

Analysis of Cultural Elements in Count Me In: A Sociocultural Knowledge Criteria of CEFR and Kachru's Three Circles Model

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Sevim Emecen

Afyonkarahisar Health Sciences University, Turkey

 <https://orcid.org/0000-0001-6680-4421>

Gülay Sarıçoban

Hacettepe University, Turkey

 <https://orcid.org/0000-0002-9309-8363>

Abstract

As a result of globalization, technological advances, travelling facilities and internet, more communities from diverse cultures begin to interact and share their daily lives. Today, English is utilized for communication prevalently occurred in the encounters among the people whose native languages are not English. For this reason, main goal of instructing English is being competent enough in intercultural interactions. With the emergence of "globalization" paradigm and its effects on social, economic and ethical fields, the necessity of interaction between different cultures, the importance of mutual tolerance and respect becomes more essential in the progress of time. Being able to interact in English necessitates being able to appreciate different traditions, daily lives, values and beliefs. Common European Framework of Reference for Languages also emphasizes the necessity of teaching culture. Consequently, this research analyses the content and seeks to evaluate the presence of the culture oriented contexts and visuals related to Inner, Outer, and Expanding Circles regarding the sociocultural knowledge elements of CEFR in 10th grade Count Me In English course book. This study reveals that the course book employs most of the sociocultural knowledge elements of CEFR moreover it predominantly reflects the culture related contexts and images of Inner Circle and Expanding Circles regarding the sociocultural knowledge elements of CEFR. Especially, Sociocultural knowledge elements of CEFR related to source country Turkey and USA cover very large proportion of the course book. The analyzed course book involves a small percentage of the sociocultural knowledge elements of CEFR related to Outer Circle countries.

Keywords: CEFR, Intercultural Elements, EIL, Course Book

Introduction

Globalization in social and economic fields increased the requirement of international communication in the world by making English the medium for international communication (Alptekin, 2002). English has become the world's most widespread spoken language as a result of the developments in communication technologies and internet in addition to science. As a result of the given importance to interaction in today's World, communicating with the other countries, being acquainted with and understanding different cultures have become inevitable necessities of societies. As English language is in the status of Lingua Franca for many years in Turkey, the significance attached to teaching English is rising in Turkish educational system day by day.

However, English Language Learning (ELL) is a complicated and arduous process since it involves competency of four language skills and having a close relationship with the international cultures besides the target culture and its way of thinking.

The main aim of methods and approaches was teaching four skills as reading, listening, speaking and writing in the past however with the advent of new views and paradigms, the significance of being able to use languages in the right place and context effectively increased. The focus of language learning has turned to communication and intercultural interaction since 1980s by abandoning traditional approaches which emphasis on linguistic rules and transmission of target language culture (Atay, 2005).

Cultural differences between nations take place in lots of different topics such as national heritage, geographical traits, food, traditions, taboos, art, interpersonal relations, religion, living conditions, rituals, body language, world views, values and beliefs. For this reason, acquisition of English requires also enculturation.

While acquiring foreign languages, learners will also be acquainted with the foreign cultures' cultural elements whether they are overtly represented in the curricula or not. Accordingly, since English is acknowledged as a LinguaFranca, English curriculums and course books should reflect the diverse cultures of the World as ELT course books are the best tools to present the linguistic and culture related variety of English. However most of the ELT course books are developed and published by Inner circle countries for this reason, they prevalently present Western way of life (Mckay, 2018).

This study substantially aims to analyze the extent of the Sociocultural knowledge elements of CEFR related to Kachru's three circles countries presented in Ministry of National Education 10th grade English course book which is called Count Me In. The course book is evaluated considering Kachru's three circles model and sociocultural knowledge elements of CEFR.

Literature Review

EIL

EIL phenomenon doesn't acknowledge a single variety of English as an international language to communicate intercultural. EIL pays attention to all of its varieties as a medium to interact in international and intercultural field (Sharifian, 2009). According to EIL paradigm, curriculums and coursebooks should be prepared by taking into account of varieties

of English, diversity of L2 learning, strategic intercultural competence, local, social, educational factors and language needs (Mckay, 2018). The most common perspective is that language is interrelated to culture. According to this view, reflecting cultural items in English language teaching curriculums is a crucial paradigm. However some researchers like Mckay (2003) asserts that in the process of teaching English, emphasizing especially target culture can't fulfill the purpose of teaching English as EIL. She notes that instead of focusing on exclusively target culture, curriculum and course book developers of each country should benefit from topics and contexts which are related to local culture and methods which suit the local contexts. Nevertheless, I argue that for the reason that World countries adopt English as a common tool for communication, curriculums of English courses and course books should reflect the culture of World countries. One of the most crucial objectives of EIL courses is to teach tolerance and respect to difference and diversity. According to the study of Mckay (2003) most of the teachers would rather topics and contexts which are related to culture of diverse countries around the World by offering the reason that "This may assist learners feel that they can use English in every condition and setting."

Culture and Language

Language is a natural tool and a system made of sounds with its own rules that provides communication between people. Culture is the common name of a nation's material and spiritual values. Particularly language, history, religion, customs, legal system, music, fine arts, economy, moral understanding and worldviews are the elements of culture. Thoughts become concrete with language (Kaplan, 1983).

Culture is inherently bound to language as cultural dimensions cannot be reflected and presented without language (Melinte, 2012). The process of foreign language learning requires acquisition of cultural expressions, values and attitudes as cultural beliefs and norms are conveyed through language. Bayyurt (2006) claims that the participant English language teachers involving in her research were aware of the interrelatedness of language and culture teaching, and the teachers all stated that they presented a great deal of cultural elements in English

courses such as the contexts in the local country, the target country and the other world countries.

Smith (1976) claims that learners don't need to adopt the cultural traits of the target country to achieve high proficiency in the target language. Contrarily, learners should acquire English in order to share their ideas, values and culture with the other communities.

Intercultural Awareness

Language acquisition is not just composed of memorizing forms, rules and vocabulary since communicative competence is also one of the requirements in order to be proficient in a language. As learners have knowledge about other cultures' behaviors, traditions, beliefs and life styles, they increase their intercultural awareness by avoiding ethnocentric beliefs, stereotyping and stigmatization in addition to developing positive attitudes, appreciation, empathy and tolerance to other people coming from other cultures which are the most essential requirements of today's multicultural, global world. As long as the learners' perceptions about the different cultures broaden, the myths, stereotypes, stigmatizations in their minds about different cultures will vanish.

According to Pedersen (1988) some questions must be answered yes in order to be sure about the learners' intercultural awareness level.

1. Can the learners recognize the differences in cultural settings and institutions?
2. Are the learners aware of the stress and anxiety occurred in intercultural settings?
3. Can the learners recognize the differences in rights and responsibilities of different cultures?
4. Do the learners know and acknowledge that there may be some differences in verbal and nonverbal communication styles of different cultures?
5. Can the learners identify the diversity in the products, practices and perspectives of varied cultures?
6. Are the learners aware of significant and subtle cultural traits of different cultures?

Metacultural Competence

The fundamental objective of EIL is developing metacultural competence by promoting the essential

skills to assist the learners to get in touch communities coming from varied cultural backgrounds (Sharifian, 2018). Learners can develop metacultural competence by being exposed to diverse cultural conceptualizations related to English. English language teaching curriculums and courses should involve cultural conceptualizations and contents which support learners' metacultural competence.

Meta encompasses all cultures not just understanding and appreciating a few other cultures furthermore it implies being able to interact successfully and effectively in any cultural milieu (Marek, 2019). However this is a troublesome process as there are frequently big gaps and differences among cultures besides their similarities.

Learning the way of addressing to people, expressing agreements or disagreements, having knowledge about the behaviors, the way of interactions related to different cultures are essential for metacultural competence which is as crucial as linguistic competence (Taş, 2010).

English Language Course Books and Cultural Elements

English language course books are the most beneficial tools to present multiple choices to acquire the target language such as authentic reading passages, practices and activities in addition to target language forms and rules. Moreover they take the responsibility of teaching cultures overtly or covertly.

Language course books are the best instruments to submit cultural elements to learners therefore language course books frequently comprise culture in their contents. Foreign language teachers extremely depend on course books to teach foreign languages and make the learners be familiar with the target culture. Besides presenting essential linguistic input, language course books provide language contexts which develop a certain view of the world. ELT course books published in the USA and UK, present restricted contents and images related to cultural settings, beliefs and values and they mostly focus on Anglophone cultures. Ministry of National Education of Turkey assigned local authors to produce English language teaching course books in order to be used in all levels of national education recently. In spite of

the disadvantages of English course books prepared by local writers, there are myriad of advantages such as their consisting a great deal of representations and images belonging to local culture.

Tomlinson and Masuhara (2013) employed the criteria of increasing the development of intercultural awareness to analyze the content of the current global coursebooks (Tomlinson, 2013).

Nation and Macalister (2010) assert that the course books shouldn't cover any contents or visuals that can humiliate any cultural aspects such as beliefs, traditions and lifestyles of a nation. According to Richards (2001) the course books should include authentic cultural information about the target culture.

Haines (1996) compared the current trends in English course books with the past trends. According to characterized differences, the past English course books focus on European and American culture on the contrary to current coursebooks focusing on international and local culture moreover the current coursebooks are culturally sensitive unlike the past English course books.

The course book evaluation checklist which was prepared by Cunningsworth (1995) covered many sociocultural items such as inclusion of sensitive social/cultural topics, representation of social class and ethnic origin.

Akalın (2004) analyzed the 5th, 6th, 7th and 8th grade English coursebooks written by local authors. According to the book evaluation, it is deduced that the course books present Turkish culture prevalently in the contexts by describing the cities, historical, geographical places and food of Turkey. However as the learners grow, Turkish culture will be lesser in the course books. The topics will be more inter-cultural, reading passages and conversations will be more in the target culture. According to the study of Bada and Ulum (2016) the outer circle and expanding circle representations cover a remarkable field in comparison to inner circle cultural items in the contents of the evaluated Turkish-authored course books.

CEFR

The Common European Framework of Reference for Languages: Learning, teaching, assessment

(CEFR) is one of the most-known and most employed Council of Europe policy tools. Council of Europe put forth CEFR in 2001 after being drafted, piloted and negotiated extensively. It was constructed on action-oriented and communicative approach and "The Threshold Level", functional/notional specification of language needs however it went beyond them. The CEFR introduces extensive illustrative levels of language proficiency with their scales and its main goals are promoting quality in second/foreign language teaching by developing curricula to contribute to plurilingual and intercultural education (Richards & Rodgers, 2014) CEFR of 2001 version was updated in 2018 by being expanded and modernized to match today's language teaching, learning conditions and needs. CEFR of 2018 involves guidelines to develop and implement the plurilingual and intercultural curricula with descriptor stages suitable to the proficiency levels of the learners for plurilingual and intercultural education in addition to other educational innovations. It aims to enable learners to appreciate the perspectives other than that of their own worldviews, express themselves appropriately in different contexts, work in collaboration with people from diverse orientations, discuss similar and different beliefs and world views, be aware of cultural diversity and make essential adjustments in order to avoid from conflicts arising from culture related misunderstandings (CEFR 2018). CEFR (2018) asserts that sociocultural knowledge of target culture and awareness of similar and different contexts between the local and target culture equip learners with an intercultural awareness and prevent intercultural miscomprehensions, stereotypes and stigmatization.

CEFR also determines the sociocultural knowledge criteria related to target culture with their sub-titles as everyday life, interpersonal relations, living conditions, values and beliefs, body language, social events and ritual attitudes. CEFR aims to raise the awareness of source and target culture the learners should acquire in order to build intercultural communicative competence and present essential elements of social life in learners' community and in the target community the learners required to possess to manage successful communication.

CEFR (2018) claims that knowing the similar and different perspectives between local and target countries, understanding the relations between them, help learners to develop intercultural awareness. Intercultural awareness increases if it includes awareness of a wider range of cultures.

Kachru's Three Circles Model

Kachru's three Circles Model was launched with World Englishes paradigm in the mid-1980s, originating modern notions about the proliferation of English around the world (Al-Mutairi, 2020). Currently, English doesn't belong to just Anglo-American people, it also aids communities from all around the World to communicate in addition to people coming from former British and American colonies (Al-Mutairi, 2020). This case required to classify the World Englishes to describe the distribution of English according to the type of its spread, acquisition, and function (Kachru, 1985). Kachru's model categorizes the speakers of English in three circles by featuring first and second diaspora.

The Circles

The Inner Circle

The Inner circle symbolizes the first diaspora according to its type of function and represents the original English speakers providing norms to the speakers of other circles. UK, USA, Canada, Australia, Ireland, New Zealand, some Caribbean Territories can be given as examples of Inner Circle countries.

The Outer Circle

The Outer Circle symbolizes the second diaspora by representing formerly colonized Asian and African countries. English is not the mother tongue of the communities belonging to this circle nevertheless it is used in order to facilitate the communication between different communities. India, Singapore, Malaysia, Nigeria, Bangladesh, Pakistan, Tanzania, Kenya, Ghana, Philippines are some of the Outer Circle countries. Kachru (1986) notes that the Outer Circle promotes the linguistic codes which the Inner Circle provided. In other words, they are "norm-developing" countries.

The Expanding Circle

English is in Lingua Franca position in Expanding Circle and it helps to interact with the other Expanding Circle, Outer and Inner Circle countries. The Expanding Circle involves Turkey, China, Russia, Brazil, Japan, Saudi Arabia, Korea, Europe, Asia. According to Kachru (1986), the Expanding Circle countries are norm dependent since they have to rely upon the norms which are provided by Inner Circle and promoted by the Outer Circle countries. With the global spread of English, policies of governments of Expanding circle countries give support to promote the use of English in diverse fields.

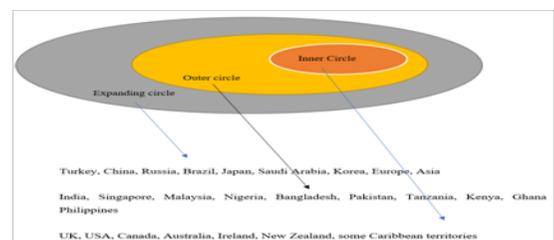


Figure 1 Kachru's Three Circles Model

Research questions

Four research questions were developed in order to find out the Sociocultural knowledge elements of CEFR related to Inner, Outer and Expanding Circle countries in Ministry of National Education 10th grade English course book which is called Count Me In.

1. To what extent are the Sociocultural knowledge elements of CEFR related to Inner Circle countries presented in Ministry of National Education 10th grade English course book which is called Count Me In?
2. To what extent are the Sociocultural knowledge elements of CEFR related to Outer Circle countries presented in Ministry of National Education 10th grade English course book which is called Count Me In?
3. To what extent are the Sociocultural knowledge elements of CEFR related to Expanding Circle countries presented in Ministry of National Education 10th grade English course book which is called Count Me In?
4. Which countries' Sociocultural knowledge elements of CEFR are presented in Ministry

of National Education 10th grade English course book which is called Count Me In?

teachers was analyzed in this research.

Method

The purpose of the current study is to research the Sociocultural knowledge elements of CEFR related to Inner, Outer and Expanding Circle countries in Ministry of National Education 10th grade English course book which is called Count Me In. This research is based on Kachru's three Circles and Sociocultural knowledge elements of CEFR.

Sample

The 10th grade course book Count Me In written and designed by Ministry of National Education

Instrument

Content analysis was conducted through evaluating texts, vocabulary and visuals relevant to culture considering the Sociocultural knowledge elements of CEFR and Kachru's three Circles culture model.

Data analysis

Data were gathered by reading the reading passages, exercises and examining the visuals of the course book in detail and analyzing the culture related topics, vocabulary and visuals.

Results and Discussion

Table 1 Sociocultural Knowledge Elements of CEFR Related to Inner Circle Countries

Sociocultural knowledge	Included	Not included
1. Everyday life		
• foods and drinks		
• leisure activities		
• working practices		x
• public holidays		x
2. Living conditions		
• housing conditions		x
• living standards	✓	
• welfare arrangements		x
3. Interpersonal relations		
• family relations	✓	
• relationships between sexes		x
• structures and relations of society		x
• relations in work settings		x
• relations between generations		x
• relations of communities and races	✓	
• relations between public		x
• relations among religious and political communities		x
4. Values and beliefs related to the following topics:		
• social class		x
• wealth		x
• occupational groups		x
• national identity		x
• tradition and social change	✓	

• institutions	✓	
• security	✓	
• humor		X
• minorities		X
• regional cultures		X
• foreign countries		X
• religion		X
• arts		X
• politics		X
• history and iconic historical characters		X
5. Body language		X
6. Social events		
• meals and drinks		X
• conventions and taboos		X
• dress	✓	
• punctuality		X
• presents;		X
• leave-taking		X
• length of staying		X
7. Ritual attitudes in the following settlements		
• birth, death, marriage ceremonies	✓	
• celebrations, feasts		X
• religious activities	✓	

According to table 1, the course book Count Me In employs the six criteria out of seven Sociocultural knowledge criteria of CEFR related to Inner Circle countries. The presented criteria are Everyday life, Living conditions, Interpersonal relations, Values and beliefs, Ritual attitudes and Social events. However the evaluated coursebook doesn't involve any texts and practices about the Body language criterion of CEFR regarding the Inner Circle.

In the 1 theme, the course book consists a reading text about vocational and Academic High schools in the US. It gives information about a large variety of programs they offer and timetables and disciplinary rules students have to stick to. In this way, Vocational and Academic High schools of the US are introduced to local learners so that they can make comparisons between the mentioned schools and the schools in Turkey. This reading text is categorized under the title of Values and Beliefs related to institutions of Inner Circle countries.

In the theme 2, there is an e-mail text about the plans and arrangements of a student studying in the US. The text gives information about the leisure activities a student can do in the US. For this reason, this text can be evaluated as everyday life criterion of sociocultural knowledge elements of CEFR related to Inner Circle countries.



Visual 1 A Visual and Text Related to Vocational and Academic High Schools of the US

Dear Mum,
It's a week since I came here. I miss you all very much but I must be patient and fight against all the difficulties. As you always say, no sweat, no sweet ☹. Sometimes feel lonely but don't worry about me because I have great friends and they care about me. Everything is going well. The school, the instructors and the dormitory are all great. I'm making new friends here. I can get on well with the people around, especially Kizley, from Turkey. I hope all is well at home.

We have made arrangements for the weekend. Our classmate Bethany is showing us around the city tomorrow morning. We are meeting at the city center and taking a city tour by bus. In the afternoon, we are visiting the NASA Aviation Museum. The tickets are a bit expensive but it's worth seeing. You know, I've always been interested in space. And at 8 pm, we are having dinner in an oriental restaurant. Everyone in the group is joining. I'm looking forward to Sunday as well. I'm going to Verizon Center with Kizley. We're watching the Wizards live. Our seats are very close to the court. Can you imagine us just a couple of meters to the NBA stars?

By the way, we have the academic calendar now. I'm going to visit you in the third week of January in the semester holiday, and we're going to enjoy our time together for two weeks. I'll let you know all the details when I get the details. This is just a plan, an intention for now. The summer holidays start in early June but I'm not going to visit you then. With a group of friends, we are going to fly to Chicago. We're going to spend a week there. I'm excited about this summer.

We are going to build a swimming pool in the garden with Dad and redesign the garden. He told about it last week. I hope everything goes as planned.

I've just received a message from friends and they are waiting for me outside. I will leave now and join them for dinner.

Bye for now, big big hugs! Ethan.

Visual 2 A Text Related to the Plans and Arrangements of a Student Studying in the US

They Make It Happen: Travel Back in Time

The Amish in the USA are a German and Swiss descendant community. They are famous for their lifestyle as they resist against most of the changes in time. They do their best to preserve their traditions in social life. They do not benefit from most of the advantages of modern technology because they see it as a threat to their traditions and way of life. They still use horses and buggies or bikes for transportation within the community. Gas lanterns light their houses. Thousands of people want to witness this "resistance against time" on site and visit Amish communities. There are hotels for these visitors nearby. Most visitors feel impressed. Here are two visitor comments:

Jamal from Morocco: "It was incredible. They reminded me of my childhood days in the village in some ways. We used to wake up to the sound of roosters all dawn and go to the farm. We used to make our own bread and eat traditional dishes. We used to gather together in one of the houses of the village in the evening and have chats. This was a way to socialize. There was no technology at all. We didn't even have electricity. We used to have gas lanterns and fire to light the houses. It's difficult to believe but the Amish still have these. Evenings without TV or computers may sound to be dull and boring, but those were more enjoyable times. I don't know why. The Amish don't see school as an important place, but in my childhood we all went to school because our parents wanted us to be well-educated and have a better life than theirs. Of course they were state schools with very strict teachers and firm discipline. I really miss those days and this visit to an Amish community gave me a sense of those days."

Kate from the UK: "It was a travel back in time. I noticed many similarities with our past lifestyle in the country. Children and teenagers used to play with each other and animals on wide open spaces. We didn't use to go away from home to parks or movies. School was another chance to share with friends. Adults used to spend most of their time helping each other with the work on and around the farm. People used to dress in similar ways. I mean, plain and modest dresses were very common. Few people had cars in the countryside, so most people used to travel by horse and buggies. Technology was not only limited in transportation but almost in everything. Fortunately, we had electricity and black-and-white TV sets. Some houses had telephones and we could use them in emergencies. We went to state schools. There were a few universities and going to a university was more difficult, so we didn't use to focus much on university education. With this incredible visit, I remembered that kind of lifestyle. The smell of the soil, horses, cows, fresh milk..."

Visual 3 A Text about the Amish Community

In the theme 4, the course book involves a reading text representing some information and images about the lifestyle of the Amish, German and Swiss descendant community in the USA. Furthermore, two characters from Morocco and UK make an evaluation of the Amish culture and their countries' past lifestyles by analyzing their similarities and differences. In this way, the reading texts informs the

learners about the living conditions of two different circles as Inner Circle and Expanding Circle. With the help of this practice, local learners can compare their cultures' past lifestyles with three different cultures'.



Visual 4 An Image Related to the Amish Community

RULES AND REGULATIONS

Most may see them as boundaries of personal liberty, but the truth does not say that. It's rules and regulations that make it possible for us to enjoy our rights as individuals.

Rules and regulations may sometimes be boundaries as well as guides and insurance against damages. That depends on how we take it. They are boundaries for disrespectful, unlawful, illegal actions or people as there are punishments for them. They are guides for order if you want to do things in a respectful way and to avoid danger and threats such as a road sign telling you to slow down because there is a school ahead. It is there to protect pupils and you from an accident. "In a world with billions of people, we cannot rely on jungle laws. It would be the world for the stronger, then. Some men would come and put you out of your beautiful house just because they are stronger than you. Or, we would hire our own super man to protect our belongings and rights," says Sociologist Mary Hings of Oklahoma, and she advises: "We should see rules and regulations like life jackets on a boat, like railings by the stairs." Then, things will be easier. If someone comes to you and says "Sorry. You mustn't smoke here or you are not allowed to take pictures," you shouldn't see it as a boundary of your liberty. Instead, you should keep calm and remember that the rule is there to prevent damage from smoke or to protect a historical work from damage from the flashlight. Similarly, you should think that you will have a safe flight when security people remind you that you have to take off your coat and belt at an airport gate.

You should also pay your taxes on time, as they are sources of income for the state. Without a powerful state organization, rules, regulations and laws will not run effectively. You shouldn't do it just because you have to do it, but because it's for your good, for justice and your individual rights.

Today, modern societies have created their rules and regulations for many fields of life. However, if you have no idea or knowledge about a rule or regulation, you should remember that your action should not damage others and nature. After all, all are for people and nature's good.

Visual 5A Text about Interpersonal Rules and Regulations Related to the USA

In the theme 6, the course book represents a text full of interpersonal rules and regulations related to the USA which enable learners to learn and compare and contrast them with their cultures' rules and regulations.

Table 2 Sociocultural Knowledge Elements of CEFR Regarding the Outer Circle

Sociocultural knowledge	Included	Not included
1. Everyday life		
• foods and drinks		X
• leisure activities	✓	
• working practices	✓	
• public holidays		X
2. Living conditions		
• housing conditions		X

• living standards		X
• welfare arrangements		X
3. Interpersonal relations		
• family relations;		X
• relationships between sexes		X
• structures and relations of society		X
• relations in work settings		X
• relations between generations		X
• relations of communities and races		X
• relations between public		X
• relations among religious and political communities		X
4. Values, beliefs and attitudes related to following topics as:		
• social class;		X
• occupational groups		X
• wealth		X
• national identity;		X
• tradition and social change;		X
• institutions;		X
• security		X
• humour		X
• minorities		X
• regional cultures;		X
• foreign countries		X
• religion		X
• arts		X
• politics		X
• history and iconic historical characters		
5. Body language		X
6. Social events		
• meals and drinks		X
• conventions and taboos;		X
• dress	✓	
• punctuality		X
• presents;		X
• leave-taking		X
• length of staying		X
7. Ritual attitudes in following settlements		
• birth, death, marriage ceremonies		X
• celebrations, feasts	✓	
• religious activities		X

The course book Count Me In employs the four criteria out of seven sociocultural knowledge criteria of CEFR related to Outer Circle countries. The presented criteria are Everyday life, Values and

beliefs, Social events and Ritual attitudes. However interpersonal relations and body language criteria of the evaluated coursebook doesn't involve any texts, CEFR related to Outer Circle countries. practices and visuals about the living conditions,

Read the unfinished story below and write an ending for it. Consider the forest in the picture and remember that Jadav Payeng, the hero of the story, has a fame as a legendary forest man in India. The verbs in box may be of help.

plant make water look after begin live grow come back take care



It was 1965 when heavy floods forced the Payengs to move to the other side of the river, 12 km away from their home. The family, with their children, were suffering too much, and when they moved back, they left their five-year-old Jadav in the care of a court-master for schooling. Jadav Payeng gave up school after class 10, and got back to his village to look after the livestock left by his deceased parents.

When he arrived, he witnessed a terrible sight. The land was eroded and there was a sandbar in place of the green land and forests of his childhood. Snakes and reptiles were lying dead on the desert. This sight shook him. Suddenly, he realised the truth. "Today, it is the snakes and tomorrow it will be us," he thought to himself.

Visual 6 A Text with Images about a Legendary Figure in India

In the theme 3, the course book represents a beliefs regarding history and historical characters of writing activity giving information about a legendary Outer Circle countries. figure in India placed under the title of values and

Table 3 Sociocultural Knowledge Elements of CEFR Related to Expanding Circle Countries

Sociocultural knowledge	Included	Not included
1. Everyday life	✓	
• foods and drinks		
• leisure activities		x
• working practices		x
• public holidays	✓	
2. Living conditions		
• housing conditions		x
• living standards	✓	
• welfare arrangements		x
3. Interpersonal relations		
• family relations	✓	
• relations between sexes		x
• structures and relations of society		x
• relations in work settings		x
• relations between generations		x
• relations of communities and races		x

• relations between public		X
• relations among religious and political communities		X
4. Values, beliefs and attitudes related to the following topics as:		
• wealth;		X
• occupational groups		X
• social class		X
• national identity		X
• tradition and social change		X
• institutions		X
• security		X
• humor		X
• minorities		X
• regional cultures		X
• foreign countries		X
• religion		X
• arts		X
• politics		X
• history and iconic historical characters	✓	
5. Body language		X
6. Social events		
• meals and drinks	✓	
• conventions and taboos		X
• dress	✓	
• punctuality		X
• presents;		X
• leave-taking		X
• length of staying		X
7. Ritual attitudes in the following settlements		
• birth, death, marriage ceremonies		X
• celebrations, feasts	✓	
• religious activities		X

The course book Count Me In employs the six criteria out of seven Sociocultural knowledge criteria of CEFR related to Expanding Circle countries. The presented criteria are Everyday life, Living conditions, Interpersonal relations, Values and beliefs, Social events and Ritual attitudes. However the evaluated coursebook doesn't involve any texts, practices and images about the Body language

criterion of CEFR related to Expanding Circle countries.

In the theme 2, a listening exercise is employed involving holiday plans and arrangements related to the cities and places situated in Turkey. This exercise can be categorized as everyday life according to the sociocultural knowledge of CEFR related to Expanding Circle countries.

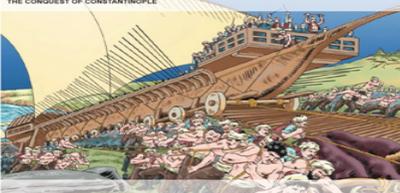
3 LISTENING
Craig is telling Louis about his family's summer holiday. Listen and tick the details related to their plans and arrangements. *Teacher's 1.*



1. They are flying to Istanbul on Saturday morning Sunday morning.
2. They are going to spend a couple of weeks there. a couple of days there.
3. They are going to sleep in tents. a caravan.
4. They are going to eat everything. anything.
5. They are going to ride southeast first. southwest first.
6. At Madrid, they are staying in tents. a hotel.
7. They are having a check-up at the state hospital. a private hospital.
8. They are going to ride back to Istanbul. Ankara.

Visual 7 An Image of Listening Practice about Holiday Plans and Arrangements

THE CONQUEST OF CONSTANTINOPLE



The city of Constantinople was of great importance due to its strategically important location and religious reasons. Like his ancestor, Sultan Bayezid and Sultan Mehmed II, conquering the city was the biggest dream of the seventh Ottoman Sultan, Mehmed II. He was only 21 years old when he started to organize the city.

There were a lot of challenges ahead. The most difficult one was psychological barriers. The Byzantine Army were soldiers and Mehmet's Army had to be the first to defeat them. The city walls were incredibly strong and there was a defensive chain across the neck of the Golden Horn (Bosphorus). The Sultan had plans for all. The long sieges, he led the bloody battles. The Ottoman Army fell and destroyed the city walls with the largest and best cannons of the time. However, his fleet was unable to enter the city because of the defensive chain in the waters of the Bosphorus. Then, he ordered ships to roll overland into the sea and reached the heart of the city. At the end of 53 days full of memorials, heart-breaking, emotional, anxious, difficult moments, Byzantine soldiers finally surrendered. Mehmet II was now triumphant and people call him Fatih, the Conqueror and later the city was called Istanbul.

Visual 8 A Reading Text with an Image about the Conquest of Constantinople

In the theme 3, a reading text and visuals related to it, are situated about local country Turkey. The presented context can be associated with history, particularly historical characters and events under the criterion of Values and beliefs of sociocultural knowledge elements of CEFR related to Expanding Circle countries. The reading text gives information about the conquest of Constantinople which is a crucial historical event in Turkish Ottoman history and Conqueror Sultan Mehmed who is one of the prominent heroes in Turkish Ottoman history.

Furthermore, the book consists a great deal of reading texts and visuals about the other Turkish historical character and legendary Turkish figure Mustafa Kemal Atatürk which can be related to history, particularly historical characters and events under the criterion of Values and beliefs of Sociocultural knowledge elements of CEFR.

Read the following quote and discuss what it shows about Mustafa Kemal Atatürk.

"The centuries rarely produce a genius. Look at this list: look at those that the great genius of our era was granted by the Turkish nation of Mustafa Kemal Atatürk."
C. Lloyd George, Prime Minister of the United Kingdom

Take a quick look at the text and jot down five of the characteristics that are mentioned about Atatürk in the text.

A close friend may praise you. Sometimes a teacher, your parents or a family member may do the same. How many heroes or heroesines have been praised by the masses in history? There are few. One of them is Mustafa Kemal Atatürk. According to American leader John F. Kennedy, he was one of the greatest figures of our century. Winston Churchill of the UK called him a great hero, and former French President Charles de Gaulle said he was the greatest saviour among all the world leaders.

What made Mustafa Kemal different from other leaders? How did he become a legendary figure? Why did his enemies respect him so much? It's not only winning wars, of course. There are a lot of other achievements in his life. When his father died, he had to rely on his military school mates, while he was helping with the farm work there, he decided to make a change and study law for the military school exams, and passed. He was an outstanding cadet, military school student. When he graduated from the military school in 1905, through getting women. His first duty was in Damascus, while he was working there, the Ottoman Administration sent him to different places for new duties. He was a division commander during the Battle of Gallipoli in 1915. The allied forces were the partition of Anatolia and Istanbul when Mustafa Kemal's army broke them up. On April 23, 1920, he reconstituted Turkish Grand National Assembly. He spent on fighting against enemies and all enemies left the country completely on September 9, 1922.

Visual 9 A Text with an Image about Mustafa Kemal Atatürk

Albert Einstein, one of the scientific heroes for humanity, once said "Imagination is more important than knowledge" because the path to success and happiness is really about trying, dreaming or imagining. This is so if you go after dreams or things in their imaginations. Most ordinary people fail here. They just dream of something, but do not go after them because of the fear of failure. If you pursue your dreams, you may fail or you may become a hero. However, if you do not even try to fulfill them, there is only one result, failure. Then, things in your imagination become only imaginary things or situations. Heroes and other needed people make their differences here. They work hard for their dreams. Some may even dedicate their lives to their dreams.

Most people talk about imaginary things or situations often in everyday life and they offer sentences like "If I had money, I would buy a villa, a sports car, etc." A modern hero, Elen Musk, has them all. He did not expect a fortune to get what he has. He just pursued his dreams. Even when he was a child, in 1984, he wrote and sold a video game. Each time he earned money, he invested in new projects and now he is the owner of a fortune. However, he doesn't stop him. Most ordinary people say "If I had the chance, I would make the Earth a green place." Musk thinks so, but unlike most, he makes effort to do it. He doesn't let the river run. He works day and night and he has an environment friendly project, the electric car, for the sake of this. He also has other mega projects with eco-friendly purposes.

Another hero is Ömer Halisdemir. Most people claim that they are patriots, people who love their countries. They say "If the country were in danger, I would fight for freedom." He didn't just believe in this. When it was the time, he didn't think for a moment to try to stop someone of ÖP-Jay, when Turkey was attacked by someone in a coup attempt. He lost his life and became a martyr as he died for his country. Thanks to heroes like him, the enemy was defeated.

Canan Dağdeviren can be seen as a young heroine, as well. Most people of her age have been saying "If my parents had let me do better schools, I could achieve big success." However, when it comes to studying for exams or doing academic work, they may feel lazy and postpone doing things. Canan still pursues her dreams. For now, she is one of the scholars who was named to the "Top 35 Innovators Under 35" by MIT (Massachusetts Institute of Technology).



Visual 10 A Text about Albert Einstein, Elen Musk, ÖmerHalisdemir and CananDağdeviren

Furthermore, the theme 9 includes a reading text about Albert Einstein, Elen Musk, ÖmerHalisdemir and CananDağdeviren who are heroes and heroines from diverse cultures as Turkey, Germany and the USA. Learners have the opportunity of comparing and contrasting the heros and heroines of different cultures by getting information about these figures.

Because of the need for traveling more often, knowledge about world cuisines has become more important recently. You may complete your business trip without any problems at all, or may have to spend a lot of time in local restaurants instead of your destination due to digestive problems. Food traveler Gary Richards advises travelers to learn about general characteristics of the world's well-known cuisines: "Knowing about the basic ingredients and components of a cuisine may help you much as a traveler. You may enjoy more or suffer," says Richards. We have searched for you. Here are general features of some of the world's best-known cuisines:

Thailand: Like any other Asian cuisine, rice is the main component in this cuisine. It is known for the perfect balance of all four main taste senses including sweet, sour, bitter and salty. Thai dishes are normally prepared with less spice. Some of the most popular Thai dishes to try are shrimp soup, green papaya salad, Tom Kha Kai (chicken in coconut soup), red curry, fried rice. Thai-style fried noodles, and green chicken curry.

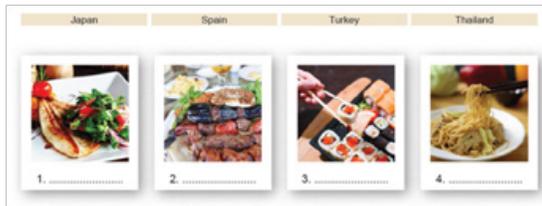
Japan: Soup, sushi, meat and tofu are some of the best-known Japanese cuisine members. Rice is considered as the health savior in Japan and eaten very often. The Japanese are also keen on seafood. Japanese cuisine is popular because it is low in fat and light to digest. The Japanese focus more on healthy than taste, yet, Japanese food is consumed all over the world and chefs have tried to create new trends of the traditional dishes.



Visual 11 A Text with Images about the Cuisines of Japan, Spain, Turkey and Thailand

Spain: People generally turn to Spanish food when they want something light and leafy. It is famous for fish, meat and leafy vegetables. Oil is used in higher amounts in most dishes probably to balance the heavy seafood influence. Spanish cuisine offers a typical Mediterranean diet. You should try octopus (with Atlantic cod fish), tortilla (Spanish omelet), paella (Spanish rice), octopus, famous Spanish bean steers and salamis, paella and bread milk if you go to Spain.

Turkey: Turkey is very serious about taste for its food. Turkish people cook every single vegetable in the world, and in the tastiest way possible. Due to the location of this country, some seafood influence cannot be ignored. Turkish cuisine is also famous for its desserts free of sugar. Different flavors are used to make desserts sweet, healthy and tasty like *baklava*, *marsh*, *halvata*, *whisk halva*, *karnayrak*, *simit* (bread food similar to pretzel and bagel), Turkish ice cream and Turkish coffee will leave unforgettable tastes in your mouth.



comparisons between them and their local traditional clothing.



Visual 13 A Text with Visuals about the Traditional Clothing of India, Brazil, Mexico, Japan, the USA and Spain

In the theme 7, a reading text and images related to it, are situated about some Expanding Circle country cuisines such as Japan, Spain, Turkey and Thailand which can be associated with Food and drinks under the criterion of Everyday life of Sociocultural knowledge elements of CEFR. This reading texts supply learners with the knowledge about the traits of given Expanding Circle country cuisines. The given knowledge about these country's cuisines enables learners to compare and contrast the food types of the local country Turkey with the traits of food types of Spain, Japan and Thailand.



Visual 12A Visual Related to Local Culture of Turkish Food and Drink

Furthermore, the book consists a great deal of visuals related to local culture of Turkish food and drink under the criterion of Everyday life of Sociocultural knowledge elements of CEFR.

In the theme 10, a reading text and images related to it, are situated about the traditional clothing of all three circles of Kachru as India, Brazil, Mexico, Japan, the USA and Spain. With the help of this reading text, learners can learn the traits of traditional clothing belonging to different cultures and make

Visual 14 A Text with Images about the Festivals of China, Taiwan, India and Canada



In the theme 7, a reading text and images related to it, are located about the festivals under the criterion of Ritual attitudes of sociocultural knowledge elements of CEFR. It involves of all the circles of Kachru as China, Taiwan, India and Canada. This reading text with different images enables learners to compare and contrast the festivals of different cultures belonging to different circles.



Visual 15 A Visual Related to National Festivals of Turkey

Furthermore, the theme 7 involves a great deal of texts and images representing national and religious festivals of course book's local country Turkey.



Visual 16 A Visual Related to Religious Festivals of Turkey

Table 4 The Distribution of Countries Covered in the Course Book *Count Me In* according to Sociocultural Knowledge Elements of CEFR and Kachru's Three Circles

Sociocultural Knowledge	Inner circle	Outer Circle	Expanding Circle
Everyday life	USA	India, Kenya	Turkey, Greece, Japan, Spain, Thailand
Living conditions	USA		Romania
Interpersonal Relations	USA, UK		Morocco
Values and beliefs	USA	India	Turkey
Body language			
Social events	USA	India, Malaysia	Indonesia, Japan, Spain, Brazil, Mexico
Ritual attitudes	Canada	India	Turkey, Taiwan, China, Russia

The evaluated course book involves contexts and images of everyday life belonging to three different circle countries such as the USA, India, Kenya, Turkey, Greece, Japan, Spain and Thailand. The course book presents Living conditions criterion of CEFR related to the USA and Romania nevertheless contexts and images regarding Outer Circle countries are not employed in the analyzed course book. The course book involves contexts and visuals of interpersonal relations related to the USA, UK and Morocco however the elements of this criterion belonging to Outer Circle are neglected. The course book reflects the criterion of values and beliefs belonging to all three circle countries such as the USA, India and Turkey. The *Count Me In* contains no contexts and visuals of Body Language criterion of CEFR related to three circles of Kachru. It also includes Social events criterion of CEFR related to the three circle countries such as the USA, India, Malaysia, Indonesia, Japan, Spain, Brazil and Mexico. Ritual attitudes which is the last criterion of CEFR, related to all three circle countries such

as Canada, India, Turkey, Taiwan, China, Russia is included in the course book.

Conclusion

This research reveal that, most of the elements of sociocultural knowledge of CEFR are selected from Inner and Expanding Circle countries. The course book employs six sociocultural knowledge elements of CEFR regarding Expanding and Inner Circles. Furthermore, the sociocultural knowledge elements of CEFR related to the USA and Turkey are predominantly reflected in the analyzed 10th grade course book *Count Me In*. However sociocultural knowledge elements of CEFR related to Outer Circle countries are neglected by covering four elements of sociocultural knowledge elements of CEFR. India is the most repetitively mentioned and pictured Outer Circle country. The Body language criterion of sociocultural knowledge elements of CEFR related to all three circles of Kachru is never appeared in the analyzed course book. The coverage of everyday life, social events and ritual attitudes elements of

sociocultural knowledge of CEFR are prevalent in the course book. Especially, the sociocultural knowledge related to the Values and beliefs and ritual attitudes of the course book's local country Turkey is dominantly presented with diverse visuals and texts. The course book mainly consists texts and images related to Turkish historical character and legendary figure Mustafa Kemal Atatürk which can be positioned to the history, particularly historical characters and events under the criterion of Values and beliefs of Sociocultural knowledge elements of CEFR.

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Author Details

Sevim Emecen, Afyonkarahisar Health Sciences University, Turkey, **Email ID:** sevim.emecen@afsu.edu.tr

Gülay Sarıçoban, Hacettepe University, Turkey, **Email ID:** gulay.saricoban@hacettepe.edu.tr