

**The Influence of Globalization in a Unit of the Cutting-Edge Pre-Intermediate English
Textbook: A Multimodal Approach**

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2025

Dedication

I dedicate this paper to the Lord for pacifying my soul throughout this extensive journey.

To my family, who have supported me through these years with compassion and resilience.

To my sister Tania, for the extent of her love and patience. To my wonderful teachers like Silvia, who guided me through this exciting, and sometimes confusing staircase.

To my dearest confidants and partners in crime.

Your presence ignites a fire within me that sometimes threatens to extinguish.

N.

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Carlos.

Abstract

Title: The Influence of Globalization in a Unit of the Cutting-Edge Pre-Intermediate English Textbook: A Multimodal Approach

Authors: Leidy Nathalia Navarro Ramírez and Carlos Julio Jerez Cortes

Keywords: Globalization, ELT materials, multimodal analysis, cultural representation, English textbooks.

Description:

This study explores globalization in unit 7 from the Cutting-Edge Pre-Intermediate English textbook through a multimodal analysis. This research examines both visual and textual elements of the unit to determine how globalization, global issues, and cultural representation are portrayed. The methodology includes a documentary review, a systematic analysis of images and textual excerpts from the textbook, and by surveys conducted with student participants to assess their perceptions of globalization and cultural diversity. Findings indicate that while the textbook presents relevant and contextualized information related to globalization, it predominantly reflects Western perspectives and capitalist values, leading to a limited representation of non-Western cultures. This tendency raises concerns about the potential reinforcement of ethnocentric views in English language education, highlighting the need for inclusive educational materials with an authentic portrayal of global issues, encouraging and inviting students to critically engage with the complexities of globalization. By providing insights into the multimodal analysis of ELT materials and the implications of Western-centric narratives, this research contributes to the ongoing discourse on cultural representation in English language teaching.

*Bachelor's thesis

**Facultad de ciencias humanas. Escuela de idiomas. Director Silvia Andrea Tarazona

Resumen

Título: La influencia de la globalización en una unidad del libro Cutting-Edge Pre-Intermedio: Un enfoque multimodal

Autores: Leidy Nathalia Navarro Ramírez y Carlos Julio Jerez Cortes

Palabras clave: Globalización, materiales ELT, análisis multimodal, representación cultural, libros de texto de inglés.

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Este estudio explora la influencia de la globalización en una unidad del libro de texto de inglés Cutting-Edge Pre-Intermediate a través de un análisis multimodal, analizando elementos visuales y textuales de la Unidad 7 para determinar cómo se representan la globalización, los problemas globales y la diversidad cultural. La metodología incluye una revisión documental, un análisis sistemático de imágenes y fragmentos textuales del libro, así como encuestas a estudiantes para evaluar sus percepciones sobre la globalización y la diversidad cultural. Los resultados revelan que, si bien el libro proporciona información relevante y contextualizada sobre la globalización, en su mayoría refleja perspectivas occidentales y valores capitalistas, lo que limita la representación de culturas no occidentales. El estudio resalta la necesidad de materiales educativos más inclusivos y equilibrados que ofrezcan una representación diversa y auténtica de los problemas globales, fomentando el pensamiento crítico en los estudiantes. Al aportar perspectivas sobre el análisis multimodal de materiales didácticos y el impacto de narrativas occidentalizadas, esta investigación contribuye al debate sobre la representación cultural en la enseñanza del inglés.

*Trabajo de grado

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Introduction

The Cutting-Edge series, a component of the Foreign Languages bachelor 's program at Universidad Industrial de Santander (UIS), is broadly used in English language education. Thus, the analysis of its role is substantial in learning processes. In this document we argue that while foreign English content as textbooks function as a valuable didactic tool to transmitting knowledge concerning the target language, it often perpetuates stereotypical representations of cultures that fail to present a diverse overview of English language learning.

This observation, alongside the critical thinking subject at the university, inspired us to pursue possible existing trends or patterns in the materials for English learning. As the author Pennycook (1994) claims, instructional material provides a Western-centric worldview that discards cultural variety. Moreover, Holliday (2005) appraises the ideological sequels of reinforcing stereotypes in language materials and points out the importance of considering critical lens in the implementation of educational resources.

Other studies have also explored themes of cultural representation and the identification of stereotypes within foreign language learning materials. For instance, Canale (2016) investigated the “politics of hide and seek” regarding cultural representation in foreign language learning. Similarly, Lendo et al. (2023) conducted a critical discourse investigation, emphasizing the engagement of students in relation to their cultural repertoire, highlighting the importance of culturally responsible design of foreign language materials.

This paper centers on the Cutting Edge Pre-Intermediate textbook, designed to align with the Common European Framework Reference for Languages (CEFR) levels A2 and B1. This is the first official material introduced in the undergraduate foreign languages program at UIS,

comprising texts, images, videos, and audio, with its main objective, as stated in the teacher's guide, being to motivate students based on updated and globally relevant content to gather information about the world and other cultures.

As expressed in the Cutting-Edge Pre-Intermediate teacher's edition, this text, in contrast to previous versions of the book series, provides opportunities to share opinions on the topics discussed, considering the needs of mono and multicultural classes. For example, sections related to World Culture are designed to deepen understanding of global issues, and students are instructed to investigate these topics and share opinions and viewpoints (Cunningham, Crace & Moor, 2013). Similarly, the author's message alludes to technological changes and the adaptation of the book to the digital era, accounting to its integrated and multimedia nature.

Enduring the challenge of college education led to a deeper immersion in English as a Foreign Language (EFL) and a proper observation of the content used during class lessons. In this form, through the textbooks' showcase of common, relatable themes during class discussions and constant interaction with the content as well as several assignments from the Cutting-Edge textbook, a disconnection between the local context and the context depicted in the learning content became evident. On that account, a limited representation of the world's multicultural aspects may inadvertently perpetuate standardized notions of English culture and world cultures, thereby hindering an inclusive approach to learning.

The ongoing phenomena of globalization has influenced the content and language of the third edition of the Cutting-Edge textbook, which presents various elements such as a greater emphasis regarding global perspectives, namely intercultural communication and the integration of various linguistic and cultural contexts, like the exposure of different ethnicities and the incorporation of other languages. Globalization has influenced authors to incorporate

intercultural content reflecting global situations and practices (Holliday, 2006). Although we observe the didactic material may present elements of cultural diversity, it is important to critically observe and engage with such materials. The development of the book may not provide a pragmatic, meaningful basis in the real practice given to students beginning to immerse themselves in learning English as a second language, in a context of ignorance of the language and culture (Bori, 2022).

Different aspects contribute to these limitations. For instance, the material may present an idealized or inaccurate portrayal of the English-speaking cultures, which can be misleading for beginners in the language. Moreover, the book is presented in a formal, academic type of the English language, which is not reflective of the everyday use of the language that students will face in real settings. Additionally, the book perhaps presents a disconnection to the students' own lives and experiences. This might difficult how students to engage with the material in terms of relevance of its content (Davies, 2021).

The book presents the concept of diversity through the exposure of different ethnicities and speakers of various languages, in general, it portrays different environments, lifestyles, and perspectives. In this way, books not only teach a certain topic, as in the case of learning English textbooks, but their content simultaneously teaches a culture with its values, beliefs, or customs, and the information presented is transmitted both explicitly and implicitly (Sayeh, 2019). The linguistic hegemony present in the English language teaching books shows a native-centric perspective of pronunciation, as well as the reproduction of hegemonic values that propose certain countries as exemplary cultures and countries. In that sense, professional teachers and those in training ought to analyze texts and delve into their cultural representations as well as the

accuracy of certain contents. Likewise, such content of massive circulation requires critical analysis and application in our learning environments.

This phenomenon has been extended in textbooks through a noticeable emphasis on global issues, and the integration of linguistic varieties. Moreover, it is mentioned that the language used in the textbook is adapted to accommodate students from diverse cultural backgrounds, to foster intercultural understanding. However, doubts arise about the existing models of representation in the book. Our interest lies in exploring how globalization and cultural diversity are presented in the content and language of the Cutting-Edge third-edition textbook. Although a greater emphasis on global perspectives and integration of various linguistic and cultural contexts is observed, we wonder if these elements are rooted in a Eurocentric view and if they truly promote meaningful intercultural understanding among students. This study seeks to analyze the question: How has globalization influenced the content in Unit 7 of the Cutting-Edge Pre-Intermediate English textbook used in the Foreign Language Teaching program at UIS, considering linguistic and visual elements? Globalization has significantly impacted modern society, transforming the economy, education and culture (Appadurai 1996; Scholte, 2005).

Steger (2017) defines globalization as a complex, multidimensional phenomenon that continues to shape the workforce, which is influenced by educational institutions. These institutions play a crucial role in adapting and preparing the workforce to support economic sustainability at local, national, and international levels (Ball, 2012; Spring, 2014).

Educational systems have transformed to converge with global demands, situating educational content as central aspects of workforce preparation (Carnoy & Rhoten 2002). As a global language, English plays a crucial role in the job market with over 1.5 billion speakers

around the world (Ethnologue, 2002; Crystal, 2003). Consequently, the implementation of English language programs has increased, especially considering learners around the world aiming to improve their career expectations and satisfaction. For this reason, there is a high demand for official textbooks in English as a Foreign Language (EFL) professional formation, a demand driven by the economic and cultural transformations co-occurring through globalization (Graddol, 2006).

In Colombia, several schools, institutes and universities, including Universidad Industrial de Santander (UIS) integrate English language programs that rely on standardized materials, like the Cutting-Edge series by Pearson, the largest educational and textbook publishing company founded since 1844 (Pearson, 2024). These series are enforced extensively, contributing to a standardized approach to English language formation (Del Campo, 2010). Yet, the implementation of standardized materials also creates a tendency of overreliance, restricting creativity around lesson planning (Del Campo & Miranda, 2016). Educational institutions in Colombia often depend on the cultural content that is displayed in textbooks, molding cultural and linguistic perspectives of generations of professionals (Caro & Caro, 2019).

The Cutting-Edge series officially functions as the initial resource for students in some institutions, for instance, in the local environment, UIS's English course as well as the English foreign language bachelor's degree utilize the Cutting-Edge series as a central component of the curricula. In the national Colombian context, the English course curriculum is based on Cutting-Edge, given its reputation of quality, order, and efficiency.

While standardized educational materials facilitate the learning process through its quality and consistency, it may produce a major reduction of creativity in planning and teaching due to overreliance on textbooks in educational institutions, because of cultural delegation to

publishers solely (Del Campo & Miranda, 2016). Similarly, Tomlinson (2012) asserts that standardized resources oftentimes fail to address needs from culturally diversified learners. The enduring impact of this textbook pervades half of the program at UIS, rendering its influence both apparent and unavoidable. This research studies the influence of globalization in the Cutting-Edge textbook, focusing on cultural representation and global issues implementing multimodality. The goal is to analyze materials shaping students' perspectives and attitudes towards the language.

1. Objectives

1.1. General Objective

To analyze the representation of globalization-influenced content of unit 7 from the Cutting-Edge Pre-Intermediate textbook used in the UIS Foreign Language Teaching program, incorporating a multimodal perspective.

1.2. Specific Objectives

To describe the linguistic elements and discursive structures in unit 7 from the Cutting-Edge textbook.

To explore how multimodal elements (text, visuals) within the selected unit support and reinforce global themes.

To examine the representation of diversity, global issues, and intercultural communication and how these elements contribute to the portrayal of globalization through survey-questionnaires with participants.

2. Theoretical Framework

This section introduces a theoretical foundation to analyze the influence of globalization in EFL, considering the representations in the content of one unit from the textbook that may perpetuate Western-centric values through linguistic and visual choices.

2.1. Globalization

Globalization is a multidimensional phenomenon that affects politics, culture, society, and economy. Albrow (1990) defines globalization as “all those processes by which the peoples of the world are incorporated into a single society, the global society” (p. 9). Echoing this, Giddens (1990) argued that globalization is a process of social interaction that takes place on a global scale and is supported by technology, politics, and economic success. This complex process brings different perspectives and outcomes, presenting both challenges and opportunities for social development (Zhao, 2009). Globalization has had great and diverse effects on the educational system. Scholars such as Marginson (2010), Appadurai (1996), Zhao (2009) and Apple (2004) claim that globalization is constantly reshaping or influencing the way knowledge is created, shared, viewed, taught, and used.

The distribution and implementation of technology to create and disseminate information alongside the prevalence of certain worldviews such as freedom, health, and rights, raises important questions about the dominance of Western educational tools and platforms. Because they often promote ideologies based on neoliberal and capitalist values, related to individualism, competition, and economy.

(Stromquist, 2002). Consequently, this influences teachers and students' perceptions by exhibiting cultural narratives that play a critical role in the creation of perspectives about and to the world and therefore this can either challenge or reinforce stereotypes as well as prejudices (Appadurai, 1996; Stromquist, 2002; Zhao, 2009). Likewise, economic globalization also directly affects education as it prioritizes skills and knowledge considered valuable in the global market, such as STEM education, English language proficiency, and ICT skills, which are reflected on the curricula to meet the demands of the competitive current labor market (Zhao, 2009; Stromquist, 2002).

Hence, globalized educational contexts turn into complex spaces of cultural interaction, where global forces and local realities intertwine. For instance, the internationalization of higher education, alongside the migrations of educational exchanges, has led to the presence of diverse cultures inside educational institutions by introducing a range of life perspectives and potential conflicts (Stromquist, 2002; Zhao, 2009). Therefore, teachers and stakeholders face the challenge of integrating diverse cultural inputs that foster an environment where both local and global cultural identities are promoted (Zhao, 2009; Stromquist, 2002; Apple, 2009; Appadurai, 1996). The incorporation of diversified cultural inputs in the context of globalization is essential for promoting educational practices that embrace local and global schemes.

2.2. Globalization in English as a Foreign Language (EFL).

The impact of globalization is perceptible in different areas. For instance, the introduction that globalization provided us to a society where English language instruction facilitates the acquisition of global knowledge and thus, positions EFL as a rather mandatory component in the current educational curriculum worldwide. Globalization contributes to the EFL domain through the formation of meaning in diverse contexts. English, in its role as a lingua franca, serves multiple purposes besides the essential purpose of communication. It simultaneously operates as a cultural channel, connecting local and global identities and cultures respectively (Seidlhofer, 2011).

Hence, multiple authors advocate for the utilization of materials that are culturally representative in the learning environment and that engage coherently with diversified linguistic backgrounds (Bennett, 2011; Sercu, 2005; Gay, 2000). Consequently, several scholars also underline the importance of including "World Englishes" with the purpose of acknowledging a broader scope of cultures, challenging the long-established perspective of English language explicitly as a Western language (Kachru, 1992).

2.3. Multimodality in EFL textbooks

The use of multimodal elements in language teaching materials, aligned with technological advancements, has become prevalent in the last decades in the field of English as a Foreign Language (EFL). EFL textbooks combine different semiotic resources such as sound, image, and written language in the process of production and interpretation of meaning. As Kress

and Van Leeuwen (2001) indicated, multimodality refers to the implementation of diverse semiotic resources, including textual, auditory, and visual elements to convey meaning, as well as their integration for effective communication.

English textbooks are no exception to the integration of multimodality. Textbooks reflect a multimodal nature through the ongoing transformations of society, concerning technology, education, and so on (Kress, 2010). Different authors and publishers incorporate multimodal elements into learning materials. For instance, resembling the Cutting-Edge series, the book *Face2Face* by Redston and Cunningham (2013) incorporates different modes that enrich learners' understanding and cultural awareness.

Another example is the *English Fire* series by Latham-Koenig and Oxenden (2019) which blends audios, visuals, texts and interactive material.

Likewise, *Language for life: A multimodal approach to English language Teaching* by Goudie and McMahon (2012) combines various semiotic modes to convey meaning, correspondingly *English Grammar in use* by Murphy and Elsworth (2014) contains multimodal elements that enhance the experience of English learning through different modes of communication. Several authors have shifted from mono to multimodality for several reasons, namely, to adapt learning materials based on different learning styles, to enhance comprehension and introduce the culture of the target language, to improve motivation and engagement among students or simply to align with updated trends and materials surrounding English language learning. The integration of multimodal analysis resources proposed by Kress and van Leeuwen (2001) aims to encompass everything from verbal language to music. This proposal has gained relevance in the last decades, where technological advancements and globalization have accompanied a significant shift from monomodality to multimodality.

This shift is increasingly evident in the integration of sounds with images and designs using a wide range of audiovisual resources and disseminated through multiple digital formats and platforms, reflecting an evolution in the production and interpretation of information. Kress and Van Leeuwen (2001) propose principles for Multimodal Discourse Analysis (MDA) that apply to all semiotic modes, including language, image, music, sound, and gestures. Thus, the implementation of different elements, such as language or music, encodes underlying aspects such as emotion and action. The principles encompass discourse, understood as the knowledge constructed by society according to the interests of the social actors in each community.

Another principle is design, it plays a significant role according to Kress and Van Leeuwen (2001) as it refers to the semiotic resources utilized to conceptualize content within a specific semiotic mode or a combination of modes, considering semiotic resources as all modes of communication either text, audio, image, etc. In essence, design functions to decide the content prior to its production and dissemination. Choices are made in terms of concepts, structure and semiotic modes.

On the other hand, production refers to how different expressions and modes that make up an event are organized and articulated materially, where digital technologies play a fundamental role. Lastly, distribution entails the preservation and dissemination of semiotic events or artifacts, whether it be music, an art collection, or a textbook like the Cutting-Edge series.

In this case, technology has allowed distribution channels to also become production channels, for the artifact to be distributed with the utmost fidelity to its production, design, and the discourse it communicates (Kress & Van Leeuwen, 2001). Kress (2010) provides an

important insight in his work *"Multimodality: A Social Semiotic Approach to Contemporary Communication"* as in the modern era communication is inherently multimodal.

Besides, Fairclough (1992) explores the connections within power, language and society and emphasizes the importance of multimodal approach for an accurate understanding of the content presented and its communication with the target audience. Moreover, Pennycook (2007) provides a meaningful standpoint in the field of language teaching by exploring politics around the English language in *"The Cultural Politics of English as an International Language"*. It emphasizes the complex relationship between power, language, and identity and the role of multimodal elements in teaching materials, associated with ideology and intercultural understanding.

As English textbooks integrate multiple semiotic resources, such as text, image, color, font, layout, audios, videos, etc., the observation and analysis of materials is imperative to understand how content might reflect and perpetuate cultural ideologies and power dynamics (Pennycook, 2007). The multimodal analysis of English teaching materials contributes to comprehending the construction of dominant cultural narratives and its dissemination in the educational field. As expressed by Johns and Davis (1983, p. 1) "foreign languages have been learned not for their own sake, but as vehicles for social and economic contacts and the transmission of ideas". This is because textbooks operate as vehicles for the transmission of information, cultural values and perspectives, simultaneously shaping educators and learners' perceptions of themselves and the world that surrounds them (Canagarajah, 1999).

For this reason, textbooks reinforce existing power structures by prioritizing cultures, languages, and values over others. In the same vein, Gray (2010) mentions that the role of textbooks transcends as mere educational tools since they embody cultural artifacts influenced by

the creators' interests and values, reflecting ideological perspectives that help to construct cultural realities.

ELT coursebooks are designed to align with the market driven interests of publishers. As a result of this process, textbooks influence teachers' and learners' perceptions and attitudes of English in the realities they interact with (McGrath, 2002). Hence, a profound observation of multimodal elements in English textbooks is essential for understanding the implications of multimodality in language learning. As observed by Ajayi (2012, as cited in Liu & Qu, 2014), language and multimodal resources are integrated in English language textbooks to convey messages in such a manner that cannot be expressed only through the linguistic text.

Although previous research has explored the effectiveness of different types of language learning materials, there is still a gap particularly in the use of multimodal elements in English textbooks in foreign language learning (Garzón & Peñuela, 2023) considering the importance of these semiotic artifacts as intercultural elements that allow language learners to access the culture and collective knowledge of native speakers. It is especially important to understand how these elements are used and how they can be adapted to improve language learning outcomes.

Kress & van Leeuwen (2006) suggest that font choice plays a role in the perception of authority, for example, while traditional fonts may be perceived as authoritative or serious compared to modern fonts. Moreover, Machin (2007) emphasizes that books containing pictures or illustrations of diverse groups of people may be perceived as more inclusive than books portraying a single cultural group. Consequently, beyond the merely stylistic function, choices in design exhibit underlying beliefs, values and ideologies, influencing the relationship with the material in the learning context (Jewitt, 2009; Baker, 2006; Fairclough, 1992).

2.4. Dimensions of meaning

The dimensions of meaning are critical in the development of this document. These components play an important role in creating effective messages and conveying meanings through various channels. According to Marcela and Cano (2020), the integration of these dimensions is essential in an effective research design. A successful design contains a coherent balance between the modes of meaning to ensure the message is clear and coherent. Authors Cope and Kalantzis (2009) addressed these dimensions of meaning alongside five key aspects. Namely, representational, social, organizational, contextual, and ideological. This facilitates us to address each dimension in terms of what meanings signify, how they relate to individuals involved, how they relate and operate, how they align within the broader semantic landscape, and whose interests they may potentially reflect.

2.4.1. *Linguistic Dimension.*

This dimension centers on language use. This can be identified in the relationships between words with their context, the contrasts that are posed, as well as the inclusions and exclusions through nouns that pose opposition or distinctions (Cope & Kalantzis, 2009). It focuses on different elements such as sentence structure, word choice and register. Regarding the social aspect of this dimension, the authors establish that language constructs the social by establishing connections between the world of the senders of the message and the interlocutors, as well as the processes they are involved in. Meanings expose power relations between people,

their attitudes, cultural orientation, and level of familiarity. From an organizational standpoint, meanings have organizational properties and mechanisms that give coherence to language.

This involves how the message is created, bringing together simpler and smaller units to represent broader and more complex sets. These elements permit a profound understanding of the efforts required to shape meanings as more or less coherent sets and ensure their cohesion (Cope & Kalantzis, 2009). The contextual perspective addresses how meanings fit into a broader world involving assumptions that lead to intertextuality, which leads to connotations depending on each culture. This becomes evident in the cues provided by each interlocutor, when creating meanings about their perception of the context (Gee, 1996, cited in Cope & Kalantzis, 2009).

On the other hand, Cope and Kalantzis (2009) affirm that meanings serve various cultural interests and purposes. At times, these interests are clearly expressed. Nonetheless, in other cases, learning materials, such as the Cutting-Edge Pre-Intermediate, do not reveal these interests overtly or intentionally. However, whether explicit or implicit, intentional or unintentional, these expressions represent the ideological elements of the linguistic dimension of meaning.

2.4.2. Special Dimension.

Similarly, different meanings emerge through the interaction with space and objects. The spatial plays a fundamental role in creating meaning as it is comparable to the strength and impact of spoken or written language (Cope & Kalantzis, 2009). Similarly, educational textbooks such as the referenced in this study guide learners using patterns to display different types of information depending on the author's purpose or the activity expected of the reader.

2.4.3. *Visual Dimension.*

The visual dimension entails how people and things participate in the evidenced meanings presented, the identities, circumstances, time, and space they represent (Cope & Kalantzis, 2009). Furthermore, the visual dimension of meaning can be analyzed from its social perspective through the implicit roles of both the author and the viewer of the image, their relationship and intentions.

From a contextual perspective, the visual dimension allows identifying how meanings point to contexts and vice-versa, based on the situation that is presented, both foreground and background elements, metaphors, and ways of referencing participants' qualities, and cross-references (Cope & Kalantzis, 2009).

2.5. Grammar of Multimodality

Language is constantly changing, as it is dynamic. Language presents socio-historical transformations that impact its own content and use, a fact that is evident in the present day with the updated practices of globalization and the ongoing advances in communication technologies that contributed to the expansion and the differences in terms of how we communicate.

Linguistics has proposed various analytical approaches to understanding language, and here we favor the theory that incorporates diverse formal and semantic functional components that interact in the expression of meaning in linguistic use (Valenzuela & Mompeán, 2023). The grammar of multimodality incorporates changes in the traditional paradigm of language, understanding it as a total resource of expression and representation.

This theoretical approach conceives communication as multimodal, therefore focusing on the study of modes, prioritizing the specific materiality of communication experience and its environment, according to the resources of a particular moment. Since the 1980s, the traditional concept of literacy has been questioned, previously limited to reading and writing skills. With the inclusion of social practices in which speaking, reading, and writing emerged, literacy began to be understood as a plural set of social, ideological, and situated practices.

2.6.Stereotypes

The concept “Stereotype” has its etymological origin in the word "stereotypy," originally related to a typographic process framed within improvements from the late 17th century, with the main purpose of reducing the printing costs of books. This method also brought up significant social implications, particularly in the mass reproduction of printed texts, leading to the creation of standardized products tailored to cater to the masses. Baneth-Nouailhetas (2006, as cited in Fernández-Montesinos, 2016) inquire about the social ramifications of this concept pointing out that stereotypes transcend mere impressions in the context of printing to encompass perceptions that proliferate and replicate with each member within a group or community, as they subsequently disseminate these individual perceptions until they coalesce over time into a generalized and prescriptive imaginary, often assumed as truth despite discrepancies or lack of evidence.

Such misconceptions arise due to another defining characteristic of stereotypes: the absence of verification, with expressions relayed second or third hand, ultimately culminating in

the construction of collective representations and social imaginaries of various cultural groups (Fernández-Montesinos, 2016).

Likewise, Norton (2000) proposes that educators cultivate an increased awareness to dismantle hegemonic discourses and foster a more equitable learning process, in “Critical Pedagogy and Language learning” this author highlights educators' responsibility in questioning stereotypes and recognizing the influence of this phenomenon in learners' experiences. Moreover, scholar Hooks (1994) emphasizes the importance of deconstructing stereotypes to reach a transformative education, similarly to Ladson-Billings (1994) addressing cultural stereotypes in the learning sphere as a method to improve and maintain equity in educational settings.

This is a crucial component for promoting inclusive education, identifying and understanding cultural bias as well as for encouraging critical thinking within the learning environment. It further emphasizes the importance of introducing topics related to cultural or ethnic stereotypes, concepts that persist in the educational field and the increasingly globalized era.

2.6.1. Cultural Stereotypes

Cultural stereotypes, on one hand, allow for an understanding of the value systems present in societies, communities, or social groups; encompassing political, socio-economic, religious, ethnic, or nationalist aspects, which serve as the basis for organizing all social activities. The problem arises when this correlation between reality and perception leads to reducing individuals to categories of knowledge (Fernández-Montesinos, 2016).

2.6.2. *Ethnic Stereotypes*

Ethnic stereotypes, according to Soler (2020), refer to the assumed character traits erroneously attributed to individuals belonging to ethnic communities, primarily those constituting minorities. These stereotypes include social, psychological, physical, and cultural aspects. These stereotypes can lead to various forms of discrimination and marginalization within society.

They often result in prejudiced attitudes and behaviors towards individuals from certain ethnic backgrounds, hindering opportunities for social inclusion and equality (Hall, 1997). The perpetuation of ethnic stereotypes can contribute to the reinforcement of power dynamics and inequalities within society, exacerbating existing disparities and hindering efforts towards diversity, equity, and social justice. Therefore, understanding and challenging ethnic stereotypes is crucial for promoting intercultural understanding, respect, and inclusivity in diverse societies (Dovidio et al., 2010).

2.7. Cultural Representation

Cultural representation entails the depiction of cultures within several media platforms, for instance through art, literature, news, social media, or through educational materials. Hence, cultural representation is influenced by historical, social and political contexts (Hall, 1997). This concept encompasses the visibility and incorporation of multiple cultural identities across the world, as well as their practices, traditions, beliefs and perspectives in such a way that respects and acknowledges their intrinsic value and complexity.

In the EFL context, cultural representation is essential in terms of the materials utilized as its incorporation influences learners' comprehension of the target language. The prevalence of Western-centered narratives in EFL content provides biased depictions of culture, limiting students' experiences and perceptions towards the language. Authors like McKay (2003) underscore the value of including diverse cultural backgrounds in teaching content with the purpose of reflecting a holistic spectrum of the cultures around the globe.

3. Methodology

3.1. Research Type

This study integrates a mixed methods approach, grounded on documentary content analysis (DCA) through the implementation of qualitative and quantitative techniques suited for the analysis of multimodal content. On one hand, qualitative methods enable a profound exploration of contextual components and individual experiences. On the other hand, quantitative methods facilitate the identification of patterns, and their structured nature prioritizes reliability (Bryman, 2016).

This approach results particularly functional given the complexities of meaning exchange between visual and verbal elements. Visual and linguistic elements collaborate in the formation of meaning, as well as other modes (gestural, spatial aural) that are crucial in the current information era (Bezemer & Kress, 2008). In fields like media, music, marketing, or education, it

is important to comprehend the association of modes collaborating and designing effective messages. Multimodal analysis encircles the study of language in combination with elements such as images, gestures, action, music, and sound (Kress, 2010). This, it remains useful in the exploration of ideologies, power dynamics and cultural representation (Machin & Mayr, 2012).

This analysis incorporates the ideational metafunction from Halliday's transitivity system (1978), contributing to the analysis of text, through the classification of actors, processes, and circumstances in the selected unit. These refer to the entities or individuals involved in different actions within the textbook, as well as the actions portrayed and the circumstances of such actions.

Besides, this study incorporates Kress & van Leeuwen (2006) three metafunctions (representational, interactive, and compositional) for the analysis of visual elements from the chosen unit. These categories facilitate the examination of pictures and images and its connection to the textual components as well as its relationship with the audience. Furthermore, Cope and Kalantzis (2009) grammar of multimodality serves the purpose of delineating social, cultural, and contextual aspects through the analysis of students' perceptions, enabling a broader understanding regarding their overviews of the Cutting-edge textbooks' content.

To maintain a reasonable scope, this investigation focuses on Unit 7, which encircles the theme of success. Owing to the prevalence of success-related narratives through topics connected to globalization in EFL educational materials (Block, 2010), the analysis of such unit provides meaningful data regarding the construction of different notions, namely ambition, societal norms and values, globalization, and cultural representation. Said concepts represent valuable insights for students, enhancing their motivation through culturally relevant information tied to their identities and realities (Kramersch, 1993; Paris, 2012), particularly considering the substantial role

of context-related educational resources in language learning (Cortazzi & Jin, 1999; Dörnyei, 2001). The combination of these theoretical perspectives alongside the documentary review of the selected unit contributes to the understanding of critical content value and cultural implications of multimodal content utilized in EFL education.

3.2. Participants

This study implemented purposive sampling as a strategy to include respondents who facilitate the obtainment of relevant data in the context of qualitative research (Paton, 2022). Eighteen second-semester foreign language students at UIS, aged between sixteen to over fifty, cooperated in this investigation. All participants engaged with the textbook as a primary course material in the curriculum.

These students actively engaged with the chosen textbook as a main component of their academic coursework throughout the semester. Their ongoing interaction with the material rendered them suitable for providing insights regarding the book's themes. Adhering to ethical research standards, participation was voluntary, and respondents were assured of anonymity and confidentiality.

3.3. Data Collection Instruments

Data collection was conducted through a documentary review of the textbook alongside a survey-questionnaire. This procedure facilitated gathering information from the coursebook's

content as well as subjective insights withdrawn from participants' experiences. The documentary review of Unit 7 centered on the linguistic and visual elements. This enabled a detailed examination of the themes presented in the textbook and their connection to globalization.

Complementary to the review, the survey-questionnaire was designed to capture the respondents' perceptions regarding cultural diversity, representation and globalization portrayed in the coursebook. The integration of these elements facilitated a comprehensive understanding of how the book portrays global-related topics and learners' engagement with the themes.

3.3.1. Documentary Review

For the documentary review, a structured analysis of the textbook was conducted employing a matrix based on Cope and Kalantzis' (2000) Grammar of Multimodality. This process facilitated the categorization of different modes of meaning (linguistic, visual, spatial) present in the book, providing a structured method to examine how the visual and verbal elements interact to convey meaning. By employing this methodological tool, these elements were examined and contextualized within the objectives of the study

3.3.2. Survey Questionnaire

The survey-questionnaire captured students' perceptions of cultural diversity and globalization in the textbook, through the utilization of both open and closed-ended questions for comprehensive feedback. Student-participants received a pertinent introduction to the themes presented, structuring the interview process. It included Likert scale questions to assess respondents' agreement or disagreement levels. This type of inquiry allows the analysis of perceptions surrounding culture, compatible with the mixed-format method, which highlights the

value of diverse types of data to enrich findings in investigation processes (Tashakkori & Teddlie, 2010).

Additionally, the instrument (See Appendix C) included open-ended questions as well as closed-ended questions that encouraged participants to elaborate on their perceptions of the book. Cresswell and Cresswell (2018) highlight the importance of implementing open-ended questions as its paramount in the collection of detailed experiences that contribute to the development of research processes. For instance, one inquiry includes "How well do you think Cutting- Edge Pre-Intermediate reflects the diversity of global cultures?" These questions are key to elucidating participants' interpretations concerning the book's cultural content.

Furthermore, Reja et al. (2009) underscores the incorporation of closed-ended questions as crucial in research, enabling the compilation of specific details on a subject matter, enhancing the comparability and reliability of the information gathered. Besides, student-participants answered frequency-related and yes/no closed-ended questions to provide concise information concerning the portrayal of cultures in the textbook. For instance, "How often do you encounter examples of non-Western cultures in the book?" This facilitated the comprehension of respondents' perceptions in terms of global diversity in the textbook.

3.4. Analysis Techniques and Procedures

The analysis followed several stages. Initially, using Cope and Kalantzis (2000) grammar of multimodality, the matrix was created through the categorizing of modes of meaning (see Annex A). Although the matrix embraces all units from the textbook, this investigation centers

solely on unit 7 due to the integration of success-related content and its relationship with globalization, cultural representation and diversity framed by the topic of success. Afterwards, to conduct the analysis of the linguistic elements, participants, processes and circumstances within the unit were described and analyzed based on Halliday's (2004) transitivity system in Systemic Functional Grammar. Correspondingly, the analysis of selected visual elements was conducted considering the representational, interactive, and compositional metafunctions by Kress and van Leeuwen (2000) through the observation of images, considering the introductory illustrations in the unit as well as the recurrence of visual elements.

These were inspected and related to the linguistic extracts to facilitate their role in meaning construction. Furthermore, surveys were administered to participants enrolled in the English language teaching program providing a detailed insight regarding the material implemented in this course at the university. By merging the matrix and survey we observed the multimodal content present in the textbook and its influence on learners. Subsequently, these findings were analyzed considering multimodal grammar theory (Cope & Kalantzis, 2000)

4. Results

4.1. Analysis of Textual Fragments

Unit 7 of the textbook embraces the concept of success, facilitating motivation among learners while inserting global themes that are engaging according to the current times. The

book exhibits different dimensions of success through aspirations, professions and prevalent figures as well as brands or companies. Through this unit, learners are encouraged to reflect and elaborate on their perceptions of success as well as the pathways available to achieve it within an increasingly interconnected world.

Halliday's transitivity system based on Systemic Functional Linguistics (1978) is crucial in analyzing written language, due to its usefulness in the examination of language choices and the influence it has in molding social meanings. (Halliday & Matthiessen, 2004). In concordance with Lemke (1998) this method is suitable for the analysis of learning materials considering that educational content is capable of naturalizing values that align with a showcase of success established through ideologies pertaining to globalization (Fairclough, 1992).

Furthermore, the visual analysis of this unit follows Kress and van Leeuwen's Grammar of Visual Design (2006), consistent with Jewitt (2006) in view of the role of multimodality in executing meaning-making practices, as well as Serafini (2012), considering the value of visual exploration as an integral component in the comprehension of multimodal educational content.

Moreover, Cope and Kalantzis' multimodality (2009) remains practical for analyzing how different elements within textbooks interact with each other in the construction of meaning. By combining theoretical insights with the perceptions from student-participants, the analysis elucidates elements from the textbook that despite facilitating students' motivation and language acquisition, also play a significant role in influencing perceptions, ideas and beliefs encompassed by the phenomenon of globalization.

4.1.1. *Transitivity System (actors, processes and circumstances)*

4.1.1.1. Actors. Halliday and Matthiessen (2004) ideational metafunction facilitates the analysis of textual information through the transitivity system, it embraces individuals, entities, groups or objects involved in different actions structuring the activities presented within the textbook, these can be classified as actors. To this extent, unit 7 exhibits dominant figures and professions analogous to an interconnected and globalized society.

For instance, internationally known people such as Bill Gates, Shakira, Jeff Bezos, or Novak Djokovic. Additionally, prominent corporations like YouTube, Google and Amazon portray a model of success within diverse industries worldwide. These figures represent success within different domains like sports, the entertainment field and the industry of technology, reflecting Luke's (1995) argument regarding educational material as a mechanism to promote values conforming to capitalism, as well as Grey's (2010) in respect to corporations as promoters of capitalism and consumerism through teaching materials.

The book mentions occupations as ballet dancer, tennis player or singer that reflect certain dimensions of success. On the one hand, the presence of multiple groups of people highlights achievements related to diversified backgrounds while reinforcing interconnectedness with the current technological and economic advances.

However, the portrayal of success presented in the unit correlates with specific living standards, influencing aspirations shaped by globalist ideologies. As argued by authors Kubota (2016) and Block (2018), ELT textbooks regularly promote a Western-centric perspective of success, excluding non-Western learners unexpectedly marginalizing people under different living conditions and coming from a lower socioeconomic class. The depiction of this learning content, therefore, significantly differs from the context of learners who cannot access such

culture, particularly as non-native users of the language pertaining to a different culture. In agreement with Apple and Apple (2004), the emphasis on affluent, Western culture fosters a restricted perception of success, influenced by globalist ideologies that separate learners from significantly distinct cultures.

The process of textbook creation involves a selective set of choices that rejects diversified cultural identities as it fails to acknowledge and include plenty of possibilities in terms of learners' aspirations and experiences (Pennycook, 1994). Hence, addressing educational materials is crucial to diversify the scope of cultural representation and provide students with the opportunity of learning, in this case, through a more inclusive, even relatable perspective of success.

4.1.1.2. Processes Identified. Halliday's (1978) framework concerning processes refers to verbs, actions or activities that occur in the text. Just as the actors and circumstances contribute to meaning-making, processes also cooperate in the construction of meaning while simultaneously introducing ideas, values and beliefs in learning content.

Unit 7 encompasses the actions "inspire", "become" and "achieve", which are related to personal growth and ambitions, nonetheless, the aforementioned not only reassure learners to reflect about their own goals and success stories, but they also exhibit globalist ideas akin to capitalism, as argued by scholar Canagarajah (1999) in regards to word choice present in educational materials, since language choices may motivate learners to work towards certain ideals that are shaped by a Westernized perspective, thus, not considering the aspirations and realms of people outside of it.

Similarly, author Holliday (2005) criticizes the exposure of neoliberal values through EFL content. For instance, the prevalence of terms like "earn", "own", "buy", "sponsor" and "sell" encircle economic success and prosperity, highlighting consumerism. This aligns with Grey's (2010) exploration considering word choices in ELT textbooks that promote capitalism and consumerism ideologies. This also conforms to Gray's (2010) research on language choices and its role in promoting Western-centric overviews in educational content.

In this unit, other actions are linked to cultural production such as "perform", "write" or "dance" and are associated with success in popular culture. Furthermore, activities surrounding travel culture such as "discover", "explore", "visit" and "travel" also complement this unit, integrating adventure and interconnectedness as important components for success in the world. Through these specific actions, the book encourages learners to connect the process of language learning with situations in real-life settings that relate to their own aspirations.

4.1.2. *Transitivity system.*

Based on Halliday's (1978) ideational metafunction, circumstances refer to the context in which the actors and the processes operate, providing relevant pieces of information considering place, time, manner or extent. Circumstances support the depiction of globalization by situating actors and processes within a global framework.

Table 1.*Success Trajectories in Unit 7*

Page	Literal Citation	Context
60	“I have always wanted to be a ballet dancer”	Aspirational, life goals
62	"She first performed in public aged four...By the age of 13 she had a contract with a record company."	Early career success
61	“Microsoft founder Bill Gates is a good example; for about five years, when he was a teenager, he spent 10.000 hours working on a basic computer."	Success in business, technological advancement
61	“Novak Djokovic decided he didn't want to be a good tennis player; he wanted to be the best tennis player in the world. Djokovic got his inspiration from champion Pete Sampras, and he modeled himself on his hero- he tried to be better than Sampras and everyone else."	Success, ambition and competition in the sports field
64	“Every day, YouTube gets more than three billion hits!"	Platforms’ global success
64	“Google is the most successful search-engine in the world"	Dominance as a search-engine tool
64	“In the first quarter of 2012, Google's profits were nearly \$3 million-this is an increase of 60% on the previous year”	Economic success of a search engine company
64	“Jeff Bezos, an American computer science graduate, started the site in July 1995	Commencement of a worldwide known company

Note: No source. Adapted from Unit 7: Success. Cutting-edge Pre-Intermediate. Cunningham, S.,

Moor, P., & Crace, A. 2013, Pearson Education.

Regarding circumstances, the textbook exhibits details associated with frequency. These function as determinants of success, as displayed in table 1 in the sentence "I have always wanted to be a ballet dancer" (p. 60) the inclusion of the adverb "always" accentuates the desire to fulfill this profession not as a temporary dream, but as a long-term life-objective. This theme of professions reverberates across cultures in the modern, professional market.

Furthermore, the textbook displays people's achievements in crucial moments through details of time, highlighting moments of early success in life. For example, the book mentions the internationally known icon Shakira, introducing her performance at the age of four, and emphasizes her first time consummating a contract with a formal company, underscoring the commencement of success in her career in such an early life stage. Likewise, the unit alludes to the businessman Bill Gates highlighting his great success through the constitution of the company Microsoft. As illustrated in table 1, this section states.

"For about five years, when he was a teenager, he spent 10.000 hours working on a basic computer." (p.61). In this way, (for about five years) the book elucidates circumstances of time describing Bill Gates' early steps prior to his great achievement in the technological field. Moreover, the book displays a circumstance of manner (working on a basic computer) explaining Gates' early steps towards his great success through the invention of Microsoft.

Additionally, this unit presents circumstances of location, manner and cause that are related to Novak Djokovic's motivation. As seen in table 1, this section presents "in the world" as the location, specifying his ambition to become the best player in the whole world, not a local or a national desire. Besides, there is a circumstance of cause in "from champion Pete Sampras" as the reason behind Djokovic's actions, inspired by observing the player Sampras. Additionally,

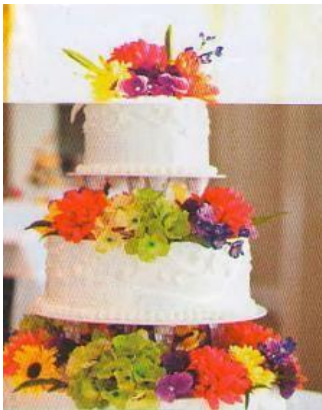
there is a circumstance of manner in the phrase "better than Sampras and everyone else" emphasizing a competitive mindset in the sports field.

Comparably, when referring to companies such as YouTube, as seen in table 1, there are circumstances of time and extent. For instance, "every day" indicates this is a constant event, demonstrating the platform's usual quotidian success. Then, the segment "more than three billion hits" acts as a circumstance of extent, clarifying the large amount of hits achieved through this website daily. In parallel, the segment "in the world" alluding to Google indicates the scope of success of this corporation as a circumstance of place, by describing its global dominance in the market. The section "an increase of 60% on the previous year" establishes a comparison, a circumstance of extent that explains the company's significantly superior profits compared to the previous year.

Finally, this unit presents circumstances of time and cause associated with the company Amazon. As seen in table 1, the phrase "in July 1995" clarifies a timeframe for Jeff Bezos to initiate the company. Additionally, the segment "an American computer science graduate" clarifies his positioning or identity, providing a solid professional qualification of Bezos developing this globally prominent corporation.

4.1.2.1. Correlation Between, Actors, Processes and Circumstances. Unit 7

conglomerates actors, processes and circumstances that cooperate to illustrate a limited narrative regarding success. The incorporation of prominent people like Shakira, Bill Gates and Jeff Bezos and distinguished corporations like YouTube, Google and Amazon encapsulate ideals of success in multiple industries, alongside processes like "achieve", "inspire", "earn" or "buy". These reveal language choices that are not neutral, used to imply that success is related to acquiring and consuming, reinforcing values of a capitalist and globalized society, reinforcing Luke's (1995) and Grey's (2010) criticism towards the instrumentalization of educational material to promote Western values and capitalism.

4.2. Visual Analysis Representational, Interactive and Compositional meanings**Figure 1.***Cake*

Note: Adapted from Cutting-Edge pre-intermediate. (p. 60). By Cunningham. 2013.

Figure 2.*Musician Recordine*

Note: Adapted from Cutting-Edge. (p. 60), by Cunningham. Pearson EducationM₆, 2013.

In this section, following Kress & van Leeuwen's (2006) *Grammar of Visual Design*, an observation of pictures taken from unit 7 is conducted, selected images such as a vehicle, a wedding cake, ballet shoes, and offices, among others, serve the purpose of reinforcing the textbook's written elements regarding success and globalization. This observation encompasses the representational, interactive and compositional meanings to further comprehend the role of images in shaping meaning and influencing learners' perceptions and attitudes towards the language.

The representational meaning by Kress & van Leeuwen (2006) refers to the actors or objects displayed and their contribution to construct meaning within different elements in the image. Interactive meaning focuses on the relationship between images and the audience, important aspects include gaze and distance and its relationship with the observer. On the other hand, compositional meaning refers to elements such as color, frame and layout to convey meaning. For instance, Figure 1 presents a multi-layered white wedding cake with colorful flowers on top, positioned at the beginning of the unit.

Wedding cakes often operate as a symbol of success through the consummation of marriage, a traditional societal expectation, as Burch (2009) emphasizes its relation to happiness and its depiction as a major life achievement in the context of Western narratives. Interactively, the cake is symmetrical and frontal, providing a formal view of a ceremony, inviting the viewer. The white color traditionally represents purity, and the colorful decoration communicates the lightness and vibrancy of a new relationship. This balance accentuates elegance in the context of celebration.

Likewise, the introduction of this unit presents a black man recording music in a studio (see Figure 2). The man wears obscure glasses while singing in front of a microphone, emphasizing his creative person immersed in the musical industry and professionalism through the display of formal devices in the set. Interactively, the position of the man in relation to the microphone and the viewer communicates professionalism and respect, being a controlled and exclusive environment and considering the man is not facing the viewer as the latter remains an observer.

The frame is composed of the elements surrounding the persona, this provides a sense of concentration while directing the observants' attention to the technical side of studio recording. This evokes a perspective of success in the musical industry aligned to Westerncentric values, dismissing non-Western interpretations of success. This image insinuates that in order to pertain to this industry it is required to fulfill the standards of high-quality equipment owned by prominent record companies, further exhibiting a market-driven framework of learning material influenced by corporations. (Giroux, 2002).

Figure 3.

Ballet Shoes



Note: Adapted from Cutting-Edge, 2013, Pearson Education. (p.60). Cuttingham Copyright by Pearson.

Figure 4.

Red car



Note: Adapted from Cutting-Edge, 2013, Pearson Education. (p.60). Cuttingham Copyright by Pearson.

Figure 5.

Earth globe



Note: Adapted from Cutting-Edge, 2013. Pearson Education. (p.60). Cuttingham Copyright by Pearson.

Besides, a red convertible vehicle is situated in this unit, as seen in Figure 3. The presence of a driver and the blurred background implies the car is in movement, reflecting on its speed or potential. This sort of automobile symbolizes wealth, a desirable object that oftentimes is the result of effort and success. Interactively, the side gaze encourages the viewer to contemplate the object without a direct invitation. In terms of composition, this view of the vehicle allows an observation of its design, contrasting the blurry background to its bright red color, thus, providing a strong impression.

The choice to include particularly this vehicle aligns with Piller (2001) on the portrayal of a Westernized notion of success in teaching content as well as Machin's (2007) observations regarding the role of visual codes in transmitting social values bound to a Westernized society. Another picture introduced at the commencement of this unit is of pale pink ballet shoes (see Figure 4).

This is a representation of artistic expression, passion and discipline. Interactively, this image acts as a passive object, not interacting with the observer. Its positioning on top of the car and the studio contrasts the professional and the artistic fields, improving the units' thematic diversity. Moreover, the commencement of this unit includes a small earth globe, alluding to interconnectedness and international contexts (see Figure 5). The position is neutral, communicating no specific engagement to the observer as it allows an impersonal relationship. It is located on top of the musician; this aligns with the predominance of global themes within the textbook.

Figure 6.

Black and white Tennis player and Tennis player



Note: Adapted from Cutting Edge. (p.69). Pre-Intermediate unit 7: Success Intermediate unit 7: Success. 2013.

The initial page of this unit also presents a black-and-white image of concentrated female tennis player, representing competition, assertiveness and focus on the sports field (see Figure 6). Interactively, the woman looks straight, encouraging a connection with the observer. This image is central, and its color scheme facilitates observants to detail her concentrated expression and posture.

The representational function in the colored version of the same image presents the player's attitude in terms of concentration and competitiveness, in this case, the vibrant colors participate enabling a closer look to her clothes. Interactively, the gaze continues to be direct, creating a connection with the observant and transmitting her expression in a more dramatic and dynamic manner. The compositional aspect facilitates the observation of elements such as a tennis net in the background, the white and pink clothes the player uses and the tennis racket, adding action to the scene.

Figure 7.

Google, Amazon and Youtube



Note: Adapted from Cutting-Edge. (p. 64), by Cunningham, 2013.

This unit also contains pictures of important corporations, for instance in the case of Google, as seen in the image displays one of Google's buildings. This corporation is representative of corporate culture. Interactively, the diagonal nature of this picture invites the observer, providing dynamism while maintaining distance. Moreover, this angle suggests the corporation as original and interesting, supporting its worldwide reputation as an innovative and creative company.

Similarly, another picture displays cubicles from the company Amazon. Several desks positioned alongside Amazon workers, reinforce the idea of efficiency and organization. Interactively, the distance and position provide a perception of control and dominance from the observer, situated above the offices. Besides, the symmetrical and repetitive nature of design in this place communicates hierarchy and a systematized nature of large-scale corporation.

Another company displayed in this unit is YouTube, contrary to the previous images, this does not necessarily present the company's offices, however it introduces an image of two people smiling while watching a YouTube video on a tablet. This picture communicates entertainment, contentment and connection within the digital era. Interactively, the expression and position

convey an approachable situation, inviting the observer in a friendly manner. The composition focuses on the device and the brilliant colors of the place in which the situation develops, conveying interconnectedness and excitement through the utilization of digital platforms.

Figure 8.

Red Car Parked



Note: Adapted from Cutting-Edge Pre- Intermediate. (p.66). By Education 2013.

Once more, this unit provides an image of a red convertible car, no driver is showing in this scenario (see Figure 9), yet this perspective emphasizes innovation and opulence, components associated with success. Interactively, the diagonal-frontal position facilitates engagement with the observer, positioning the vehicle in a way that appears inviting from the driver's perspective, maintaining a sense of aspiration and admiration given the quality of such vehicle. The composition and color of this picture communicate dynamism. In contrast with the background, it enhances the car's features, conveying intensity and energy.

4.2.1. Repetition of Visual Elements

The tennis player, who appears twice, -initially in black and white- and then colored and

positioned in front of a tennis net (see Figures 6 and 7) compounds a representative progression emphasizing individual effort and professional recognition. This frequency of elements is essential in visual analysis, as repeated cues can promote specific social values (Machin, 2007). Simultaneously, enriching concepts of determination and success. The monochromatic picture communicates an introspective tone, while its vibrant version underscore competition and success through the display of a tennis court behind.

Conversely, the textbook presents frequency through the display of a red convertible vehicle both at the beginning and at the end of this unit (see Figure 11). The reappearance of the car intensifies its appeal, creating an aspirational relationship with the element that relates to the portrayal of wealth through the incorporation of luxurious items. The strategy of adding a frequency factor supports ideals of success, providing learners with constant visual representations contributes to the construction of meaning and perceptions concerning achievements. Hence, this unit accentuates aspirations oriented to certain living conditions, leading students to gain comprehension of success within a Western, globalized framework.

This is exhibited through the actors and entities alongside the activities that pertain predominantly to American and European contexts, facilitating the familiarization with the content to Western learners through the inclusion of corporations, global icons and images that are particularly relatable for this culture.

4.3. Participants' Perceptions

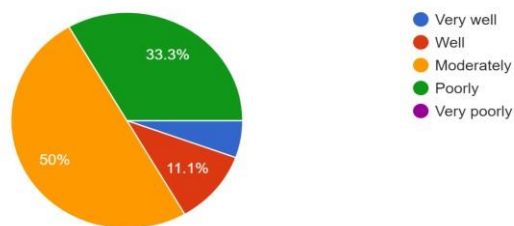
This section introduces the findings based on participants' responses to the survey in alignment with the purpose of the study. This data provides a valuable insight regarding globalization, cultural diversity and representation in the Cutting-Edge Pre-Intermediate textbook. The participants' responses address the research questions pertaining to linguistic and visual elements, their role in reinforcing globalization as well as the introduction of diversity and cultural representation within the textbook, following these categories; Influence of globalization, cultural representation, cultural diversity, Western-centric representation and varieties of English language pronunciation.

4.4. Cultural diversity and representation

Figure 9.

Reflection of Global Cultures

5. How well do you think Cutting Edge Pre-Intermediate reflects the diversity of global cultures?
18 responses



When asked about the diversity of global cultures in the textbook, 50% of the participants considered the book to reflect diversity of global cultures "moderately" (as seen in Figure 9) while 33.3% of the respondents perceived the book "poorly" reflects it. Further, 11.1% of the

participants answered "well" and 5.6% considered the textbook to reflect this diversity as "very well".

In response to whether the textbook represents different cultures in a fair and unbiased way, half (50%) of the participants manifested uncertainty, revealing they were "not sure", while 33.3% of the participants expressed the book does not represent different cultures in a fair and unbiased way. Meanwhile, a minority (16.7%) of respondents considered the representation in the book fair and unbiased.

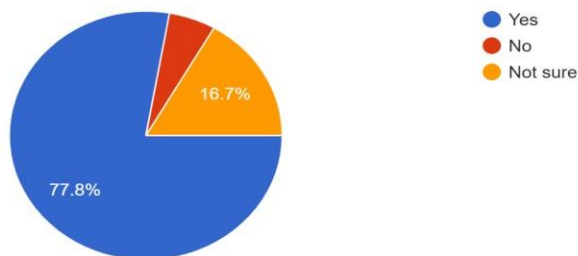
4.5. Western-Centric Representations

Concerning Western-centric representations, most participants (77.8%) expressed that the textbook emphasizes certain cultures over others (as seen in Figure 13). Meanwhile, a reduced portion (16.7%) communicated uncertainty. For instance, when asked to identify the cultures predominantly represented in the textbook, most respondents pointed out "British and American" and one participant identified "Chinese and Indian" represented in the textbook. While in this section only 13 participants answered, this section exhibits a Western-centric.

Figure 10.

Emphatics of Cultures in the Textbook.

10. Do you feel that the book emphasizes certain cultures over others?
18 responses



Besides, when asked about how inclusively the textbook represents different social and cultural groups in terms of ethnicity, gender and socioeconomic status, more than half (66.7) of the respondents considered the book "not very inclusive" (see Figure 10). On the other hand, a portion of the participants (16.7%) expressed the book as "somewhat inclusive" and only 11.1% indicated the textbook as "very inclusive".

4.6.English Accent Varieties

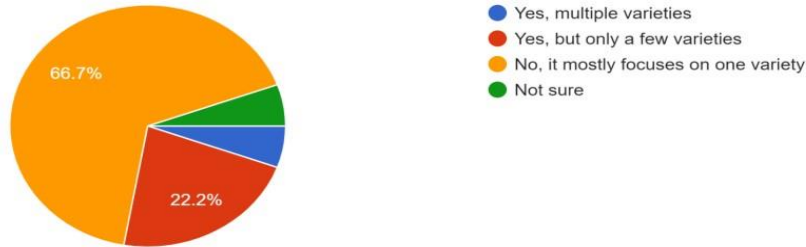
Furthermore, in the section regarding the exposure to different varieties of English pronunciation in the textbook, the participants listed predominantly British (88.9%) and American English accents (44.4%). As displayed in Figure 14, most student-participants (66.7%) considered the book to include only one variety, while 22.2% expressed the book included a few varieties of accents.

Figure 11.

Exposure to Varieties of English

16. Does Cutting Edge Pre-Intermediate expose learners to different varieties of English (e.g., British, American, Australian, etc.)?

18 responses



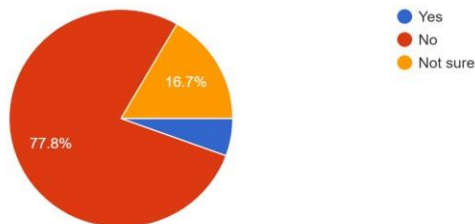
Similarly, regarding how well the book assists learners to understand different English accents, 61.1% expressed that the book “poorly” helps to understand diverse accents. Meanwhile, 11.1% of the participants expressed uncertainty, indicating “moderately” as well as 11.1% answering “very poorly” and “well”. And as seen in Figure 15, 77.8% of participants responded negatively considering the relevance provided for varied English accents in the textbook.

Figure 12.

English Accents in the Textbook

19. Do you feel that the book gives equal importance to various English accents and pronunciations?

18 responses



4.7. Perception of Globalization

The participants' perceptions regarding topics of globalization in the textbook varied significantly. When asked about the effectiveness of the textbook for preparing learners to interact in a globalized world, 55.6% of the respondents expressed the book did so "moderately effectively" and 27.8% rated this question as "ineffectively". Meanwhile, smaller portions of 11.1% and 5.6% perceived this as "effectively" and "very effectively" respectively.

Moreover, in terms of the inclusion of modern global issues (immigration, technology, climate change, etc.) 44.4% of participants reported that these issues are "rarely" included. 22.% expressed these elements were included "occasionally", while 27.8% of them considered that these topics appear in the textbook "frequently".

4.8. Discussion

The textbook is one of the main pedagogical tools in second language teaching. Hence, the analysis of EFL textbooks is an indispensable task. In this regard, Lizasoain & Vargas (2023) assert that the analytical approach to the texts "allows us to understand how a subject is taught and learned, what type of activities it presents and what worldviews and ideologies it transmits" (p. 38). The recent surge in research on English language textbooks highlights that there are at

least two types of books. One focuses on transmitting information, while others seek to stimulate interaction (Lizasoain & Vargas, 2023).

Regardless of the form the book takes, we agree with Morales-Vidal & Cassany (2020) that textbooks are not exclusively learning tools but, above all, ideological artifacts that reflect, underpin, and consolidate the beliefs of dominant groups. When these books are embraced by students, they become pillars of how they perceive reality. Consequently, the analysis of educational material contributes to establishing whether the contents constructed by the textbooks meet the challenges required by the students, simultaneously enabling a reflection on one's own pedagogical practices. (p. 38).

The textbook analysis alongside the findings from participants' perceptions discloses noteworthy information concerning the book's portrayal of global themes, cultural diversity and representation in EFL; namely the influence of globalization in the book, as well as linguistic and discursive elements from the book through the lens of the social dimension and the portrayal of global themes based on the contextual dimension.

4.8.1. Globalization Influence in the Multimodal Content of Cutting-Edge

The general objective of this study focused on analyzing the influence of globalization in the textbook's content encircling the visual and textual elements, considering Kress & van Leeuwen (2006) for the visual and Halliday's (1994) transitivity system in the textual aspect. Then, the social, contextual and ideological dimensions according to Cope and Kalantzis (2009) are considered as this clarifies the depiction of globalization in the textbook.

Whereas it attempts to include global themes that are relevant for learner's language proficiency, the book exhibits multimodal content predominantly centered on Western narratives, as supported by participants' responses, particularly regarding the prevalence of American and British cultures and accents, prioritizing Western lifestyles over external, diversified contexts that provide a broader comprehension of the language while facilitating students' motivation and engagement. Thus, endeavors to promote inclusion are overshadowed, highlighting a major issue in English language learning caused by the scarcity of cultural diversity, dismissing an accurate representation of genuinely global cultures. Hence, the social, contextual and ideological dimensions proposed by Cope & Kalantzis (2009) will provide further implications from this phenomenon in EFL.

4.8.2. Social Dimension: Linguistic and Discursive Elements in the Unit.

Linguistic elements in the Cutting-Edge textbook indicate a reinforcement of globalization, another objective of this paper centered on describing such elements in the selected unit. This includes topics of common interest based on the theme of success. The social dimension proposed by Cope and Kalantzis (2009) explores the reflection of social dynamics in educational content.

In addition to the multimodal analysis and participants' perceptions, this dimension exhibits an imbalance in the prevalence of certain cultures over others, namely the American and British cultures, consequently, omitting social realities of learners from non-Western backgrounds. The insertion of such a limited variety demonstrates a constraint in social diversity within English-speaking communities globally. With the purpose of providing materials of social significance, Cope and Kalantzis (2009) emphasize the importance of displaying diverse groups

of individuals, considering that disregarding English varieties from Africa, Asia or Latin America, for instance, represents a shortcoming in the prospect of English as a global language.

4.8.3. Contextual Dimension: Multimodal Support for Global Themes

Another objective of this study is to explore the support of multimodal elements in global themes of the textbook. Here, the contextual dimension of Cope & Kalantzis addresses the effectiveness of content in real-life scenarios. For the most part, the visual and textual elements of the book represent Western-centered settings in the form of global icons and corporations.

According to the authors, to implement relevant educational materials, the topics must be contextually relevant as well. Particularly facing the current era of globalization. Yet, a large percentage of participants (77%) indicate the book emphasizes in Western cultures, reflecting a distance with the content from their own realities, at the same time, creating a disconnection with contemporary issues that affect English speaking individuals, as 44% of them reported the textbook "rarely" included important topics such as immigration, climate change and technology.

4.8.4. Ideological Dimension: Representation of Diversity and Global Issues

The ideological dimension by Cope and Kalantzis (2009) refers to association between content selection in learning materials and ideological stances. Considering the final objective of this study was to examine the representation of diversity, intercultural communication and global issues, the participants' responses reflect the textbook addresses global themes, however, maintaining a preference for Western-centric narratives. For instance, 66.7% of participants considered the book "not very inclusive", revealing a potential ideological bias. This suggests the book promotes a homogenized perspective of globalization through the omission of non-Western

backgrounds. Concordant to the earlier section, this is also reflected in the scarce allusions of global issues, considered "rarely" present by participant.

4.8.5. *Interpretation of Findings*

The findings of this document indicate that in spite of the fact the Cutting-Edge Pre-Intermediate textbook is intended for a global audience, its intention to encompass cultural and linguistic diversity remains limited to properly engage a diversified extension of learners, particularly pertaining to non-Western backgrounds. The preponderance of Western-centric scenarios such as in global icons, elements and even corporations suggest a restrained picture of global cultures in the textbook's content. The limited inclusion of different cultural backgrounds and contexts potentially hinders learners from acquiring a broader comprehension regarding cultural intercommunication and worldviews. Given that 50% of the participants indicated the book's reflection of global cultures is "moderate" and 33.3% rated it as "poorly", thus, evidencing one of the main shortcomings of this material is the cultural diversity and representation.

Moreover, in terms of the role of globalization in the text, a great number of participants (55.6%) revealed the textbook moderately prepares them to interact in a globalized world, while a significant proportion of them (27.8%) rated this preparation as ineffective. Additionally, the scarce incorporation of global issues (immigration, climate change, technology) rated as "rarely present" by 44.4% of the participants underscores a disconnection between contemporary learners' realities and the textbook's content, possibly obstructing their engagement with the topics presented.

Furthermore, half of the participants in this study (50%) agree that the textbook's incorporation of diverse pronunciation remains exclusive to American and British accents,

indicating a limited exposure to linguistic diversity. As a global language, English is transmitted through different countries and cultures around the globe, increasing its richness in terms of accents and dialects. The limited incorporation of these varieties in EFL content narrows an improved comprehension of this language, potentially retarding the students' ability to connect successfully in different contexts from real-life situations.

4.8.6. *Implications*

These findings provide meaningful implications for EFL content, for both students and educators. Primarily, it is imperative for textbooks to transcend from a Western-centric perspective of the content displayed to incorporate a broader scope of cultural backgrounds that accurately represent a diversified vision of cultures on a global scale, simultaneously facilitating an improved comprehension of English as it currently is a large-scale universal language.

The integration of non-Western cultures into the textbook would improve cultural understanding and proficiency and prepare students to successfully engage in real life scenarios considering the interconnected nature of the contemporary world.

Additionally, these findings highlight educators' demand for a critical observation and implementation of the learning materials in the classroom. Consequently, in order to promote a balanced, coherent and meaningful understanding and representation of global cultures, teachers can integrate the conventional textbook's content with authentic materials concordant to students' realities, hence, improving the language learning experience within classroom atmospheres.

5. Conclusion

The analysis discloses elements that reflect the influence of globalization in the textbook, while reinforcing Western-centric perspectives. The accentuation on Western norms and hegemonic pronunciation potentially restricts the representation of a larger cultural variety, straining the endeavors to incorporate an inclusive setting in language education that contributes with learners' diverse backgrounds. Despite the publisher's commitment to increase cultural diversion, the textbook continues focusing on Westernized narratives, which asserts cultural superiority and promotes oversimplified depictions of non-Western individuals.

This document underscores the contribution of materials such as textbooks as ideological means in the construct of perceptions and beliefs. The representation of certain cultures over others interferes with the purpose of portraying diverse and culturally relevant information in language education. Through the integration of meaningful, culturally representative content fosters inclusion in the learning process. Hence, supporting varied linguistic identities. Recognizing the influence of globalization is crucial for the design and implementation of learning materials indifferent educational contexts in an increasingly interconnected society.

5.1. Limitations

Notwithstanding valuable insights obtained in the development of this investigation, it is subject to certain limitations. Initially, the number of participants considered for this study is rather short. Their own unique backgrounds provide relevant information, at the same time, the narrow sample might compromise the generalizability of the findings. While the data obtained

remains representative in this specific context, the results might fluctuate through the application of a broader sample, as well as a different research context. Another limitation relies on the fact this study centers on the analysis of unit 7 from the Cutting-Edge Pre-Intermediate textbook. Therefore, an exhaustive analysis of the entire textbook or additional units is required to gain further understanding concerning the books' portrayal of different themes associated with global issues.

5.2. Recommendations for Future Research

Future research should consider the implementation of a larger sample for both the selected textbook as well as participants. Moreover, the incorporation of diverse settings is recommended to improve the generalizability of findings. Additionally, an in-depth exploration specifically concerning the impact of EFL materials allows for a holistic overview regarding coherent and balanced implementation of supplementary materials to meliorate aspects such as cultural representation for diversified groups of people in the context of language learning.

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