

Resisting EFL Textbooks in the English as a Foreign Language Education System

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ABSTRACT

A society's language reflects its values, norms, and other characteristics and is considered an integral component of these traits. This would be an incomplete language education, despite the fact that it is possible to teach a language without addressing the cultural aspects of the society that speaks it. This study aims to highlight the predominance of inner circle cultural and societal traits in English language education. The evaluation of a global EFL textbook revealed that the majority of the content reflected inner circle cultural characteristics. The efficacy of this method of language instruction is a subject of debate among academics. Critics argue that this approach may perpetuate linguistic imperialism and hinder the development of intercultural communicative competence. However, proponents suggest that a standardised curriculum can provide learners with a solid foundation in the language and facilitate communication with speakers from different parts of the world.

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Keywords:¹

Kachru's Three Concentric Circles of Englishes, culture, culture and language, EFL

INTRODUCTION

This study significantly contributes to the existing literature by shedding light on the dominance of American and British cultures in English Language Education (EFL) materials, thus addressing a notable gap in previous research. It examines the frequency with which these cultural groups appear in EFL materials and provides insights into the potential impact of this dominance on global culture dissemination. By linking its findings to historical, cultural, linguistic, and economic factors, the study offers a comprehensive understanding of why American and British cultures prevail in EFL education. Importantly, the study goes beyond identifying this dominance and underscores the need for educators and learners to recognize the diversity of English-speaking cultures. It emphasizes the importance of supplementing language studies with materials from various sources to promote cultural awareness and enhance language learning outcomes. This practical application aligns with the evolving focus in EFL education on intercultural communication and appreciation of diverse English-speaking cultures. Ultimately, the study not only enriches our understanding of cultural influences in EFL but also offers actionable insights for educators and learners to foster global cultural understanding and empathy, thus enhancing the quality of EFL teaching and learning. It is crystal clear that speaking English is the key to entry into a worldwide community that places a premium on the exchange of ideas, working together, and being self-motivated (Kramersch, 2001). Language and culture, when taken together, are a phenomenon that may be used to gain insight into a community (Mazari & Derraz, 2015). We are able to readily disentangle language education from cultural and social considerations, yet doing so will lead to an inadequately covered curriculum and the omission of information that is important to the topic at hand (Paige et al., 2003). Thus, it is essential to consider language education in relation to culture and social contexts; this will create an opportunity for meaningful exchange and the development of global understanding (Holliday, 2009). This is especially important in the current age of globalization, where learning about and interacting with different cultures from around the world has become increasingly common (Byram, 1988). Understanding how language and culture are intertwined will help people develop a better understanding of others, as well as form a bridge between two different cultures (Kramersch, 1993). Awareness of cultural values, attitudes, and societal characteristics does not compel the learner to adhere to them. They serve to detoxify the soul so that it assumes a globalized and less egocentric shape (Bada, 2000; Genc & Bada, 2005). According to Kramersch (2013), "culture" refers to outside gardens that are meaningless if they're not tied to and compared with indoor apartments and dwellings. Through language, individuals can traverse cultural boundaries and interact in meaningful ways with people from other cultures. For language learners, this provides an opportunity to learn the values, attitudes, and characteristics of different cultures. By doing so, individuals

learn to appreciate different perspectives and understand the importance of cultural diversity (Byram & Feng, 2004; Kramsch, 1991). Both the systemic and the schematic aspects of information are involved in the transmission and elucidation of meanings in a language (Matheus, 2006). Syntactic and semantic aspects of language are included in systematic knowledge, whereas schematic knowledge is the result of social interaction and development (Talmy, 1988). A child acquires both a conceptual and a systematic understanding of the world around them as they progress in the study of their native language (Nelson, 1998). It is possible that the use of instructional materials for a foreign language that incorporate cultural aspects of the target language in order to present systematic information will interfere with this natural inclination (Alptekin, 1993). While this could potentially present a challenge, it is important to remember that the acquisition of a language encompasses both aspects. By combining the cultural and systematic aspects of a foreign language in instructional materials, it is possible for learners to develop both an intuitive understanding and a mastery of the language's conventions (Schmidt-Rinehart, 1997). This dualistic approach to language acquisition could be used in a number of ways to enhance the learner's understanding. For example, one could introduce cultural materials that relate to the grammar or language forms being taught, thus allowing learners to observe how and when the language is used in real-world contexts (Werner, 2020). Specifically, social and cultural norms that have been ingrained will be transmitted either directly or indirectly through the use of textbooks (Guthrie, 1983). Despite the fact that it is not specifically stated, this characteristic is an essential part of the curriculum for every course. A curriculum and the instructional materials that go along with it cannot be objective since they are required to convey a viewpoint on the social structure and either subtly or explicitly instill values (Cunningsworth, 1995). Therefore, using these materials will not only provide students with the language they need to communicate but also with a better understanding of the cultural practices and values that come along with it. Additionally, these materials can shape the attitudes and opinions of students on a variety of issues that they will come across in life (Yakhontova, 2001). Using language learning materials, then, is a way to provide students with more than just the technical aspects of a language; it is also a means of engaging in critical thinking about culture and values. Ultimately, curriculum and instructional materials should be viewed as a means of providing students with the language skills they need to communicate effectively while also introducing them to a range of cultural practices and values that they may not have been exposed to (Roth, 2010). Specifically, social and cultural norms that have been ingrained will be transmitted either directly or indirectly through the use of textbooks. Despite the fact that it is not specifically stated, this characteristic is an essential part of the curriculum for every course (Rezaei, Derakhshan & Bagherkazemi, 2011). A curriculum and the instructional materials that go along with it cannot be objective since they are required to convey a viewpoint on the social structure and either subtly or explicitly instill values (Cunningsworth, 1995). Therefore, it is the teacher's responsibility to create an appropriate classroom environment to ensure students are exposed to both positive and negative aspects of social norms while also allowing them to explore their own values (Lasky, 2005). In this way, teachers must be mindful of the potential bias in textbooks and other instructional materials and strive to provide students with a variety of sources to explore topics, encouraging critical thinking and open dialogue (Lund, 2007). This ensures that students are provided with a holistic approach to the curriculum as well as a comprehensive understanding of social norms and values. This method of teaching allows for a balance between the objectives of the curriculum and individual student expression, which is an invaluable approach to ensuring that students receive an unbiased education (Watson, Lozano, Noyes & Rodgers, 2013). Textbooks can be regarded as one of the most important educational tools utilized in EFL settings because of the disadvantage that these settings have in terms of the intercultural input available to students (Toprak & Aksoyalp, 2014). However, teachers must be aware of the potential biases that textbooks may contain, as these can influence how students view and understand their own culture (Ariyanto, 2018). In order to address this issue, teachers must use creative and critical methods to provide their students with a balanced view of their own culture while still giving them access to different cultural perspectives (Nieto, 2001). By combining the use of textbooks with creative and critical approaches to teaching, teachers can create an environment where students learn in a way that respects their own cultural backgrounds while still being exposed to diverse and international perspectives (Risager, 2021). Every language has its origins within a particular culture, and if one studies a language, they will undoubtedly learn about the culture that underlies that language (Swadesh, 2017). The English language, in its role as a lingua franca, poses a particularly difficult issue (Tardy, 2004). Instructors should be conscious of aspects such as socio-cultural knowledge, the requirements of learners, stereotypes, generalizations, and

intercultural conversation when adding "culture" into a program and using course materials containing cultural content. When using sources of cultural content like course books, teachers should take into consideration these criteria and assess the material to decide if it is suitable for the students and if it provides the students with specific cultural information (Kilickaya, 2004). For example, they should consider whether the cultural content is based on facts or stereotypes, if it has any potential to offend students from particular backgrounds, and if it gives an adequate representation of the diversity of cultures around the world (Kramsch & Thorne, 2002). In conclusion, in order for language teachers to effectively and responsibly incorporate culture into the classroom, they should consider various aspects such as socio-cultural knowledge, the requirements of learners, stereotypes, and generalizations when choosing sources of cultural content (Kozhevnikova, 2014). Because it is a lingua franca, English has had a positive impact on a vast number of people from a variety of cultural backgrounds in a variety of different ways (Kachru, 1990). This study addresses critical aspects of English as a Foreign Language (EFL) education by examining the integration of culture and language, the role of instructional materials, and the responsibilities of teachers in fostering cultural understanding. It aligns with existing literature on these topics and recognizes the challenges and opportunities associated with incorporating culture into language education. The study's findings have the potential to greatly benefit EFL teachers and learners by guiding them in creating a balanced, culturally sensitive classroom environment, promoting intercultural competence, and enhancing language acquisition. By acknowledging the intertwined nature of language and culture and providing insights into effective teaching practices, this research contributes to more holistic and globally aware EFL education.

Kachru's Three Concentric Circle of English

Previous research in the field of English as a Foreign Language (EFL) education has provided valuable insights into the role of cultural factors, particularly the dominance of "inner circle" cultures like American and British cultures, in shaping language education materials. Studies have defined inner circle cultures as those where English is the native language, such as the United States and the United Kingdom, and have explored how these cultures influence the standardization of English and serve as reference points in language instruction (Kachru, 1990). Additionally, research has highlighted the significance of "outer circle" cultures in regions where English is not the native language but holds substantial importance, such as India and Nigeria, emphasizing the adaptability and diversity of English usage in various cultural contexts (Kachru, 1985). However, previous studies have encountered challenges related to sample size and generalizability, as the representation of diverse cultures in language education materials can be limited. These limitations underscore the need for a more comprehensive understanding of how cultural factors influence EFL education and the potential implications for learners and educators alike. Building upon this existing knowledge, this study aims to delve deeper into the prevalence of inner circle cultural traits in EFL materials and examine the potential consequences of such dominance on intercultural communicative competence and language learning outcomes. Probably the most common categories of English are English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL), notably in the field of language training (EFL) (Bhatt, 2001). Kachru (1985) was the one who developed the idea of "three circles," which is an additional and widespread classification. To shed light on the situation, he suggests that the contemporary sociolinguistic image of English could be represented by three concentric circles: the inner circle, the outer circle, and the developing circle. Conventions of the English language, both cultural and grammatical, are intimately connected to the Inner Circle (ENL). The term "Outer Circle" refers to non-native types that have been cultivated in areas that have been colonized over extended periods of time and are now considered "ESL." The Expanding Circle includes all of the regions of the world in which performance variants of the language are used in EFL settings. By outlining these three concentric circles, he reveals that English is not a homogenous language but rather composed of multiple varieties depending on the context in which it is used (Rajadurai, 2005). This creates a divide between native and non-native speakers and explains why the language changes based on its use (Torres & Santos, 2021). This divide is further highlighted by linguist Braj Kachru, who introduces the idea of the inner circle, outer circle, and expanding circle. Kachru's model is used to explain the regional and international differences in English use, which may lead to a sense of exclusion for non-native speakers. Kachru's model is an important tool for understanding how language works and why it changes, especially in a world where communication is increasingly taking place between speakers from different countries and regions (Kachru, 1990; Xiaoqiong & Xianxing, 2011; Yamanaka, 2006). The following figure represents Kachru's three concentric levels of English:

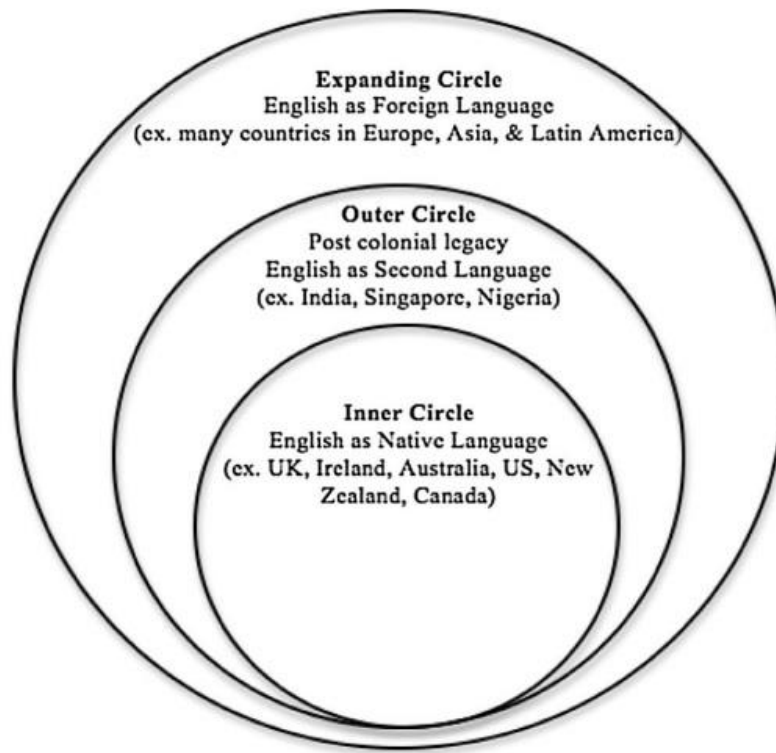


Figure 1. Kachru's (1992) concentric circle model representing the spread of World Englishes.

Significance of the Study

The significance of this study extends beyond its immediate focus on a specific EFL textbook; it offers a broader perspective on the interplay of cultural, linguistic, and educational factors that shape language learning experiences. The findings have implications for both educators and learners, emphasizing the importance of cultural diversity and intercultural competence in English language education.

Limitations of the Study

The study focuses on a single EFL textbook, "Reading Extra," published by Cambridge University Press and authored by Driscoll (2004). The findings may not be generalizable to other textbooks or educational materials, as different resources may exhibit varying degrees of cultural dominance. The study does not directly incorporate the perspective of English language learners who use the textbook. Learner feedback could provide valuable insights into how cultural dominance within educational materials influences their learning experiences and perceptions. The study relies solely on Kachru's Three Concentric Circles of English Model for evaluation. While this model is comprehensive, other models or approaches may offer different perspectives, and a comparative analysis could enhance the study's robustness. While the study offers valuable contributions to the understanding of cultural dominance in English language education, it is crucial to consider these limitations when interpreting the findings and to recognize opportunities for future research to address these gaps.

METHODOLOGY

The process of analyzing the content of qualitative data through the identification of particular words, topics, or concepts is known as content analysis (i.e., text). Through content analysis, researchers are able to measure and investigate the presence of particular words, themes, or concepts, as well as assess their meanings and the links between them. Content analysis is also a powerful tool for gaining insights into the various underlying meanings of texts and can be used to identify patterns, relationships, and structures that may not be immediately obvious. Content analysis offers a variety of advantages, such as the ability to examine large amounts of data quickly and efficiently, its replicability, and its capacity for systematic comparison. Its flexibility also allows researchers to easily apply different analytic strategies and techniques, giving them the freedom to tailor their approaches according to the research questions being asked. These features of content analysis have made it an invaluable tool for social scientists in understanding the complexities of culture and communication, allowing them to explore the meanings that texts and other forms of media can convey. These

capabilities of content analysis have allowed researchers to access important information and insights that can be used to inform our understanding of social phenomena (Harwood & Garry, 2003). The present study is based on a descriptive content analysis method since it analyzes a globally published EFL textbook. The instrument evaluated in the study is Reading Extra, a resource book of multi-level skills activities, which is published by Cambridge University Press and authored by Driscoll (2004). The EFL textbook was evaluated through Kachru's Three Concentric Circles of English Model, which is based on the assumption that there are three kinds of English - Inner Circle English (native speakers of English), Outer Circle English (non-native speakers who have used English in their own society as a dominant language) and Expanding Circle English (non-native speakers who use English as a foreign language). This model offers the advantage of assessing a multi-level EFL textbook from different perspectives, which helps to ensure that it meets the needs of English language learners from diverse backgrounds. The study was conducted to analyze the effectiveness of Reading Extra in terms of its ability to meet the needs of English language learners from diverse backgrounds. The systematic and replicable nature of content analysis, along with the alignment of the analysis with the research questions and the use of a well-established framework, contributes to the reliability and validity of the study's data analysis procedures. The following research questions were accordingly formulated:

- How does the content of the globally published EFL textbook "Reading Extra," as evaluated through Kachru's Three Concentric Circles of English Model, reflect the cultural and linguistic variations across Inner Circle, Outer Circle, and Expanding Circle English-speaking regions?
- What implications does the present study have for English language learners from diverse linguistic and cultural backgrounds?

FINDINGS and RESULTS

Based on the inner, outer, and expanding circle of cultures, the study's findings include social factors, economic factors, geographical factors, and political factors, with the related frequencies and percentages of each emerging theme. Additionally, the relevant remarks representing each cultural circle group are displayed in the Appendix. The study provides a comprehensive analysis of how different cultural circles influence various factors. It also highlights the importance of understanding the cultural context when making decisions that affect society, the economy, geography, and politics.

Table 1. Social Factors

Theme	inner		outer		expanding	
	f	%	f	%	f	%
Place	143	72.59	6	3.05	48	24.36
Personality	62	83.78	-	-	12	16.22
Name	56	70.00	-	-	24	30.00
Literature	12	100.00	-	-	-	-
Language	11	64.71	-	-	6	35.29
Media	8	100.00	-	-	-	-
Charity	2	100.00	-	-	-	-
Education	2	100.00	-	-	-	-
Sanitation	1	100.00	-	-	-	-
Cuisine	-	-	-	-	4	100.00
Total	297	74.81	6	1.51	94	23.68

It is evident from Table 1 that inner circle themes (74.81%) outnumber their counterparts in the outer circle (1.51%) and expanding circle (23.68%). This suggests that the inner circle languages are more dominant and widely used compared to the outer and expanding circle languages. It also highlights the importance of promoting linguistic diversity and preserving endangered languages in outer and expanding circles.

Table 2. Economic Factors

Theme	inner		outer		expanding	
	f	%	f	%	f	%
Entertainment	27	93.10	-	-	2	6.90
Technology	13	86.67	-	-	2	13.33
Economy	8	88.88	-	-	1	11.12
Fashion	-	-	-	-	1	100.00
Total	48	88.88	-	-	6	11.12

Table 2 merely clarifies that the inner circle cultural group (88.88%) vastly outperforms its expanding circle counterparts (11.12%), while the outer circle category reveals no discernible pattern. These findings suggest that the inner circle cultural group has a significant advantage in terms of language proficiency and cultural familiarity, which may contribute to their higher performance. However, further research is needed to explore the reasons behind the lack of pattern in the outer circle category.

Table 3. Geographical Factors

Theme	inner		outer		expanding	
	f	%	f	%	f	%
Geography	1	4.76	9	42.86	11	52.38
Tourism	-	-	-	-	1	100.00
Total	1	4.55	9	40.91	12	54.54

As is evident from Table 3, the most prevalent emerging theme of geographical factors is detected in the expanding (54.54%) and outer circle (40.91%) categories, whereas it is scarcely present in the inner circle category (4.55%). This suggests that geographical factors play a more significant role in the development of expanding outer circle areas compared to inner circle areas. Further research is needed to explore the reasons behind this trend.

Table 4. Political Factors

Theme	inner		outer		expanding	
	f	%	f	%	f	%
Nation	24	48.98	1	2.04	24	48.98
History	5	83.33	-	-	1	16.67
Era	1	100.00	-	-	-	-
Military	-	-	-	-	1	100.00
Total	30	52.63	1	1.76	26	45.61

Table 4 clearly demonstrates that the vast majority of emergences were detected in the inner (52.63%) and expanding (45.61%) circle categories, whereas only 1.76 percent of emergences occurred in the outer circle category. This suggests that the inner and expanding circle categories are more prone to emergences, which may be due to higher population density or greater economic activity in those areas. Further research could explore the underlying factors contributing to this pattern.

Table 5. Overall Factors

Group	inner		outer		expanding	
	f	%	f	%	f	%
Total	377	71.00	16	3.01	138	25.99

It is evident from Table 5 that the cultural category of the inner circle has the maximum rate of emergence, at 71.00 percent. In addition, the expanding circle group (25.99%) occurs with some frequency, whereas the outer circle group (3.01%) is the least common. These findings suggest that the inner circle cultural category is more

likely to influence and spread to other cultures compared to the expanding and outer circle groups. Further research could explore the reasons behind these differences in emergence rates.

DISCUSSION and CONCLUSION

The study's findings offer valuable insights into the relationship between the dominance of American and British cultural traits in English language education materials, specifically the EFL textbook "Reading Extra," and the potential implications for English language learners from diverse linguistic and cultural backgrounds. The study's findings align with prior research that has identified the prevalence of American and British cultural influences in English language education materials (Kachru, 1990). They confirm and expand upon existing knowledge in this area by specifically evaluating a globally used EFL textbook. The findings resonate with research emphasizing the importance of intercultural communicative competence in language education (Byram & Feng, 2004). They suggest that the dominance of inner circle cultural characteristics may impact learners' ability to effectively engage with a variety of cultural perspectives, aligning with concerns raised by scholars. The study contributes to bridging a research gap related to the representation of diverse linguistic and cultural backgrounds in language education materials. By utilizing Kachru's model, it offers a structured approach to examining this issue, which has not been extensively explored in prior literature. The findings provide critical insights into the potential implications of cultural dominance in EFL materials for language learners. Previous research often highlighted the need for diverse cultural representations without offering specific assessments of widely used textbooks (McConachy, 2018; Hilliard, 2014; Roohani & Molana, 2013). This study directly addresses this gap by evaluating a particular resource. However, it's also important to acknowledge potential limitations and challenges related to the study's findings. The study focused on one specific EFL textbook, "Reading Extra," which might limit the generalizability of the findings to other materials. Different textbooks may exhibit varying degrees of cultural dominance, and learners' experiences may differ accordingly. The study primarily assessed the frequency of inner circle cultural characteristics in the textbook. While this provides valuable information, it does not necessarily capture the nuanced quality or depth of cultural representations. Future research could delve deeper into the content to assess the richness and authenticity of cultural content. The study hints at potential implications for learners, but it does not directly measure how the dominance of inner circle cultures affects language learning outcomes or intercultural competence. Further research could investigate the real-world consequences of cultural dominance in EFL materials. The study utilized Kachru's model as the sole framework for evaluation. While it offers a comprehensive view, other models or approaches may yield different insights. A comparative analysis with alternative models could enhance the study's robustness.

Because the cultural group that makes up the inner circle appears more often than the groups that make up the expanding and outer circles, this suggests that the inner circle group is more likely to exert influence and disseminate it to other civilizations. In the meantime, the group known as the expanding circle emerges with a moderate frequency, while the group known as the outer circle is the one that appears the least often. This pattern may indicate that the inner circle group has a more dominant and widespread cultural influence, whereas the expanding and outer circle groups may have a more limited impact on global culture. However, it is important to note that this analysis only considers the frequency of appearance and does not necessarily reflect the quality or significance of each cultural group. American and British cultures are more dominant in English language education for several reasons:

Historical reasons: English originated in England, and the British Empire spread the language around the world, making it a global language. As a result, British culture has had a significant impact on the development of English language education.

Cultural dominance: The United States and the United Kingdom are two of the most powerful English-speaking countries in the world, and their cultural influence is widespread. American and British media, such as movies, television shows, and music, are widely consumed around the world, making their cultural norms and practices familiar to many English language learners.

Linguistic standardization: American and British English are the two most widely recognized varieties of English, and they serve as the standard for teaching and learning English around the world. English language learners are often taught the vocabulary, grammar, and pronunciation of American or British English as a benchmark for their language proficiency.

Economic reasons: English is the language of international business, and proficiency in English is often necessary for success in many industries. Therefore, English language education is in high demand around

the world, and American and British institutions and materials are often preferred due to their reputation and quality.

Overall, the dominance of American and British culture in English language education is the result of a complex interplay of historical, cultural, linguistic, and economic factors. It is also important to recognize that while American and British cultures may dominate English language education, they are not the only cultures represented in the English-speaking world. There are many other English-speaking countries, such as Canada, Australia, and New Zealand, each with their unique cultures and language variations. Furthermore, non-native speakers of English are increasingly contributing to the development of English as a global language, adding their own linguistic and cultural influences. As English language education continues to evolve, there is a growing emphasis on the importance of cultural awareness and intercultural communication. Language learners are encouraged to explore and appreciate the diversity of English-speaking cultures, and to develop the skills needed to communicate effectively in a variety of contexts. Overall, the dominance of American and British cultures in EFL textbooks is the result of a combination of market demand, linguistic standardisation, cultural dominance, and resource availability. However, it is important for EFL teachers and learners to recognise the diversity of English-speaking cultures and to supplement their language studies with materials from a variety of sources. This can help promote cultural awareness and enhance language learning outcomes. By exposing learners to different English-speaking cultures, they can also gain a better understanding of the global reach and importance of the English language in today's world. Additionally, this can lead to increased empathy and respect for people from different backgrounds.

Implications

The findings of this study carry several important implications for both the field of English language education and the broader educational context.

Diverse Representation in Educational Materials

Educators and textbook authors should consider the importance of diverse cultural representation in language education materials. While American and British cultures dominate the EFL landscape for historical, linguistic, and economic reasons, it is crucial to incorporate content that reflects the linguistic and cultural diversity of English-speaking regions worldwide.

Cultural Awareness and Intercultural Competence

Language learners should be encouraged to develop cultural awareness and intercultural competence. Given the global nature of English, proficiency extends beyond linguistic skills to encompass the ability to navigate diverse cultural contexts. Educational programs should provide opportunities for learners to explore and appreciate a range of English-speaking cultures.

Critical Evaluation of Textbooks

Educators and institutions should critically evaluate EFL textbooks and materials for cultural bias and dominance. The study underscores the need to assess not only the linguistic content but also the cultural representations within educational resources. This evaluation should be an ongoing process to ensure that learners receive a balanced and inclusive education.

Pedagogical Adaptations

Teachers should adapt their pedagogical approaches to account for cultural dominance in materials. They can complement textbook content with additional resources that expose learners to diverse cultural perspectives. Encouraging discussions and activities that promote critical thinking about cultural values can enhance the educational experience.

Research on Learner Outcomes

Future research should explore the direct impact of cultural dominance in EFL materials on learner outcomes. Investigating how exposure to specific cultural representations affects intercultural competence, language proficiency, and attitudes toward diversity can provide a more comprehensive understanding of the issue.

Inclusivity and Respect for All English Varieties

English language education should promote inclusivity and respect for all English language varieties, whether they belong to the Inner, Outer, or Expanding Circles. Recognizing the value of each variety and its associated culture contributes to a more equitable and respectful learning environment.

Collaboration and Resource Development

Collaboration among educators, authors, and publishers can lead to the creation of materials that better reflect the global diversity of English. Authors and publishers should consider developing resources that

intentionally incorporate various cultural perspectives to enrich the learning experience.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

Since the present study is based on a descriptive content analysis method, it does not require ethics approval.

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Research and Publication Ethics Statement

Hereby, I as the author consciously assure that for the manuscript "Resisting EFL Textbooks in the English as a Foreign Language Education System" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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Appendix

- My name is Belen Lopez and I'm looking for a keypal. I am twenty-two years old and I'm from Madrid in Spain. (expanding circle, name/nation/place, p. 11)
- My name is Paulo Dias and I'm Brazilian. I live in Rio de Janeiro near the sea – I love water sports! (expanding circle, name/nation/place, p. 11)
- I'm a 20-year-old Russian university student (engineering). I live with my family in Moscow. I nearly forgot – my name is Mikhael Pavlov. (expanding circle, name/nation/place, p. 11)
- I am Stefan Zilliken and I work in a travel agent's in Munich in the south of Germany. (expanding circle, name/nation/place, p. 11)
- My name's Claudette Romand and I'm French. My home is in Lyons, but I work in Meribel – I'm a ski instructor there. I went to Russia last summer. (expanding circle, name/nation/place, p. 11)
- I'm Maria Szopen, twenty-one years old, and I'm from Warsaw, the capital of Poland. In the evenings I go to the cinema – but English films are difficult for me! (expanding circle, name/nation/place; inner circle, entertainment, p. 11)
- Captain Lawrence Oates British explorer, a member of Scott's ill-fated 1912 expedition to the South Pole. (inner circle, personality/nation/history, p. 15)
- General Sedwick American civil war commander; shot at the battle of Spotsylvania. (inner circle, personality/nation/history, p. 15)
- Albert I King of Belgium, killed in a climbing accident 1934. (expanding circle, personality/place, p. 15)
- Cleopatra Queen of Egypt, committed suicide 30 B.C. (expanding circle, personality/place, p. 15)
- William II King of England, killed in a hunting accident 1100. (inner circle, personality/place, p. 15)
- Archimedes Greek mathematician, killed 212 BC. (expanding circle, personality/nation, p. 15)
- Ludwig van Beethoven German composer, deaf for the last 25 years of his life, died 1827. (expanding circle, personality/nation, p. 15)
- Wolfgang Amadeus Mozart Austrian composer, died 1791. (expanding circle, personality/nation, p. 15)
- Elvis Presley American rock superstar, died 1977. (inner circle, personality/nation, p. 15)
- Richard III English king, killed at the battle of Bosworth Field, 1485. (According to Shakespeare's Richard III) (inner circle, personality/nation/history, p. 15)
- Harry Houdini (Erich Weiss) American magician and entertainer who had performed many amazing escapes, died 1926. (inner circle, personality/nation, p. 15)
- Monelete (Manuel Laureano Rodriguez Sanchez) Spanish bullfighter, killed in the bullring 1947. (expanding circle, personality/nation, p. 15)
- Leonardo da Vinci Italian scientist and artist, died 1519. (expanding circle, personality/nation, p. 15)
- Karl Marx German philosopher and economist, died 1883. (expanding circle, personality/nation, p. 15)
- Cherokee Bill American criminal, hanged 1896. (inner circle, personality/nation, p. 15)
- Fred and Olive Hodges, who have been married for 77 years in April, are about to enter the Guinness Book of Records of the UK's longest married couple. (inner circle, name/nation, p. 17)
- The couple, who are both 102, met in their teens as they skated on a frozen river in Northampton in 1915. (inner circle, place, p. 17)
- But, three years later, when he was 18, Fred joined the army and was soon fighting in France. (expanding circle, place, p. 17)
- They had two children, John and Breda. (inner circle, name, p. 17)
- They now live together in an old people's home in Wellsborough, Leicestershire. (inner circle, place, p. 17)
- Their son, John, 73, a retired professor of genetics who lives in Austria, is full of praise for his parents. (inner circle, place, p. 17)
- James and I got married when I was 35,' says Paula Dawson, a yoga instructor from Bristol. (inner circle, name/place, p. 19)
- My parents are divorced, so I suppose I wanted security,' says Victoria Kidman, a teacher who married her partner, Richard, when they were both 23. (inner circle, name, p. 19)
- Twenty-four is just too young, 'says Jill Boston, 38, who married at that age but is now in the process of getting divorced from her husband. William felt he'd missed out at work, because he had two small children. (inner circle, name, p. 19)
- I got married when I was 28, and I'm pleased I waited until then, 'says Katie Lee, a 33-year-old computer programmer from Birmingham who is married to Dan. (inner circle, name/place, p. 19)

It is estimated that one third of couples in Britain will be unmarried by the year 2021,' says Amanda Brown.
'And my partner Tom and I won't be one of those couples. (inner circle, name/place, p. 19)

The British may be a nation of animal lovers, but the way our language treats our four-legged friends is not something to be proud of, argues Justine Hankins. (inner circle, name/nation, p. 21)

This is by no means the only phrase in the English language that suggests a dog's life is a miserable one. (inner circle, language, p. 21)

My own personal motto "love me, love my dog" dates back as far as 1485, when it was recorded in a book called Early English Miscellanies. (inner circle, language, p. 21)

I went to San Marco's with some people from work. I love Italian food! (expanding circle, place/cuisine, p. 23)

I saw an awful film in Spanish. (expanding circle, language, p. 23)

I went to the Italian restaurant that opened last month. (expanding circle, cuisine, p. 23)

Ashley had some tickets for Romeo and Juliet. (inner circle, literature, p. 23)

I went to the new Italian restaurant with mum and dad. (expanding circle, cuisine, p. 23)

We saw the latest Bond film. (inner circle, entertainment, p. 23)

I love Shakespeare! (inner circle, literature, p. 23)

James Bond films are our favorite! (inner circle, entertainment, p. 23)

I went to the Japanese exhibition at the museum after work. I loved the kimonos. (expanding circle, tourism, p. 23)

Gwenda, my wife, is a great concert-goer, so we tend to eat when we get home, between 10 and 11 pm. (inner circle, name, p. 25)

We own a VW Camper van and when my concert tours take me out of London, we spend the weekend in it. (expanding circle, technology; inner circle, place, p. 25)

My favorite dish is risotto. (expanding circle, cuisine, p. 25)

Andrew Sippings, 48, plays the viola for and is chairman of the Royal Philharmonic Orchestra. (inner circle, name/entertainment, p. 25)

My speciality is coq au vin, and my own recipe comes from reading three cookery books. (expanding circle, cuisine, p. 25)

Alex Hope, 32, is a visual – effects producer in London. (inner circle, name/place, p. 25)

I grew up in Switzerland and there is a café there I'd like to model it on. (expanding circle, place, p. 25)

Christopher Sinclair, 23, is a biology student at Christ Church College, Oxford. (inner circle, name/education/place, p. 25)

The common snail has become addicted to British saliva and the animal glue used to seal envelopes. (inner circle, nation, p. 27)

All over Britain, it seems, slimy creatures have been crawling up pillar boxes. (inner circle, place, p. 27)

The problem was first noted in Devon and Cornwall, especially in postboxes set in stone walls and surrounded by foliage. (inner circle, place, p. 27)

"We were finding 20, even 30 snails, at a time in the bottom of boxes," said Tom Potts. (inner circle, name, p. 27)

But they left the stamps alone, very respectful of the Queen's image. (inner circle, personality, p. 27)

Tony Gilbert, a Truro postman, came up with the idea of fitting draught excluders to postboxes. (inner circle, name/place, p. 27)

Hundreds of boxes around Britain have been fitted with excluders. (inner circle, place, p. 27)

People have been phoning from everywhere, saying "What can we do about them?", said Mr Potts. (inner circle, name, p. 27)

The British, who intend not to view snails as a culinary delicacy, also have a particular dislike of the creatures. (inner circle, nationality, p. 27)

Installing them has cut off a source of income to the post office and its parent company, Consignia. (inner circle, economy, p. 27)

'We used to put the (damaged) envelopes in a plastic bag and then surcharge the addressee,' said Mark Lunnen, the Devon collections planning manager. (inner circle, name/place, p. 27)

House-sit for three months while owner is away in Turkey.

Christophe Pires is 21 years old and from France. He has driven to Cambridge from his home in Lyons. (expanding circle, name/place; inner circle, place, p.29)

Ekatarina Mostovoi is 18 years old and from Russia. She wants to train as a nurse when she goes back to Moscow. (expanding circle, name/place, p.29)

Roberto Costa is a 28-year-old engineer from Sao Paulo, Brazil. He travels a lot for his job, so English is important to him. This year he has been to Egypt, Turkey and Germany. He wants to visit lots of places while he's in England. (expanding circle, name/place; inner circle, language/place, p.29)

Tomasz Karwan is 23 years old and comes from Poland. His English is already very good, and he hopes to become an English teacher. His sister, who also wants to teach English, may come and stay with him in Cambridge. (expanding circle, name/place; inner circle, language/place, p.29)

Dorothea Kahn is a 25-year-old law student from Stuttgart, Germany. Dorothea is in England to improve her English. She doesn't plan to go out much while she's in Cambridge. (expanding circle, name/place; inner circle, language/place, p.29)

Carmen Morientes is an elementary student of English. She is very keen to improve her English and would like to live with an English family. She comes from Andalucia in southern Spain. (expanding circle, name/place; inner circle, language/nation, p.29)

A man in San Diego bought a satellite dish and decided to set it up himself. (inner circle, place, p.31)

An old man from Hanover, Germany, had enough of his cat. (expanding circle, place, p.31)

In Vancouver, Canada, a burglar broke into a house. (inner circle, place, p.31)

The man was fined \$2000 and forced to take down his satellite dish. (inner circle, economy, p.31)

Not every gadget in hi-tech home is a success reports Marc Ambasna-Jones. (inner circle, personality, p.33)

In the middle of a Hatfield business park is Orange's hi-tech living laboratory where for the past 12 months, families have been watched Big Brother style, while they played with the latest gismos and gadgets. (inner circle, place; expanding circle, entertainment, p.33)

An interactive Smart Board gave the daughter access to web games and control of her Sony Aibo dog. (expanding circle, technology, p.33)

Queue here for boats to Seal Island and Kittiwake Cove. (outer circle, place; inner circle, place, p.35)

Patrick: The best thing about travelling by train...is that you get back to London at the end of it! I've just been to the Cotswolds for a week, and I couldn't get back to the city fast enough. (inner circle, name/place, p. 37)

Alice: I work as an architect. I went to university in Exeter and then just stayed on afterwards. So, I'm selling my flat and moving to the Lake District. (inner circle, name/place, p. 37)

Nicola: I'm an outdoor pursuits instructor and I share a cottage with three of my colleagues in Snowdonia. I lived in a block of flats near the center of Birmingham. (inner circle, name/place, p. 37)

Jake: I'm eighteen years old and I live in a small village in the Peak District, not far from Nottingham. (inner circle, name/place, p. 37)

Michael Ellison in New York (inner circle, name/place, p. 39)

Tom Lloyd took to be a toy among the ducks and geese in a stream on Staten Island. (inner circle, name/place, p. 39)

Alligator mississippiensis (inner circle, animal, p. 39)

North Carolina, four states away (inner circle, place, p. 39)

Somebody probably dumped him in there, said Bill Holmstrom, supervisor of Bronx zoo's reptile department. (inner circle, name/place, p. 39)

Then they put the alligator, whose age was put at between two and five years, on the back seat of a squad car and drove it to the Manhattan. (inner circle, place, p. 39)

Koalas try suburban jungle. (inner circle, animal, p. 39)

Patrick Barkham in Sydney (inner circle, name/place, p. 39)

Koalas are deserting woodlands for backyards, bathrooms and cars in Adelaide. (inner circle, animal/place, p. 39)

Cleland Wildlife Park's operations manager, Gary Fitzpatrick, said Australia's furry grey icon, a protected species and a rare sight in the wild, had flourished in the Adelaide Hills area. (inner circle, name/place, p. 39)

Hundreds of koalas were airlifted off Kangaroo Island in southern Australia. (inner circle, animal/place, p. 39)

Greetings from New Zealand! We arrived in Auckland yesterday. This morning we went up Sky Tower. Tomorrow we're going to Rotorua. (inner circle, place, p. 43)

We arrived in Wellington an hour ago after an all day journey from Rotorua. After arriving from Auckland the day before yesterday, we went to the hot springs – they're like a very smelly swimming pool! Yesterday we visited the Maori cultural centre and saw the geysers there. Tomorrow we're going to Te Papa – the National Museum of New Zealand. (inner circle, place/history; expanding circle, place, p. 43)

After two nights in Wellington we travelled to South Island by ferry. We took the coach to Nelson directly from the port and spent two nights with my boss's sister – she was very friendly. She took us to the Abel Tasman National Park yesterday. Very soon we're going to get on another coach – this time to Franz Josef. (inner circle, place, p. 43)

We're now in Queenstown, where we're spending tonight and Sunday night. In between we're going to walk the Routeburn Track – this means staying two nights in hut. We might stay two nights in Queenstown when we come back so that we can go tandem skydiving on Monday. (inner circle, place, p. 43)

I'm glad we stayed an extra night in Queenstown. The Routeburn was OK, but we got very wet on our middle day. Then, we're taking to coach to Christchurch the day after tomorrow. (inner circle, place, p. 43)

We have spent two nights in Christchurch, and now we're at the airport. We checked in about three hours ago, then went to the International Antarctic Centre. I loved the ride on the Antarctic vehicle. (inner circle, place/technology, p. 43)

Mr Nicholas Scotti was going back to his native country of Italy after years of living in San Francisco. (expanding circle, name/place; inner circle, place, p. 45)

A western businessman living in Japan had been warned about pickpockets in the Tokyo subways. (expanding circle, place, p. 45)

In early 1983, a man from the Los Angeles area had a great idea. (inner circle, place, p. 45)

The plane made a refueling stop at New York's Kennedy airport on its way to Italy. Mr Scotti, who didn't speak English too well, misunderstood the words refueling stop. (inner circle, place/language; expanding circle, place/name, p. 45)

His nephews weren't there to meet him, but Mr Scotti assumed they had been caught in the notorious Roman traffic. (expanding circle, name/nationality, p. 45)

He was a little surprised at the changes there had been in Italy. He was also surprised by how many people spoke English, but, after all, American tourists were everywhere. There were even street signs in English. (expanding circle, place/; inner circle, nation/language, p. 45)

At ten thousand feet, the winds took him out near the skies of LAX – Los Angeles Airport. (inner circle, place, p. 45)

So he asked a police officer in Italian for directions to the bus terminal. The policeman, who by coincidence was from Naples, answered in fluent Italian. How ridiculous, thought Mr Scotti, that the government employed policemen who couldn't speak Italian. (expanding circle, language/place/name, p. 45)

Even when Mr Scotti was told in Italian that he was in the wrong city and country, he wouldn't believe his mistake. (expanding circle, language/name, p. 45)

Cervantes (expanding circle, personality, p. 49)

George Bernard Shaw (inner circle, personality, p. 49)

George Mikes (inner circle, personality, p. 49)

Virginia Woolf Virginia Woolf (inner circle, personality, p. 49)

Katherine Whitehorn (inner circle, personality, p. 49)

The Economist (inner circle, personality, p. 49)

Jogn G. Tulliss (inner circle, personality, p. 49)

Samuel Smiles (inner circle, personality, p. 49)

Forrest Gump (inner circle, personality, p. 49)

Nell Gifford (inner circle, personality, p. 53)

Perlo is a very good horse. (expanding circle, name, p. 53)

I studied at the Circus Roncalli in Germany under Yasmin Smart. (expanding circle, entertainment/place/personality, p. 53; inner, personality, p. 53)

My husband Toti and I started Giffords Circus in 1999. (expanding circle, name, p. 53; inner, entertainment, p. 53)

I was taken as a prisoner of war in July 1917 to Colsterdale camp, near Masham, and I didn't want to stay there. (inner circle, place, p. 55)

I tried several times to get through the barbed wire and I also took part in one of the tunneling schemes which was, however, discovered by the British just before the tunnel was completed. (inner circle, nation, p. 55)

Then, one day I had an idea-I would walk out through the gate disguised as our English canteen manager, Mr Budd. (inner circle, nation/name, p. 55)

Particularly when travelling to London (inner circle, place, p. 55)

How did Heinz decide to escape from the camp? (expanding circle, place, p. 55)

Darren Appleby, a 31 year old art director, is married to Nicola, 30. They live in Cheshire. (inner circle, name/place, p. 57)

Steve King, 28, lives in London and works in the media. Richard Shorney, 40, a business adviser, lives in Cambridgeshire with his wife Sarah, 32. (inner circle, name/place, p. 57)

I hate the Hollywood look- women with rigid faces from too many facelifts. (inner circle, entertainment, p. 57)

Andy Barden, 35, lives in Kent with his wife Sandra, 46. (inner circle, name/place, p. 57)

Joel Orme is a 24 year old television researcher. He lives in Manchester with his wife Lyndsey Evans, 24. (inner circle, name/place, p. 57)

Simon Wells, 44, and Rebecca Owen, 59, both teachers, live in London. (inner circle, name/place, p. 57)

Michael Briggs, 56, is married to Linda, 48. They run a website business together and live in Norfolk. (inner circle, name/place, p. 57)

James Palmer, 32, is a farmer from Cambridge. He's married to Alison, 27. (inner circle, name/place, p. 57)

The only drawback is that you could look like Laurel and Hardy in the 1931 film Beau Hunks, when they signed up for the Foreign Legion. (inner circle, personality/place; expanding circle, military, p. 63)

A Victorian design (inner circle, era, p. 63)

"We are going bananas," says the Sunday People. (inner circle, media, p. 63)

This makes them "the UK's most popular fruit", says the Sunday Mirror. (inner circle, place/media, p. 63)

More than 95% of our households buy them every week, adds The Observer. (inner circle, media, p. 63)

It is perfectly suited to the testosterone-driven tennis monkeys, with their temper tantrums, swearing and simian behavior, 'says Adam Edwards in the Daily Telegraph, Greg Rusedski, notes the Independent on Sunday. (inner circle, name/media, p. 63)

Lyndsay Morgan explained the fruit's appeal to The Observer. (inner circle, name/media, p. 63)

Euro rules banning bandy bananas and curvy cucumbers declared illegal in the high court, 'said the Sun. (inner circle, media, p. 63)

When the Berlin Wall fell, groups of East Germans chanted "hold our hands and take us to banana land. (expanding circle, history/place, p. 63)

Britain's favorite fruit has its detractors, however. 'How I hate bananas,'" sighs Adam Edwards. (inner circle, place/personality, p. 63)

He concedes that they have a certain status as the last thing Elvis Presley ate. (inner circle, personality, p. 63)

Oxford woman rescues friend from river (inner circle, place, p. 65)

A-22-year old woman was rescued from the Thames on Friday evening. (inner circle, geography, p. 65)

Joelle Parkes, from Osney, fell overboard at Godstow Lock, near Oxford. (inner circle, name/place, p. 65)

Rachel Powers, the boat's owner, jumped into the water and rescued Miss Parkes. (inner circle, name, p. 65)

Both women were taken to the John Radcliffe Hospital, but were later released. (inner circle, sanitation, p. 65)

Cambridge English Readers level 3 Series Editor: Philip Prowse (inner circle, place/language/name, p. 65)

Just Good Friends Penny Hancock (inner circle, literature, p. 65)

It's Stephany and Max's first holiday away together and they want to get to know each other. (inner circle, name, p. 65)

They go to Italy and stay at Stephany's friend Carlo's flat in a Mediterranean village. But Carlo's wife is not very happy to see Stephany – and the two couples find out why, and a lot of other things about each other, in a hot Italian summer. (expanding circle, place/name; inner circle, name, p. 65)

First I had a teddy, then I had a dog, then I had a panda, a rabbit and a frog. (expanding circle, animal, p. 65)

Basia, London (inner circle, place, p. 65)

Eilish, Kent (inner circle, personality, p. 65)

With a friend at your side, no road seems too long. Japanese Proverb (expanding circle, nation, p. 65)

Hold a true friend with both your hands. Nigerian Proverb (outer circle, nation, p. 65)

One can do without people, but one has need of a friend. Chinese Proverb (expanding circle, nation, p. 65)

A mile walked with a friend contains only a hundred steps. Russian Proverb (expanding circle, nation, p. 65)

The Oxford Playhouse (inner circle, place, p. 65)

From Reading Extra by Liz Driscoll, Cambridge University Press 2004 (inner circle, education/name/place, p. 65)

My sister joined an Italian class two years ago. (expanding circle, language, p. 67)

I went on a group walking-holiday in Crete last year. (expanding circle, place, p. 67)

However, they were all from the south of England. (inner circle, place, p. 67)

I took the plane home to Manchester on my own. (inner circle, place, p. 67)

This girl, Sonia, works for Oxfam. (inner circle, charity, p. 67)

Philip Willan, Rome (expanding circle, name/place, p. 69)

A young Italian couple (expanding circle, nation, p. 69)

Luca Maori, a Perugia lawyer (expanding circle, name/place, p. 69)

Insane daredevil skis down Everest (expanding circle, geography, p. 75)

Slovenian Davo Karnicar (expanding circle, nation/name, p. 75)

The Darwin Awards (inner circle, personality, p. 75)

Month Blanch, the Matterhorn, the Eiger and Annapurna (expanding circle, geography, p. 75)

Karnicar comes from an illustrious skiing family in Slovenia (expanding circle, name/place, p. 75)

Swan Theatre, Stratford upon Avon, Edward III by William Shakespeare, Royal Shakespeare Company (inner circle, literature/place/personality/economy, p. 77)

Big Brother with Davina McCall (inner circle, entertainment/personality, p. 77)

Friends (inner circle, entertainment, p. 77)

Frasier (inner circle, entertainment, p. 77)

Oxford, London Paddington (inner circle, place, p. 77)

Phoenix Picturehouse (inner circle, entertainment, p. 77)

The Royal Tenenbaums (inner circle, entertainment, p. 77)

Ocean's Eleven (inner circle, entertainment, p. 77)

Amadeus: Director's Cut (inner circle, entertainment, p. 77)

Bend it like Beckham (inner circle, entertainment, p. 77)

About a boy (inner circle, entertainment, p. 77)

Mum and dad (inner circle, entertainment, p. 77)

The National Museum of Photography, Film, Television (inner circle, entertainment, p. 79)

Bradford, West Yorkshire (inner circle, place, p. 79)

The Kodak Gallery (inner circle, entertainment/technology, p. 79)

News and BBC Studio (inner circle, entertainment, p. 79)

Let Chicken run and Wallace & Gromit (inner circle, entertainment, p. 79)

Bugs 3d (inner circle, entertainment, p. 79)

Ghosts of the Abbyss 3d (inner circle, entertainment, p. 79)

Bond, James Bond (inner circle, entertainment, p. 79)

Capé's famous shark alley, a narrow channel between Dyer Island and Geyser Rock, the breeding ground for jackass penguins (outer circle, place/geography, p. 81)

Jeff Bergh (inner circle, personality, p. 81)

Magalies Valley (outer circle, geography, p. 81)

The Restaurant at the End of the Universe by Douglas Adams (inner circle, literature/personality, p. 81)

Guinness World Records (inner circle, literature, p. 81)

Bloukrans Bridge (outer circle, place, p. 81)
Tsitsikamma Forest (outer circle, place, p. 81)
Table Mountain (outer circle, geography, p. 81)
Land Rover (inner circle, technology, p. 81)
Doring River (outer circle, geography, p. 81)
Cedarberg Mountains (outer circle, geography, p. 81)
Umkomas River (outer circle, geography, p. 81)
Drakensberg Mountains (outer circle, geography, p. 81)
The Big Picture by Sue Leather (Cambridge Publishing) (inner circle, literature, p. 83)
Help! by Philip Prowse (Cambridge Publishing) (inner circle, literature, p. 83)
John Doe by Antoinette Moses (Cambridge Publishing) (inner circle, literature, p. 83)
Just Like a Movie by Sue Leather (Cambridge Publishing) (inner circle, literature, p. 83)
Ken Harada (expanding circle, personality, p. 83)
Frank Wormold (inner circle, personality, p. 83)
Brad Black (inner circle, name, p. 83)
Teresa Wormold (inner circle, personality, p. 83)
Mel Parks (inner circle, personality, p. 83)
I went to the movies a lot in Toronto. (inner circle, place, p. 83)
It was Forest Gump. (inner circle, entertainment, p. 83)
Forest of Dean Sculpture Trail (inner circle, place, p. 85)
William was the only one. (inner circle, name, p. 87)
Well, said Mr Welbecker. (inner circle, name, p. 87)
Well, how could this man bacon write them if Shakespeare wrote them? (inner circle, literature, p. 87)
An' if this other man Eggs. (inner circle, name, p. 87)
There was a man called Hamlet. (inner circle, literature, p. 87)
Ronan McNamara runs McNamara Tours, providing fun and informative tours of Derry City and some of Northern Ireland's best known tourist attractions. (inner circle, personality/economy/place, p. 89)
My local business agency put me in touch with Shell LiveWIRE. (inner circle, economy, p. 89)
The curry industry in Britain. (inner circle, place, p. 91)
There are 206.000 accountants and only 97.500 doctors in the UK. (inner circle, place, p. 91)
One in 5000 Americans. (inner circle, nation, p. 91)
Over 4000 in every 10.000 US cab drivers. (inner circle, nation, p. 91)
Roughly 1 in 3 British employees. (inner circle, nation, p. 91)
Take the advertising agency St. Luke's. (inner circle, economy, p. 93)
This must be fairly rare if not unique! Says Belinda Archer from St. Luke's. (inner circle, personality/economy, p. 93)
From Eminem to Mozart. (inner circle, personality; expanding circle, personality, p. 93)
Companies like magazine publisher Cabal Communications (inner circle, economy, p. 93)
The recently opened BA headquarters at Heatrow. (inner circle, place, p. 93)
A shopping trip to New York (inner circle, place, p. 95)
Japanese restaurant (expanding circle, cuisine, p. 97)
A family in America (inner circle, place, p. 97)
Terry Pratchet (inner circle, personality, p. 97)
Philip Pullman (inner circle, personality, p. 97)
Kerry had always talked about wanting to go to Prague. (expanding circle, place, p. 97)
He gave us his tickets for the Arsenal – Manchester United game. (inner circle, place, p. 97)
Biggest Scottish (inner circle, nation, p. 99)
John Whitworth (inner circle, personality, p. 99)
George Paterson (inner circle, personality, p. 99)
Scottish Mining Museum at Wanlockhead (inner circle, entertainment/place, p. 99)
The highest settlement in Scotland Mining Museum at Wanlockhead (inner circle, entertainment, p. 99)
It was monks from Newbattle Abbey in Midlothian who first discovered gold in the Lowther hills. (inner circle, place, p. 99)

Lloyd Scott

Menock water near Wanlockhead, Scotland (inner circle, name/place, p. 99)

Deepsea diver finally finishes the London marathon (inner circle, place, p. 101)

Mr Scott, 40, from Rainham, Essex. (inner circle, name/place, p. 101)

Paula Radcliffe (inner circle, personality, p. 101)

Cancer and Leukaemia in Childhood (inner circle, charity, p. 101)

Jordan desert dressed as Indiana Jones climbed Everest and walked to the South Pole (expanding circle, geography, p. 101; inner circle, personality, p. 101)

Captain Cook Memorial Museum, Whitby (inner circle, place, p. 103)

Visit the house in Grape Lane where 18-year-old James Cook came as a ship's apprentice. (inner circle, place/personality, p. 103)

Captain John Walker (inner circle, personality, p. 103)

Newcastle and London (inner circle, place, p. 103)

A grocer in Staithes (inner circle, place, p. 103)

Elizabeth Betts (inner circle, personality, p. 103)

New Zealand in the Endeavour (inner circle, place, p. 103)

The eastern coast of Australia (inner circle, place, p. 103)

Botany Bay (inner circle, place, p. 103)

South of Sydney (inner circle, place, p. 103)

Cape of Good Hope (outer circle, geography, p. 103)

Pacific north of Canada (inner circle, place, p. 103)

He returned to Hawaii (inner circle, place, p. 103)

Captain Cook Birthplace Museum in Marton (inner circle, place, p. 103)

Great Ayton and the Captain Cook Schoolroom Museum (inner circle, place, p. 103)

Drive to Gribdale (inner circle, place, p. 103)

Guisborough (inner circle, place, p. 103)

Village of Staithes (inner circle, place, p. 103)

Neil Armstrong (inner circle, personality, p. 107)

Apollo 13 (inner circle, technology, p. 107)

Tom Hanks (inner circle, personality, p. 107)

Eugene Cernan (inner circle, personality, p. 107)

Coast of California (inner circle, place, p. 107)

San Francisco to halfway across Mexico (inner circle, place; expanding circle, place, p. 107)

The US and the USSR (inner circle, place; expanding circle, place, p. 107)

Edwin Aldrin (inner circle, personality, p. 107)

NASA (inner circle, technology, p. 107)

Harrison Schmitt (inner circle, personality, p. 107)

Taurus-Littrow (inner circle, technology, p. 107)

Gemini 9 (inner circle, technology, p. 107)

Stephen McClarence is fired up by a Sheffield steelworks reborn as a high-tech science adventure playground (inner circle, personality/place, p. 109)

Magna, as staff at the UK's first science adventure park (inner circle, personality/place, p. 109)

South Yorkshire (inner circle, place, p. 109)

James Callaghan (inner circle, personality, p. 109)

Chris Silvester (inner circle, personality, p. 109)

Stephen Feber (inner circle, personality, p. 109)

Woodford Green, east London (inner circle, place, p. 109)

Tim Caulton (inner circle, personality, p. 109)

Constance Honey of Chelsea, London (inner circle, personality/place, p. 111)

Chicago's Harold W. Dahly (inner circle, personality/place, p. 111)

Milwaukee inventor Bertha Dlugi (inner circle, personality/technology, p. 111)

John Humphrey of Connecticut (inner circle, personality/place, p. 111)

David Gutman from Philadelphia (inner circle, personality/place, p. 111)

Mozart (expanding circle, personality, p. 111)
Japanese Company Triumph International (expanding circle, economy, p. 111)
French optician (expanding circle, nation, p. 111)
British housewife Sarah Fox (inner circle, nation/personality, p. 111)
Many others occur along the Alpine Belt, which starts in Spain in the west, and goes through the Himalayas
as far as south east Asia. (expanding circle, geography/place, p. 113)
Houston, USA (inner circle, place, p. 113)
Earthquake in Mexico (expanding circle, place, p. 113)
China (expanding circle, place, p. 113)
Tangshan province (expanding circle, place, p. 113)
Alaska (inner circle, place, p. 113)
Coast of Peru (expanding circle, place, p. 113)
Nevados Huascaran Mountain (expanding circle, geography, p. 113)
Lisbon, Portugal (expanding circle, place, p. 113)
Town of Yungay (expanding circle, place, p. 113)
San Francisco, USA (inner circle, place, p. 113)

