

Journal of English language
Teaching and Learning
University of Tabriz
Volume 11, Issue 24, (Fall and Winter 2019)

A Visual Analysis of English Language Textbooks: Celebrities' Role as Cultural Figures*

Esmat Babai **

Associate Professor, Department of Foreign Languages, Kharazmi
University

Mahmood Reza Atai ***

Professor, Department of Foreign Languages, Kharazmi University

Abbas Parsazadeh (Corresponding author) ****

PhD candidate, Instructor, ILI teacher, Department of Foreign
Languages, Kharazmi University

Abstract

This paper seeks to probe cultural agendas pertaining to the images of celebrities in the widely-used English language textbooks. In fact, while visual analysis has solidified its position in ELT (e.g. Hurst, 2014; Mitsikopoulou, 2015; Romney, 2012; Taylor-Mendes, 2009) and caused the pendulum to swing away from the grammatical or textual content to the visual presentation (Giaschi, 2000), research into celebrities as the cultural representatives has been a barely touched issue. To address this gap, the researchers, drawing on Kachru's (1985) orthodox model of the usage of English across the globe, examined the images of celebrities in four widely-used English language textbook series. In so doing, the terms *depiction* and *mention* (Toprak & Aksoyalp, 2014) were taken as a yardstick to pinpoint the type of intersection between the text and the image. Further, the images were thematically explored, which notably indicated the images relating to the field of media were the far most common theme in the English language textbooks. Lastly, it was revealed that whereas the images of the inner-circle outnumbered all, the images of the expanding circle surprisingly outnumbered those of the outer circle, an outcome which could point to *linguistic schizophrenia* (Kachru, 1992) as the main reason.

Keywords: Celebrities, circles of EIL, culture, linguistic schizophrenia,
text-accompanied images

*Received: 2019/04/13

Accepted: 2019/11/07

**E-mail: babai@khu.ac.ir

***E-mail: ataie@khu.ac.ir

****E-mail: Timchek2@gmail.com

Introduction

There does seem that English has well-established itself as the main international language. In fact, according to a number of statistics (e.g., Kivistö, 2005; McKay, 2003), the number of non-native English users has rapidly increased and even exceeded the number of its native speakers. This inviting state of English as an international language (EIL) has occasioned great debate and questioned a number of orthodox notions in the field. One of these revisited issues is the proportion of English elements related to the culture of the countries commonly named as the inner circle countries (Kachru, 1985). Kachru's (1985) concentric model of the usage of English across the globe classifies the countries as regards English into three types: inner, outer, and expanding circles. The inner circle consists of America, England, Canada, Australia, and New Zealand, which are said to be real native speakers and considered to be norm providers. The outer circle is comprised of the countries whose first language is not English, but English has gained official status such as India, Nigeria, and Malaysia. These countries are known as norm developers. The expanding circle is defined as countries in which English is neither their first language nor official language. These countries such as Italy, Iran and Iraq are supposed to be norm dependent. He also points out that such an unbalanced relationship between the countries of these three circles portrays an unequal power to the advantage of the inner circle countries. In fact, the first central issue is if we accept English as an international language, it does not seem fair to draw on only the five countries in the inner circle as the so-called norm providers.

The second issue concerns the cultural elements of EIL, especially those which have become commonplace themes in well-known English language textbooks. In other words, if the linguistic aspect of the norm providers of the country in the inner circle is credited, should we take it for granted for its culture, too? To shed light on the answer to the above question, one could refer to the main critics of the current state of EIL. For instance, Rajagopalan (2004) asserts most communications in English today take place between non-native speakers who, in Akbari's

(2008) opinion, don't have to identify with or talk about the Anglo-American culture.

The third issue is the recognition of images as cultural and linguistic elements in English learning materials, especially English language textbooks. It seems scholars in the field have given more attention to the significance of the images for various purposes of learning (e.g. Hurst, 2014; Mitsikopoulou, 2015; Romney, 2012; Taylor-Mendes, 2009). Suffice it to say, the ESL industry has experienced a revolutionary reality as far as images are concerned (Giaschi, 2000). Drawing on Prodromou's (1988) statement on the quality of Technicolor of the texts in the 1970s, Giaschi (2000) holds that the focus of ESL materials has swayed away from the grammatical or textual content to the visual presentation. Similarly, analyzing the textbooks of primary level for Portuguese, Pereira's (2007) longitudinal study revealed a sharp increase in the amount of space taken by images from 30% and 40% in 1952 and 1958, respectively, to 80% in 2005.

To address the cultural issue of celebrities as regards the above-mentioned three circles, reflected in the images of English Language textbooks, this study is designed to provide the answers to the following questions:

- Q1: Through what modes and in what proportion are text-accompanied images presented in widely-used English language textbooks?
- Q2: In what proportion do different widely-used English language textbooks depict text-accompanied images as far as the three circles are concerned?
- Q3: What are the common themes portrayed in widely-used English language textbooks?

Review of related literature

Culture has long captured the scholars' attention as far as language elements are concerned. In this section, first, a brief description of culture from various viewpoints is presented. Next, the issues pertaining to culture in English language textbooks are investigated.

Finally, a number of studies on images and text as well as persons in connection with culture, which is rather a recent line of research, are explored.

What is culture?

To date, though there has been a wealth of definitions for culture, none of which has been accepted as its ultimate clear-cut definition. Thus culture seems more like a chimera changing forms over time. Out of many definitions and classifications, Hammerly's (1982) orthodox three-tier classification concerning the teaching discourses on the target culture could be one of the most straightforward. According to that classification, culture could be divided into the three types of achievement culture, informational culture, and behavioral culture. Strictly speaking, achievement culture refers to the accomplishments of a civilization, while informational culture refers to the respected type of societal information, and behavioral culture refers to the knowledge given to a person to carry out daily life.

However, Culture, in its narrowest sense, encompasses "only 'the arts', or perhaps admitting the uniquely identifiable behavior of 'cultured' individuals, such as extending the little finger at an appropriate angle when holding a tea cup, or pronouncing tomato with the 'proper' sound for a" (Saville-Troike, 1978, P. 5). In fact, there has always been a common belief that persons are one of the classic symbols of a given culture. Suffice it to say, in Moran's (2001) five-dimension model of culture, the category of *persons* stands by the other categories, i.e. *products, practices, perspectives, communities*. Importantly, the visual analysis of this very study has focused on celebrities as the prime examples of the category of *persons* as regards culture.

Role of culture in English language textbooks

There seems to be a clear paradox in the ESL materials in that such materials are often produced in context-specific conditions of one particular culture, but they are sometimes employed in a totally different context with different sociopolitical and cultural realities (Giaschi, 2000). Not surprisingly, an often-stated element in the

objective of the ESL materials is exposure to a couple of specific countries' culture such as British culture, the culture which becomes an integral part of the process of learning the language. In this regard, a prime example could be Ellis's (1990) statement noting that Western-produced textbooks are biased in terms of ethnocentricity. For example, the ESL materials produced by UK might be offensive for Muslims (Ellis, 1990).

Most of the cultural content coming from textbooks is designed for a specific language. Textbooks will directly or indirectly convey hosts of cultural values. This is called 'hidden curriculum' (Cunningsworth, 1995; Holly, 1990). Nieto (2009) believes the hidden curriculum covers the "subtle or not-so subtle messages that are not part of the intended curriculum" (p. 28). Many educationalists hold that the official curriculum is less effective than hidden curriculum. Risager (as cited in Cunningsworth, 1995) notes that not only are Foreign language teaching textbooks connected to the development of foreign language pedagogy, but also they are now linked to the broad cultural spread along with the educational system and society as well. Since the underlying system is not spelled out, it behooves us to examine textbooks thoroughly to uncover the unstated values. To underline the gravity of the hidden curriculum, Derenowski (2011) believes the hidden curriculum affects the development of the learners' internal value system.

In a similar vein, Akbari (2008) holds the widely-used English language textbooks turn a blind eye to learners' real lives. He also pints out relying blindly on the favorable features of the target culture brings about a sense of inferiority on the part of learners. Not dissimilar to Akbari (2008), Banegas (2010) holds that English language textbooks should be blamed for avoiding or belittling controversial topics as well as presenting an idealistic portrait of inner-circle countries. Just as a case in point, Africa or the Muslim world is the usual victim of portraits for a few controversial topics such as poverty or discrimination (Banegas, 2010).

For Canagarajah (1999), not only should ELT teachers critically question the hidden aspects of curricula, but also they should empower their students to achieve a critical viewpoint toward the hidden curricula of their courses. ELT materials should help enhance local learners' critical awareness through the element of the exploration into problems, contradictions and issues germane to language learners' actual life experiences (Canagarajah, 2005).

Giaschi (2000, p. 34) states, "the students also often live in economic realities that predicate that everything Western is somehow connected with success." Hillard (2014), drawing on the works of Byram and Esarte-Sarries (1991), Gray (2010), and Shin, Eslami, and Chen (2011), points out a commonly found perspective in ELT textbooks is a tourist viewpoint, a term which Hillard (2014, p. 244) defines as an ELT author's tendency to "portray the target culture as exciting, new, and positive from the viewpoint of a tourist visiting the country." The voice which is echoed by Jenkins (2007) who believes that there are two problems as far as EIL is concerned. First, non-native-oriented materials are not available. Second, ENL (English as a Native Language) is often portrayed as the genuine English and thus only its native speakers are often considered as the qualified experts. Allen (1985) holds that English language textbooks are designed based on grammar rather than culture as the former is quite tangible and easy to use, whereas the latter is rather unclear and hard to work with.

To address and refine the flaws in English language textbooks, Solhi (2014), based on a good deal of documented literature, offers six considerations for the cultural content of the future EIL-based books: focusing on the whole community of the target culture rather than the community of native speakers, unbiased representation of the culture of both native and non-native speakers of English, focusing on Literatures in English instead of English Literature, learning from rather than about other cultures, English for rather than of specific cultures, and emphasizing the conversations among non-native speakers of English. Similarly, Dörnyei (2005) asserts the aim of English as a global language is not to challenge the learners' identity

but rather to support “a non-parochial, cosmopolitan, globalised world citizen identity” (p. 97).

There are, Pennycook (1994) believes, problems with the total efficiency of the Western as well as Asian ELT. To resolve the above obstacles with the ELT field, Pennycook (1994) proposes that “perhaps language – and particularly English as an international language – should also be replaced by a vision of powerful discursive formations globally and strategically employed” (p. 64). Pennycook (1998) also states that English belongs whoever chooses to use it.

Finally, although all the three circles could claim and invest in the ownership of English, there seems a problematic issue named as “linguistic schizophrenia” (Kachru, 1992, p.60). According to this term, there seems a conflict between choosing a local variety and accepting a prestigious inner circle variety as the standard variety. In other words, in theory, English language practitioners and scholars might subscribe to all local varieties of English as equally acceptable ones, but in practice they favor one or two of them, which are typically American English and British English.

Images in Language Textbooks

Giaschi (2000) also presented a prime example concerning the importance of images through comparing two intermediate textbooks published by Oxford University Press. The first textbook, containing 200 pages, is O’Neill’s (1970) *English in Situations* which includes only one image in the form of a graph. The second textbook, containing 159 pages, is Soars and Soars’s (1996) *New Headway* which embodies more than 260 images, mostly in the form of photographs. It is now crystal clear that images have been intertwined in the presentation of the language and consequently the culture.

In a similar line of research, Taylor-Mendes’s (2009) study on images in English language textbooks revealed that not only do pictures in textbooks overlook racial biases, but also they highlight embedded racial stereotypes in the culture described and “reinforce a made-in-Hollywood version of culture that does not exist” (p. 77).

Analyzing the textbooks of primary level for Portuguese, Pereira's (2007) longitudinal study revealed a sharp increase in the amount of space taken by images from 30% and 40% in 1952 and 1958, respectively, to 80% in 2005. In a similar line of research, Perales and Jiménez (2002) studied the textbooks in Spain in terms of their images and showed around 50% of the amount of space is related to illustrations. Lastly, Emmison and Smith (2000, p.3) highlighted the significance of the inclusion of photographs in textbooks is advantageous over other forms of storing information, in that "photographs are signs which bear an iconic resemblance to the reality they represent".

Stereotypes and Persons

Hall (1997), an important figure in cultural studies, defines stereotypes as a process in which people are described with a couple of basic characteristics, often including elements such as gender, class, nationality or skin color. In fact, these basic features could commonly be established through persons, celebrities in particular, whose characteristics are considered as a typical icon of a given culture. Suffice it to say, Byram (1993), in association with the Council of Europe, devised a framework pivoting on a seven-tier classification, one of which is Stereotype and National Identity. Importantly enough, the category of *persons* could be a prime example of this classification if it reflects a clichéd character or a role model. Kramsch (1998, p.131) defines Stereotypes as "the conventionalized ways of talking and thinking about other people and cultures".

On the significance of stereotypes, Clarke and Clarke (1990, p.31) hold that learners might be culturally incompetent in their language acquisition through the misrepresentation of culture, i.e. stereotypes. Therefore, not surprisingly, identifying unrepresentative negative stereotypes is an important element in analyzing a textbook as far as stereotypes are concerned (Cunningsworth, 1995, p.91). Native speakers are often portrayed as highly positive characters in ELT textbooks, the fact that sways nonnative speakers to conform to those positive identities by trying to imitate native speakers' accents while

speaking English (Sharifian, 2009). Similarly, Byram (1990) points out the existing foreign language textbooks do not effectively reflect social reality owing to a stereotyped or narrow perspective of the foreign communities. In short, attempting to find out such culturally stereotyped perspectives pertaining to the images of celebrities which are reflected in English language textbooks is the main objective of this very study.

Method

Design

This study pivots on a mixed methods design. In fact, the qualitative data coming from the visual analysis were converted to quantitative data so that the comparisons of frameworks and models within and between the textbooks became possible. More specifically, this type of the conversion of data is in line with the QUAL → quan type of the sequential strategy of a mixed methods research design (Dörnyei, 2007). It should be mentioned that the comparisons were carried out through three frameworks: two of the frameworks were obtained from the literature and the other one was inductively obtained from the analysis phase of this very study as explained below.

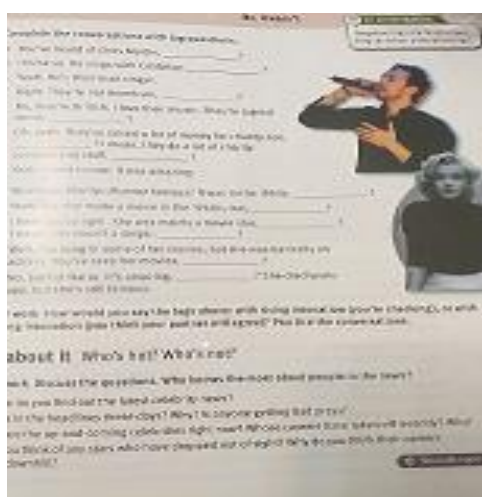
Analytical frameworks

In this study, three frameworks, as mentioned earlier, were employed to analyze the celebrities' images in the widely-used English language textbooks: the binary category of *mention* versus *depiction* (Toprak & Aksoyalp, 2014), Kachru's (1985) concentric circles, and a five-tiered field-related category. As for the first framework, Toprak and Aksoyalp (2014) adopted these two categories to divide images in English language textbooks. Similar to their definitions of the terms above (Toprak & Aksoyalp, 2014), in this study the category of mention refers to a text-accompanied image which cursorily addresses the celebrity in no more than a sentence. The category of depiction, on the other hand, refers to a text-accompanied image which is provided with generally detailed information about the celebrity in more than a sentence (see figures 1 and 2 below).

Figure 1. A sample image of the category of mention taken from Touchstone (second edition)



Figure 2. A sample image of the category of depiction taken from Touchstone (second edition)



As for the second framework, Kachru (1985) classifies the usage of English using the terms 'inner', 'outer', and 'expanding' circles so to determine different English varieties. According to this classification, the inner circle whose varieties of English are used by native speakers embodies countries such as the USA, UK, Canada, and New Zealand.

The outer circle whose varieties of English are used in the form of an official language in the historical setting of colonization embraces countries such as India, the Philippines, and Nigeria. Finally, the expanding circle whose varieties of English are named as a foreign language includes countries such as Korea, Japan, and China. As for the third framework, i.e. the five-tiered field -related category, it should be mentioned that this category was obtained through an inductive method of data analysis. More specifically, the researchers hunting all the images for the most common fields came up with five categories: media, sports, politics, arts and science, and the miscellaneous.

Data collection for the visual analysis of the textbooks

The materials of the visual line of this research include five popular and widely-used series of English language textbooks: Saslow and Ascher's (2011) Top Notch: English for today's world Series (the Second Edition), McCarthy, McCarten, and Sandiford's (2014) Touch Stone Series (the Second Edition), Richards, Hall, and Proctor's (2005) Interchange Series (the Third Edition), and Richards and Bohlke's (2012) Four Corners Series. Top Notch Series is the product of Longman publications and come in six levels named as Fundamental, Top Notch 1, Top Notch 2, Top Notch 3, Summit 1, and Summit 2. Touch Stone Series is the product of Cambridge Publications which come in four levels named as Touch Stone 1, Touch Stone 2, Touch Stone 3, and Touch Stone 4. Interchange Series is the product of Cambridge Publications which come in four levels named as Intro, Interchange 1, Interchange 2, and Interchange 3. Four Corners Series is the product of Cambridge Publications which come in four levels named as Four Corners 1, Four Corners 2, Four Corners 3, and Four Corners 4. It should be noted that both the student book and the work book of each series were analyzed.

From among all levels of language proficiency, the intermediate level, the fourth level, was chosen. This level approximately covers the area between B1 and B2 levels of the common European framework reference. The reason behind this choice was the fact that EFL authors generally prefer to increase cultural content, which is tantamount to

cognitive load, of such books as learners master elementary and pre-intermediate linguistic skills. Additionally, the advanced level of the above books could not be the choice since most of the chosen books do not have a higher level under the same name, which makes the act of comparison difficult. Additionally, the sampled books are largely designed for young-adult EFL learners.

Data analysis

All the text-accompanied images pertaining to celebrities were explored so as to see what countries the images tend to point to. In so doing, the terms depiction and mention were, as mentioned earlier, taken as the yard stick to pinpoint the type of the intersection of the texts and images. To operationally define these terms, the researchers regarded a text-accompanied image as a case of mention when the description of an image in its corresponding text did not exceed a sentence. On the other hand, when the description exceeded a sentence, it was regarded as a case of depiction. As for identifying the nationality of the celebrities, the researcher referred to Wikipedia to find out the right country when it came to a dubious case.

Moreover, two more frameworks, as mentioned earlier, in addition to the terms mention and depiction were used to provide a better picture as far as cultural contents of the textbooks are concerned. One of these frameworks concerned Kachru's (1985) three-circle model which was employed as a point of reference for dividing images into one of the three circles. The other framework was gained after examining the common fields among all the images. In fact, it appeared that all images could be named in connection with five themes or fields. More specifically, the identified common fields were comprised of media, sports, politics, arts and science, and the miscellaneous. Lastly, a brief juxtaposition between the different textbooks regarding the above points of reference was made.

Results and Discussion

In what follows the facts and figures obtained by using the above reference points are presented and the answers to the research questions are provided and explained.

Table 1. The percentage of the celebrities' images based on the cases of *mention* and *depiction*

Textbook	Touch Stone	Four Corners	Top Notch	Interchange	Total number and percentage
Mention	7 25%	4 50%	13 92.85 %	6 46.15%	30 47.61%
Depiction	21 75%	4 50%	1 7.14%	7 53.84%	33 52.38%
Total number	28	8	14	13	63

As for the first research question on the modes and proportion of the text-accompanied images presented in widely-used English language textbooks, one can see in Table 1 that the total percentage of the cases of *mention* and *depiction* appeared to be close. In other words, English Language textbook writers, knowingly or unknowingly, tend to almost equally draw on these two types of images. However, the comparison between the English Language textbook series revealed that there did exist some differences between the textbooks in this regard. In fact, while, Top Notch series leaned completely toward the cases of mention, Touch Stone favored the cases of depiction much more than those of mention. Moreover, it appeared that the other two language textbook series, i.e. Four Corners and Interchange, were more balanced in this regard. Due to the nature of these two types of image, it seems the depiction type should be preferable for language textbook writers as it provides more detailed information on celebrities. In other words, if the depiction type becomes dominant, it may prevent providing learners

with superficially basic or clichéd information on celebrities who are commonly regarded as the stereotyped icons of their culture.

Table 2. The percentage of the celebrities' images based on Kachru's (1985) circles

Kachur's circles	Number of images	Percentage of images
Inner circle	50	79.36%
Outer circle	2	3.17%
Expanding circle	11	17.46%

As for the second question concerns in what proportion the images are depicted as regards the three circle countries, one can see in Table 2 that the images related to the inner circle, which include 79.36 percent of all, appeared to be much more than those of the outer and expanding circles, which were 3.17% and 17.46%, respectively. The fact which clearly shows that there does exist a biased representation of celebrities' images in favor of the inner circle countries. The other eye-catching point concerns the percentage of the images related to the outer circle countries as compared to that of the expanding circle countries. Surprisingly, the percentage of the images related to the outer circle countries (3.17%) is even quite lower than that of the expanding circle countries (17.46%), a point which could support Jenkins's (2007) statement on ENL is often portrayed as the only genuine English and thus only its native speakers are often considered as the qualified experts. Thus it seems that such low presentation concerning the images of the outer circle countries is just a case in point. In connection with this very second research question, one could say these proportions of the images are neither culturally fair nor theoretically expectable. In fact, according to Kachru's (1985) three-circle model, the outer circle countries come second, after the inner circle countries and before the

outer circle countries, since they have the norm-developing role as far as the English Language is concerned.

Table 3. The comparison between the language textbook series based on the percentage of the celebrities' images in each of Kachru's (1985) circles

Textbook	Touch Stone			Four Corners			Top Notch			Interchange		
Kachru's Circle	In	O	Ex	In	O	Ex	I	O	Ex	In	O	Ex
	ner	uter	pan	ner	uter	pan	ner	uter	pan	ner	uter	pan
	g	g	g	g	g	g	g	g	g	g	g	g
number	24	0	4	5	0	3	1	0	0	8	2	3
percentage	85.71%	0%	14.28%	62.50%	0%	37.50%	100%	0%	0%	61.53%	15.38%	23.07%

In addition to the general trend of the images in all the textbooks concerning Kachru's (1985) circles, the textbook series were also compared against each other. As can be seen in Table 3, Top Notch textbooks have 100 percent of the images related to the inner circle, while the percent of the other textbooks, i.e. Touch Stone, Four Corners, and Interchange, are 85.71%, 62.50%, and 61.53%, respectively. Regarding the images related to the outer circle, only Interchange textbooks have two images, 15.38%, while the other textbooks have no relevant images. Regarding the images related to the expanding circle,

Four Corners textbooks receive 37.50 % of its images, while Interchange, Touch Stone, and Top Notch textbooks receive 23.07%, 14.28%, and 0%, respectively. In other words, Interchange textbooks and Four Corners textbooks appeared to be more international than the other two textbooks as far as the celebrities' images are concerned.

Table 4. The percentage of the celebrities' images based on the identified common fields

		number	parentage
Field	Media	37	58.73%
	sports	4	6.34%
	politics	6	9.52%
	arts and science	11	17.46%
	the miscellaneous	5	7.93%

As for the third research question on the thematic aspect of the images, Table 4 provides thematic information obtained after exploring the widely-used English language textbooks. This exploration provided two types of juxtaposition. The first juxtaposition, which is holistic in nature, concerns the percentage of each field in all the textbooks. The second juxtaposition, which is analytical in nature, concerns the significance of each field in each book as compared with the other ones.

As for the holistic juxtaposition, the field of media appeared to be the most common field with 58.73% of the images. The second most frequent field is arts and science which receives 17.46 % of the images. The fields of politics and sports respectively gain the fewest images, i.e. 9.52% and 6.34%. It should not remain unsaid that only 7.93% of the images are also related to the miscellaneous fields. It is felt that the field of arts and science provides learners with more profound information, which helps gain a more realistic picture of a given culture. On the other hand, the field of media is commonly associated with the least profound type of information. In fact, most of the images concerning this field

relate to movie celebrities whose fame is mainly due to unreal events acted out based on the scenario of movies. In short, the priority of media over arts and science could be considered as a hindrance for portraying a thorough picture of a given culture.

Table 5. The comparison between the textbook series based on the percentage of the common fields of the images

Textbook	Touch Stone	Four Corner	Top Notch	Interchange	
Field	media	22	2	9	4
		78.57	25%	64.28	30.76%
		%		%	
	sports	2	0	0	2
		7.14%	0%	0%	15.38%
	politics	2	1	1	2
		7.14%	12.5%	3.57%	15.38%
arts and science	1	3	4	3	
	3.57%	37.5%	28.57	23.07%	
			%		
the miscellaneous	1	2	0	2	
	3.57%	25%	0%	15.38%	
Total number of the images in each book	28	8	14	13	

As for the analytical juxtaposition, Four Corners textbooks receive the highest percentage (37.5%) of the images related to arts and science, the field which, as mentioned earlier, makes up the most significant part of culture. On the other hand, Touch Stone receives the highest percentage (78.57%) of the images related to the theme of media, the field which, as mentioned earlier, commonly displays the most superficial part of culture. Moreover, the fields of politics and sports remained in the middle in all the books. All and all, Four Corners and

Interchange textbooks appeared to be more international than the other two language textbooks as far as most of the cultural aspects pertaining to the celebrities' images are concerned.

Conclusion

The findings of this study could also be interpreted as and extended to a more general trend than only local exigencies. Unlike the popular claim about the globalized ownership of EIL, the figures of this study point to the fact that the English language portrayed in the majority of the widely-used textbooks is far behind being international as far as the culturally text-accompanied images of celebrities are concerned. Evidently, this partial state of widely-used English language textbooks runs contrary to Dörnyei's (2005) assertion on the aim of EIL for supporting "a non-parochial, cosmopolitan, globalised world citizen identity" (p. 97).

Not only is there a flaw in the quantitative aspect of celebrities' images, it is also felt that the qualitative aspect is in question. More specifically, one could say that the most common field in the celebrities' images concerns the field of media, which should be considered as the most superficial layer of culture. In fact, the other fields including arts and science, politics, and sports altogether comprise the minority of the images. This very finding is virtually in line with Banegas's (2010) criticism regarding digressing controversial topics as well as presenting an idealistic portrait of Inner-Circle countries in the current English language textbooks.

Similarly, such biased attention toward the celebrities as regards the field of media, which virtually possesses the features of stereotypes in Hall's (1997) sense, direct learner minds to only clichéd and basic characteristics of culture. In fact, as Canagarajah (2005) holds, the objective of ELT materials should be to raise learners' critical awareness by the act of exploration into problems, contradictions and issues related to language learners' life experiences. However, these stereotyped images surrounding celebrities could, in Byram's (1990) opinion, hinder reflecting social reality owing to a stereotyped or narrow perspective of the target communities.

Furthermore, the lowest number of the outer circle's images as compared to that of the inner circle's and even the expanding circle's images could imply two documented issues. First, it points to Kachru's (1992) concept of linguistic schizophrenia, a term which points to the existence of a double standard as regards the other low prestigious varieties of English. In other words, whereas a large number of scholars and language practitioners theoretically subscribe to the international aspect of English and thus to its international ownership, they tend to adopt the so-called prestigious varieties, i.e. those of the inner circle, in practice. The Second issue is what Jenkins (2001) points out: ENL is commonly regarded as the only recognized type of English. In other words, there seems to be a strong inclination toward ENL in the uphill competition between ENL of the inner circle countries and ESL of the outer circle countries.

Admittedly, there were several limitations to this study which could lay the foundation for further research. A qualitative type of analysis could be made to shed light on the different effects of various types of images. Additionally, celebrities' images could be divided into different types based on their fame, a division which might reveal important facts about the cultural orientation of widely-used English language textbooks. Lastly, it should not be remained unsaid that English language textbooks of the other levels could be examined to see whether or not similar findings are gained. There do exist a number of pedagogical and practical implications to be drawn from this study. First, Syllabus designers and curriculum developers could be asked to take the different types of text-accompanied images, i.e. depiction and mention, into consideration before writing an English language textbook. Second, textbook authors could have a fair proportion of inner circle to outer and expanding circle countries for presenting images. Moreover, textbook authors could draw on the different fields of celebrities' images.

References

- Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT Journal*, 62(3), 276-283.

- Allen, W.W. (1985). Toward cultural proficiency. In A.C. Omaggio (Ed.), *Proficiency curriculum, articulation: The ties that bind* (pp. 137–166). Northeast Conference Reports. Middlebury, VT: Northeast Conference.
- Banegas, D. L. (2010). Teaching more than English in secondary education. *ELT Journal*, 65(1), 80-82.
- Byram, M. (1993). Language and culture learning: The need for integration. In M. Byram (Ed.), *Germany, its Representation in Textbooks for Teaching German in Great Britain* (pp.87-101). Frankfurt am Main: Diesterweg,
- Byram, M. (1990). Foreign language teaching and young people's perceptions of other Cultures. In B. Harrison (Ed.), *Culture and the Language Classroom* (pp. 76-87). London: Modern English Publications and the British Council.
- Byram, M., & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching*. Clevedon, UK: Multilingual Matters.
- Canagarajah, A. S. (1999). 'Interrogating the "native speaker fallacy": Non-linguistic roots, non-pedagogical results'. In G. Braine, (Ed.), *Non -native Educators in English Language Teaching* (pp. 77-92). Mahwah, NJ: Erlbaum.
- Canagarajah, S. (2005). *Reclaiming the Local in Language Policy and Practice*. Mahwah NJ: Lawrence Erlbaum.
- Clarke, J. & Clarke, M. (1990). Stereotyping in TESOL materials. In B. Harrison (Ed.), *Culture and the language classroom* (pp. 31-44). Hong Kong: Modern English Publications and the British Council.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Cambridge University Press.
- Derenowski, M. (2011). Strangers in Paradise: The Role of Target Language Culture in Foreign Language Teaching Materials. In J. Arabski & A. Wojtaszek (Eds.), *Aspects of Culture in Second Language Acquisition and Foreign Language Learning* (pp. 77-93). London: Springer Heidelberg Dordrecht.
- Dörnyei, Z. (2005). *The psychology of the language learner*. Mahwah, NJ: Lawrence Erlbaum.

- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed-methodologies*. Oxford: Oxford University Press.
- Ellis, D. (1990). *Cross-cultural relevance in EFL materials*. Paper presented at AILA '90, Thessaloniki.
- Emmison, M. & Smith, P. (2000). *Researching the Visual*. London: Sage.
- Giaschi, P. (2000). Gender positioning in education: A critical image analysis of ESL texts. *TESL Canada Journal*, 18(1), 32-46.
- Gray, J. (2010). The Branding of English and The Culture of the New Capitalism: Representations of the World of Work in English Language Textbooks. *Applied Linguistics*, 31(5), 714–733.
- Hall, S. (1997). The work of representation. In S. Hall (Ed.) *Representation: Cultural Representations and Signifying Practices*. London: Sage/Open University.
- Hammerly, H. (1982). *Synthesis in Second Language Learning*. Blaine, WA: Second Language Publications.
- Hilliard A. D. (2014). A Critical Examination of Representation and Culture in Four English Language Textbooks. *Language Education in Asia*, 5(2), 238-252. <http://dx.doi.org/10.5746/LEiA/14/V5/I2/A06/Hilliard>
- Holly, D. (1990). The unspoken curriculum, or how language teaching carries cultural and ideological messages. In B. Harrison (Ed.), *Culture and the language classroom* (pp. 11-19). Hong Kong: Modern English Publications and the British Council.
- Hurst, N. R. (2014). *The Representation of Culture in Portuguese Produced English Language Teaching Coursebooks: 1981-2006* (Unpublished Doctoral Dissertation). University of Porto, Portugal.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. New York: Oxford University Press.
- Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 54(4), 328- 334.
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk and H. G. Widdowson (Eds.), *English in the world* (pp. 11–30). Cambridge: Cambridge University Press.

- Kachru, B. (1992). World Englishes: approaches, issues and resources. *Language Teaching*, 25 (1), 1-14. Cambridge UP.
- Kivistö, A. (2005). *Accents of English as a lingua franca: A study of Finnish textbooks* (Unpublished master's thesis). University of Tampere, Finland.
- McCarthy, M., McCarten, J., & Sandiford, H. (2014). *Touchstone* (2nd ed.) Cambridge: Cambridge University Press.
- Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.
- McKay, S.L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), 1–22. doi: 10.1111/1473-4192.00035
- Mitsikopoulou, B. (2015). Digital textbooks and the politics of content enrichment in EFL textbooks. In X. Curdt-Christiansen & C. Weninger (Eds.) *Language, Ideology and Education: the politics of textbooks in language education*. Abingdon, UK: Routledge.
- Moran, P. R. (2001). *Teaching Culture: Perspectives in Practice*. London: Heinle & Heinle
- Nieto, S. (2009). *Language, culture and teaching: Critical perspectives*. New York: Routledge.
- O'Neill's (1970). *English in Situations*. Oxford: Oxford University Press.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. London, UK: Longman.
- Pennycook, A. (1998). *English and the discourses of colonialism*. London: Routledge.
- Perales, J.F. & Jiménez, J. (2002). Las ilustraciones en las enseñanza-aprendizaje de las ciências, análisis de libros de texto [Illustrations in the educational books, analysis of textbooks]. *Enseñanza de la Ciencias* 20 (3), 369-386.
- Pereira, M. (2007). *O Design e a Edição Escolar - O Contributo do Design na elaboração dos Manuais Escolares do 1º Ciclo*[The Design and the School Edition :The Contribution of the Design in the elaboration of the School Books of the first Grade] (Unpublished Masters' dissertation). Lisbon, Portugal: Instituto de Artes Visuais, Design e Marketing, Lisboa.
- Prodromou, L. (1988). English as cultural action. *ELT Journal* 42(2), 73-83.

- Rajagopalan, K. (2004). The concept of “World English” and its implications for ELT. *ELT Journal*, 58(2), 111–117.
- Richards, J. C., & Bohlke, D. (2012). *Four Corners*. New York: Cambridge University Press.
- Richards, J. C., Hall, J., & Proctor, S. (2005). *Interchange* (3rd ed.). UK: Cambridge University Press.
- Romney, C. (2012). Images in ELT textbooks: Are they just decoration? In A. Stewart & N. Sonda (Eds.) *JALT 2011 Conference Proceedings*. Tokyo: JALT.
- Saslow, J., & Ascher, A. (2011). *Top Notch: English for today's world* (2nd ed.). Pearson Education, Inc.
- Saville-Troike, M. (1978). *A Guide to Culture in the Classroom*. Arlington, VA: National Clearinghouse for Bilingual Education.
- Sharifian, F. (2009). English as an International Language: An Overview. In F. Sharifian, (Ed.). *English as an international language*. (pp. 1-18). Multilingual Matters.
- Shin, J., Eslami, Z., & Chen, W. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253-268. <http://dx.doi.org/10.1080/07908318.2011.614694>
- Soars, L., & Soars, J. (1996). *New Headway*. Oxford: Oxford University Press.
- Solhi, M. (2014). Calling for English for Specific Cultures-based Coursebooks in English as an International Language Era. *International Journal of English Language Education*, 2(2), 279-294.
- Taylor-Mendes, C. (2009). Construction of racial stereotypes in English as a foreign language textbooks: Images as discourse. In R. Kubota & A. Lin (Eds.), *Race, culture, and identities in second language education*, (pp. 64-80). London, UK: Routledge.
- Toprak, T. E. & Aksoyalp, Y. (2014). The Question of Re-Presentation In EFL Course Books: Are Learners of English Taught about New Zealand? *International Journal of Society, Culture & Language*. 3 (1) 91-104.
- Walker, G. (2000). Performed culture: Learning to participate in another culture. In R. D. Lambert & E. Shohamy (Eds.), *Language and pedagogy*:

Essays in honor of A Ronald Walton (pp. 221-236).
Amsterdam/Philadelphia: John Benjamins Publishing.