Cultural Stereotypes in English Learning Textbooks

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Running head: Cultural Stereotypes in English Learning
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Abstract

This qualitative study intends to evaluate Interchange I English textbook of English learning which is being taught at an English academy in Bogotá, Colombia. The textbooks help students make connections with the modern society. The nowadays textbooks to teach English do not reflect the changing reality. This research study shows the cultural stereotypes that emerge from the discourse of the textbook, making evident how people should be portrayed in different roles that do not foster the stereotypes. If we as teachers supposed to prepare the students for the future it should be with material that adjusts to the current reality. Data was collected through teacher field notes, textbook’s listening transcripts and images. The analysis of the data suggests that some parts of the discourse in the textbook could foster stereotypes and contribute to negative attitudes in learners.

Key words: Cultural stereotypes in EFL textbooks

Resumen

Este estudio cualitativo intenta evaluar el libro de texto en Inglés Interchange I el cual está siendo enseñado en una academia de Inglés en Bogotá, Colombia. Los libros de texto ayudan a los estudiantes a hacer conexiones con la sociedad moderna. Hoy en día, los libros de texto para enseñar Inglés no reflejan la realidad cambiante. Este estudio investigativo muestra los estereotipos culturales que emergen del discurso de los libros de texto haciendo evidente como la gente debería ser representada en diferentes roles que no fomentan los estereotipos. Si nosotros como profesores suponemos preparar a los estudiantes para el futuro debería ser con material que se ajuste a la realidad actual. Los datos fueron recolectados mediante notas de campo del docente, las transcripciones de los audios y las imágenes. El análisis de los datos sugiere que algunas partes del discurso en el libro de texto podría fomentar estereotipos y contribuir a actitudes negativas en los estudiantes.

Conceptos clave: Estereotipos culturales en libros de texto de Inglés.
INTRODUCTION

In Colombia as in many other countries in the world people tend to pursue learning on different areas to improve their life quality and get perhaps, a better economic status. Nowadays learning foreign languages has become very important for people and in Colombia the foreign language that is more in demand is English. Now the universities in order to help the purpose of “Bogotá Bilingual” in the near future, are demanding a B2 level from students in any major for them to graduate, which indeed has increased the demand-offer relation. Due to this fact, English as a subject is present in most of the syllabus in schools and universities.

In pursuance of this, choosing the correct material and textbook has become undoubtedly important because in most parts, depending on the material used to teach, teachers can obtain better outcomes. In Colombia we have the liberty to choose the best material we consider to teach English which, makes us more in charge of the learning since the responsibility of the outcomes relies on us and not in the government as it happens in other countries like Cuba. Certainly, with this, more responsibility comes. These days, the Secretary of Education is leading new standards to certify institutes that are in charge of English teaching. A new regulation states that to be certified, English institutes need to have English teachers certified as C1 level or show evidence of progress regarding that. This is an attempt to improve the English level of students to make Colombians competitive in this new era of Globalization.
As Garinger (2001) affirms, “Choosing a course textbook is a prospect that must be respected as it has significant impact on the ability of students to meet their language objectives, and affects both the process of how they learn and the outcomes” (p.28). The conventional way of leaning English for Colombians is through textbooks, this is the first source of knowledge we have to take part in formal teaching. We also use other extra materials we find in websites to make our classes more dynamic. It is unavoidable that we are also delivering culture when using the textbooks that are not made in our country. Culture cannot be separable from language, in order to learn a language well it is necessary to explain culture too. “Culture has always been an in dissociable part of language teaching” (Kramsch, 2008, cited in Knap & Antos, 2009, p.220)

Taking into account this, it is important to analyze which parts of the culture we are delivering an how to avoid to fall in cultural stereotypes that might affect the perception of reality and contribute to establish cultural stereotypes. The result of stereotyped approaches in language teaching would be as Clarke and Clarke (1990) stated: “(students) suffer from misinformation and ignorance leading to prejudice in their relationship with culture which they meet partly, or uniquely, in the illustrations and texts of a TESOL textbook.” (pg.31).

Therefore, in the present study, I am going to focus my attention on two aspects of the textbook, one is the cultural stereotypes that might be suggested in the discourse of the textbook “Interchange 1 for Smart Academy of language” by Cambridge University which is based on their Interchange 1 Fourth Edition, designed to suit the methodology strategies of Smart academy; and the second, I am going to analyze those stereotypes in relation with Colombian culture and how they might affect or change the perception of reality we have from the target culture and our own culture.
In my observations of classes as a teacher, I have noticed there are some misunderstandings about the target culture and how sometimes the preconceptions students have make them easier to understand some topics or to struggle in the learning process. Also, how the ability to relate the content they are learning to their lives enhances their participation. Language teaching is one of the most used ways to deliver culture since we are learning more than grammar or vocabulary ‘social representations’ of other people in other part of the world. One of the cultural artifacts for this purpose is textbooks and that is the reason why in this study I am going to focus on one of them, that is Interchange I, Forth Edition.

In the study the reader will be able to see four chapters. In chapter I, the justification and the problem statement are set. In chapter II, the literature review is presented with all the authors that support my personal views about the problem in which this study is focused. In chapter III, The methodology, in chapter IV the data analysis and the results are shown. Finally, in chapter V, the conclusions are established.
CHAPTER I

PROBLEM STATEMENT

Teachers sometimes expect that the textbook used for teaching English to be very close to the reality we live in and somehow students can relate it to the knowledge and make it meaningful. It would be ideal for people in a certain community to be able to teach and learn with a textbook that is suitable for people and according to their necessities but not with this, narrowing their minds and believing that there is only one perfect culture and that it is theirs. I, as a teacher, know that for a teaching method to be effective it needs to be meaningful for the students and related to them, also the textbook that is one cultural artifact that we use nowadays to be the main tool in our classroom, which led me to wonder if that tool we are using is not affecting the perceptions students get from the target culture and generating somehow misconceptions about it thanks to the content it shows or the hidden curriculum it has, concluding in cultural stereotypes that may be far from reality.

I have had this concern for a long time, when I was an intern and I was in my practicum, I was teaching English to first graders, we usually do it with colorful material and most of the time they are coloring sheets. One day we were learning vocabulary about clothes and we had sheets from boys’ cartoons with their clothes and from girls’ cartoons with their clothes so I gave the students the color sheets indistinctively of their gender and I received some complaints first from the boys saying: “I’m a boy and you gave me a girl’s sheet to color, can I have the one of the
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boy?” then the girls started to react the same way. My answer was that we would learn the clothing vocabulary and we would learn all the words for girls and boys not focusing on which sheet they were working with. Then, the student pointed out that in the textbook we were working with there was only the drawing of a boy with the clothes and not from the girl and said: “the boy’s clothes are more important, and I want a boy’s sheet to color. Finally we ended up coloring both. I checked the textbook and even when there was a complete page for the clothing vocabulary, including the girls’ clothes vocabulary, there was only a drawing of a boy. With this experience I started to check the textbook they were learning with and I noticed that the textbook led to some misconceptions about reality and stereotypes only for not showing a picture of the girl wearing some clothes, something that do not look so important at first sight but throughout the year and with the concern in mind I was able to test it. The textbook that they were using at that time was not from other country, it was prepared by some teachers from the school but even that way the cultural emphasis was not accurate since when we as teachers prepare a textbook we usually take a foreign book as the model not taking into account if it is an accurate representation of our culture and portrayal of our reality.

It will be ideal for an English textbook to show the relationship between the target culture and the own but at the same time considering them independent and unique. English is a global language and not only people in Colombia are preparing to succeed in it, many other countries are also learning English and it makes it more necessary to be competent in the future. In Bogotá, if you have a working grasp of English it would assure better chances of obtaining a better job. It could be a stereotype but it is proven that people offer you a better wage if you know English and people in any area has realized about it, making English teaching a successful business. Even
when not traveling, people might find themselves having to talk with English speakers because
of business or even on the street to tourists.

As Prieto (2008) says:

Even when textbooks do not say all what happens in class, its analysis allows us to understand the sense and orientation of the curriculum, since the textbooks give a pattern to the curriculum and are published according to the education policies. It is also important to analyze textbooks because usually they are the main didactic source for teachers and the only formal contact for students with the different subjects. (p.15)

Textbooks depending on the subject, give students guidelines about life and open their minds to many different conceptions that they did not have, which is by all means good. Also, the roles they might follow in the society which can even stereotype the roles the student can deal with in a determined moment. Through the roles they can find in the textbooks, students can get a conception about an ideal model to play in society. Cultural stereotypes in textbooks can dictate patterns of the “best” models to follow. Cultural stereotypes can dictate patterns of behavior which can take people to lose their identity and becoming only in attempts of copying another culture. Different stereotypes as “the blondes are less intelligent, Americans have a lot of money, black people are criminals, Jewish are rich, American children are spoiled, Latins clean toilets. The less people know about a specific topic the most is the tendency to use stereotypes that have been seen on TV or that someone has talked about in a specific occasion (Lehtonen, 2010).

We all have seen teachers developing their classes just by following specific kind of materials generally textbooks, in which people appear performing specific roles and ways of living that no longer suit the reality we are living in. For instance there are some textbooks from the States which show us the way people live and behave around the world. But do we ever ask ourselves if all the information presented in those kinds of textbooks is true? We never take the time to check
what the cultural emphasis the material we use is and, moreover; we are not aware of the impact this kind of materials may have on students. This study critically investigates about the cultural artifacts, specifically textbooks, teachers are using on the classroom and how this material might foster gender stereotypes and other tendencies on students.

Learning a foreign language and being proficient in it, it is not just a matter of learning the grammar but also learning about the target culture and understanding it. For learning better the function of the language, in order for it to be easier, is necessary to avoid stereotypes one might have about the target culture to guarantee intercultural exchange.

Working now in an English teaching academy, as English teacher and with my concern for a long time, I have come to pay close attention to the textbook we are working with, in this research project I intend to identify and analyze one textbook from a well-known publisher which is Cambridge University Press, designed for teaching English as a Foreign Language. I chose the book Interchange 1 for Smart by Cambridge University because this book was designed based on an English teaching textbook to suit the methodology implemented by Smart-an English academy to learn English in Colombia- and the audios have different accents and not only American accent, also, it has some exercises about Colombia and other Latin America countries, many of the exercises are designed for people to share and compare their own culture to the target culture. Despite this, the book still works with stereotypes that have been suggested while using it for teaching. I intend to describe it in detail and analyze certain features that might contribute to generate ideas in people and expand the notion they have according to their own culture and the role they play in it or the role they will play in the target culture. This research
keeps in mind that depending on the cultural background people have, their perception could be different. I have noticed how the book has some attempts to integrate the target culture and our own culture but in the listening recordings that open every class this ‘integration’ is not presented and clear cut. So, I decided to analyze this book focusing on the listening recordings and the images that go with them.

**Research Question**

What cultural stereotypes might be suggested in the discourse of the textbook “Interchange I”, Fourth Edition?

**Research objectives**

- To identify the cultural stereotypes that are implied in the textbook Interchange I?
- To analyze the contents in the Listening section of the textbook Interchange I that might contribute to cultural stereotypes.
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Justification

Cunningsworth (1984) asserts: "Course materials for English should be seen as the Teacher's servant and not his master" (p. 15). Keeping in mind the introduction presented above, the core of this study relies on the importance of analyzing textbooks beforehand they are presented and applied in teaching, in any subject but specifically in English since with English teaching is when we tend to use materials that are made in another country to teach the target language, due to the misrepresentation and overgeneralization that students might get of the chosen textbook it could contribute perhaps, to strengthen and harden the image and stereotypes we have already acquired from the target language to teach in an EFL Classroom.

Being a teacher I have come to notice the importance that teaching materials analysis has because depending on the teaching materials used, the learning could be improved. In my career I have had classes in my curriculum that had to do with this and the importance of the material selection. Nunan (1988) states that: “materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice” (p. 88). We, as teachers, have the possibility to choose the material we think that will fulfill our students’ needs.

By analyzing textbooks we can diminish our contribution as reproducers of the cultural stereotypes and moreover, motivate students to enjoy learning without fostering stereotypes that
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might act in a negative way in the learning process. It is a fact, that the stereotypes that students build could affect their motivation toward learning English.

When I was doing my practicum at a Public School of Bogotá, I was working with students in 6th grade, we were following the syllabus the school had and teaching the topics they had stated. In one class in particular we were talking about the future plans students had. There was a kid that did not want to take part in the activity, when he was asked why, he answered: “I’m not interested in learning English”, when he was again asked why, he said: “I do not have money to travel or do anything you teach, that is the reason why I do not want to learn English, I am never going to use it because I will never travel to another country so what is the point?.” At that moment, I tried to motivate him telling him that English could open many doors for him, that he will do more with English than without English. I was fostering another stereotype about people who know English and people who do not. Sometimes we might encounter ourselves fostering stereotypes but at least we would try to avoid the ones that could be negative. In this present study I intend to identify the stereotypes that might be suggested from an English teaching textbook.

The textbook that is being analyzed is Interchange 1 Fourth Edition for Smart Academy by Cambridge University 2013 which is only available for students of Smart Academy and is not sold outside of it. Being this textbook the first step in their English learning process in Smart, students mainly learn about grammar and get their basis for further stages. It is important for a textbook to fulfill the needs of the students and at the same time present a content that is suitable to make students proficient English language speakers. It is something to concern to fulfill those
needs and depending on the basis students build from it, the whole process can become easier or difficult.

The direct impact of this study is that as I attempt to analyze the possible cultural stereotypes that might be suggested from the English Teaching textbooks, this will contribute perhaps to minimize the cultural stereotypes in textbooks since we would take into account some ways to analyze the stereotypes that would emerge in my study and improve teaching, maybe not necessarily by creating our own textbooks but by managing better those topics when teaching them so the stereotypes are diminished. It is important to get the big picture and not narrow students’ minds to only take into account their own culture but it is about value the foreign culture, have clear the differences they might have in between and value both as independent.
CHAPTER II

LITERATURE REVIEW

The literature review is core of any research study process, as my proposal objective is to identify the cultural stereotypes that might be suggested from English teaching textbooks I intend to develop my appreciations about the constructs that underline this project, they being Cultural stereotypes and Cultural artifacts that include Cultural stereotypes in textbooks offering an understanding of these concepts based on the review of theory and previous studies among their relationship with my study commencing from the general to the specific.

Cultural Stereotypes

In our culture, we all have our perceptions about people and how people should dress or look; we also have our ideas of how people should behave. Those representations we have about the world are called cultural stereotypes. Some authors have come up with some definitions of the term which help us to understand some beliefs related to stereotypes that have been evident in textbooks and pointed out by my students throughout my growing career as teacher and taking me to develop this study. We could understand the stereotype in the following ways:

The systems of stereotypes may be the core of our personal tradition, the defenses of our position in society. They are an ordered more or less consistent picture of the world, to which our habits, our tastes, our capacities, our comforts and our hopes have adjusted themselves. They may not be a complete picture of the world, but they are a picture of a possible world to which we are adapted. In that world, people and things have their well-
known places, and do certain expected things. We feel at home there. We fit in. We are members. (Lippmann, 2010, p.12)

With this definition from Lippmann we can see cultural stereotypes as a set of interacting components forming a whole, derivate from our living experiences and knowledge shared throughout our lives and learnt from textbooks which have been adjusted for us to be active participants in society and within our own culture, meaning with this that we do not have the only and unique truth about the world. If we have a “membership” we feel we make part of something and it gives us our identity and it allows us to react to different situations according to them. Thinking this way, we can see why students can form stereotypes from English textbooks, when they are learning another language they need to form their own representations of those subjects they are learning from and try to adapt the discourse they learn with their own reality and beliefs.

Related to the definition by Lippmann, we have McGarty (2003) talking also about groups in society. At the same time that individuals are the central facts of society, groups also play an important part on it. The definition given by Craig McGarty (2003) in his book about the factors in stereotype formation supports this: “Without individuals there could be no society, but unless individuals also perceive themselves to belong to groups, that is, to share characteristics, circumstances, values and beliefs with other people, then society would be without structure or order. These perceptions of groups are called stereotypes” (p.6).

When students share beliefs and ideas about life in the world, it makes them feel part of a group, a community and to have someone to share that with make them feel that they belong
somewhere and they have a place to fill in, the groups that they form, constitute and develop our society. They are the ones that with their representations make our society to be what it is and not another, I agree with McGarty when he mentions that without these common perceptions about the world, our society would not have a structure. Picturing everybody thinking in a different way and not sharing perceptions, that would be chaotic, nobody could rule over a society that looks like this one.

In a more recent definition we have: “The most basic definition of stereotypes describes them as traits, characteristics, or qualities that are attributed to a group or members of that group based on group membership (Schneider, 2004, 24). As it can be observed both authors, Lippmann and Schneider, use the concept of “membership” to understand the origin and reason of stereotyping processes.

Cultural stereotypes are part of a social conversation that reveals the mainstream attitudes about others. With stereotypes students establish a relationship with the others and make connections that help them in life since the human being is over all a social being. We cannot go around the world without a map, as Lippmann says in his book. He establishes three main features for stereotypes which are informative content, that refers to all the information students can get from stereotypes; synthetic reality perception, referring to a model of reality that is not unique; and a set of guidelines to act in daily life, which help them to go throughout life with views that are shared by their peer society members.
With these ideas, the function of cultural stereotypes is visible and it is possible to understand why they are somehow essential in our lives for the operation of our interpersonal and intrapersonal relationships. Taking into account this, it is important to evaluate the discourse we are delivering to our students in our classes and take care of the materials we are using, as a teacher I feel responsibility of what my students learn in my class and I aim to avoid, as much as I can, cultural stereotypes that might contribute in the formation of a wrong idea or world perception, as for me, teaching English is one of the best ways to open someone’s mind and we know that learning and teaching languages is not merely about grammar structures but also about functions and culture which is something I have learnt in the classroom throughout my experience as a teacher.

Lippmann mentions that we usually tend to build our stereotypes mostly from the culture we live in, the culture already has some stereotypes and we take them. We have sometimes difficulties accepting things that are different and go against the idea we already have in our minds. It usually occurs with ‘Art’ when we ask ourselves what could have happened into the artists’ minds to be able to come up with their products and if we do not find a possible explanation, the product could be the best piece of art ever or the worst. According to Brewer & Harasty (1999) “categories are assumed to be configural representations consisting of visual, behavioral and psychological characteristics shared by members of the category” (p,673). From the beginning of our lives we start making categories and following standards that make our progress from the time we are babies to the moment we are old enough to open our minds to our own conceptualization. Therefore, our culture, our society and school play a very important role in those categories students adapt and that is the reason why my research question has relevance,
I want to identify the cultural stereotypes that might be suggested from the discourse in English teaching textbooks.

Being a teacher with my hair dyed blue I had some problems trying to find a job to the point I had to dye my hair in a regular color “accepted” by society. In our profession in many places we, teachers, have to look in a certain way so the students think of ourselves highly, in one occasion I started to work at an institute in where they told me the personal appearance was highly important. Something I have never agreed with, it is not enough to look neat, nice and clean but neat, nice, clean and very formal. My boss told me once: “Ana, if you do not dress according to our standards, the customers (students) will not believe that you are a qualified teacher. Something that makes me wonder why when working in the university I can dress any way I please and nobody cares. It is a fact that the appearance is a key aspect in any profession in our lives but sometimes we tend to be too strict about it.

We think we know the world and when we travel we find out how wrong we were about things but we just replace the stereotypes. It is good to have stereotypes because they make us think about many things and have a wide and general idea of the world, we need to make sure we understand they are stereotypes and that we are only borrowing them while we get to know if the stereotypes are correct or not and what makes us to have a detailed stereotype in which we are just missing little information.

Stereotyping been considered grossly by only making categories about generalities that make us different, means that we all stereotype. Ramirez (2007) states that: “Furthermore, this sort of
stereotyping is not “wrong,” nor is it something that only bad people, or prejudice people, ignorant or racist people, do. We all do it, and — if cognitive psychologists are right about how the human brain perceives, processes, stores and recalls information — we need to. It is important to accumulate experiences and to be able to distinguish a door from a window”. (p, 89) Taking into account Ramirez’ assertions, as it is a fact that stereotyping is something that we all do and we cannot avoid, it would be helpful to evaluate the stereotypes that might appear in the discourse when using the English textbooks and more when those textbooks are not made in our culture or for our culture but with a general idea of multiculturalization which is the case of the Interchange series.

Lippmann also talks about the experiences because people cannot have the same experience, they might be similar in some aspects but will never be identical. For this reason everyone has to experience something before really coming to say that a certain stereotype is reliable. Everybody talks from their experience and sometimes it makes it easier for us to believe in some people who have had more experiences than us, but there are different backgrounds that could affect the perception of the person. If we want to get a rough idea of what is waiting for us I would say “go ahead” but taking that as reliability and not expecting to see it by yourself is close to time waste.

After someone has had an experience and found by any chance it to be different from the expected, one of two things could happen, the person does not pay attention and sees it as an isolated fact, or opens a new world before his/her eyes seeing life full of possibilities; this will only happen when the person is open-minded.
We usually have a first impression on things from all our background, what we have been taught by our parents or in our school, through life and then we complete our “image in our heads” (Lippmann, 2010, p.13). We tend to use categories and the labels we already know so we can complete our image and “label” it so to have a rough idea of the object, sometimes very close to the reality and some others way too far.

There are negative conceptions about the stereotypes in psychology in which some authors say, they lead us to misunderstandings because we tend to stereotype what we consider is wrong in the world and what we consider to be good, we tend to save time upon we are not really interested into knowing in detail. If we are really interested in something we will get the closest idea of what it is as possible which means we will try not to pay attention to what has been said about it but from first hand get our own perception. Every human is said to be unique so it is because each human being does not think exactly the same than another does. We can get to share some knowledge or perspectives about some things but differ in others. Usually the cultural stereotypes we encounter are the bad ones and we as teachers should not allow ourselves to contribute to foster stereotypes in our classroom but trying to diminish them.

Lippmann (2010) establishes a difference between the words “stereotypes” and “ideals” referring to the last one as something usually paired with positive meaning, the word ideal is reserved for what we consider good, true and beautiful and we might not like the stereotypes we have about the world and hope for they to be fake, so soon when we can have the experience we encounter they to be far from reality (p. 69).

The use of stereotypes by people can produce negative results. This happens for two reasons. The first is that stereotypes people use may be biased, so that they make
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exaggerate negative predictions about some groups of people. The second is that subsequent direct observation of an individual may not be used effectively to revise the initial predictions made by the stereotypes. There are many reasons for these problems in people. One of the main ones is that people have cognitive limitations that prevent them both from forming accurate stereotypes and from noticing characteristics that are at variance with the predictions made by stereotypes. (Rich, 1989, p. 36)

I support my concern that has taken me to carry out this study when Lu Lu (2012) says that the social conflict could be due to the difference of stereotypes we might have acquired. “When stereotypes are of social groups, they are often negative and incorrect and make us expect negative behaviors from our group members” (Lu Lu, 2012, p.710). Here we can get a sense of negativism about stereotypes which have been studied for different authors among them Ellemers & Haslam (1997) and Bodenhausen & Macrae (1998). Taking care into this negative side of stereotypes might help us to reduce conflict in our society from the classroom. Therefore, from the previous definitions we can say stereotypes fulfill three main ideas, as explanation aids, common shared representations and energy-saving tools (Lippmann, 2010). In my study there are six types of stereotypes that I took into account when carrying out this research, they are: a) Gender stereotypes which refer to the capabilities someone might have depending on the gender they are. Many studies that have been carried out throughout the history about stereotypes in EFL textbooks, have focused on gender, having in their results basically the same outcome. Males being over-represented, men being professionally more active than women and with better jobs in power domains and also women tend to look more emotional and sensitive than men “In recent years, one of the major issues in the field of sociolinguistics has been the question of sexism and the relationship between language and sex. Regarding this issue, it appears that many EFL/ESL textbooks show stereotypes of masculinity and feminity (gender stereotypes). These sexist textbooks reinforce sexism in society.” (Ghorbani, L., 2009, pg. 3). For instance: Women
are weak and men are strong, men are not as sensitive as women, women prefer the kitchen and mopping, men prefer cars, balls and planes. b) Racial stereotypes that is what differentiates people and race among all the cultures in the world. Hirschfeld (1996) says how from the moment we are children we can identify that race is a characteristic from human beings, some kids look different to others and that is what we explain to children in their first stages at school and home, also establishing some sort of memberships depending on the race we belong to. “Students should be prepared to expect they will meet a variety of people who have a variety of ethnic backgrounds. For students who come from a predominantly racially homogeneous nation, it is all the more important to show the ethnic diversity of other nations to foster an awareness of other national groups that they may not receive elsewhere” (Otlowski, 2003, p. 11).

Some examples to illustrate this assertion refer to frequent stereotypes that say that Afro-American kids are dirty, blonde girls are cute, Latin women have rocking bodies, Afro-Americans are good for hard work, gypsies are thieves, Arabics are terrorists, Mexicans and costeños are lazy. c) Socio-economical stereotypes: refers to the way people are differentiated depending on their social and economic status. Most of the studies carried out in terms of socio-economical stereotypes have showed how academic achievements are directly related to the status and the idea of status we might have. (Woolfolk, Winne, & Perry, 2000). For example: poor people are stupid, rich people are smarter, rich people have great taste and are selfish, middle-class people are responsible and hardworkers, poor people are not educated, dangerous and do not have dignity. d) Age stereotypes which refer to the behavior according to age.
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As Erikson (1994) says, adolescents are “sometimes morbidly preoccupied with what they appear to be in the eyes of others” (p. 128). People in their teens are more disposed for forming and contribute to stereotypes of any kind. Also, having a mix of generations in every step in our life, makes tension to be part of our day to day activities. What some researchers are studying is that maybe the generations differences and tensions are focused on our human tendency to generalize which can create a distorted portrayal of people among different age groups (Blauth, McDaniel & Perrin, 2011). For instance, when babies are born, the boy is dressed in blue and the girl in pink; little boys are strong and little girls are wimpy; teenagers are rebellious and defiant; adults are mature and responsible; elderly are sick and dependent. e) Professional stereotypes where people are categorized according to their job and profession. Academic self-concept is a summary of our self perceptions in comparison with others, which can be internal or external. Internal when I judge myself as competent in one area of knowledge and no competent in another. External when I see how the other person is better or I am better (Marsh, 1990). For example: Hairdressers are talkative, politicians are corrupt, doctors are very intelligent and rich, teachers work because of vocation and not for money. These definitions and kinds of stereotypes are for the purpose of delimiting my study and are the ones I am going to focus on in my analysis of the textbook.

Cultural Artifacts

If we start talking about where we all get our stereotypes, one that I personally love is Films, they do all the work for us about giving us some ideas of what we do not know. When we are reading a book, we tend to use our imagination and get our own conceptions and ideas of the
world, when we watch a film, the director is giving us his idea of what something could be and we decide if we believe him or not. As I said before it does not mean it is bad, because sometimes when we are sure about the possible world out there, it does not hurt a little help from someone who has had more experiences.

**Cultural stereotypes in EFL Textbooks**

Having in mind that this research study intends to identify cultural stereotypes that might emerge from the discourse in an EFL textbook, it is necessary to see the role they have and their contribution to Education since textbooks seem to be a permanent key part of the classroom environment. The first formal notions about the world are acquired in primary school. Thanks to parents and what surrounds them, children learn about the world and the role they play in it. Often, children need more knowledge to satisfy their curiosity. School textbooks are one of the most useful tools to accompany children in education.

“Despite recent technological advances the textbook remains a corner-stone for our educational system. The textbook represents the officially prescribed body of knowledge which the school age child is to master. It is thus an important and unique authority for a young child.” (Weitzman, & Rizzo, 1974, p. 5). The teachers today do not have the material that properly reflects the day to day reality, even when the demand for EFL textbooks has increased due to globalization and more and more people having or wanting to learn EFL have made publishers to take a moment and check their approaches to make them more meaningful and suitable for teaching in other countries approving the textbook valuation that are carried out by many
companies and schools before acquiring and deciding to run out a program or course. Something to notice in Interchange textbooks is that the author has in mind the globalization and wants to fulfill the requirements from each market. Despite of it, ELT is a business and everyone wants a slice of the pie.

Many studies have been carried out about stereotypes in teaching textbooks, gender stereotypes have been exhaustively studied and proved to be in the textbooks since human beings are included, gender stereotypes are found. A recent study in Israel “The portrayal of women in Israeli Arabic Textbooks on Druse Heritage” by Falah, Junan Faraj (2013) makes emphasis how the teachers that are using the textbooks to teach today do not have current material and the ones they have now do not suit the reality they are living in, in his study the results showed how women are not included as men are included and their participation is insignificant compare to men participation which marks very strong the gender stereotype and as Falah says do not portray the current and developed role women have today in society. I choose this study from a very far region to make evident how the stereotypes in textbooks are evident among people from different cultures teaching and it is a concern that needs to be taken care of.

With Falah’s study we see how important is for the textbooks we use in class portray the reality we are living in. When I was at a public school doing my practicum, I was teaching English to sixth graders and we were working on description so one of my students told the others I was North American, He started with the description and said that because my last name was ‘Gabler’ and spoke English I was North American, another student said that he was a fool because he did not know that in North America, all were blond and blue or green eyed; so I
asked him why he thought that way and he open his book and asked me to look to the pictures, there was a family with blond hair and blue eyes and the example of the description said: “This is my mother, she has long blond hair and blue eyes, she has white skin and I do too, She is my mother and I’m her son…” The textbook they were working on was a compilation from different books in a booklet so they did not have to buy an expensive book. This is something that made me realize how students can be misled just because of the examples or the pictures on the book and how important to work on this and pay attention is. Also, how it certainly did not portrayed North American reality where in many areas you find Afro-Americans as in New York and the first thing that you see when you get to the JFK Airport is that there are not blond haired and blue eyed people around which every person realizes and talks about afterwards.

Another study carried out by Ghorbani, Laya about the investigation of the manifestation of sexism in EFL/ESL textbooks was carried out in 2009 in which she analyzed the content of three different books including Interchange 3rd edition about the gender stereotypes and encountered that females had a more limited range of social roles than males in the textbook perpetuating stereotypical roles for both women and men in society. “For example, females occupy such social roles as student, secretary, nurse, teacher, etc. Likewise, males tend to occupy social roles ranging from the lower ranking roles of being robber, driver, farmer worker, security guard, to the higher ranking roles of being professor, lawyer, pilot, manager, pharmacist, etc. Meanwhile, males enjoy a more varied range of occupations than females.” (Ghorbani, Laya, 2009, p. 17).

Taking into account this study from Ghorbani and other studies about Gender stereotypes, is something that could be taken into account when creating a book and I believe that this kind of studies as mine and the others help to improve that discourse evaluation making the production
of textbooks more accurate to reality. Meanwhile what we can do is to be aware of this situation and manage our classes in a way that makes it more difficult for students to see the stereotypes, for instances giving different examples from the ones given on the book and talking about experiences we or our students have had so it creates a debate where misunderstandings and perhaps, already conceived stereotypes vanish. That is the reason why I agree with Tomlinson (2003) when he proposes to humanize the textbooks so we can give students closer and relevant content and be able to adjust it to the students needs and not vice versa, this way teachers would be more in charge of what happens in the classroom and not leaving all left for the textbook to do; it means that meaningful learning the students can relate to and a balance are key too. Being one of the most used artifacts to teach in society makes it a formal reproducer of ideologies and representations of discourses in the world originating cultural stereotypes in the classroom and an economic idea of social groups. According to Dendrinos (as cited in Cortez, 2008) “In fact, the language of the textbook being used should be a special concern to us [teachers] since the textbook is considered by both the students and teachers who use it as the authority which determines what is to be learnt and how” (p. 37). I assume this, as the textbook dictating what ought to be truth and what ought not to. This is not objective since usually the textbooks containing a set of ideas, representations, cultural and political views, content which surely can affect the idea people might have when learning from them and as in television, some programs seek to favor specific parties in society. In this specific case my research idea is associated with the cultural stereotypes that students might gather from the discourse presented in the textbooks and become reproducers of this content.
A study carried out by Masoud Khalili & Hojat Jodai about English textbooks taught in a Military University Iran found that even when the textbooks (Worldview series) covered a wide variety of interesting topics such as interesting places, celebrations, travelling from different cultures and customs, but when taking into account the local culture, Iran; they could not find anything to the facts about their culture, country, history and customs.

Since this textbook is taught in our country, it seems that presenting some examples in topics and tasks from our culture brings a kind of respect and identity. WorldView in this respect is not an exception, due to the fact that many other English textbooks provide examples mostly from rich and developed nations. Then we can say these English textbooks in presenting materials of each section have a slight bias towards rich nations and developed countries. (Masoud Khalili & Hojat Jodai, 2012, p.12)

It has a connection with my study since they also use foreign material that was not develop in their own country and how they expect to find something that relates and connects to the culture, when they say that having the textbook to teach a foreign language describing some aspects of the own culture are a sign of “respect and identity”.

As a final point, in a local study carried out in Argentina about cultural representations of Anglo countries (UK and USA) present in the content of ELT adapted and local textbooks by Basabe (2006) where he did a Critical Discourse Analysis over the reading passages in order to reveal that even though, the ELT textbooks claimed to be face to face with globalization and trying to portrait the multiculturalism of today’s reality, he found that the textbooks continuing favoring Anglo-American culture highly not giving an account of English as an International language and forming representations of people of English and American cultures that are
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successful and possess many things that we do not fostering the idea of “super cultures” which are better than our own culture that might work as a propaganda from which textbooks should be free to avoid spreading these discourses that build wrong cultural stereotypes of what our society is and our role in it.
CHAPTER III

RESEARCH DESIGN

Along this chapter, we will find the questions, the objectives, the paradigm and type of study applied, the context and the instruments and procedures for data collection as well as the unit of analysis.

Research Question

What cultural stereotypes might be suggested in the discourse of the textbook “Interchange I”, Fourth Edition?

Research objectives

- To identify the cultural stereotypes that are implied in the textbook Interchange I?
- To analyse the contents in the Listening section of the textbook Interchange I that might contribute to cultural stereotypes.
Paradigm of the study

Qualitative research is harder, more stressful and more time-consuming than other types. If you want to get your research or whatever finished quickly and easily do a straightforward questionnaire study. Qualitative research is only suitable for people who care about it, take it seriously, and are prepared for commitment (Delamont, 1992: viii).

Using qualitative research, events can be understood adequately only if they are seen in context. Therefore, a qualitative researcher immerses her/himself in the study. At the same time, the contexts of inquiry are natural. Nothing is predefined or taken for granted. So, Qualitative researchers want those who are studied to speak for themselves, in this case, in my study, I want the book to talk. Therefore, qualitative research is an interactive process in which the subject studied teaches the researcher about itself. Besides aspects, qualitative researchers attend to the experience as a whole, not as separate variables. The aim of qualitative research is to understand experience as unified. Other important issue to have in mind is that qualitative methods are appropriate to the above statements. There is no one general method and finally, I know that for many qualitative researchers, the process entails understanding about what was studied.

Taking into account all said before, this proposal is based on the qualitative study as Johnson & Christensen (2004) stated as research relying primarily on the collection of qualitative data (no numerical). In here the qualitative researchers tend to rely on the inductive mode; its principal objective is the exploration or discovery of an issue.
Taking into account Johnson and Christensen (2004) major characteristics of qualitative research in the naturalistic inquiry, in this research I was going to study the cultural stereotypes that might be implied in the discourse of the textbook.

**Type of research**

Bearing in mind some different types of research this specific one is a case study research because of its purpose. There are multiple definitions and understandings of the case study. According to Bromley (1990), it is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 302). The unit of analysis can vary from an individual to a corporation. While there is utility in applying this method retrospectively, it is most often used prospectively. Data come largely from documentation, archival records, interviews, direct observations, participant observation and physical artifacts (Yin, 1994).

In that sense, a Case study research, allows the exploration and understanding of complex issues. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. According to Gulsecen & Kubat (2006), the role of case study method in research becomes more prominent with issues regarding education. One of the reasons for the recognition of case study as a research method is that researchers were becoming more concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and behavioral problems in question. Through case study methods, a
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researcher is able to go beyond the quantitative statistical results and understand the behavioral conditions through the subject perspective.

Basically, a case study is an in depth study of a particular situation rather than a statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic.

The advantage of the case study research design is that researcher can focus on specific and interesting cases. This may be an attempt to test a theory with a typical case or it can be a specific topic that is of interest.

According to Scott (2005), the utility of a case study is that it encourages educators to consider additional steps in a caring educational curriculum that emphasizes communication and relationships between human beings.

**Limitations of a case study**

Sometimes Case Study focuses on a single situation and then generalization of the findings is not possible (Bell, 1993) and it is important because at the end, it could create problems with the Validity of the study. Another difficulty of the Case Study is that sometimes the researcher has to enter to the study and it could be problematic to the researcher. If it happens, the population has to accept that participation and create a good environment (Willis, 2007).
**Setting and participants**

The book *Interchange I, Fourth Edition* by Cambridge University Press, belongs to a series of textbook for English Language Learning for kids, adolescents and adults. The textbook is highly popular around the world. One interview made to one of the authors in August, 2007 was also a motivation to decide on studying this textbook. Richards claims that:

> Teachers are now encouraged to examine and confront the underlying ideologies of texts and textbooks. Textbooks, no longer seen as indispensable tools, are viewed as controlling instruments, hindering the creativity of the teacher, maintained in place through the pressure of publishers, and may result in the deskilling of teachers through their recycling of old, but tried and tested teaching techniques. They are transmitters of a dominant and dominating ideology (...) Content of books is carefully scrutinized to ensure that they represent diversity. (Richards, 2002, p. 3)

The book was designed and written by the authors, the professor Jack C. Richards who is an internationally recognized authority on English-language acquisition, teacher training, and materials design. A well-known lecturer and consultant, he has taught at universities in the United States, China, Singapore, New Zealand, Canada, Indonesia, and Brazil. Professor Richards’ many successful publications include, *Approaches and Methods in Language Teaching and Curriculum Development in Language Teaching*. Jonathan Hull who has taught in Britain, Jordan, Oman, China, Japan, The United States, Micronesia, and Thailand. His professional interests include curriculum design, materials development, and the use of introspective methodology in applied linguistics and Susan Proctor, who has extensive teaching experience in Japan, China, and the United States, where she has taught at universities in Hawaii and California. She has specialized in the teaching of writing and continues to be active in curriculum development and materials design.
“In our [communicative language teaching] course books, we also have to bring in all these different regional varieties of English. No longer [is it enough to have] just American English, British English. We have to have Singapore English, Indian English, Mexican English and so on—different varieties. So there have been a lot of changes over the period,” he said.

Data Collection Instruments and procedures

The data collection instruments used for this research study were field notes, listening transcripts from the textbook listening and images that accompanied the listening.

Observation (Field notes)

The method of qualitative research used in this case study was observation. Observation is the method of collecting data through field research. It can lead to a deeper understanding for the researcher because it allows the researcher to observe things that the participants themselves may not be aware of, or may be reluctant to discuss during an interview (Patton, 1990). Observation also allows the researcher gain data on the physical setting, human setting, interactional setting and the program setting (Morrison, 1993).

There are some different sorts of observation: Structured, semi-structured and unstructured observation. In the first one, the researcher is very ready and he or she has already decided on the focus of the observation prior the beginning of the observational period. In the second one, observation takes less time to be prepared and will have a less structure approach. In the third
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one, the observation is undertaken when the researcher has not yet decided a focus on the research.

Validity

Validity informs us if an item measures or describes what it was meant to measure or describe (Bell, 1993). I can identify two forms of validity: Internal and external validity. The internal validity is when somebody inspects the data collected and identify if that data is consistent and it can be re-used in another setting. Sometimes, researches to enlarge the validity of their study. They split out their groups into some different sub-groups using diverse methods to collect data.

External validity depends on whether the results obtained in one study can be transferred to another setting. In order for a theory to be transferable there must be some similarities between the situation in which the theory was tested and the situation to which the theory is transferred (oepfl, 1997). Partial external validity can occur, however it is not possible for a study to have complete external validity as one cannot be sure what could arise in an unknown setting (Opie, 2004).

With concern for the validity in this research project, generality and representativeness of the study, the following questions have been used as guiding principles in formulating the research design and at the same time, the unit of analysis. Taking into account (Mason, 2002) a. Data on what? What do these data tell me about and, crucially, what can they not tell me about? b. Strength of claim: How well do these data tell me this? How convincing are the claims I want to
make on the basis of the data? c. Integration of data? How best can I integrate and make sense of different forms of qualitative data? Having in mind all questions mentioned above, The textbook discourse in the listening part are the unit of analysis of this research study, because the comments, ideas and perceptions in the roles of people, which were perceived in the instruments, were gathered to be analyzed by the researcher.
CHAPTE
R IV

DATA ANALYSIS AND FINDINGS

In this chapter, the issues that came up during the data analysis process are presented related to theory, and the relationship of such issues with the research question. For this, it starts with the explanation of the process that was followed to make data analysis along with the full display of patterns and categories. Then, category by category and pattern by pattern are exposed in which samples, descriptions and findings described in detail, relating every aspect with the research question.

While making the scrutiny of the data collected (transcripts, field notes and images) six patterns were identified that could be evident through three data collection instruments (instrument triangulation) which led to define three categories, directly related to the research question. Triangulation, as Freeman (1998) asserts, builds stability and confidence in how researcher interpret the data and thus, in what researcher find (p.98).

First of all, it is important to clarify that the approach for analyzing the data used in this process is the “grounded data analysis”, which Freeman (1998, p.102) refers to as building interpretations out of what researcher see in the data. He affirms: “Broadly put, in a grounded analysis you are uncovering what may be in the data” (p.103). From this, it is significant to say that the categories that are identified and named emerged from the data themselves. To make this
data analysis, the process suggested by Freeman (1998, p.99) was followed, which are naming, grouping, finding relationships and finally displaying. Before going in-depth with the categories found, it is necessary to explain briefly how these processes were carried out.

During the naming stage, data was labeled by coding information with names created by the researcher in accordance with the data itself showed. For instance, it was used color coding to identify patterns such as “People’s Socio-economic status” (green color), “People’s Identity” (purple color) or “People’s goals” (yellow color), etc. for the second stage, grouping, Freeman (1998) says that “involves reassembling the names you are giving to parts of the data assembling them into categories” (p.100). For this stage, categories are build up by encountering relationships between the patterns identified previously, fact that helped to build a structure around data.

Out of the key words that did not fit into any pattern, those were identified one specific outlier related to “Cultural Stereotypes”, which is not fundamental part to answer the research question, but is equally important when reporting the findings and conclusions in the final chapters. Finally, the fourth activity proposed by Freeman ‘displaying’ consists on showing a scheme in which patterns, categories and relationships between patterns are exposed, fact that “allows to see how parts connect into a whole” (Freeman, 1998 p.100). The following is the way data was displayed, relating the research question with categories, patterns, samples and theory. Next, categories and patterns evidenced are going to be deeply explained.
### Research Question
What cultural stereotypes might be suggested in the discourse of the textbook “Interchange I”, Fourth Edition?

<table>
<thead>
<tr>
<th>Patterns</th>
<th>Categories</th>
<th>Samples</th>
<th>Theory Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Stereotype</td>
<td>People’s socio-economic status</td>
<td>“I plan to get a job and my own apartment.” Unit 16 P.g. 108</td>
<td>Cyrus (1997)</td>
</tr>
<tr>
<td>Economical Stereotype</td>
<td></td>
<td>“I’m still a nurse, but I work in a private clinic. My job is less stressful now.” Unit 16 P.g. 106</td>
<td>Woolfolk, Winne, &amp; Perry (2000)</td>
</tr>
<tr>
<td>Gender Stereotype</td>
<td>People’s Identity</td>
<td>“I’m a receptionist. It’s a regular 9-5 office job.” Unit 2 P.g. 12</td>
<td>Otolowski (2003)</td>
</tr>
<tr>
<td>Racial Stereotype</td>
<td></td>
<td>“I’m going to get a job and live at home. I’m broke and I want to pay off my student loan!” Unit 16 P.g. 108</td>
<td>Ghorbani (2009)</td>
</tr>
<tr>
<td>Professional Stereotype</td>
<td>People’s Goals</td>
<td>“I’m in school, so I just have a part time job and I work.” Unit 5 P.g. 11</td>
<td>Marsch (1990) Cyrus (1997)</td>
</tr>
</tbody>
</table>
As it was mentioned before, in order to find the patterns, I, as the researcher, followed a process of data “naming”, which consisted on doing sets of data in accordance to certain color, labeling likewise with a name given by me, which later on would be transformed in the name of the patterns. To illustrate this, it would like to show an example on how data grouping took place to the pattern “Professional Stereotype” with the instruments teacher field notes and Listening Transcripts (Appendix 1).

“People’s socio-economic status” was named the first category because it has to deal with the general research question: “What cultural stereotypes might be suggested in the discourse of the textbook “Interchange I”, Fourth Edition?” The patterns (as it is going to be explained later) from this category address aspects of social and economic stereotypes. The second category identified is called “People’s Identity” which seeks to address to Racial and Gender Stereotypes. Finally, the third category, “People’s goals.” is the category that is related with the Professional and Age Stereotypes. In this category reader is going to find some samples according to the analysis of the data, and the other categories as well.

First Category: People’s Socio-economic status

Coming back to the first category (People’s socio-economic status), data analysis evidenced as the first pattern from this category. The reader is able to see the stereotypes that are found in the daily life, taking into account people’s beliefs and experiences lived before. They can say what according to them is bad or good, bearing in mind any sort of relation with the transcript.
Cultural Stereotypes in English Textbooks

The Reader can determine what sort of stereotype makes reference to social or economic issues and their function. To illustrate this point, some samples of textbooks discourse and teacher’s filed notes are brought:

SUSAN: Well, I've saved some money, and I think I'd really like to travel.
ALEX: Lucky you. That sounds exciting!
SUSAN: Yeah. Then I plan to get a job and my own apartment.
ALEX: Oh, you're not going to live at home?
SUSAN: No, I don't want to live with my parents – not after I start to work.

In this example it is evidenced a socio-economic stereotype, where this woman is planning for her future as she just graduated from school, having her own apartment and a job, as something anyone could judge as a successful future. People in the United States strive to achieve the American Dream. Which means "a good job with chances of promotions, a good family, and a nice house with a car, plenty of economic benefits with plenty of money for the kids’ education at good schools, a few luxuries, and an annual vacation" (Cyrus, 1980). In other aspect of the First Category (People’s socioeconomic status) we have the following image which represents an American sort of party:
The implication of this image is that it represents the Americans as the ones that usually eat junky food, if it true that some of them do, it is also true that nowadays there is a movement and a concern among them between what is healthy and what is not, in the image above, we see them. A party with chips and Doritos is a stereotype, that American all eat junk food only, that is what the image shows, only sodas and chips for the party. This is certainly reinforcing the perception we have of Americans as health careless. In my observation of class I have seen how this image in the presentation of the topic to the class generates this kind of stereotypes when the question: “what do you see in the picture?” is formulated. Students believed that is what they eat because they see it on movies and moreover because they see it in the textbook that is supposed to teach them about the culture and about the language. This reinforces a social stereotype, when we start forming our ideas of society based on this kind of images. “Stereotypes are a kind of gossip about the world, a gossip that makes individuals prejudge people before they ever lay eyes on them.” (Cyrus, 1997). If we prejudge people without laying eyes of them is because
somewhere the information is obtained and we as teachers need to be aware of the management of information we have in the classroom.

In appendix 2, we have other conversation where we can two people talking about L.A. In this conversation when Lucy who is not American, asks Chris where is he from, to what he answers with Los Angeles. When Lucy says “wow!” this is an expression that is used when something is very cool, and when she uses it here it is showing how good is that Chris is from that city.

**LUCY:** And where are you from, Chris?

**CHRIS:** I'm from here, the United States - originally from Los Angeles.

**LUCY:** Wow, How do you like Los Angeles?

**CHRIS:** Oh, I love it. It's my favorite city.

In this listening in appendix 3, the idea is to talk about the jobs of two people. One works as a tourist guide and the other one has a part time job in a fast food restaurant. This, along with the image (Appendix 26), portrays reinforces Americans as people very fond from fast food, being the name of the restaurant “Hamburger Heaven” where he gets free hamburgers. Something that for some people seems very cool.
In appendix 4, we have another dialogue where we can see a possible socioeconomic stereotype where Kevin who is a student says that as he is in school he only has a part-time job, which is far from our reality where people who study also work and full-time. In the image we see two young people at the gym, the girl being red haired and blue eyed and Caucasian, and the guy is black haired and Caucasian, so far the characters that the book has shown as Americans in the images are very thin. In this script the woman is showed as a Chef and the man as a dishwasher, showing the woman in a better socioeconomic status. Here the man having a job as dishwasher tries to show how Americans do jobs that are not that good.

**ALLIE:** And what about you, Kevin? What’s your day like?

**KEVIN:** Well, right now I’m in school, so I just have a part-time job. But I’m pretty busy. I get up at 6:00 on weekdays. I have class from 7:00 to 9:00, and then I come here to the gym. I work from 11:00 to 2:00. Then I have classes in the afternoon.

In contrast with the previous dialogue we have other one in appendix 9, where we have another dialogue talking about jobs, and we have two women talking about her sister with a job
in the government and the brother as being a wildlife photographer, jobs that are really cool and showed as very interesting and something some students might want to look forward to.

**RITA:** Tell me about your brother and sister, Sue.

**SUE:** Well, my sister works for the government.

**RITA:** Oh, what does she do?

**SUE:** I'm not sure. She's working on a very secret project right now.

**RITA:** Wow! And what about your brother?

**SUE:** He's a wildlife photographer.

**RITA:** What an interesting family! Can I meet them?

**SUE:** Sure, but not now. My sister's away. She's not working in the United States this month.

**RITA:** And your brother?

**SUE:** He's traveling in the Amazon.

In appendix 12, we have one conversation, where two people are talking about their vacations, it is evident the economical difference between us and the Americans, talking about vacations is a topic that always brings up ideas we get in our heads of them traveling wherever they want to and having the money for doing it, meanwhile most of us, we do not have those chances because of the kind of jobs we have here and the money we get for performing such jobs. This was also evident in my journals when doing the listening part well the characters in it mentioned to go to Hawaii, a very expensive place to what my students say they could afford most of the times go on vacations to their house and not many places besides in many jobs they did not have that chance to have vacation time because they had to work.

**CELIA:** Hi, Don. How was your vacation?

**DON:** It was excellent! I went to Hawaii with my cousin. We had a great time.
It was also evident in another dialogue in the same unit where they are talking again of traveling on vacation time (Appendix 13). It is also shown in appendix 17, where the guy says that he recently went to a German food festival on his recess week. In appendix 19, the man is saying he is going to travel to Mexico for a few days in his recess time.

BARBARA: Jason! Hi! Welcome back. You were away last week, right?
JASON: Yeah, I was on vacation.
BARBARA: Where did you go?
JASON: I went to San Francisco.

In this listening (Appendix 15) we have the clerk giving some information to tourist where he talks for the Hard Rock Cafè to be a very interesting place to visit and discouraging them to visit the science museum and saying there are not good things to see there and indicating it to be a place more for children. This is fostering the perception of pay more attention to fun things and talking about what is more interesting for tourist that go to visit. In this class, when the students have to answer the question of which place they would prefer to visit, they said it would be really fun to visit the Hard Rock Cafè, no one said that they would like to visit the science museum and when I asked them why, they said that it was not interesting and it was more for kids according to the listening.

GUEST 2: Is the Hard Rock Cafe a nice place?
CLERK: Well, I think so. The food is good, and there are some interesting things to look at in the restaurant – like one of Elvis’s cars.
GUEST 2: Great! And where is the Science Museum?
CLERK: Well, that’s near City Hall.
GUEST 1: Near City Hall. OK, I know where that is. And what’s the museum like?
CLERK: Actually, it’s not very good. It’s small, and there isn’t a lot to see there. It’s really for young kids.
In appendix 16, we have some descriptions of people and there is one that describes a woman:

6. Alice is very tall, and she's got long black hair. She's around 25. Oh, and she's very slim. She looks like a fashion model.

Here the woman as she is slim, they say that looks like a fashion model reinforcing that idea of women having to be slim and tall so they fulfill some kind of parameter. The book has many things that are not related to our culture, and even though it teaches us a lot, it is necessary for students to see how their own culture is also consider as relevant to be represented. In appendix 20, people are talking about some exports that students do not have any idea of, they do not practice them here or have the chance of learning them. In class, I observed how students thought of this to be useless for them even when they were learning about the sports in U.S. they did not say they will really learn this vocabulary because it was useless for them unless they were going to live there for a while, they would not have the need of talking about them unless living there happened.

**SCOTT:** Well, I don't really like surfing, but I love boating.

**BETH:** Really? You can go boating in Auckland. It's one of the most popular places for sailing. And you should definitely **try jet boating** in the South Island.

In appendix 22, we have two women talking about the recent changes they have had and one of them mentions that she does not continue working at a hospital and when she says that she works now for a private clinic and her job is less stressful now, it implies that working for the hospital was very stressful and people should get a private job so they feel better, that is the
message this is sending and this was also evident in the field notes where it was observed that students where saying that of course her job was better now because working for public entities is always more stressful than in private ones.

*KERRY:* Really? You don't work at the hospital anymore?

*DIANE:* No, I left last year. I'm still a nurse, but I work in a private clinic. My job is less stressful now.

Getting to the end of the book in Unit 16 (Appendix 24), there is a couple talking about their life together and they said that they met and one year later they got married, implying that one year is enough time for deciding to get marry. This is in contrast with our reality, in the observation I did the students agreed that nowadays people are not getting marry in Colombia, they just decide to live together and not after one year but more.

*LINDA:* Yeah, and I remember we didn't get along so well when we first met. But a year later, we fell in love and got married.

“The way the textbook portrays the various people in the target society and the way those people are shown to communicate will directly affect EFL students' choices” (Otolowski, 2003). That would be evident when they start traveling and they have to make comments about the target culture, also they will probably reproduce the stereotypes they have learnt.
Second Category: People’s identity

As it was mentioned before, the second category was named “People’s identity”. As it is evident that the way people see each other and the stereotypes can contribute to the formation of identity students have, this is visible when we are working with the representation they see on the book some ideas of life and then comparing them with their reality. In this category two main patterns were the income: Gender and Racial stereotypes since they are intrinsically related to what people are and see themselves.

Regarding gender stereotypes, they occur according to Scantlebury (2006) when a person is expected to enact a series of norms or behaviors based upon their sex. We can point out is that there is an evident attempt to include women and the role they play nowadays in society, women and men are showed to share similar roles and professions in society by showing neutral illustrations and less professional roles where in others studies of textbooks has been the main focus of gender bias. Nevertheless in some sentences in the transcripts we can find gender stereotypes. An example of this is when talking about the “schedules” where the participants talk about their professions (Appendix 5):

MEGAN: What do you do, Greg?
GREG: I’m a mechanic.

GREG: What do you do Megan?
MEGAN: Well, I’m a receptionist.
GREG: What about you, Lori?
LORI: Well, my hours are a bit different I’m a nurse.
Here it is showed how the man is portrayed as he does the tough work and women do ‘female’ jobs as being a receptionist or being a nurse, typical female representation roles. Other example of this is in Unit 5 (Appendix 9) when the topic is about family. Two people are talking about family and what her parents do:

**SUE**: Are they still working?
**RITA**: Oh, yes. *My mother is teaching* at a university there, and *my father is a carpenter*.

Here we see how again the woman is showed to do a female-like job and the man is showed to do the male like job. Gender stereotypes are reflected in every corner of society. “Gender is simultaneously everywhere and nowhere” (Sunderland, 2000a, p.8). When Sunderland says that it is everywhere it refers to the fact that it is not possible to delete the difference that exist because of human nature and it is nowhere because many people seems not to take care about it. We usually encounter this gender bias when the textbooks are referring to professions, there will always be a risk of falling into gender stereotypes when we are talking about the roles women and men play in society. Previous studies conducted in this regard show the same results (Ansary and Babaii, 2003; Bales, 2002; Hellinger, 1980; and Porreca, 1984)

This was also evident in the teacher’s journal when the listening was applied and I asked the question: “do you think women could be mechanics?” The male student in my class said that he could not picture a woman doing the mechanic job because he has always seen men doing it, the girls in the classroom responded saying that many women do not like doing that job, because they had to get dirty and they were more for jobs in an office; that definitely the mechanic job was for men but not because women could not do it, but because they did not want to. They said
it would be similar to Megan Fox in the movie “transformers” and it needed to be a really hot woman to look good doing a mechanics’ job. Otherwise they would look like a “tomboy”. Anyway if we started including women representation in other kind of jobs we will stop reinforcing these perceptions about women or men jobs and students will not make this kind of comments. We need to reach an stage where no matter the role or representation we are getting from women and men, it does not cause any discrepancy of whether or not women can or not do something, and I focus more on women in this section since through all the studies that have been carried out on this area have showed the results in negative for them. If we do not show students the different roles women have today in society we are going to continue perpetrating wrong stereotypes.

As Sutherland (2001) states: “The way gender is represented in the textbooks will have an effect on learners’ gender identities and language learning opportunities. Here is where we, as teachers, play a very important role, the stereotypes as it has been said before have to exist and have to be in every activity but it depends on the way they are managed and if we are aware of the effects they can have in people’s identity. ‘Teachers’ perception of gender issues in the classroom affects students’ learning. Teachers should always be aware of what goes on in the classroom, what a textbook is going to induce into the minds of students, and how students feel about the textbooks and teaching / learning process.” (p.793). Chavez (2001) stated that as teachers become aware of gender imbalance in the textbooks they can mediate the content of the book in the way that it is less harmful.
Cultural Stereotypes in English Textbooks

In this conversation (Appendix 1) where Beth and David are talking and where she is Brazilian and he is Mexican, we find something that is a little discriminatory because Beth does not understand a simple last name as “Garza.” When they show Beth not understanding something as simple as the last name Garza, makes us think, because it is not a difficult word to understand and more if the girl is Brazilian, it is certainly not a difficult word for Latin people and more they show the woman being the one that does not understand which could implied her as stupid for some students fostering the perception of women of not as smart as men.

*BETH*: South Korea. Let’s go and say hello. Sorry, what’s your last name again? Garcia?
*DAVID*: Actually, it’s Garza.
*BETH*: How do you spell that?
*DAVID*: G-A-R-Z-A.

In conversation in Appendix 2, again other woman is presented asking for clarification over a last name:

*CHRIS*: Hi, Lucy. I’m Christopher Olsen. But everyone calls me Chris.
*LUCY*: Nice to meet you, Chris. What’s your last name again?
*CHRIS*: It’s Olsen. O-L-S-E-N.

Certainly, this one is not as easy as the Latin American last name but anyway shows again a woman not understanding something, in the other conversations we do not have a man who is asking for repetition because he did not understand something.

In appendix 6, we have other conversation where we have a woman shopping, which is something that have been concluded from previous studies where the women are show doing
activities like this one all the time. Also in other image, in this same unit we have other
collection where a man and a woman are shopping but the man is asking the woman what to
take, also a regular role for women as telling men what to wear.

The image that goes with this dialogue (Appendix 28) also shows then man helpless about
which sweater to take and two women, one being the salesclerk and the other his friend trying to help.

Also, in this conversation for this image (Appendix 7) it shows the man saying that he thinks
the sweater is really expensive, to collaborate to the perception that for men many things and
more about clothes are really expensive but not for women and the woman spotting a sale for her
friend:

**BRETT**: Wow! That sweater is really expensive. I don't want to spend that much money.

**LISA**: Oh, look. There are some things on sale over there.

In the unit where they are talking about music (Appendix 8), we have two friends discussing
the kind of music each one likes and we have the woman saying that she likes country music and
the man saying he likes hip hop, implying that women like girly music, also in the dialogue they talk about a rock band that is not that tough and the woman giving her opinion about them as “very noisy” something that is stereotyping that women do not like tough music when that is far from reality and was evident in class in the teacher’s journal when talking about the kind of music my students like when doing the warm-up of the class they are not showing the reality portrayed in this listening, because from most of my students they have said to like green day a lot, men and women and they (both women and men) don’t really like Hip Hop that much and they have told me Taylor Swift to be the most girly they can find nowadays.

**MARISSA**: Green Day? Really?
**BRIAN**: Why? Don’t you like them?
**MARISSA**: No, I don’t. I guess they have some good songs, but they’re very...noisy.

In the unit where talking about exercise (Appendix 10), gender stereotypes are evident:

**MARIE**: You’re really fit, Paul. Do you exercise a lot?
**PAUL**: Well, I almost always get up early, and I lift weights for an hour.
**MARIE**: Seriously?
**PAUL**: Sure. And then I often go swimming.
**MARIE**: Wow! How often do you exercise like that?
**PAUL**: About five times a week. What about you?
**MARIE**: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I’m a real couch potato!

In this conversation we see how the man is the one that works out a lot and the woman is saying that she watches T.V. in her free time and describing herself as a real couch potato. This excerpt suggests that a perception of women could be oriented by the authors of the textbook
presenting women being at home watching T.V. Fortunately the conversation does not say what kind of programs does she watches, and the man is showed as a very healthy person who almost always gets up early and goes to the gym. In the image that goes with this listening (Appendix 31) we also, see the woman who looks a little chubby, lying on the couch while we see the contrast of the man in very good shape, lifting weights.

In another conversation in this same unit (Appendix 11), we have two friends talking about playing tennis and where the man says to be very good and the girls says of herself as not being very good at that sport, what, once again is showing the woman as less that the man and where he offers to give her some tips.

**RUTH**: Uh...how well do you play?
**KEITH**: Pretty well, I guess.
**RUTH**: Well, all right. But I'm not very good.
**KEITH**: No problem. I'll give you a few tips.

Along with the image (Appendix 32) we see a regular slender blond woman and a very strong and in good shape man.
In appendix 13, we have a conversation about what two friends did on their vacations and when the man answers, he said he went to San Francisco to visit his sister and that they went shopping because his sister loves to do that, what is placing women at the mall shopping, fostering gender stereotypes.

BARBARA: So...Why San Francisco?
JASON: Oh, my sister lives there. I stayed with her. She loves to shop, so we went shopping every day. Look, I got this sweater.

In appendix 22, we have two women talking about the recent changes they have had since the last time they saw each other, we have one of them saying that one big event is that she is engaged and that is implying how for women that is really important and something we look for, in the image (Appendix 36) the woman is showing her friend her ring and how she is so happy about it. Also, the size of the ring is very big which could lead to some women to think that –“the bigger, the best”.
Gender stereotypes analyses allow us to have some quantitative results in the data analysis. The number of female and male characters in the transcripts and illustrations is indicated in Table 2.0. The raw numbers show the number of occurrences and the numbers in parenthesis indicate the percentage of male and female characters in both texts and illustrations.

Table 2.0 Female and male characters frequency (texts and illustrations)

<table>
<thead>
<tr>
<th></th>
<th>Transcripts</th>
<th></th>
<th>illustrations</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>74</td>
<td>145</td>
<td>53</td>
</tr>
<tr>
<td>Male</td>
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<td></td>
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<tr>
<td>(49%)</td>
<td>(51%)</td>
<td>(100%)</td>
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<td>(42%)</td>
</tr>
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</table>

As the Table 2.0 shows, there is a balanced representation of males and females roles in transcripts and images, the male representation is higher than the female representation; however. As we can conclude from the results above, the portrayal of female roles in the images is not as satisfactory as the portrayal in the transcripts. As a conclusion, sexism is more evident.
in the illustrations than in the transcripts (female to male: 42% to 58%) similar results achieved in Ansary and Babaii (2003) study and where they both reported as how the role of women is less visible than men’s role. This study suggests that the role of women in society should be balanced and manifested as accurate as possible without falling in generalizations.

Even when we could say that the invisibilization of women in the textbook is not that evident and that, as it has been stated before, the textbook attempts to promote equality; it is perceived a heterosexual exclusive view, the homosexual view is totally invisible, which means that the gender equality of our reality nowadays is partly achieved and at the same it could be supporting heterosexism and homophobia as it has been studied before by Temple (2005). Nowadays, our reality says the homosexual population has grown, there are more gay people than 10 years ago according to the 2010 U.S. Census Bureau and that is not perceived at all in the textbooks we are using, this is understandable since there are still results of gender discrimination. Perhaps, after the gender discrimination is completely superseded there will be space to start analyzing and aiming to include the evolution and dynamism of reality.

Regarding racial stereotypes, which is the second pattern of this category; the main concern about the textbook, is the weak representation of minorities in the transcripts and in the illustrations. From the 34 Images, only eight have a black person and the intervention in the dialogue is poor and could be also considered stereotyped:

**SUSAN**: What about you, Alex? Any plans yet?

**ALEX**: I'm going to get a job and live at home. I'm broke, and I want to pay off my student loan!
In this conversation (Appendix 23) the black man is saying that he is broke, he does not have money and he will continue living at home even when he is old enough to go and get a place on his own, also from this intervention it is implied that he studied thanks to a bank loan, something that it is not share for the woman that is talking to him. "As a result of the class you are born into and raised in, class is your understanding of the world and where you fit in. It’s composed of ideas, behavior, attitudes, values, and language; class is how you think, feel, act, look, dress, talk, move, walk," (Langston, 1992) and is most often a contributing factor in where one goes as well as where one can go. This may contribute to the perception of what goals I would be able to achieve, depending on the social class I was born in, it would be difficult to break this conception if we continue fostering this stereotypes into our students through the teaching materials, in my observation, I have seen how students try to talk with black accents and usually their behavior and attitudes are from someone who does not have good manners and is a criminal in men case or a prostitute in women case.

In appendix 18, we have a conversation with someone from Puerto Rico, talking about this place and how it is a nice city and the prices are not expensive. The guy suggests he is going to visit it sometime. Anyway, in the listening when they guy asks the woman about interesting things to do over there, she says that there are many nightclubs portraying again Latin American countries as countries were you can go to the many nightclubs we have, not having in mind that it is also presented in almost every country. That might be suggesting the idea of “every single Latin knows how to dance” stereotype. Again the guy says he loves to eat, playing the role as they are the ones that eat a lot and all the time need food. This fragment may promote stereotypes because when someone makes their own inferences about a new person or about
some social event, they use their existing knowledge to reduce the uncertainty in the situation. The less someone knows about the specific subject, the more one can enter in stereotypical generalizations. (Lehtonen, 2005)

ERIC: So what kinds of things are there to do in San Juan?
CARMEN: Well, there are a lot of nightclubs. Puerto Ricans love to dance!
ERIC: I'm not much of a dancer. Anything else?
CARMEN: Well, a lot of people enjoy going out to eat. There are some excellent restaurants in Old San Juan. They're popular with both locals and tourists.
ERIC: Now that sounds good. I love to eat!

With this lack of representation and the content in the dialogue, the intervention of black people could be interpreted as from poor to minimal in the United States, something that is far from reality because there are about 45 million blacks in the United States which is around 15% of the total population and coming third after whites and Asians in second place. Also the annual median income of black households is of $35,000 compared with the nation at $52,000 (taken from the U.S. Census Bureau). So it seems necessary to include more this people in the textbooks because they are a reality in the United States that is not being showed to students in the textbook.
Table 3.0 Representation in Transcripts

There are many pictures where people from other races are included but not black which reinforces stereotypes and high discrimination toward them. Asians, on the other hand are included but mainly people from South Korea, people from Brazil, Mexico, Puerto Rico and Canada are also included but are in the column labeled with “other” since they only appear once per country.

Table 4.0 Representation in Illustrations
In the dialogues the intervention from black people is very little, even when there were 70 dialogues, in only 6 the black intervened and in only one the sound of the voice was clearly from a black person, the other ones their perception is not evident.

Common environment provides similar stimulus experience to different people and therefore similar stereotypes emerge (McGarty, Yzerbyt & Spears, 2002, p. 11). There should be more attempts to include the foreign culture so there’s a comparison and at the same time we are learning from the target culture, we are also recognizing our culture as well.

In appendix 2, we have a person who is getting personal information from a Latin person and jumping to assumptions just because that fact, the person makes two assumptions: first when he thinks that Isabela is Argentinian, probably implying that Argentina is more important that other Latin American countries and that is why he has it in mind and second when he thinks she is studying English because she is Latin and is applying for a course. The positive part of this is when she answers “no” and says that she is studying Business, portraying women in other careers different from the past.

ISABELA: No, it’s not. my first name is Isabela. It’s spelled I-S-A-B-E-L-A.
CLERK: OK. Thanks. And you’re from Argentina, right?
ISABELA: Um, no, I’m not from Argentina. I’m from Mexico.
CLERK: Oh, sorry. Mexico. But you are studying English.
ISABELA: Actually, I’m not. I’m a business student.
CLERK: Business. OK. Got it.
Third Category: People’s goals

In this category, stereotypes that have to do with age and profession are presented. In this category the patterns were, age stereotypes and professional stereotypes. They refer to the different ways people are showed, how they are represented through the book and what stereotypes could the textbook be fostering. The category was named “people’s goals” because these stereotypes represent what people think they should have achieved in professional terms and how the age differences among society affect the relationships between people, also the way people is expected to behave by certain age.

In the textbook according to age there is a minimal representation of old people, from 34 images, there are only 2 where old people appear and both interventions in the dialogues are poor and stereotyped as in one of them, the old woman complains about the look of a young guy and in the other the woman is at the pharmacy getting tons of medicines.

According to professional representation, every single person is either working and studying or already have a profession, there is not even one person that does not have a job or is only studying, all subjects are presented as professionals or in the university to become professionals, something that does not represent accurately our reality. “Stereotypes of both disadvantaged and advantaged groups that have both favorable and unfavorable content, should be fairly common, insofar as these lend legitimacy to the system as a whole.” (Jost & Hamilton, 2008) From the 74 conversations, 12 deal with profession and in all of them, the people are studying or are professionals.
Cultural Stereotypes in English Textbooks

As showed in the next example, the book shows Isabela as a business student, that is a job that mainly young women are deciding to take on, which is showing a professional development (Appendix 2):

ISABELA: Actually, I'm not. I'm a business student.

In relation with the field notes, this new idea of getting into business careers was evidenced, so for this part, the book is portraying something that is really happening. I observed that when students were talking about the changes in careers for women, many have changed their options compare to years ago.

In appendix 3, there is a portrayal about Americans having cool and easy jobs in comparison with us, which makes students believe about working over there as a great idea, also the idea of part-time jobs that do exist here in Colombia but the income is not enough to pay for your life cost, demanding on us full time jobs. So students enter to compare themselves with people represented in the book. This is evident in both, the transcript and the image (Appendix 26).
ANDREA: I'm a guide. I take people on tours to countries in South America, like Peru.
JASON: How interesting!
ANDREA: Yeah, it's a great job. I really love it. And what do you do?
JASON: Oh, I'm a student. I have a part-time job, too.

In the listening in appendix 6, the students learn about the price of things and here they show a woman shopping one scarf which is $24.95 to what my students believe to be expensive but saying that Americans do have a lot of money and they do not care about spending money in little things like the scarf. Another student interrupted and said that he buys scarves here in Bogota that are around that price and it does not mean that he is rich or that because of that, Americans do have a lot of money. The first student said ok but also asked if he really believed that Americans were just like us, so the second student said that he got a point because certainly he knew Americans have a lot money for the news and the movies from United States.

In this conversation, in appendix 14, there is the portrayal of an old woman meeting her new neighbor who has long hair and the old woman suggesting a barbershop for him, fostering more the perception of old people not liking the way youngsters look today. In this class the students thought it was funny that the old woman does not like the look her new neighbor has, long haired. They say that grandmas are always complaining about it and we did not have an exception there. This was fostering the stereotype of old people behaving grumpy and wanting to change young people, if it is true that old people have their differences with new generations, it is not true that all old people are like that.
MRS. DAY: By the way, there's a barbershop in the shopping center, too.

JACK: A barbershop?

In this other conversation, in appendix 20; we have the woman asking for some medicine, she asks for cough drops, skin cream and then she asks for 3 bottles of vitamins for her husband because he does not have that much energy these days. In my observation students in the class were saying that the old woman wanted to have some fun, as the joke of this listening is that precisely.

MRS. WEBB: OK. And one more thing. My husband has no energy these days. Can you suggest anything?

PHARMACIST: He should try some of these multivitamins. They're excellent.

MRS. WEBB: Great! May I have three large bottles, please?

"We do not grow up with standardized pictures forming inside of us, but as grown-ups we are constantly having them thrust upon us." Cyrus (1997) Prejudice can come in a variety of forms, as a joke or as an insult. People are bombarded with what to think about whom and what attitudes should be held toward people. Even though, the textbooks present these jokes as something humorous, this contributes to prejudices or stereotypes but in a funny way.
CHAPTER V

CONCLUSIONS

This paper aims to analyze if stereotypes exist in Interchange I textbook. To achieve the research aim, a qualitative research study was carried out. Having this in mind, after the analysis of the Interchange I textbook regarding the research question about the stereotypes that might be suggested in the discourse of the textbook, three categories emerged: People's socio-economic status, people's identity and people's goals. The conclusions that can be drawn from the study are as follows:

In terms of the first category, People's socio-economic status, the textbook stereotypes Americans as a wealthy society where they have plenty of opportunities and not many economic issues. This might suggest the idea of all Americans as what we should aim for, provoking ideas like “the American dream” and it is something that should be avoided because it is not an accurate portrayal of what they are, it is not about making them look like a not righteous nation but it is not about the portrayal of a perfect nation either. Also, the representation of Latins in this area is minimal and does not count for the reality we live in where we have to struggle through life building our own socio-economic status and where thanks to the textbook we could feel a little misfortune about not being Americans. In any case the comment does not go to abstain from naming North American culture but it is a call to include the other nations as well as the American, that way people can feel identified and included and more when the objectives of
Cultural Stereotypes in English Textbooks

The textbook specifically point to multiculturalization and seek to include all the diversity that teaching English in foreign countries bring.

The results of this study, in terms of the second category, People’s identity, show that males and females are almost equally represented. However, women still have lower representation and still keep performing roles that are gender bias. The phenomenon of female invisibility that has been presented and studied in textbooks since 1970s, did not appear in the analyzed textbook. Women shared almost all conversations and images with male characters so female participation is high. It is certain the fairly equal representation in the analyzed textbook, since there is more awareness of this issue and there have been many studies on this regard, something to point out is the goodwill of the author Jack Richards to represent reality and multiculturalism. There are some gender bias but it is not extreme as a whole, it is evident the effort to diminish the appearance of stereotypes. However, this effort, there is a very low representation of black and Latin people in the textbook and having in mind that these series are highly used to teach English in many different countries, it would be likable to see this represented on the textbook.

In regard of the third category, People’s goals, the results show that old people portrayals appeared, also their interventions were stereotyped as grumpy people and also in a humorous way, as I mentioned before Cyrus (1997) says that prejudice can come in a variety of forms, as a joke or as an insult and for what some people could see as a joke other can see as an insult and despite of this, it stereotypes the way old people are portrayed. In terms of professional roles, people in the book are showed as successful, with many plans and not problems of achieving their goals; all are studying or working as professionals, there is not even one person that is said to be unemployed which certainly does not match our current reality these days in our society.
Something that I consider should be taken into account so people who are not that advantaged could feel represented.

I conclude that monitoring the materials we use in the classroom to avoid cultural stereotypes and prejudice is very much our responsibility as teachers. Grouping people helps to ignore the diversity in society. We cannot have general ideas about a group if we do not have first some information about the possible differences among other groups, so here is when the cognitive process comes in to play its role permitting us to tell about some similarities or differences. Considering the results from this study we can claim that there are still strong stereotypes highlighted, more gender stereotypes which as used to teach more than a language, a culture might influence and reinforce the perspectives that do not longer suit the reality of our students. Teachers can learn with this study and be aware of what they might be teaching might not suit the reality we are living in nor the live we will head on in the future, so try to manage and give use to the material we have to our reach without fostering Cultural stereotypes and promulgating inaccurate information. As Sunderland (1997) says that the teacher as mediator and the one that talks around the text is highly important, we as teachers, have an important role in the classroom and with our students; making the negative impact the textbooks might have on their values, beliefs, attitudes and their stereotypes formation shaping their responses to the textbooks. We should not afford teaching ESL perpetuating stereotypes when we are coming close to be citizens of the world and not develop the differences that divide us but increasing the similarities that unite us.
Limitations of the case study

Generalizations from the results obtained from the analysis of this one single textbook series might or might not be applied and counted as valid for all the other textbooks from the series of Interchange and accurate representation of the other higher level textbooks of Interchange that may have other sort of vocabulary and topics.

Not a lot of information was found about analysis of textbooks in Colombia. The only book I analyzed was Interchange 1, so the results in this study might not be suitable for other textbooks that are being used to teaching in an EFL classroom.
CHAPTER VI

PEDAGOGICAL IMPLICATIONS FOR FURTHER STUDY

This study only analyzed the audio recordings of the warming-up part of each unit and the images that go with them, the other audio recordings in the units, that did not belong to the warming-up part of the units were not taking into account, nor the exercises or the workbook content.

Future studies should involve examining the other higher level textbooks in the series of Interchange (Interchange 2, Interchange 3 and Passages) The dialogues and representations might change depending on the topics and themes of the textbook units. Also, a quantitative study where the total number of female/male utterances, the number of turns and the count of the total number of dialogue words spoken by male and female characters as in the study carried out by Jones (1997) because this could give a more accurate result about the participation of both genders. Also, further studies could include population to have a more complete view of students perceptions, in this study the focus was on the discourse and the stereotypes that could be suggested by it.
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APPENDIX 1

Unit 1, Please call me Beth. Page 2, Exercise 1, Conversation: Where are you from?

DAVID: Hello. I'm David Garza. I'm a new club member.
BETH: Hi. My name is Elizabeth Silva, but please call me Beth.
DAVID: OK. Where are you from, Beth?
BETH: Brazil. How about you?
DAVID: I'm from Mexico.
BETH: Oh, I love Mexico! It's really beautiful. Oh, good. Sun-hee is here.
DAVID: Who's Sun-hee?
BETH: She's my classmate. We're in the same math class.
DAVID: Where's she from?
BETH: South Korea. Let's go and say hello. Sorry, what's your last name again? Garcia?
DAVID: Actually, it's Garza.
BETH: How do you spell that?
DAVID: G-A-R-Z-A.

APPENDIX 2

Unit 1, Please call me Beth. Page 6, Exercise 10, Listening: What's your last name again?

1. MAN: Chris, this is my friend Lucy. We're in the same English class.
CHRIS: Hi, Lucy. I'm Christopher Olsen. But everyone calls me Chris.
LUCY: Nice to meet you, Chris. What's your last name again?
CHRIS: It's Olsen. O-L-S-E-N.
LUCY: And where are you from, Chris?
CHRIS: I'm from here, the United States - originally from Los Angeles.
LUCY: Wow! How do you like Los Angeles?
CHRIS: Oh, I love it. It's my favorite city.

2. CLERK: OK, Ms. Sanchez. Let me just check this information. Is your first name spelled I-S-A-B-E-L?
ISABELA: No, it's not. my first name is Isabela. It's spelled I-S-A-B-E-L-A.
CLERK: OK. Thanks. And you're from Argentina, right?
ISABELA: Um, no, I'm not from Argentina. I'm from Mexico.
CLERK: Oh, sorry. Mexico. But you are studying English.
ISABELA: Actually, I'm not. I'm a business student.
CLERK: Business. OK. Got it.
APPENDIX 3

Unit 2, What do you do? Page 9, Exercise 4, Conversation: Where do you work?

JASON: Where do you work, Andrea?
ANDREA: I work at Thomas Cook Travel.
JASON: Oh, really? What do you do there?
ANDREA: I'm a guide. I take people on tours to countries in South America, like Peru.
JASON: How interesting!
ANDREA: Yeah, it's a great job. I really love it. And what do you do?
JASON: Oh, I'm a student. I have a part-time job, too.
ANDREA: Where do you work?
JASON: In a fast-food restaurant.
ANDREA: Which restaurant?
JASON: Hamburger Heaven.
ANDREA: What do you do, exactly? Do you make hamburgers?
JASON: No, I don't. I'm a cashier. I just take orders.
ANDREA: And what's it like there? Do you like your job?
JASON: Sure. It's fun. And I get free hamburgers, too.

APPENDIX 4

Unit 2, What do you do? Page 11, Exercise 7, Conversation: I start work at five.

KEVIN: So, do you usually come to the gym in the morning?
ALLIE: Yeah, I do. I usually come here at 10:00.
KEVIN: Really? What time do you go to work?
ALLIE: Oh, I work in the afternoon. I start work at five.
KEVIN: Wow, that's late. When do you get home at night?
ALLIE: I usually get home at midnight.
KEVIN: Midnight? That's late. What do you do, exactly?
ALLIE: I'm a chef. I work at the Pink Elephant.
KEVIN: That's my favorite restaurant! By the way, I'm Kevin....
ALLIE: And what about you, Kevin? What's your day like?
KEVIN: Well, right now I'm in school, so I just have a part-time job. But I'm pretty busy. I get up at 6:00 on weekdays. I have class from 7:00 to 9:00, and then I come here to the gym. I work from 11:00 to 2:00. Then I have classes in the afternoon.
ALLIE: So, where do you work?
KEVIN: At the Hungry Student restaurant, near the university. I'm a dishwasher.
ALLIE: Really? Say, do you want to work at the Pink Elephant?
APPENDIX 5

Unit 2, What do you do? Page 12, Exercise 10, Listening: Daily schedules

MEGAN: What do you do, Greg?
GREG: I'm a mechanic.
MEGAN: Oh, yeah? So, what are your work hours like?
GREG: They're OK. I work in the mornings and afternoons. I get up around 6:00 A.M., and I work from 7:00 A.M until 3:00 P.M. I get home pretty early, about 4:00 P.M. I go to bed at 10:00. And what do you do Megan?
MEGAN: Well, I'm a receptionist. It's a regular nine-to-five office job, so I get up at 7:00 A.M. And get home around 6:00 P.M. That's OK, though, because I like to go out at night. I go to bed around midnight on weekdays.
GREG: What about you, Lori?
LORI: Well, my hours are a bit different. I'm a nurse. I start work at 11:00 at night. I work until 7:00 A.M.
MEGAN: Wow! So what time do you get up?
LORI: I get home at 8:00 and go to bed at about 8:30. And I sleep until 4:00 P.M.
GREG: And what do you do in the evenings?
LORI: Oh, you know. I have dinner, watch TV, see friends. It's a great schedule for me.

APPENDIX 6

Unit 3, How much is it? Page 16, Exercise 2, Conversation: It's really pretty.

SALESCLERK: Can I help you?
CUSTOMER: Yes, thank you. How much are these gloves?
SALESCLERK: The gray ones? They're $18.
CUSTOMER: Oh, that's not bad. Do they come in black?
SALESCLERK: No, sorry, just gray.
CUSTOMER: OK. Um, how much is that scarf?
SALESCLERK: Which one? The blue and orange one?
CUSTOMER: No, the yellow one.
SALESCLERK: Let's see...it's $24.95.
CUSTOMER: It's really pretty. I'll take it.
SALESCLERK: We have some nice hats over here.
CUSTOMER: Oh, yeah? I need a new hat.
SALESCLERK: They're on sale today only.
CUSTOMER: Oh, they are nice. This red one is pretty. How much is it?
SALESCLERK: It's $26.50.
CUSTOMER: Hmm...I don't think so. Thanks anyway.
APPENDIX 7

Unit 3, How much is it? Page 19, Exercise 9, Conversation: I prefer the blue one.

BRETT: These wool sweaters are really nice. Which one do you like better?
LISA: Let's see... I like the green one more.
BRETT: The green one? Why?
LISA: It looks warmer.
BRETT: That's true, but I think I prefer the blue one. It's more stylish than the green one.
LISA: Hmm. There's no price tag.
BRETT: Excuse me. How much is this sweater?
CLERK: It's $139. Would you like to try it on?
BRETT: Uh, no. That's OK. But thanks anyway.
CLERK: You're welcome.
BRETT: Wow! That sweater is really expensive. I don't want to spend that much money.
LISA: Oh, look. There are some things on sale over there.
BRETT: Oh, you're right. This shirts are really nice. And they're cheap, too. I like this one. Is it cotton?
LISA: Let's see...Yes, it is. It looks nice on you. The colors are really cool.
BRETT: Great! I'll take it.

APPENDIX 8

Unit 4, I really like Hip Hop. Page 23, Exercise 3, Conversation: Who's your favorite singer?

MARISSA: Do you like country music, Brian?
BRIAN: No, I don't like it very much. Do you?
MARISSA: Yeah, I do. I'm a big fan of Taylor Swift.
BRIAN: I think I know her. Does she play the guitar?
MARISSA: Yes, she does. She's a really good musician. So, what kind of music do you like?
BRIAN: I really like hip-hop.
MARISSA: Oh, yeah? Who's your favorite singer?
BRIAN: Jay-Z. Do you like him?
MARISSA: No, I don't. I don't like hip-hop very much.
MARISSA: What about groups, Brian? Who do you like?
BRIAN: Oh, I like a lot of different groups. I guess my favorite group is Green Day.
MARISSA: Green Day? Really?
BRIAN: Why? Don't you like them?
MARISSA: No, I don't. I guess they have some good songs, but they're very...noisy.
Unit 5, I come from a big Family. Page 31, Exercise 3, Conversation: Asking about families,

RITA: Tell me about your brother and sister, Sue.
SUE: Well, my sister works for the government.
RITA: Oh, what does she do?
SUE: I'm not sure. She's working on a very secret project right now.
RITA: Wow! And what about your brother?
SUE: He's a wildlife photographer.
RITA: What an interesting family! Can I meet them?
SUE: Sure, but not now. My sister's away. She's not working in the United States this month.
RITA: And your brother?
SUE: He's traveling in the Amazon.
SUE: So, what about your parents, Rita? Where do they live?
RITA: They live in Texas. SUE: Oh, where in Texas?
RITA: In Austin. It's a small city, but it's very nice.
SUE: Are they still working?
RITA: Oh, yes. My mother is teaching at a university there, and my father is a carpenter.


MARIE: You're really fit, Paul. Do you exercise a lot?
PAUL: Well, I almost always get up early, and I lift weights for an hour.
MARIE: Seriously?
PAUL: Sure. And then I often go swimming.
MARIE: Wow! How often do you exercise like that?
PAUL: About five times a week. What about you?
MARIE: Oh, I hardly ever exercise. I usually just watch TV in my free time. I guess I'm a real couch potato!
MARIE: What else do you like to do, Paul?
PAUL: Well, I like video games a lot. I play them every day. It drives my mom crazy!
MARIE: Hey, I play video games all the time, too.
PAUL: Well, listen, I have some great new games. Why don't we play some after class today? MARIE: OK!
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APPENDIX 11

Unit 6: How often do you exercise? Page 39, Exercise 10, Conversation: I'm a real fitness freak.

RUTH: You're in great shape, Keith.
KEITH: Thanks. I guess I'm a real fitness freak.
RUTH: How often do you work out?
KEITH: Well, I do aerobics twice a week. And I play tennis every week.
RUTH: Tennis? That sounds like a lot of fun.
KEITH: Oh, do you want to play sometime?
RUTH: Uh...how well do you play?
KEITH: Pretty well, I guess.
RUTH: Well, all right. But I'm not very good.
KEITH: No problem. I'll give you a few tips.
RUTH: Good game, Keith.
RUTH: Oh, no, not really.
KEITH: How often do you play?
RUTH: Once or twice a year. I'm just lucky today, I guess. Want to play another game?
KEITH: Um...sure. After a five-minute break.

APPENDIX 12

Unit 7: We had a great time! Page 47, Exercise 9, Conversation: How was your vacation?

CELIA: Hi, Don. How was your vacation?
DON: It was excellent! I went to Hawaii with my cousin. We had a great time.
CELIA: Lucky you. How long were you there?
DON: About a week.
CELIA: Fantastic! Was the weather OK?
DON: Not really. It was cloudy a lot. But we went surfing every day. The waves were amazing.
CELIA: So, what was the best thing about the trip?
DON: Well, something incredible happened....
CELIA: So, tell me! What happened?
DON: Well, like I said, I went surfing every day. One day, I entered a contest and I won. I got first prize!
CELIA: Wow! Congratulations!
DON: But that's not all. Someone made a video of me surfing and posted it online. Do you want to see it?
CELIA: Sure!
Cultural Stereotypes in English Textbooks

APPENDIX 13

Unit 7: We had a great time! Page 48, Exercise 13, Listening: Welcome back.

BARBARA: Jason! Hi! Welcome back. You were away last week, right?
JASON: Yeah, I was on vacation.
BARBARA: Where did you go?
JASON: I went to San Francisco.
BARBARA: Nice! How was it?
JASON: Oh, I loved it! It's a really pretty city.
BARBARA: So...why San Francisco?
JASON: Oh, my sister lives there. I stayed with her. She loves to shop, so we went shopping every day. Look, I got this sweater.
BARBARA: Nice! I didn't go anywhere on my last vacation. I didn't have enough money to go anywhere.
JASON: Oh, that's too bad.
BARBARA: Oh, not really. I actually enjoyed my vacation a lot. A friend from college stayed with me for a week. We just talked and watched a lot of old movies.
JASON: That sounds fun, too.

APPENDIX 14

Unit 8: What's your neighborhood like? Page 50, Exercise 2, Conversation: I'm your new neighbor.

JACK: Excuse me. I'm your new neighbor, Jack. I just moved in.
MRS. DAY: Oh, yes?
JACK: I'm looking for a grocery store. Are there any around here?
MRS. DAY: Yes, there are some on Pine Street.
JACK: Oh, good. And is there a laundromat near here?
MRS. DAY: Well, I think there's one across from the shopping center.
JACK: Thank you.
MRS. DAY: By the way, there's a barbershop in the shopping center, too.
JACK: A barbershop?
Unit 8: What's your neighborhood like? Page 52, Exercise 6, Listening: What are you looking for?

**CLERK:** Good morning. Can I help you?
**GUEST 1:** Yes. We need some directions.
**CLERK:** Sure. What are you looking for?
**GUEST 1:** Well, first of all, we're looking for the Hard Rock Cafe. How far is it from here?
**CLERK:** Oh, it's just a few minutes from here – right across from the National Bank.
**GUEST 2:** The National Bank on Park Avenue?
**CLERK:** Yes, that's the one.
**GUEST 2:** Is the Hard Rock Cafe a nice place?
**CLERK:** Well, I think so. The food is good, and there are some interesting things to look at in the restaurant – like one of Elvis's cars.
**GUEST 2:** Great! And where is the Science Museum?
**CLERK:** Well, that's near City Hall.
**GUEST 1:** Near City Hall. OK, I know where that is. And what's the museum like?
**CLERK:** Actually, it's not very good. It's small, and there isn't a lot to see there. It's really for young kids.
**GUEST 1:** Oh, then maybe we won't go there.
**GUEST 2:** Hmm, one last question – is there an aquarium in the city?
**CLERK:** Yes, there's a very good one. It's only about six blocks from here. It's in the park next to the train station.
**GUEST 2:** Oh, next to the train station?
**CLERK:** Yes. Definitely visit the aquarium.
**GUEST 1:** Great! Thanks a lot.
**CLERK:** You're welcome. Have a good day.

APPENDIX 16

Unit 9: What does she look like? Page 60, Exercise 4, Listening: Who is it?

1. I think Brian's good-looking. He's pretty tall, with dark brown hair and a mustache. I think he's about 30.
2. Tina's 18. She has red hair – shoulder length and very curly – and she always wears interesting glasses, just for fun.
3. Rosie is pretty tall for her age. She has long blond hair and wears contact lenses. She just turned 10.
4. Tim's about 23. He's fairly short and a little bit heavy. His hair isn't very long.
5. Gary is in his fifties. He's bald and has a small mustache. He likes to wear sunglasses. And he always wears soccer shirts and jeans.
6. Alice is very tall, and she's got long black hair. She's around 25. Oh, and she's very slim. She looks like a fashion model.
Unit 10: Have you ever ridden a camel? Page 67, Exercise 7, Listening: I'm impressed!

KARL: So, Clarice, what have you been up to lately?
CLARICE: Oh, well,...I tried a new restaurant last week. The Classical Café. Have you ever been there?
KARL: No, I haven't. What's it like?
CLARICE: It's wonderful! The food is great, and the prices are reasonable. But what's really interesting are the waiters. They sing.
KARL: They what?
CLARICE: They sing.
KARL: How unusual!
CLARICE: And what about you, Karl? Have you done anything interesting lately?
KARL: Oh, well, I went to a food festival last week.
CLARICE: Really? I've never been to a food festival.
KARL: It was really fun. It was a German food festival.
CLARICE: Oh, I love German food.
KARL: This was the first time I had it. Everything was excellent. Now I'm learning to cook real German food.
CLARICE: Wow! I'm impressed!

APPENDIX 18

Unit 11: It's a very exciting place! Page 72, Exercise 2, Conversation: It's a fairly big city.

ERIC: So where are you from, Carmen?
CARMEN: I'm from San Juan, Puerto Rico.
ERIC: Wow, I've heard that's a really nice city.
CARMEN: Yeah, it is. The weather is great, and there are some fantastic beaches nearby.
ERIC: Is it expensive there?
CARMEN: No, it's not very expensive. Prices are pretty reasonable.
ERIC: How big is the city?
CARMEN: It's a fairly big city. It's not too big, though.
ERIC: It sounds perfect to me. Maybe I should plan a trip there sometime.
ERIC: So what kinds of things are there to do in San Juan?
CARMEN: Well, there are a lot of nightclubs. Puerto Ricans love to dance!
ERIC: I'm not much of a dancer. Anything else?
CARMEN: Well, a lot of people enjoy going out to eat. There are some excellent restaurants in Old San Juan. They're popular with both locals and tourists.
ERIC: Now that sounds good. I love to eat!
APPENDIX 19

Unit 11: It's a very exciting place! Page 75, Exercise 7, Conversation: What should I see there?

THOMAS: Can you tell me a little about Mexico City?
ELENA: Sure. What would you like to know?
THOMAS: Well, I'm going to be there next month, but for only two days. What should I see?
ELENA: Oh, you should definitely visit the Palace of Fine Arts. It's really beautiful.
THOMAS: OK. Anything else?
ELENA: You shouldn't miss the Museum of Modern Art. It has some amazing paintings.
THOMAS: Great! And is there anything I can do for free?
ELENA: Sure. You can walk in the parks, go to outdoor markets, or just watch people. It's a fascinating city!
ELENA: Where are you from again, Thomas?
THOMAS: I'm from Toronto, Canada.
ELENA: Oh! I've always wanted to go there. What's it like? What can you do there?
THOMAS: Well, there's a lot to do. But visitors should definitely spend some time in the museums. The museums there are great!

APPENDIX 20

Unit 12: It really works! Page 81, Exercise 8, Conversation: What do you suggest?

PHARMACIST: Hi. May I help you?
MRS. WEBB: Yes, please. Could I have something for a cough? I think I'm getting a cold.
PHARMACIST: Sure. Why don't you try these cough drops? They work very well.
MRS. WEBB: OK, I'll take one box. And what do you suggest for dry skin?
PHARMACIST: Well, you could get a jar of this new lotion. It's very good.
MRS. WEBB: OK. And one more thing. My husband has no energy these days. Can you suggest anything?
PHARMACIST: He should try some of these multivitamins. They're excellent.
MRS. WEBB: Great! May I have three large bottles, please?
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APPENDIX 21

Unit 14: The biggest and the best! Page 95, Exercise 9, Conversation: Distances and measurements,

SCOTT: I'm going to Australia next year. Aren't you from Australia, Beth?
BETH: Actually, I'm from New Zealand.
SCOTT: Oh, I didn't know that. So what's it like there?
BETH: Oh, it's beautiful. There are lots of farms, and it's very mountainous.
SCOTT: Really? How high are the mountains?
BETH: Well, the highest one is Mount Cook. It's about 3,800 meters high.
SCOTT: Wow! So how far is New Zealand from Australia?
BETH: Well, I live in Auckland, and Auckland is about 2,000 kilometers from Sydney.
SCOTT: Maybe I should visit you next year, too!
SCOTT: Tell me a little more about New Zealand, Beth.
BETH: Well, it has some great beaches. There are some excellent surfing beaches in the North Island.
SCOTT: Well, I don't really like surfing, but I love boating.
BETH: Really? You can go boating in Auckland. It's one of the most popular places for sailing. And you should definitely try jet boating in the South Island.
SCOTT: Oh, I'd love to do that! It sounds really exciting.
BETH: It is. And there's good skiing in New Zealand. Lots of people go there to ski.

APPENDIX 22

Unit 16: A change for the better! Page 106, Exercise 2, Conversation: Catching up,

DIANE: Hi, Kerry. I haven't seen you in ages. How have you been?
KERRY: Pretty good, thanks.
DIANE: Are you in school?
KERRY: No, not anymore. I graduated last year. And I got a job at Midstate Bank.
DIANE: That's great news. You know, you look different. Have you changed your hair?
KERRY: Yeah, it's shorter. And I wear contacts now.
DIANE: Well, you look fantastic!
KERRY: Thanks, so do you. And there's one more thing. Look! I got engaged.
DIANE: Congratulations!
KERRY: So tell me, Diane, what have you been up to?
DIANE: Well, let's see. I've changed jobs.
KERRY: Really? You don't work at the hospital anymore?
DIANE: No, I left last year. I'm still a nurse, but I work in a private clinic. My job is less stressful now.
KERRY: Do you still live downtown?
DIANE: Oh, no. I moved to a new place. I'm in the suburbs now. I live in Parkview, just outside the city.
KERRY: Parkview? That's where I live! That means we're neighbors!
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APPENDIX 23

Unit 16: A change for the better! Page 108, Exercise 6, Conversation: Planning your future,

ALEX: So, what are you going to do after graduation, Susan?
SUSAN: Well, I've saved some money, and I think I'd really like to travel.
ALEX: Lucky you. That sounds exciting!
SUSAN: Yeah. Then I plan to get a job and my own apartment.
ALEX: Oh, you're not going to live at home?
SUSAN: No, I don't want to live with my parents – not after I start to work.
ALEX: I know what you mean.
SUSAN: What about you, Alex? Any plans yet?
ALEX: I'm going to get a job and live at home. I'm broke, and I want to pay off my student loan!
SUSAN: What kind of job are you looking for?
ALEX: Well, I've thought a lot about it, and I'd like to do computer programming. So I hope to get a job with a big computer company.
SUSAN: That sounds really interesting.
ALEX: Yeah, I've got an interview next week.
SUSAN: Well, good luck!
ALEX: And where do you plan to travel to, Susan?
SUSAN: Well, I'd like to travel around the United States a bit. There are so many places that I've never seen.
ALEX: Well, please send me a lot of postcards while you're away.
SUSAN: All right, I will. And I hope you get the job.
ALEX: Me, too!

APPENDIX 24

Unit 16: A change for the better! Page 107, Exercise 4, Listening: Memory lane

LINDA: What are you looking at, Scott?
SCOTT: Oh, just one of our photo albums.
LINDA: Oh, look – it's our wedding picture.
SCOTT: Yeah. Just think, we'll be celebrating our fifth wedding anniversary this month.
LINDA: Yeah, and I remember we didn't get along so well when we first met. But a year later, we fell in love and got married.
SCOTT: And here's a picture of our honeymoon. Wow! We sure look different now, don't we?
LINDA: Yes. My hair is much shorter now. And you wore glasses back then. Oh, and look. Here's a picture of the day we brought Maggie home from the hospital.
SCOTT: She's so cute. And now we have two kids. Who would have guessed?
LINDA: Yeah. We're just lucky that they look like me!
APPENDIX 25

International Club

APPENDIX 26

Hamburger Heaven
APPENDIX 35

APPENDIX 36
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APPENDIX 37