

Research Paper

## A CDA and CIA of Ideology and Power Relations in the English Textbook *Got It 1*

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### Abstract

ELT textbooks play an essential role in EFL classrooms, where they present ideologies and power relations which influence learners. In an attempt to uncover such ideologies and power relations, the discourse and images of an internationally developed English language teaching textbook (i.e., *Got It 1*) were analyzed. This study also aimed to investigate the L2 learners' awareness of the research findings. In order to achieve the goals of this study, multiple samples and images of the textbook *Got It 1* were analyzed. Finally, the L2 learners' awareness of ideology and power relations in the textbook were examined by questionnaires and the data were statistically analyzed by SPSS. Findings showed that *Got It 1* tends to represent a particular ideology (i.e., the U.S. centrism), mainly through the language and images and it shows the U.S. in the position of high power, whereas lower subaltern status is attributed to other countries. Participants were not aware of the findings and they did not often think critically, although they believed that critical thinking is essential. Findings add to the growing body of literature about ideology and the existence of unequal power relations in ELT textbooks.

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### Introduction

Language, ideology, and power relations have a strong, yet hidden, relationship (Fairclough, 2003; Janks et al., 2013). Fairclough (1992) believes that power relations work implicitly through language. Ruling systems control discourse to legitimize and preserve the dominance of the ruling people and prevent the production of alternative discourses.

Based on Fairclough's point of view, Halliday (1994) highlights the importance of inclusion context, setting, gestures, and gaze, and participants when analyzing the language. On the other hand, as van Dijk (2001) states, one model of systematic discourse that can recreate a specific culture's values is textbook, as English is the most frequently medium of communication throughout the world. Meanwhile, as Seargeant (2008) argues, "the subject of English in the world is one that is predominantly ideology-led" (p. 3). This is problematic when we consider this point that many of the EFL course books are designed and developed in America, but most ELT textbook's users live in EFL contexts. Their perspectives are imposed on people's of other countries as the norm—not one possible interpretation of reality among others. Thus, taking into account the ideological aspects and social structures of ELT textbooks, L2 learners and teachers should not see textbooks only as linguistic devices.

ELT textbooks are the main element of L2 teaching through which L2 learners receive the language input. Textbooks help L2 students get familiar with the linguistic aspects of language, as well as the social and cultural aspects embedded in an L2 (Richards, 2001). Though the writers of ELT textbooks (e.g., Richards, 1990) claim that the images and discourses presented in such textbooks are neutral, they are mainly representative of the dominant group's version of ideologies and beliefs to pass onto L2 students (Tavassoli et al., 2019). As Apple and Christian-Smith (1991) put it, "texts are not simply delivery systems of facts [. . .] but they are conceived, designed, and authored by real people with real interests" (p. 195), meaning that biases can be an inherent ingredients of ELT textbooks.

Given the above issues, this study was an attempt to investigate the way ideology and power relations are represented in one of ELT textbooks (i.e., *Got It 1*). It is worth studying to find out whether the included activities and materials in this course book promote any dominant ideological orientation and power relations because, on the one hand, *Got It 1* is published in a society with a completely different culture and ideology. On the other hand, it is widely used in some Iranian language institutes. Besides, in these critical processes, an attempt was made to evaluate Iranian L2 learners' awareness of critical analysis' ideologies and power relations. Awareness of ideologies and power relations by L2 learners and their attitudes towards them can significantly impact their L2 decisions and the learning of the culture of the L2 in the classroom.

## Literature Review

### Critical Image Analysis (CIA)

Image analysis is closely linked with Hallidayian systemic functional linguistics (SFL; 1994) as it examines how images, as grammatical systems of communication, are structured to convey meaning. Over time, the specific nomenclature related to image analysis has progressed from Kress and van Leeuwen (2006), who label their work as *visual grammar*. Critical image analysis (CIA) offers researchers an interdisciplinary method to understand and contextualize images. Like instruments in an orchestra, words and images collaborate to produce a dominant message (Catalano, 2012). In the case of critical discourse analysis (CDA), one can no longer ignore the role of nonverbal communication such as images and their contribution to the

overarching message of discourse. As Fairclough (2001) states, “visual images are ousting language as a source of power” (p. 2).

As the images of L2 textbooks are representative of one dominant powerful group (Cortez, 2008), CIA illustrates that images dictate ideologies and power relations and as a mechanism for their interpretation. In addition, the identities, relationships, politics, and knowledge within ELT course books can be revealed by analyzing the unsaid (Gee, 2011).

### Ideology and Power Relations

Ideologies are inevitable socially constructed systems of ideas. The problem is the term *inevitability* because ideologies tend to legitimize the ideas, attitudes, values of a certain social group, but holding them as being true for other (Hasan, 1986). This definition leads us to comment that critical analysis of ELT course books is essential to make the meeting points clear.

According to Wodak (2014), the power of discourse can position people. Power can be practiced in various ways: utilizing force or coercion or as soft power, referring to power linked with cultural products of dominant countries (Nye, 2004). Relations of power can be difficult to recognize as people try to naturalize them by in their language. Therefore, L2 students and instructors accept the existing power relations, unless they are consciously aware of their existence in the context of the critical analysis of ELT textbooks. The examples of ideology and power relations that may be focused in the CDA of ELT textbooks are hegemony, imperialism, linguistic imperialism, colonialism, orientalism, the U.S. centrism, and liberalism.

Fairclough’s (2001, 2003) features propos three discourse values used in the CDA. Experiential value is the first one, showing the discourse content and the embedded ideology and power relations in the discourse. Relational is the second value which expresses social relationships and indicates (in)equality of power relationships. The final value is expressive. Analyzing expressive values in CDA helps scholars evaluate social identities, including the other’s identity and the identity of the *self*. Table 1 is a concrete design of this framework:

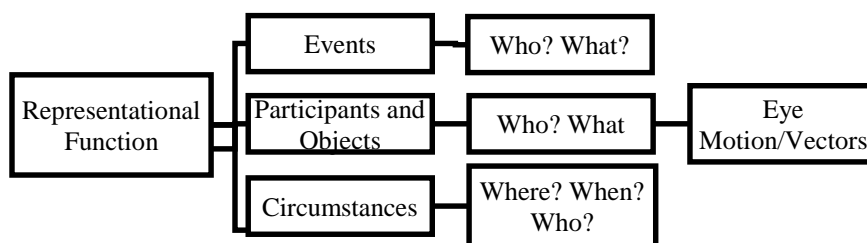
**Table 1**  
*Three Values of Features (Fairclough, 2001)*

Values of Features	Dimensions of Meaning	Structural Effect
Experiential	Content	Beliefs and Knowledge
Relational	Relations	Social Relationships
Expressive	Subjects	Social Identities

To analyze the images in *Got It 1*, Kress and van Leeuawn’s (2006) three functions of images were applied. Representational is the first function. It is utilized to analyze the representations of the social content of the image. In this level, events, participants, objects,

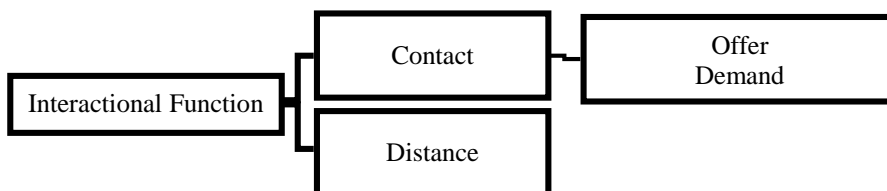
and circumstances are examined. Figure 1 is a visual interpretation of this function (Fitzgibbon, 2014):

**Figure 1**  
*Representational Function Based on Kress and van Leeuawn's (2006) Theory*



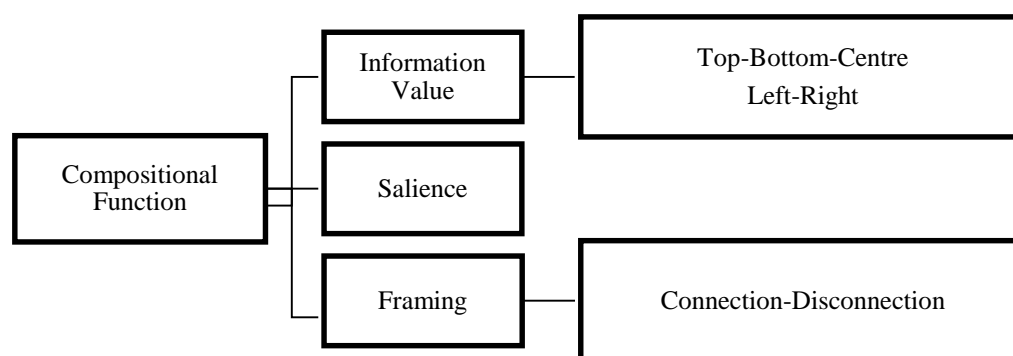
Interactional, as the second function of analyzing social relationships in images, can be found across two layers: contact and distance. Contact can be realized through demand or offer. In demand, the reader is addressed directly and, in an offer, the represented participants appear as objects (Kress & van Leeuawn, 2006). The second concept illustrates the degree of social distance. For instance, a close-up can show an intimate social distance, whereas a long shot can show a greater social and emotional distance. Thus, this function in a foreign language textbook can show how power and hegemony can be evoked. Figure 2 shows a summary of the interactional function (Fitzgibbon, 2014):

**Figure 2**  
*Interactional Function (Kress & Leeuawn, 2006)*



The compositional function is the last function that refers to the social identity of the depicted reader. This function has three main elements: The first element is the information value, which analyses an element's location on a page: high, low, or in the center. Furthermore, an image can be located on the left or right sides. What is positioned on the left is presented as *given*, whereas what is positioned on the right is presented as *new* (Kress & van Leeuawn, 2006). Visual salience, the second feature, refers to the extent to which images are attractive for reviewers; relative size, relative color, foregrounding, or backgrounding are among its contributing factors.

The last feature, the visual framing, indicates whether individuals in the pictures are isolated and have separate identities or united and share a common identity. Figure 3 illustrates the elements of the compositional function (Fitzgibbon, 2014):

**Figure 3***Compositional Function Based on Kress and van Leeuwn 's (2006) Theory*

### Empirical Studies

Given that power and knowledge are asymmetrical and ideology may affect the learning processes of an L2 and the local established values, L2 researchers have conducted some studies to analyze ELT textbooks in different cultures, for example, Simon-Maeda (2004) in Japan, a critical study of *Interchange 3* by Cortez (2008) in Mexico, analyzing the complete ELT series *New Interchange*, Camase (2009) in Romania and, finally, Lee (2011) in Korea. The results showed that commercial interests had ignored the local contexts, and foreign contexts, models, and ideologies were implanted in all these cases. They pointed out that internationally commercial course books had been developed to offer liberal-inclusive and multicultural positions absent in countries who do not speak English.

In the context of Iran, we can categorize the studies of ELT textbooks into two main studies: (1) evaluative research that studies the contents of a specific book and (2) critical discourse analysis research whose aim is to examine the power relations and ideology within textbooks. However, only the evaluative approach has been the target of extensive research. Evaluation is a traditional way for L2 teachers to determine if a textbook is communicative or any number of other variables. Several researchers in Iran have done evaluative studies of ELT textbooks (e.g., Jafarigohar & Ghaderi, 2013; Razmjoo & Kazempourfard, 2012; Riazi, 2003; Sahragard et al., 2009). These studies aimed to discover whether what one is looking for is there. They focused on evaluating ELT textbooks' representational repertoires, their instructional components, materials design, skills, the appearance and layout of the books, language type, and activities.

In contrast to the previous studies, some researchers in Iran have aimed to analyze ELT textbooks using the critical methodology. In most CDA studies in Iran, the researchers have focused on sexism in ELT textbooks (e.g., Amal Saleh et al., 2006; Ansary & Babaii, 2003; Davatgarzadeh, 2007; Sahragard & Davatgarzadeh, 2010; Samadikhah & Shahrokhi, 2015). These studies indicated that the representations of males and females were not equal; moreover,

the Iranian ELT textbooks showed more gender bias than the textbooks published in English-speaking countries.

Tajeddin and Teimournezhad (2015) examined the cultural representation in international textbooks, whose results indicated that intercultural elements were present in such books.

In some studies, researchers have investigated the textbooks from a CDA perspective. For instance, Babai and Sheikhi (2018) analyzed prevalent ELT materials to uncover traces of neoliberalism. Their results showed that the books mostly favor a neoliberal, market-led lifestyle. In a recently published paper investigating the representations of neoliberal ideologies in the Interchange (3rd ed.) series, Tavassoli et al. (2019) found that the textbooks encourage their audience to move towards neoliberalism.

This literature review has established the following points: The first is that evaluative approaches have been more popular than critical approaches. Second, most studies have been concerned with the gender factor. Third, some studies limited their scope to analysis to one section (i.e., reading passages or conversations). Furthermore, almost no study, to the best of the present researchers' knowledge, has so far investigated the English textbook *Got It 1* from CDA and CIA perspectives. By drawing on CDA and CIA, the current study was an attempt to seek answers for the following questions:

1. What ideology and power relations are depicted in the discourses and images in *Got It 1*?
2. Are Iranian L2 learners of English aware of the ideology and power relations in *Got It 1*?

## Methods

### Participants

The participants consisted of 30 L2 learners in a language institutes in Iran at the preintermediate level who were chosen based on convenience sampling. They were males and females whose ages ranged from 13 to 19 and studied *Got It 1* as their course book at this level. Their L1 was Persian and had never been to any English-speaking country before.

### Instruments

*Got It 1* is the second edition of the publisher Oxford University Press written by Bowen, Delaney, and de la Mare (2014) that contains a 110-page student book and a 49-page workbook. To analyze ideology and power relations, CDA was conducted on all the pages and CIA on multiple images, including a rigorous analysis of the sections, subheadings, chapter headings of *Got It 1*, and the workbook. In order to discover if the L2 learners of *Got It 1* were aware of the ideological patterns in this textbook, a questionnaire was designed for the English learners based on the analysis of power relations and ideological values. The ideological orientations in both discourse and images of the textbook were put into the questionnaire (see Appendix). The questionnaire was developed by the researchers for the purpose of the study. The questions were closed format on a Likert scale.



## Procedure

To better understand the book and determine how *Got It 1* presents the world, the images were categorized on several indices (i.e., the number of male and female individuals' socioeconomic status and the depicted age groups). To analyze the representations of equal and unequal power relations among countries in the textbook, Kachru's (1990) model of concentric circles was used. Kachru uses a three concentric circle metaphor based on the spread and purpose of English use: (1) The inner-circle countries are those whose first and official language is English. (2) The outer circle is related to countries whose first language is not English; however, English is utilized as an official language. And, (3) the expanding circle refers to countries in which English is not used as a lingua franca (Fitzgibbon, 2014).

Besides, in the quantitative phase of the study, the questionnaire was given to 30 preintermediate L2 learners to assess their awareness towards power relations and ideological values in their textbooks. Having filled the questionnaire, the data were inserted into SPSS, and the frequencies for each question were calculated.

## Results

To answer the first research question, the images in *Got It 1* were classified into inner-circle outer-circle, and expanding-circle countries, the model previously explained (see Table 2):

**Table 2**

*Countries Represented in Got It 1 According to Kachru's (1990) Model*

Inner Circle	Outer Circle	Expanding Circle	Total
U.S. (56), U.K. (9), Australia (4), Canada (2), New Zealand (1)	India	Japan (6), Korea (3), Brazil (5), France (5), Egypt (2), Mexico (3), China (2), Nepal (1), Spain (1), Iceland (1), Sweden (1)	17
72 images of 5 countries	1 image of 1 country	30 images of 11 countries	103
69.90%	0.97%	29.12%	100%

Only one country of the outer circle is represented. As for the inner-circle countries, five different countries are mentioned 72 times. Finally, the expanding circle countries' image include 56 images of the U.S.A. and 30 images of 11 different countries. Another aspect of analysis was socioeconomic, measuring individuals' work, economic and relative social position, educational and occupational status (see Table 3).

**Table 3***Socioeconomic Groups Represented in Got It 1*

Socioeconomic Group	Frequency	Percentage (%)
1. Higher Class	45	44.11
2. Middle Class	40	39.21
3. Working Class	17	16.66
Total	102	100

The majority of the represented people in the book were from the higher class. This group is shown in the images of actors, actresses, singers, and musicians, mostly in Hollywood. Of the total of 102 identifiable images, 45 images (44.11%) were of the higher class.

Table 3 presents the frequency for each age group, starting with the youngest and ending with the oldest:

**Table 4***Ages of People Represented in Got It 1*

Age Group	Frequency	Percentage (%)
1. Babies	4	1.32
2. Young Children	36	11.38
3. Teenagers	94	31.02
4. Youths (20s-30s)	48	15.84
5. Middle-ages (40s-50s)	37	12.21
6. Olds (60s-70s)	17	5.61
7. Unclear	70	23.10
Total	306	100

Table 5 shows that men dominated the pages of *Got It 1* (48.18%). Women were depicted in 43.23% of images and the remaining (8.58%) is unidentifiable:

**Table 5***Gender Represented in Got It 1*

Gender	Frequency	Percentage %
Male	146	48.18
Female	131	43.23
Unknown	26	8.58
Total	303	100

To analyze the textbook from a CDA point of view, subject positions, more or less, are close to social relations. The subject positions were classified into three groups as occupational, societal, and commercial issues (see Table 6):



**Table 6***Frequency of Subject Positions*

Subject Positions	Frequency	Percentage %
1. Societal	37	66.07
2. Commercial	14	25
3. Occupational	5	8.92
Total	56	100

As seen in Table 6, the societal aspect, with 66.07% of occurrence, dominates the textbook's positions. The analyses indicated that the topics of most characters' talk were their own daily life, a friendly chat with friends, an exciting story, and positions like these.

Table 7 presents the number and percentage of the topics brought up or discussed in *Got It 1*:

**Table 7***Frequency of Topics*

Contents	Frequency	Percentage %
1. Entertainments (Music, Movies)	39	21.42
2. (Inter)personal	29	15.93
3. Travel and Vacation	29	15.93
4. Culture, Customs, and Festivals	20	10.98
5. Food and Health	17	9.34
6. Education	15	8.24
7. Geography	11	6.04
8. Weather	9	4.94
9. History	7	3.84
10. Sport	6	3.29
Total	182	100

Category 1, with 21.42% of occurrence, respectively, makes up the most frequently occurring content in this textbook. It shows that most characters tended to talk about singers, music bands, actors, and actresses.

The social relations of the participants in interactions could either be equal or unequal. Table 8 below presents a summary of social relations:

**Table 8***Frequency of Social Relations*

Relations	Frequency	Percentage %
Equal Social Relations	33	58.92
Unequal Social Relations	23	41.07
Total	56	100

In the textbook, friends with 58.92% occurrence is the most frequently occurring relation, which shows that the textbook writers tended to put the characters in equal social roles. Furthermore, the images of textbook were analyzed based on CIA. As put by Kress and van Leeuawn's (2006) theory, this function is used to analyze contents in the images.

Table 9 presents the number and percentage of the contents in the images of the three groups of countries in *Got It 1*:

**Table 9**  
*Representational Function in the Images of the Three Groups*

Contents	Percentage %		
	Inner	Expanding	Outer
1. Entertainments (Music, Movies)	50	6.66	0
2. Culture, Customs, and Festivals	15.27	26.66	100
3. Traveling and Vacation	9.72	30	0
4. Politics	9.72	10	0
5. Health and food	5.55	6.66	0
6. Geography	5.55	10	0
7. Weather	4.16	10	0
Total	72	30	1

Most of the book's images present Western singers, bands, actors, and actresses of Hollywood, in particular, with 50% of occurrence. However, in the expanding circle countries, the third category with 30% occurrence is the most occurring content in the images. In order to analyze social relations between the elements in an image and a reader, the interactional function with its two aspects was used.

Table 10 presents the number of each element in the images of the three groups of countries:

**Table 10**  
*Interactional Function in the Images of the Three Groups*

	Interactional Function (%)			
	Contact		Distance	
	Offer	Demand	Intimate	Impersonal
Inner Circle	81.03	18.96	40.42	59.57
Outer Circle	100	0	0	100
Expanding Circle	72.72	27.27	35.29	64.70

As Table 10 illustrates, in all the three categories, offer and impersonal aspects were dominant. In Kress and van Leeuawn's (2006) theory, compositional function analyzes subject positions in images. This function has three aspects.

Table 11 shows the number of occurrences of each element:

**Table 11**  
*Compositional Function in the Images of the Three Groups*

	Compositional Function (%)								
	Information Value					Saliency		Framing	
	Top	Center	Bottom	Left	Right	Maximum	Minimum	Connected	Disconnected
Inner Circle	62.5	20.83	16.66	34.28	65.71	59.72	40.24	76.38	23.62
Outer Circle	0	0	100	100	0	0	100	100	0
Expanding Circle	63.33	16.66	20	26.31	89.47	36.66	63.33	30	60

As inferred from Table 11, most images were located on the top regardless of the three categories of the countries. Therefore, the information value was found in the positions of the top ideal, not the bottom. Besides, in both groups of countries, the images were located on the right side. This is the position of the new. In addition to the information value, the images of the inner-circle countries show maximum saliency, with 59.79% of occurrence that attracts the reader's attention more, whereas it is minimum saliency for the images of the expanding-circle countries. The last element illustrated Table 10 is framing. Connected images with 76.38% of occurrence were the most frequently occurring frames in the inner-circle countries' images. However, in the expanding circle countries, most of the framings were disconnected, meaning that the elements in the images were isolated.

Finally, to answer the second research question, the learners' answers to the Likert-scale regarding their awareness of the imported textbook's ideologies were analyzed. The frequencies of the answers to the item # 1 on the questionnaire (i.e., What is the most frequent topic discussed in *Got It 1*?) are presented in Table 12:

**Table 12**  
*Frequencies and Percentages of Most Frequent Topics Discussed in Got It 1*

	Sports	School and Education	Weather	History	Geography	Music & Movies (Singers, Actors, and Festivals)	Culture, Customs, & Festivals	Food & Health	Personal & Interpersonal Subjects	Travel & Vacation	Other Topics
Frequency	0	3	2	0	2	3	5	0	7	8	0
Percentage	0%	10%	6.66%	0%	6.66%	10%	16.66	0%	23.33%	26.66%	0%

The most frequent topic in *Got It 1* as perceived by the learners was travel and vacation ( $f = 8$ ), followed by personal and interpersonal subjects ( $f = 7$ ).

As to the second research question (i.e., What is the most frequent content presented in the images of *Got It 1*?), the following frequencies and percentages were obtained (see Table 13):

**Table 13**

*Frequencies and Percentages of Most Frequent Content Presented in the Images of Got It 1*

	Travel & Vacation	Politics	Geography	Food	Health & Food	Movies	Music & Movies	Weather	Festivals	Customs, & Culture, & Festivals	Other Content
Frequency	12	0	5	0	6	2	5	0			
Percentage	40%	0%	16.66%	0%	20%	6.66%	16.66%	0%			

The most frequent content presented in the images of *Got It 1* was travel and vacation ( $f = 12$ ) to the learners. The third questionnaire item asked what the most frequent countries presented in *Got It 1* were: 21 learners (70%) chose English-speaking countries, 6 learners (20%) selected countries with English as their second language, and 3 respondents (10%) believed that countries with English as their foreign language were the most frequent countries presented in *Got It 1* textbook.

For gender, 9 learners (30%) held that males were represented as the dominant gender in *Got It 1*, 4 learners (13.33%) thought females were the dominant gender in the book, and 17 learners (56.66%) believed that the distribution of males and females was equal in the book *Got It 1*. Concerning item # 5 on the questionnaire, the obtained responses are organized in Table 14:

**Table 14**

*Importance of What, How, Why, and Who in Got It 1*

How important is it to think about ...	Very Important	Important	Not Very Important	Not Important	Mean
5a What is being said?	13	12	3	2	3.20
5b How something is said?	4	11	9	6	2.43
5c Why something is said?	7	8	5	10	2.40
5d Who the writer/speaker is?	10	12	6	2	3.00

As seen in Table 14, 5a and 5b had mean scores above 2.50, which means that the learners believed it was (very) important to think about what is being said ( $M = 3.20$ ) and about who the writer/speaker is ( $M = 3.00$ ). However, they did not suppose it was necessary to think about how something is said ( $M = 2.43$ ) or why something is said ( $M = 2.40$ ) when learning English.

Table 15 shows how often the learners thought about what, how, and why they learn:

**Table 15***Frequency of Thinking About What, How, Why, and Who While Learning*

	<i>How often do you think about ...</i>	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>	<i>Mean</i>
6a	What is being said?	15	9	4	2	3.23
6b	How something is said?	5	12	9	4	2.60
6c	Why something is said?	5	9	11	5	2.46
6d	Who the writer/speaker is?	13	9	6	2	3.10

For item # 6 on the questionnaire, the learners showed how often they thought about what ( $M = 3.23$ ), how ( $M = 2.60$ ), why ( $M = 2.46$ ), and who ( $M = 2.10$ ) of something when they learned English. As it could be observed, they more often than not thought about what was being said, how something was being said, and who the speaker/writer was, but they did not usually think about why something was said. Finally, 5 learners (16.66%) believed the topics and issues covered in the learners' questionnaire were very important, 10 respondents (33.33%) maintained that these issues were important, 3 learners (10%) considered the issues not important, and 12 participants (30%) thought those topics were not very important.

### Discussion and Conclusion

The results of this study indicate that most images in *Got It 1* belong to the inner-circle countries, particularly the U.S. Most of these images present the high socioeconomic groups of the people in these countries—who are the superstars in Hollywood—and the ordinary people shown in the textbook are Western, attractive, and talented male teenagers. These findings are in line with Tajeddin and Teimournezhad (2015) who found intentionally textbooks mostly focus on the L2 culture. Such representation is in contradiction with the distribution of the people in the real world. Higher class people, especially actors and singers, are minorities in each society, whereas most people are related to the middle and working classes.

The discourse analysis in terms of subject positions and social relations did not show any problematic results. In other words, as seen in Tables 6 and 8, most characters were placed in an equal, friendly position, and they had a friendly chat mostly about themselves, their personal interests, and their entertainments. However, in terms of the second aspect in Fairclough's (2001, 2003) theory, the data presented in Table 7 show that the textbook's dominant topic was entertainment, particularly movies, music, actors, and singers, illustrating that there was a heavy emphasis on the powerful elements of Western countries—those elements that are considered soft power (Nye, 2004). Parallel with the findings mentioned above, the most frequent topics in the inner-circle countries' images were movies and music.

The results, further, indicate that most images in all the three groups of countries were offer and impersonal. These findings are problematic in some ways: Initially, according to Kress and van Leeuwen (2006), demand plays an indispensable role in the educational strategy because

in demand images, there is eye contact, but in offer images, viewers are not addressed directly and they are not invited into an imaginary relationship. As Lewis (2005) highlighted, “with an offer image we are invited to scrutinize whatever is represented as a dispassionate observer without being drawn into a quasi-personal relation” (p. 156).

Furthermore, when there is a long shot, the relation between the elements in an image and the viewer is impersonal; consequently, there is not a point of solidarity between them. However, because most images in *Got It 1* were related to the inner-circle countries—notably the U.S.—these findings illustrate the high power of the inner-circle countries. As Kress and van Leeuwn (2006) explain, they make the visual statement, “I am this way, regardless of whom or where or when you are” (p. 137).

As for the authors' knowledge and beliefs, the social content showed a life in *Got It 1* that characterizes men from the inner-circle countries as teenagers, middle class, slim, attractive, well-dressed, healthy, wealthy, and happy. Men with such characteristics were frequent in the textbook. In sum, many types of people were excluded from *Got It 1*, including the disabled, the sick, the infirm, as well as laborers and women.

The discourse analysis in the current study presents that *Got It 1* contains topics that lack relevance to some other cultures. It has negative associations and an orientation that is not compatible with some societies (e.g., Iran). Therefore, the values in these societies are not in line with the values presented in the textbook. In other words, it promotes discourses in which people of other nations had been “othered” (Fitzgibbon, 2014, p. 163). Therefore, otherization was the main theme that emerged from the findings. The research findings show that *Got It 1* includes the ideology of the U.S. centrism. As Phillipson (2011) probes, “[...] dominant global norms, disguised by English, serve students or subordinate them to the American empire project” (p. 460). The participants in this study were not aware of the ideology hidden in the textbook. In other words, L2 students lack the critical skill that may be due to lack of knowledge in L2 teachers or not transferring the critical skills to L2 learners in their classrooms.

Moreover, the analysis indicated that the most frequent locations of images were on the top right. This location is not problematic because, except for one image of the outer-circle countries (i.e., on the bottom left), all the images of the two other groups of countries were equally located in the same positions. However, what is worth considering in Table 11 are the second and third aspects of the expressive value: The images of inner-circle countries show maximum salience. In other words, they attract the readers' attention more, whereas it is minimum salience for the images of the expanding- and outer-circle countries. According to Kress and van Leeuwn's (2006) theory, it is a fact that the more salience, the more power is presented. So, maximum salience puts the inner-circles countries in a high status and highlight their power over other countries.

Table 11 presents the same results as salience. Differently put, the connected framing was the most frequent frame occurring in the image of the inner-circle countries, whereas, in the

images of the expanding circle countries, it was disconnected framing. Disconnected framing indicates that the people in the shot are isolated and have separate identities, whereas, in a connected frame, people are united and share a common identity. Finally, concerning the final aim, which was analyzing the L2 learners' awareness, we can say that based on the findings on the 4 first items on the questionnaire, the L2 learners were not aware of the ideology embedded in the textbook and also, according to other items on the questionnaire, they did not often think critically, although they believed that critical thinking is essential.

The current study aimed to analyze the ideological and power relations in *Got It 1* textbook. The results of CDA and CIA of the demographic data from *Got It 1* indicate that through the textbook, the U.S. hegemonic power and ideology are spread around the world. The findings indicate the U.S. has a high power position due to the frequent use of images that promote its lifestyle and the many attributions of its positive power.

The findings of the present study indicate that texts carry ideologies, and that course designers should consider this issue and act responsibly in presenting discourses compatible with other cultures. They also help L2 teachers have a deep understanding of their context's social, cultural, and political statuses. Furthermore, it is essential for L2 learners to acquire critical language awareness to understand the ideologies embedded in textbooks.

This most critical limitation of the current study was that it was exclusively restricted to investigating one book from the 8 series of *Got It 1*. That is to say, the above interpretations and conclusions are limited because the results from a small corpus might not entirely reflect all aspects of meanings in all series. Therefore, caution about generalizing the findings should be taken into account.

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## Appendix

### Questionnaire on Learner's Awareness of Ideologies and Power Relations in *Got It 1*

#### Confidential information:

Sex:            male     female   
Age:            \_\_\_\_\_

**Directions:** *Please complete the survey based on the given information.*

#### 1. What is the most frequent topic discussed in *Got It 1*? (Please choose 1 item.)

- Sports
- School and education
- Weather
- History
- Geography
- Music and movies (singers, actors, and ...)
- Culture, customs, and festivals
- Food and health
- Personal or interpersonal subjects
- Travel and vacation
- Other topics, ...

**2. What is the most frequent content presented in the images of *Got It 1*? (Please choose 1 item.)**

- Travel and vacation
- Politics
- Geography
- Health and food
- Music and movies (singers, actors, and ...)
- Weather
- Culture, customs, and festivals
- Other content, ...

**3. What are the most frequent countries presented in *Got It 1*? (Please choose 1 item.)**

- English-speaking countries
- Countries with English as their second language
- Countries with English as their foreign language

**4. What gender is dominant in *Got It 1*? (Please choose 1 item.)**

- Male
- Female
- Equal

**5. How important is it to think about ..... when learning English?**

	<i>Very Important</i>	<i>Important</i>	<i>Not Very Important</i>	<i>Not Important</i>
a. What is being said				
b. How something is said				
c. Why something is said				
d. Who the writer or the speaker is				

**6. How often do you think about ..... when learning English?**

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>
a. What is being said				
b. How something is said				
c. Why something is said				
d. Who the writer or the speaker is				

**7. Do you think the questions in the questionnaire are important when learning a new language?**

- Very important
- Important
- Not important
- Not very important