

Manifestations of Globalization and Linguistic Imperialism in English Language Teaching and Materials Preparation: Ideology in the International ELT Textbooks

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Abstract

This study intended to investigate the imposition of values and ideological patterns of particular societies affecting learners' identity as a result of globalization and linguistic imperialism in the internationally distributed textbooks which are developed to meet the English language needs of international learners and are broadly used in Islamic countries like Iran. For that reason, critical discourse analysis (CDA) with its theory and procedures, as developed by Fairclough (1989), used in conversations, illustrations and reading passages in *Interchange*, *Four Corners*, *Top Notch* and *American English File* series and three meaning dimensions– the textbooks content, the social relations of the characters in the textbooks, and their subject positions– were classified and analyzed statistically. Overall, the findings of this study represented that these ELT books are by some means unfair and inclined to signify a specific discourse type, that is, the Western culture discourse, ideological patterns, and consumer societies, which can impose the Western view and have different effects on students' identity in Islamic countries.

Keywords: Course Content, Globalization, Ideology, Linguistic Imperialism

1. Introduction

Communicating ideas is not the only function of a language. Rather, language can be considered a powerful source of setting up and preserving social relationships in speech communities. Power can be established by the use of language. Accordingly, language highlights the *truth* of the superior, and deemphasizes the *truth* of the inferior to a large extent (Thomas & Wareing, 1999).

English is recognized as the international language for communication all over the world because of its position and uses in the world today. It can be used among the people of the same country, e.g. India and thus, it can be considered an international language locally and globally (McKay, 2002). In fact, only English has contained the military and economic power needed for making the international language among other colonial languages (McArthur, 1998). In particular, the domination of countries that speak English in several areas provides English with an upper rank, and contributes to making English a principal language among other languages.

Crystal (2003) mentioned that English nowadays is the prevailing means of universal relationships, tourism, security, training, media and interactions. By the same token, McKay (2002) believes that the people who are using English nowadays are a lot and this number is rising. This increasing number is because of the benefits that English provides for those people speaking it and these benefits help people who know this language and can use it.

Over the past 50 years, the most important Foreign Language in Iran has been English. Throughout the Pahlavi Dynasty (1925-1979), because of the close social, political, economic, military and pro-Western policies in the relationship between British and American companies and institutions and Iran's king (Shah), English as the symbol of modernity was chosen as the foreign language of Iran. Teaching English faced some problems after the establishment of the Islamic Republic of Iran in 1979. At first because of the United States and England which might endanger the Islamic and national identity of the country, English was observed as the language of the enemy. However, considering the Islamic revolution in the world along with several reasons, e.g. the necessity for accessing economic, technological and scientific development, made English an integral need (Sharifian, 2008).

Defining globalization is not easy. Armstrong (1998, p. 426) defines globalization as "process (e.g. the expansion and internationalization of financial markets), interactive networks (e.g. global corporate management; worldwide epistemic and interpretive

communities), structures (e.g. newly emerging power relationships deriving from changing global investment patterns) and discourse (e.g. new social constructions of cognition, identity and meaning built upon postmodern global conditions).", while Giddens (1990, p. 64) describes globalization as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa". According to Giddens (1990) globalization could be defined as a division of time and space, expressing that data and culture can be shared in the world through immediate communications.

Among different types of globalization, cultural globalization is being argued among intellectuals of a variety of disciplines. However, it is difficult to satisfy applied linguists completely. Based on the critical analysis of the present literature in the fields of sociology and culture, there are three corresponding schools of thought. The first group members are signified by authors like Ritzer (1993) who believed that some sort of cultural homogenization, which is holding the American culture at the center is apparent. These authors believe in an easy and clear equation: "Globalization" means "Westernization" means "Americanization" and "McDonaldization".

According to this equation, globalization is mainly considered a process of Westernization which to a large extent is the same as Americanization which can be considered McDonaldization. Secondly, globalization affects political activities, which has an important effect on the world. E.g., financial activities, technological industry and global economy can lead basically to interaction and media. Thus, globalization can transform circumstances and conditions in ELT (Block & Cameron, 2002). As the final point, ELT settings have different contexts in several countries all over the world Block and Cameron (2002) observed some of these changes based on economy and technology. There is a question here to see if globalization contains good or bad effects on ELT with regard to the profession, teachers, activities, learners, methodologies, and course books, etc.

Hodge, Kress and Jones (1979) considered the importance of language in studying ideology: "Ideologies are sets of ideas involved in the ordering of experience, making sense of the world. The systems of ideas which constitute ideologies are expressed through language. Language supplies the models and categories of thought, and in part people's experience of the world is through language" (p. 81).

Pennycook tried to set up a distinctive difference between Phillipson's *Linguistic Imperialism* (1992) or *English in the world*, as Pennycook (1995) called it, and *world in English*, or Discourse Imperialism. *Linguistic Imperialism* refers to the (deliberate) English language usage and the cruelty it takes, but Discourse Imperialism is related to the development of a Discourse uttered by the West, mostly when white men used that, or an English discourse which protects the dominance of some countries. This figure of imperialism is more dangerous and subtler (Phillipson, 1992) because a Discourse like this could result in expected inequalities in economics, politics, education, culture, and communication, etc. In this regard, Pennycook, (1995, p. 43) saw English as "language of international capitalism". His vision about the spread of English caused him to see this language as something biased and not beneficial, which could result in much discrimination in our world (1994).

Many scholars believe that English has not been made accidentally in the world. Some authors such as Crystal (1997) mention that English was at its right position (Phillipson, 2000). It is important to mention that there was some control behind spreading English at the first stage of colonialism. This point is not important these days as Crystal (1997) clarifies. The importance of media, some films and information, is also supreme. They are part of the "Discourse". They can influence cultures through the world. It shows that the culture is more dominating factor than the language.

According to Phillipson (2000), the outline of language legislation reveals language disagreements between minority and majority languages in the countries. It is possible to work out such disagreements by clarifying the rank of such languages. Accordingly, languages have the intentions of advancement and development by outlining clear language legislation that insists on language rights for individuals and groups as well as language obligations by the nation. Bearing in mind that culture provides people with some sense of inferiority on the part of the language learners; we could imply their dependability to native speakers (Phillipson, 1992). In this regard, Phillipson believes that the relationship between the native English speaking community and the Foreign Language (FL) or Second Language (SL) learning countries provides a core-periphery connection. He states that the principles of ELT contain *ideological and structural consequences*. Thus, they help reinforce keeping the center over the periphery (Phillipson, 1992). *Linguistic Imperialism* has a remarkable impact on modern English Language Teaching (ELT) (Phillipson, 1992). It restructured conventional thoughts on typical ELT and presented novel visions into the worldwide supremacy of English.

The emergence of different language schools with different philosophies raised curriculum problems the unsuitability of some national curricula to succeed in offering a global facet and worldwide involvement in the educational system. For that reason, through Critical Discourse Analysis (CDA), education researchers have received different ways of delving in language use in different social settings. Through considering the quality of language as a phenomenon, which is taken for granted and making possible the examinations of how texts present the world in specific ways based on special tendencies, some opportunities are provided within CDA to ponder the relations between society and discourse, between context and text, and between power and language (Fairclough, 2001). On the other hand, course content suggests a *hidden curriculum*, which is defined as implicit messages, can go beyond true-life information including ageism, sexism, values, and social orientation. They might be forced to do with political beliefs, religious attitudes towards some particular kinds of people and cultures, or nationalities (Ur, 1996). The content of pedagogical supplies considerably influences learners' personalities and perspective of themselves, society, and people. This fact is mainly the same with learners of English as a Second Language (ESL).

Some issues have recently attracted the attentions of researchers especially the critical discourse analysts. They are the investigation of ideology, culture, and sexism in different domains including textbooks. It is obvious that evaluating the textbooks in the EFL classrooms is important because after the teachers, they are the second main resources that the students have access to. Undoubtedly, they play crucial roles in learning language (Philipson, 1992).

There has been no agreement on the appropriateness of internationally distributed textbooks for students who study in Islamic countries. International education has received much attention from critical theorists. Obviously, this is considered an essential domain for the study of training, education, social change, and socialization. The term of hidden curriculum functions as a precious theoretical framework from which to examine the social functions of education. The unconformity between implicit curriculum and explicit curriculum is the fundamental reason that makes the ideological work in educational centers inefficient. Better planning for implicit curriculum can bring about perfect conformity between explicit curriculum implicit and curriculum with more efficient results in moral education in educational centers (Crystal, 2003).

Because textbooks are important in teaching and learning languages in the world, they are the sources of power relations through which learners form their opinions. Therefore,

some of the sociocultural issues shaped by textbooks in general and ELT materials in specific is the concept of ideology, which is the idea of world Englishes and sexism. Furthermore, textbooks as an important element in ELT classrooms, impact the learners' mental models (Philipson, 1992). Accordingly, the current study argues the fact that the preparation of English as a Second Language (ESL), instructional materials, and textbooks must show different perspectives related to a pluralistic society to make students more active in recognizing and facing biases existing in different cultures and provide more intercultural learning (Ur, 1996). The current study is intended to answer a major question about the internationally distributed *Interchange*, *Four Corners*, *Top Notch*, and *American English File* textbooks:

Do the mentioned EFL materials impose standards and values of particular countries on Iranian English learners' identity regarding linguistic imperialism and globalization?

2. Literature Review

Although there are many studies that have discussed globalization and linguistic imperialism, few ones depict what is actually happening. McKay (2002) mentions that when an international language is concerned: (a) there is no need that the learners learn the cultural standards of that native language. (b) The possession of an international language comes to be "de-nationalized". (c) The pedagogical purpose is helping learners put forward their opinions to other people (McKay, 2002). Thus, an international language provides its learners with the capacity to interact internationally with people of other countries; they can even communicate locally in their country. It suggests detaching from cultural norms. The learners are not supposed to try to be like any native speakers expressing the norm.

Generally, some critics believe that English is an unfair international language. Pennycook (1995) mentioned that English sets off many injustices as follows:

1. It performs as an entrance for jobs, education, advocating monolingual elite, in the Periphery and in the Centre.
2. It provides many people with unreachable areas.
3. It keeps some people from being recognized with their first language and causes some minority languages to vanish.
4. It provides some inconsistencies in the case of NS in the ELT profession (Kachru, 1992).

Fairclough (1995) emphasizes the role of communication in power relations. The improvement of capitalism since the 19th century defines the society in our time. Since social relations of all kinds are achieved through language, Fairclough emphasized more communication and using the language. It is believed that "power relations are applied implicitly in language. So power lies in communications. The term 'Power' in communication means that we have some level of supremacy in our message, in the oral or written text which hinders who *could tell what to whom*. Through speaking about 'power behind communication', Fairclough similarly pinpoints supremacy at the society itself. Society is the real place that the text could be produced in it: "the whole social order of discourse is put together and held together as a hidden effect of power" (2001, p.46). In this situation, concealed control leads to hidden imperialism.

Skutnabb-Kangas (2000) considers the identical ideology in her book that is based on a holistic approach that provides a prosperous source of documents for the readers. She criticizes the standing role of English all over the world, particularly in the face of much prejudice, identity, educational problems, or "linguistic genocide". On the other hand, Bahrami (2011) evaluated intermediate Top Notch. The results seemed to be helpful for English teachers who teach at language institutes to consider the strengths and weaknesses of these books.

Spot On, which is taught in primary public schools in Turkey, was evaluated by Tok (2010). The findings showed that this book could not address the learners' real needs. Consequently, Litz (2005) evaluated English Firsthand 2 (EF2). The findings presented that the book was very attractive, organized, clear, and coherent. Additionally, the entire textbook package contained useful supplementary materials, a multi-skills syllabus, and the integration of the four language skills regarding other aspects of ELT such as vocabulary development. Although EF2 was useful, it had some defects. Some activities were repetitive and could not encourage meaningful practice to promote the internalization of language and realistic discourse.

On the other hand, Vellenga (2004) compared EFL and ESL books. She stated that these books cannot provide necessary information because students cannot effectively learn pragmatic competence. In fact, it focused on explicit and metapragmatic description.

Apple (1982) tries to clarify the definition of the hidden curriculum holding the concept of hegemony. The concept of hegemony from his point of view outlines the school from

different aspects and defines schools as both distributors and producers of the necessary culture for the socialization of students. It can be said that rules and activities of school can make the social life in schools and provide students with various norms and cultures. In another article entitled "Ideology and Curriculum" Apple (2001) pinpoints that the hidden curriculum can symbolize the ideological needs. Lynch (1989) stresses that the way to distribute high-status curricular knowledge can be regarded as an essential component of the hidden curriculum for Apple. In addition, McKay (2002) in her book observes that students of a foreign language do not require learning the standards of native speakers of that language. In that case, the power of a universal language becomes 'de-nationalized'. Accordingly, the pedagogical aim of learning a new language is helping students to transfer their ideas to other students. Hence, as was seen above, the goal of teaching and learning an international language is providing the power of communication others. Therefore, the learners don't need to copy any native speakers when the language is international like English. Regardless of the standard, NSs are not needed to tell us about the norms.

Based on linguistic imperialism and cultural homogeneity, Aliakbari (2003) reacted to Phillipson (1992), and performed a study and made ten contradictory arguments. He questioned the native speakers' domination in using English internationally. Doing so, he supported intercultural competence, cultural awareness, and interlocutors' mutual appreciation. Finally, he put forward "linguistic democracy" as the alternative paradigm to specify the problems with the "native speakers" dependency view, and additionally emphasized the cultural recognition of cultural variety. Finally, finding out the need for using a continuing ideological pattern, Taki (2008) examined the ideological selection of international ELT books. According to the results of his analysis, they embody the discourse of Western consumer society.

International education should not impose learners, but let them discover and reflect themselves because it has an important role in communication ethics. Students should be provided with worldwide topics, reactions from creative thinkers, and also the chance of discussing all of their school materials. However, based on these universal views or values, we do not mean that different nations or groups should act similarly. There is a question that to what extent the international materials should be faithful in shouldering this responsibility?

Recently, there has been an increasing need for one international language for unlimited objectives and, still, English appears to be that necessary language; although English language

use may be unfair and biased in different ways. Accordingly, some English language teachers and learners are familiar with matters e.g., reading texts of universal ELT materials used in the Iranian English language institutes and universities. In addition, they are aware of the importance of topics about ideology, lifestyle, materialism, neo-liberalism, capitalism, individualism, and consumerism of the West (Keshavarz & Akbari Malek, 2009). Contrarily, this has made concerns regarding the foreign language information consumed, taken, and reproduced by Iranian language learners and teachers, in addition to the degree to which such worldwide lifestyles indicate the realities, norms or priorities used every day by teachers and learners in the Iranian settings.

From a wider viewpoint, the subject of national identity and the necessity of social identities of language learners and the lived experiences to be joined into the second language curricula are lately getting substantial attention.

There are different ideas about the intervention behind the spread of English. Some believe that the most important factors are the British Empire in the last two centuries and the US after both the two World Wars. Different authors, on the other hand, give varied importance to it. Crystal (1997) believed that English was exactly "at the right place at the right time" (Phillipson, 2000, p. 105). Crystal clarifies that in the first moments of colonialism, there was some control in spreading English but nowadays that is not the case. This seems to cause no danger and is a reasonably good solution against multilingualism. Based on this perspective, those who like to choose speaking English do it freely nowadays. The spread of English as a Second Language or a Foreign Language is *natural*. We should say that it has stolen the scene. However, a closer examination of the situation reveals that the dominance was hidden for two centuries ago. Furthermore, to draw the maximum benefit from the spread of English we should consider a careful analysis, and simultaneous attempt to alleviate the negative effects of such linguistic globalization. In fact, many scholars believe that English imposes particular thoughts on learners who learn it as a foreign/second language. They worry about being misunderstood. Materials developers should come to accept the richness of different cultures and recognize them practically to challenge discrimination and prejudice where they appear.

Principally, international education must recognize the status quo of varieties in human life. It must tell the learner about the notion that humans have certainly established a variety of different methods of life, societies and worldviews, and that this range of human life

improves all of us. It is education that stimulates fairness and human rights, challenges biased discrimination, and supports the standards upon which fairness is made. International materials should be intercultural irrespective of students' culture, ideology, sex, race, religion, etc. In fact, the appropriateness of internationally distributed textbooks for students who study in Islamic countries has been a controversial issue. International education has received much attention from critical theorists. The term of hidden curriculum functions as a precious theoretical framework from which to examine the social functions of education. The unconformity between implicit curriculum and explicit curriculum is the fundamental reason that makes the ideological work in educational centers inefficient. Better planning for implicit curriculum can bring about perfect conformity between explicit curriculum and implicit curriculum with more efficient results in moral education in educational centers.

The situation of Iran, as an Islamic country, has contributed to obvious challenges in ELT contexts. The failure of universities and public schools in providing the communicative environments for Iranian learners has contributed to increasing the number of English institutes in most cities in Iran. Using imported textbooks, which are published mostly by universal publishing centers, is the basis of many language institutes in the private sector. Considering imported foreign ELT textbooks as supplies for distributing hidden and obvious cultural values and socio-political ideologies, local investigators should pay much attention to such educational materials. Important subjects such as ceremonies and festivals, American lifestyle, Hollywood celebrities, and Western living standards or cultural values that are different from the local specifications, realities and authentic matters of Iranian language learners and teachers have been stated repeatedly (Kazemi, Asadi Aidinlou, Savaedi, & Alaviniya, 2013).

In order to study the possible negative aspects such as values or ideology of the material developers that may be imported, this study reviews the most popular ELT textbooks. Thus, the results of the present study are useful for teachers to raise their awareness of introducing or teaching ELT materials. This study will offer EFL teachers more choices for customizing their own uses to provide more culturally and ideologically inclusive instruction for their pupils. This study will introduce some tactics for coping with possible stereotypes and ideological and cultural biases in instructional materials. It helps the researchers to have a general picture of globalization and linguistic imperialism and guides them to utilize related theories in innovative areas such as critical pedagogy. In this way, it helps teachers to

confront biases and counter the formation of more new misconceptions and tries not to let superiority of particular countries be made. Last but not least, it can help materials developers for producing more neutral, unbiased materials free of taboos, misconceptions, etc.

3. Methodology

3.1. Design of the Study

This study adopts a qualitative content analysis which examines the ideology of five internationally distributed ELT textbooks to provide a structured way of analyzing open-ended and relatively unstructured data with reference to the contents, social relations, and subject positions to draw conclusions and inferences about the content. Content analysis was a practical method in this study. When a portion of the necessary information was coded by mistake, it was possible to recheck the text.

3.2. Materials

The sources of materials in the present study are *Interchange 1* (Richards, 2013), *Four Corners 1* (Richards & Bohlke, 2011), *Top Notch 1A/1B* (Ascher & Saslow, 2011), and *American English File 1* (Oxenden, Latham-Koenig, & Seligson, 2008) textbooks. All of them are internationally distributed textbooks and used widely. The ELT textbooks selected were actually designed to be used by non-native speakers of English. Additionally, In Iran, the ELT textbooks used in the English institutes are usually the ones that have been written by native speakers of English.

The main reasons to choose these books are:

- a. They are used in many language institutes in Islamic countries.
- b. They have been written by famous writers such as Richards (2013).
- c. The internationally popular publishers like Cambridge University Press have published them and these books are easily found everywhere.

3.3. Selected Framework

The framework used for analysis (*Investigating the Three Dimensions of Meaning*) is a modification of Fairclough's (1989), which is a critical discourse analysis model. This model is based on Halliday's (1985) systemic-functional grammar (SFG) in order to analyze texts to examine (1) contents, (2) subject positions, and (3) social relations in ELT materials to show

(1) power relationships and (2) the ideology represented by them. Then, to investigate the dimensions of meaning, Taki's (2008) procedure with some modification was used. Finally, based on Weber (1990) the coding system contains key-word-in-context (KWIC).

3. 4. Procedures

The meaning dimensions and their denoted values are clearly shown below. Table 1 displays the relationships between linguistic features, meaning dimensions, and also structural effects. Based on what will be presented later, the regular usage of linguistic features reflects different types of structural effects.

"Content", related to meaning, conveys the text maker's beliefs and also knowledge or, equally like what Fairclough mentioned (1989), a person's experience of the natural and social world. In the current research, finding a job or making a date were considered some examples of contents and were used as the topics of discussions. In this study, girlfriend-boyfriend and mother-son are often referred to as "Relation". The social identity of interactants like a waitress or an employer is also referred to as "Subject position".

Table 1.

Fairclough' (1995) Relational, Experiential, and Expressive Values

Meaning Dimensions	Structural Effects	Values
Content	Knowledge and beliefs	Experiential
Relations	Social relations	Relational
Subjects	Social identities	Expressive

For investigating three dimensions of meaning, this study adopts Taki's (2008) procedure with some modification. In the current research, a thorough statistical investigation of the conversations, illustrations and reading passages was undertaken in order to categorize aspects of topics into an intelligible classification of data. It is said that, the sum of occurrences of every topic or relation which was calculated in the textbooks and the data which were achieved, all were arranged to gain a distinct representation of the prevailing design of each dimension. The underlying principle for observing the mentioned dimensions can be considering focused or unfocused parts of meaning because they reveal the ideological position of the book makers. People who take part in dialogue or conversation were identified regarding the kind of relation, gender, etc. These sections generally get more attention from students and teachers and that is the reason why these sections (conversations, reading passages, and illustrations) were selected.

Contents classification: Since contents defy easy classifications, they were the most difficult part of the data to be categorized. The topics of conversations and reading passages were established consistent with the overall picture gotten from data; because of the current research, the contents could be categorized into the following categories:

- 1) *Cultural contrasts, festivals, customs, countries, cities*
- 2) *Entertainment industry, appearance, technology, human interest issues*
- 3) *Occupational*
- 4) *Consumer-oriented, advertisement*
- 5) *Inter/personal, interactional, discussion starters, trivial to social issues*

Relations classification: Each textbook was studied carefully line by line and the relation was calculated when two interlocutors in the conversations were verbally interacting with each other in order to classify social relations. Relations contained eight groups. a) *Boyfriend-Girlfriend* b) *Members of families (Wife-husband, father- mother, brother- sister)* c) *Friends* d) *Customer-service provider, consumer-seller* e) *Reporter-audience, interviewer-interviewee* f) *Supervisor-subordinate, employer-employee* g) *Citizens, colleagues, neighbors* h) *Students, classmates, education*. Broader categories, to stop providing a large amount of data in classifying special relations, were used. Consequently, while social relations, for example, hotel manager-hotel guest might be considered separately from passenger-airline registration clerk, the broader category i.e. customer-service provider was used.

Subject positions classification: In order to classify subject positions, the subject was tallied everywhere in the book. Once one or more people shown in the subject position, it was considered one occurrence. To tabulate the data, the subject positions were, in the end, collected into the following categories: a) *commercial*, b) *occupational*, and c) *societal*. As a person who interacted, appeared to function in more than one subject position, for example, an airline passenger travelling on business, the subject position that seemed most noticeable in the context was chosen. In spite of the reappearances in arranging the collected data, the distinction of and subject positions and relations is essential. Fairclough (1989) commented that relations, subjects, and contents can overlap. However, it is better to distinguish them. The differentiation can be worthwhile to consider in what way restraints function in these parts. Further, subject positions were represented through the description and presentation of people in texts, illustrations, and the conversations.

3.5. Data Analysis Procedure

There are several ways to manipulate texts to conduct content analysis. Weber (1990) stated that they contain key-word-in-context (KWIC), word frequency counts, concordances, listing, classifying words into content category counts, content categories, and retrievals regarding content categories and co-occurrences. He declared "by the way there is no simple right way to do content analysis. Instead, investigators must judge what methods are most appropriate for their substantive problem" (p. 13). Content analysis is more than simple word counts. What makes it meaningful is its reliance on categorizing and coding the data. By category we mean a group of words which have similar connotations or meaning. (Weber, 1990, p. 37). This study tried all different coding schemes based on the quality and the nature of each part because each word could represent different categories and meanings. There are different software packages that can help to facilitate content analyses.

4. Results

The analysis results on the examined internationally distributed textbooks revealed what follows: *Tabulation of Contents*: At first, all the topics in each textbook were studied carefully. After that, in order to make a clear and general image of the textbook contents all the topics were categorized into five broad groups. The percentage of all five groups in each textbook and also in all the textbooks is shown in Table 2. Accordingly, the data from investigating textbooks individually revealed that in *Interchange 1*, categories 2 (*Entertainment industry, appearance, technology, human interest issues*) and 5 (*Inter/personal, interactional, discussion starters, trivial to social issues*) is 48% of the contents, portraying situations that for example one immigrant or one resident was confronted with when he/she began living in another language setting. The mentioned book can be considered "a multi-level course in English as a foreign language for young adults and adults" (Richards, 2013).

The data in Table 2 show that in *Four Corners 1* categories 5 (*Inter/personal, interactional, discussion starters, trivial to social issues*) constitutes about 43% of the contents, thus this textbook can be used for learners with integrative goals. It is very good for students of American English to use American language, humor, and culture everywhere. In the same line with other textbooks, *Top Notch 1*, as shown in Table 2., there has the emphasis on categories 2 (*Entertainment industry, appearance, technology, human interest issues*).

Meanwhile, this book puts a heavier emphasis on category 4 (*Consumer-oriented, advertisement*) compared with other books, so the comments made for the other textbooks may not apply to this one. The objective is entertaining the student with a portrayal of this section of society. This aim is incomplete because it is more interesting than other parts and also like those media that are sold by advertising, this book content is aimed to attract the richer sectors of the market to take full advantage of sales. In *American English File 1*, we can see that students are not actively entertained by reading passages and media excerpts. In fact, it seems that entertainment is used to increase the motivation of text users everywhere. Most lessons have media reports, reading passages about different topics such as music, movies, and trips. All used stories are samples of common fiction genres. It can be said that the students are positioned as audience members of the entertainment industry. Table 2 reveals that categories 1 (*Cultural contrasts, festivals, customs, countries, cities*) and 2 (*Entertainment industry, appearance, technology, human interest issues*) predominate suggestions that contents are related to learners' integrative goals. *American English File 1* covers a natural approach to language learning and its use for adults and young adult.

Generally, as shown in Table 2, 30% of all the conversations, illustrations and reading passages are related to category *Entertainment industry, appearance, technology, human interest issues* that can influence the language learners in individual societies because the nature of these issues is different in Islamic countries. These textbooks, except for *American English File 1*, can do little to use the different cultural backgrounds of students (category 1), as this topic is only 13% of the content. Categories (2) and (5) are 58% of the content, restating the explanations that were made for the books individually –reflecting a neoclassical approach to ELT. Categories (3) and (4) are 26% of the contents suggesting a positioning of the student in consumer and occupational domains.

The obtained data from relations in each textbook show that *Interchange 1* emphasizes *girlfriend-boyfriend, friends and citizens, colleagues, neighbors* relationships. *Four Corners 1*, however, contains different relations like *friends, customer-service provider, consumer-seller, students, classmates, education, citizens, colleagues, neighbors, and girlfriend-boyfriend* are predominant. In *Top Notch 1*, *customer-service provider, consumer-seller, friends* and *girlfriend-boyfriend* seem to be noteworthy. As a final point, in *American File 1* the relations among *citizens, colleagues, neighbors*, are emphasized.

Table 2.

Contents in Textbooks

	Interchange 1	Four Corners 1	Top Notch 1	American File 1	Total
Cultural contrasts, festivals, customs, countries, cities	15/96 (15%)	4/72 (6%)	4/60 (7%)	12/38 (32%)	35/260 (13%)
Entertainment industry, appearance, technology, human interest issues	21/96 (22%)	22/72 (31%)	22/60 (37%)	14/38 (37%)	79/260 (30%)
Occupational	11/96 (11%)	6/72 (8%)	0/60 (0%)	6/38 (16%)	23/260 (8%)
Consumer-oriented, advertisement	17/96 (18%)	9/72 (12%)	20/60 (33%)	4/38 (10%)	50/260 (19%)
Inter/personal, interactional, discussion starters, trivial to social issues	26/96 (26%)	31/72 (43%)	14/60 (23%)	2/38 (5%)	73/260 (28%)
Inter-rater reliability	0.74	0.79	0.74	0.71	

Note: The percentages may not add up to 100% because of rounding up to the nearest whole number.

In general, in the textbooks, as shown in Table 2, category 7 i.e. *citizens, colleagues, neighbors* are the most frequent relation represented with 27(29%) occurrences mentioned. It is possible to show the conversation analysis of interaction among social equals that is to explain discourse in a better world not as it really is (Fairclough, 1989). This topic is related to ELT materials that can be usually designed by applied linguists. The other most frequent relation that should be considered is *girlfriend- boyfriend* with 24 (25%) occurrences while the second least frequent relation is *family members* with three occurrences (4%). The mentioned occurrences highpoint the supremacy of a special lifestyle and deemphasize another. The fraction of *boyfriend-girlfriend* is considered to be significant as it is greater than the number of *family members*, which is about eight times. It is the second most frequent relation. All the results represent inequality in these relations based on what has been investigated. Additionally, *relations* are demonstrated in short and decontextualized conversations. Unknown characters come and go rapidly in situations without a plot. It looks like the language of advertisements.

Table 2.

Relations in Textbooks

	Interchange 1	Four Corners 1	Top Notch 1	American File 1	total
Girlfriend-boyfriend	14/32 (44%)	3/24 (13%)	5/20 (25%)	2/19 (11%)	24/95 (25%)
Family members (Wife-husband, father, mother, brother, sister)	0/32 (0%)	2/24 (8%)	0/20 (0%)	1/19 (5%)	3/95 (4%)
Friends	8/32 (25%)	3/24 (13%)	6/20 (30%)	1/19 (5%)	18/95 (19%)
Customer-service provider, consumer–seller	4/32 (12%)	3/24 (13%)	8/20 (40%)	3/19 (16%)	18/95 (19%)
Reporter–audience, interviewer–interviewee	0/32 (0%)	1/24 (4%)	0/20 (0%)	0/19 (0%)	1/95 (1%)
Supervisor–subordinate, employer–employee	0/32 (0%)	0/24 (0%)	0/20 (0%)	0/19 (0%)	0/95 (0%)
Citizens, colleagues, neighbors	5/32 (16%)	9/24 (37%)	1/20 (5%)	12/19 (63%)	27/95 (29%)
Students, classmates, education	1/32 (3%)	3/24 (13%)	0/20 (0%)	0/19 (0%)	4/95 (5%)
Inter-rater reliability	0.81 (0%)	0.70	0.79	0.81	

Note: The percentages may not add up to 100% because of rounding up to the nearest whole number.

Subject Positions: All subject positions in all conversations in every textbook first were counted and then put in the following general groups: 1) societal, 2) occupational, and 3) commercial. All subjects in each group are counted based on their occurrence. Then, the percentage for each group is calculated carefully; therefore it provides a total representation of the subject positions of all the books. As presented in Table 3, societal subject position is about 64% of all subject positions represented. It shows a full focus on the importance of the language learner who may be in cultural settings for example schools or festivals. That is a good point of these books. Commercial subject position is about 25% of subject positions that shows the representation of consumerism. And finally, job-related subject position is 11% of all subject positions that is not what is estimated since it's a common subject position and everyone could be in that position. On the other hand, the unfairness is hardly seen in these relations, besides this restates the fact concerning the inclination to hide unfairness in discourse. Accordingly, Fairclough's (1989) investigations of real micro-discourses between physicians and medical students, police and residents, etc. shows the fact that how influential

participants practice supremacy by the discourse conventions. As relations, contents and subjects are recognized; there can be noticeable restraints on things like turn taking, being able to ask questions, and being able to interrupt.

Table 3.

Subject Positions in Textbooks

	Interchange 1	Four Corners 1	Top Notch 1	American File 1	total
Societal	38/64 (59%)	36/48 (75%)	22/40 (55%)	26/38 (68%)	122/190 (64%)
Commercial	18/64 (28%)	8/48 (17%)	18/40 (45%)	4/38 (11%)	48/190 (25%)
Occupational	8/64 (13%)	4/48 (8%)	0/40 (0%)	8/38 (21%)	20/190 (11%)
Inter-rater reliability	0.79	0.71	0.74	0.71	

Note: The percentages may not add up to 100% because of rounding up to the nearest whole number.

It should be mentioned that the reason for analyzing the conversations in order to examine subject position is the fact that every unit generally starts with a conversation. Conversations can be considered the main part of every unit. Furthermore, there are illustrations and interlocutors based on the conversations. But, in reading passages there are not interlocutors, in general.

5. Discussion

To answer the research question, it is important to consider the following points. After checking the contents, a stress on entertainment, individual choice, controversial topics, and preferences could be observed. Regarding social relations, a focus is on the communication among social equals. As regards the subject positions, the emphasis on societal and commercial positions could be observed. Generally, the model implies the fact that communications mean interactions among social equals considering societal and commercial roles of speaking about topics based on individual choice or preferences. It indicates the significance of conversation analysis in conversations among social equals.

The study shows that the existence of participants in topic position agrees with the basic views of neo-liberalism. Supporting this point is an idea of learners as human capital (Apple, 1982). Based on what he comments, the world is full of competitions and learners, as the future members of the society, need to receive the necessary abilities and temperaments to

contest competently. The meaning is that we need to be careful not to fall into the trick of commerce basically with demands of language as if it was nothing but an unbiased means of transferring information (Pennycook, 1995).

In spite of extensive works on ELT, there is the speech of the necessity for cooperation to accept a certified opinion of language suitable for intercontinental usage. Although historical figures and settings, and real place names, are stopped, the existing discourse of the mentioned ELT textbooks look to reflect the advanced free-market in Western markets discourse. You might suppose such a result as the conceptual nature of the manuscript. It suggests that teaching English not easily includes the unbiased transmission of knowledge, skills, and capabilities. Certain expectations, standards, and opinions – indirectly or directly – are intricately packed in with the language (Auerbach, 1995). All in all, the data obtained show a great impact of the market on ELT. ELT experts have a duty to consider what parts should be used and what ideological relations are at risk while ELT materials are being globalised.

What is the position of family in this study? It is obvious that family is important in every society, particularly in Islamic societies. Family is understated through the internationally advertised textbooks whereas it can be against moral values of people. Censorship and bowdlerization of some pictures (that show the instrumental look at women), dialogues (in a karaoke bar or a dance club), reading passages (that adore actresses or singers), and doubtful topics like (making dates) could be considered violation of moral principles in different societies. Certainly, we do not say that people in charge of producing books had better not use their standards, but a balance should be made for global curricula. It's factual that boyfriend-girlfriend relationship or dating might not be considered *so* bad in the West since it has its ideological or cultural background, nevertheless, it cannot be tolerable in Islamic countries and it informs particular values and lifestyle that might cause brainwashing and transmutation of learners in Islamic countries. This fact is against values and ethical standards in Islamic countries.

Apparently, there is little effort to familiarize students with subjects like conversation managing tactics such as turn taking or equipping them with the oral self-defense abilities required to cope with numerous forms of violation of their wishes. What is lacking is an overt training of such skills rather than merely showing them definite kinds of language. As a result, principles are learned. Thus, training plays an important role to form principles. They

also are not absolute; conditions make individual's beliefs change. Therefore, cultural relativists contend the fact that principles are almost connected to cultural settings and are affected by the economic, political, and social setting on a global, local, national, and even family level. The present pressure among a global market and national interests as adopted by the World Trade Organization and the World Bank is a situation in point. A lot of local producers may feel that a multinational system might not report their worries and might limit their probabilities in the universal marketplace.

6. Conclusion

No language should be imperialistic, racist, or sexist. A language is like a piece of mirror showing what it contains. Generally, English users' ideas are not the same and direct. Some believe to mix tradition and modernity. However, some pay attention to negative effects of English. Some believe that English can give them power. Actually, this perspective does not belong to all learners of English who are in different countries. In fact, as we are thinking about the importance of English as a universal language, we understand that English native speakers tend to protect their language. As Ngugi (1993, p. 40), mentioned “when there is economic, political and cultural equality among nations and there is *democracy*, there will be no reason for any nation or people to fear the emergence of a common language ... English would make a credible candidate”. Therefore, universal education is responsible for reflecting a principle for the future of humankind. It is necessary to provide learners with school materials on international subjects. However, accepting those widespread values does not mean that people from different cultural backgrounds should act similarly.

Intensely deep-seated in domination and establishment, linguistic imperialism might not account for the volunteer language students' situation in using and learning English as an international language. In contrast, the increasing numbers of English learners can exploit this internationally familiar means of interaction to express the different cultural resources in their education. It is clear that in this proposal, English is not estimated to decrease to a thin pathway to the monocultural set of Anglo-Saxon ritual. Relatively that is to operate as an immense and infinite supply of human civilization, which by this means turns into an international collection of man's cultural heritage.

Certainly, there are many questions about the relationship between language spread, empire, agency, appropriation, and resistance. There is an argument among different

techniques to counter the growing domination of English discloses, different notions of multilingualism, and diverse superiorities which should be protected. Definitely with the assertion that English is the “killer language” and can endanger languages all over the world, it can be hard to withstand outside Anglophone countries of the Outer and Inner Circle, where vulnerable languages oppose the supremacy of the local regional or national languages Skutnabb-Kangas (2000).

The purpose of the current study was arguing the fact that the field of ELT has been affected by globalization. This fact leads to the development of ELT. But international ELT might present some specific models of culture that are not appropriate for a specific ELT setting. The current study also offers new descriptions of globalization. It defined how globalization is related to English and English Language Teaching. Definitely, globalization means a procedure which suggests fundamental changes in people's lives. It can be said that globalization has gradually supported the extent of English language and ELT. Accordingly, we can say that there is a mutual connection concerning English language and ELT. Obviously, when English and ELT support each other, they show their significance to many international and local sections. As linguistic imperialism exists in clarifying English language advancement, it can cover ELT completely. Considering the world's appreciation for communication, particularly after the nomination of the year 2001 by the United Nations as the year of dialogue among civilizations, the new era needs new linguistic lexicon, a language that is not contaminated by superiority or imperialism. The distinctive notion in the current study is a need for cultural and linguistic democracy among English speakers in intercontinental conditions all over the world. This study is based on the notion that democracy is the established selection for the relationships among people and language as a human quality can track the same path.

Regarding linguistic imperialism, globalization, and hidden curriculum could give teachers more awareness that definite interactional attributes can be essential to be used in order to attain certain educational objectives. Accordingly, suitable modifications could be used that contribute to a superior feature of the classroom communication and learning setting. In conclusion, CDA supports instructors to comprehend the multifaceted and intricate features of discourse in the classroom by preparing the appropriate implement to examine the connection between the discourse that they can apply and the educational objectives that they search for.

People from all over the world who are using English similarly might be able to get used to each other's ways of using their own variations for attaining communal objectives. Here, some significant subjects based on ideologies and attitudes are debated. It is sensible that communications are not free from ideologies and attitudes. As a result, discovering textbook violation of principles and reflecting their possible effect on learners' learning skills and on their self-esteem will authorize trainers to become more socially receptive and to encourage the learners to take responsibility of their acculturation procedure and enthusiastically join the conversion of present disapproving social actualities. Although some development has been attained to make textbooks comprehensive along with racial and ethnic lines (Sadker & Sadker, 2001), schoolbooks cannot show the increasing variety of learners' life perspectives along with their experiences.

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