

A Study of the Cultural Content of Illustrations in Selected EFL/ESL Textbooks for Young Children

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Understanding the culture of the target language is necessary in learning a foreign language. Considering the significant role of cultural content of EFL/ESL textbooks for young children, this study investigated 802 illustrations and 3,543 characters appearing in the selected six series of EFL/ESL textbooks. Three aspects were examined: a) an evaluation of the most frequently used EFL textbooks in Korea and representative ESL textbooks in the United States in reference to diversity indicators collected in a checklist; b) an investigation of textbook biases, stereotypes and, underrepresentation in the textbooks; c) a comparison of the content of the selected EFL textbooks with the content in ESL textbooks. The study drew the following conclusions: a) racial and gender stereotypes of particular groups continue to appear in textbooks and, consequently, may limit the students' perceptions of the target culture; b) EFL textbooks, especially those published in Korea, show more biases than American ESL textbooks; c) EFL/ESL textbooks need to be revised and improved in order to reflect the diversity of American society; and d) textbook evaluation should play a significant role in determining the adoption of a textbook series and in gathering information about a textbook series.

I. INTRODUCTION

Language emerges from a society: it is not only an integral part of life but also a foundation of our social system (Chinn, 1985, p.103). Foreign language

educators should keep this fact in mind if they want to be effective teachers. This sociocultural view of language has recently received attention: many educators have observed that when a language learner lacks cultural knowledge of the target language, he or she is less likely to be a successful learner. Seelye (1988) asserts that knowledge of the linguistic structure alone does not carry with it any special insight into the political, social, religious, or economic system. Language instruction that focuses only on teaching linguistic knowledge is superficial and limits the meaningful language lesson. For these reasons, many foreign language educators have recently given much attention to teaching culture in foreign language classes.

Students who learn English as a foreign language (EFL) often have little chance to experience the target language culture directly. Since these learners are likely to have less direct contact with the target culture than students who learn in the countries where a target language is spoken, the EFL class may be the prime source of indirect as well as direct cultural information. In these environments where there is a lack of contact with the target culture, the textbook becomes significant resources in presenting cultural content to foreign language learners. According to Joiner (1974), the textbook is "perhaps the most single influential cultural bearer" (p.242) in the language classroom. This proposition points out the importance of using a textbook that presents authentic cultural content in a foreign language class. Sociologists of education (Apple, 1982; Wexler, 1982) continue to underscore the significance of the textbook as the dominant purveyor of content and subject matter.

Many countries where English is not the mother tongue have endeavored to develop English education because being a fluent English speaker may anticipate social privilege and easy access to information. People have invested time, effort, and capital to find an effective way to produce successful language learners. As the focus of instruction is placed on enhancing the learner's "communicative competence" (Davies, 1989; Hymes, 1967; Savignon, 1983), foreign language educators are interested in teaching culture. However, there is controversy among educators on how to teach culture and what to present in class. The situation becomes even more serious in the case of countries like Korea where English is taught as a foreign language.

Korean students learn English as a first foreign language for ten years before they enter a college. During these ten years, students are taught grammar,

vocabulary, and listening comprehension skills. Since the initiation of foreign language education in Korea, there has been much progress with regard to methodology and focus of instruction. Educators, since the middle of 1980s, have turned their attention to developing students' communicative competence rather than underscoring acquisition of linguistic knowledge such as grammar and vocabulary. Moreover, as interest in elementary school English education has increased, foreign language educators in Korea have been placing more emphasis on developing the communicative competence.

Many researchers have supported the belief that children acquire foreign language much faster than adults do (Brown, 1987; Burt, Dulay & Krashen 1982; McLaughlin, 1987). Asserting that there is a critical period after which certain abilities do not develop, Bickerton (1981) supports the critical period hypothesis. After puberty an individual becomes mature physically and mentally, which makes it more difficult for him to adopt new norms that are necessary in foreign language learning. On the basis of these theoretical underpinnings, many educators in Korea have recommended the teaching of English as a foreign language in the elementary school. As a result, English became a compulsory subject from the third grade in elementary schools since 1997. To meet the need for English at the elementary school level, great numbers of EFL textbooks have been published.

Since there are few foolproof means of evaluating the effectiveness of textbooks, textbook consumers in Korea have difficulties in selecting appropriate texts. Of all the elements connected with foreign language education-teaching methodology, teaching materials, learning strategies, personality factors, first language influence—the materials used in class are considered the most important, for they affect both teachers and students alike (Van Els, Bongaerts, Extra, Os & Dieten, 1984). If the text is used as a core instructional guide, then the contents of the textbook and support material directly influence what a teacher teaches in class. In a situation where teachers depend primarily on textbooks in a foreign language class, the significance of quality textbooks will be increased.

Misrepresented or inaccurate cultural content in a foreign language textbook can influence a student's attitude toward the target language and target culture. As children reach school age, they also begin to acquire certain attitudes toward types and stereotypes of people (Brown, 1987). The learning of negative attitudes toward the people who speak a foreign language or toward a foreign

language itself has been shown to affect the success of language learning in a person from school age (Bartley, 1969; Gardner, 1985; Mantle-B. & Miller, 1991). Despite the significant influence of the textbook content on elementary school students, little research has been conducted to investigate the cultural content of elementary school EFL textbook. The existing research on foreign language textbooks has concentrated mainly on high school and college texts (Moreau & Pfister, 1978; Pfister & Borzilleri, 1977; Pfister & Levno, 1980; Pinnix, 1990; Ramirez & Hall, 1990). Considering the potentially significant role and impact of textbooks in a language program, this study argues for investigating the contents of elementary school EFL textbooks.

The purpose of this study is to examine the cultural content of elementary school ESL and EFL textbooks that have been widely used in Korea and the United States by analyzing the illustrations appearing in the books. This study will develop descriptive analysis tools to analyze the cultural content of these textbooks.

II. SELECTION OF THE TEXTBOOKS

To select representative EFL/ESL textbooks for this study, the following criteria were applied:

- 1) The best-selling EFL textbooks in Korea were identified by surveying staff members of 10 large bookstores in Seoul;
- 2) Foreign language institutions which have EFL programs for elementary school students were questioned about the most frequently purchased EFL textbooks in Korea;
- 3) Representative books were selected from two publishing companies that are well-known for publishing ESL textbooks in the United States.

To meet the criteria in selecting the most frequently used EFL textbooks, two questionnaires were constructed and distributed to research sites, bookstores, and foreign language institutions in Korea.

In addition to the books selected by the above procedures, Teuk Hwal Young Uh (English for Extracurricular Activities) was added to the list of

EFL textbooks because it enjoys a special status, after having been published by a governmental organization. This selection procedure led to a representative sample of the textbooks most frequently used in Korea. This selection procedure found that EFL textbooks were divided into two groups: the books published in Korea and the books imported from England or the United States. A subsidiary investigation was also conducted: a comparison of Korean EFL textbook illustrations with the illustrations of ESL textbooks used in the United States. This study analyzed illustrations of textbook characters in the representative United States ESL books to see if there was any difference between these two groups of books.

In order to find the representative ESL textbook in the United States, the investigator sent out the letters to publishing companies, inquiring about the most frequently used ESL textbooks. The names of publishing companies investigated are listed with the titles of the selected textbooks in Appendix A.

III. PROCEDURE

This study consisted of three research investigations designed to answer the research questions: a) an evaluation of the most frequently used EFL textbooks in Korea and popular ESL textbooks in the United States by the checklist (see Appendix B); b) an investigation of textbook biases, stereotypes and underrepresentation in the selected textbooks; and c) a comparison of the content of selected EFL textbooks with that of ESL textbooks. The first phase provided gross information of characters in ESL/EFL textbooks in terms of their races, genders, classes, ages, occupation, and exceptionality. The second phase was based on the results of investigation in the first phase. This phase was more qualitative; it gives rich and detailed explanation about the result from the first phase, focusing on the stereotyping and underrepresentation.

For these three phases, the following research questions were addressed:

1. Does the cultural content reflected in the illustrations and characters of EFL/ESL textbooks portray the society of the target culture?
2. Is there stereotyping and/or underrepresentation portrayed in the illustrations and characters of the EFL/ESL textbooks?

- 2-a) If so, what kinds of biases are evident?
 - 2-b) Do males appear more frequently than females as main characters?
 - 2-c) Are males assigned more frequently to professional jobs than female characters?
 - 2-d) Are Caucasoid groups assigned to professional jobs more frequently than other racial groups?
 - 2-e) Which racial group is presented most frequently as main characters?
 - 2-f) Is a particular racial group stereotyped by skin color, facial appearance, and hairstyle?
 - 2-g) Is a particular cultural group underrepresented in the textbooks when compared with the demographic sources about the United States?
3. Is there a difference between the contents of the most frequently used EFL textbooks in Korea and the ESL textbooks in the United States regarding their representation of the diversity of American society?

The results of the analysis were addressed in the next section in the order of investigations.

IV. RESULTS

1. Result 1

The first phase in this study analyzed 802 illustrations and 3,543 characters appearing in the illustrations with regard to six diversity indicators. Overall results in the first phase indicated that EFL and ESL textbooks do not depict the true diversity of American society.

Out of six diversity indicators (races, gender, age, social class, exceptionality, and setting) all subcategories of five indicators were discovered in the illustrations even though the proportions were minute (see Table 1-6). One diversity indicator -exceptionality- was least presented in terms of its total frequency. Only seven characters were depicted as physically exceptional people; one subcategory (auditory exceptionality) was not even shown. In the examination of each textbook series, three textbook series (Textbook 1, 3, and 4) did not show any physically exceptional characters. This result indicates that

exceptional people were marginalized throughout the books. Although the remaining diversity indicators including all the subcategories appeared in the illustrations, the proportions of some subcategories were too small to be compared with other categories of the same indicator. For example, as to a social class, overall results showed an unbalanced proportion of poor characters compared to not-poor characters. The textbooks focused on middle class people who belonged to neither the extremely poor nor the extremely rich classes.

In the race category, slightly over half of the characters (54.81%) were Caucasoid. The Caucasoid group was the most represented racial group in each textbook series; the second most represented race were Mongoloid (13.24%). Negroid characters were the least presented racial group (5.95%); two textbook series published in Korea showed the lowest proportion of negroid characters (0%:31%). Besides these racial groups, Hispanic characters were shown in four textbook series published in the United States. This inclusion seemed to be attributable to the increasing Hispanic population in the United States (see Table 1).

TABLE 1
Races of Textbook Characters

Textbook	Caucasoid	Negroid	Mongoloid	Ambiguous	Not human	Total
Textbook 1	202 (45.7)*	—	151 (34.1)	0/89(20.01)	—	442
Textbook 2	509 (80.92)	2 (0.31)	61 (9.69)	0/20 (3.1)	37 (5.88)	629
Textbook 3	282 (54.86)	26 (5.05)	9 (1.75)	37 (7.2) /160	—	514
Textbook 4	492 (57.74)	81 (9.50)	101 (11.85)	92(10.79)/ 86	—	852
Textbook 5	255 (40.73)	57 (9.10)	113 (18.05)	68(10.86)/133	—	626
Textbook 6	202 (42.08)	45 (9.37)	34 (7.08)	61(12.70)/ 57	81(16.87)	480
Total	1942 (54.81)**	211 (5.95)	469 (13.24)	258 (7.28)/545(15.38)	118 (3.33)	3543

* Proportion of characters within racial category in each textbook

** Proportion of characters within racial category out of the total number of characters

In the gender category, the overall ratio of male to female characters was 1.34:1:00, so it was pretty balanced. However, in the analysis of each textbook series it became obvious that two textbook series published in Korea presented

male characters almost twice as frequently as female characters. The ratio of male characters to female characters in each textbook series were 1.85:1.00 (Textbook 1) and 1.97:1.00 (Textbook 2) (see Table 2).

TABLE 2
Gender of Textbook Characters

Textbook	Male	Female	Gender Ambiguous	Total
Textbook 1	287 (64.93) [*]	155 (35.07)	—	442
Textbook 2	408 (64.86)	207 (32.91)	14 (2.22)	629
Textbook 3	291 (56.61)	197 (38.33)	26 (5.06)	514
Textbook 4	421 (49.31)	415 (48.71)	16 (1.88)	852
Textbook 5	325 (51.91)	284 (45.37)	17 (2.71)	626
Textbook 6	254 (52.91)	219 (45.63)	2 (1.45)	480
Total	1986 (56.05) ^{**}	1477 (41.69)	80 (2.26)	3542

^{*} Proportion of characters within gender category each textbook series

^{**} Proportion of characters within gender category out of the total number of characters

In the examination of characters regarding age, three age groups-child, adult, and elderly people-appeared in the textbooks, the ratio among the three group were somewhat unbalanced (child : adult : elderly = 49.87 : 24.69 : 1.00). Children (61.84%) appeared more frequently than adults (30.62%) and elderly characters (1.24%).

TABLE 3
Age of Textbook Characters

Textbook	Age				Total
	Child	Adult	Elderly	Ambiguous	
Textbook 1	276 (62.44)	135 (30.54)	2 (0.45)	29 (6.60)	442
Textbook 2	466 (74.10)	70 (11.13)	12 (1.90)	81 (12.88)	629
Textbook 3	251 (48.83)	205 (39.88)	1 (0.19)	57 (11.09)	514
Textbook 4	585 (68.67)	206 (24.18)	15 (1.76)	46 (5.39)	852
Textbook 5	307 (49.04)	307 (49.04)	12 (1.92)	—	626
Textbook 6	306 (63.75)	162 (33.75)	2 (0.42)	10 (2.08)	480
Total	2191 (61.84)	1085 (30.62)	44 (1.24)	223 (6.30)	3543

As to characters' social class, most textbook characters belonged to either working or middle class. 90.32% of the characters were categorized into the not-poor group. Extremely poor or rich characters were excluded as textbook characters.

TABLE 4
Social Class of Textbook Characters

Textbook	Socioeconomic Status			Total
	Poor	Not poor	Ambiguous	
Textbook 1	2	424 (95. 9)	16 (3.61)	442
Textbook 2	—	525 (83. 4)	104 (16.50)	629
Textbook 3	—	484 (94. 1)	30 (5.80)	514
Textbook 4	—	841 (98. 7)	11 (1.29)	852
Textbook 5	—	625 (99. 8)	1 (1.29)	626
Textbook 6	—	301 (62. 7)	179 (37.29)	480
Total	2 (0.06)	3200 (90.32)	341 (9.62)	3543

In the investigation of exceptionality of characters, there were only seven identified exceptional characters (five for motor impairments, two for visual impairments). Three textbook series, textbook 1, 3, and 4 did not show any exceptional characters. In Textbook 5, there were indication that writers tried to included physically handicapped characters in their books. These characters were portrayed as being active participants in events in the illustration.

TABLE 5
Exceptionality of Textbook Characters

Textbook	Exceptionality				Total
	Motor	Visual	Audio	Ambiguous	
Textbook 1	—	—	—	—	0
Textbook 2	—	1	—	—	1
Textbook 3	—	—	—	—	0
Textbook 4	—	—	—	—	0
Textbook 5	4	1	—	—	5
Textbook 6	1	—	—	—	1
Total	5 (0.14)	2 (0.06)	0 (0)	0 (0)	7 (0.2)*

* Proportion of exceptional characters out of the total number of characters

Lastly, as to the setting of textbooks, only 63 illustrations were categorized as indicative settings of American society. Since most scenes presented the inside of schools or homes, it was hard to identify what setting a scene belonged to. Although textbook settings were almost evenly presented (rural:20.63%: suburban:36.50%: urban:42.85%), the total number of illustrations, in which setting was clearly revealed, seemed to be insufficient to inform readers about American society.

TABLE 6
Settings of Textbook Illustrations

Textbook	Setting			Total
	Rural	Suburban	Urban	
Textbook 1	1	—	—	1
Textbook 2	2	13	1	15
Textbook 3	5	5	8	18
Textbook 4	2	1	9	12
Textbook 5	2	4	9	15
Textbook 6	1	—	—	1
Total	13 (20.63)	23 (36.50)	18 (42.50)	63

2. Result 2

The second phase is based on the results obtained in the first phase. This phase consists of both quantitative and qualitative phases. In the quantitative phase, the results from the checklist tabulation regarding the distribution of main characters over gender and race, and the distribution of characters having professional occupations over gender and race was used to answer the second research question by conducting a single sample Chi-square test. In the qualitative phase, the cases of textbook biases that were found are discussed.

Gender stereotypes were prevalent in that more male than female characters were assigned to main characters (61.65%: 37.75%, see Table 7).

TABLE 7
Distribution of Main Characters over Gender

Gender	Main characters	Subsidiary	No main character	Total
Male	307 (15.46) (61.65)	552 (27.80) (53.43)	1127 (56.74) (56.01)	1986
Female	188 (12.73) (37.75)	450 (30.47) (43.56)	839 (56.80) (41.70)	1477
Gender	3 (3.75)	31 (38.75)	46 (57.50)	80
Ambiguous	(0.60)	(3.00)	(2.28)	
Total	498	1033 (29.15)	2012 (56.80)	3543

There were also more male characters having professional occupations than female characters. Characters' gender seemed to limit characters' occupations. Among the characters identified as having manual occupations, 76.86% were male characters (see Table 8). Male characters had a wider range of manual jobs than did female characters. Female characters were limited to entertainment jobs such as actresses and typical female professional jobs such as teachers and office workers, including secretaries. On the other hand, there was evidence that some textbook writers made an effort to avoid depicting gender-stereotypical images. For example, males were shown engaged in housework, cooking, and taking care of babies. Females in these books were shown in male-dominated occupations.

TABLE 8
Distribution of Occupation over Gender

Gender	Professional	Manual	No occupation	Total
Male	139 (7.00) (56.97)	93 (4.68) (76.86)	1754 (88.32) (55.19)	1986
Female	188 (7.04) (46.62)	26 (1.76) (21.49)	1347 (91.19) (42.38)	1477
Gender	(1.25)	1 (2.50)	77 (96.25)	80
Ambiguous	1 (0.41)	(1.65)	(2.42)	
Total	244	121	3178	3543

Within characters having professional occupations, the proportion of Caucasoid characters (52.76%) was greater than any other racial group even though the

proportion of Caucasoid characters having professional jobs within Caucasoid characters was extremely low (6.88%).

TABLE 9
Distribution of Occupation over Races

Races	Occupation			Total
	Professional	Manual	No occupation	
Caucasoid	134 (6.88) (52.76)**	59 (3.00) (48.76)	1752 (90.00) (55.30)	1945
Negorid	27 (3.00) (10.62)	8 (3.79) (6.61)	176 (83.41) (5.55)	211
Mongoloid	31 (6.60) (12.20)	8 (1.70) (6.61)	430 (91.68) (13.57)	469
Ambiguous	62 (7.75) (24.41)	46 (5.75) (38.02)	692 (86.50) (21.84)	800
Nonhuman	—	—	118 (100.00) (3.72)	118
Total	254	121	3168	3543

* Proportion of caucasoid characters having professional occupations out of total number of characters with professional occupations.

However, 43.83% of Mongoloid characters were main characters, as opposed to 15.34% of Caucasoid characters (see Table 10). The proportion of Mongoloid characters pictured as main characters (12.85%) was significantly lower than Caucasoid characters (59.84%) out of the total number of main characters.

TABLE 10
Distribution of Main Characters over Race

Races	Main characters	Subsidiary	No main characters	Total
Caucasoid	298 (15.34) (59.84)	586 (30.17) (56.72)	1058 (54.47) (52.58)	1942
Negroid	21 (9.95) (4.22)	70 (33.17) (6.77)	120 (56.87) (5.96)	211
Mongoloid	64 (13.64).. (12.85)	146 (31.13) (14.13)	259 (55.22) (12.87)	469
Ambiguous	83 (10.33) (16.67)	199 (24.78) (19.26)	521 (64.88) (25.89)	803
Nonhuman	32 (27.11) (6.42)	32 (27.11) (3.09)	54 (45.76) (2.70)	118
Total	498	1033	2012	3543

In the investigation of the appearance of characters presented, it was found that both Mongoloid and Caucasoid characters were stereotyped. The portrayed image of Mongoloid and Caucasoid characters were stereotyped. The portrayed image of Mongoloid characters emphasized physical traits such as elongated eyes, straight, medium-length hair as female hair style, which put aside the diversity within Mongoloid groups. Several textbook series depicted the Caucasoid group as having only blond hair and blue eyes. In addition, images of other ethnic groups (Indian, Japanese, and Chinese) were stereotyped as well.

In the comparison of cultural groups by race, age, and gender with demographic sources, it was observed that the Negroid group, the female group, and the elderly group were underrepresented in the textbooks; the overall proportion of elderly characters was much lower than that revealed in the demographic source (1.32% : 16.6%).

According to demographic source of the United States, the Negroid group was the second largest racial group, but in the textbooks, the Negroid group was placed as the fourth largest group. Also, contrary to the current demographic information, (male : female = 48.81% : 51.18%), the textbooks included more male characters than female characters (male : female = 57.35% : 42.65%).

3. Result 3

In comparing the EFL series with the ESL series, it was found that the ESL textbooks presented the diversity of American society more accurately, and showed less biased than did books in the EFL series. Both textbook groups showed similar patterns in the way six diversity indicators were distributed. Race, gender, age and social class in two textbook groups have the same pattern: Caucasoid, male, child, and not-poor characters were most frequently pictured in the series. Subcomponents in each diversity indicator were evenly distributed in ESL books than in the EFL series. For example, it was proved by statistics that the proportion of Caucasoid characters in EFL textbooks was greater than that in ESL textbooks. The same result was revealed in regard to the proportions of male characters and child characters.

Examination of main characters and occupation distribution by gender and race confirmed that ESL textbooks presented 1) a lower proportion of Caucasoid main characters, 2) higher proportions of female main characters and Negroid

main characters, and 3) lower proportions of Caucasoid characters having professional occupations. Tables in Appendix C summarize the above results.

V. CONCLUSIONS

From the results in the previous section, the following conclusions were drawn.

First, EFL/ESL textbooks need to be revised and improved in order to reflect the diversity of American society. Textbooks play a major role as a medium that introduces readers to the society of the target culture. Thus, if textbooks contain outdated and inaccurate information, students are misled and consequently have misconceptions about the target culture society. To make foreign language textbooks reflect foreign culture realistically, textbook writers should be more aware of accommodating every aspect of the target culture society, eliminating the tendency to emphasize a certain race, gender, or class. EFL/ESL textbooks written for elementary school children depend largely on illustrations in delivering information and messages to readers. Illustrations have been recognized as a powerful source that has a great impact on children's understanding. In particular, illustrations in EFL/ESL textbooks are very meaningful to the students because illustrations include a lot of cultural information about the target culture society. Various visual aids have been brought into foreign language classrooms, but textbooks still retain a significant role in class. ESL/EFL textbook writers need to produce synthetic pictures that reflect all six diversity indicators in order to introduce readers to a true representation of American society.

The second conclusion relates to racial and gender stereotyping. Racial and gender stereotypes of particular groups continue to appear in the textbooks and, consequently, to limit the students' perceptions of the target culture. Sexist language, sexism, and gender stereotyping have been dealt with as a frequent topic of ESL/EFL textbook analysis (Hartman & Judd, 1987; Hellinger, 1980; Porreca, 1984; Sunderland, 1992). These studies revealed that various kinds of sexism were prevalent throughout EFL/ESL textbooks: female invisibility, restricted occupations for women, and sexist language patterns. The seriousness of sexist ESL/EFL textbooks becomes more increased if the books' influence on

readers is considered. Foreign language education is aimed at developing not only linguistic proficiency but also particular social behavior patterns and attitudes. However, sexist language textbooks impose a biased perspective on the readers. At the same time, sex-role stereotyping affects and distorts their view of the world (Bem & Bem, 1973; Sakita, 1992). This results in preventing individuals from expanding their cultural horizons. Children who are exposed to biased textbooks can easily shift their perspective because their value systems are still in the process of developing. Stereotyping also occurs when particular racial and ethnic groups are presented. Although racial and ethnic stereotypes are serious problems, textbook researchers have not given much attention to this topic. When certain racial or ethnic groups, which are highlighted by their old-fashioned life style and traditional and rigid role, are presented, the diversity and complexity that exist in the groups are disregarded. The fixed image of gender or racial groups keeps children from understanding the diversity of society.

Underrepresentation of a certain group implies that the group has less value, importance, and significance in society (Gollink & Chinn, 1994; Sadker & Sadker, 1978). This type of textbook bias occurs most frequently in connection with women, minority groups, disabled people, and elderly people. In this study, it was found that female characters appeared in textbooks, but not often as males. Disabled people and elderly people were not shown at all as main characters. Elderly people have been overlooked and ignored by being presented as simply minor characters in illustrations. They are rarely represented as main characters or goal achievers. This treatment of elderly characters causes young people to consider that elderly people are less important and less significant in society.

If children face underrepresented race, gender, or age groups, they might have a negative attitude toward the group. For example, since Caucasoid males were found to be the most frequently included group, and Negroid females appeared as the group to which the least attention was given, a reader might assume that Negroid females are insignificant in American society.

The third conclusion is drawn from the results of the comparison of EFL textbooks with ESL textbooks. In this study, EFL textbooks were divided into two groups: the books published in Korea and the books imported from England or the United States. The results of the comparison of EFL textbooks with ESL

textbooks indicated that EFL textbooks, especially those published in Korea, show more biases than ESL textbooks. In other words, EFL textbooks lacked authentic cultural information about the American society. This is a serious disadvantage to EFL students since they have less chances to directly experience the target culture. EFL textbooks will have to be produced through the collaboration of writers and publishers as well as reviewers, educators, and teachers who know what needs to be included in the textbooks. If collaboration for better quality of the EFL textbooks among these professionals is carried out successfully, students will be exposed to more reliable textbooks that show the current target society. As a consequence of this, students will perhaps appreciate the diversity of American society.

On the other hand, although ESL textbooks are less biased than EFL textbooks in terms of the inclusion of more racial or ethnic groups in addition to physically handicapped people, ESL textbooks also show some biases. Underrepresentation of the Negroid group and more emphasis on typically male occupations than on female occupations are evidence of ESL textbook biases. These biases can be rectified if teachers acknowledge their one-sidedness and try to complement by conducting other activities. For example, in addition to using the ESL textbooks, teachers may assign other reading materials that focus on the contribution of some of the underrepresented groups. Also, other valuable resources such as television shows and movies for exploring cultural diversity may be added.

The fourth conclusion addresses the significance of the textbook evaluation tools in determining the adoption of textbook series and in gathering information about textbook series. Teachers sometimes face the difficulties of selecting textbooks out of an abundance of choices. For choosing the reliable and proper textbooks, more manifested and systematic evaluation procedures rather than an arbitrary process of selection are required. The checklist has been frequently mentioned as a convenient tool for the description and evaluation of textbooks. Reliable checklists should be descriptive in character and immediately usable. Furthermore, checklists should be devised to summarize all relevant aspects of textbooks. If more attention is paid to devise an objective textbook evaluation design, including the checklist, it will be easier to determine the best possible textbooks in a given classroom situation.

VI. IMPLICATIONS AND SUGGESTIONS

As revealed in the literature review, there is a great need for developing tools to evaluate EFL/ESL textbooks for elementary school children due to the lack of the research in this area. This study was conducted to help this need, and the results of the study have several implications for both foreign language researchers and practitioners.

1. Implications

The findings of this study point out that textbook writers need to be more sensitive in selecting and presenting cultural content in the textbooks they are writing. To make EFL/ESL textbooks more accurate, authentic, and representative, there should be careful evaluation tools for textbook writers and publishers to use in recognizing and evaluating the content of textbooks. Replicable, appropriate textbook evaluation tools can be informative and helpful for the writing of textbooks by suggesting what needs to be developed.

For teachers, the results of this study suggest that when they can recognize biases in textbooks or lack of necessary cultural information, they should be providers, supplying non-biased supplementary material and employing techniques of teaching to make up for the missing points. In addition, it is also important that biases in the textbooks be identified and discussed with the students in order to help them recognize and eliminate biases. On the other hand, teachers' training programs should assist teachers in preparing to assess the worth of a given textbook in relation to the teaching of the diversity of American society.

This study claims that Korean professionals involved in English education should recognize that EFL textbooks need to be improved to contain more authentic and reliable cultural information of the target society. Even though textbooks have become a critical tool in many classrooms, teachers have selected, modified, and organized texts to supplement the parts the textbook omitted. Likewise, Korean EFL teachers need to provide more complete and synthesized cultural information to the students who are familiar only with the Caucasoid elements dominant in American culture. In Korea, cultural teaching

has depended on traditional means of presentation: illustrations or cultural footnotes, i.e., specific sections in the text that give explanations about the target culture. These means of presentation have lacked the cultural context necessary for acquiring cultural experiences. In order to provide a meaningful cultural context to students, cultural instruction should not be separated from but rather incorporated into main-stream language instruction. The incorporation of cultural instruction into the language lesson contributes to filling the gap created by the biased cultural contents of some textbooks. The thematic unit has been mentioned as an example of integrated cultural instruction in foreign language classes. According to Pappas, Keifer, & Levstick (1990), the thematic unit provides "a framework for a community of learners in which all children can continue to learn and to construct knowledge" (p.49). The thematic unit provides an ideal vehicle for linking language with culture. By the thematic unit, language will be acquired by associating it with cultural contents.

2. Suggestions

This study should be replicated by using more extensive checklists. Diversity indicators could be expanded and modified to reflect the changing target society. This study focused on six diversity indicators. Other indicators can be added to these indicators. For example, ethnicity and religion are possibly be added to the diversity indicator lists.

This study should be replicated by using other EFL/ESL textbook series. Although there is a need to modify methodology, more generalizable conclusions could perhaps be drawn.

This study should be replicated by analyzing illustrations as well as other linguistic components. More and various units of analysis might corroborate the results of the current study. Previous studies that examined sexism in the ESL/EFL textbooks used not only illustrations but also texts, including linguistic clues such as nouns and adjectives. The studies interpreted various linguistic phenomena in terms of biases, using created categories. Should this endeavor continue in the context of EFL/ESL textbooks for elementary school children, more findings can be anticipated.

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APPENDIX A
The Selected Textbooks

	Title	Author(s)	Publisher	Copyright Year	Unit/Chapter	Pages	Appendix
EFL	<i>Teuk-Hwal Young-uh</i>	J. H. Choi Y. K. Lee K. H. Park H. J. Lee	Korean Education Development Institution	1995	Vol. 1 Unit 15 Vol. Unit 18	162	Yes Yes
		B. C. Min	BCM Publishers, Inc.	1996	Vol. 1 No Units Vol. II Unit 11	90 91	No No
	<i>American English Today</i>	D. H. Howe	Oxford American English	1987	Vol. No Units Vol. 6 Unit 11	64 120	No No
	<i>Let's Go</i>	K. Frazier R. Nakata	Oxford University Press	1994	Vol. 1 Unit 8 Vol. 4 Unit 8	80 79	Yes yes
ESL	<i>ESL</i>	M. Walker	Addison Wesley Publishing Company Inc.	1982	Vol. A Unit 12 Vol. E Unit 16	80 128	No No
	<i>Parade</i>	C. K. William C. Banks	Scott Foreman	1996	Vol. 1 Unit 9	91	Yes
					Vol. 6 Unit 9	91	Yes

APPENDIX B
Textbook Checklist

Race	Male				Female				Gender, Ambiguous				
	Caucasoid	Negroid	Mongoloid	Ambiguous	Caucasoid	Negroid	Mongoloid	Ambiguous	Caucasoid	Negroid	Mongoloid	Ambiguous	Nonhuman
Main character													
Subsidiary													
No Man													
Child													
Adult													
Elderly													
Ambiguous													
Poor													
Not Poor													
Ambiguous													
Motor													
Visual													
Audit													
Ambiguous													
Professional													
Manual													
No Occupation													

APPENDIX C

TABLE 11

Comparison of EFL and ESL Textbooks according to Race

Race	EFL	ESL
Caucasoid	1485 (60.93)*	457 (41.32)**
Negroid	109 (4.47)	102 (9.22)
Mongoloid	322 (13.21)	147 (13.29)
Ambiguous	484 (19.86)	319 (28.34)
Nonhuman	37 (1.51)	81 (7.32)
Total	2437	1106

* Proportion of Caucasoid Characters out of 2,437

** Proportion of Caucasoid characters out of 1,106

TABLE 12

Comparison of EFL and ESL Textbook according to Gender

Gender	EFL	ESL
Male	1407 (57.73)*	579 (52.35)
Female	974 (39.96)	503 (45.47)
Gender	56	24
Ambiguous	(2.29)	(2.16)
Total	2437	1106

*Proportion of male characters out of 2,437

TABLE 13
Comparison of EFL and ESL Textbook according to Age

Age	EFL	ESL
Child	1578 (64.75)	613 (55.42)
Adult	616 (25.27)	469 (42.40)
Elderly	30 (1.23)	14 (1.26)
Ambiguous	213 (8.74)	10 (0.90)
Total	2437	1106

*Proportion of child characters out of 2,437

TABLE 14
Comparison of EFL and ESL Textbooks According to Social Class

Social Class	EFL	ESL
Poor	2 (0.082)	0 (0)
Not Poor	2274 (94.31)*	923 (83.63)
Ambiguous	161 (6.60)	180 (16.2)
Total	2437	1106

* Proportion of not-poor characters out of 2,437

TABLE 15
Comparison of EFL and ESL Textbooks by Race and Character Status

Race	EFL				ESL			
	Main character	Subsidiary	No main character	Total	Main character	Subsidiary	No main character	total
Caucasoid	232 (15.62) (70.0)	430	823	1485	66 (14.4) (39.52)	156	235	457
Negroid	8 (7.30) (2.41)	19	82	109	13 (12.7) (7.78)	51	33	102
Mongoloid	39 (12.11) (11.78)	89	194	322	25 (17.0) (14.97)	57	65	147
Ambiguous	46 (9.50) (13.89)	97	341	484	37 (11.59) (22.15)	102	180	319
Nonhuman	6 (16.20) (1.81)	10	21	37	26 (32.09)	22	33	81
Total	331	645	1461	2437	167	388	551	1106

* Proportion of main characters within racial category

TABLE 16
Comparison of EFL and ESL Textbooks by Gender and Character Status

Gender	EFL				ESL			
	Main character	Subsidiary	No main character	Total	Main character	Subsidiary	No main character	Total
Male	228 (16.20) (68.82)	357	822	1407	79 (13.64) (47.30)	195	305	579
Female	100 (10.22) (30.21)	271	607	978	88 (17.49) (52.69)	179	236	509
Gender Ambiguous	3 (5.7) (0.9)	17	32	52	—	14	14	24
Total	331	645	1461	2437	167	388	551	1106

TABLE 17
A Comparison of EFL and ESL Textbooks by Occupation and Race

Race	EFL				ESL			
	Professional	Manual	No occupation	Total	Professional	Manual	No occupation	Total
Caucasoid	84 (5.65) (61.30)	34 (2.28) (52.30)	1367	1485	50 (10.94) (41.6)	25 (5.47) (43.85)	382	457
Negroid	8 (7.33) (5.83)	3 (2.75)	98	109	19 (18.62) (7.91)	5 (4.90)	78	1022
Mongloid	7 (2.17) (5.10)	4 (1.24)	311	322	24 (16.32) (10.0)	4 (2.72)	119	147
Ambiguous	38 (7.85) (27.70)	24 (4.95)	422	484	27 (8.46) (22.50)	22 (6.89) (38.5)	270	319
Nonhuman	—	—	37	37	—	1	80	81
Total	137	65	2235	2437	120	57	929	1106

TABLE 18
Comparison of EFL and ESL Textbooks by Occupational and Gender

Race	EFL				ESL			
	Professional	Manual	No occupation	Total	Professional	Manual	No occupation	Total
Male	72 (5.11) (58.06)	57 (4.05) (85.07)	1208	1407	67 (11.57) (55.83)	38 (6.51) (66.66)	474	579
Female	51 (5.21) (41.12)	10 (1.02) (14.92)	917	978	53 (10.53) (44.16)	16 (3.18) (28.07)	434	503
Gender Ambiguous	1 (1.92) (0.80)	—	51	52	—	3 (12.50) (5.26)	21	24
Total	67		2246	2437	120	57	929	1106