A critical analysis of multicultural representations in Portuguese English as a Foreign Language textbooks

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**Abstract**

The number of foreign students in state basic/secondary education (6 to 17 years old) in Portugal has increased in recent years (Oliveira, 2022); thus, the ability to communicate across cultures is essential. In these multicultural/multilingual classrooms, English often plays a crucial role in connecting students. Therefore, the English as a Foreign Language (EFL) classroom is the perfect setting to promote Intercultural Communication (IC) and Intercultural Awareness (ICA; Baker 2015, 2018; Baker & Ishikawa, 2021). As textbooks are central to EFL classrooms (Galloway, 2018), this study analyzes two EFL textbooks developed in Portugal, one for learners in the 3rd cycle (year 7, aged 12-13) and another for learners in secondary education (year 10, aged 15-16). The analysis examined how the most significant foreign groups in Portugal and their corresponding cultures are represented in images and texts compared to the traditional target cultures (e.g., American, British, and other English-speaking cultures) and the local Portuguese culture. The findings indicate that cultural representations connected with the UK and the USA continue to dominate as the primary groups represented. Based on this analysis, this study provides two practical examples of how EFL teachers could adapt textbook activities to further develop learners' IC/ICA in the classroom. Consequently, from this study, EFL teachers can gain a better understanding of how textbook activities can be adapted to promote learners' IC and ICA.

## 1. INTRODUCTION

English has long been used by billions of people around the globe. Therefore, connecting this language to specific nations or cultural groups has become increasingly impossible. Being spoken mostly as a second or an international language (Crystal, 2020), English is also usually the common shared language between immigrant learners and their peers/teachers. Since intercultural communication (IC), i.e., the ability to successfully communicate with people from diverse cultural groups, is central for effective exchanges, exploring this notion in ELT is indispensable.

In Portugal, the rise of immigration flows has consequently increased the number of foreign students in basic and secondary education (Oliveira, 2022), and these learners commonly have to deal with cultural clashes and communication gaps. Insufficient support for overcoming linguistic and cultural barriers not only leads immigrants to leave school early (OECD, 2019) but also leaves them largely disadvantaged in comparison to national learners. While many of these immigrant students have different levels of English proficiency, the EFL classroom holds the potential to be a common ground in which students from different linguistic and cultural backgrounds can learn how to communicate respectfully and efficiently. Therefore, it is urgent to promote a learning environment to help learners become aware of how diverse cultures engage in interactions in English worldwide so they develop competences on how to communicate better, avoiding stereotypes and discrimination.

The increasing number of immigrant/refugee students in the Portuguese basic and secondary educational system highlights the importance of conducting research and developing strategies to promote IC in the EFL classroom in the country. According to the 2022 report on immigration (Oliveira, 2022), in the school year 2020/2021, there were 71,652 students of nationalities other than Portuguese in basic and secondary state schools in Portugal, 5.3% more than the previous year, corresponding to 7.2% of all students in the same cycles of education. It should be mentioned, however, that this figure may not accurately represent the diversity of

learners interacting in the classrooms. This discrepancy arises because many students from multiple linguistic/cultural backgrounds already have Portuguese citizenship, and, therefore, are not counted in the immigration report. The 15 most represented nationalities in Portugal's basic and secondary state educational system in the academic year 2020/2021 are presented in Table 1 below.

**Table 1**

*15 most represented nationalities in Portuguese state schools*

| School year: 2020/2021 | |
| --- | --- |
| **Nationality** | **# of students** |
| Brazil | 33,294 |
| Angola | 6,856 |
| Cape Verde | 4,147 |
| Guinea-Bissau | 3,143 |
| Ukraine | 2,426 |
| São Tomé e Príncipe | 1,988 |
| Romania | 1,643 |
| China | 1,489 |
| France | 1,381 |
| Venezuela | 1,314 |
| India | 1,218 |
| Nepal | 1,139 |
| United Kingdom | 1,105 |
| Spain | 962 |
| Moldova | 949 |

*Note.* Translated from the *2022 Immigration Report* (Oliveira, 2022)

Although approaching culture in language learning is not new, IC in ELT has only been superficially explored (Baker, 2015). In these settings (including

textbooks), culture is commonly linked to anglophone countries, which intensifies the idea of ownership of English by native speakers while failing to portray the great majority of cultural backgrounds involved in  current interactions in English. Considering the English as a Lingua Franca (ELF) perspective, "we can no longer assume a target language/target culture correlation" and "[t]he aim of ELT then becomes preparing learners for diversity and fluidity in communication" (Baker & Fang, 2019, p. 8).

Keeping in mind that textbooks are central to EFL, this study focused on the analysis of cultural representations in two English textbooks developed in Portugal: *Engaging 7* (Esteves et al., 2021) and *MySelfie 10* (Rodrigues & Mendes, 2021), designed for years 7 and 10, respectively. These textbooks were adopted by a large number of schools (around 350 and 180, respectively), for the academic year 2021/2022. The selection was based on the most updated list of textbook adoptions at the time of the analysis, provided on the website of the Directorate-General for Education (Ministry of Education, 2021). The study aimed to answer the following research question "How are the most significant foreign groups in Portugal, according to the Report on Immigration (Oliveira, 2021), and their corresponding cultures represented in  two English textbooks (Engaging 7 and MySelfie 10) in comparison to the traditional target cultures (e.g., American, British, and other English-speaking cultures) and the local Portuguese culture?"

It is expected that the findings draw attention to the cultural representations in EFL textbooks in Portugal and contribute to the research in the field of ELF and interculturality. Finally, two adaptations for existing exercises in the analyzed textbooks are suggested to offer teachers further ideas on how to adapt and create their own activities to promote IC in the classroom.

## 2. THEORETICAL BACKGROUND

Globalization, migrations, and political and economic aspects have led not only to the spread of English among people from diverse cultural groups but also to the

emergence of many "Englishes" (Kachru, 1990; Crystal 2003). Consequently, English has long become "the" lingua franca, shared by billions of people from diverse linguistic and cultural backgrounds, as the only language of communication between them.

Mauranen (2018) points out the coexistence of two conceptualizations of ELF, one in which native speakers are included and another that excludes them. Because English has been widely used as a contact language among native, non-native speakers, and native/non-native interactions (Jenkins 2009; Mauranen 2012; Seidlhofer 2004, 2011), it is coherent and more appropriate to adopt the perspective that includes native and non-native speakers. Therefore, English has become a deterritorialized language that has broken political and geographical boundaries:

> The significance of ELF transcends the contact of any particular individual or group with English. ELF is not just a contact language where English is a domestic language or otherwise especially salient in a given community, but a non-local lingua franca, the means of communicating between people from anywhere in the world. [...] There is not even need to move around physically to be in contact with English. (Mauranen, 2018, p. 7)

The terms "native" and "non-native" are being used here to distinguish between groups of individuals who speak English as a first language and other groups who use it as a second or foreign language. The model proposed by Kachru (1990) helps illustrate the spread of English worldwide and organizes it across regions of the globe: *inner circle*, *outer circle*, and *expanding circle*. The *inner circle* refers to countries where English is spoken as a first language; these are considered the first diaspora (UK, USA, Canada, Australia, New Zealand), where people are usually called "native speakers". The *outer circle* includes countries where English is spoken as a second language (e.g., India, Bangladesh, Pakistan,

Singapore, Philippines, etc.), also called the second diaspora, where English is used because of their colonial history. Finally, the *expanding circle* includes countries where English is learned/taught as a foreign language, for example, Portugal, Brazil, Angola, China, etc.

In such diverse scenarios, culture plays a vital role for effective interactions; however, defining "culture" is challenging, and bridging cultural gaps in communication is not an easy task. Kordia (2021) explains that culture "refers to the bond not only between humans and society in general but also among people who belong to a particular social group." (p. 158) According to Samovar et al. "culture is the rules for living and functioning in society" (2016, p. 10), and more importantly, these rules change from group to group, and those groups vary a great deal. Therefore, IC is urgent and goes beyond linguistic competences (Baker, 2015). Cultural groups are far from being connected only to nationalities and may involve, among other aspects, gender, social class, and religion, just to mention a few. Since individuals' attitudes may vary depending on whom they are interacting with, it is indispensable to remember that the contrasting and similar aspects that can be mutable are negotiable (Baker & Ishikawa, 2021).

Since English is present in many multilingual/multicultural settings (Baker & Fang, 2019), it is imperative to develop Intercultural Awareness (ICA) in the English classroom. Baker (2015) clarifies that ICA is not only the "conscious understanding of the role culturally based forms, practices and frames of reference" (p. 242) within IC, but it also involves the competences, attitudes, and abilities for successful IC. However, even in culturally and linguistically diverse contexts, the focus has commonly been on British/American standards and cultures. Leung and Lewkowicz (2018) highlight that no text is culturally neutral and that "textbooks provide learners with a perception of the English-speaking world through the lens of the textbook writers/publishers. Typically, this world continues to be viewed from the vantage point of the idealised Anglophone world user." (p. 65).

Different studies have addressed the importance of exploring IC and ICA from an ELF perspective in educational settings (e.g., Baker, 2018; Cavalheiro, 2015;

Cogo, 2018; Guerra, 2005, Guerra et al., 2020; Guerra & Cavalheiro, 2019); however, few studies have focused on Portugal so far, one of them being the study conducted by Guerra & Cavalheiro (2019), which analyzed cultural and language representation in four Portuguese EFL textbooks (Years 8 to 11). The findings demonstrated that British and American texts and cultures were predominant. In another study, comparing two textbooks used in Portugal and two used in Turkey (Guerra et al., 2020), the findings showed that in the Portuguese textbooks analyzed (year 10), *outer* and *expanding circles* and Portuguese culture were underrepresented.

National and international curricular documents have emphasized the increasing need to promote IC at school. *The Student's Profile by The End of Compulsory Schooling* (d'Oliveira Martins et al., 2017) is a Portuguese reference document in which, among other things, respect for cultural diversity, development of solidarity and democratic debate are pointed out as desired competences to be achieved by the students. The *Essential Learnings for English Language* (Ministry of Education, 2018a, 2018b) is the Portuguese curricular document for the English language in which intercultural competence is highlighted and specified. Although some emphasis is put on Anglo-Saxon cultures, the document points out that learners should also develop skills and attitudes towards tolerance and communication between different cultures, as well as identify issues that may affect intercultural communication. At the European level, it is worth mentioning the "Model of the Competences Required for Democratic Culture and Intercultural Dialogue" (Council of Europe, 2018), in which intercultural dialogue is reinforced, and the *Common European Framework of Reference for Languages* – CEFR, Companion Volumes (Council of Europe, 2018, 2020), which highlights the promotion of plurilingual and intercultural education.

## 3. METHODOLOGY

The textbooks analyzed were *Engaging 7* (hereafter referred to as Y7TB) and *MySelfie 10* (hereafter referred to as Y10TB). These textbooks were chosen because, firstly, they were adopted by a large number of schools (around 350 and 180, respectively, out of 1100 schools [year 7] and 610 schools [year 10][1]) for the academic year 2021/2022 (when this study started), according to the Directorate-General for Education (2022), and they were produced by national publishers. In addition, since the same Master's degree (in Teaching English in the 3rd Cycle of Basic Education and Secondary Education) is required to teach these levels, it seemed relevant to choose samples of two significant moments: the first year of the third cycle (Year 7) and the first year of secondary education (Year 10).

Data from the textbooks were collected and analyzed quantitively, that is, by identifying and quantifying explicit cultural references connected to nations and countries. The analysis was conducted considering pictures (images, illustrations, icons, etc.), texts (written/oral/multimodal), and activities in general (grammar, vocabulary, and other exercises). The results were analyzed considering the 15 most represented nationalities in Portuguese state schools (Table 1) and according to the circles of English (Kachru, 1990), as illustrated in Tables 2, 3 and 4 and Figures 1 and 2. The data collected were organized into three categories: people (e.g., celebrities, public figures, groups of citizens), places (e.g., landmarks, cities), and other cultural elements (any other cultural item that did not fit into the two other categories). This method was similar to the model adopted in the study conducted by Guerra et al. (2020), in which textbook elements were categorized by people, places, and facts. In the present study, it seemed more relevant to adopt the category "other cultural elements" instead of facts.

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[1] For the purposes of this study, these figures represent textbooks and schools listed in the "List of Textbooks Adopted" for the school year 2022/2023, available at: https://www.dge.mec.pt/lista-de-manuais-escolares-adotados

Regarding texts, the focus was on the general subject addressed in each one and other direct references; therefore, accents, for instance, were out of the scope of this study. Additionally, some representations were included into two categories; for example, an audio about London in which a Pakistani girl and an American girl give their opinion about studying in the city was marked as "UK – places", "Pakistan – people", and "US people", because the girls' origins were identified.

## 4. RESULTS AND DISCUSSION

The main themes explored in Y7TB (Engaging 7) were family, school, houses and homes, shops and places in a city, leisure and holidays, and festivities. These topics are consistent with those listed in *Aprendizagens Essenciais* for the year 7 (Ministry of Education, 2018a), in general, and as described in its intercultural section in particular. This document is based on levels A2.1/A2.2 of the CEFR (Council of Europe, 2001). The topics addressed in the cultural special units (special chapters in the textbooks addressing cultural topics) were British and American culture, European culture, British cultural facts; schools in the UK and the USA; British homes, British and American brands, iconic landmarks, and British TV shows. The festivities unit (special chapters dedicated to celebrations) explored Halloween, Christmas, St. Patrick's Day, and the 4th of July. Therefore, it is evident that topics related to the UK and the USA were predominant in these cultural and festivities units.

In Y10TB (MySelfie10), the themes addressed were more general and global, such as teens, global media, and learning languages. The cultural-related sections and units explored youth activism in history, habits in different cultures (Muslim habits such as World Hijab Day), art, old tech and new tech, and different eating habits. These topics are consistent with those listed in *Aprendizagens Essenciais* for year 10 (Ministry of Education, 2018b), in general, and as described in its

intercultural section, in particular. This document is based on levels B1.1/B1.2 of the CEFR (Council of Europe, 2001).

The results are presented in Tables 2 and 3 with references to *people*, *places*, and *other cultural elements* numerically and using Kachru's circles of English (Figures 1 and 2). Also, the results are presented according to the fifteen most frequent nationalities in schools in Portugal (Table 4). Table 2 presents the results for Engaging 7, and Table 3 for MySelfie 10, according to each category described in the "Methodology" section.

**Table 2**

*References for Engaging 7*

| People | | Places | | Other elements | |
|---|---|---|---|---|---|
| Country | # of ref. | Country | # of ref. | Country | # of ref. |
| US | 19 | UK | 24 | Int. topics /No cultural reference | 37 |
| UK | 6 | US | 13 | US | 30 |
| Canada | 3 | Portugal | 7 | UK | 27 |
| Sweden | 1 | France | 6 | Europe | 5 |
| Mexico | 1 | Australia, Netherlands | 4 (each) | Australia, Ireland, Portugal, Spain | 2 (each) |
| International | 1 | Greece | 3 | Greece, Hungary, Italy, Russia, Turkey | 1 (each) |
| *Note*. "International" in this column refers to multicultural families represented in an illustration | | Caribbean, Europe, Egypt, Ireland, Hungary, South Africa, Spain | 2 (each) | | |
| | | Andorra, Asia (Mount Everest), Belgium, Croatia, Japan, Morocco, Monaco, South America, Switzerland, Thailand, Turkey, Vatican | 1 (each) | | |

**Table 3**

*References for MySelfie 10*

| People | | Places | | Other elements | |
|---|---|---|---|---|---|
| Country | # of ref. | Country | # of ref. | Country | # of ref. |
| US | 49 | UK | 28 | Int. topics /No cultural reference | 95 |
| UK | 20 | Italy, Europe | 5 (each) | US | 18 |
| Canada | 4 | China, France, US | 4 (each) | UK | 11 |
| France | 4 | African Continent, India | 3 (each) | Europe | 4 |
| Netherlands | 2 | Portugal, Arab Emirates, Germany, Greece, Hungary, Japan, The Netherlands, Spain, Thailand, Australia, Austria | 2 (each) | China, Portugal | 2 |
| Portugal, Europeans, Spain, Argentina, India, Pakistan, Indonesia, Bangladesh, South Africa, Norway, Colombia, Sweden | 1 (each) | Arab Emirates, Middle East, Bosnia and Herzegovina, Brazil, Chile, Colombia, Czech Republic, Denmark, Egypt, Finland, Indonesia, Turkey, Ukraine, Vatican | 1 (each) | Arab Emirates, Canada, Egypt, France, India, Spain, African Continent, Chile, Japan, Bangladesh, Thailand | 1 (each) |

It is evident that in both textbooks (Tables 2 and 3), the UK (in this case mostly represented by England) and the USA are overly represented in all three categories. Figures 1 and 2 show that it happens even when compared with other countries of the inner circle (Kachru, 1990). In the Y10TB, apart from the category "other cultural elements" (in which most of the occurrences are not related to any specific country), this analysis found more references to Italy and Europe (5) than to the US (4), but not the UK (28) for the category "places". Compared to Y7TB, there is a wider variety of places mentioned in Y10TB (Tables 2 and 3), which can be probably justified by the topics addressed, such as exchange programs, traveling, and multilingualism.

When analyzing the results according to Kachru's circles of English (Kachru, 1990), it is noticeable (Figures 1 and 2) that for both textbooks, the fraction of cultural representations connected with countries from the *inner circle* is far more extensive than those from the *expanding circle*. In both cases, only a tiny percentage of cultures from the *outer circle* are represented, which means that countries with a past colonial history with anglophone countries are far underrepresented.

**Figure 1**

Representations according to Kachru's circles of English (1990) in Y7TB
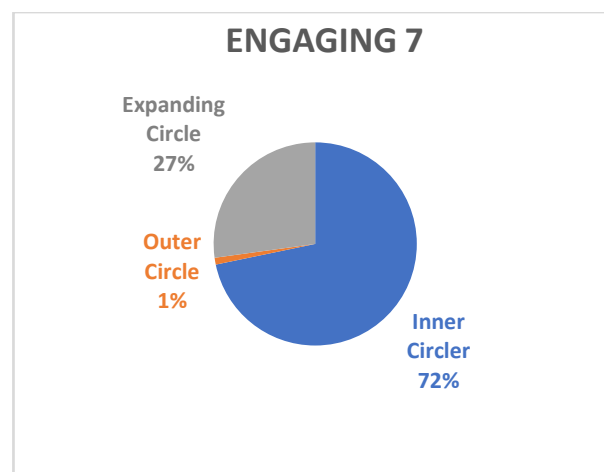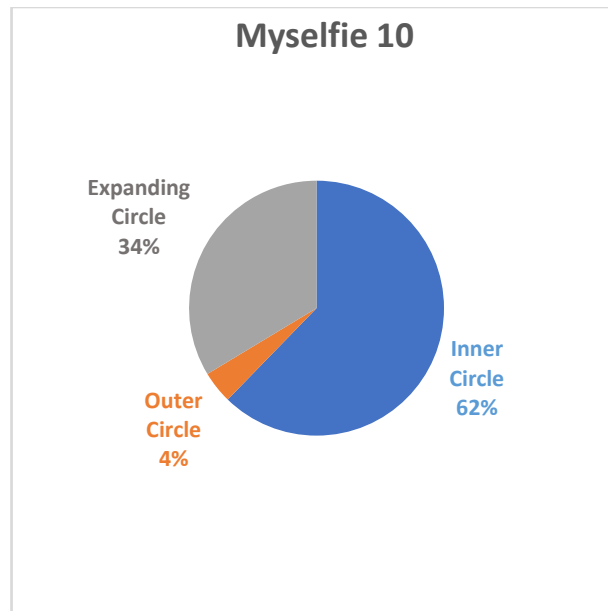
**Figure 2**

Representations according to Kachru's circles of English (1990) in Y10TB



As seen in Figure 2, although Y10TB presents slightly more elements representing countries from the Outer Circle (English spoken as a Second Language) than Y7TB, the emphasis on countries from the Inner Circle (English spoken as a First Language) is evident.

Table 4 below shows the results of the analysis of Y7TB and Y10TB organized according to the list of the fifteen most represented nationalities in Portuguese state basic and secondary education and the local Portuguese cultures.

**Table 4**

*Representation of the 15 most represented countries in Portuguese state schools plus Portugal*

| Country | Y7TB | | | | Y10TB | | | |
|---|---|---|---|---|---|---|---|---|
| | People | Places | Other | **Total** | People | Places | Other | **Total** |
| Portugal | 0 | 7 | 2 | **9** | 2 | 2 | 0 | **4** |
| Brazil | 0 | 0 | 0 | **-** | 0 | 1 | 0 | **1** |
| Angola | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| Cape Verde | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| Guinea-Bissau | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| Ukraine | 0 | 0 | 0 | **-** | 0 | 1 | 0 | **1** |
| São Tomé e Príncipe | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| Romania | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| China | 0 | 0 | 0 | **-** | 0 | 4 | 2 | **6** |
| France | 0 | 6 | 0 | **6** | 4 | 4 | 1 | **9** |
| Venezuela | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| India | 0 | 0 | 0 | **-** | 1 | 3 | 1 | **5** |
| Nepal | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |
| UK | 6 | 24 | 27 | **57** | 20 | 28 | 11 | **59** |
| Spain | 0 | 2 | 2 | **4** | 1 | 2 | 1 | **4** |
| Moldova | 0 | 0 | 0 | **-** | 0 | 0 | 0 | **-** |

*Note.* Fifteen most represented nationalities in the school year 2020/2021, according to the 2022 Immigration Report (Oliveira, 2022)

As we can see in Table 4, although the UK is among the 15 most represented nationalities in Portuguese schools, it is far overrepresented (Y7TB, n=57, 85%; Y10TB, n=59, 69%) compared to the others on the list. In addition, elements linked to other nationalities in the table were not found in the textbooks. It is also essential to highlight the low representation of the local Portuguese culture (Y7TB, n=9, 13%; Y10TB, n=9, 7%). This is particularly important because being able to reflect and talk about local cultures is also highly relevant if we want students to develop intercultural communication (Baker, 2015). It is worth mentioning also that some representations of Portugal and other countries were simple sentences in activities or pictures, while the UK/US references were depicted on entire activities, pages, sections, or units. Interestingly, apart from the UK, France and Spain, are the only countries from the list of the most represented nationalities in Portugal (Table 1) with representation in Y7TB.

Cultural references connected to China, another numerically relevant group in the country, were found only 6 times in the Y10TB. Also, only one Brazilian reference (the largest group of immigrants) was found, specifically a partial representation of the Brazilian flag. In addition, no representation of the African nationalities on the list was identified. Lastly, some generalizations representing large national groups were also found (e.g., "Americans love eating chocolate chips", "Are Europeans very formal people? No…"; "On the 4th July, Americans usually eat…"). Such generalizations can also lead to the reinforcement of stereotypes.

The findings from the present study confirm the results from at least two previous studies. Guerra et al. (2020) pointed out that along with other international topics, British and American cultures are clearly emphasized in two textbooks for years 9 and 10 produced by local Portuguese publishers. The same study also indicates similar results for two other books for the same school years produced by a British publisher, with an emphasis on cultural elements from the UK. In another study, Guerra & Cavalheiro (2019) indicated the predominance of American and British cultural elements (especially American) in the textbooks designed by local

Portuguese publishers for years 8 to 11. Although there were more references to other countries from the expanding circle in the textbooks for years 10 and 11, the predominance of American and British cultures was also noted in these textbooks. Additionally, similar to the findings of the present study, references to countries from the Outer Circle were scarce, as well as to the Portuguese culture.

## 5. SUGGESTIONS FOR ADAPTATION

This section presents two suggestions–one for each textbook—for adapting existing activities. It is crucial to bear in mind, however, that teachers are strongly recommended to take into consideration the linguistic and cultural backgrounds of their students when creating and adapting activities.

For the Y7TB, *Engaging 7*, the suggestion is related to an activity on page 116, in which students observe pictures of some landmarks (UK, USA, Australia, and South Africa), research these countries, and match them with their names. As a follow-up activity, students are offered two possibilities: develop a project about a cultural heritage site they like or use satellite photos to compare two cities around the world, considering environmental and sustainability issues.

The suggestion presented here is for an expansion activity to complement and broaden students' perspectives. The first part also involves the recognition of iconic landmarks using stock images and Internet videos. The places suggested in this example are: Pelourinho in Brazil, Viewpoint of the Moon in Angola, Pico Bolívar in Venezuela, Blue Lagoon in São Tomé e Príncipe, Peleș Castle in Romania, and Bhaktapur Durbar Square in Nepal. Students watch Internet videos about these places produced by different people and have the chance to listen to various "Englishes". The suggested materials and detailed steps for the activity are described in Appendix A.

The suggestion for the Y10TB, MySelfie 10, is for an adaptation of the activity on page 169, in which students listen to extracts of songs (by American and British musicians) and identify each music genre.

The aim of the adaptation suggested is to expand students' view of musical genres and artists from different parts of the world while reflecting on the impact of the English language. The songs and singers chosen are "I Give Up, and It's OK", Marinho (Portugal), "Just Fly", Max Barskih (Ukraine), "Shine Yellow", Malu Magalhães (Brazil), "Angel", Elizio (Cape Verde), "Shubha Mangalyam", Vidya Vox (India), "Let's Start from Here", Joanna Wang (China). Songs in English by international artists were selected so that students can further reflect on the spread of English and the status of ELF. The suggested materials and detailed steps for the activity are described in Appendix B.

Both suggestions aim at providing students with representations of cultural diversity considering some of the 15 most common nationalities in Portuguese schools (as per Table 1), thereby, contributing to the development of students' intercultural awareness regarding the large cultural diversity of English speakers around the world.

## 6. CONCLUSION AND FINAL REMARKS

Unsurprisingly, cultural representations of the UK (mainly England) and the US are predominant in both textbooks analyzed. Even other countries where English is spoken as a first language are poorly represented or not represented at all. Apart from the US and the UK, the only *first-cycle* countries represented found were Canada (8), Australia (8), and Ireland (4). Interestingly, in both textbooks, there are more US-related representations for "people" and "other elements" (apart from international topics/no clear cultural reference) than UK representations.

However, regarding "places", more occurrences of UK sites were found in comparison to the US.

Considering the top 15 most represented nationalities in Portuguese basic and secondary schools, apart from the UK, representations related only to five other countries were found (France, China, India, Brazil, and Ukraine) in different proportions. While several of these countries in the top 15 share a historical colonial past with Portugal and the Portuguese language, it is crucial to emphasize that their cultures are diverse. In this regard, the ELF classroom may be a common ground to help students develop intercultural communicative strategies, respect, empathy, and learn about each other's cultural background.

Since English is a global language, EFL textbooks should reflect this reality and portray English as a non-local lingua franca that does not belong to any particular group (Baker, 2015; Mauranen, 2018). Students need to be prepared to communicate in English in a diverse, multicultural, and globalized world with respect and empathy for people from diverse backgrounds. It is increasingly urgent to demystify the native speaker's ideology and help students develop intercultural communicative strategies, which can start with the equitable representation of diverse cultural groups.

This study strives to contribute to the fields of ELF and IC and provide insights for teachers on how to adapt activities to further develop IC aiming at a fair and inclusive representation of the diversity of English-speaking groups in the English classroom. However, it is important to acknowledge that the current study has its limitations. While quantitative analysis was conducted, a more comprehensive understanding of cultural representations in Portuguese EFL textbooks could be obtained through additional qualitative research. Furthermore, the piloting of the suggested activities would be relevant to offer additional ideas to EFL teachers to further address interculturality, IC, ICA, and ELF with their students.

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**Appendix A**

**Suggested expansion activity for Y7TB**

**Title: Iconic landmarks around the world**

Materials:

• pictures of Pelourinho, Brazil; Viewpoint of the Moon, Angola; Pico Bolívar, Venezuela; Blue Lagoon, São Tomé e Príncipe; Peleș Castle, Romania; and Bhaktapur Durbar Square, Nepal

• videos of foreign people presenting these places. The following links are suggested, and teachers may select some parts to meet their learning/teaching goals:

The Runway Boyz. (2022, November 24). Salvador, Bahia: The Afro Brazilian Tour in Pelourinho [Video]. YouTube. https://www.youtube.com/watch?v=Ksaf9vqaoHQ

Kindama. (2020, May 20). Amazing Viewpoint of the Moon (Miradouro da Luanda - Angola) [Video]. YouTube. **https://www.youtube.com/watch?v=4_ADV0k-WuQ**

Explore The World. (2021, March 3). Pico Bolívar: Mountains of The World [Video]. YouTube. https://www.youtube.com/watch?v=z5lf_AAKl9w

Dieter Pey. (2020, April 22). Paradise on Earth!: Exploring São Tomé [Video]. YouTube. **https://www.youtube.com/watch?v=prH1MLJeBcA**

So Châteaux. (2021, January 12). An exclusive tour of Peles Castle in Romania [Video]. YouTube. **https://www.youtube.com/watch?v=McoXFdVbKk4**

Suruchi Thapa. (2023, March 19). Everything You Need to Know About Bhaktapur Durbar Square ! [Video]. YouTube. **https://www.youtube.com/watch?v=_c53seLJe3s**

• For the production part: Poster paper, pictures selected by the students, cellphones, or tablets (to record videos).

**Warm-up:** remind or clarify students the meaning of landmarks and cultural heritage. Project pictures of the landmarks and have them talk for some minutes about where these places are and what they know about them. Encourage students from these countries to engage more actively in discussions.

**Part A (input):** Keep the images projected for students and play only the audio of the selected part of each video. Ask students to identify each place from the audio extracts. Play the video and have them check their answers.

Play the video (or the selected part) and ask them comprehension questions. Have them notice the diversity of each place, people, and the English they speak.

Ask students some critical thinking questions regarding language variation, accents, and the use of English as a global language, for example:

a. English is not these people's first language; why did they create their videos in English?

b. Why do they speak English differently from each other?

c. In your opinion, did they communicate effectively? Why (not)?

**Part B (output):** In groups or pairs, students choose a landmark from different countries. It is crucial to diversify and provide students with a chance to get to know other students' places of origin. Students research the landmark they choose and create a short video presentation in English about it. They can use pictures and maps.

Their videos are shown in class, and students discuss what they have learned.

**Ending**: In groups, students talk about their favorite landmarks and other places in Portugal.

**Appendix B**

**Suggested expansion activity for Y10TB**

**Title: Worldwide songs in English**

Materials:

• videos of singers and bands from different parts of the world that perform songs in English. The following links are suggested, but it is highly recommended that teachers select songs according to their context and to meet their learning/teaching goals:

1. Marinho. (2019, October 2). I Give Up and It's OK [Video]. YouTube. https://www.youtube.com/watch?v=wUEIPYEZ1aA (Portugal)

2. Max Barskih. (2021, August 20). Just Fly [Video]. YouTube. https://www.youtube.com/watch?v=CdsvO9RgiAQ (Ukraine)

3. Mallu Magalhães. (2011, April 8). Shine Yellow [Video]. YouTube. https://www.youtube.com/watch?v=4ZCosVMbXm8 (Brazil)

4. Elizio. (2011, May 4). Angel [Video]. YouTube. https://www.youtube.com/watch?v=3WLjflJ7dyE (Cape Verde)

5. Vidya Vox. (2023, May 13). Made in the Stars (Official Video) [Video]. YouTube. https://www.youtube.com/watch?v=xEPfCl_Frhs (India)

6. Joanna Wang. (2009, October 3). Let's Start from Here [Video]. YouTube. https://www.youtube.com/watch?v=XEyESh3pblo (China)

• For the production part: pictures, songs selected by the students, cellphones, or tablets (optional).

**Warm-up:** After completing the activities on page 169, conduct a survey in the classroom about students' favorite music genres. Have them say what music genres they like the most and the least and provide reasons for their choices. If most of their favorite singers are American or British, inquire about their thoughts on why this is the case.

**Part A (input):** Ask students if they think the activity on page 169 is a good example of music genres and encourage them to think about the diversity of songs they know or listen to.

Show students the pictures of the artists selected and ask them if they know who they are, where they are from, and what they have in common apart from being singers.

Play parts of each video so students can listen to the parts of the songs. Ask them again what they have in common. If necessary, clarify that all of them feature songs in English, even though English is not their first language. Ask students why these singers chose to write and sing in English and encourage learners to share their opinions.

If possible, play the entire video clips and have students identify the genres of the songs.

**Part B (output):** In groups or pairs, students choose a singer or band they like to talk about for a couple of minutes. Have students organize themselves into pairs or groups so each group has one or two members from diverse linguacultural backgrounds. Students research and deliver a presentation about music from one of the countries of origin of members of the group. They should play at least one song from that country and talk about the genre, the artist, why they chose it, etc.

**Ending**: Students talk about what they learned about each other and choose a song they like the most.

**Follow-up activity:** In the same groups, students choose a Portuguese song and create an English version of one of the stanzas of the song. The English version would not be a translation; students should be encouraged to use rhymes, the idea conveyed in the lyrics, and the song melody to create their English versions.