

ANALYSIS OF DIVERSITY AND INCLUSION IN ELT TEXTBOOKS USED IN
PRIVATE SCHOOLS FROM MONTERÍA

Presented to the Faculty of Education and Human Sciences in partial fulfillment of the
requirements for the degree of Master in English Language Teaching.

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July 2022

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Abstract

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Educational practices are increasingly required to address the needs and promote quality and equitable learning environments for learners with different race, ethnicity, gender identities, religious and cultural backgrounds. Representation is key when our goal is to make all students feel included and catered for. Thus, in educational settings, materials become fundamental resources for our everyday endeavor. Ideally, English learning textbooks should be sensitive and inclusive to cultural diversity, and ensure representations that reflect multiculturalism, especially in contexts like Colombia where factors such as gender, ethnicity, race, religion, and family backgrounds find a way in our classrooms. Because of this, students' identity may be affected when they do not feel identified with the representations portrayed in English textbooks if they do not reflect traits or establish connections with students' own culture. This study aimed to identify the way ELT textbooks used in different private schools from Montería represent diversity and the way representations are interconnected with students' own context. To gather the data in this research project, three different textbooks from Cambridge publishing house were evaluated. The textbooks were analyzed in terms of race, gender, disability, and cultural representations. Elements from content analysis were used to draw conclusions about the way diversity is portrayed and represented in these materials. Findings indicated that the representation of diversity in ELT

textbooks is partially represented. English textbooks still hold stereotypes regarding whites' dominance, afro-descendant engendered roles, Latinx and Asian stigmas, and ethnicity and disability invisibility.

Keywords: Inclusion, Diversity, Materials Development, English Language Textbooks

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Introduction

Colombia is an ethnically, racially, and culturally diverse country. It is considered a monolingual Spanish-speaking country (González, 2010). However, besides Spanish, there are 69 additional languages. According to the Colombian Indigenous National Organization (ONIC in Spanish), 65 of these languages are indigenous, 2 are creole (Palenquero de San Basilio and San Andrés y Providencia islands), the Romaní language or Romanies from Room town (Gypsy people) and the sign language which is the visual communication through hand signals, gestures, facial expressions, and body language mainly practiced by the Deaf and Hard-of-Hearing community. The previous information gives us an overview about Colombia's diversity which is a relevant aspect when it comes to issues related to education.

In contrast to the previous information, educational systems in Latin American countries such as Colombia should attend to issues in relation to the inclusion and promotion of diversity aspects such as race, culture, gender roles, physical appearance, and some others that might imply differences among people. To address issues related to the inclusion and promotion of diversity, principals and curriculum designers in charge of the educational teaching and learning process have developed strategies. Melnick and Zeichner, 1998 stated that "the social crisis clearly means shouldering the responsibility for preparing teachers to teach diverse students in ways that we have not yet done" (P. 93). These strategies vary from sensitizing and improving educators' teaching skills for diversity as well as designing or improving materials to attend the promotion of diversity.

"Teacher education for diversity should be the responsibility of the total institution in general education, in disciplinary majors and minors, in experiential education or service learning options, as well as in each aspect of the formal teacher preparation program" (Melnick and Zeichner, 1998, P. 93). In regard to the English teaching and diversity

promotion, there has been increased interest from the government to promote top-down linguistics policies to improve the Colombian population's communicative competence in the foreign language as well as the awareness of the diverse society we live in.

The English Syllabus, The Colombian framework for English COFE Project, the General Law of Education, and the Curricular Guidelines for foreign languages are some of these efforts. These policies are part of the different initiatives which began in the 1940s through the cooperation of American and British governments (García et al. 2007) to mark the field of English language teaching and learning in Colombia. They have permeated the whole education system, introducing standards and guidelines for English teaching, and learning as well as incorporating some efforts to improve teachers' language levels and teaching practices. Nevertheless, Valencia (2006) found that these policies have not produced the expected outcomes and the results were not positive at all due to different aspects such as teacher's lack of oral proficiency required by the new approaches, teacher's little familiarity with educational research and students' backgrounds, limited or inadequate resources, and insufficient administrative leadership (Usma Wilches, 2009).

Regarding the English teaching in Colombia, Bilingual education has generally been considered a privilege of a few elite communities in big cities in Colombia. Being bilingual is also a synonym of having greater opportunities of succeeding in their academic as well as their professional careers; not to mention that it gives them certain social status. Private schools are generally expensive, and therefore, only accessible to those students who come from middle class and wealthy families, belonging to the minority of the population. Being able to speak English in Colombia has become another important factor in deepening the equity gap between the poor and the wealthy people. It is paramount that the materials and curricula used in these contexts promote understanding of the country's levels of inequality, the multicultural diversity in the country, and the privilege positions they are at. This is even

more relevant with the realization that students who graduate from these bilingual schools are eventually more likely to achieve positions of power and leadership, therefore holding the potential for social transformation and change.

Policies regarding the introduction and strengthening of English teaching and learning practices have received strong criticism, mainly because of its colonizing nature (González, 2015; Valencia, 2013; Usma Wilches, 2009). Public schools in Colombia still hold a certain level of autonomy, so in theory, teachers are accountable for selecting, adapting and/or adopting curriculum and pedagogical materials for their lessons. In private schools, on the other hand, the situation is different. There has been a spread in the creation or modification of private schools' educational projects (bilingual projects) to respond to the national and international demands to educate bilingual students.

Private schools have worked hard to implement curricula that ensure students' development of strong communication skills in English. Therefore, they usually adopt foreign materials which are uncertain whether they cater for the country's multicultural diversity. Textbooks used in these contexts should promote Intercultural Communicative Competence (Byram, 1998) in which students are given the opportunity of effective interaction across the diverse cultures presented by textbooks and the ones students belong to. Considering that the development of intercultural competence requires fostering not one, but several aspects regarding diversity. I intend to provide a wider perspective on the way diversity is portrayed. That is the reason why this research project aimed to focus on four main aspects of diversity at the same time which are race, culture, gender and disability making this study innovative. The literature review unveiled that previous research on diversity has focused on analyzing isolated diversity aspects such as racial, disability, culture and genre representations separately.

The following information provides a general overview of the context where this study was carried out. Montería is a city located in Córdoba-Colombia. It is the capital city of the department and most of the private and bilingual schools in the department are located there. Private and bilingual schools in Montería are mainly accessible for the wealthy population which are part of minorities in the city. On the other hand, people with low-socioeconomic status attend public schools, in most of which, the education quality is lower compared to what private institutions offer for students (see for example SABER 11 test results). For this study, three private schools were selected to look at the English teaching materials and the way diversity and inclusion are represented in them; taking into account it is paramount to identify the way the potentially future leaders of the country are educated in terms of diversity awareness. On the other hand, 3 textbooks from the Cambridge publishing house were selected to identify the way foreign publishing houses represent and cater for teaching diversity throughout the world.

This study problematizes diversity in ELT textbooks from a foreign publishing house used in our context and the way representations address diversity. It aims at analyzing images from 3 different ELT textbooks used in three private schools in the city to uncover the visual discursive moves used to perpetuate hegemonic views on society or, on the contrary, promote diversity, inclusion, and overall representation of different cultural, ethnic, and linguistic differences. The study aims to answer two research questions: 1) How do ELT textbooks used in private schools in Monteria represent diversity and inclusion in terms of gender, race, culture, and disability? 2) What visual discursive moves can be made to enhance cultural diversity in ELT materials?

Textbook analysis is highly important to carry out this research project considering that they reflect society views toward diversity, power dynamics among various groups of people, and a wide range of social identities such as racial, ethnic, gender, economic class,

sexual orientation, and disability. In this sense, students' impressions of themselves and others may be significantly influenced by the visual and verbal cues they acquired from textbooks. Depending on the quality of the textbook, they can promote or undermine students' affirmative self-concept towards diversity. English textbooks cover the subjects of who is significant, who matters, and who is even visible.

The analysis showed that when it comes to representation in textbooks, it is common to find the inclusion of different races and cultures. Gender stereotypes are, on the other hand, a problematic aspect found in textbooks in other geographical areas. The current study aims at bridging important gaps revealed by the literature review. First, it will pioneer the analysis of representation of diversity in ELT English textbooks in Montería, and subsequently at the national level. Second, it provides original insights into the analysis of diversity and inclusion and English teaching textbooks. Finally, it contributes to the research methodology scholarship by presenting analytic frameworks for content analysis that can be used in other contexts.

The following research is classified as qualitative study bearing in mind that it leads to the exploration of textbook representations and the impact they have on students' identification with the portrayed culture, considering they continue to be an essential source of information and values that may affect learners positively or negatively.

The method used was content analysis of images in ELT English textbooks to identify how representations portray diversity as well as the level of diversity regarding the people represented in the images taking into account four categories gender, race, culture and disability. The data collection procedure was adapted from Táboas-Pais and Rey-Cao (2015) coding scheme table. The materials selected for this study were English textbooks used in three different private schools in Montería. The textbooks belong to the publishing house

Cambridge. A total of 3 books were chosen for this study. The content analysis describes which topics are included and how representations enhance (or not) diversity.

This paper is divided into six main sections. Chapter 2 describes the theoretical framework that supports the study, it is divided into the Conceptual framework, which presents the most relevant theoretical constructs that underlie this research endeavor, and the literature review, which provides a critical review of empirical studies conducted in the field of representation in language learning materials. Chapter 3, on the other hand, discusses the research design selected for this study. Chapter 4 summarizes the findings derived from careful data collection and analysis. Chapter 5 presents the discussion and implications of the findings. Finally, chapter 6 discusses the main conclusions of the study, its limitations, and further research outlets.

Theoretical Framework

This chapter presents the conceptual framework and the literature review, which together theoretically and empirically support the development of this research project.

Conceptual Framework

This section is divided in three subsections, which present a general overview of the theoretical tenets that support this study: diversity, inclusion, and classroom materials.

Diversity

As human beings, we belong to one species which share the same characteristics in terms of the ability of communication, bipedalism, dexterity, self-consciousness, having senses, and many other traits that relatively make us equal. As time has gone by, humanity has diversified itself by setting boundaries with the development and creation of cultures, thoughts, religions, and customs that have split and isolated societies. The concept of diversity directly relates to the variations we encounter in the different social groups living in societies. They may share similar cultural traits but at the same time, differ as individuals such as the different dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, cultural backgrounds, or other ideologies that make people unique and irreplaceable. Diversity has to do with the acceptance, self-identification and respect of the characteristics and differences where we recognize that no one is intrinsically superior to another. In this sense, it involves the understanding and the appreciation of variety and collaborative work to eradicate all forms of discrimination and prejudices.

According to Banks (2004) “Cultural, ethnic, racial, language, and religious diversity exists in most nations in the world” (p.191). The spreading of globalization and worldwide immigration from one country to another has grown significantly. It has turned communities into melting pots full of diverse populations which has made nations’ governments to

construct, change or adapt some conceptions of diversity. “One of the challenges to diverse democratic nation-states is to provide opportunities for different groups to maintain aspects of their community cultures while building a nation in which these groups are structurally included and to which they feel allegiance and supported” (Banks et al, 2001).

The coexistence of different cultural, racial, ethnic, and religious communities within a society has become a common factor in most nation-states throughout the world. Research by Banks (2021) supports that diversity is certainly not new and historical facts indicate that people have lived in multiculturally diverse societies since ancient times with colonializations, slaves trade and immigration. According to the Journal of Public Administration Research and Theory, with the development of societies, the quest by different groups for recognition and rights have increased, making governments more interested in improving policies and laws that contribute to changing notions of diversity and strengthening values such as respect, tolerance, and solidarity in human’s early ages (childhood) to raise tolerant culturally educated people and aware of the variations societies are full of.

Regarding diversity, the website *Colombia, Multi-ethnic and cultural* defines the country as multiracial with a mixture of European, African, and Amerindian people, predominantly Spanish-influenced with medium-dark looks and healthy lifestyles. Socioeconomically, Colombians live in a market economy with different classes, often correlating with ethnic groups, from the very wealthy to the very poor. Its class status has tight links with race, following the common Latin American pattern where lighter populations tend to have more wealth and power.

The Colombian context is full of multiculturalism considering the mixture of different cultures and races from the moment it was colonized to the current days. This multiculturalism makes Colombia a country where diversity is highly present compared to some other Latin

American countries. Colombia leads a trend that some academics have called the advent of a regional multicultural model (Assies, 1999). According to the Amazon Cooperation Treaty Organization (ACTO) “Colombia is one of the most ethnically diverse countries in the western hemisphere” (2016). Even with this multiculturalism, diversity remains a concept that has not been supported and assimilated by the whole inhabitants of the country.

With the previous information, diversity takes on a clear emphasis as a concept and reinforces the importance of its acknowledgement and assimilation. The acceptance of diversity promotes tolerance and understanding between different cultures. It enriches our community through shared experiences with different people through the development of intercultural competences and helps societies to build a better place for all individuals. Beside this, the Colombian context is a great example of a place with a high level of multiculturalism in all the possible ways such as race, culture, gender, ethnicity, and social status. That is the reason why Colombia is a country that truly needs a real promotion, encouragement, and support to answer diversity issues in our society. In addition, people need to be aware of the importance of accepting others’ differences to start building social justice and try to live in a world full of opportunities for everyone.

Regarding the acceptance and promotion of diversity, educational contexts are highly relevant considering that important changes can be made inside a classroom and in our teaching practices. It contributes to shaping appropriate perceptions and fighting against stigmas. Teaching for diversity entails establishing a teaching relationship in which instructors are sensitive to the different needs of all students. “Being aware of your own cultural background is a critical part of being effective with a heterogeneous classroom” (Sue, 1998). “Unfortunately, many educational systems have functioned without a strong recognition of this multicultural context” (Claus-Ehlers, 2006). The ramifications of this mistake are enormous. Mori (2000) supports that when students’ distinct cultures are not

included into the classroom life, they suffer academic and emotional setbacks. Students who are initially eager are prone to feel alienated from the classroom experience if they do not see themselves reflected in their learning. Tatum (1992). In this sense, textbook representations may ensure or impede students to feel part of the world presented through images. Beside this, it is important for Colombian students who belong to a highly diverse community which is quite different from English speaking countries, they feel included and identified with the images English textbooks provide for the English teaching.

Inclusion

In the education settings, there are wrong ideals about the concept of inclusion, where disabled students seem to be the focus when applying this approach. Nonetheless, as the word itself indicates, it is about including all people who differ in any type of disability, gender identity, religion, culture, ethnicity, and race. In this sense, inclusion is more than providing a place or different strategies in a classroom setting to achieve academic purposes. What really matters is to give support and promote a sense of belonging, respect, motivation, and worthiness in a diverse community where everyone feels comfortable among their differences.

The following are some of the most prominent policies and documents that give us basic ideas about inclusion: Convention on the Rights of the Child (1989), the Jomtien World Declaration on Education for All (1990), the Salamanca Statement and Framework for Action adopted at the World Conference on Special Needs Education (1994) as well as La Inclusión-revolución educativa Ministerio de Educación Nacional en Colombia, and política de educación inclusiva en Colombia (2013). The purpose of these policies is to promote inclusive education in all contexts regardless of students' physical conditions, linguistic, intellectual, social, and emotional needs.

Every child has the right to education and the opportunity to achieve goals in education. All children have unique characteristics, interests, abilities, and learning needs. The education system should design and implement their educational programs considering diversity and students' needs (UNESCO, 1994).

As it is stated above, learners with different needs require access to mainstream schools. The concept of inclusion is understood by these policies as the approach to reflect inclusive practices rather than integration. The concept of inclusion is mainly referred to the mainstream participation of people in general. Inclusion goes beyond the boundaries of a simple shift of focusing on education; it is about creating inclusive policies, materials, programs, and practices that can assure education for all (Booth, 1996). Therefore, inclusion is about the rights that support and ensure children' participation in mainstream school activities, and it is the school, curriculum designers, and educators' responsibility to adjust to the developmental needs and levels of students.

The National Board for Professional Teaching Standards (1989) has recognized that efficient teachers must respond to individual differences in students and must match their teaching styles to fit. Moreover, this concept cannot be confused with integration, since this practice tends to focus more on ensuring all children attend mainstream schools.

There are two subtypes in inclusive education:

Regular inclusion or partial inclusion and full inclusion. In regular inclusion, students receive any additional or special instruction in the general classroom, and the student is taken as a member of class. However, the special training is given to this child outside the classroom. This is done in case the child needs special treatment with specialized equipment. As a result, students are taken out of the regular class to get necessary support such as physical therapy, social work, etc. (Bowe, 2005).

Full inclusion, on the other hand, refers to students with different needs being educated alongside regular ones. Thus, full inclusion is considered the integration of all learners, even children that require special training and support. It is done to eradicate the mainstream of segregation of students with special needs. As a result, behavioral support, and services for students to be successful should be offered and integrated into regular schools and students' daily practices in the classroom (Feldman, 2008).

One of the main challenges about inclusive education is when educators need to overcome diversity in the classroom. Most of the time it is considered a daunting task to handle since it implies the use of different resources to meet students' needs, such as the use of different materials or strategies like semiotic resources in the classroom like gestures, body language, the use of images, authentic materials design, instructional and materials adaptations.

Unfortunately, due to all the work it implies, some educators take inclusive education for granted. Whereas inclusion involves attending all children's rights as well as ensuring their participation in regular classroom practices. That is the reason why strong inclusion policies are necessary to overcome the low-quality education at mainstream schools. This change in policies would help our society accept all the students rather than considering diverse people as obstacles. At the same time, it would impact the diverse community in a positive way, since they would feel part of a whole with the same opportunities, capacities and emphasizing on what they have in common and not on their differences.

To improve teachers' practices in terms of inclusive education, it is necessary to point out that the transformation of education into inclusive education requires reflection and action on social justice and beliefs about the learning potential of everybody (Nind, 2005). In this sense, curriculum reorientation needs to be considered to evolve from the traditional beliefs about teaching, which implies a teacher training considering the possible inclusive contexts

teachers are going to face in the future. The textbook is, in many Colombian school contexts, a key part of the curriculum. Oftentimes, they even dictate what is taught and how it is taught. Therefore, looking at how inclusion is represented or mobilized in textbooks can serve as a starting point for the transformation of curriculum and practice.

Countries like China, India, Japan, Russia, and Spain have carried out some investigations and have concluded that there is a need to change parameters regarding inclusion and diversity. At a different stage of development of policy issues, these countries have shown a glimpse of improvement and development when dealing with varied minority communities and cultures. They have been influenced by international perspectives regarding the globalized world from countries such as Canada, USA, South Africa, France, Australia, and others; where ideals have evolved and are being switched into new ones. This progress has been made thanks to the development of new policies that support and stand for inclusiveness and diversity in school environments. Moreover, these models go beyond the boundaries of society itself and do have influence in individuals' perceptions of the outside world.

These countries highlight attempts to incorporate people of all ethnic and social origins, as well as children within inclusive educational systems that cater for those with special needs. Subsequently, those attempts to incorporate diverse communities have elicited the education system and curriculum designers to apply inclusion when designing materials such as textbooks. This advance in educational settings has been promoted through inclusive educational practices, considering that if societies need to transform, it should start at the early educational levels. In this sense, students need to be surrounded with inclusive practices and the most suitable environment to start off is the one schools provide.

Culture

Broadly construed, culture refers to a set of beliefs, practices and symbols that are learnt and together they form an all-encompassing integrated whole that binds people together and shapes the worldviews and lifeways. Cortazzi and Jin (1999) define the term culture as: “the framework of assumptions, ideas, and beliefs that are used to interpret other people’s actions, words, and patterns of thinking” (p. 197).

In this sense, to say that a group of people shares a culture does not necessarily mean all individuals must think or act in identical ways. This is because one’s beliefs and practices can vary within a culture depending on age, gender, social status, and other characteristics but of course members of a culture share many things in common and while we are not born with a particular culture, we are born with the capacity to learn any culture. “Culture is not an attribute of individuals per se, but of individuals as members of groups. It is transmitted in society” (Kottak, 1997, p. 23). In fact, through the process of enculturation we learn to become members of a group both directly through instruction from our parents and peers and indirectly by observing and imitating those around us. It must be noted that culture constantly changes in response to both internal and external factors. Some parts of culture change more quickly than others, for instance, in dominant American culture, technology changes rapidly while deep-seated values such as individualism, freedom and self-determination change very little over the years. Yet, inevitably when one part of culture changes so does other parts. This is because nearly all parts of a culture are integrated and interrelated.

In the previous definition, belief refers not just to what we believe to be right or to be wrong. Lindquist and Coleman (2008) also refer to belief as all the mental aspects of culture including values, norms, philosophy, worldviews, knowledge and so forth. Practices on the other hand, refer to behaviors and actions that may be motivated by belief without reflection as part of everyday routines. Much like art and language culture is also symbolic, a symbol is

something that stands for something else often without a natural connection. Individuals create, interpret and share the meanings of symbols within their group or the larger society.

Hall's (1976) put together a framework to understand the elements that culture includes. His Cultural Iceberg Model has been largely used to understand and interpret the different nuances of culture in different contexts. In this study, particularly, this model was used as a way to approach the representation of the different dimensions of culture in EFL textbooks.

Another important typology for culture in EFL used in this study was the one by Kachru (1992). He speaks of a distinction between culture that is included in the inner circle (cultures that represent the global north, countries that speak only English), and an outer, and expanding circles (cultures that represent global cultures, both where English is an official language, and countries from the global south). This is an important distinction in this study, as it allows us to inquire on how the different cultural representations found in the textbooks depict or reflect students' culture.

Classroom Materials

The role of materials in the language teaching and learning process is highly recognized in the educational settings; taking into account it provides facilities and help learners to acquire knowledge through the different semiotic modes they offer. They provide guidance and ideas on how to plan and teach lessons for students. "The better materials are, the more helpful they will potentially be; but since they are merely designed to be aids to teaching their effectiveness will depend on how appropriate they are for a particular context" (McGrath, 2013, P. XI). Thus, the selection of materials should be strictly conducted by educational institutions to ensure students' knowledge acquisition appropriately.

Lewin-Jones and Hodgson (2004) gave specific examples of the role of materials

in differentiated instruction applied to visually impaired students. They state that if the teacher is using visual materials such as photographs and cue cards, before the visually impaired student does the activity and to understand it, the teacher can describe or make comments about it; thus, the blind learner can perform the activity by using his/her sense of hearing. That type of differentiated instruction can easily occur and be effective in a class involving visual and non-visual impaired students. The effectiveness depends on the way the teacher gives the instructions by using strategies that assure the participation of the disabled learner. Added to this, it is important to state that the successful performance of the teacher while doing what Lewin and Hodgson (2004) said, strongly depends on the lesson planning based on the Differentiated Instruction recommendations for designing the differentiated class.

According to this basis, materials such as English school textbooks play a central role in the homogenizing process; they reproduce social images and settings that may reduce the complexity of social reality and offer a differential schematic that orders and explains that which is configured as reality (Jorquera, 2010). Textbooks are resources that through time have changed due to educational practices evolution, nowadays they have increased the use of semiotic resources to provide meaningful learning experiences in students' learning process.

One powerful tool to make meanings is the use of images and representations which introduces learners to the outside world. According to Acaso and Nuere (2005), "a substantial amount of information that is shown to the student is done through images that filter into the collective consciousness, with no prior reflection, and this makes iconic language a very powerful medium for the reproduction of stereotypes" (p. 1). Representations in English language textbooks might be acknowledged as double-edged semiotic modes, depending on the adequate use, it would bring positive or negative results on learners' perception of the

world. That is why it is of vital importance that international publishing houses in charge of designing books make sure to focus on the inclusion of diversity in their representations, and local institutions carefully revise the textbooks they are using to be implemented in schools. They need to consider the information they present and the meanings they want students to be aware of, since textbooks may promote negative or positive ideals of the outside world.

In addition, textbooks can be considered significant types of materials which may enhance diversity representations and are also important linkers between the English language teaching and students with different cultures. In this sense, textbooks “contain the basic factual knowledge and skills children are supposed to acquire, which may strongly influence their view of the outside world life, their gender socialization, and the reproduction of gender inequalities and stereotypes in the society” (Thun, 1996, p. 3). Choosing appropriate materials such as textbooks for the teaching process is an essential aspect to make sure our students' backgrounds are taken into consideration and it is a way to ease students' knowledge acquisition in a way, they feel identified and comfortable with the materials they are being provided.

The main concern in this study is the way those representations from English textbooks may be related with the Colombian context. It is important to identify whether students from our own context feel identified with the representations portrayed in English textbooks as well as the process and policies on which institutions base the selection of appropriate materials for the English subject. This is of vital importance since inappropriate materials selection may be harmful in what learners perceive about the world, they are living in. It may affect students' perspectives of gender roles, culture identity, and inclusiveness itself which would influence negatively in their behaviors and thoughts about the diverse society they are immersed in.

Literature Review

The purpose of this section is to present a comprehensive review of empirical research that has been conducted over the last ten years in relation to how diversity and inclusion have been portrayed in English textbook materials. This section has been organized using a thematic structure. First, I will present relevant studies that have looked at racial and ethnic representation in textbooks. Then, I will discuss some research related to gender representation. After that, I will go over a set of studies that have investigated the way disability has been represented in textbooks. Finally, I will display a group of studies that have inquired into cultural representation in teaching materials. The studies presented here are geographically diverse and they serve to provide insights on the scope that research has had in the field, as well as what is missing. In the end, I will draw conclusions about the gaps that I attempt to fill with my own research study.

Racial and Ethnic Representations in Textbooks

Internationally, the representation of diversity in English textbooks has a significant role in educational settings, since it helps students to learn about the world they live in. In this sense, people who do not share the same race, religion, sexual orientation, cultural patterns, or socioeconomic status may feel identified and represented in materials used for learning. Diversity promotes respect and empathy for all types of people (Gilmore and Howard 2016). It has the power to encourage and enlighten students of the truths about lives they do not live. However, there are textbooks that present unbalanced representations of society that perpetuate the use of race as a variable that stereotypes and promote the existence of differences and expectations based on the different racial and ethnical groups.

There have been some studies related to racial and ethnic diversity representations in textbooks around the world. Mata et al. (2013) and Táboas-Pais and Rey-Cao (2015). for example, examined the representation of race through images in Spanish physical education

textbooks. The results showed that textbooks engender a stigmatized vision of racial diversity, and most depictions reproduce high dominance of whites and promote racial prejudice considering that the kind of physical activity, the field, and level of competence may vary according to race. On the other hand, other studies carried out by Ilett (2009), and Yamada (2011) showed a little different result where it was identified that the number of images representing diversity in textbooks has risen markedly as well as the awareness about race and ethnicity. This suggests an effort toward increasing inclusiveness in language education. Nevertheless, such an increase needs to be improved to accomplish the goals of fostering intercultural competence and inclusion in the classroom, considering that depictions do not fully represent diversity of racial and ethnic groups as it should be. They should promote equality and represent diversity to break ideals about stereotypes and boundaries between racial groups instead.

Gender Representation in Textbooks

Gender representation in English textbooks refers to the way women and men are portrayed in different contexts: the way they should look or behave at a certain society which highly depends on the culture individuals are immersed. Different studies throughout the world have conducted research related to gender attributed roles where both men and women commonly have in most societies. The studies have revealed that unlike features are ascribed to males and females. In some cases, they would promote stereotypes affecting people's perceptions of the gender roles played by males and females. These roles tend to limit women's activities and do not match with the ones people currently have in real life.

Kereszty (2009) focused on the gendered dimension of textbooks and identified the traditional approach of gender roles. It was concluded that the family and the educational situation dominate the textbooks, assuming that there are still stereotypes in representation of textbooks such as boys outnumbering girls and always playing leading roles. On the other

hand, girls are not offered a variety of identification. In contrast to the previous research, Otlowski (2003) and Blumberg (2007) stated that both men and women were shown in strongly gendered ways in the occupational division of labor, as well as in the acts, attitudes, and attributes portrayed. On the other hand, boys and men performed most of the relevant roles considered as exciting or funny and none of the caring, or female attributed jobs.

Almost everyone who has done comparative research on gender bias in textbooks has reached essentially the same conclusion. For example, Ruiz-Cecilia et al. (2021) examined representations of gender roles in Spanish high schools and suggested that the same gender-related prejudices were repeated in textbooks, such as the preponderance of references to women and shopping and fashion. In their study, they highlighted that it is evident that textbooks should be revised to ensure the right to quality education for all and to make students aware about the different things they may perform without falling in ideals that most textbooks establish.

Blumberg (2008) analyzed gender parity from different countries and concluded that in recent years, some nations, like Syria, India, Romania, China, and the US, show essentially identical patterns of underrepresentation of women, along with stereotypes of both genders' roles in the workplace and in the home that largely ignore women's growing influence around the world. On the contrary, Sweden and Latin America indicate that governments have been working to solve and minimize gender stereotypes in textbooks. Moreover, it is important to highlight that inappropriate use of contents from a book may do wrong in what learners perceive about the world they are living in. In contrast to this, research conducted by Aman (2010) who focused on representation of native people from Colombia and Sweden, concluded that both countries do represent their native peoples but tend to represent the natives as inferior, especially when describing their way of living and their knowledge. In this sense, schoolbook representations may affect students' perspectives of culture identity, and

inclusiveness itself which would influence negatively in their behaviors and thoughts about the diverse society they are immersed in.

Cultural Representation in Textbooks

The concept of globalization has a significant role around the world, considering that countries and their cultures seem to be getting closer over the years. That is the reason why language professionals have increased their emphasis on learning the culture of English-speaking societies as well as learning the language itself. In this sense the use of English textbooks is of great importance in the teaching process. The following research projects provide insights about cultural representation in textbooks and the implications in the teaching language process.

Shin et al. (2011), López Jiménez and Abello Contesse (2016), Frenning (2020) and Liu et al. (2022) conducted different studies in several countries such as Spain, Sweden, Colombia, China, Iran, and England. The results showed a glimpse of recognition about the importance of culture representation in textbooks, having in mind that in the analysis of textbooks, researchers could identify the inclusion of different cultures apart from the English-speaking countries. Even though, in most of the textbooks that were analyzed, researchers agree that most representations portrayed were largely selective, traditional, and stereotypical. Beside this, inner cultural content still dominates concerning the English-speaking world. There is a tendency of books to highlight and give more emphasis to those countries that have a close relationship with the English language. Therefore, creating stereotyped visions of culture in which books tend to be selective and homogeneous. Furthermore, cultural representation still largely remains at the traditional knowledge-oriented level and does not promote cultural pluralism and neither engage learners in deep levels of reflection about the other cultures around the world. So, considering the results, the textbooks thus do not encourage the teaching of English as an international language, and

they are also representative of a global issue of conservatism in English language teaching where English speaking cultures are the ones whose attention is given.

Another perspective from Medina (2008), and Royela et al. (2017) highlights teachers becoming aware of the importance it has when reviewing the teaching resources, they are using to ensure the value of cultural diversity and equal opportunity to every student. As resources do not meet these standards, teachers should elaborate their own complementary teaching resources. The authors suggest that the responsibility should not fall only on textbooks. Educators also have an essential role in the representation of culture when using materials because they can influence students' lifestyle. In this sense, students can perceive the target culture as being a space where the world is perfect and whose reality is very different from the one, they live in. Teachers need to be more aware of cultural topics to be evaluated in the books.

In contrast, scholars around the world have centered their attention on the analysis of representation in textbook materials (Táboas-Pais & Rey-Cao, 2015; Ilett, 2009; Yamada, 2011; Kereszty, 2009; Blumberg, 2007; Ruiz-Cecilia et al., 2021; López Jiménez & Abello Contesse, 2016). Textbooks can be considered significant types of materials which may enhance diversity representations and are also important linkers between the English language teaching and students with different cultures. In this sense, textbooks “contain the basic factual knowledge and skills children are supposed to acquire, which may strongly influence their view of the outside world life, their gender socialization, and the reproduction of gender inequalities and stereotypes in the society” (Thun, 1996, p.3).

Acaso and Nuere (2005) highlight the power of iconic language to reproduce different stereotypes. They acknowledge that students receive great amounts of information through images, which filter into their collective awareness, without proper analysis and reflection. Representations in English language textbooks might be acknowledged as double-edged

semiotic modes, depending on the adequate use, it would bring positive or negative results on learners' perceptions of cultures around the world.

Disability

The inclusion of disabilities in textbooks representations is a complex topic considering that most of the time, this type of population seems to be excluded and isolated from regular students or students that do not have any type of disability. To provide an analysis of how visible disability is in educational texts, some research has been conducted to determine whether textbook representations give all students a view of the world that enables them to adopt the role of active learners and experience a feeling of belonging in their school communities. Bello (2013) through the research project *Cuerpos silenciados y educación inclusiva*, and Hodkinson et al. (2018) concluded that disabled children were completely silenced in the representations portrayed in different textbooks. On the contrary, regular children were represented with active roles which required good physical skills. Subsequently to this, representations that present limited construct may lead to the development of negative attitudes (Taxel, 1989). A similar study was conducted by Moya Mata et al. (2017) who examined representations in physical education textbooks. They found high exclusion of disability in textbooks as it was found in the previous study mentioned. Furthermore, it identified specially impaired women as the most excluded group over males. Beside this, physical disabilities were mostly represented rather than any other type where most disabled people were portrayed using wheelchairs. The following study just confirms common findings shown over all the previous ones. Cheng and Beigi (2011) concluded that disabled people are fully under-represented in textbooks and most of the time placed in disadvantageous positions which undoubtedly perpetuates invisibility of such students in the constructed reality of the world presented in textbooks.

The analysis shown in the previous studies highlights the importance of English textbooks and analyzes the influence they may have in students' perception of the world. Textbooks undoubtedly construct and display realities like doors to different cultures. They contain patterns for arranging and selecting the infinite possible knowledge in which students have the possibility of learning about other countries' traditions, behaviors, religions, and races and feel identified with them. Therefore, representations in the textbooks are connected to real power relations, and they should also represent the world in the way it is, without being selective and not giving more emphasis in the English-speaking countries.

The studies included in this literature review identified some commonalities or patterns that are presented in most English textbooks throughout the world. Most textbooks try to include diversity of any kind and people with different races and cultures. The main concern here is that in the case of gender, both men and women are included but men commonly perform the leading roles and achieve the most important tasks which undermine women's role in societies. In the case of culture representation, most textbooks show a glimpse of different cultures. But English-speaking cultures seem to overshadow the non-speaking English ones, not providing enough identity links and models for those students whose culture is different. In the case of race, people from different countries are portrayed by the images in textbooks. Nevertheless, they have irrelevant roles, or they may have relevant ones but in disciplines and activities they are supposed to be good at. Hence, most English textbooks tend to apply inclusion in terms of gender, race, and cultures as a matter of fulfilling requirements. Finally, in relation to disabilities representations, most of the studies conclude that there is still invisibility regarding disabled communities.

Because of the studies reviewed, it should be stated that some studies have been conducted in the analysis of diversity in ELT textbooks in Colombia. However, they have

focused on aspects of diversity separately. This research project looked at cross-categories within diversity in our context.

Methods

The current study seeks to analyze English textbooks from three different private schools located in Montería city. It aims to analyze how textbook representations enhance diversity in terms of culture, race, gender and disability and the way representations are interconnected with students' own context. This chapter presents the research design and methodological principles for data collection and analysis, and how these principles will help to answer the research questions addressed. Moreover, it provides information about the research materials, contextual elements, and ethical considerations.

Research Approach and Design

This research study follows a qualitative approach to research. According to Polit and Beck (2014), “qualitative and quantitative approaches to research are grounded in different paradigms, or belief systems, about the nature of reality that direct all decisions about the approach to the research question” (p. 234). A qualitative approach aligns well with the nature of reality that I aim to analyze, which relates to the analysis of the visual content of textbooks used for English language teaching and learning.

Qualitative research is considered a method of gaining knowledge, as well as a method of understanding actions, viewpoints, and opinions. It allows us to collect, organize, and interpret materials systematically, which derive from different types of texts. It is, therefore, used with the aim of exploring the varied meanings of social situations that individuals are faced with in their natural environments (Malterud, 2001).

As qualitative research contributes to understanding attitudes; it leads researchers to get a deeper comprehension of phenomena and its context. It allows us to ask questions that

could not be easily represented with numbers to understand human experiences, behaviors, and perceptions. Qualitative research guides us in the way studies ought to proceed by identifying which aspects are worthy of investigation based on the formulated research questions. Besides, it shows the different steps to overcome a problem, the way it can be explored to obtain accurate data, and the way it connects the problem with the answer logically. In the case of this research study, qualitative research proves more useful to access and interpret the visual information contained in the English learning textbooks analyzed, as it allows a more in-depth understanding of the kind of representations portrayed in them, and the connection to students' context and characteristics.

As Streubert Speziale and Carpenter (2003) affirm, qualitative research allows researchers to explore social phenomena and how they are meaningful in everyday life, supporting the idea that qualitative research explores human experiences from a comprehensive and thorough perspective. By applying qualitative research, researchers can understand and learn about experiences following a naturalistic paradigm which perceives and understands reality as socially constructed and therefore subjective to researchers. Moreover, qualitative researchers tend to apply triangulation to their results by applying different procedures "for the best way to elicit the various and divergent constructions of reality that exist within the context of a study is to collect information about different events and relationships from different points of view" (Erlandson et al., 1993, p.31).

The research design selected for this study was content analysis. Cole (1988) defined Content Analysis (CA) as "a method of analyzing written, verbal or visual communication messages" (p. 53). With over 70 years of history, content analysis is considered a very useful research method for social science and media researchers. CA was first introduced by Kracauer in the early 1950s and it has become highly popular in German-speaking countries (Kuckarts, 2019). In a review of the definition and purpose of content analysis, Prasad (2008)

describes CA as a method that allows to draw inferences and conclusions about the content of a message that is being analyzed, providing an objective, systematic and often quantitative description of such message.

CA is a research method for determining, identifying, and analyzing the existence of specific semiotic resources such as words, topics, or concepts in qualitative data presented in texts. For some authors, qualitative content analysis always entails counting words or categories or analyzing them statistically if there is sufficient sample size to detect patterns in the data, then analyzing those patterns to understand what they mean (Morgan, 1993). So, the information gathered through content analysis methods help researchers to measure and evaluate meanings, and correlations of certain words, themes, or concepts. Essentially, qualitative content analysis involves interpreting, theorizing, or making sense of data by first breaking it down into segments that can be categorized and coded, and then establishing a pattern for the entire data set by relating the categories to one another (Gubrium & Holstein, 1997).

Neuendorf (2002) provides a comprehensive definition of CA that puts together the main characteristics of this research design, which has been traditionally used for quantitative studies. She concludes that

Content analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited to the types of variables that may be measured or the context in which the messages are created or presented. (p. 9).

Krippendorff (2004) contradicts the idea that content analysis can only be quantitative. He considers that quantification should not be a criterion to define what makes content analysis. He suggests that

The quantitative/qualitative distinction is a mistaken dichotomy between the two kinds of justifications of content analysis designs: the explicitness and objectivity of scientific data processing on the one side and the appropriateness of the procedures used relative to a chosen context on the other. For the analysis of texts, both are indispensable. (p. 87)

In this sense, I approach content analysis from a qualitative point of view, considering the nature of this study, and understanding that quantification is complementary to its purpose of understanding the way in which textbooks may represent diversity. Accordingly, a primarily qualitative content analysis of images was most appropriate to be applied in this study. It follows a qualitative approach to understand the implications and complexities of diversity through English textbook representations, the way it reflects students' own diverse context.

Qualitative Content Analysis has largely been used in the study of messages in health, social sciences, and communication research (Elo & Kyngäs, 2008; Forman & Damschroder, 2007; Schreier, 2012). According to Mayring (2010), Qualitative Content Analysis (QCA) is a group of techniques used to systematically analyze different types of texts, based not only on their explicit content, but also the core themes and ideas found in them. The purpose is then to describe patterns or regularities discovered in the data analyzed (Drisko & Maschi, 2016).

Based on the previous panorama, this research study aims to answer the following questions:

- How do ELT textbooks used in private schools in Monteria represent diversity and inclusion in terms of gender, race, culture, and disability?
- What visual discursive moves can be made to enhance cultural diversity in ELT materials?

Materials

According to Krippendorff (1989), the data sources for content analysis are texts that carry social meaning, such as verbal discourse, written documents, and visual representations. In this case, I focus on the latter. The data in this study comes from three private high school ELT textbooks currently in use with 9th graders. The data will cover visuals (images). The textbooks to be analyzed belong to Cambridge which is one of the most leading publishing houses in Colombia.

The study encompassed all images from the three ELT books chosen. The information as to the number of images, number of pages and the distribution of images in each course book appears in Table1.

Table 1

Frequency and distribution of images in high school ELT course books

EFL Textbooks	Publishing House	Number of Images	Number of Pages
BOOK 1: Prepare, B1, level 5	Cambridge	177	167
BOOK 2: American Think, B1	Cambridge	274	128
BOOK 3: Complete, B1+	Cambridge	246	166

Data Analysis

Textbook analysis is highly important to carry out this research project considering that they reflect society views towards diversity, power dynamics among various groups of people, and a wide range of social identities such as racial, ethnic, gender, economic class, sexual orientation, and disability. The visual and verbal cues that young children absorb from books have a major impact on their perceptions of themselves and others. Depending on the quality of the book, they can promote or undermine children's affirmative self-concept

towards diversity. English textbooks cover the subjects of who is significant, who matters, and who is even visible considering the representations they portray.

In terms of data analysis in Qualitative Content Analysis, Schreier (2012) affirms that approaches to coding can be inductively or deductively generated, or a mix of both. In this case, I have used a mix of both, that is, I pre-established some categories for analysis in order to approach the textbooks with clear criteria for data collection. Once the analysis started, I added emerging categories from the data analyzed.

In order to collect and organize the information, the data was separated into 4 different category analysis tables. While designing the tables, the main aspects to be analyzed in this research were considered, namely, race, gender, culture, and disability. In addition to the main aspects, different categories emerged from the data. The compilation of categories used was applied to the images taken from the EFL textbooks. Issues that emerged during the viewings of the images also determined several categories used in the study. In addition, the procedure was also exploratory: It allowed the researcher to identify new categories and indicators and eliminate others that were shown to be irrelevant to the objectives of the analysis.

Tables 2 to 5 below show the coding scheme tables regarding each aspect of diversity analyzed and the emerging categories as the analysis went on.

Table 2.

Race and ethnicity category analysis

Race / Ethnicity	Operational definitions
White	People characterized by white skin; appearance corresponding to a European origin.
Afro-descendant people	People characterized by black skin; appearance corresponding to an African origin.
Asian	This category includes people from North and South Asia. 1. People characterized by a yellow or clear skin tone, dark eyes, and an epicanthic fold; appearance corresponding to an Asian origin. 2. People characterized by various shades of brown skin, straight black hair and for the most part brown eyes (e.g. Indian)
Latin American	People characterized by brown skin, dark eyes, prominent cheeks, dark hair, nose and lips larger than Europeans; appearance corresponding to a Latin American origin.
Indigenous	People characterized by being aboriginal; physical traits and clothing traditional to native peoples.
Others/various	Those people not included in the above categories and people belonging to other racial groups.

Note. This table shows the different subcategories found within Race and Ethnicity and their operational definitions. These were adapted from Táboas-Pais and Rey-Cao (2015).

In terms of Race and Ethnicity, the analysis focused on the most common races traditionally observed in teaching materials. I approached the textbooks with a particular interest in Latin American and Indigenous communities, which are representative of the target audience of the textbooks. The operational definitions allowed to clearly differentiate and categorize the visuals found. The category others/various permitted to include other racial groups that are not clearly distinguished with a subcategory.

Table 3.

Gender category analysis

Gender	Operational definitions
Male	Someone who is typified or identified as a man or a boy due to his physical traits
Female	Someone who is typified or identified as a woman or a girl due to his physical traits
Non-binary	Clear representation of gender fluidity; potentially a member of the LGBTQ+ community.

Note. This table shows the different subcategories found within Gender and their operational definitions.

As for Gender representation, the two mainstream subcategories were used, male and female. However, I was also interested in analyzing how non-conforming genders were or were not included in the teaching and learning materials. I used the subcategory Non-binary, with its operational definition, to analyze any attempt of including gender fluidity and the LGBTQ+ community.

Table 4.

Culture category analysis

Culture	Operational definitions
Hegemonic cultural representations	Vignettes that clearly sample the global north, english speaking only, culture (inner circle, Kachru, 1992)
Non-hegemonic	Vignettes that clearly sample global cultures, particularly from the global south (outer, and expanding circle, Kachru, 1992)

Note. This table shows the different subcategories found within Culture and their operational definitions.

For the category of culture, I used the distinction put forward by Kachru (1992), who speaks about an inner circle (cultures that represent the global north, countries that speak only English), and an outer, and expanding circles (cultures that represent global cultures, both where English is an official language, and countries from the global south). For this analysis,

I focused on cultural representations that somehow sampled all levels of culture in Hall's (1976) Cultural Iceberg Model. However, because the emphasis was on visual text, the main representations that could be analyzed were related to the behavioral level: celebrations, daily activities, family life, among others that could be clearly interpreted by looking at the textbook images.

Table 5.

Disability category analysis

Disability		Operational definitions
Physical disabilities		Any physical limitations or disabilities that inhibit the physical function of one or more limbs of a certain person. It can be temporary or permanent.
	Visual impairment (blind and poor eyesight)	Any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss.
	Amputated people	The surgical removal of all or part of a limb or extremity such as an arm, leg, foot, hand, toe, or finger
	Down syndrome People	Condition in which a person has an extra chromosome causing possible developmental and intellectual disabilities.
	Deaf and hard of hearing people	Hearing loss so severe that there is very little or no functional hearing.
	Autism spectrum disorder (ASD)	Neurodevelopmental disorder with persistent deficits in social communication and interaction across multiple contexts.
	Person with reduced mobility (PRM)	People whose mobility is limited having difficulty walking and moving as regular people normally would, due to any physical or mental disability.

Note. This table shows the different subcategories found within Disability and their operational definitions.

The category of Disability was used to analyze the visual representations of people with different physical disabilities, as cognitive or other types of disabilities were not easily

identified just by looking at the images. For this reason, six subcategories were used, based on the most common physical disabilities found in literature.

Microsoft Excel was used for conducting the analysis. I first prepared the coding scheme and used colors to distinguish among categories and subcategories (as can be seen in tables 2 to 5). Then, I went through each of the books, multiple times, looking carefully at the images to be able to identify possible emerging subcategories to be added to each main category in the established coding scheme. I then revisited each of the books as many times as needed to count the number of instances where each subcategory was represented. I did this at different points in the study to ensure the validity and reliability of the analysis. When one of the subcategories was not clear, I shared it with my advisor and other colleagues to make sure different people helped to cross-validate the analysis.

Ethical Considerations

As this study did not involve human participants, it did not require to take any measures to ensure their consent participation. The researcher ensured ethical procedures by appropriately citing the materials analyzed, as well as by appropriately crediting the images used across the paper.

Findings

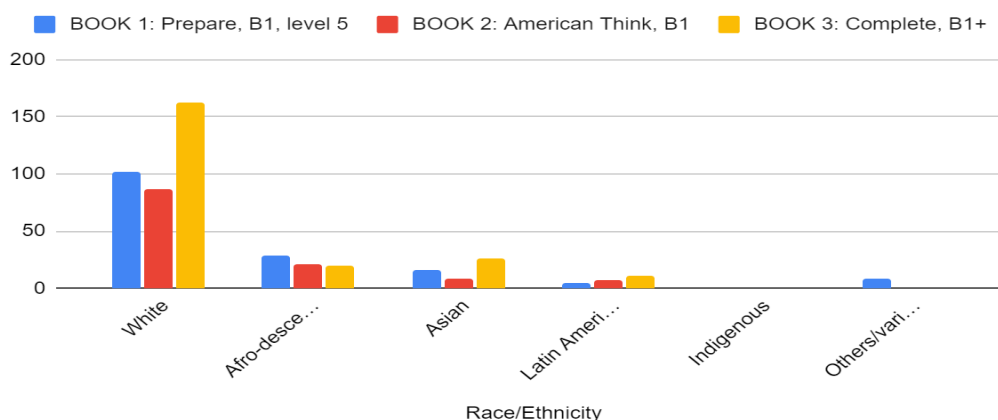
This chapter presents the main findings of the textbook analysis in terms of race/ethnicity, gender, culture, and diversity. First, I make an overview of the general findings in each category, per textbook. Secondly, I present findings based on relevant emerging themes from the analysis that speak of aspects of diversity in the textbooks analyzed. Finally, I focus on the findings that may begin to shed light on the visual aspects of textbooks that can foster diversity and inclusion.

General Findings

The following sections present findings based on the four categories analyzed in the textbooks. I first include graphs to show the number of incidences of each category in each of the textbooks. Then, I provide an initial interpretation of these findings. Whenever possible, I included further analysis of findings related to each category.

Race and Ethnicity

The analysis of race and ethnicity provided interesting results regarding the presence of different races through representations portrayed in the English textbooks analyzed. Figure 1 below summarizes the information gathered.

Figure 1*Race and ethnicity in the 3 English Textbooks*

Note. This figure shows 6 different categories regarding race/ethnicity. The categories are: White, Afro-descendant, Asian, Latin American, Indigenous, and Others/Various.

The data in figure 1 indicates that the white community is predominant and evidently outnumbers the other groups throughout the three textbooks. It was identified that even in some cases, the quantity of whites' representations doubled or tripled the other groups. Subsequently to this, the second most represented group is the Afro-descendant with a smaller number of representations compared to the white community but being almost similar to the number related to the Asian group which positions after black communities.

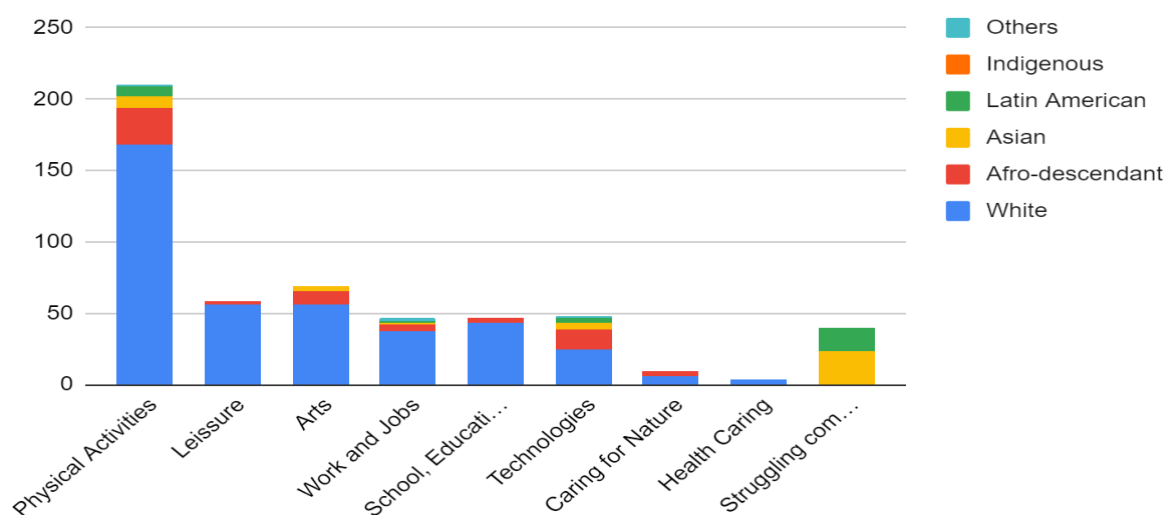
On the other hand, the Latin American group was identified in a small number. There was a complexity to identify Latin American people considering that in some of them, the physical traits tend to be very similar to either white, Afro-descendant or even Asian ones. This is an indication of the way Latinx people are being sidelined in the textbooks. An important aspect to be highlighted while identifying Latin-American people was textual information provided where Latin American countries were mentioned and indicated locations where they lived. Regarding Indigenous groups, there is a lack of representations of these important native peoples in the textbooks. Finally, in the last emerging category analyzed related to Others/Various. Very few people from other countries were found such as

India who share different traits compared to the other groups.

To further analyze the way each race or ethnicity is represented, a more fine-grained analysis was conducted to discover the type of activities that people in the textbooks do, based on their race or ethnicity. The results are shown in figure 2 below.

Figure 2

Race and Ethnicity representations throughout the 3 English textbooks in terms of activities.



Note: this figure shows the number of representations encountered throughout the 3 English textbooks taking into account different activities.

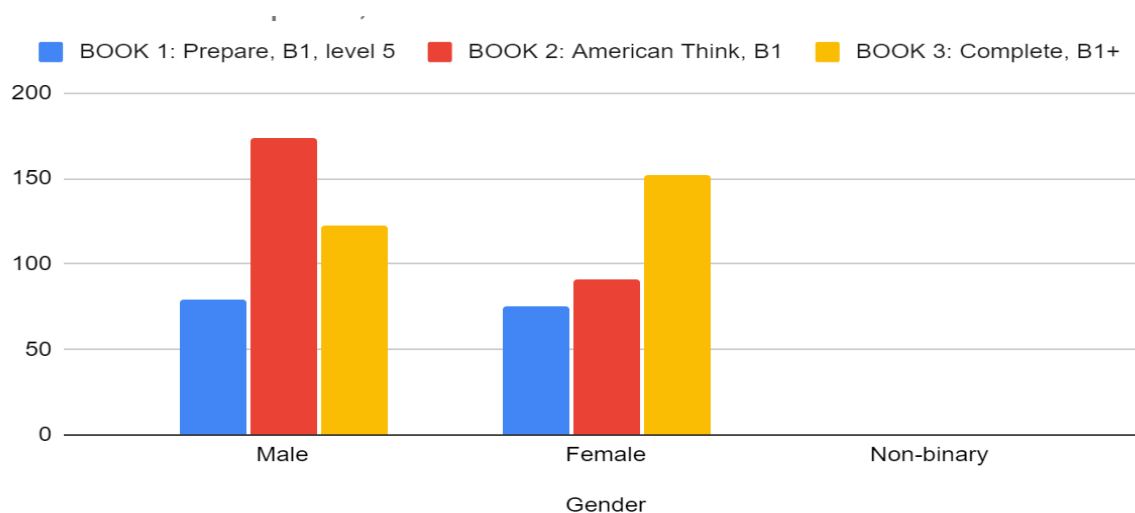
The data above indicates that in the physical activities, leisure, arts, work and jobs, school and education, technologies, caring for nature and health caring categories; the whites dominate. This shows a repetitive pattern in which the other groups are being portrayed with very few representations. Beside this, it is observable that the categories where whites are mostly presented are the ones that involve significant roles in societies or roles that do not show them vulnerable. Furthermore, interesting evidence points out that regarding the struggling communities, the Asian and Latin American groups are the most related with this situation.

Gender

The analysis of gender representation in the 3 textbooks shows varied results. The data is presented in figure 3 below.

Figure 3

Gender representation in the 3 textbooks.



Note. This figure shows a total of 3 categories regarding Gender. The Categories are: Male, Female, and Non-binary.

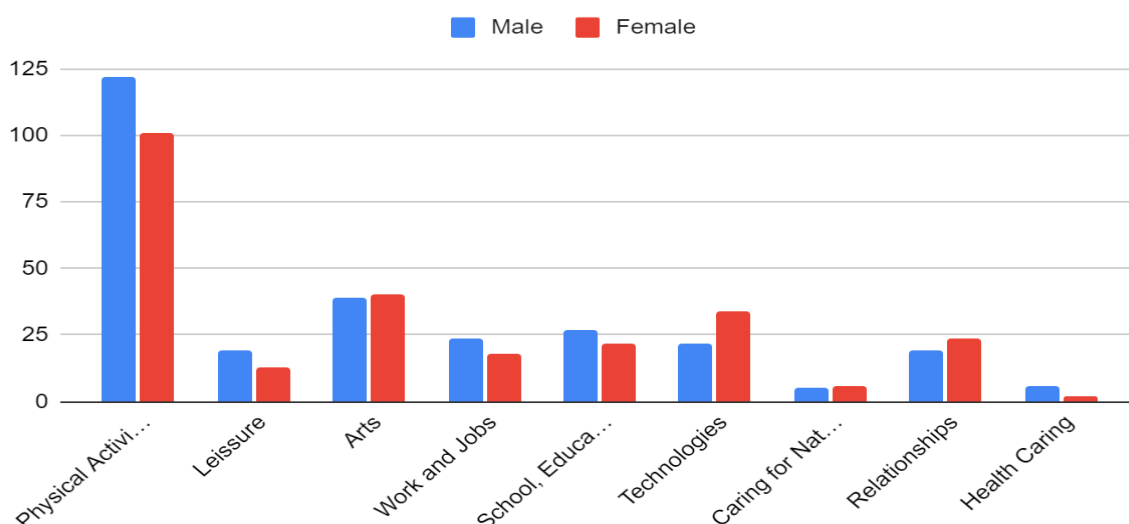
The information provided in the figure above shows males as the most predominant group portrayed in the American Think Cambridge book. On the other hand, the opposite result is given by the Complete Cambridge book where females are the most portrayed group over males. We encountered a balanced number of representations in the Prepare Cambridge book where males do not outnumber significantly over females. The other category which corresponds to the non-binary group shows that representations were not identified at all. Even though this is a group which is currently highly recognized and accepted by societies, it is still invisible to educational materials.

The purpose of this analysis was not only focused on identifying the number of males, females and non-binary groups, but also to deepen in the different activities they were

associated with. That is why the categories table applied to race and ethnicity shown in figure 6 was adapted to gather data related to activities in the gender category. It was mainly taken into account males and females due to the lack of representations regarding the non-binary group. It contains the 9 categories regarding physical activities, leisure, arts, work and jobs, school/education, technologies, caring for nature, relationships, and health caring. The results are shown in figure 4.

Figure 4

Activities performed by gender in the 3 textbooks.



Note: Figure 4 shows the number of representations per activity.

The data gathered from figure 4 shows that in the physical activities, leisure, work and jobs, health caring, and school/education categories, males are the most portrayed group. The physical activities category mainly included any kind of sports and activities that required certain levels of skills and strength. Particularly, this category is the one that indicates a greater difference in the number of representations over females. This may be closely related to most cultures' conception about males being stronger, risk-takers and bolder than females and due to men's, more dedication to sports. as it is indicated by some studies carried out by García Ferrando (2006). In this sense, representations still hold tight bonds with stereotypes.

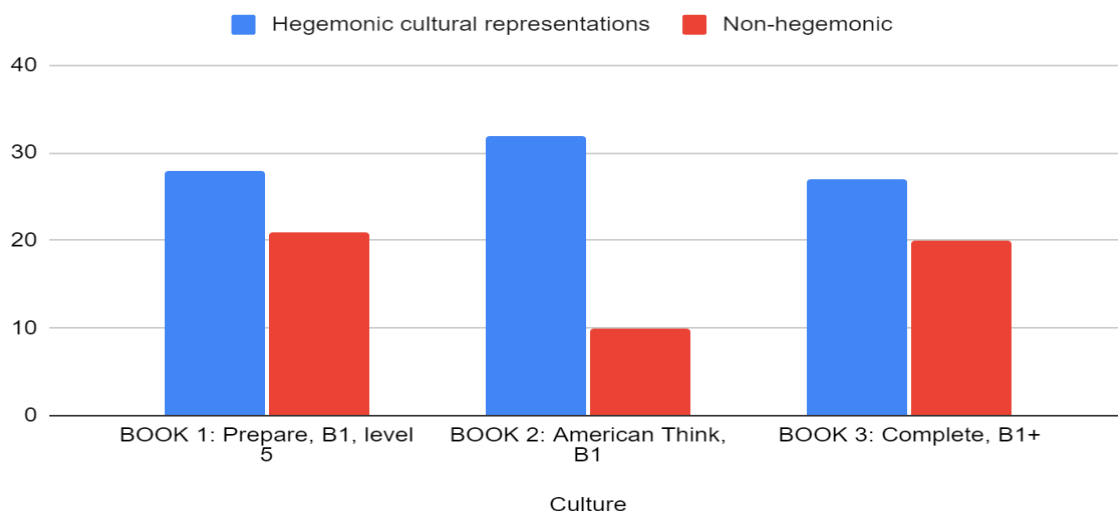
On the other hand, the technologies, and relationship categories showed females outnumbering males. In the different representations where women are portrayed, they are commonly the ones who look after home chores and spend most of the time with their children. According to Kite et al. (2008), warmth and care for others are viewed as signs of greater communality in women (p. 77). Beside this, they were shown using technological devices, mostly their cellphones, taking pictures or selfies, and helping their children with homework. This shows that both males and females still do have defined roles which perpetuates some stereotypes through representations from textbooks. On the other hand, arts and caring for nature categories have a more balanced number of representations between males and females where there are not significant differences among the groups. These results provided some insights about the way gender roles are portrayed and how it may influence students' perception of what they can or cannot do.

Culture

Regarding culture representations, the information provides relevant results in the way native English-speaking countries' culture is presented along EFL textbooks. The data is presented in figure 5 on the table below.

Figure 5

Hegemonic and Non-hegemonic cultural representations in textbooks.



Note: The figure above visualizes the way the English textbooks portray hegemonic and non-hegemonic cultural representations.

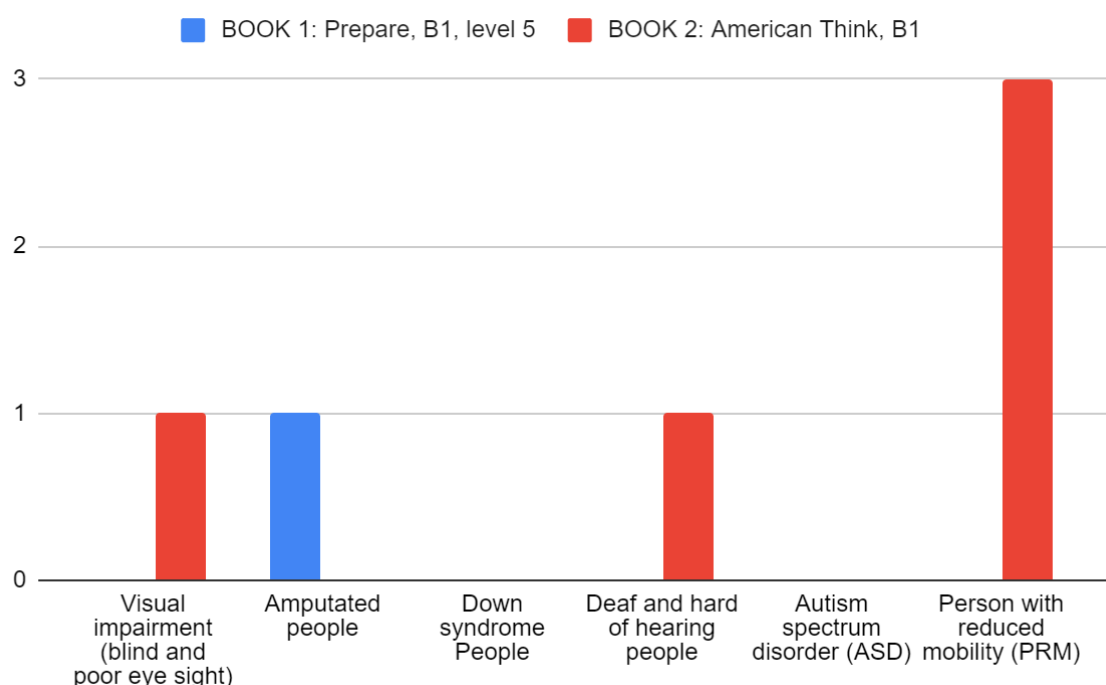
It is important to emphasize that by hegemonic cultural representations, it was intended to identify images that clearly represent the global north, English speaking only, culture. Thus, non-hegemonic culture representations are the images which clearly showed global cultures, particularly from the global south and non-native English-speaking countries (as indicated by Kachru, 1990 in his inner, outer, expanding circle theory). Based on the previous categories, that data indicates that throughout the 3 English textbooks there is high dominance of the global north, English speaking only, culture. The American Think book shows a wider gap among the global northern and southern culture where the number of representations of the south is even smaller than the ones identified in the Prepare and Complete books. These results provide an overview about the absence of southern countries in the representations, though the main population English textbooks are designed for, are non-English speaking countries.

Physical Disabilities

Concerning physical disabilities, the results point out the way disabilities are included in English textbooks. The data is presented in figure 6 below.

Figure 6

Physical disabilities representation in English textbooks.



Note: The figure above shows the different disability categories taken into account to carry out the analysis. Visual impairment, amputated, down syndrome, deaf and hard of hearing, autism and reduced mobility.

The data from the figure above illustrate a very small number or no representations of disabled people throughout the three English textbooks. Regarding the Prepare Cambridge book, no representations were found concerning any of the disabilities stated in the category table. That is the reason why the legend of the graph shows only two books which are mentioned afterwards. The American Think and Complete books showed a glimpse of

inclusion in some of the disabilities where images related to visual impairment, amputated people, deaf, and reduced mobility were visualized. Beside this, people with down syndrome or autism spectrum disorder were not identified in any of the textbooks analyzed. Disabilities have always been presented in all societies around the world, considering that nobody is in exception of suffering amputations or experiencing any other type of disability during their lifetime. Even though this is widely common, it is quite hidden and seems to be invisible regarding the world textbooks intend to portray through images.

Themes across Categories

In this section, different themes across categories of diversity and inclusion are classified and presented. Emerging themes were identified based on their relevance and significance for the purpose of this study.

Black People Roles in Textbooks

In the representations analyzed, it was identified that Afro-descendant people were commonly performing or developing supporting roles where they were accompanying the people who had the focus or the main characters of the image and took part of just crowds without performing relevant roles. In some cases, they got leading roles when it required activities that strongly demanded strength or rigorous physical skills. In the case of some sports such as basketball, volleyball, and athletics representations, black people were the most portrayed ones. Figures 11 and 12 below show samples of this.

Figure 11

Sample picture of an afro-descendant person carrying out activities which involve strength.



Note: in the figure above, it is appreciated that the afro-descendant is the one using the shovel to dig up while the others perform a lower demanding strength activity.

Figure 12

Sample picture of afro-descendant basketball players.



Note: in the figure above, two afro descendant basketball players are portrayed. This type of image was repeated throughout the three English textbooks where specially in the sport of basketball, they were the most dominant group.

The link between black people and the role in social construction is complex and culturally specific. Historically, black communities have been undermined and they have

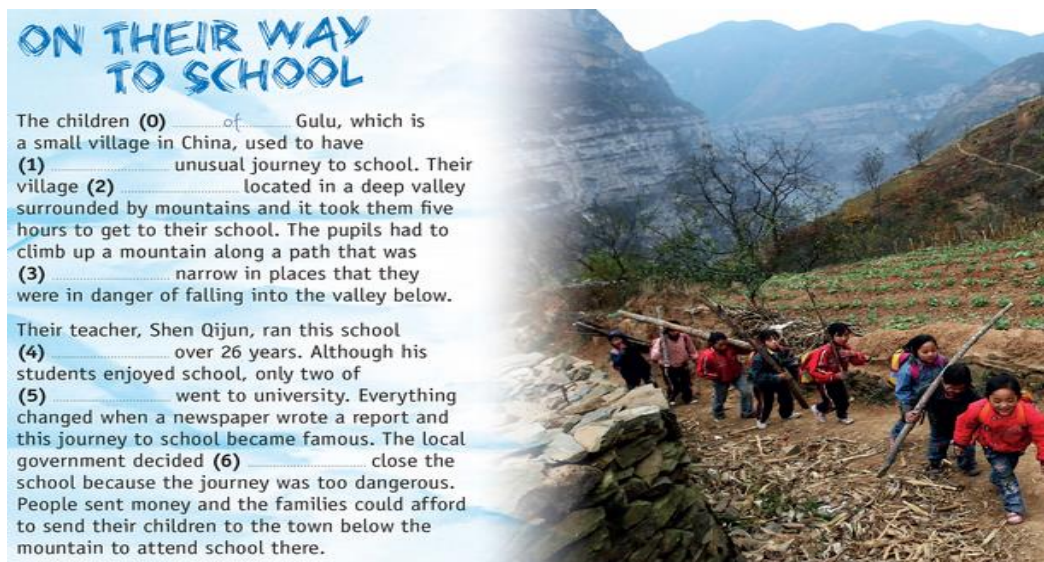
fought against many stereotypes since slavery times when they were overworked. They have been associated with high-demanding strength activities or jobs and this perception seems to be implicitly extended through textbooks.

Asian and Latinx People Stereotypes

Regarding Asian and Latin American people, most representations encountered from these groups were generally closely related to people who belong to developing or underdeveloped countries. Therefore, they are portrayed as struggling communities which are in need, vulnerable, and suffering due to precarious life conditions as it is observable in figures 13, 14 and 15 below.

Figure 13

Sample picture of Asian as struggling community.



Note. By Emma Heyderman and Peter May 2020, image, located in the Complete preliminary for school Cambridge book, page 17.

Figure 14

Sample picture of Asian as struggling community



Note. By Niki Joseph & Helen Chilton, year, image, located in the Prepare, B1, level 5 Cambridge book.

Figure 15

Sample picture of Latin American struggling community.



Note. By Niki Joseph & Helen Chilton, year, image, located in the Prepare, B1, level 5 Cambridge book, page #.

In this case, we can observe that figures 13 and 14 are representing some Asian communities experiencing challenges, and even risking their lives to get to school. In contrast to this, figure 15 is representing Cuban students attending classes without a classroom. The textual information provided by the books helped us to identify the countries where people from the images came from.

Invisibility of Indigenous People

While designing the category table to analyze race and ethnicity representations, the category regarding indigenous people was included due to Colombia's and Córdoba's strong kinship with native inhabitants classified as indigenous. This decision was made on account of Colombia's rich diverse heritage from indigenous peoples as well as from afro-descendants and whites. The analysis showed whites strongly represented and black and Asian people partially represented. On the other hand, indigenous or native inhabitants were out of English textbooks. This analysis shows a preoccupying fact which indicates that despite having great relevance and being supported by both global and local human right organizations dedicated to promoting, protecting, and defending indigenous peoples, educational materials take for granted indigenous communities.

Absence of Gender Fluidity

Regarding gender fluidity throughout the three textbooks analyzed, it was identified that all representations responded to the traditional sexually binary model which represents only males and females. Based on the results gathered, representations of non-binary groups are entirely excluded from educational materials such as English textbooks. The inclusion of non-binary gender, non-heterosexual orientation, and non-traditional definitions of family is a

matter that affects all communities around the world, it is presented in every single country though in some of them is still invisible, isolated, or neglected. However, in many countries the acceptance of non-cisgender groups has evolved rapidly, and it is becoming increasingly common in our swiftly changing world. It bodes well for social acceptance and fighting against stereotypes. So, as it is nowadays a daily life common topic. Then, it should be included and attended to in educational materials where students are given the opportunity of raising awareness towards the acceptance and inclusion of non-binary gender. Beside this, the lack of non-binary group representations may negatively affect the way they perceive the language learning experience due to the identities that are not represented in language course contents or materials.

Inclusion of Disability

As it was stated before, in one of the English textbooks revised, there was not any representations portraying disabilities. However, the Complete Cambridge book results may be considered as partially good, taking into account that it shows the way some textbooks begin to portray inclusion with a total of 5 images of disabled people. Comparing these results with the other books, it can be considered as auspicious evidence where disabilities are on the way of being visible.

As it is established in the report given by the United Nations International Children's Emergency Fund (UNICEF, 2013), the representation of disability should be presented in textbooks, or any other curricular materials used in educational settings. This is of high relevance taking into account that poor representations or no representations at all; may lead to stereotypes of people who have disabilities causing disturbances in the social justice.

The results encountered about disability representations coincide with different studies from different countries presented in the literature review. Moya Mata et al. (2017) who examined representations in physical education textbooks. They found high exclusion of

disability in textbooks and identified specially impaired women as the most excluded group over males. Cheng and Beigi (2011) concluded that disable people are fully under-represented in textbooks and most of the time placed in disadvantageous positions which undoubtedly perpetuates invisibility of such students in the constructed reality of the world presented in textbooks. Bello (2013) through the research project *Cuerpos silenciados y educación inclusiva*, and Hodkinson et al. (2018) concluded that disabled children were completely silenced in the representations portrayed in different textbooks.

This reinforces much more the inequality derived from disability, since it does not portray the reality in educational settings of people with disabilities.

Discussion

This research project aimed to analyze images from textbooks used in three private schools in Montería city to uncover the visual discursive moves used to perpetuate hegemonic views on society or, on the contrary, promote diversity, inclusion, and overall representation of different cultural, ethnic, and linguistic differences. The study sought to answer two research questions: 1) How do English teaching textbooks used in private schools in Montería represent diversity and inclusion in terms of gender, race, culture, and disability? 2) What visual discursive moves can be made to enhance cultural diversity in ELT materials?

Regarding the first question, the data gathered suggest that in terms of diversity representation throughout the 3 English textbooks analyzed, there are still stereotypes and misconceptions regarding diversity. This shows that ELT textbooks barely respond to our realities affecting learner's perception of the world. On the other hand, some aspects of diversity may be considered as quite positive but need improvement yet. The following section discusses each category of diversity that was included in the study and puts it into dialogue with the literature available.

Gender Representation

Regarding gender roles representations, there were some variations depending on the textbooks. In one of them, it was identified the same result found by Blumberg (2008) where males were considered as the predominant group over females. The second book presented opposite results where females outnumbered males. This is a new finding, taking into account that most of the studies reviewed regarding gender representations showed high dominance of males. On the other hand, it should be noted that in the third book, the number of females was similar to the males portrayed as it is shown by Otłowski (2003) and Blumberg (2007) who

conducted research that identified the same result. Though the results showed balance in the number of representations, they were highly gender stereotyped. In this sense, Kereszty (2009) identified a traditional approach of gender roles where both men and females seem to have defined roles in society. In contrast to this, Ruiz-Cecilia, Guijarro-Ojeda, & Marín-Macías (2021) concluded that even so equality in gender representations is more evident as societies grow more inclusive, there are still labels that define females and males at attitudes and behaviors which limit them to accomplish certain activities. This supports what was identified with this research where there is evidence that certain activities strongly depend on genders.

Representation of Race and Ethnicity

The results from the analysis on race and ethnicity representations confirmed that whites are the most represented group in the revised English textbooks. This is similar to what Mata et al. (2013) who found in their study stigmatized representations of racial diversity. Even though there was presence of some other groups such as Afro-descendants, Asians, Latinxs, and even from other races such as Indians, they were identified as minorities. Undoubtedly, whites are the ones being chosen to perform activities that involve important or leading roles in society such as arts, jobs, knowledge about technologies, sports, among others. This group is represented as the ones enjoying life and taking advantage of it. On the other hand, a pattern was identified regarding the other races which agrees with Táboas-Pais and Rey-Cao (2015) who indicates stereotypes where race representations strongly depend on the type of the activity that is intended to be shown.

It can be inferred that when designing textbooks, diversity is not fully considered in the way it should. There is still inequality, not just in the number of representations, but also, in the activities portrayed. In this sense, whites are widely represented in any type of activities while the other groups tend to be labeled at various activities. Promoting diversity is

a relevant aspect to be address where students are taught that everyone has the same capabilities to develop any activity.

In contrast to the previous information, there is a concern regarding the representation of Latin American, Asian, and Indigenous people who were mostly portrayed as struggling communities or invisible ones which is the case of the Indigenous groups. It is widely known that developed countries offer better life conditions than developing or undeveloped ones. The average of people's ability to afford food and shelter is higher than in southern countries due to better incomes and job opportunities. Nonetheless this is a fact, even northern countries which count with high technological innovations, governmental support, and jobs' higher incomes such as the United States struggle with poverty, homeless, and difficult education access. According to the international sponsorship NGO Humanium, the USA has many inequalities in both economic and social levels as it is presented in southern countries but at a lower level. Poverty, famine, and social issues bother every single country around the world. Subsequently, there is no reason why English textbooks, or any other type of book, represent Asians and Latin Americans as the only communities or groups that are having tough lives and are struggling with social issues while some northern countries may face the same as well. These types of representations may perpetuate current stereotypes where northern countries seem to offer perfect life conditions and certain groups do not experience difficult moments nor they suffer with the same problems other countries do. Inequality in representations is an issue that books editors/designers should be aware of and not promote labels that may affect student's perceptions.

Regarding the representations of indigenous communities, the results showed complete invisibility in relation to this group. Quite opposite to this result, Aman (2010) found that Colombian and Swedish schoolbooks give information more thoroughly about

their native people, however, both countries consistently show the trend to represent the natives as being different and inferior.

It needs to be considered that the inclusion of indigenous people in English textbooks should not be only attended due to Colombia's indigenous heritage. Indigenous communities are spread around the world prevailing in their reduced territories. According to Dyson and Underwood (2006), "there are an estimated 350 million indigenous people living in over 70 countries around the world" (P. 66). They belong to important minorities which are preserved in all continents, America, Oceania, Asia, Africa, and Europe. In some countries the concept varies but they do share the same characteristics. In this way, Native Americans, Aboriginal Australians, Torres Strait islanders, the Saami in northern Europe, tribal peoples from Asia, indigenous in Africa and south America, and the Māori people in New Zealand. All of them are part of the natives that still prevail despite colonization, land expropriation and displacement they suffered. So, representations of these communities are a relevant matter of inclusion, considering they are part of societies. Through representation of any indigenous group from any part of the world, books set bridges that connect one culture to another, in this case with Colombian students who may recognize and relate their ethnicity with the ones other countries portrayed in textbooks. Beside this, studies towards ethnic minorities representations in some countries such as China have been conducted. Liu et al. (2022) identified traditional and stereotypical representation of ethnic minority culture and languages in school textbooks.

Representation of Culture

It was discovered that cultural representations in the textbooks tended to emphasize inner cultural material that still predominates in the English-speaking world. English textbooks do have a trend of emphasizing those nations that have close kinship to the English language. Throughout the years some authors such as Nuere (2005), Shin et al. (2011), López

Jiménez et al. (2016), Frenning (2020) and Liu et al. (2022) conducted studies concerning cultural representations. They all agree that cultural representation still primarily adheres to the conventional knowledge-oriented level, does not support cultural pluralism, and does not encourage learners to reflect deeply on different cultures. The common factor regarding cultures points out that countries whose culture belongs to the inner circle tend to undermine countries whose culture are minorities or out of the inner circle.

Disability Representation

Towards disability representations, two of the books showed very few representations of this community while the other did not show images at all. The analysis of the images presented concerning disable people is similar to what Bello (2013) and Moya Mata et al. (2017) identified in their research projects that disabled children were represented but they were completely silenced in the representations portrayed in different textbooks. They do not perform any type of relevant activities as regular ones. so, this type of representations do not represent fully inclusion where all take active rolls. Many disabled people do have high capabilities and are able to stand on their own as a regular person. Thus, English textbooks' representations may not respond to such reality but present limited constructs instead, which lead to the development of negative attitudes.

As per the second question of the study, some initial moves were identified, which begin to shed light on the aspects that need to be included in the textbooks in order to make them more diverse and culturally relevant. Some recommendations are provided in the following section.

Some of the aspects evaluated regarding the representation of diversity need to be assisted or improved such as the engendered roles for both males and females, invisibility of any type of indigenous and native groups, Asian and Latin American stigmatized perception, partial representations of disabled people and their inactive roles, and the invisibility of outer-

circle cultures. To accomplish and fulfill diversity issues, first, publishing houses and book editors need to consider the population books are being designed for. It is paramount to attend to diversity due to our globalized rapidly changing world. Diversity is a matter of showing the realities of the world as actually it is, where all cultures, races, ethnicities, existing genders and all types of people no matter their physical appearance or condition are given equal worth. Secondly, educators may take active roles to promote diversity inside the classroom. It is important to be flexible in relation to the contents and representations provided in textbooks. Teachers may take advantage of some discursive moves such as raising self-awareness in our students where teachers recognize and let students know how intersections of race, ethnicity, gender, sexual orientation and being able-bodied may impact us individually. Students, first, need to be encouraged to esteem themselves and have defined identities to later reflect it in others. We count with powerful discursive tools that may elicit and open doors for students to break paradigms and challenge negative stereotypes immediately and openly to enhance intercultural competence. Students need to be assessed not only for academic purposes but also in the way they perceive the realities of the outside world portrayed in textbooks. Besides, the promotion of cultural competence through contents provided by textbooks enacts students to understand diverse cultures. Textbooks provide information about certain cultures and ethnicities; teachers may take advantage of these contents and make students compare and give some highlights among cultures even if they are not in the books. As teachers, we need to create learning environments to promote equity and diversity to support all students and build social justice.

Visual discourse to enhance diversity

This section describes findings in terms of the elements identified in the three textbooks that may begin to foster diversity and inclusion. This speaks directly to the second

research question in this study, which seeks to identify certain visual discursive moves that can be included to enhance cultural diversity in ELT materials.

Nowadays, diversity in the classroom is a fact we cannot deny or take for granted. Classrooms are spaces of coexistence for diverse communities which may imply variations in nationalities, culture, social status, race, gender, and disabilities. That is why, educators need to attend to diversity in the classroom even if classroom materials do not respond to it. Taking into account the results presented after conducting this research project, I may suggest that Let textbooks used in private schools in Montería need to be supported by teachers in a way they address diversity representations. For example, fostering collaborative work among students and being flexible to adapt the instruction in a way that students find commonalities between representations portrayed by textbooks with their own reality. This would help educators to build bridges full of respect and tolerance among diverse communities to develop intercultural competence. Another way to address diversity issues is by making students aware of their own culture where they are motivated to know, investigate and become more familiar with the diverse society we live in to compare it with other cultures around the world.

Contributions of the study to the field of ELT materials development

This study contributes significantly to the way educators may enhance diversity and the different possible moves and strategies that may be taken into account when textbooks do not fully overcome diversity aspects. Furthermore, it provides a practical framework for decision making when it comes to selecting classroom material as well as unveiling and highlighting relevant concerns which tend to be invisible for teachers, students, curricular designers, as well as publishing houses and editors.

Limitations of the study

Some limitations encountered while carrying out this study. Some private schools showed reluctance to share their English textbooks materials to be evaluated, some of them denied access to textbooks. It was quite time-consuming finding private schools to support this research project. In addition, the analysis carried out was mainly focused on images, it did not include texts nor semantic resources due to it would have been time-consuming to carry out the analysis and accomplish the research on time.

Further areas of research

This research sheds light towards the analysis of representations used in other areas in schools from Colombia as well as fostering the analysis of textbooks used in public schools where we may find wider diversity. Besides, further research regarding pedagogical strategies carried out by educators to improve and fulfill gaps promoted by textbooks may be considered. In addition, another aspect of investigation would be the linguistic analysis of textbooks with the same purpose of unveiling the way diversity is portrayed as well as the investigation of materials used in rural areas where there is a higher presence of indigenous groups not only to learn English but also Spanish and identify cultural representations.

Conclusion

This study aimed to investigate the way English textbooks portray diversity and intended to identify possible discursive moves to assist diversity aspects. Based on the analysis carried out on different studies regarding diversity and the findings gathered, it can be concluded that the representation of diversity in English textbooks is partially represented. Thus, private school students from Montería are not fully fostered to enhance diversity issues. English textbooks still hold stereotypes regarding whites' dominance, afro-descendant engendered roles, Latinx and Asian stigmas, and ethnicity and disability invisibility.

Nowadays, we are in an intercultural society where it is important to learn how to coexist, avoiding inequalities of any type. Educational materials such as textbooks may likewise fulfill exclusionary roles for children when their representations barely portray the diverse world, we live in. A text then could possibly reproduce a 'cultural artifact that shapes the way we interpret the world' (Alverman & Commeyras, 2005) as well as the way representations embody, reflect and mediate the views on students' perceptions and identities. In this sense, if we really want to move forward with the important application of the educational policy of inclusion within schools, then, I suggest English textbooks must be sensitively elaborated. They should seek to support a culturally responsive pedagogy where all people no matter their race, ethnicity, culture, disability, gender identity or any other aspect related to diversity are more positively and equally portrayed in the materials which support the teaching and learning of pupils within our schools.

There are several aspects to be mentioned concerning the challenges faced during this research project. Before carrying out this study, my perceptions towards diversity were quite narrow and limited, taking into account that I used to associate diversity only with the acceptance of different races and gender groups. However, the truth is different, considering that diversity is bound with the acceptance, awareness, and respect regarding the whole range of human characteristics throughout the different contexts. It encompasses the understanding that each culture, community, and person have unique traits that make us different from others.

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Appendixes

Appendix A

Race and Ethnicity Categorization Table

This appendix consists of the analysis of race and ethnicity representations encountered throughout the English textbooks. Each representation was chosen and classified based on operational definitions previously set.

Race/Ethnicity	BOOK 1: Prepare, B1, level 5	BOOK 2: American Think, B1	BOOK 3: Complete, B1+
White	102	87	163
Afro-descendant people	29	21	20
Asian	16	8	26
Latin American	4	7	11
Indigenous	0	0	0
Others/various	9	0	0

Appendix B

Various Activities Categorization Table

This appendix consists of the analysis and identification of different races regarding various activities they were portrayed with.

	White	Afro-descendant	Asian	Latin American	Indigenous	Others
Physical Activities	168	26	8	7	0	1
Leisure	56	2	0	0	0	0
Arts	56	9	4	0		
Work and Jobs	38	4	1	2	0	2
School, Education, Studying	43	4	0	0	0	0
Technologies	25	14	4	4		1
Caring for Nature	6	3	0	0	0	0
Health Caring	3	1	0	0	0	0
Struggling community, people in need	0	0	24	16	0	0

Appendix C

Gender Categorization Table.

This appendix consists of the analysis of binary and non-binary genders throughout the English textbooks.

Gender	Operational definitions	BOOK 1: Prepare, B1, level 5	BOOK 2: American Think, B1	BOOK 3: Complete, B1+
Male	Someone who is typified or identified as a man or a boy due to his physical traits	79	174	123
Female	Someone who is typified or identified as a woman or a girl due to his physical traits	75	91	152
Non-binary	Clear representation of gender fluidity; potentially a member of the LGBTQ+ community.	0	0	0

Appendix D

Gender Categorization Table Per Activities.

This appendix consists of the analysis of gender roles regarding various activities.

	Male	Female
Physical Activities	122	101
Leisure	19	13
Arts	39	40
Work and Jobs	24	18
School, Education, Studying	27	22
Technologies	22	34
Caring for Nature	5	6
Relationships	19	24
Health Caring	6	2

Appendix E

Hegemonic and Non-Hegemonic Cultural Representations

This appendix consists of the analysis regarding vignettes that sample global north or global south cultures.

Culture	BOOK 1: Prepare, B1, level 5	BOOK 2: American Think, B1	BOOK 3: Complete, B1+
Hegemonic cultural representations	28	32	27
Non-hegemonic	21	10	20

Appendix F

Disability Categorization Table

This appendix consists of the analysis of various disabilities identified in the English textbooks.

	BOOK 1: Prepare, B1, level 5	BOOK 3: Complete, B1+	BOOK 2: American Think, B1
Physical disabilities			
Visual impairment (blind and poor eye sight)		1	
Amputated people	1		
Down syndrome People			
Deaf and hard of hearing people		1	
Autism spectrum disorder (ASD)			
Person with reduced mobility (PRM)		3	
	1	4	0