

On ELT Textbook Writers: A worldwide review of this role

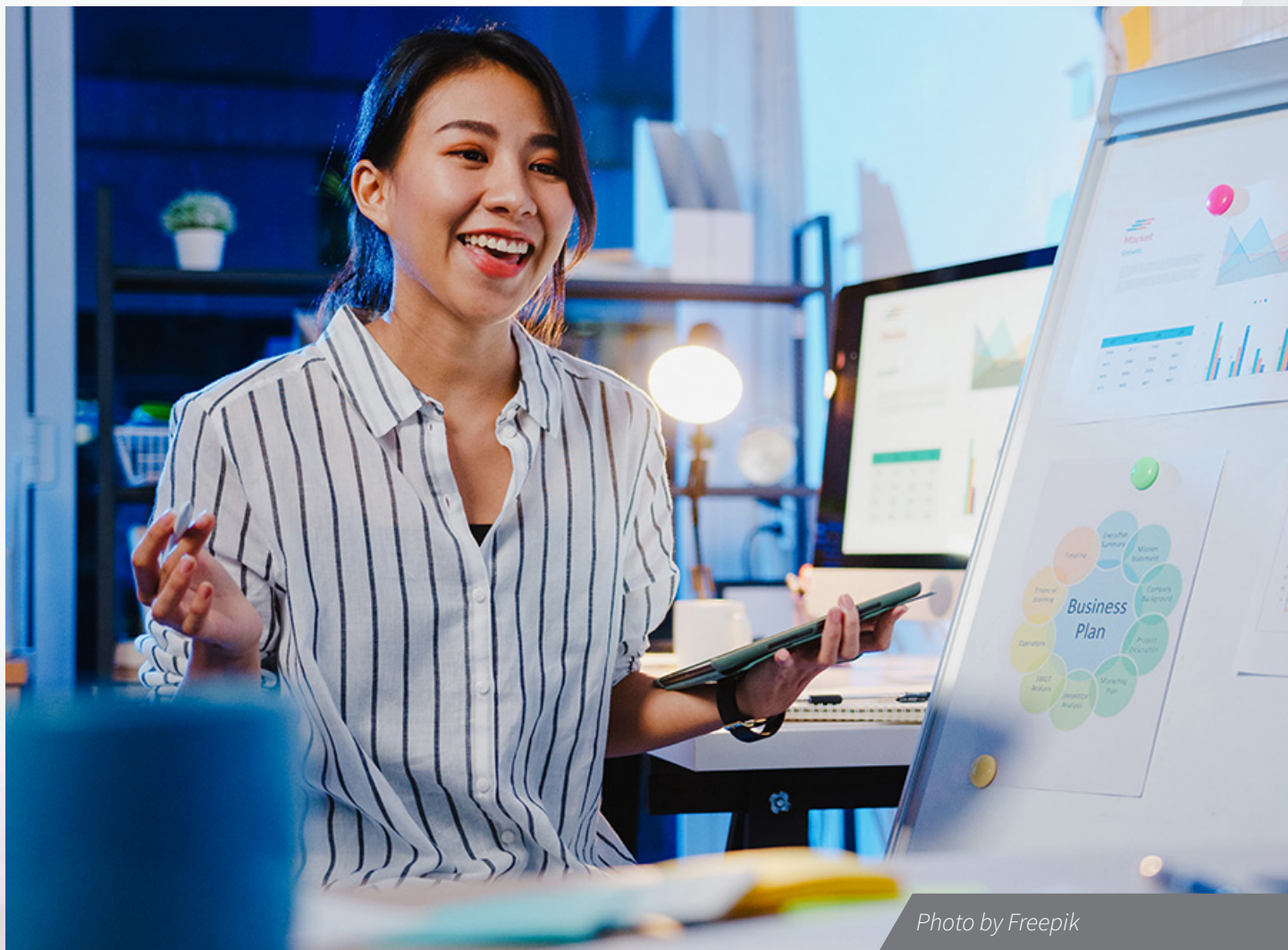


Photo by Freepik

ABSTRACT

The following review article analyses the main developments regarding the research topic of ELT (English Language Teaching) - textbook writers worldwide: his role in the arena of ELT material production. In the article the book writer is considered as a subject to work on his accounts as a writer, his points of view, and the struggles that arise with the publishing industry, the recognition, his rights, and fees regarding textbook creation. This interest is rooted in my own experience as an English teacher who has designed materials for teaching English as a workplace demand. Employing research profiling and database search, in sixty articles published worldwide (Japan, India, Pakistan, the USA, UK, among others), three main trends related to the issue of ELT textbook writer were found. The first one shows that there is a top-down hegemonic practice in the production of material in which it is subject to the writer. The second one shows international publishing companies' preferences for expert ELT textbook writers as a model over novice writers. And the third one that shows that the educational publishing industry replicates the model of one culture-one language, ignoring ELT textbook writers' critical cultural views. Out of the analysis it can be concluded that this issue of ELT textbook writing has not been widely problematized within the field of ELT.

KEYWORDS

ELT textbook writers, English Language textbooks, Hegemonic practice, ELT material production.

ESCRITORES DE LIBROS DE TEXTO EN INGLÉS: UNA REVISIÓN BIBLIOGRÁFICA

RESUMEN

En el siguiente artículo de revisión muestro un análisis de los principales desarrollos relacionados con el tema de investigación de ELT (Enseñanza del Idioma Inglés) - escritores de libros de texto en el mundo: el papel en el ámbito de la producción de materiales de ELT en el que establecí al autor como un sujeto para trabajar en sus relatos como escritor, sus puntos de vista, y los conflictos con la industria, del reconocimiento, los derechos de autor, y remuneraciones en el ámbito de la creación de libros de

texto de inglés. Este interés yace en mi experiencia como profesor de inglés y en el que he diseñado materiales para la enseñanza del inglés en mi lugar de trabajo. En el presente artículo empleé una búsqueda en bases de datos por medio de la minería de datos, en la que se encontraron sesenta artículos publicados en todo el mundo en lugares como Japón, India, Pakistán, Estados Unidos, Reino Unido, entre otros.

El análisis evidenció tres tendencias recurrentes: la primera, una práctica hegemónica en la producción de material que está sujeto quien escribe textos. La segunda muestra la preferencia de las editoriales internacionales por los escritores expertos en libros de texto de ELT como modelo sobre los escritores novatos. La tercera revela que las industrias editoriales educativas replican el modelo de una cultura-un idioma, ignorando la visión cultural crítica del escritor de libros de texto de ELT. Se concluye de este análisis que los escritores de libros de texto de ELT es un área de investigación que no ha sido ampliamente problematizada dentro del campo de ELT.

PALABRAS CLAVE

Escritores de libros de texto ELT, libros de texto en inglés, práctica hegemónica, producción de material en ELT.

AUTEURS DES MANUELS POUR L'ENSEIGNEMENT DE L'ANGLAIS: UNE RÉVISION BIBLIOGRAPHIQUE

RÉSUMÉ

Dans l'article suivant je montre une analyse des développements principaux par rapport au sujet de recherche de l'enseignement de l'anglais (ELT) et les auteurs des manuels dans le monde: le rôle dans le domaine de la production des matériels de ELT, où l'auteur devient un sujet de recherche avec ses récits, ses points de vue et ses conflits avec l'industrie, la reconnaissance, les droits d'auteur et les rémunérations dans le domaine de la création des manuels pour l'enseignement de l'anglais. Cet intérêt relève de mon expérience en tant qu'enseignant d'anglais, au cours de laquelle j'ai créé des matériels pour l'enseignement de l'anglais dans mon lieu de travail. La recherche dans des bases de données a permis de trouver soixante articles publiés dans le monde entier y compris le Japon, l'Inde, le Pakistan, les États-Unis, le Royaume Uni, entre autres. L'analyse a mis en évidence trois tendances fréquentes: la première, une pratique hégémonique dans

¹ Docente de la Facultad de Educación de la Universidad Libre, Colombia. Estudiante del Doctorado Interinstitucional en Educación, Universidad Distrital Francisco José de Caldas; Magíster en Educación con énfasis en Didáctica del Inglés, Universidad Externado de Colombia. Correo: jsmendezl@correo.udistrital.edu.co ORCID: <https://orcid.org/0000-0002-4036-9932> Fecha de recibo: 19/02/2022 Fecha de aceptación: 07/04/2022

la production du matériel, à laquelle les auteurs des textes sont soumis. La deuxième montre la préférence des maisons d'édition internationales pour les auteurs experts sur les auteurs débutants. La troisième montre que les industries éditoriales éducatives reproduisent le modèle d'une culture- une langue, tout en ignorant la vision culturelle critique de l'auteur des manuels de ELT. De cette analyse on conclut que la recherche autour des auteurs des manuels pour l'ELT n'a pas été assez problématisée dans le domaine de l'ELT.

MOTS CLÉ

Auteurs des manuels d'ELT, manuels pour l'enseignement de l'anglais, pratique hégémonique, production du matériel en ELT.

INTRODUCTION

The process of becoming an “author” in the arena of ELT materials is lifelong learning that contradicts the mainstream assumption that any English Language Teacher can be a textbook writer by his/her mere teaching preparation. The purpose of tracing out ELT textbook writers' topics stems from the fact that little attention has been paid to examining who is the ELT (English Language Teaching) textbook writer as a subject involved in the teaching of the English industry. This paper is useful to understand what this role implies as well as provide an overview of the research developments concerning this topic in worldwide chronological and geographical views.

In the first part of the article, readers will find a chronological and geographical exploration of what has been said about the ELT textbook writer to locate the knowledge produced by the mainstream assumption that any English language teacher can be a textbook writer in this role “textbook writing” is a process that requires and takes preparation, commitment and time-consuming. In the second part, an in-depth review brings me to notice three trends. First, there is a top-down hegemonic practice in the ELT textbook production that subjects to the writer.

Second, I will step on reviewing main academic works in the sense of evidence of how international publishing houses prefer expert ELT textbook writers as a model over novice writers. And finally, I will unveil how the educational publishing industries replicate the model of one culture-one language and the invisibility of ELT textbook writers' critical cultural views. In the end, I will draw concluding remarks.

PROFILING ELT TEXTBOOK WRITERS IN TIME AND SPACE

In the body of this main article, the term ‘profiling’ is being used as proposed by Castañeda-Peña (2012), which was used to facilitate the identification of the three main research trends by examining databases and implies answering questions related to what is being researched in a specific field. The procedure followed to identify the information was chosen by the title, year of publication, place where it was written, abstract, and conclusions from databases like ScienceDirect, Scopus, Scival, ELSEVIER, and Academia. Using profiling helped me to discover tendencies and relations as I could analyze almost sixty research articles written worldwide. Once I could have the information, I correlated three variables that emerge in the articles. The first one was the year in which the ELT textbook design started calling the scholars attention. The second one was the number of articles written about the ELT Textbook writer worldwide. And the third one was the number of information written by the countries which have had the must-be discourses and the countries which have proposed discourses against those imposed discourses worldwide. As far as I had that information, I set the information in a chronological map which helped me to establish three categories of the ELT textbook writer worldwide.

The trace regarding ELT textbook writer attempt to identify all studies published in academic journals worldwide. Although there were articles written on the subject matter from 1960, a preliminary analysis allowed me to select the period between 1988 and 2021 as the most significant due to the number of scholars who showed their interest in the textbook writers and material designed, based on the statistic provided by the information display by close related words to ELT textbook writer, words like; ELT author, ELT authorship, text developer, material designer help me to spam the number of information and to draw the panorama through those years and to place the ELT writer into the terraqueous globe. For example, from the years 1988 to 2003, the intellectual work concerning the ELT writer appears to be absent from the interest of the scholars with just one article by Lamanna (1988) in which the author problematized how the writers produced a textbook. From 2003 the interest in the ELT writer started to rise between 2 and 9 articles available in 2009. The time between 2010 to 2021 the interest in ELT textbook writers increased sixfold, being the year 2014 with more articles publications in the area. I would like to draw your attention to the fact that, in comparison to 1988, a critical movement swarmed through some articles Timmis, (2014), Harwood, (2014).

other countries whose mother language is not English and the production of the ELT textbooks has been carried out in Anglo and European countries as the publishing industries domain the market worldwide.

ELT TEXTBOOK WRITERS: A PROFESSIONAL ACTIVITY

Despite the body of research done concerning ELT materials, including textbooks, little is known about the ELT textbook writer, and the literature about their struggles when designing material is scarce. In this paper, the textbook writer stands for the subject who writes a textbook or coursebook is a professional activity, someone who also designs and adapts material such as short sorties, picture dictionaries, chants, worksheets, lessons, units, modules, student's books, workbooks, audio cassettes, CD ROMs, CDs, videos, games, and so forth for educational publishing houses. The term "writer" seems straightforward to denote the creator and the owner of a piece of work or be part of the design and creation of a textbook as this paper calls attention to.

The writers' work is mainly intellectual and in the other sense with an economic property; the author or ELT textbook writer receives credit and acclaim, as well as responsibility for the product once is released to the market. The idea that an author or ELT textbook writer is drawn to the origin of the text persists despite the strong influence of late-twentieth-century literary theory seeking to remove the writer from his position as the creator of the text (Zhan, 2018). In this sense, the textbook writers who contribute to big industries built the sense of these industries whose objectives are centered on teaching language through the use of materials and in the same thought exemplify methods and approaches worldwide, the same method used in a country is the same user in another as they same book is implemented by ELT teachers. ELT writers contribute to the construction of imagined communities available to the learners and teachers, thus potentially limiting their visions as to what may constitute an English-speaking world in their minds and they offer teachers the possibility to adapt the material given using workbooks or extra sources to students.

English as a foreign language in countries in which English is mandatory to be learned and taught by government policies in which neoliberalism has shaped the ELT writers' job, the ELT teachers and students are immersed

in the world of materials, in which the big publishing houses and the ELT textbooks writers have constructed English as a branded commodity along lines that are entirely congruent with the values and practices of the new capitalism as they sell a world which is completely different from the reality. In addition, the ELT textbook writers reveal the identification of new capitalist values in textbook representations of a better life, better jobs, professions, and occupations, or even a better status in the society (Hurst, 2014; Modifi, 2019). Scholars work in this research area address mainly the authors can provide predetermine input rather than facilitate, language acquisition and development because the ELT textbooks are Anglo-centric or Euro-centric in the topics and themes presented so it reflects the authors' assumptions about the best ways to learn, the author role does not have an important role or is not relevant into each discussion (Asghar, 2014; Banegas, 2013; Sewall, 2015; Timmis, 2014).

The panorama mentioned above serves as a framework to explore more in-depth about who is the author who designs material in Colombia, and their struggles or strengths in the field of teaching and learning English, as Soto & Méndez (2020) presented textbook contents with high levels of alienation burden, as well as superficial cultural components. Furthermore, instrumentation to the submissive person – teachers and students - who favors the dominant culture of English and does not offer possibilities to embrace interculturality in ELF teaching contexts. It is stated under that thought, the author or writers of textbooks imposes too much authority over lessons, and contents, and constrains teachers in terms of syllabus selection, teaching methodologies, and other pedagogical decision-making in turn marginalizing teachers (Austin, 2010; Ulum et al., 2019; Bonilla, 2008).

Scholars operating in the United States, Australia, New Zealand, and the United Kingdom lead the international research community who creates the materials (Canagarajah, 2005; Lee, 2011; Gray, 2012). ELT writers not only produce knowledge on the matter of teaching, but also produce textbooks, materials, tests, and training courses that are consumed by countries that are off the center. In other words, some educational institutions have taken for granted that commercial ELT textbooks supply what is needed to help a language learner to become bilingual. Though, these English language textbooks, which are not created for a specific context, may produce a negative effect on students' motivation since they usually provide content that tends to generalize students' needs and does not fulfill both learners' and teachers' expectations (Encinas et al., 2019; Faudree, 2005; You, 2015).

I want to call attention to the tendency to normalize the ELT textbook writer as someone who creates material but most of the time is not as recognized as the publishing houses, it is not common for students or teachers to recognize a well-known ELT Textbook writer but they can identify the names of worldwide known publishing house industries, writers as “agents of publishers” whose principal task is to produce materials which meet the criteria the publisher will have set out for the intended market (Lake & Zitcer, 2012).

The ELT Textbook writer and editors might struggle with the ideas they plan to include in English textbooks as some ideas could have found their way into a book but to which there might have been opposition from other members of a team. The lack of flexibility from the ones who designed materials, because they cannot adapt or personalize the books as they consider them should be. Most of the ideas they have in mind could be completely different from what the market considers is appropriate to publish to face the challenges during the process like Bonding, syllabus interpretation, learner level, deadlines, renegotiating royalty agreements, work-family commitments, and copyright laws (Kiai, 2015).

THERE IS A TOP-DOWN HEGEMONIC PRACTICE IN THE PRODUCTION OF ELT TEXTBOOKS THAT SUBJECTS TO THE WRITER.

In this particular work, I extend the discussion of this first trend by embracing some ideas from the hegemonic practices in the production of ELT textbooks thought (Gray, 2010a; HU & Mckay, 2014; Lamanna, 1988; Stoddart, 2007) concerning the subjectivity of the ELT textbook writer while contesting some imperialism practices identified before, during, and after the publication process. Besides, the limited freedom of writers to create according to their criteria, the subjection practices in accordance to contracts as they have to follow all the guidelines given to receive the money offer for the job, and review processes that publish the textbook to please the publishing house.

It is necessary to understand that there are a complete group of people who work on materials, but they are aware of the neoliberal demands of the economic growth worldwide to gain international recognition as it is believed that foreign educational institutions which are the experts or “knowers,” which provide scientific knowledge in the field of ELT education. For instance, Portugal (Russell, 2010), the USA (Devito, 2013), and the UK (Harwood, 2014) express the global textbooks published in the West and marketed worldwide, such as well-known series structure

up to 90 percent of what goes on in worldwide classrooms in which they must follow three different levels: Content, consumption, and production. it is hardly known that an institution can does not use textbooks, and even the main priorities of teachers or administrators when choosing a coursebook is not thinking of teaching ideologies that impact the identities of language users, but when ELT textbooks are defined as “authentic texts” we somehow know it requires a process in which native speakers or native ELT textbook writers took part on it.

In this process, the ELT writer is accompanied by another actor in the process of textbook production “the publisher”, they are the ones who have only an estimate of the manuscript and the probabilities of its sale, they know of the textbook is profitable or not based on calculations of the price they should pay the writer for writing the material. Authors and writers have brought the opportunity to transmit notions, misleading students’ understanding of the texts about the false or inaccurate perceptions of the world. Furthermore, the publisher prefers to own all rights in the printed form of the manuscript as they hired the ELT textbook writers, and where the ELT textbook writer is willing to allow this arrangement, a lump sum, agreed upon between the parties, is paid to the writer, and his rights to the manuscript and to the books made from it from that time on ceasing, except of course the right to have his name placed upon the title page (Daghigh & Rahim, 2020). And in this whole process, in case the textbook is profitable the publishing house will increase their earnings, but the writer does not receive further compensation for the work done (Atkinson, 2020a).

The writers before starting to create material must follow certain parameters, they classify materials development according to their sources and functions as follows. 1. Pedagogically, Modified, (authenticated) or authentic (sources and/or tasks) 2. a) Informative b) instructional c) Experiential d) Eliciting and e) Exploratory. The textbooks must follow a framework which is given by the industries: 1: Identification of a need or problem: 2: Exploration of the need or problem 3: Contextual Realization 4: Pedagogical realization 5. Production of materials (Jolly & Bolitho, 1988, 2011). In all the processes when the ELT textbook writer is creating the material, the circle culture is extensively dominant as it must be encompassed in the globally written ones whose components contain social norms, traditions, beliefs, and social values both implicitly and explicitly. They in an intentionally or unintentionally manner not only censored the information to block autonomous learning but also attempted to pervert the themes of various texts to meet the censorship guidelines set by the textbook board from the publishing

houses in than sense textbook writers were the biased and misleading representation of the multilingual and multicultural reality of the contemporary world. The controlling power of involved groups in developing a textbook puts the ELT textbook writer in an uncomfortable position in which they must accept the job in those terms or just quit the work done, as in some cases, the industry just finds another writer to complete the work (Atkinson, 2020b). in the same though, ELT textbook writers not only mediate subject knowledge but also reproduce ideologies, they promote Anglo-American pedagogical practices and teaching methodologies in some respects with the views and wishes of other stakeholders.

Another aspect to consider, the ELT textbook writer who does not want to follow the framework imposed by the industry will have a hard path to publishing as the big names publishing companies have absorbed lots of independent textbook companies worldwide. Some educational publishing houses have disappeared because of these mergers and acquisitions. They have become brand names inside large companies. These familiar names include Macmillan, Merrill, and Glencoe (imprints of Mc Graw-Hill); Prentice-Hall, Silver Burdett, Ginn, Addison Wesley, Long man, and Scott Foresman (imprints of Pearson); Holt, Rinehart, and Winston (an

imprint of Harcourt); and D.C. Heath and McDougal Littell (imprints of Houghton Mifflin (Sewall, 2005, pp. 499). The ELT textbook writer is in constant lack economic power allowing hierarchies of social and political power as they cannot consent to the network of power within the capitalist markets. The power and authority presented by the writers in the textbooks are seen as a critical site for the exercises of power because they can transmit ideas through the language teaching, it is also considered legitimate knowledge, it allows the learner the idea of what might be accomplished during one course, dominate what students learn, and are always presented in the institution's curriculums (Brown, 2014; Swanson, 2014; Wachholz & Mullaly, 2001).

The ELT writer thus is forced to the deliberate destruction of other cultures and the destruction of knowledge has permeated the way our local knowledge is displayed, the ELT textbook writer has been part of the destruction of the local knowledge and also cultures as “the incompleteness of knowledge” as a form of dominations, oppression, and supremacy of other culture. Not only it has erased the memories from the periphery cultures but also the manner of teachers and students perceive the circle culture as superior. The subject position of the ELT textbook writer who designs materials placed as an occupation



in the classroom which is not necessary through foreign occupation but an occupation which has been presented into the material, the way how the images, methods, foreign agencies, natives have displaced the local ELT teachers knowledge and experiences and have placed the teacher as a subaltern in which cannot have active participation in the students learning processes if they do not follow the methods, and procedures post by the publishing industries into the ELT textbook (Ulum et al., 2019). It seems to be those textbook writers are subjected to conditions given by the publishing house textbook writers do not have permission to allocate resistance to include what they consider to be relevant or important in what they design in ELT textbooks.

PUBLISHING HOUSES PREFERENCE EXPERT ELT TEXTBOOK WRITERS AS A MODEL OVER NOVICE

The second general trend encompasses studies related to expert and novice ELT textbook writers, there is also a concern related to the desire of becoming bilingual countries worldwide that they included colonial practices in the ELT classrooms when accepting the material which comes from big publishing industries, the fact that the local knowledge and expertise have not been considered in those decisions and have included the implementation of the North view of how English should be taught and learned in each academic context, the content standards as the use of standardized materials, tests, and methods. All in all, it has become the ELT teacher as a consumer of knowledge rather than a producer in most of the globe. Students implicitly accept the power enclosed in the books because they have little knowledge and experience to judge, and they are not challenged to do it in the academic context either they are considered an authority because they are reliable, valid, and written by recognized publishing industries (Vettorel et al. 2001).

At first, sight, although the quality of ESOL textbooks has unquestionably improved over the last few years, there is a large body of research to suggest that they often continue to present learners with an impoverished or one-sided sample of the target language, following the works by Casanave & Vandrick (2003), Gilmore (2011), and Lee (2006) presents an analysis about what they call the "expert" textbook writers is the one who follows the framework to write textbooks and being published but is the editors who set out three explicit goals for themselves and their sponsors (ELT textbook writers): in the first place, they provide a "textual mentor" for beginning scholarly writers, for the ones who want to start as novice writers. It also means sitting down at

a table together. Although the actual writing process happens in the same room, collecting materials is the writer's task. Each one drafts a unit: First each person drafts a unit then each reads the other's unit and criticizes. Second, they provide information to textbook writers who may be researching these literate practices and encourage experienced writers to reflect on their practices, language teaching, and teacher-training experience, use problem-solving skills, apply pedagogical reasoning skills, and engage repertoire. Finally, they must consider aspects like: "Negotiating and interacting;" "Identity construction," and "From the periphery." if the author does not have that into account, the material is not published.

The perspective of administrators, teachers, and students is that ELT textbooks produced by novice and local writers are of poor quality which provokes them to have more confidence in foreign publications from big publishing industries. Furthermore, expert ELT writers are driven not merely by narrow intent but also by a desire to simplify a complex linguistic situation for pedagogical purposes, they indicated that their textbook authorship experiences had involved them in research and planning, drafting and moderation, team-building efforts, informal trialing and, later, opportunities to write different types of teaching and learning materials. In the whole process, they fail to acknowledge the existence of different varieties of English, the belief in the absolute correctness of subjunctive and insist upon traditional forms, which are often quite out of step with current English usage, and fails to demonstrate awareness of linguistic variation in different contexts (Lee, 2006).

Novice and local ELT writers have their books published for them at their own expense, in which case the publisher makes an estimate of the cost of producing and publishing the work and the writers pay the amount involved, in such sums as are agreed upon. In this case, the ELT writer generally retains the copyright and other interests in the book. The literature points to the influence of classroom experience on materials design, teacher expertise can be understood by considering the contexts in which teachers work but where textbooks are published at the novice writers' expense it is almost always because the publishers do not believe in the work done by the novice writers so they consider the textbook would not be profitable as there might not be a market interested in using the material. On the other hand, when the industry knows the textbook comes from a well-recognized writer, it is known as "advance royalty", in this situation everything is paid for by the industry as they consider that textbook is a very good commercial venture (Kiai, 2015).

The expertise involved in experts ELT writers takes into consideration the help from co-writers who most of the time do not know who they are, in some parts these co-writers represent the country for which the book is intended, and the process of negotiation faces the stress and strains to analyze the textbook from different angles, at the end of this process they received drawbacks of the team working. The process mentioned before will be the ideal one if they can follow the same steps for each country they commercialize the textbook. But in the whole process expert, ELT writers must ensure standardization so the textbook which is sent to Asian countries, is the same for Latin American countries, they avoid overlap and try to have a good relationship with the publishers, and writers also devise units accordingly are planned and are sent to the project coordinator for checking and the consultants get them for suggestions as well and the whole group with the coordinator, consultant, ELT textbook writer and all the member involved in the book creation meet to define common agreements for the textbook.

Exploring the publishing industries McKenzie et al. (2009) show that publishing houses also have publishers who look for ELT writers who are experts on the topic they are writing about, have a good writing style, and can meet deadlines, the knowledge and beliefs of some ELT writers influence what it is included in textbooks but no matter how good a book can be if there is not a market for it, there is no reason to write or to take it into account to go throughout the whole publication process. That is the reason, editors are responsible for a specific list of books that cover certain topics or content areas, they take into accounts aspects like the market, audience, target courses, prerequisites, students, course length, trends, The competition, authors, and titles, competition strengths & weakness, and the pedagogy; pedagogical approach implementation, innovations and/or competitive advantages pedagogical elements (Laminack, 2017).

To a certain extent, novice ELT textbook writers who are the writers who do not have enough experience publishing material to editorial houses in the process of publishing textbooks face some challenges as they get tired of following all the procedures set by the industries team, what is more, they became contributors to the work of others at the end of the whole process without receiving the credits for the work done (Otto, 1992). The work for novice writers demands time, internal motivation, effort, feedback, and determination, they deploy the writing processes of reviewing, writing it down, and incubating to maintain the intense concentration and effort to facilitate the production of textbook content, and they draw heavily on his own experience, they might look

through what other people have done, but they rely on his intuition, highlights the professionals' trajectories towards authorship, including research and writing apprenticeship processes are important during the process of publishing. In that sense, they identify characteristics and conditions that shaped each person's authorship trajectory but this identity as the novice is permeated when they become aware of contextual demands, collaboration, networking requirements, and publishing policies as well as their internal motivation to take strategic decisions (Bouckaert, 2018; Encinas et al., 2019).

EDUCATIONAL PUBLISHING INDUSTRIES REPLICATE THE MODEL OF ONE CULTURE-ONE LANGUAGE, IGNORING ELT TEXTBOOK WRITERS' CRITICAL CULTURAL VIEWS.

The last trend unveils standpoints towards the ELT textbook writer's cultural views and the model of one culture-one language. In addition, the relations of power that have shaped history in the political, cultural, economic, and epistemological processes of domination, this colonialism characteristics which come from the Anglocentrism, and Eurocentrism have been perceived in the ELT textbooks production as an excuse to open the doors to what globalization brings (Casper et al, 2014). Textbooks also provide the context of globalization in which white students and those from dominant cultural groups, learn about world history in general or impose too much authority over lessons and constrain teachers in terms of syllabus selection, teaching methodologies, and other pedagogical decision-making in turn marginalizing teachers and students.

ELT textbook writers should include an attitude of listening, respect, and cautiousness that is informed by an understanding of the violence taught by material and cultural plunder of non-Europeans by the West. In addition, English has been taught using the guide of well-known language textbooks without having in mind those textbook contents can have high levels of superficial cultural components which are displayed to teach English as an instrument of a dominant cultural reproduction. Moreover, teachers, students, and institutions favor socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges in a standardized, homogenized, decontextualized, and meaningless view of the world (Austin, 2010).

These criteria advocate other contextualized materials informed by locally emerging content and methods that are sensitive to cultural diversity, without omissions,



distortions, or biases, favoring the development of politically and culturally aware subjects following their origin, social status, gender, age, creed, identities, and capacities (Magne et al, 2019; Tollefson, 1995). By the same thought, Nuñez-Pardo (2020) calls for students' and teachers' resistance to hegemony, a search for their critical sociopolitical awareness, a committed agency, and a generation of local knowledge, so that subaltern what she calls the "contextualization destabilizes mainstream ways of developing standardized, homogenized, decontextualized and meaningless materials" (p. 19).

Some studies have revealed the use of ELT textbooks as the curriculum as Alvarez (2008) states "It is common to see text publishing conglomerates offering teacher-proof training programs, promoting the traditional one-size-fits-all methodological model, and commercializing educational materials like textbooks and software" (p. 7). In other words, textbooks intend to be an operationalization of the curriculum, and both teachers and textbook writers largely agree that textbooks must adhere to the guidelines given in the curriculum. Magne et al (2019) inductively generated five mutually exclusive categories of explanations and arguments for absence presented in textbooks and in the curriculums which are tight to what writers present in the ELT textbook: 1. Disability was overlooked by textbook writers (unconscious omission) 2. Textbook writers did not find discourses

of disability, feminism, gender, and multiculturalism explicitly mentioned in curriculums. 3. Textbook writers struggled to find good texts about disability and gender. 4. Textbook authors found disability, feminism, gender, and multiculturalism to be irrelevant to their subject(s). 5. Textbook writers considered disability, feminism, gender, and multiculturalism to be sensitive and difficult topics to cover in the textbooks, as a result, most of them use standardized topics.

Indeed, English as a service or a product which has risen of a financially lucrative publishing industry with the only objective to attract a larger, and more international market promotes the representation of the world of work in textbooks by ELT writers, the writers evolve discourses of business and money matters, in other words, the new capitalism. Furthermore, writers must embody neoliberal values such as individualism, aspiration, affluence, consumerism, self-branding, and mobility with discourses of entrepreneurialism and constant self-improvement. When the ELT Textbook writer wants to propose a particular suggested curriculum against domination, oriented against the epistemic and cultural violence of Eurocentrism that underlies the politics of content and knowledge in education, committed to building global reflection based on non-dominative principles that have characterized colonialism and Eurocentrism in the textbooks and cultural plunder of non-European by the

West, they are confronted by the industry to replicate models of globalization (Austin, 2010; Gray, 2010b; Shelagh, 2013; Shyan, 2015).

The ELT textbook writer critical cultural views struggle with the Westernization thought from the publishing industries as being known by the pervasive and accelerating influence across the world in the last few centuries, assuming westernization to be the equivalent of modernization, which is related to the process of acculturation or enculturation, regarding the changes occur within a society or culture and the effects of western expansion and colonialism on native societies. More recently authors have mentioned there is no harm in taking good things from the west, but this does not mean that one should completely adopt it and pretend to be western and misrepresent our own identity (Nesavathy, 2017; Pennycook, 2003).

The ELT publisher keeps ELT textbooks hidden from the views they want to use in their textbooks, they provide writers with sets of guidelines regarding content. As Gray (2010), and Gabler (2008) state as inclusive language and inappropriate language, Gray (2010), refers to the need for a non-sexist approach in which women and men are presented in the textbook, and on the other hand, Gabler (2008), refers to those topics that writers are advised to avoid so as not to offend the perceived sensibilities of potential buyers and users. These representations address the learners as consumers and have a high potential risk of stereotyping, they also can portray gender stereotypes in which the social role of males is more predominantly presented compared to its female counterpart in both visualizations and written texts. In doing so, the writers and publishers may also watch against including cultural representations that legitimate (intentioned) colonial or neo-colonial practices when they just follow what is framed by the industry, going against the policies creates a conflict as I have stated before because the ELT textbook can disappear as the prestigious academic houses usually promote with extended and aggressive advertising campaigns to compete with locally produced materials.

Not only World Englishes but also English as a lingua franca have determined a shift in perspective in the overall approach to English language teaching, and how far this shift has permeated the way the ELT writers create materials that contribute to the reinforcement of ideologies of native-speakerism and language standards in which EFL learners have not been exposed to the teaching of English that addresses the colonial past and postcolonial present of the language and the powerful

inequality as a result of its spread, The ELT textbook writer who is subjected to the industry contribute to the construction of imagined communities available to the learners and teachers, thus potentially limiting their visions as to what may constitute an English-speaking world in their mind, privilege conduits for hegemonic social discourses, rather than as agents who initiate or subvert (Cortez, 2008; Hurst, 2014; Keles & Yazan, 2020; Tyarakanita et al, 2021).

And eventually, the ELT textbook writer's community as a subaltern community tries to disrupt the hegemonic power structure given by the publishing houses, they suggest after the books are almost done some extra material can be adapted to the students' needs, this is mainly the option open to decolonize the market demands. Furthermore, the ELT textbook writers from the periphery countries lack what is called "intellectual elaboration" which means inadequate speaking skills, learners' low language proficiency, lack of proper teacher training, and cultural dispositions that constrain the dominant model for official language teaching policies that the ELT textbook big publishing industries offer as rhetoric Anglo-American and European reproduction of cultural models. What is more, ELT writers chose not to update the textbook to respond to the research scholarship that argues that English has become the language of all cultures and communities. This choice perpetuates the European and North American cultures as the dominant ideological orientation shaping the representation of the imagined world of English. In that train of thought, the concept of publishing industries replicates the model of one culture-one language has attended to the proliferation, appropriation, and regionalization of Englishes and questioned the ELT textbook writer's ownership of English in the role of resisting the marketed world (Kumaravadivelu, 2016, Noah, 2010, Simonsen, 2019; Trujeque, 2015).

A CONCLUDING REMARK

In this review, I intended to show different worldwide academic development views on how the ELT textbook writers have been struggled and subjected to the publishing industry and how the publishing industry continues replicating the same framework to produce materials in an unconscious or conscious position. A writer whose configuration of the subject is determined in three dimensions: knowledge, power, and subjectivation, being the latter a sociocultural and historical process by which an individual becomes a subject within a particular context (Foucault, 1999). In which I traced how the ELT

textbooks writers try to achieve a more balanced view of the world, but the market and the editors do not allow them to achieve what they consider should be in the textbooks based on their experience on personal thoughts and based on their academic back groups having in mind the specific context and student's needs.

I want to finish by quoting Lee (2011) "language education is a complex social practice, is not neutral; it conveys ideas, cultures, and ideologies embedded in and related to the language" (P. 12) This is especially the case here considering that the idea of creating material not only examine the linguistic levels but also on a broader social and political level. Furthermore, the manifestation of power which is presented as a very neutral world in the ELT textbooks which are far from the reality of language communication, writers do not provide sufficient exposure to language, and do not provide enough opportunities for the learners to use the language themselves, and narrow the learners' opportunities, but probably the biggest objection is ELT textbook writer cater for a very large market of international publishing houses.

This paper set out to unveil how the free market forces of competition imposed, the cosmopolitanism in which

relative prosperity and privilege founded ideas. In this sense, the ELT textbooks are linked to the state-controlled economies and polities which are mired in bureaucracy, inefficiency, and nepotism. For instance, the gap to break the new colonial power in this dual economy, the issues in which educators and learners connect with cultural differences and social discrimination, the problems of inclusion and exclusion, dignity, humiliation, respect, and repudiation (Bhabha,1995. p. 23).

In closing, the three trends mentioned notice a fertile terrain to understand the publishing machinery and how it subjects the subject writer and possibilities others for countries in the quest for decoloniality. Moreover, the ELT textbook writer can be the path into power-resistance practices from English teachers and institutions as the ELT writer can trace the terrain of the resistance and creates the possibility of thinking new ways of teaching and learning English, the possibility of integrating local knowledge, repress western culture power, hegemony, exclusion, discrimination, and oppression as well as include resistance, independence, and inclusion in the ELT textbooks. Thus, the writer is the autonomous creator of the text, making the text exclusive property of the writer" (Zhang, 2018, p. 07).

REFERENCES

- Álvarez, A. (2008). Educational commercialism: Is it overtaking EFL in Colombia. ASOCOPI Newsletter.
- Ali Jalalian Daghig & Hajar Abdul Rahim (2020): Neoliberalism in ELT textbooks: an analysis of locally developed and imported textbooks used in Malaysia, *Pedagogy, Culture & Society*, DOI: 10.1080/14681366.2020.1755888
- Atkinson, D. (2020a). The Adaptive Expertise of Expert ELT Textbook Writers. *RELC Journal*. <https://doi.org/10.1177/0033688219893119>
- Atkinson, D. (2020b). Engaging in textbook writing as deliberate practice: How two expert ELT textbook writers use metacognitive strategies while working to sustain periods of deliberate practice. *Journal of Writing Research*, 11(3), 477-504.
- Asgar, Jabreel. (2014). Thou Shalt Not Think: Editors' Voice in an English Textbook to Propagate Vested Agendas. *Education Research International*. 2014. 1-8. 10.1155/2014/806320.
- Banegas, D.L. (2013). Teacher, what page today? A look at materials development. In A. Leceta & R.I. Cúneo (Eds.), *V Jornadas en actualización de la enseñanza del inglés* (pp. 6 – 13). San Juan: Universidad Nacional de San Juan.
- Bonilla Medina, X. (2008). Evaluating English Textbooks: A Cultural Matter. *HOW Journal*, 15(1), 167-191. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/93>
- Bouckaert, M. (2019). Current Perspectives on Teachers as Materials Developers: Why What, and How? *RELC Journal*, 50(3), 439-456. <https://doi.org/10.1177/0033688218810549>
- Brown, D. (2014). The Power and Authority of Materials in the Classroom Ecology. *The Modern Language Journal*, 98(2), 658-661. Retrieved May 17, 2021, from <http://www.jstor.org/stable/43649909>
- Casanave, C. & Vandrick, S. (Eds.). (2003) *Writing for scholarly publication*. Mahwah, NJ: Earlbaum
- Canagarajah, S. (2006). Negotiating the local in English as a lingua franca. *Annual Review of Applied Linguistics*, 26, 197-218. <https://doi.org/10.1017/S0267190506000109>
- Castañeda-Peña, H. (2012). Profiling academic research on discourse studies and second language learning Perfiles de la investigación académica en estudios del discurso y aprendizaje de segundas lenguas. *Colombian Applied Linguistics Journal*, 14(1), 9-27.
- Casper, S., Dougherty, M., Foner, E., Kinsel, A., Miller, R., & Trowbridge, D. (2014). *Textbooks Today and Tomorrow: A Conversation about History, Pedagogy, and Economics*. *The Journal of American History*, 100(4), 1139-1169. Retrieved from <http://www.jstor.org/stable/44307861>
- Cortez, N. (2008). Am I in the Book? Imagined Communities and Language Ideologies of English in a Global EFL Textbook.
- DeVito, J. (2013). The textbook writer. *Etc: A Review of General Semantics*, 70(3), 282-287. from <http://www.jstor.org/stable/24761829>
- Encinas, Fatima & Sanchez Hernandez, Veronica & Thomas-Ruzic, Maria & Cuatlapantzi, Gicela & Aguilar, Georgina. (2019). *Trajectories Towards Authorship: Eight Mexican English Language Teaching Professionals*.
- Faudree, P. (2015). What is an Indigenous Author?: Minority Authorship and the Politics of Voice in Mexico. *Anthropological Quarterly*, 88(1), 5-35. Retrieved April 6, 2021, from <http://www.jstor.org/stable/43652648>
- Gabler, H. (2018). *Beyond Author-Centricity in Scholarly Editing. In-Text Genetics in Literary Modernism and Other Essays* (pp. 169-194). Cambridge, UK: Open Book. Retrieved April 5, 2021, from <http://www.jstor.org/stable/j.ctv8j3xd.11>
- Gilmore, A. (2011). "I prefer not text": Developing Japanese learners' communicative competence with authentic materials. *Language Learning*, 61(3), 786-819. <https://doi.org/10.1111/j.1467-9922.2011.00634.x>
- Gray, J. (2010a). The Branding of English and The Culture of the New Capitalism: Representations of the World of Work in English Language Textbooks. *Applied Linguistics*. 31. 714-733. 10.1093/applin/amq034.
- Gray, J. (2010b). The construction of English: Culture, consumerism, and promotion in the ELT global coursebook. 10.1057/9780230283084.
- Gray, J. (2012). Neoliberalism, celebrity, and "aspirational content" in English language teaching textbooks for the global market. In D. Block, J. Gray, & M. Holborow. (2012a). *Neoliberalism and Applied Linguistics* (pp. 86-113). London/New York: Routledge.
- Harwood, N. (2014). 'Content, consumption, and production: Three levels of textbook research'. In N. Harwood (Eds.), *English language teaching textbooks: Content, consumption, production*. Basingstoke: Palgrave Macmillan.
- Hu G, McKay SL (2014) Multilingualism as portrayed in a Chinese English textbook. In: Conteh J, Meier G (eds) *The Multilingual Turn in Language Education: Opportunities and Challenges*. Clevedon: Multilingual Matters, 64-88
- Hurst, N. (2014). Visual representations in Portuguese produced English language teaching coursebooks. *Linguarum Arena*. Vol.5. 21-30.
- Jeremy F., John M. (1982), Survey review: Lexicons and the ELT materials writer, *ELT Journal*, Volume 36, Issue 2, Pages 125-129, <https://doi.org/10.1093/elt/36.2.125>
- Jolly, D. & Bolitho, R. (1998). The process of material writing. *Materials development in language teaching*. 90-115.
- Jolly, D, Bolitho, R (2011) A framework for materials writing. In: Tomlinson, B (ed.) *Materials Development in Language Teaching* (2nd Edition). Cambridge: Cambridge University Press. 107-34.
- Keles, U., & Yazan, B. (2020). Representation of cultures and communities in a global ELT textbook: A diachronic content analysis. *Language Teaching Research*. <https://doi.org/10.1177/1362168820976922>
- Kiai A (2015) 'I enjoy teaching by writing': experiences of Kenyan secondary school English textbook authors. *ARTEM E-Journal* 6(3): 1-30. Retrieved from http://biriwa.com/iartem/ejournal/volume6.3/papers/Paper1_Kiai_Experiences_of_Kenyan_secondary_school_English_textbook_authors_IARTEM_eJournal_6.3.pdf
- Kumaravadivelu, B. (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? *TESOL Quarterly*, 50(1), 66-85. Retrieved April 8, 2021, from <http://www.jstor.org/stable/43893803>

- Lamanna, M. (1988). The Author and Her Friends: The Small World of Textbook Publishing. *Teaching Sociology*, 16(4), 416-419. doi:10.2307/1318154
- Laminack, L. (2017). Mentors and Mentor Texts: What, Why, and How? *The Reading Teacher*, 70(6), 753-755. Retrieved April 4, 2021, from <http://www.jstor.org/stable/26632465>
- Lake, R. W., & Zitzer, A. W. (2012). Who Says? Authority, Voice, and Authorship in Narratives of Planning Research. *Journal of Planning Education and Research*, 32(4), 389-399. <https://doi.org/10.1177/0739456X12455666>
- Lee, Jackie. (2006). Subjunctive were and indicative was: A corpus analysis for English language teachers and textbook writers. *Language Teaching Research* -10.80-93. <http://www.andrewlittlejohn.net/website/books/Littlejohn%20phd%20chapter%201.pdf>
- Lee, I. (2011). Teaching How To Discriminate: Globalization, Prejudice, and Textbooks. *Teacher Education Quarterly*, 38(1), 47-63. from <http://www.jstor.org/stable/23479641>
- Mofidi, M, Mohammad. H (2019). Visual Representation of Culture in a Locally Developed EFL Series.
- Magne Skibsted Jensen, Marte Herrebrøden & Ulf Rune Andreassen (2021) The invisible minority: why do textbook authors avoid people with disabilities in their books? *International Journal of Inclusive Education*. <http://doi:10.1080/13603116.2021.1889049>
- McKenzie, J., Seabert, D., Hayden, J., & Cottrell, R. (2009). Textbook Writing: A Form of Professional Development. *Health Promotion Practice*, 10(1), 10-14. Retrieved April 8, 2021, from <http://www.jstor.org/stable/26736419>
- Nesavathy. C (2017) Westernization Leading to Dissolution with reference to Kiran Desai's, 1930-2940 17:3
- Noah De Lissovoy (2010) Decolonial pedagogy and the ethics of the global, *Discourse: Studies in the Cultural Politics of Education*, 31:3, 279-293, <http://doi:10.1080/01596301003786886>
- Núñez-Pardo, A. (2020). Inquiring into the Coloniality of Knowledge, Power, and Being in EFL Textbooks. *HOW Journal*, 27(2), 113-133. <https://doi.org/10.19183/how.27.2.566>
- Otto, W. (1992). Textbook Writers have Feelings, too. *Journal of Reading*, 35(8), 664-667. from <http://www.jstor.org/stable/40032163>
- Pennycook, A. (2003). Beyond Homogeneity and Heterogeneity: English as a Global and Worldly Language. In *The Politics of English as a World Language: new horizons in postcolonial cultural studies*. New York: Editions Rodopi.
- Russell, B. (2010). Designing Resources for IWBs: The Emerging Roles of Educational Publishers and Materials Writers. In Thomas, M., & Schmid, E. C. (Eds.), *Interactive Whiteboards for Education: Theory, Research, and Practice* (pp. 53-68). IGI Global. <http://doi:10.4018/978-1-61520-715-2.ch004>
- Shyan Khoo, H., & Knight, P. (2015). Teachers' Evaluation of KBSM Form 4, 5 English Textbooks Used in the Secondary Schools in Penang, Malaysia. *Advances in Language and Literary Studies*, 6(4), 128-150. Retrieved from <https://www.journals.aiac.org.au/index.php/all/article/view/1629>
- Shelagh Ri. (2013), Authors' knowledge, rationales, and principles – steady flow-through or stuck in the publishing pipeline? the case of early reading with learners. *The University of Liverpool*, (11), 229-245. Cambridge: Cambridge University Press, 1998. Print.
- Sewall, G. (2005). Textbook Publishing. *The Phi Delta Kappan*, 86(7), 498-502. Retrieved from <http://www.jstor.org/stable/20441831>
- Simonsen, R. (2019). An Analysis of the Problematic Discourse Surrounding "Authentic Texts". *Hispania*, 102(2), 245-258. doi:10.2307/26867581
- Soto-Molina, J. E., & Méndez, P. (2020). Linguistic Colonialism in the English Language Textbooks of Multinational Publishing Houses. *HOW Journal*, 27(1), 11-28. <https://doi.org/10.19183/how.27.1.521>
- Stoddart, M. C. (2007). Ideology, hegemony, discourse: A critical review of theories of knowledge and power. *Social Thought & Research*, 191-225.
- Swanson, R. (2014). A Relationship Analysis: A Professor, 500 Students, and an Assigned Textbook. *The History Teacher*, 47(2), 289-302. from <http://www.jstor.org/stable/43264229>
- Soto-Molina, J. E., & Méndez, P. (2020). Linguistic Colonialism in the English Language Textbooks of Multinational Publishing Houses. *HOW Journal*, 27(1), 11-28. <https://doi.org/10.19183/how.27.1.521>
- Trujeque Moreno, Eva Estefania, Encinas Prudencio, Fátima, & Thomas-Ruzic, Maria. (2015). Exploring Authorship Development Among Mexican EFL Teacher-Researchers. *Profile Issues in Teachers' Professional Development*, 17(2), 43-62. <https://doi.org/10.15446/profile.v17n2.44441>
- Timmis, I., (2014) 'Writing materials for publication: Questions raised and lessons learned'. In N. Hardwood (Ed.), *English Language Teaching Textbooks; Content, consumption, production*, Basingstoke: Palgrave Macmillan, London, pp. 241-261.
- Tollefson, J. W. (1995). Introduction: Language policy, power, and inequality. *Power and inequality in language education* (pp. 1-8).
- Tyarakanita, A., Drajati, N.A., Rochsantiningsih, D. et al. (2021) The Representation of Gender Stereotypes in Indonesian English Language Textbooks. *Sexuality & Culture*. <https://doi.org/10.1007/s12119-021-09813-0>
- Ulum, Ömer & Köksal, Dinçay. (2019). Ideological and Hegemonic Practices in Global and Local EFL Textbooks Written for Turks and Persians. *Acta Educationis Generalis*. 9. 66-88. <http://doi:10.2478/atd-2019-0014>.
- Vettorel, Paola & Lopriore, Lucilla. (2013). Is there ELF in ELT coursebooks?. *Studies in Second Language Learning and Teaching*. 3. 483. <http://doi:10.14746/ssl.t.2013.3.4.3>.
- Wachholz, S., & Mullaly, B. (2001). The Politics of the Textbook. *Journal of Progressive Human Services*, 11(2), 51-76, DOI: http://doi:10.1300/J059v11n02_04
- You, X. (2005). Ideology, Textbooks, and the Rhetoric of Production in China. *College Composition and Communication*, 56(4), 632-653. from <http://www.jstor.org/stable/30037889>
- Zhang, H. (2018). Text, Author, and the Function of Authorship. In *Authorship and Text-making in Early China* (pp. 10-34). Boston/Berlin: De Gruyter. Retrieved from <http://www.jstor.org/stable/j.ctvbkk21j.5>