

Identification of discursive patterns in linguistic instruments: the English textbook from the
Foreign Languages Teaching Bachelor's Degree, a case study

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Dedication

I would like to dedicate this research:

To God, for creating me, loving me as He finds me, and never leaving me alone. Oh, and for creating music, Hillsong, Skillet, Gustavo Cerati, and etc. Thank you, Lord.

To my parents, for always supporting me, especially when there was the miracle of the opportunity at UIS when I decided to switch programs and they said “yes” unconditionally to my decision.

To the love of my life, Linda, for joining me along this long journey, for all of your love, for being there right by my side when I needed you, for being my best friend all this time, for your help becoming the best version of me, and...

To my grandparents, my uncles, my cousins, and my family in general, for accepting me just as I am, most of the times without questioning my personality, or shedding light into my life when I was in need of some perspective, and for always believing in me.

To my best friend, Tatiana, for being of so much help in the roughest times of my life.

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To all the people who have somehow contributed to my development and growth as a person.

-Michael.

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-Gintonic.

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Abstract

Title: Identification of discursive patterns in linguistic instruments: the English textbook from the Foreign Languages Teaching Bachelor's Degree, a case study*

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Key Words: Discourse, Didactic materials, Linguistic instruments, Epistemological racism, Cultural dimensions, Center/periphery, English textbook, Content analysis

Description: Taking into consideration the relevance that didactic materials have in foreign languages instruction, as is the case of textbooks which contain a linguistic focus, there is a possibility of encountering discourses embedded within the content as well. Although the scrutiny of textbooks has increased recently, the analysis of hegemonical traits, specifically epistemological racism, in the scope of in-service language teachers' instruction, is brand new at a local level. For this research, we studied the content of the 10 units from the textbook *Cutting Edge Advanced Third Edition*, proposed as core material for pre-service teachers to accomplish the final requirements in terms of the linguistic component from the program Foreign Languages Teaching Bachelor's Degree at UIS University in Bucaramanga, Colombia. A qualitative approach comprehending a corpus selection and categorization systematized based on a Content Analysis technique that had the English textbook as the subject of study served as the ground over which to triangulate data, trying to avoid bias as much as possible, and in an attempt to provide validity to the findings that resulted from the analysis based on concepts such as epistemological racism (Kubota, 2019), center/periphery (Wallerstein, 1974), and cultural dimensions (Yuen, 2011). Results showed that there is presence of epistemological racism in the textbook scrutinized, having the prioritization of cultural traits of regions from the center and referencing their practices as the main strategy to execute it. It was also concluded that further research is needed in terms of a multimodal analysis of the textbook content.

* Bachelor Thesis

** Facultad de Ciencias Humanas. Escuela de Idiomas. Licenciatura en Lenguas Extranjeras con énfasis en Inglés.
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Resumen

Título: Identificación de patrones discursivos en instrumentos lingüísticos: el libro de texto de Inglés de la Lic. en lenguas extranjeras con énfasis en Inglés, un estudio de caso*

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Palabras Clave: Discurso, Materiales didácticos, Instrumentos lingüísticos, Racismo epistemológico, Dimensiones culturales, Centro/periferia, Libro de texto de inglés, Análisis de contenido

Descripción: Teniendo en cuenta la relevancia que los materiales didácticos tienen en la enseñanza de lenguas extranjeras, como es el caso de los libros de texto que contienen un enfoque lingüístico, existe la posibilidad de encontrar discursos insertados en el contenido. Aunque el escrutinio de los libros de texto ha incrementado recientemente, el análisis de los rasgos hegemónicos, específicamente el racismo epistemológico, en la instrucción de profesores de idiomas en preparación, es relativamente nuevo a nivel local. Para esta investigación, se estudió el contenido de las 10 unidades del libro de texto Cutting Edge Advanced Third Edition, propuesto como material central para que los docentes en formación cumplan con los requisitos finales en cuanto al componente lingüístico del programa de Licenciatura en Lenguas Extranjeras de la universidad UIS de Bucaramanga, Colombia. Un enfoque cualitativo que comprendió una selección y categorización de un corpus sistematizado a partir de una técnica de Análisis de Contenido, que tuvo como objeto de estudio el libro de texto de inglés, sirvió como la base sobre la cual triangular los datos, tratando de evitar al máximo los sesgos, y en un intento de dar validez a los hallazgos que resultaron del análisis a partir de conceptos como racismo epistemológico (Kubota, 2019), centro/periferia (Wallerstein, 1974) y dimensiones culturales (Yuen, 2011). Los resultados mostraron que hay presencia de racismo epistemológico en el libro de texto escudriñado, teniendo la priorización de rasgos culturales de regiones del centro y referenciando sus prácticas como la principal estrategia para ejecutarlo. También se concluyó que es necesario seguir investigando el tema en términos de un análisis multimodal del contenido del libro de texto.

* Trabajo de Grado

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Introduction

Discourses circulate in everyday life. As a result, the academy, as a pillar of social structures, opposite of being the exception to this phenomenon, is the strategic melting pot for different agents to find their way to disseminate discourses related to their particular interests.

As a social extension entity, the university is configured as a space through which the population can have access to fields of knowledge that contribute to the individual and collective development of citizenship. In this way, the university acquires an authoritative character in terms of its role of having the necessary resources to actively contribute to the construction of knowledge in a community (Alcántara, 1997 p.78).

Specifically, the public university acquires the role of a promoter and/or challenger of the discourses proposed by social hierarchies. In the context of Colombia, this is a reality that is fully manifested, especially considering the impact of the country's political landscape on the operations of public universities.

In the case of UIS, the previously mentioned discourses could be present in the materials required for the Bachelor's Degree in Foreign Languages; more specifically, they could be embodied in the book *Cutting Edge Advanced Third Edition*, which is part of the curricular material for the subjects *Advanced English I and II*, the last levels of English language proficiency for this degree.

Due to its commercial character as being published by Pearson, a world leader in English teaching materials publishing with profits of around £15 million in 2021 (Pearson Annual Report, 2021 p. 3), this book is used in the undergraduate program because of its language component.

Hitherto, this book, as well as other materials related, has been extensively studied in recent times in terms of its ideological character thanks to the subject being on the rise and enjoying momentum in academia (Smith and Sheyholislami, 2022, p. 53). In the light of that, with an exploratory scope, this research will be limited to questioning the content of the textbook in terms of its role as an instrument promoting cultural discourses in the local context of the School of Languages from Universidad Industrial de Santander.

Having the aforementioned in mind, as a result of a previous approach of the researchers with the material to be scrutinized, a product, which by default can provide solid foundations both in terms of bibliographical review and methodological procedures, was obtained for the research to be developed. This previous approach provides the background knowledge necessary to filter the relevant tools for this research.

Such tools are textual analysis using categorization strategies of Content Analysis (Bengtsson, 2016), the possibility of establishing links based on the co-occurrence of words (Knowles, 2006), the conceptualization of the problem through epistemological racism (Kubota, 2019), among others. The driving research question for the study conducted was concerned with the ways in which epistemological racism was embedded in the English textbook.

Although there are works that question the role of the English textbook in the classroom, little has been studied in terms of such material as part of the instruction of future teachers; for instance, the English textbook as a central tool from the curriculum of the Bachelor's Degree in Foreign Languages at Universidad Industrial de Santander, is a topic that should be examined because it presents a research gap to be tackled.

Therefore, the reason for addressing this phenomenon lies mainly in the broad nature and macroscope of a classroom in which future teachers are prepared, who will eventually find

themselves in the role of instructors, and it is there, in the expansive quality of what is learned, that the discourses previously promoted in the classroom instruction of undergraduate students should be studied. However, the research was focused on the text material itself and not on the repercussions that could be brought into future teachers' performance inside and outside the classroom context.

Furthermore, the researchers have dived into the phenomenon under consideration in previous instances, each of them from a different focus. At a first level, the issue was analyzed with a nomothetic scope, looking forward to checking for possible patterns of discourse that could be identified and further categorized based on their frequency of occurrence within units one to five of the textbook.

Consequently, the phenomenon was also scrutinized in a qualitative fashion focusing only on the unit one of the textbook, according to the relevance of the central topic for the development of the research step that followed after the general picture portrayed by the quantitative approach. The content from unit one was centered on globalization, which has at the core of its nature the convergence of different discourses, particularly of cultural comparisons sustained on the basis of stereotypes, economical power relations, and social structures from the perspective of a specific dominant epistemology, all of them relevant for the intention of the undergoing research.

The ideographic application was done through a case study, as it was found to be the method most suitable for the understanding of the matter, since an exploratory approach was necessary as there was not enough data available for the specific context studied. From here, findings shed light on the fact that several discourses were flowing within the content. In this regard, some of the ideas used to conduct the analysis obtained from the literature review and informed decisions made by the researchers were concepts just as epistemological racism (Kubota,

2019), and power relations within a center/periphery dynamic (Hannerz, 2015), among others to be discussed in the proceeding section.

Several questions had been left unanswered in the previous approaches to the issue since there were other contents in the textbook. One of the main inquiries that remained to be done had to do with the extent to which discriminatory discourses were manifested throughout the textbook, going beyond unit one which was overtly focused on culture in contrast to other content units, where at first glance there was no mention of an open discussion about cultural issues. This research attempted to tackle the discriminatory instances based on linguistic patterns that could unveil the discourses hidden by exploring the units from the textbook which had not been studied yet, in total ten.

1. Objectives

1.1 General objective

To identify the thematic contents present in the discourses within the English textbook that could be linked to epistemological racism.

1.2. Specific objectives

- To determine the thematic contents in the English textbook that address epistemological racism.
- To codify the thematic contents identified within the English textbook that resonate with epistemological racism.
- To find the way in which thematic contents related to epistemological racism are embedded in the English textbook.
- To dissect the resulting data from the content analysis applied to check correspondence with epistemological racism.

2. Body of work

2.1 Referential Framework

State of the art

The presence of discourses in learning materials such as textbooks has been the subject of several academic disciplines. The type of discourses studied varies as much as the fields which do research with them. From focusing on discriminatory discourses related to societal aspects that can resonate with the place of origin of a community such as race, immigrants, indigenous communities, poor areas, demographics, and underdeveloped countries, to other more abstract subjects just as gender,

social class, language, among others, researchers have found their way to create a background over which to build upon.

In terms of the place of origin, research has been conducted on the uneven power relationships that are present in EFL textbooks, both at a global and local level, as mentioned by Ulum and Köksal (2019), understanding as global the textbooks written in influencing countries, for example the UK, and as local the textbooks that are produced and distributed in the same place, for instance EFL textbooks produced and distributed in China, which address dominant ideologies in their content (Xiong and Qian, 2012).

Research on this subject has concluded that English textbooks, whether ESL or EFL, contribute to the reproduction of racist and/or biased discourses, such as the marginalization of Arab populations by overgeneralizing and portraying all of them as Muslims, which they are not (Torres, 2016), the diminishment of Asian cultures, particularly of women depicting them as highly submissive (Rueda and Luna, 2021), and of South American peoples, as is the case of Colombia, where “some textbooks emphasize the image of the native speaker (man, white, heterosexual) in a superior relation or position to other interactants in dialogues” (Soto-Molina and Méndez, 2020), among others.

The journey tracked above demonstrates that discriminatory discourses are not one-sided in the English textbook, they may take the shape of disregarding directly or indirectly the submissive cultures by diminishing them, or by elevating the dominant one(s) portraying their cultural traits as superior.

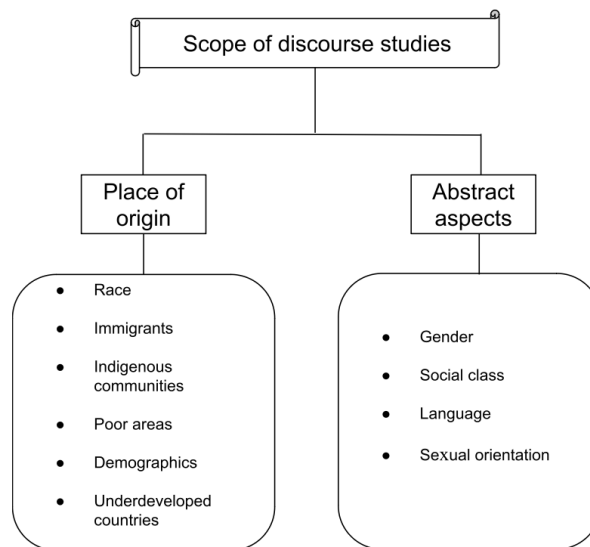
However, some studies in this field have shown that the existence of EFL environments, including English textbooks, has contributed to the personal growth of people from the same populations which were previously exposed as being affected, as it has provided settings of

development for citizens who feel the contact with English textbooks as a scape from their daily lives and perceive them as positive, regardless of any content that may disregard them (Kubota and McKay, 2009).

The topic is open to discussion, and we aimed at contributing to the subject of whether the English textbook impacts negatively cultures other than the dominant or not.

Figure 1

Scope of discourse studies



Conceptual framework

To broaden the ideas introduced in the previous section, it is necessary to address the concepts that have deeply influenced this research and that, at the same time, served as the basis for the development of the process. Beforehand, it is worth noting that the classroom itself is a reflection of how human beings behave in society, and this means that just as discourses flow ubiquitously in every other area of real life, they are constantly manifesting within the classroom (Moreno, 2016). From this premise, we as researchers started the journey into the quest for a conceptual framework that served as a common ground for the arousal of informed proposals.

English textbook: Linguistic instrument

Observing the qualities of the English textbook as a material constructed with a leading role for the instruction of practitioners/apprentices, and being of an “instrumental, regulatory, homogenizing and commercial nature” (Núñez-Pardo, 2018, p. 230), such features ought to be held accountable in that, in turn, the reach of these textbooks could be broad and massive, ergo having a possible impact that will somehow affect learners’ language learning process to a certain extent.

Hegemony

Furthermore, dominance is portrayed in political spheres having the elites as leaders, who through epistemologies get the people to reassure the acceptance of the dominant ideologies mechanically; such epistemologies act in turn as hegemonic devices, understood in Gramsci’s words meaning that hegemony is based on the consent on the led, contrasting the somehow coercive nature of ideology and leaving room for economic purposes to be ingrained more subtly in the core of society, as happens with academia (Gramsci, 1935, as cited in Bates, 1975).

According to academic contributions throughout the centuries, the use of hegemony has been one of the devices that the ruling class has enacted the most as it allows for the stealthy hold of dominion over the population (ibid.). This hegemony can be manifested in different ways and may have as many shapes as desired by the group in charge of exerting dominance.

Epistemological racism

In the same line, focusing on academia, where textbooks occupy a privileged position following in second place the authority of the instructors (Stray, 1994, as seen in Abdollahzadeh and Baniasad, 2010), among the issues that evolve from power relationships, racism, understood as “discourse, knowledge, and social practices that, by means of inferiorization, denigration,

marginalization, and exclusion, construct and perpetuate unequal relations of power between groups of people defined by perceived racial difference” (Kubota and Lin, 2009, as seen in Kubota, 2019, p. 2), stays active in different social settings.

Some authors have alleged that there are certain dynamics in knowledge production and recognition where epistemologies that are not in line or that come from geographical areas which do not strive for an Eurocentric perspective are disregarded and do not receive the same attention as the ones belonging to European-alike worldviews, a phenomenon that Kubota (2019) would call “epistemological racism”.

Center-periphery

From academia as well, in regards to inequality, various theories have been developed in an attempt to explain how it works. Among them, the explanation provided by Hannerz (2015, p. 308) outstands, considering that the author establishes an advance of the “center/periphery” dynamic initially proposed by Shils (1972), which at the same time was an enrichment of the terms “metropolis” and “satellite” coined by Frank (1967), and a dynamic that a couple of years later would receive an improvement from Wallerstein (1974) by incorporating the notion of “semi-periphery”.

This theory, at its core, is concerned with the way geographical location acts as a determiner of inequality, by portraying excellence for the center and pettiness for the periphery, going from a capitalist/socialist/developing regions division at the beginning to a current Global North / Global South segmentation (Hannerz, 2015, p. 309).

The center/periphery dynamic makes it possible for biased discourses to arise, as is the case of “linguistic discrimination”, which serves as an excuse to legitimate unbalanced divisions of power based on language features and by means of hegemonical practices (Skutnabb-Kangas,

1988, as cited in Vanegas et al., 2016, p. 13). Since language, then, is used as a device to convey meanings and reproduce ideas (Ulum and Köksal, 2019, p. 15), it becomes evident that there is a linkage between language and hegemony, being that in the case of English for example, the dominance of this language through its intricacies affects people, risking the loss of their identities (ibid, p. 34).

Legal framework

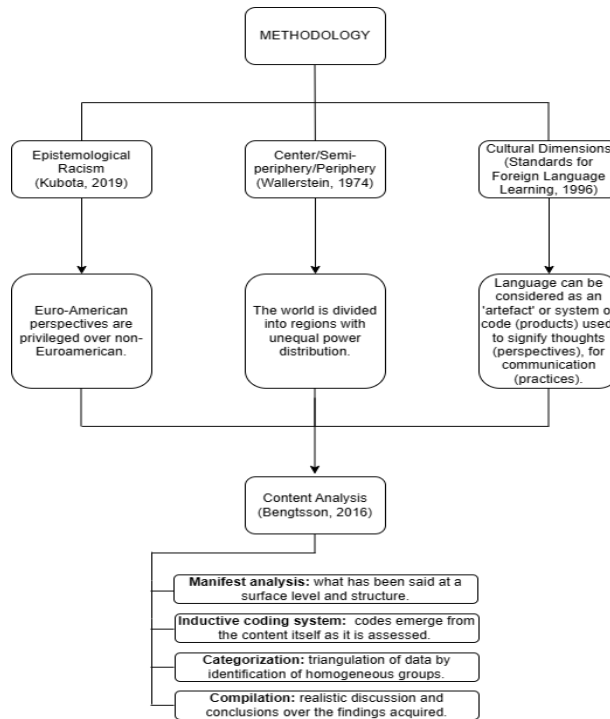
According to Article 13 from the Colombian Political Constitution, all people are free and equal and have the same rights and opportunities, without any discrimination based on their sex, ethnicity, origin, or religion. In the same line, the UN states that “the principles of equality and non-discrimination are part of the foundations of the rule of law, [...] all persons are accountable to just, fair and equitable laws and are entitled without any discrimination to equal protection” (United Nations, n.d.).

For a last word, “Ley 23 de 1982” states that description, representation, or use is free for scientific, didactic and cultural purposes. Also, “Convención De Roma, 1961” states that in the State of Colombia there are limitations to the protection of copyright laws if it is used for purposes such as scientific investigation.

2.1.1 Methodology

Figure 2

Methodology



2.1.1.1 Methodological approach. As for the intention with this research, in this case the main purpose of the study is to analyze cultural references about cultures that belong to different global economic statuses. Such cultures are involved in highly remarkable power relationships, which determine a dominant role for some and a subjugated one to others at a global scale. On the one hand, the cultures that are aligned with the dominant standards are considered to be developed and industrialized in which people have a higher standard of living, currently known as the Global North. On the other hand, the cultures that separate from such standards are diminished, ignored, and assumed to belong to developing countries, currently known as the Global South (Hannerz, 2015).

2.1.1.2 Methodological framework. Accounting for the phenomenon under consideration in this research, several choices had to be made in regard to how to approach the issue from the most suitable outlook, as there were several options available. To do so, extensive work in the field

in the fashion of reading, contrasting, and examining similar research could work as a solid ground over which to act in order to be held accountable, as far as the choices made could be based on informed decisions oriented by groundwork, literature review and existing research knowledge.

Based on that, a careful methodology with detailed procedures was key for this research, especially considering its nature as it is more likely to resonate with a qualitative approach, which in turn makes it necessary for subject decisions to be justified. From the research realm, naturally the two major options available to encompass the proposal relate to either a quantitative or a qualitative approach, as these are the most common paths to follow by default. What follows is a description of the decision for which we as researchers opted out.

Understanding the need to have a more descriptive and specific rather than statistical and generalizing comprehension of the phenomenon, we decided to take advantage of a qualitative approach to research. This, given its idiographic nature and its attributes of providing the opportunity for data to be analyzed inductively as well as the possibility for researchers to interpret the meanings of data (Creswell, 2013).

2.1.1.3 Type of research: Exploratory. Now, it was necessary to choose the scope of research, having to select among an exploratory, descriptive, correlational or explanatory focus, and the leading argument to go for a type of research in this case was the amount of work done in the field in the given context where research was to take place, with the result being that the phenomenon had not been extensively studied in this setting, which enacted the characteristics of an exploratory type of research (Swedberg et al., 2020).

Following on that, we selected a case study for the development of the research as its features were found to be the most approachable, considering that it provided an important

opportunity for praxis in order to match what had been studied a priori with the actual real-life scenario, therefore “enabling readers to understand ideas more clearly than by simply presenting them with abstract theories or principles” (Nisbet and Watt, 1984, as seen in Cohen et al., 2017, p. 253).

2.1.1.4 Data collection. In terms of the sample, a corpus was selected specifically from the English textbook Cutting Edge Advanced Third Edition in its ten whole units, in order to scrutinize all of its content. The selection of criteria was based on the relevance that it had to the topic under study by taking into account researchers’ informed judgments, as allowed by the exploratory scope of this study.

In regards to sampling, taking into consideration that representativeness is not an aim of a case study and the anticipated short scale of the research, a non-probability sampling strategy was used and purposive sampling was found to be the most feasible choice among the potential options within non-probabilistic types since it allows for the selection of the sample according to its “typicality or possession of the characteristics being sought” (Nisbet and Watt, 1984, as seen in Cohen et al., 2017, pp. 114-115).

Moreover, the sampling process was carried out having in mind the language component in the syllabus of the major selected and for this reason, we opted to choose an area that because of its landmarks is more likely to allow for a comprehensive study of its content, namely the textbook used for instruction, considering the culturally-inclined nature of its units.

Regarding the data collection instrument, a corpus analysis emerged as the methodology to undertake the compilation of the written material, according to a planned-ahead criterion (Halliday, 2009), i.e. a definition of “discriminatory discourse” inspired by Skutnabb-Kangas contribution regarding “linguistic discrimination” (see theoretical framework).

2.1.2 Results

2.1.2.1 Data analysis.

The textbook

As previously mentioned, the population and sample for this study equate to the English textbook from the language component of the Bachelor's Degree Foreign Languages and Education Program, corresponding to the advanced section of the program, which in turn is the textbook Cutting Edge Advanced Third Edition, published by Pearson PLC. In this sense, the book as a whole is the original source of content and the starting point for filtering information.

The units

Having in mind that we were already familiar with the content of the textbook, we had first-hand comprehension of the fact that cultural subjects were addressed mostly throughout the units, because they were mainly concerned with the praxis of the language, which enabled more content aspects to appear, thus allowing for a greater probability of cultural occurrences to be found, in contrast to other parts of the book that focused especially on grammatical patterns of the language and would not be as useful.

The text

Although the textbook contained graphic and audiovisual material as well along the units, due to the scope of the study and some time constraints, an informed decision was made not to scrutinize the nature of the textbook in these fashions, but we decided to focus specifically on the written and/or textual content of the units. However, the study of these elements can be addressed in future multimodal research.

Design of the data collection instrument based on checked bibliography for organization

Figure 3

Sample of data collection instrument

| Color coding / Cultural Dimensions (Moran, 2001) | | | | | |
|--|-------------|----------|--|--|--|
| Product | Perspective | Practice | | | |

| Color coding / World Systems Theory (Wallerstein,1974) | | | | | |
|--|----------------|-----------|-------------------------------------|-------------------------|---|
| Center | Semi-periphery | Periphery | Center / semi-periphery / periphery | Center / semi-periphery | Center / periphery / Semi-periphery / periphery |

| Unit | Page | Center/ semi-periphery/ periphery | Cultural dimension | Cultural reference | Textbook implicature |
|------|------|-----------------------------------|--------------------|---|---|
| 1 | 6 | Center | Product | I eat a lot of food from American chains. | The very first content line of the book starts with a reference of one of the most emblematic symbols of the center, which is fast food chains. |

Once the nature of the textbook to be analyzed had been chosen strategically, it was now necessary to design an instrument that accounted for the information relevant to the study to be organized. To do so, going over the literature and disposing of several models proposed by different authors, the model suggested by Standards for Foreign Language Learning (1996) corresponding to “cultural dimensions” was considered to be appropriate for this work, since it encapsulates reasonably the distinct ways in which cultural references can be found in a text.

At this point, we were facing the issue of not being able to incorporate the figure of epistemological racism in the organization of data, considering that a detailed cultural account does not necessarily imply an understanding of the phenomenon that drives the question under study, mainly because to talk about epistemological racism is mandatory to have in mind power relationships, a feature not included in Standards for Foreign Language Learning (1996) proposal. In that line, a second run over the literature was needed looking forward to finding academic approaches to the issue of power dynamics, predominantly concerning the unequal distribution of such power.

Carefully following the alternatives available, the division established by Hannerz (2015) advancing Wallerstein's original model of "world systems theory" was found suitable for the study based on the pertinence shown, as a comprehensive take of how the regions of the world are distributed in terms of power influence, which is the main concern of the theory, would allow for the appreciation of whether or not an instance included in the organization represented a trait of epistemological racism.

Selection of instances according to their relevance in terms of cultural presence

For the excerpt of the content to be scrutinized, as the basis for the selection of passages we took into consideration nouns, adjectives, and/or verbs that showed a certain relationship with countries, nationalities, regions, accents, societal aspects, and in general, cultural traits or features that could convey cultural meanings. All of this was sustained by the approach of co-occurrences coined by Knowles (2006), in which it is stated that the proximity between a noun and an adjective or a given meaning unit could carry implicit connotations, whether it be aware or unaware. As a final word in this regard, we selected the instances manually in order to try to achieve more accuracy.

Application of Content Analysis based on the model proposed by Bengtsson for categorization

Figure 4

Sample of content analysis categorization

| Unit | Page | Cultural reference | Code | THEME | |
|------|------|--|-------------------|-------------------------|--------------------------------------|
| | | | | Main theme | Sub-theme |
| 1 | 6 | I eat a lot of food from American chains | Food | Eating practices | Food from chain restaurants |
| 1 | 6 | Using English as a Lingua franca to communicate with other non-native speakers | Communication | Language to communicate | English language for communication |
| 1 | 6 | Travelling abroad to work or study | Cultural exchange | Migration | Emigration for professional purposes |

After having organized the information under cultural parameters, it was necessary to implement another organizational structure that allowed us to ensure the credibility and preciseness of the research. In this manner, the Content Analysis technique proposed by Bengtsson (2016) served as the most appropriate tool to systematize the data encountered.

Indeed, based on Content Analysis it was possible to assign the previously gathered information into categories that responded better to the question of the study and showed a clearer picture of how the items found behaved. Additionally, this new categorization that came up inductively as the data was studied, enabled us to look at the repetition of the contents present in the textbook.

Triangulation of data, assembling the first instrument for organization with the resulting technique from categorization

Figure 5

Sample of data triangulation

| Unit | Page | Cultural reference | Code | Code Repetition | Main Theme | Main Theme Repetition | Sub-Theme | Sub-Theme repetition | World Systems Theory | Cultural dimensions |
|------|------|---|------|-----------------|------------------|-----------------------|-------------------------------------|----------------------|---------------------------------|---------------------|
| 1 | 6 | I eat a lot of food from American chains. | Food | 1 | Eating practices | 1 | Food from chain restaurants | 1 | Center | Product |
| 1 | 7 | People eat more imported food rather than locally | Food | 2 | Eating practices | 2 | Imported food over locally produced | 1 | Center/semi-periphery/periphery | Practice |

To systematize the information better and in an attempt to have a wider interpretation of the phenomenon using a well-thought-out source, in this final step of data condensation (ibid.), we aligned the data from the two major moments of the research regarding data collection, meaning the initial organization containing cultural dimensions and world systems theory mixed with the follow-up data categorization that encompassed the thematic contents from the units of the textbook, to end up with a comprehensive block of information where we could execute the corresponding associations based on the data collected insofar to proceed with the analysis of the results.

2.1.2.2 Findings. *Foreword about the findings*, having gone through all of the available data, we have found several instances in the book submitted to thorough examination that speak about epistemological racism in regard to didactic materials. To render the results in a comprehensive manner, they are presented here in an organization following the structure proposed in the last step of the data classification, meaning that the eleven categories that resulted from the data collection and triangulation process are exposed in the corresponding order as they were appearing inductively.

At this moment, it is important to recall the meanings of some of the concepts to be used to represent the results, specifically those of “product”, “perspective”, and “practice” that belong to the “cultural dimensions” coined by Standards for Foreign Language Learning (1996), and the concepts of “center”, “periphery” and “semi-periphery”, which are linked to Wallerstein’s (1974) “world systems theory”.

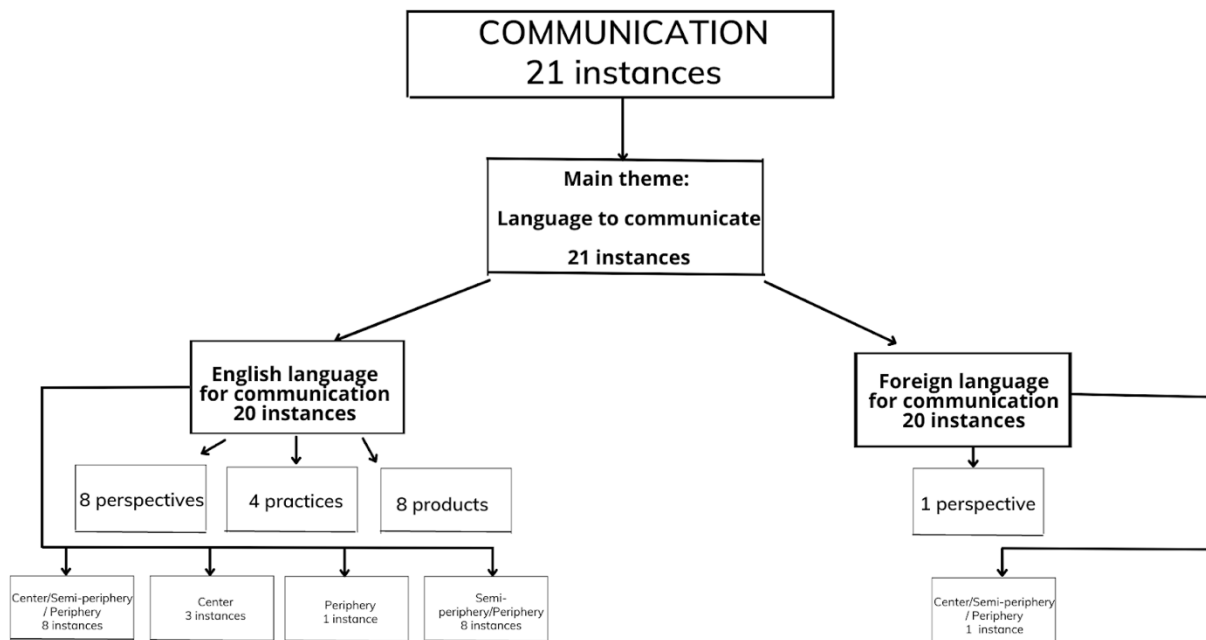
At a general level, “cultural dimensions” can be described as “a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people” (Yuen, 2011, as seen in Kim and Paek, 2015, p. 91). Moreover, “products are the products of literature, fine arts, and the sciences, along with historical figures, and social, political and economic institutions” [...] practices are the way of life and patterns of behavior [...] perspectives refer to ‘subjective culture’ and include inspirations, myths and worldviews” (Messekher, 2014, p. 73).

On the other hand, as far as “world-systems theory” is concerned, Wallerstein (1974) argues that the world-economy is submitted to power dynamics that respond to a distribution of influence by regions. Such dynamics imply an unequal distribution of power among regions, and they may be divided into three categories, being “center”, “periphery”, and “semi-periphery”. In this conceptualization, the “center” is referred to as “sites combining political power with complex ritual life and elaborated knowledge systems in the hands of specialists” (Hannerz, 2015, p. 309), whereas “periphery” or peripheral countries are “basically exporters of raw materials to industrialized core countries” (Wallerstein, 1991, p. 549), and “semi-periphery” refers to “countries like South Africa or Brazil which resemble the core in terms of their urban centres but also have areas of rural poverty which resemble the peripheral countries” (Thompson, 2015, n.p.)

Finally, the graphic of world-economy distribution by regions made by Elwell (2013) was used as a guide map for interpretation.

Figure 6

Sample of codes systematization



Communication

One of the first themes that came up after checking the content from the textbook had to deal with communication, understood here as the use of language to reach a purpose. Indeed, this theme was manifested in 21 total instances, from which all of them belonged to a main theme that we assigned as “language to communicate”, representing a reference to the use of any such language with the intent of communication. What is particularly important to highlight here is that from the 21 instances found, 20 of these resonate with the promotion of the English language for communication, whereas only 1 was related to foreign languages in general.

From the 20 instances related to English as a means for communication, perspectives, e.g. “learners of English should try to pronounce the language as closely as possible to the way that native speakers do”, and products, e.g. “I’d like _ start learning English earlier”, accounted for 8 instances each, and 4 of the instances were related to practices, e.g. “Adriana from Buenos Aires studied English for nine years at school, but has never had the opportunity to use the language in real life”.

Among them, 8 concerned a center/semi-periphery/periphery approach, 8 different showcased semi-periphery/periphery instances, and 3 were related exclusively to the center while only 1 talked about the periphery. In regard to foreign language for communication, as just 1 instance was found, it belonged to the categories of perspective and center/semi-periphery/periphery respectively.

Cultural exchange

In this code, 27 instances were found. Data were systematized into four main themes, including cultural similarities with 3 instances, 11 instances showing migration, cultural differences with 9, and 4 instances more referencing cultural values. In terms of cultural similarities, 2 practices were perceived along with 1 product, that corresponded to 2 semi-periphery and 1 center/semi-periphery/periphery allusion.

Next, it was seen that migration contained 10 practices and only 1 perspective which included 4 center/semi-periphery/periphery instances, e.g. “there is a clash of cultures within our society”, 2 from semi-periphery/periphery, e.g. “there has been a brain-drain of talented people going to work abroad”, 1 regarding the center e.g. “there are a lot more opportunities for people to travel and work abroad”, and 4 depicting the center/semi-periphery relationships, e.g. “giving up your job to work with poor people in a developing country”.

Now, in the case of cultural differences it was observed that 5 practices and 4 perspectives were present, representing 3 from the center, 2 center/semi-periphery/periphery, 3 that belonged to center/periphery and only 1 periphery as well. Finally, the cultural values main-theme served 4 perspectives all of them corresponding to center/semi-periphery/periphery.

Entertainment

This code was portrayed through 6 instances in which the exclusive main theme was designated as celebrity culture, consisting of 4 products, e.g. "they agree that modern media and the celebrity culture help to make people happier", and 2 practices, e.g. "we all recognize the same music, celebrities and brands", along with 2 instances corresponding to the center/semi-periphery/periphery dynamics, 3 from the center and 1 referencing the center/periphery. The relevance of this code having one and only main theme is to be addressed in the discussion following this section.

Modern society

One more code that could be found in the units from the textbook, and probably the most prominent one among all the others, is modern society, understood here as a globally connected society where goods are shared internationally, and there is a common ground over which nations cooperate, regularly sharing not only products or services, but also general conventions such as time.

Two major main themes were found, both of which are very close in terms of number of instances, being lifestyle and economic dynamics; the former containing 18 allusions, and 20 instances referencing the latter. However, another main theme was located with fewer instances, in this case 5 of them representing modern society mishaps, i.e., issues related to urbanization and other phenomena fostered by modern society.

Specifically talking, within lifestyle perspectives were predominant with 9 instances, followed by practices which consisted of 6 examples and in the last place there were 3 mentions of products.

Corresponding to the same main theme, center/semi-periphery/periphery showed 10 repetitions e.g. “our way of life has changed considerably”, whereas center portrayed 7, e.g. “people are more aware of other cultures and ways of life”, and center/semi-periphery only 1, e.g. “if you want the job, you’ll have to prove your worth”.

Additionally, the main theme called economic dynamics which as previously said was the main theme with the most repetitions, presented as much as 11 practices, along with 5 products and 4 perspectives, while in terms of world-systems theory, it showed 11 instances regarding the center, 4 center/semi-periphery/periphery, 3 related to the semi-periphery, 1 for periphery and similarly for semi-periphery/periphery, making this the most diverse main theme so far.

In the final main theme of this code, 3 perspectives were found as well as 2 practices, followed by each of the world-system theory categories represented in 1 instance with the exception of center/semi-periphery/periphery, meaning 5 in total. This shows again that not only economic dynamics was varied, but also this main theme of modern society mishaps, which accounts for the code of modern society to be the most representative hitherto.

Education

Just as the previously mentioned code, Education also made a significant contribution to the study, throwing 9 total instances, which at first glance might not seem as impactful, however, their almost unified nature as a whole was of great value. From the 9 instances, three main themes appeared, in which freedom of choice emerged as a topic again, then studying at an institution was also addressed, and a main theme named by us as argument of authority related to an academic subject was the most significant for our work, e.g., “according to Rajita Sinha, a professor of

psychiatry at Yale University”; and “a study conducted at Cambridge University”. The reason for this last coining will be addressed in the discussion that follows afterwards.

In the first main theme, only 2 perspectives were encountered where 1 instance belonged to center and the same applied for center/semi-periphery/periphery, followed by just 1 instance concerning a perspective and the center/semi-periphery/periphery for studying at an institution, and at last, coinciding in number, 5 instances regarding products were found and 1 practice, where 5 of them alluded to the center and 1 to the center/semi-periphery/periphery correspondingly.

Health

Following with the reference to institutions, in a new code designated as “health”, there were 2 instances noticed that resembled this notion and they did so in one category for cultural dimensions and one as well for world-system theory; as a result, there were 2 instances for center/semi-periphery/periphery, e.g., “the UK government recommends 75 minutes of moderate activity a week”, and the same 2 belonged to the category of products, all of them pertaining to the main theme “institutional health recommendation”.

Worldview

This code was found to present 6 instances under the main theme called “a right way to behave” with 3 perspectives, 2 practices, and only 1 product, resonating with 4 instances classified in the center/semi-periphery/periphery category as well as other 2 belonging to the center.

Culture

For the case of “culture”, in the code there were two main themes, “commentary related to famous characters considered as iconic” and “cultural traits” with 5 and 3 repetitions respectively. From these, 5 products, e.g. “to understand the English spoken in Shakespeare’s time” were found, as well as 3 practices, e.g. “ballroom dancing for deprived kids... bringing ballroom dancing

lessons to children who could not otherwise afford it... we ask you to give generously to bring a little fun and happiness to disadvantaged young people who often have very little joy in their lives". From here, as much as 7 instances were related to the center and just 1 addressed the periphery, similar to the code of Education, as will be discussed in the next section.

Economic status

A hierarchical model of society is proposed as the main theme of this code, containing 4 instances in total in which 3 perspectives and only 1 product were found, half of them belonging to the center/semi-periphery/periphery, e.g. "the first people to walk past you are the owners of loss-making businesses, the unemployed... all of them invisible or tiny compared to a normal person", and the other half assigned to the center e.g. "what is the purpose of the top level of the pyramid model? c. to appeal to the wealthy elite". Precisely the phenomenon of hierarchy in regard to economic status present in the textbook is to be addressed in the discussion.

Surveillance

Although only one example was found in the main theme defined as "instances of security systems used in a specific country", it happens to fit into the practice and center categories, e.g. "lie detectors have been widely used in the USA...". This again sheds light on an issue of prioritizing aspects from specific regions that will be carefully assessed in the following lines, and this item in particular could provide useful information in regard to what is being prioritized.

2.1.2.3 Discussion. The remarkable gap in the amount of instances in the code of Communication in which the theme of English language for communication represented a distinct greater percentage of instances in contrast to Foreign language for communication signified the need for us to look further into the issue, allowing us to notice that not only was there presence of

English-language linguistic traits, but also a promotion of the language and the status associated with the accent of speakers from English-speaking countries.

But not any country, rather the US, and not any part of the country as in the case of the UK where the Scottish accent is not considered as valuable as that from the center such as England and/or the US, as could be evidenced in an excerpt from unit 7 (see unit 7, page 71), which exemplifies about a rap duo that “their Scottish accents hadn't gone down well. 'They laughed at us', recalled Gavin. Everyone expected rappers to be American”.

Regarding the code of cultural exchange, several claims can be made particularly in relation to migration and within migration, the phenomenon of immigration, as the 11 instances revealed show a bias towards the act of going abroad which is also evidenced in the fact that from the instances 10 of them corresponded to practices, and such practices tended to be related to moving from an origin country, whichever it be, mostly from the periphery, where cases just as David, a character that appears in the textbook (see unit 1, page 12) can be highlighted, as he is depicted as being in a situation where he was very young and “qualified as a chef, but cannot find a job in his own country”.

Additionally, it is said about David that “his girlfriend has found a job in Germany. David has joined her there and they are staying with some cousins for a few months while he finds a job”, stating that whatever condition he arrived there and for as long as it could be, it was better than staying at his homeland. But this is not the only case, all throughout the textbook units allusions to going abroad for work (see unit 3, page 35), to do postgraduate courses (see unit 6, page 57), and in general having better opportunities by traveling to another country (see unit 8, page 79), which as shown in the example usually refers to arriving at the center.

Besides linguistic and grammatical patterns, along the lines of the textbook, instances referencing entertainment and specifically a celebrity culture could be perceived, reinforcing ideas such as “celebrity culture helps to make people feel happier” (see unit 6, page 65), in which international characters, generally from the center, are positioned as an ideal to reach and follow in a religious fashion. Similarly, another example was found (see unit 8, page 82) where it was alluded that a region from the periphery only took relevance when international celebrities participated in a reality show held there, among other situations.

In the case of modern society, unequal power relationships were remarkable in the findings, since the comparison made between multinational and local businesses was a recurring sub-theme that showed up in at least 12 instances, exemplifying “big multinational companies have a lot of power” (see unit 1, page 11), “a lot of small local businesses cannot compete with big multinationals” (see unit 1, page 11), and “there are more multinational corporations and fewer local businesses” (see unit 1, page 7), among many others, which one after the other reassure the idea of the predominance of multinational corporations whilst diminishing the opportunities local stores have when confronted to such multinationals.

This issue goes beyond, as there are some instances related to eating practices from the code “food”, which due to the limited amount of repetitions does not have a section of its own, but at this point ought to be mentioned, since claims are made in the textbook where talking about Indonesian, Brazilian and Indian restaurants, all of such countries belonging to regions outside of the center, are asserted to be places where “the food is frequently impressive, but the service can be disappointing - a fact mentioned by a **significant minority** of tourists on travel websites” (see unit 1, page 14; *emphasis added by the authors*).

Not only that, but in the examples here exposed from the code “food”, there is a mention of a conjecture that “a **small minority** of people eat ready meals at home” (see unit 1, page 14; *emphasis added by the authors*), and if taken into consideration the intensifiers “significant” and “small” when relating to a minority of people in each instance, it can be noticed that there is a possible bias towards magnifying the opinions from people belonging to specific groups, and diminishing the importance of the practices from other demographics.

In the same vein, different regions were addressed to make comparisons against each other, in which factors such as urbanization and purchasing power were mentioned, as evidenced in the instance “the **brand new** city of Songdo in South Korea and the more **historic** city of Medellin” (see unit 1, page 8; *emphasis added by the authors*). It is worth highlighting the use of qualifying adjectives when the cities are pointed out in the textbook, since a biased description of each is made.

In this excerpt, Songdo, one of the main cities from South Korea, part of the semi-peripheral regions, is described in regards to its development and technological advance, while Medellin, one of the main cities from Colombia, part of the peripheral regions, is described in regards to its underdevelopment and technological limitations. All of this as noticed in the whole passages previously mentioned from the textbook.

In addition to that, one of the main reasons to have asserted in the presentation of the results that the code regarding modern society contested to be the most representative among all the findings, is the fact that throughout the textbook some other instances that fit into this code manifest the notion of “otherness”, understood here as the representation of an identity that does not resemble or opposes the identity of the validated self in the dominant society (Bauman, 1992, as cited in Marotta, 2002).

To enlighten this issue, several instances from the textbook can be referenced that address different situations but have an underlying similar premise. For example, among the main excerpts from unit 1, we found stated that “many of the goods we buy are made in sweatshops in other parts of the world” (see unit 1, page 7), portraying a clear “we” as the consumers that belong to a demographic and “other” as the producers which do not belong to such demographic.

Consequently, expressions like “people are more aware of other cultures and ways of life” (see unit 1, page 11), “it’s morally wrong when others are dying from poverty” (see unit 3, page 29), and “our country does not need to rely on foreign investment anymore” (see unit 3, page 31), show a perspective about what “we-our-people” represent and “other-others” do. This phenomenon of the prevalence of one identity over the other can be perceived in a different main theme as well.

Luxury brands are a key component of pop culture from Western/Westernized societies, and as such they may find their way to be taken into consideration for the content part of didactic materials, as no matter whether people use them much or not, they are greatly known worldwide and there is a general understanding of what they represent. Cutting Edge Advanced is no exception to this, as several parts of the textbook depict the presence of luxury brands.

For instance, lists of top brands like “Louis Vuitton, Gucci, Chanel, Rolex, Rolls Royce, Tiffany and Co, Issey Miyake and Vertu” (see unit 2, page 24), questions in the fashion of “which country is the largest market for luxury brands? China-France - the USA” (see unit 2, page 24), and statements that go “luxury brands make the most money from the top/middle/bottom of the pyramid” (see unit 2, page 24) make possible to see that brands from the center are prioritized, that when it is talked about markets for luxury brands, meaning purchasing power, countries pertaining

to the center just as China, France and/or the US are the ones exemplified, and that luxury brands serve a pyramid-shaped purpose.

Another perspective found was related to freedom and the fact that people in modern society can often exercise this trait in their lives, generally associated with economic activities just as getting a certain wage, as seen in the allusions “there is more freedom and choice” (see unit 1, page 7), “for others, however, remuneration is first and foremost an issue of freedom”, “shouldn't we all be free to make as much money as we like?” (see unit 3, page 28), and “freedom people should be free to earn whatever is possible” (see unit 3, page 29). What is exposed here may signify the promotion of economic openness in a free market dynamic, representing the values allegedly manifested in this model like the freedoms to choose, to work, and to accumulate as much wealth as desired (Depersio, 2022).

Education provided useful insight in terms of instances related to arguments of authority, which in pretty much all of the cases alluded to the center and were presented in the shape of products. What we mean by “argument of authority” is based on the generally accepted academic concept that refers to the use of an external “more knowledgeable” source trying to give more validity to an opinion or statement proposed.

We will start by posing the instances that could be found to highlight the predominance of such statements, to then discuss in depth which could be the implications of having them in the textbook. Going through the units, particularly present in the last half, recalling that there are 10 units in total, it was possible to find arguments referencing researchers from institutions from the center, or directly referring to the institutions, or alluding to the results of studies conducted in regions of the center, or the practices of institutions from these countries, or at a more general level referencing the countries upfront.

For the first case, statements such as “according to Rajita Sinha, a professor of psychiatry at Yale University” (see unit 6, page 58) and “a researcher from the University of Bordeaux in France” (see unit 7, page 70) could be found, or in the case of directly referring to the institutions we could see expressions as “a study conducted at Cambridge University” (see unit 6, page 58). Then, for the third situation there were instances just like “at any given time, 1% / 6% /11% of Americans over the age of 12 are taking anti-depressants...” (see unit 6, page 64), and regarding the practices of institutions from these countries, just as happens in “American schools started teaching happiness as a result of the project in Tyneside. What benefits are being felt from the American experiment?” (see unit 6, page 64).

Finally, probably two of the most outstanding instances that refer to the authority of knowledge in countries directly were perceived in two distant spaces of the textbook, but represented a very similar idea; these were introduced in different manners, one in the fashion of a question and the other as a statement, both of them representing the last arguments of authority under consideration.

The first instance asks “where does your country come in the UN World Happiness report league tables ? What about super powers like the US and China?” (see unit 6 page 65; *emphasis added by the authors*), and the second one asserts that “according to researchers in the USA, when someone lies, you get an instantaneous warming around the eyes, commonly known as 'blushing'. Dr. James Levine of the Mayo Clinic in Rochester, Minnesota, speculates that people who lie are afraid of getting caught” (see unit 10, page 100).

The reasons as to why this is problematic are to be exposed here. Epistemological racism, as it has been argued before in this paper, establishes that the presence of discrimination in a discursive instance may assume two main forms, i.e., by prioritizing one worldview over the

other(s) or directly disregarding/diminishing an epistemology, and this might happen at different levels, to the extent of neglecting the perspectives from a community.

By referencing exclusively researchers, institutions, studies, practices and countries that belong to the center when it came to trying to provide validity to the arguments posed in such instances, it becomes evident that there is an inclination towards one perspective, and it might be necessary to analyze to what extent there could be implicit epistemological bias behind the exemplifications mentioned.

Although the textbook is proposed as a global alternative, there was an absence of institutions and scholars from semi-periphery or periphery regions in the mention of arguments of authority, which reinforces the commonly assumed idea that in order to be validated, knowledge production must come from specific demographics, and this in turn aligns with the previously presented idea in the code of cultural exchange that promotes going abroad to study or work in center regions, due to the prestige and validation these institutions hold at a global scale.

Curiously enough, the field of Education was not the only one where institutions from the center were put as a validated standpoint. In the code of Health, references to a worldwide organization headquartered in the center were made as in the excerpt “how many minutes of moderate-intensity aerobic exercise (e.g. walking or cycling) do you think the World Health Organization recommends you should do each week?” (see unit 4, page 44).

Besides that, governments took their place in the content from the textbook as well, but as can be anticipated not any government, but one from the center, and specifically from one of the superpowers of the world, as the material states that “the UK government recommends 75 minutes of moderate activity a week” (see unit 4, page 44), holding accountable a central institution from this country for health advice.

Here again, statements are made as generally known or widely accepted facts, on the basis of being backed up by institutions from the center, which are yet again reassured as trustable sources of knowledge, whether it be in regards to Education or Health. Not only it portrays the legitimization of the arguments displayed, but also the dominance of the source where they came from. It is also important to highlight here that once more, institutions from the semiperiphery or periphery were not mentioned.

Besides promoting which knowledge is valuable, a view towards behavior in social settings is proposed as well, which in reality is aligned more with Western societies than with other regions of the world. This is exemplified in the textbook as it is shown in some excerpts, some of them quite short and direct, but having one in particular that extends to a considerable length and insists on certain image traits, as follows:

“Polite social behaviour: A Cornish school is giving teenage boys lessons in the art of etiquette. Something you might expect at an exclusive private school, perhaps, but Fowey Community School is a state comprehensive. Male pupils from the school have started a six-month course to learn key skills such as personal grooming, table manners and how to greet a lady” (see unit 5, page 46).

Additionally, some other instances represent steadily the idea of what is conceived as “the right image”, also linking it to certain global brands from the center, as in the statement “Prada and Hermés...We continually encourage our youth to be successful and success, as everyone knows, is partly down to having the right image” (see unit 5, page 48), or there are even implications asserting that there is a linkage between image and success, i.e., “image is the only thing that matters for success” (see unit 5, page 48).

Complementing the aforementioned, the importance and impact of “the right image” is reassured, sustaining that “society's image obsession won't change any time soon (see unit 5, page 49). Along with the conception of image, it is mentioned how easily preconceptions are built in modern society, for in this way making decisions is less time-consuming, ergo it is asserted that “most of us don't have the time to think in detail about where we want to go on, holiday and instead rely on a few simple preconceptions of what a place is like” (see unit 5, page 48).

Having reviewed all these topics, there are still some other situations in which predominance of the center over all the other regions could be identified, as happened with the code “culture”, which as was previously exposed, consisted of 7 instances related to the center, where 5 of them displayed commentaries that were related to famous characters that are considered as iconic.

However, all of the characters spoken about were precisely related to the center. For example, Shakespeare was referenced in 3 different instances, these being “to understand the English spoken in Shakespeare's time” (see unit 1, page 10), “as Shakespeare said, 'Life is a tale told by an idiot, full of sound and fury, signifying nothing,' so enjoy it while it lasts” (see unit 4, page 41), and “have you read any of Shakespeare's plays?...The teacher chose Jane to read out Hamlet's speech” (see unit 6, page 61).

Following with authors, another famous writer from the center, specifically from the United Kingdom, took place in the examples portrayed along the textbook, referenced in the fashion of “1899, HG Wells wrote in *When the Sleeper Wakes* that two men turned obediently” (see unit 9, page 91), where again none of the authors from the semi-periphery nor the periphery were to be found.

In the same line, an explicit reference to historic figures as painters from the center was made, safeguarded for the sake of common knowledge, i.e., “it's common knowledge that Vincent van Gogh sold only one painting in his lifetime... Monet's paintings... Vermeer, the painter... more or less anything they touched has an astronomical price tag attached to it...” (see unit 7, page 70).

But cultural references were not made exclusively to persons, there was also place for iconic cultural places from the center to shine embellished by several adjectives that were put right next to them, as can be perceived in the description of France's utter artistic work, “one of the most loved and recognised tourist attractions in the world is the Eiffel Tower” (see unit 7, page 70).

In another realm, cultural traits were mentioned too, in which leisure activities performed mostly by specific groups of the center are depicted as the ultimate ways to find joy, as perceived in the excerpt “multi-level treehouse in our local park for use by the whole community - a place for children to have adventures, for families to picnic” (see unit 3, page 32).

Moreover, elite practices such as ballroom dancing were portrayed to be an enthusiastic alternative to bring happiness to poor children who had no option but to accept the generosity of those who dared to go there and offer their cultural capital in favor of the disadvantaged, or in the words found in the textbook, “ballroom dancing for deprived kids...bringing ballroom dancing lessons to children who could not otherwise afford it...we ask you to give generously to bring a little fun and happiness to disadvantaged young people who often have very little joy in their lives” (see unit 3, page 32).

In regard to economic status, it was interesting to notice that the first glances of this issue were represented in terms of hierarchy, “the first people to walk past you are the owners of loss-making businesses, the unemployed...all of them invisible or tiny compared to a normal person”

(see unit 3, page 28; *emphasis added by the authors*), and going beyond, economic status is depicted in the shape of a pyramid, “what is the purpose of the top level of the pyramid model? c. to appeal to the wealthy elite” (see unit 2, page 24).

The pyramid is a model generally associated to the governing structures that rule in the center, without dismissing the fact that such distribution is also present in other ruling systems. Nevertheless, the center is definitely put at the core of the development of this idea of economic status, as there are instances like “Hollywood stars command fees in excess of 20 million.... - Hollywood / -Lehman Brothers / -Hewlett-Packard / -Apple (Tim Cook)... over a million dollars a day. So the simple question is: is it right that some people earn so much?” (see unit 3, page 28), looking at the issue of unequal capital accumulation as normal.

It is worth mentioning here that the usage of the qualifying adjectives in the excerpt found in page 28 unveils the social dynamics taking place in the current world, along with the dismissal of low-income classes’ purchasing power, who are invalidated by being considered “invisible” or “tiny” compared to a “normal” person. Actually, in the same lines are referenced “the owners of loss-making businesses” and “the unemployed”.

For a last word in relation to economic status, there is a mention of clothing style and social status being connected, and the consolidation of this idea is attributed to a movement that had its spark in a country from the center, i.e., the US, as shows “following the hippy movement, the link between clothes and social status was strengthened” (see unit 7, page 68). All of this accounting for the positioning of the center at the top, and with no intention to bring to the discussion the role of the other regions of the world.

One more time, the predominance of mentioning institutions from the center as figures of authority occurs, this time using an instance related to surveillance, which develops exemplifying

a case from the United States, stating that “lie detectors have been widely used in the USA since the 1950s, but they remain controversial, and their results are not always accepted by courts. Nowadays, polygraphs are used by the US police, the CIA and the FBI to screen job applicants” (see unit 10, page 100).

All of what has been exposed here insofar accounts for the presence of discriminatory discourses in the shape of epistemological racism in the English textbook used for the instruction of pre-service language teachers, and this leads us to the formulation of some conclusions that can be arrived at after having revised the results with their corresponding discussion.

3. Conclusions

After having reviewed the data collected throughout the 10 units of the textbook *Cuttin Edge Advanced Third Edition*, the results showed the presence of epistemological racism attached to a variety of linguistic resources such as readings, grammar exercises, examples, among others. The shapes that the different instances acquired were as varied as the codes that emerged from the data systematization.

Going a bit into detail, it is relevant to mention some general aspects from the research that help interpret the findings better. In the first place, from the categorization of data, 11 codes emerged in total, consisting of food, communication, cultural exchange, entertainment, modern society, culture, education, economic status, health, worldview, and surveillance.

Here, the application of Content Analysis, which was useful to group the instances in an organized way to make the process more reliable and efficient, contributed to revealing that epistemological racism was present in a systematic structure, meaning that its presence ranged

spheres from daily life that in one way or the other affect citizens at a global scale, and provided that the presence of epistemological racism adopted different forms, it was a possibility to see that it was embedded in the description of practices, the promotion of products or the proposal of perspectives.

It is worth mentioning that during the scrutiny, the amount of information presented in unit 1 represented a major significant number of instances within the textbook that can be found under the name of “globalization”. A similar situation occurred with the code that emerged when the instrument for data collection was designed, being the case of “modern society” with an astonishing number of allusions allocated.

Following the previous appreciations, the number of practices found in the textbook account for the greatest amount of instances in the realm of cultural dimensions, even though the other two categories presented several examples as well. In a similar manner, the presence of center/semi-periphery/periphery instances in the material was very close to that of the center, leaving well behind all the other alternatives in this categorization.

All of the aforementioned demonstrates that despite having an international reach and an unfolding of globally aimed instances, the content from the textbook disposes of an embedded epistemological racism, since by triangulation of the data it is possible to arrive at the conclusion that the practices from the center, particularly those associated to globalization in a modern society are predominantly reinforced in the textbook.

These findings contribute to the previously consulted body of work, where in most of the cases after having studied the textbook material used for English language instruction, there was evidence of unequal representation of cultures, with some predominant and others dismissed, no

matter if analyzed under the parameters of “capital c of Culture and lowercase c of culture”, “deep culture and shallow culture”, or in this case “cultural dimensions and world-systems theory”.

One particular consideration in regard to related research is key for the consolidation of data linked to the study of didactic materials. This consideration is related to the fact that within the same program from which the material scrutinized was taken, previous research has been conducted in the area from a different angle, and not only that, but specifically the same textbook has been the subject of investigation.

The aforementioned statement is important because in spite of addressing the material from distinct perspectives and with different purposes at aim, the two pieces of work have in common the intention of submitting to question the materials used in the Foreign Languages Bachelor’s Degree. This, in turn, comes up as a positive outcome, given that it represents for the academic community or any part with an interest in the subject the possibility to have a greater spectrum of inputs from which to feed research inquiries.

At this point, looking back at the purpose for this research to be conducted, where we intended to identify the discourses that could be linked to epistemological racism within the English textbook, it is possible to say that by means of systematization of data and stratification of criteria to avoid bias as much as possible, we were able to distinguish a pattern of discourses present in the textbook.

These discourses did not necessarily dismiss or diminish certain regions of the world, in particular the periphery and/or the semi-periphery in an explicit manner, but with a regular frequency there were discourses targeted at the prioritization of traits of regions from the center, in which their knowledge production, characters, way of living, practices, among others, were referenced as standpoints to be looked up to.

On the other hand, when considering the issue of the dissection of cultural comparisons, which we considered inside the scope of this research, once it was time for this item to be assessed, it became evident that along the units from the textbook there were not enough cultural comparisons made in order to reach any significant conclusion from them, ergo it is safe to say that epistemological racism was not developed using cultural comparisons, rather as previously said it was performed by prioritizing certain regions' products, practices and perspectives.

Nonetheless, even when the reach of the study is limited and does not attempt to generalize its results, as it is based on a case study, it is possible for this research to add up to the literature that has dedicated its efforts to the dissection of didactic materials, and be available for other researchers who in future instances could be willing to address this issue, so that they dispose of a wider state of the art and have access to exemplifications of the usage of techniques and methodologies within the field of textbook examination.

In another word in regard to the limitations of this study, it is necessary to discuss the time constraints for the course of this research, provided that the period from the starting date to the finishing deadline consisted of approximately one year, and several nuances were in place that interrupted the progress in-between. This matters because decisions had to be made in order to safeguard the validity of the research, while at the same time not compromising the time limits.

Related to this issue, opting out for a different technique as it was the selection to use Content Analysis to systematize and triangulate the data that still worked for the sake of analyzing the data collected, but did not require diving so much in depth and dissecting all the implicatures for each case extensively, as Critical Discourse Analysis would demand, and as it was first intended in the initial research proposal. This was accounted for in the data processing, where there

was explicit evidence of consciously choosing a manifest analysis at a surface structure over a latent analysis based on a deep structure (Bengtsson, 2016).

Furthermore, although the scope of the study is directed to the analysis of textual content within the textbook, based on the experience of encountering each time more audiovisual data as we continued to check the content, we consider that further research involving multi-modal inquiry might broaden the capacity of approaching this phenomenon occurring in didactic materials used for the instruction of English.

Particularly, we think that our work could spark curiosity among pre-service teachers to dive into the analysis of textbook materials, as they do not really have a word in the selection of the materials they use, as such resources are pre-assigned in the curriculum, so they have to face them in class. Once the analyses are carried out, there is place for the exertion of agency over the content, and this is a task that actors involved in the learning process at the School of Languages, whether students, professors, or academics, could assume as an alternative to foster a critical approach in the Foreign Languages Teaching Bachelor's Degree.

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