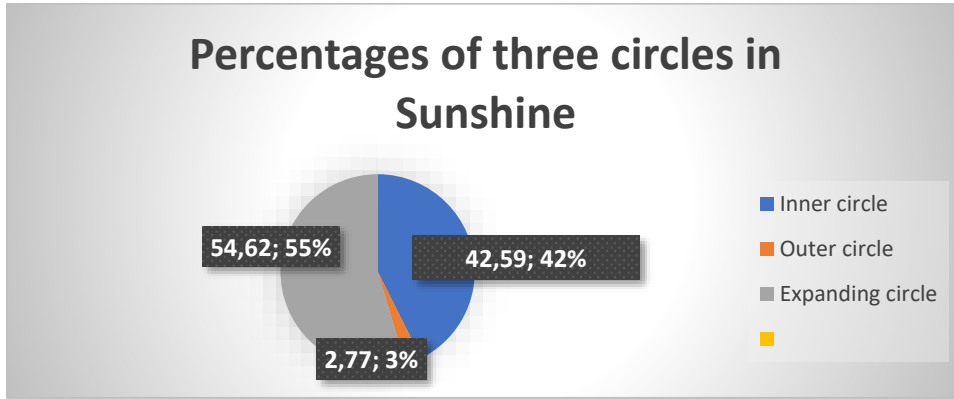
Graphic 6

Percentages of Outer Circle Countries in Hornbill Textbook

As seen in Graphic 6, India, representing local culture-related elements, covers the largest portion at 80%, while other outer circle countries make up 20%. Sri Lanka, Zambia, and South Africa are the other outer circle countries represented in the *Hornbill* textbook.
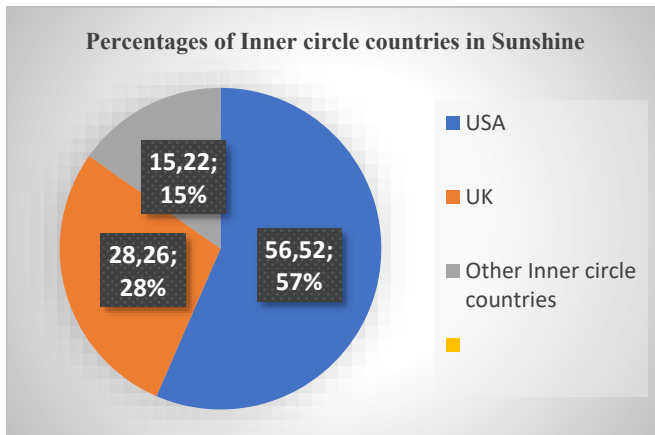
Graphic 7

Percentages of Three Circles in Sunshine Textbook

As shown in the graphic 7, in the *Sunshine* textbook developed in Türkiye, 42.59% of the cultural elements are from the inner circle, 54.62% are from the expanding circle, and 2.77% are from outer circle countries.

Graphic 8

Percentages of Inner circle Countries in Sunshine Textbook

When analyzing the representation of inner circle countries in the *Sunshine* textbook, it is observed that the USA occupies the largest proportion with 56.52%, followed by the UK with 28.26%. Other inner circle countries are represented to a lesser extent.

**Graphic 9**

Percentages of Expanding Circle Countries in Sunshine Textbook
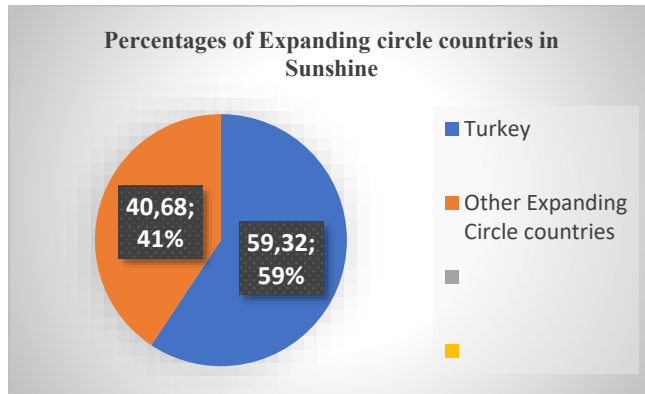
When evaluating the percentages of expanding circle countries in the *Sunshine* textbook, it is evident that Turkish culture, the local culture of the textbook, is the most prominently featured, while other expanding circle countries collectively account for 40.68%.

Table 1

Inner, Outer and Expanding Circle Countries in the Sunshine English Textbook

Textbook	Inner circle	Outer circle	Expanding circle
Sunshine	US, UK, Australia, Ireland	India, Pakistan	Türkiye, France, Vietnam, Italy, Russia, Poland, Bosnia and Herzegovina, Hungary, Germany, Japan, Iran, Iraq, Greece, Switzerland

As shown in the table 1, the inner circle countries that appear most frequently in the *Sunshine* textbook are the US, the UK, Australia, and Ireland. While the evaluated textbook covers only two outer circle countries, India and Pakistan, it includes numerous expanding circle countries such as Türkiye, France, Vietnam, Italy, Russia, Poland, Bosnia and Herzegovina, Hungary, Germany, Japan, Iran, Iraq, Greece, and Switzerland.

Graphic 10

Distribution of Three Circles in Textbooks Developed in Three Different Circles
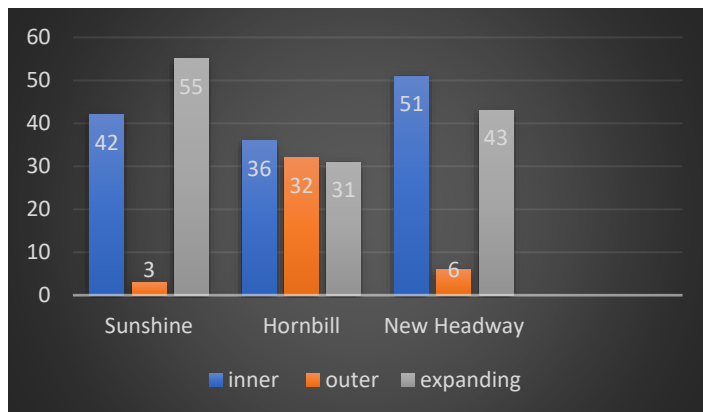
When comparing the culture-oriented elements of the three textbooks developed in different circles according to Kachru's three circles model, the following observations are made:

- *New Headway*, developed in the UK (an inner circle country), includes the largest percentage of inner circle cultural elements, comprising 51% of the inner circle cultural contexts in the analyzed textbook.

- The second textbook with the largest proportion of inner circle cultural elements is *Sunshine*, developed in Türkiye, with 42%.

- *Hornbill*, developed in the outer circle country of India, includes the least inner circle cultural sources, with 36%.

Regarding outer circle cultural elements:

- *Hornbill* covers the most outer circle cultural elements, with 32%, as it is developed in India, an outer circle country.

- *New Headway* allocates only 6% of its content to outer circle cultural elements.

- *Sunshine*, developed in Türkiye, allocates 3% to outer circle cultural elements, which is the smallest proportion among the three textbooks.

For expanding circle cultural elements:

- *Sunshine* includes the most expanding circle cultural elements, with 55%, as it was developed in Türkiye, an expanding circle country.

- The second highest is *New Headway*, with 43%.

- *Hornbill* includes the least expanding circle cultural elements, with 31%.

When comparing the cultural element ratios of these textbooks, it is observed that *Hornbill*, developed in India (an outer circle country), has a more balanced distribution of cultural elements across the three circles. The proportions are more evenly distributed, with no significant gaps between them.

In contrast, *Sunshine* and *New Headway* demonstrate less homogeneous distribution. *Sunshine* contains 55% expanding circle, 42% inner circle, and 3% outer circle cultural elements, while *New Headway* includes 51% inner circle, 43% expanding circle, and 6% outer circle cultural elements. Thus, these two textbooks do not exhibit an equally balanced distribution of cultural elements across the three circles.

Analysis of the Visuals Evaluated Textbooks

Analysis of the Visuals of New Headway English Textbook Developed in UK which is an Inner Circle Country

Visual 1

A Dialogue Providing Information About the Expanding Circle Country, Türkiye
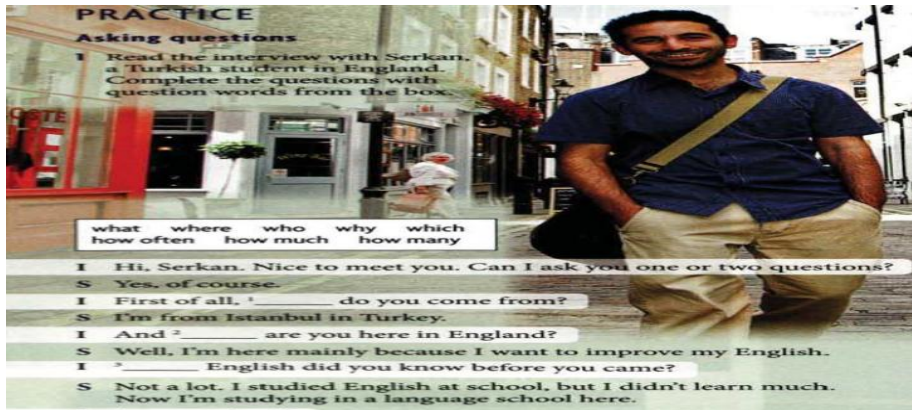
The dialogue in *New Headway* that provide information about Türkiye is crucial for promoting intercultural awareness. It reinforces the idea that English, as a global language, connects various cultures, and learning about these cultures is an essential part of mastering the language. Türkiye, as an expanding circle country, is depicted as an important player in the global community, where English serves as a tool for communication, bridging linguistic and cultural divides.

Visual 2

A Visual and A Text Providing Information About the Inner Circle Country, England
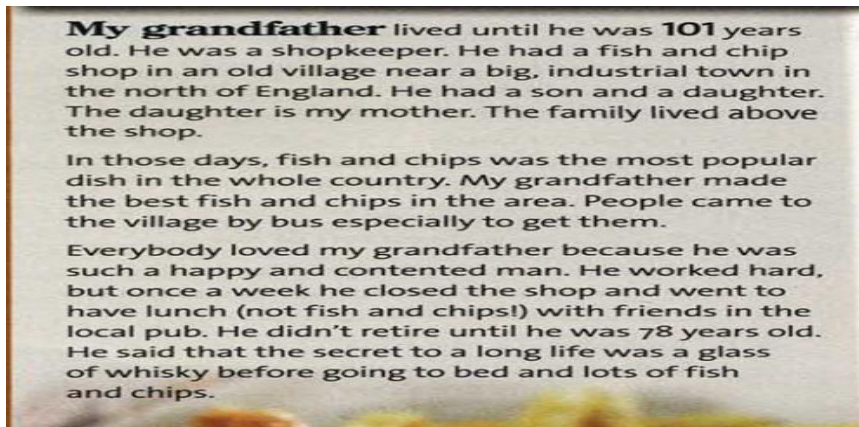
The inclusion of *fish and chips* in the textbook highlights its cultural importance to England. As one of the most iconic British dishes, it represents more than just food—it's a symbol of British culinary traditions, often linked with seaside towns, working-class communities, and casual dining. By including visuals of the dish and accompanying text, *New Headway* helps learners connect the English language with tangible aspects of British culture.

Visual 3

A Visual and A Text Providing Information About the Outer Circle Country, Kenya

PROFILE
Name   Mehul Shah, 51
Born   Nyeri, Kenya
Business Dental surgery

❝ I always wanted to study medicine. I had an uncle in London, so when I was 16, I came here.

It was very hard. I remember the drive from the airport. The roads were so much bigger and busier than in Kenya. It was summer, and the weather was lovely. But then of course the first winter came. It was the coldest winter for years!

My patients are of all nationalities, all religions, all colours. I love it. I'm seeing the third generation of the same families.

This is a democratic country. You're free here, you can say and think, and do what you like.

England is a welcoming society. My children were born here. All their friends are English. I feel British now. I became a British citizen 24 years ago. Britain gave me an education and the opportunity to better myself. This is my country, my home. ❞

Representing Kenya fosters a sense of inclusivity, showing students that English is not just the language of inner circle countries but also an important tool for communication in diverse, multicultural contexts like Kenya. This perspective helps learners understand the global nature of English.

Analysis of the Visuals of Hornbill English Textbook Developed in India which is an Outer Circle Country

Visual 4

A Text Providing Information About the Inner Circle Country, UK

> Of all the statements made by Margaret Thatcher during the years of her Prime Ministership, none has passed so decisively into the current coin of English usage as her felicitous words: "No generation has a freehold on this earth. All we have is a life tenancy — with a full repairing lease". In the words of Mr Lester Brown, "We have not inherited this earth from our forefathers; we have borrowed it from our children."

A text about Margaret Thatcher in an English course book not only enhances linguistic skills but also provides learners with a deeper understanding of British culture, politics, and history. It underscores the UK's status as an inner circle country, where the development of the English language is closely linked to its historical narratives and influential figures. When used effectively, such content fosters cultural awareness, critical thinking, and meaningful engagement with the English language.

Visual 5

A Text Providing Information About the Expanding Circle country, France

2. Here is some information downloaded from the Internet on Ile Amsterdam. You can view images of the isle if you go online.

Location	South Indian Ocean, between southernmost parts of Australia and South Africa
Latitude and longitude	37 92 S, 77 67 E
Sovereignty	France
Political status notes	Part of French Southern and Antarctic Lands
Population	35
Census notes	Meteorological station staff
Land area in square kilometres	86

A text about France in an English course book connects learners to their own cultural identity while fostering linguistic and cultural competence. It encourages students to see English as a practical means of sharing their culture with the world and highlights France's evolving role as an expanding circle country.

Visual 6

A Text Providing Information About the Outer Circle Country, India

Article 48A of the Constitution of India provides that "the State shall endeavour to protect and improve the environment and to safeguard the forests and wildlife of the country". But what causes endless anguish is the fact that laws are never respected nor enforced in India. (For instance, the Constitution says that casteism, untouchability and bonded labour shall be abolished, but they flourish shamelessly even after forty-four years of the operation of the Constitution.) A recent report of our Parliament's Estimates Committee has highlighted the near **catastrophic depletion** of India's forests over the last four decades. India, according to reliable data, is losing its forests at the rate of 3.7 million acres a year. Large areas, officially designated as forest land, "are already virtually treeless". The actual loss of forests is estimated to be about eight times the rate indicated by government statistics.

A text about India's Constitution and its approach to forests provides an excellent opportunity to explore how language can communicate the intersection of law, environmental conservation, and cultural values. For learners of English, it also highlights the role of English in governance and environmental discourse in an outer circle country like India, where English functions as a bridge language for communication across diverse regions. Learners can compare India's conservation efforts with those of their own countries or regions, fostering discussions on global approaches to wildlife protection.

Analysis of the Visuals of Sunshine English Textbook Developed in Türkiye which is an Expanding Circle Country

Visual 7

An Image and A Text Providing Information About the Outer Circle Country, India

I eat, sleep and breathe adventure travel as it is always fun, but something bad happened during one of my **3.** .... a while ago. While I was driving in India a few years ago, I found myself in the tiger area. I was alone because I used to enjoy trying new things myself so I left the group for a short ride around the campsite, but I drove too far away. Suddenly, I realized that the road ended and I was in the bare forest. Then, my tire stuck into the mud. I was scared, but it was too late. First, I tried to get out of the mud. It was impossible. Then, I looked for someone to help, but nobody was around. I shouted a lot. Then, suddenly, I heard slow **4.** .... inside the bushes and saw a tiger walking towards me. I was going to faint. I ran inside the SUV and tried to call someone for help. My phone wasn't there! I started crying and after two hours, two tour guides came while I was desperately waiting for someone to realize that I was missing. They saved me, but the tiger was hurt a bit while the guides were trying to distract it away from me. It was my fault!

Combining an evocative image of a Bengal tiger with a descriptive text about India's forests and adventure safaris creates an engaging and informative learning resource. It highlights India's natural beauty and conservation efforts while emphasizing the role of English in tourism and global communication. This approach inspires learners to see language as a tool for connecting with the world's natural wonders.

Visual 8

An Image and An Exercise Providing Information About the Inner Circle country, UK

(..1..) a. Charles Dickens was born in 1812.
(......) b. Dickens met and married his wife.
(......) c. He worked in a factory.
(......) d. Dickens is still one of the best novelists of all times.
(......) e. He became a journalist in London.
(......) f. "A Tale of Two Cities" is about French Revolution.

Through the inclusion of a picture and exercise about Charles Dickens the lesson introduces students to an influential British author from the British inner circle. Their cultural knowledge improves through this content, and they gain new ways to experience English through real-world historical reality and literary analysis.

Visual 9

An Exercise Providing Information About the Expanding Circle Country, Türkiye

1. When was the Republic of Turkey founded?
   a. 1920   b. 1923   c. 1919

2. Which of these countries doesn't share a border with Turkey?
   a. Greece   b. Russia   c. Iran

3. Choose the correct order (earliest-to-most recent).
   a. Roman Empire, Byzantine Empire, Ottoman Empire, Republic of Turkey
   b. Republic of Turkey, Ottoman Empire, Roman Empire, Byzantine Empire
   c. Ottoman Empire, Roman Empire, Byzantine Empire, Republic of Turkey

4. Which of the following wonders of the World is located in Turkey?
   a. The Hanging Gardens
   b. The Colossus
   c. The Temple of Artemis

5. Where is the oldest shipwreck in Turkey?
   a. Arhavi, Artvin   b. Çeşme, İzmir   c. Kaş, Antalya

The exercise combines reading with vocabulary development along with creative tasks to let students experience Türkiye's extensive historical and marvelous cultural heritage. The combination of cultural content together with language practice enables students to learn linguistic skills while acquiring knowledge about Türkiye's role in global affairs.

4. Discussion, Conclusion, Recommendations, Limitations

This research analyzed cultural components in three English textbooks by using Kachru's three-circles model for New Headway (UK) together with Hornbill (India) and Sunshine (Türkiye). The study focused on understanding the cultural content distribution of textbooks by identifying cultural elements in the inner circle as well as outer circle elements and elements from the expanding circle. These textbooks show significant variations regarding their cultural content and inclusion patterns throughout their pages. Inner circle cultural material occupies the majority share (51%) of New Headway, an inner circle textbook while expanding circle culture stands at 43% and outer circle culture comprises only 6% of the total content. As an expanding circle textbook developed in a circle-advancing nation Sunshine presents 55% expanding circle content together with 42% inner circle content and less than 3% outer circle content. The cultural content in Hornbill textbooks from an outer circle country is distributed evenly between the three categories since the inner circle takes up 36% followed by outer circle at 32% and expanding circle at 31%. Textbooks made in outer circle nations appear to show better cultural diversity in their contents.

Research findings about cultural content in English language textbooks confirm the present investigation's results. Several studies including Yuen (2011) alongside Matsuda (2002) identified inner circle cultures as overwhelming the English language materials which restricts students from encountering multiple global viewpoints. English textbooks contain mainly Western cultural norms because according to Cortazzi and Jin (1996) they follow inner circle standards without cultural diversity. Data from this study confirms these findings since New Headway and Sunshine textbooks demonstrate clear cultural preferences stemming from their cultural backgrounds. Hornbill's cultural balance indicates that outer circle textbook publishers tend to present multicultural content in an inclusive manner. The analysis by Tajeddin and Pakzadian (2020) discovered substantial absence of local cultural elements in textbooks of English as a foreign language used in Iran. The research indicates that New Headway and Sunshine give few pages to suspects cultures making it challenging for learners to use English as an international language. Holliday (2005) together with McKay (2003) stressed that English teaching materials show excessive Western cultural norms which they believe require a transition toward culturally diverse content. This research adds to the justification that supports developing teaching materials which balance local and international elements, so they appear equally in expanding and outer circle nations.

Visual elements in all textbooks confirm this conclusion. Two visual materials appearing in New Headway and Sunshine illustrate ongoing British cultural references by showing fish and chips and Charles Dickens content consecutively. The cultural representation in Hornbill textbook expands through its inclusion of texts featuring the Indian Constitution besides French cultural values. The research by Emecen (2022) proved that Turkish EFL textbooks focus on inner circle cultural representations although they match the Sunshine textbook in this approach. The identified findings represent vital data, but multiple points require further attention. The results show changes because each textbook version combined with its respective series presents distinctive cultural patterns in its representations. The development process of textbooks produces such patterns since it incorporates biases from committee decisions and educational policies and teachers' ideological perspectives. Subjective content analysis research depends on understanding measurement constraints that develop through the subjective classification process despite using systematic coding.

This research study demonstrated the unequal distribution of cultural elements in textbooks across Kachru's model's different circles. Inner and expanding circle textbooks show cultural preference for their native background but outer circle textbooks deliver cultural content in balanced proportion. The observational data indicates that diverse cultural materials within EFL instruction materials contribute effectively to developing complete understanding of global English language education. Research extending this study should assess bigger textbook collections together with examining the teaching effects of cultural content within the development of intercultural competence among EFL students. These gaps must be solved to support current discussions about equitable worldwide English education programs. British English textbooks contain different amounts of cultural elements than textbook materials from outside British cultural circles. The cultural content of New Headway leans heavily towards the inner circle of Britain where developing nations rank second followed by a small presence of Outer Circle elements. Sunshine as a textbook from Türkiye presents primarily expanding circle elements followed by elements from the inner circle and thirdly by outer circle elements. The cultural content of Hornbill developed in India (outer circle country) distributes elements from all three circles with inner circle elements maintaining a slight dominance.

Comparing these three textbooks, it is evident that cultural elements from the circle to which each textbook belongs dominate in Sunshine and New Headway. Sunshine, from Türkiye, prioritizes expanding circle elements, while New Headway, from the UK, emphasizes inner circle elements. Hornbill, from India, stands out with its relatively balanced representation of cultural elements from all three circles.

The analysis of visuals in these textbooks underscores the significant role of cultural representation in language teaching. By incorporating diverse perspectives from inner circle, expanding circle, and outer circle countries, these textbooks present a more inclusive and holistic view of English as a global language. Such content fosters intercultural awareness, reinforcing the idea that learning English extends beyond grammar and vocabulary to appreciating the cultural nuances that shape communication. By including cultural elements from various countries, these textbooks contribute to a global and inclusive approach to language education, better preparing learners for diverse cultural interactions.

This study is limited to the analysis of three textbooks: New Headway (inner circle), Sunshine (expanding circle), and Hornbill (outer circle). A broader investigation that includes more textbooks from different countries and publishers would provide a more comprehensive understanding of cultural representation in English language education.

Future research could expand on this study in several ways:

1. Conducting content analysis of a larger number of textbooks from each of the three circles.

2. Examining textbooks written at different proficiency levels within each circle to assess cultural representation across learning stages.

3. Investigating the impact of textbooks with balanced and unbalanced cultural content on learners' intercultural communicative competence.

Such studies could offer deeper insights into the role of cultural representation in English language education and contribute to the development of more inclusive and globally aware teaching materials.

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