RACIAL BIAS: RACIALLY BIASED IMAGES PORTRAYED IN HIGH SCHOOL ENGLISH TEXTBOOKS OF SOUTH KOREA

A Project

Presented to the faculty of the Graduate and Professional Studies in Education
California State University, Sacramento

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF ARTS

in

Education

(Curriculum and Instruction)

by

Jaemin Lee

SUMMER 2016
RACIAL BIAS: RACIALLY BIASED IMAGES PORTRAYED IN HIGH SCHOOL ENGLISH TEXTBOOKS OF SOUTH KOREA

A Project

by

Jaemin Lee

Approved by:

__________________________________, Committee Chair
Jana Noel, Ph.D

__________________________________
Date
Student: Jaemin Lee

I certify that this student has met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

__________________________, Graduate Coordinator
Albert Lozano, Ph.D. Date

Department of Graduate and Professional Studies in Education
Abstract

of

RACIAL BIAS: RACIALLY BIASED IMAGES PORTRAYED IN HIGH SCHOOL ENGLISH TEXTBOOKS OF SOUTH KOREA

by

Jaemin Lee

Statement of Problem

When Korean students learn English in school, they are not aware of biased images included in English textbooks. It is because they are being taught passively without critical thinking. As a result, Korean students may easily become biased against other ethnicities. To resolve this problem, it is important to increase the cultural awareness through critical thinking. When students are aware of other cultures, they will be able to communicate with foreigners without bias and will have a good relationship.

Another problem is that English textbooks in South Korea include unbalanced images of different ethnicities. Most English textbooks in South Korea contain positive images of European descendants and negative images of African descendants. These biased images influence Korean students to be biased against African
descendants. It is therefore important to make English textbooks with fair distribution of images of different ethnicities.

Last problem is that the education in South Korea emphasizes so much on the college entrance examination. Teachers and students only focus on getting good scores in the examination. Students only study to prepare for the examination mostly through memorization. Therefore, even through many years of learning English in school, Korean people find it difficult to communicate with foreigners in English. Therefore, if the entire English education system would be changed for diverse elements including culture, Korean students would learn English efficiently for better communication.

*Purpose of Project*

This project has a purpose to help teachers develop cultural awareness of other ethnicities. Teachers will learn how to criticize biased images in English textbooks of South Korea. To develop critical thinking, a professional development program will be introduced to teachers. This critical thinking will improve teachers’ cultural awareness of other ethnicities. After the completion of the program, teachers will be able to help students increase their cultural awareness of other ethnicities. This cultural awareness will help students avoid racial bias against certain ethnicities. Good communication comes out of understanding other cultures without bias. When students increase their cultural awareness of other ethnicities, they will also improve communication in English with people from many different countries.
Project Description

This project includes a professional development program for high school teachers in South Korea. Although this project cannot change English textbooks directly, this program will help teachers develop their critical thinking especially on biased images portrayed in English textbooks. In this program, the PowerPoint slide show will also present the images portraying positive European descendants and negative African descendants in the English textbooks. These positive images of African descendants, which are not included in English textbooks, have been added to be included in the PowerPoint slideshow for teacher training. This professional development program will let trainees discuss their feelings after they watch the PowerPoint slide show. Trainees will be asked some questions to share their opinions while they think critically about these images. They will talk about the way those biased images have been portrayed.

______________________________, Committee Chair
Jana Noel, Ph.D.

______________________________
Date
DEDICATION

“Great teaching is an art form beyond capture by analysis or description.”


With appreciation and respect, I take pleasure in dedicating this moment to Dr. Heredia and Dr. Noel, women of excellence and educators. They have always been generous to others. I have been their students in which lectures I enjoyed learning from them. I thank them for their time and effort, and wish that others could also experience our precious time of sharing.
ACKNOWLEDGEMENTS

I am grateful to Dr. Heredia for her generosity to many, responsibility of education, and her contribution to society with a strong leadership. It is my honor to have been a student of Dr. Heredia.

I am thankful to Dr. Noel for her warmest heart, her integrity as an educator, and for her brilliance. She has utilized her best to help me complete my project by encouraging me to keep a strong commitment.
# TABLE OF CONTENTS

| Dedication | ................................................................. vii |
| Acknowledgements | ................................................................. viii |

## Chapter

1. **INTRODUCTION** ................................................................. 1
   - Statement of the Problem ................................................. 1
   - Significance of the Study ................................................. 3
   - Purpose of the Project .................................................... 4
   - Theoretical Basis of Study ................................................. 4
   - Methodology ................................................................. 7
   - Limitations ...................................................................... 10
   - Definitions of Terms ....................................................... 10
   - Organization of the Project .............................................. 11

2. **REVIEW OF RELEVANT LITERATURE** .................................. 12
   - Introduction ..................................................................... 12
   - Goal of English Education in South Korea ......................... 13
   - Close Connection between Language and Culture ............. 15
   - Influence of Public High School English Textbooks .......... 16
Misconceptions of Racial Bias Portrayed in the Public English Textbooks................................................................. 18
Role of Teacher.................................................................................................................................................. 24
Criticism of Textbooks through Critical Pedagogy................................................................. 25
Summary........................................................................................................................................................... 26

3. METHODOLOGY ................................................................................................................................. 28
   Introduction ................................................................................................................................................ 28
   The Professional Development Program.................................................................................................. 28
   Summary..................................................................................................................................................... 32

4. CONCLUSION, LIMITATIONS, RECOMMENDATIONS, AND REFLECTIONS ................................................. 33
   Conclusion.................................................................................................................................................. 33
   Limitations.................................................................................................................................................. 36
   Recommendations................................................................................................................................. 37
   Reflections................................................................................................................................................ 37

Appendix A. Analysis of Racially Biased Images in Public High School English Textbooks in South Korea......................................................................................................................... 39
Appendix B. Permission Neungyule Education Textbook................................................................. 111
Appendix C. Permission Visang Education Textbook.............................................................................. 113
References ..................................................................................................................................................... 115
Chapter 1

INTRODUCTION

There are many biased images of African descendants in English textbooks in South Korea. If Korean students do not think critically about those biased images, they will be biased against African descendants. If English teachers utilize those biased images without critical thinking, students may develop racial bias unconsciously. To avoid this, it is most important for teachers to learn how to respect African descendants with cultural awareness. When teachers are fully aware of other cultures, they will be able to help students distinguish those biased images in English textbooks.

The purpose of this project is to help teachers develop cultural awareness of African descendants through critical thinking. This project is designed to educate teachers to criticize biased images of African descendants portrayed in high school English textbooks of South Korea. A professional development program will be introduced to teachers. Through this program, teachers will learn how to criticize the biased images portrayed in English textbooks, which will improve their cultural awareness of African descendants. At the completion of the program, teachers will be able to help students acquire a cultural awareness of African descendants and avoid racial biases.

Statement of the Problem

Today, English is not only a language of English speaking countries. English is a global language being used in many countries. People around the world use English
for many purposes such as business, cultural exchange, etc. It is important to learn
English to be successful in a global society.

However, the textbooks used in English education in Korea are problematic. One of the problems is that there are many racially biased images included in English textbooks. The English textbooks include positive images of successful European
descendants and negative images of poor African descendants who are in need of help. Joo (2006) stated that it is necessary to carefully examine a fixed concept or a stereotype of other people from different countries (p. 3). Unfortunately, while English teachers in school strive to teach the image of the textbooks, they do not take the biased image into consideration. If teachers teach those images without a critical awareness, students will accept the biased images of African descendants without
discretion. Then, Korean students will be racially biased against African descendants.

The Ministry of Education in South Korea (South Korea, 2007) stated that students cannot learn English efficiently if they do not respect and learn about diverse cultures. As racially biased images in English textbooks prevent students from respecting other cultures, students need to learn at first how to distinguish between the right and wrong of those images. Language is interconnected and expressed with culture. Culture is embedded in language that reflects the culture. To learn other languages is to learn their cultures as well. If students are able to distinguish those biased images while they learn about diverse cultures, they will learn English effectively.
Significance of the Study

South Korea has been changing into a multicultural country. Many foreigners come to South Korea including native English lecturers, laborers, tourists, and people of international marriage, etc. One of the reasons that Korean people learn English is to communicate with foreigners who are visiting or residing in South Korea. Korean people have many chances to meet and talk with them in English. In fact, when Korean people meet with foreigners, English is a necessary means of communication. However, if Korean people are biased against foreigners, it will be difficult to communicate with foreigners, as they cannot fairly exchange their ideas and opinions with each other. Even though some of the Korean people have outstanding English skills in speaking and writing, they find it difficult to communicate with foreigners because of their lack of cultural awareness. The Ministry of Education in South Korea (South Korea, 2007) stated that the goal of English education is not only to cultivate respect foreigners but also to improve basic communication skills. As this goal includes the value of respect of different cultures, it is important to learn about other cultures. When Korean people meet with a person from another country, it may incur a situation of misunderstanding if they cannot respect the person. To respect people from other countries, they must be aware of other cultures for mutual understanding.

In order to have better communication with foreigners, English education should be focused on the cultural awareness of other countries. But also the images in English textbooks should not present a negative awareness of culture. The images
should be used selectively through critical reflection. Otherwise, those biased images will arouse racial bias against a certain ethnicity.

**Purpose of the Project**

The purpose of this project is to educate teachers to critique biased images of African descendants portrayed in high school English textbooks of South Korea. This project will provide teachers with a professional development program. This professional development program is designed to help teachers have a clear awareness of other cultures and critique biased images.

To increase the cultural awareness of teachers, the program will help them to find and critically view the racially biased images portrayed in English textbooks. If teachers realize that there are many biased images in English textbooks, they will be more likely to carefully consider how to prevent students from being biased against African descendants. The program will also encourage teachers to prepare their English classes with additional materials besides textbooks to teach African culture to students. When teachers talk about biased images in classes, they will be able to help students reestablish a positive thinking about African descendants.

**Theoretical Basis of Study**

For the theoretical basis, this project will analyze the problem by classifying the literature review into the following areas; (a) the importance of language and cultural learning, (b) the influence of English textbooks in public high school, (c) the role of teachers, and (d) the examination of English textbooks through the Critical Pedagogy.
These four points support the professional development program of critical analysis, methods, strategies, and methodologies. These points will help prevent the racially biased perspective on English textbooks.

**Importance of Language and Cultural Learning**

Culture is naturally embedded in language. Therefore, it is important that when students learn English, they should also learn the culture of English speaking countries. Jin (2007) stated, “Language is not only a tool to express opinions but also an important means to learn the culture” (p. 11). Accordingly, English should be taught not only to improve the communication skills of students, but also to help them be aware of the culture embedded in the English language. If students do not learn the culture of English speaking countries properly, it will lead them to misunderstand people from other countries. This will result in racial bias against other ethnicities.

**Influence of English Textbooks in Public High School**

Joo (2006) claims that English education in South Korea is under the environment of EFL (English as a Foreign Language). Students are influenced mostly by textbooks as English is being taught in high school focusing on the textbook (p. 2). Therefore, English textbooks in public high schools of South Korea are negatively influencing high school students as they learn the images of the textbooks without proper discretion. Most of the images in the textbooks including the culture and society of the U.S portray a positive image of European descendants and yet a negative image of African descendants. This will create biased thinking of students.
Unless teachers have sufficient knowledge to analyze and correct these unfair images, students will be easily biased against African descendants.

English textbooks are negatively influencing Korean students as they accept biased images of different ethnicities without proper discretion. It is because they lack the understanding of the cultures of African descendants. Therefore, when English textbooks do not maintain a balanced perspective about the cultures of Africans, students may become biased against African descendants.

**Role of Teachers**

The role of teacher is important in the English education in South Korea. Kim said, “The role of the teacher is to encourage learners to discover the difference in cultural beliefs, values, attitudes, behaviors, language styles, and meanings embodied in different languages” (Kim, 2011, p. 32). Choi (2008) also said that the role of English teacher is a very important element in South Korea as students are studying in an environment of English as a Foreign Language (p. 1). Korean students learn English as a Foreign Language in a limited educational environment as they cannot have broad experiences in the English culture. Therefore, the role of teachers is very important in the English education in terms of the cultural aspect. When it comes to the issue of racial bias, teachers should know how to prevent students from being biased against African descendants from biased images in English textbooks. Therefore, it is important for teachers to examine and understand such biased images critically. Then, they will play an important role in educating students regarding racial bias.
Theory of Critical Pedagogy

This project critically views the biased images portraying African descendants in English textbooks of South Korea. For this purpose, the theory of Critical Pedagogy will be introduced. Kim (2013) said that the theory of Critical Pedagogy helps students understand problem or danger that may occur when they accept unequal situations appearing in English textbooks without awareness (p. 13). This theory will help critically view the biased images in English textbooks.

Kim (2013) states that recently in South Korea a distinctive form of English class has been introduced which uses the theory of Critical Pedagogy (p. 3). This theory generates the criticism on the education in South Korea by pointing out the students’ passive attitude in learning. Through this theory, not only teachers but also students will learn how to think critically by themselves of images in English textbooks. It will effectively help students learn the images of English textbooks with proper discretion.

Methodology

This project will examine the biased images included in English textbooks of high schools in South Korea. The images in English textbooks of South Korea portray European descendants as a successful ethnicity and African descendants as a poor ethnicity. Out of these biased images, teachers and students become easily biased against African descendants. Therefore, English textbooks should contain positive images of African descendants to resolve the issue of racial bias. English textbooks
should also maintain a balance not to be prone to focusing mainly on European descendants.

This project includes a professional development program for high school teachers in South Korea. Although this project cannot change English textbooks directly, this program will help teachers develop a new point of view on the textbooks through critical thinking.

This professional development program will be posted Home page in Pusan Metropolitan Education Training Center. This program will carry out two sessions of two hours lecture in consecutive weeks. The first session will show teachers a PowerPoint slideshow, which contains the images portraying successful European descendants appeared in English textbooks. For example, those images are: (a) one of the greatest artists, Pablo Picasso; (b) the famous Nobel Prize winner and scientist, Albert Einstein; (c) the founder of Apple computers, Steve Jobs; and (d) the famous actor, Leonardo DiCaprio. These images may lead students to think that higher occupations and globally successful people represent all European descendants.

The PowerPoint slideshow will also show the images portraying impoverished African descendants that are appeared in the English textbooks. For example, those images are: (a) Africans who are walking with water buckets with bare feet suffering from starvation, (b) pictures of African slaves who are working in cotton fields, and (c) a female African servant who is serving her European descendant master. These images look as if African descendants are usually in a lower social level and are poor and in need of continuous help.
Trainees will discuss their feelings after they watch the PowerPoint slideshow. They will be asked some questions to share their opinions while they think critically about these images. They will talk about the way those biased images have been portrayed. In addition, they will discuss methods used to help their students look at these images through a critical perspective.

During the second session, trainees will watch a PowerPoint slideshow that is newly made for the program with images of positive and successful African descendants that are not included in English textbooks of South Korea. For example, those images are: (a) The President of The United States, Barack Obama; (b) the Nobel Prize winner and humanitarian, Martin Luther King; (c) the famous TV talk show hostess, Oprah Winfrey; (d) the king of pop, Michael Jackson; and (e) the famous singer, Mariah Carey. These people are some of the most influential African descendants in the world. While watching these images, trainees will discuss the feelings they get from the images of successful African descendants. They will talk about how they have changed in their recognition of those successful African descendants. They will also discuss how they will apply these new images in their classes. They will check whether these are suitable images to prepare for additional teaching materials that can be used in their classrooms. If Korean teachers need to use additional materials, it will take so much effort and time. It will be beneficial for teachers to use this PowerPoint slideshow in appendix for the future use.
As an outcome of the program, teachers will be able to help students critique the images of racial bias. They will be able to educate their students to pay attention to the issue of racial bias and to have a positive awareness of African descendants.

**Limitations**

The first limitation in this project is that it has only analyzed the high school textbooks regarding racial bias. Accordingly, this project cannot verify if there is any negative influence on students in elementary and junior high school from those biased images.

Second, the English textbook may not be the only source that creates racial bias. Students can also be biased against a certain ethnicity through TV, movies, and the internet, etc. However, this project has not discussed the influence of these media sources. This will require more study about media sources in the future for better understanding of racial bias.

**Definitions of Terms**

*Banking Education:* The “banking concept,” as termed by Freire, is essentially an act that hinders the intellectual growth of students by turning them into, figuratively speaking, comatose “receptors” and “collectors” of information that have no real connection to their lives (Micheletti, 2010).

*EFL (English as a Foreign Language):* This refers to English language education that occurs in a country where English is not the primary language. For example, in South Korea, English is taught as a foreign language because it is not an official language of South Korea. There is an important distinction between EFL and
ESL (English as a Second Language). ESL refers to English language education that is given to learners who have a native language other than English, but are residing in a locale where English is the primary language. For instance, a Korean student studying in America would be designated as an ESL student (Ostermiller, 2014, p. 5).

**Organization of the Project**

This project is organized into four chapters, appendix, and references. Chapter 1 introduces the topic. The goal of the project will be presented. Chapter 2 consists of a review of relevant literature on the topic that discusses biased images of African descendants in English textbooks. Chapter 3 includes the methodology of the project. To improve the point of view on racial bias, this chapter will present training program on professional development for high school teachers. Chapter 4 is the conclusion of this project. The professional development training program will be presented in the Appendix.
Chapter 2

REVIEW OF RELEVANT LITERATURE

Introduction

After the rapid economic growth of South Korea in the 21st century, foreigners come to visit South Korea for business, travel, and to exchange cultural ideas and customs. Today, Korean people have many chances to meet with foreigners from many different countries. However, when Korean people communicate with foreigners, they often misunderstand foreigners because of their biased thinking. This biased thinking is based on the fact that many Korean people lack a cultural awareness of other ethnicities.

Korean students learn English throughout their entire school career beginning from an early age. However, they find it difficult to communicate efficiently with foreigners. This is due to a lack of cultural awareness. This lack of cultural awareness leads most Korean people to be biased against other ethnicities. Therefore, it is important to increase cultural awareness of other ethnicities. When people are taught to increase cultural awareness, they will be able to communicate with foreigners more efficiently.

Culture is the way of people’s life. It includes how people think, act, feel, and relate to each other. Language is the tool used to express thinking and feeling amongst people. Especially, when people meet with foreigners, it will be difficult to communicate each other efficiently without cultural awareness. To acquire this, it is necessary not only to have a broad knowledge of other cultures but also to criticize
many biased images that appear in books. For example, most English textbooks in Korea include images of both European descendants and African descendants. The images of European descendants are always expressed with a successful and positive image while African descendants are expressed with a poor and negative image. If teachers and students cannot criticize such biased images and representations with a proper cultural awareness, they easily become biased toward other ethnicities. To help students have cultural awareness, teachers need to know how to criticize the images of racial bias in English textbooks.

**Goal of English Education in South Korea**

According to the seventh education course in South Korea by the Ministry of Education (2007), there are two main goals of English education. The first goal is to help students have language skills to communicate. The second goal is to help students understand cultures of people from other countries. Effective communication can be achieved through proper cultural awareness. When students are aware of other cultures, they will be able to increase communication skills in English.

Culture is embedded in language. Language is a tool to communicate with each other. Therefore, learning and understanding other country’s cultures can help people increase communication skills. People cannot fully express their thinking without proper communication. Although Korean people learn English for many years, they still find it difficult to communicate properly due to their lack of cultural awareness of other countries.
English is used for many different purposes in the world such as communication, business transactions, academic research, and building international relationships. It is the goal of English education in South Korea to help students be successful in many different fields of the world. Moon (2013) said that the goal of English education in South Korea should have a basis to develop knowledge of students as an international person who can understand other cultures without bias (p. 3). To accomplish such a goal, it is important to develop students’ cultural awareness of other ethnicities. With this cultural awareness, students will be able to increase their English skills.

The English textbook in South Korea is one of the factors that may prevent students from learning English efficiently. Currently, English textbooks in South Korea include many biased images against other ethnicities. As students cannot distinguish those biased images, they easily become biased against certain ethnicities. If students are biased against other ethnicities, they will not have a good relationship with people from other countries.

The goal of English education in South Korea is not only to help students gain language skills to communicate, but also to help them understand cultures of other ethnicities. A good communication can be achieved through a proper understanding of cultural awareness. English education in South Korea should encourage teachers to increase the cultural awareness of other ethnicities. When teachers are fully aware of other cultures, they will challenge biased images against certain ethnicities. Teachers will also be able to help students be aware of such biased images. When students are
aware of other cultures, they will be able to increase communication skills in English. Jin (2004) said, “the goal of English education in South Korea is not to simply focusing on the communication skill but to be aware of other cultures critically” (p. 51). The goal of developing cultural awareness in teaching English language is not only to use English textbooks as a tool to communicate English but also to analyze and think the textbooks critically. Therefore, it is necessary to develop the cultural awareness of English textbooks beyond a means of teaching language.

**Close Connection between Language and Culture**

Culture exists in every part of life.

Culture is a way of life. Culture is the context within which we exist, think, feel, and relate to others. It is the ‘glue’ that binds a group of people together. Culture might also be defined as the ideas, customs, skills, arts, and tools that characterize a given group in a given period of time. (Brown, 2000, p. 176)

If people are aware of other cultures, they will be able to better understand what other people think and feel. Moon (2013) said that language is not only a tool to express opinions but also an important method to reflect cultures (p. 12). Language has a function not only to express thinking and feeling clearly among people but also to increase cultural awareness. As culture is embedded in language, people need to have cultural awareness to increase their language skills.

To learn the language of other country, cultural habits must be understood as well as language. If people are able to understand the cultural habits, it will improve the language skills. Jin (2007) argues that Korean students have a few opportunities to
learn about the culture of the English speaking countries (p. 11). This will create a cultural gap between foreigners and Koreans when they communicate in English. Therefore, when Korean students learn English, it is important that they both learn culture and language at the same time.

Influence of Public High School English Textbooks

The goal of English education in South Korea is for students not only to learn language skill but also to understand other cultures. Joiner (1974) stated that "Perhaps, the single most influential ‘culture behavior’ in the language classroom is the textbook" (as cited in Jin, 2007, p. 1). Therefore, it is very important to learn how the English textbook is made. Jung (2008) said, “If English textbooks in South Korea include the element of racial bias, students cannot have a correct judgment over American culture through the English textbooks, and racial bias may be developed among Korean students” (p. 2). If the English textbook is made with any biased images, it may cause a negative influence on students’ thinking and behavior. This is especially problematic with racial biases.

First, Korean students in high school are required to study English because it is one of the subjects that are tested in the college entrance examination. Their main priority is to enter the best college, rather than focus on the content, and they only study to get good scores. Teachers also teach students focusing on studying for the entrance examination. Out of this reason, “In current English education in South Korea, both teachers and students highly rely on English textbooks” (Moon, 2013, p.
2). Both teachers and students have no concern about cultural values in the English textbook. In this way, there will be lack of the cultural awareness of other ethnicities.

Second, when English teachers teach English, they rely only on the English textbooks. However, teachers have a lack of cultural awareness because English textbooks in South Korea do not include many elements of culture. In order to fill the lack of cultural awareness, teachers need to prepare additional materials. However, due to the heavy burden of schoolwork, they cannot spend the many hours to prepare additional materials other than textbooks. Moon (2013) said, “Teachers have no choice but faithfully present the contents of English textbooks, and learners unconsciously accept insufficient viewpoint of other culture for a long period time unless teachers mention especially about culture” (p. 2). In this way, students cannot have a broad knowledge of other cultures.

Third, as Korean students are learning English passively, they are easily influenced by the information and images described in the English textbook. Students accept the information and images without discretion because they do not think critically. This will cause a negative influence on students’ thinking and behavior. Students can be easily biased against a certain ethnicity. Kim (2013) said, “Korean education needs to challenge the authority of writers of English textbooks in South Korea and present the questions to analyze the biased images” (p. 18). As English textbooks are made by relying only on the opinions of writers and editors, students are influenced considerably. As students accept the contents of English textbooks directly without any criticism, they become easily biased against other ethnicities. Kim also
said, “It is necessary to present questions against the authority of writers of English textbooks and thoroughly analyze biased images in the English textbooks” (p. 18).

Therefore, it is very important how to make the English textbook. English textbooks should be made with unbiased images and many cultural elements. Teachers also need to have a broad knowledge of other cultures. Teachers need to learn how to think critically about the information and images in the English textbook. This will prevent students from being biased against other ethnicities.

Kim (2012) mentioned that prevalent social and cultural biases in ELT (English Language Teaching) textbooks are gender bias, racial discrimination, and biases based on ethnicity, nationality, social class and minority status. In order to avoid such bias, some principles for using images in the textbooks are necessary (p. 37). Triyoga (2010) mentioned that some cultural bias in ELT textbooks are gender bias, race, ethnicity, nationality, religion, social class and exceptionality/minority, taboo, general social concern etc. Triyoga (2010) suggested some ways to avoid cultural bias: Photographs and illustrations should convey the ethnic diversity of the country. Minorities should be depicted as having social status equal to that of the majority. The names and personalities of the characters should reflect a diversity of cultures and social tolerance.

**Misconceptions of Racial Bias Portrayed in the Public English Textbooks**

There are many positive images focusing on European descendants in high school English textbooks of South Korea. There are also biased images of African descendants. Even though there are diverse ethnicities in the world, most of the
English textbooks in South Korea contain positive images of European descendants but negative images of African descendants.

The following is the distribution of ethnic groups shown in English textbooks of South Korea. Song (2012) argues that European descendants appear the most with 55.5%, and the next is Asians with 28.7%, but African descendants appear only with 5.9% (p. 35). Most English textbooks in South Korea have been made mainly around European descendants. Therefore, these unbalanced images in English textbooks cause biased influence on the awareness of Korean students. When Korean students see biased images, they may think more positively of European descendants than of African descendants. This will result in racial bias. To resolve this, positive images of African descendants should be introduced more in English textbooks.

The unbalanced distribution of the occupational groups in English textbooks also arouses a racial bias. Jin (2007) said that English textbooks of South Korea contain more professionals of European descendants than those of African descendants (p. 27). Jung (2008) said that the images of European descendants are scientists, explorers, astronauts, doctors, lawyers, artists, and TV hosts, etc: (a) the scientists Einstein and Edison; (b) the missionary, Mother Teresa; (c) the doctor Albert Schweitzer; (d) President Jimmy Carter; (e) the nurse, Florence Nightingale; and (f) the scientist Stephen Hawking. However, the English textbooks do not introduce professionals of African descendants (p.28). Jung (2008) also said that the English textbooks in South Korea introduce Presidents George Washington and Abraham Lincoln of European descendant, but they do not introduce politicians of African
descendant (p. 24). Through this unbalanced distribution of images in English textbooks, students easily become biased against African descendants.

In English textbooks of Korea, there are also many contrasting images between European descendants and African descendants. The contrasting images of English textbooks in South Korea introduce the beautiful and wealthy European descendants but the disgraceful and poor African descendants. The textbooks introduce European descendants regarding family, love, volunteering and friendship but African descendants regarding famine and poverty. Moon (2013) said that English textbooks introduce (a) European descendants of volunteers for house building; (b) an anchorman who works for a donation program; (c) tourists and a tour guide who are traveling Rome, Italy; (d) a speaker who is insisting on environmental protection; (e) a speaker who is giving a lecture about future education; and (f) a Nobel Prize winner (p. 29). Such images of European descendants induce the positive awareness to students. On the other hand, English textbooks introduce (a) African descendants who are lining up behind the truck to receive aids, (b) pictures from charity bazaar for the eradication of famine, (c) African children with skin and bone, (d) images of African children who are poorly clothed with bare feet, (e) an African child who is begging with an empty bowl (p. 34). Such images of African descendants will only create the negative awareness. Moon (2013) also showed the contrasting images of an African male standing on a barren land with his traditional cloth and an image of a European female tourist holding her backpack: a European female sitting at the restaurant and an African male serving her (pp.18-20). In English textbooks of South Korea, African
descendants have been continuously reflected as poorer and weaker people. If such biased images are exposed to students continuously, then it will cause a negative influence on students. Eventually, they will be biased against African descendants.

As the textbook only introduces leaders of Americans of European descendant, it is easy for students to think as if Americans of European descendant are people who should lead other ethnicities. However, the most influential person in the world, Barack Obama, has proven its biased thinking. Despite this, students are still taught with racial bias.

English textbooks also have continuously included images that symbolize the beauty and wealth of European descendants and the disgrace and poverty of African descendants. These contrasting appearances create a racial bias. Jung (2008) said that princess and prince appeared in English textbooks always are described with the appearance of European descendant with blonde hair and blue eyes (p. 31). This makes students have such a bias that prince and princess are always European descendants with blonde hair. However, in an animation of Walt Disney World, the princess ‘Tiana’ is an African descendant. It is unfair if the English textbooks in South Korea follow the standard of beauty by describing blonde hairs and blue eyes only.

As for another example, Moon (2013) said that in an English textbook, there is an image of a female European American, who is sending soccer balls to victims of Hurricane in Colombia, Mexico, and the U.S, sponsored by companies and friends. However, along with this, it shows the image of an African child kicking a soccer ball with his bare feet (p. 52). Even in presenting the same soccer ball, it shows dramatic
contrasting images. The first example shows the positive image of wealthy European American and the second example shows a negative image of poor and sympathetic African. Such contrastive images can create negative influence on Korean students as if African descendants are always poor and sympathetic.

Moon (2013) also talked about a theme that shows the water shortage through the image of a female African who is taking dirty water for drinking at the damp area of grassland. On the other hand, a male European American shows the water shortage through the image of drained lake where he used to ride a boat (p.25). The male European American is expressed with water for his pleasure. But the female African is expressed with water for her survival. Moon (2013) said that an English textbook shows (a) European American for volunteer activities of house building, and (b) an anchorman who works with a donation program, (c) tourists and a tour guide who are traveling Rome, Italy (p. 29). Moon (2013) also said that European Americans are introduced with the image of spending their leisure time at the outdoor restaurant or enjoying riding horses (p. 18). The images of upper class European Americans appeared in textbooks make students think them wealthier and superior. Such extremely contrasting images of African descendants and European descendants create a racial bias.

The English textbooks in South Korea portray not only biased images but also biased phrases. Jung (2008) said that one English textbook describes variety of foods with images. One image shows Africans who are catching insects for foods with the phrase, “In this area, people eat insects because it is difficult to find foods, especially
protein” (p. 33). Such image and phrase only make Korean students think that Africans are poor people. As for another example, Moon (2013) said that a phrase “24 Hour Famine” is written in an English textbook with the image of African girls who are holding babies on their backs (p. 24). Such images and phrases negatively portray African descendants. Through such images and phrases, Korean students will be biased against African descendants.

Moreover, biased questions and phrases are introduced to Korean students in English textbooks. Moon (2013) states that one English textbook shows the images of African children who are holding empty bowls and a female African woman who is holding her skinny baby. Such questions are made to students; “Why do you think they are suffering?”; “Why do they always ask for a help?” (p. 26). Another English textbook introduces a female European helping an African child with a phrase, “Fear leads to anger, anger leads to hate, and hate leads to suffering” under the image (p. 50). Such phrase has no relation with the picture. Such biased questions and phrases reflect European descendants to be superior, but reflect African descendant to be inferior.

English textbooks in public high schools of South Korea are negatively influencing high school students as they learn the images of the textbooks without a proper discretion. Most of the images the textbooks include portray a positive image of European descendants and a negative image of African descendants, this will create biased thinking of students. To resolve this, English textbooks should be made not only with balanced distribution of diverse ethnicities but also with non-contrasting
images of different ethnicities. In addition, as those biased phrases in English textbooks only cause negative influence on students, phrases should be carefully selected to avoid biased thinking.

**Role of Teacher**

English teachers in South Korea should not only be able to teach English but also have proper cultural awareness when they teach English to students. Especially, as English textbooks in South Korea include many biased images of different ethnicities, teachers need to know how to criticize the biased images.

To avoid such racial bias, the obvious best way is to delete biased images that have appeared in textbooks and to include new unbiased images. However, as textbooks cannot be changed, teachers should know how to criticize biased images of certain ethnicities in English textbooks and tell students of its bias. Choi (2008) said the roles of English teacher and textbook are very important elements in South Korea because students are studying in an environment of English as a Foreign Language (p. 1). Therefore, teachers should carefully criticize the biased images in textbooks and help their students increase cultural awareness of other ethnicities.

“The role of the teacher is to encourage learners to discover the differences in cultural beliefs, values, attitudes, behaviors, language styles, and meanings embodied in different languages” (Kim, 2011, p. 32). When students can learn elements of culture, they will learn languages more effectively. Specifically, it will help them distinguish the wrong expression of racial bias in English textbooks. Therefore, teachers need to have broad knowledge of cultural elements in other countries.
Teachers also should have a responsibility to educate students with discretion. However, it is not easy for Korean teachers to teach about other ethnicities and their cultures through English textbooks. “The first reason is that teachers’ level of cultural awareness is low. Second, a lack of understanding about the importance of teaching culture or a lack of competence in teaching culture prevents teachers from teaching cultures effectively” (Kim, 2011, p. 32). The role of teachers is very important in South Korea. If English teachers lack cultural awareness in the classroom, Korean students cannot be aware of racial bias expressed in English textbooks.

**Criticism of Textbooks through Critical Pedagogy**

Paulo Freire (1970) has introduced the theory of Critical Pedagogy. The book ‘Pedagogy of the Oppressed’ was once prohibited to be used in South Korea. The reason was that the theory of Critical Pedagogy criticized the Korean students’ passive attitude. The theory by Freire also criticized the Korean education that forces students to be obedient to the social order so called ‘Banking Education’. According to Freire, the process of learning in banking education is to transfer information from teachers to students. Students play a passive role in this way of learning. Students are taught not to challenge or question. Freire emphasized that teachers and students should practice a self-developed study. He also emphasized the necessity of critical thinking in education.

The theory of Critical Pedagogy helps Korean teachers criticize those biased images. When teachers are aware of biased images through critical thinking, they will be able to help students think critically about biased images in English textbooks. Kim
(2013) said that teachers have to find stereotype of ethnicities in the images of English textbooks (p. 17). Teachers should raise the question about English textbooks and analyze whether the English textbooks include biased images.

Park (2012) claimed that the English education in South Korea focused mainly on the college entrance test (p. 49). As students need higher English scores in the college entrance test, they only focus on the test. Korean students make an effort only to study English grammar and vocabulary through memorization. This way of education will not help students increase their critical thinking. If English teachers can teach students to have a critical thinking, it will encourage students to think critically, specifically about those biased images in English textbooks. Teachers should be able to find biased images against other ethnicities included in English textbooks and teach a more correct education to students.

A theory of Critical Pedagogy can raise the critical thinking and resolve the problem of racial bias in English textbooks. This theory will help teachers and students criticize biased images against other ethnicities. This theory will help both understand cultures of other ethnicities properly through critical thinking. With a proper cultural awareness, students can understand other people from different countries without bias.

Summary

The goal of English education in South Korea should begin from understanding many different ethnicities and cultures. When students have a cultural awareness of other ethnicities, they can learn the English language more efficiently.
However, English textbooks in South Korea include many images of racial bias. Students will be racially biased against a certain ethnicity. One of the ways to avoid such racial bias is to have the cultural awareness to think critically about these images.

As the English textbook has the most powerful influence on students, biased images in English textbooks easily make students to think with a racial bias. To help students avoid thinking with this bias, the role of teachers is very important. Teachers should be able to tell students about racial bias that appears in textbooks. Teachers also should educate cultural awareness to students through critical thinking.

This project has introduced the theory of Critical Pedagogy. This theory will help high school teachers learn how to criticize biased images in English textbooks. Through critical thinking, teachers will increase their cultural awareness. Teachers will increase not only the critical thinking but also the cultural awareness.

English is a global language. People use English for many different purposes such as communication, business transactions, academic research, and building international relationships. Even though Korean education emphasizes to English from early age, most Korean people still find it difficult to communicate in English efficiently. It is because students in South Korea mostly study English for the purpose of entering better colleges. Students are also learning English passively without critical thinking. Therefore, it is important to increase students’ critical thinking and cultural awareness of other ethnicities. In this way, Korean students will increase their English communication skills and to have a close relationship with people from other countries without bias.
Chapter 3

METHODOLOGY

Introduction

This project has created the professional development training program for English teachers in public high schools of South Korea. The program will show the biased images of African descendants appearing in textbooks in South Korea along with European descendants throughout the PowerPoint slide show. The program will help teachers have time to think about these images critically. It will help teachers have a more positive thinking by providing the images of influential African descendants that have not been included in textbooks. The program will also teach the proper awareness of ethnicities. After teachers finish the program, they will be able to teach their students about the cultural awareness of other ethnicities. Teachers will help them view those images critically.

The Professional Development Program

PowerPoint Presentation

Currently, many public school teachers in South Korea are using PowerPoint slide shows in their classes. It is easy to prepare and effective to use the PowerPoint for additional material. Images are the most effective tool to teach in schools because students can easily understand reality through images.

In this project, the Appendix includes the PowerPoint slide show with images. These images have been taken from the website under no copyright.
Program Design

The first session will show trainees a PowerPoint slideshow which contains the images portraying successful European descendants in English textbooks from South Korea. For example, those images are: (a) the great artist, Pablo Picasso; (b) the famous Nobel Prize winner and scientist, Albert Einstein; (c) the founder of Apple Computers, Steve Jobs; and (d) the famous actor, Leonardo DiCaprio. These people are all European descendants, which can lead Korean students to think that all European descendants are only successful people with higher occupations.

Trainees will see those images and be asked of questions through discussion. For example, such questions will be asked: “These people are all geniuses in each field and famous in the world. Why did the English textbook in South Korea include European descendants only?” “Korean textbooks gave leaders of European descendants only. Do you think it is fair?” Then trainees will share their feeling and opinions while they think critically about these images.

The PowerPoint slide show also will present the images portraying impoverished African descendants in English textbooks. For example, those images are: (a) Africans who are walking with water buckets with bare feet in starvation, (b) pictures of African American slaves who are working at cotton fields, and (c) an African American maid who is serving her master of European American. Such questions will be asked, “Let us consider why those images include only poor African descendants?” “If you consider it as bias, what do you think you need to do?”
Teachers will find the biased images and criticize them. In addition, they will discuss methods of how to help their students look at these biased images critically.

During the second session, trainees will watch a PowerPoint slide show with the images of positive and successful African descendants. Those images have been newly made for the program since they are not included in English textbooks of South Korea. For example, those images are: (a) the Nobel Prize winner and humanitarian, Martin Luther King; (b) the famous TV talk show hostess, Oprah Winfrey; (c) the king of pop, Michael Jackson; and (d) the famous singer, Mariah Carey. These people are some of the most influential African descendants in the world. After teachers watch the PowerPoint slide show, such questions will be asked, “What do you feel when you see those successful African descendants?” “What do you feel when you see these images of famous African celebrities?” “Will those images give a positive thinking to students?”

After the professional development program, trainees can use the same PowerPoint slide show in their classes as an additional teaching material. Trainees will be able to help students critique the biased images. Trainees will be also able to educate their students to have a positive awareness of African descendants.

Selective Standard for Positive Images of African Descendants

Choi (2008) said that the contents in English textbook should be balanced regarding social relationship and political power (p. 42). However, English textbooks in South Korea have been expressed with biased images until now. As those textbooks have been made focusing only on successful European descendants, the images of
successful African descendants have been selected in this project with the PowerPoint slide show. For example, the PowerPoint slide show includes the Nobel Prize winner and humanitarian Martin Luther King to compare with the scientist Einstein, and the most famous singer Mariah Carey with the famous actor Leonardo DiCaprio.

Choi (2008) also argued, “It is important that current textbooks should contain contents reflecting modern era” (p. 42). However, English textbooks of South Korea contain out-of-date images or photos of African descendants. Therefore, this PowerPoint slide show will present the updated images of successful African descendants. Teachers will be aware of the positive images of African descendants during the presentation.

This PowerPoint slide show will present the images of celebrities of African descendants that Korean students see often through the mass media of newspaper, magazines, internet, and movies. Those images are Michael Jackson, Jay-z, Beyoncé, and Rihanna. When Korean students see those familiar celebrities, they will show interest during presentation. In this way, it will help Korean students increase their understanding in the positive images of African descendants.

Application for Professional Development Program

The application for the professional development program should be submitted to Pusan Metropolitan Education Training Center. The applicant will use the homepage of Guide for Special Field Training Center and submit the application ‘2016 Training for Special Field’. The title of training application is ‘Racially Biased Images Portrayed in High School English Textbooks of South Korea’. Training hours will be
once a week for total two weeks. Each session will be 120 minutes. The maximum number of applicants will be 25 teachers. The training is free of charge.

Summary

Through the professional development program, teachers will criticize the racially biased images in English textbooks of South Korea. When teachers take this program, their cultural awareness will be improved. After the program, teachers will present the positive images of African descendants on the PowerPoint slideshow to students. Teachers will help students think critically and encourage students to criticize biased images of African descendants. Through the PowerPoint slide show, teachers will educate Korean students to understand diverse ethnicities without bias. Teachers will help Korean students respect other ethnicities.
Chapter 4

CONCLUSION, LIMITATIONS, RECOMMENDATIONS, AND REFLECTIONS

Conclusion

As South Korea has become a more multicultural country, Korean people have many chances to meet with foreigners from many different countries. Recently, many foreign laborers, high-tech technicians, and business people come to work in South Korea. Also, many foreigners come to live in South Korea through international marriage. The Ministry of Education in South Korea (2007) stated that the goal of English education is not only to cultivate respect foreigners but also to improve basic communication skills. Therefore, Korean people need to show a more positive attitude toward diverse ethnicities. Korean people need to learn and respect diverse ethnicities in a more global era.

Song (2013) mentioned,

Some people think that it is too early or premature to call South Korea a multicultural society presently. Although it is true that the number of foreign residents is skyrocketing nowadays, compared to the obvious multicultural societies such as the United States and Canada, South Korea remains still quite homogeneous. Therefore, there is a perspective that the multiculturalism in South Korea is exaggerated (Park and Hong, 2012). But it is also true that South Korea needs to make some effort to embrace the transition towards
multiethnic society. At any rate, there has been a lot of effort to build a multicultural social atmosphere in South Korea. (p. 49)

Today, South Korea is still a country of unique ethnics. However, as South Korea has become gradually a multicultural country, it is important to change the traditional unique society of South Korea. Perhaps, the perspectives of Koreans need to be changed so that they will adopt different cultures from many other countries without bias. To avoid any racial bias against other ethnicities, the education in South Korea also needs to check and balance the contents of textbooks.

Most Korean students have a lack of cultural awareness when they learn English in schools. It is because students study English only for the college entrance test. They only study grammar and vocabulary to get better scores on the test. They are also learning English passively. Teachers also teach students with the English textbooks without cultural awareness. English textbooks in South Korea contain many biased images. Both teachers and students do not think critically about those biased images. If teachers teach students about those images without cultural awareness, students may be biased against African descendants naturally. This racial bias will lead to a misunderstanding of other ethnicities.

In English textbooks of South Korea, European descendants are described with a positive image of wealth and African descendants with a negative image of poverty. Especially, European descendants are described as a superior ethnic regarding their occupation and appearance. Instead, African descendants are always described as in need of help. Such biased images in English textbooks will cause a negative influence
on students. Korean students will easily become biased against other ethnicities. If Korean students are biased against other ethnicities, it will cause trouble in communication with foreigners whom they meet in real life. To learn English is to communicate with foreigners. For better communication, students need to be fully aware of other cultures and ethnicities.

Dimitrios (2001) said,

By the same token, we cannot go about fostering “communicative competence” without taking into account the different views and perspectives of people in different cultures which may enhance or even inhibit communication. After all, communication requires understanding, and understanding requires stepping into the shoes of the foreigner and sifting her cultural baggage, while always ‘putting the target culture in relation with one’s own (Kramsch, 1993: 205). Moreover, we should be cognisant of the fact that ‘if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning…’ (Politzer, 1959: 100-101)” (p. 3)

If we do not consider views and perspective of people in different cultures while we learn their languages, we cannot develop our communication skill. It is worthless teaching language without teaching the culture. It is important to indulge in other cultures and examine them, relate them to our own culture.

In order for Korean students to communicate well with foreigners, it is necessary to increase students’ cultural awareness. Teachers need to teach students to
critique the biased images against other ethnicities portrayed in English textbooks from South Korea. This project has created a professional development program for teachers to avoid bias against other ethnicities. Trainees will watch PowerPoint slideshows that show biased images of African descendants. Trainees will learn how to criticize those racially biased images. The PowerPoint slideshow also will show positive images of African descendants. When trainees will watch positive images of African descendants, they can change their awareness positively. After the program, trainees will help their students criticize racially biased images included in English textbooks. They will also use the PowerPoint slideshow in their classes as an additional material. When teachers help students have a positive awareness through critical thinking, they will be able to teach English to students efficiently.

Limitations

The PowerPoint slideshow contains many images. The first section of PowerPoint slideshow contains positive images of European descendants and negative images of African descendants. The second section of PowerPoint slideshow contains the positive and successful images of African descendants. These PowerPoint slideshows include 65 images only. This number may be too small to prove the racial bias in English textbooks. The number is also too small to express positive and successful images of African descendants. It would be better to have more images for clear explanation. Additionally, the professional development program is offered only for two times of training. This training hour is not enough to train teachers fully.
Recommendations

It is recommended to teachers to use the PowerPoint slideshow as an additional material for their students after the professional development program. They need to apply what they discussed in the professional development program to their classes. Teachers need to show students the positive images of European descendants and biased images of African descendants. Teachers should be able to help students critique the biased images and phrases of African descendants in the English textbook and have a positive thinking for African descendants. When students see the positive images of African descendants, their awareness of African descendants will be changed. Students also need to criticize their biased thinking and correct their attitude toward other ethnicities.

Reflections

Realistically, it is not possible to change the biased images of African descendants in current English textbooks of South Korea. To resolve such a problem, this project intends to educate teachers indirectly with the professional development program. Through this program, teachers will be able to critique the biased images in English textbooks. They will be able to teach their students about these biased images. They will also be able to prevent students from biased thinking.

However, it would be much better if this program would be introduced to the editors of the English textbooks instead of teachers. If editors could be educated first to increase their cultural awareness, English textbooks would not be made with bias. It is desirable to create the same professional development program for editors. If their
conscience could be changed through the program, biased images would not be included in English textbooks of South Korea.
Appendix A

ANALYSIS OF RACIALLY BIASED IMAGES IN PUBLIC HIGH SCHOOL ENGLISH TEXTBOOKS IN SOUTH KOREA
Analysis of Racially Biased Images in Public High School English Textbooks in South Korea

The Professional development
For high school English teachers
Positive images of European Descendants in English Textbook of South Korea
(Neungyule Education Inc., 2015, p.18)
The positive pictures of European descendants

Best known as the greatest artist
Pablo Picasso
(Neungyule Education Inc., 2015. p.157)

The famous Nobel Prize winner Einstein
(ViSing Education, 2015. p.154)

주식회사 비상교육
대표이사 양 퇴회

signed Permissions Editor
The positive pictures of the Americans of European descendants

Best known as the founder of Apple computers, Steve Jobs.
(Keungpu Education Inc., 2015, p.157)

The famous actor, Leonardo DiCaprio.
(VISang Education, 2015, p.82)
Leonardo da Vinci & Isaac Newton
(Neungyule Education Inc., 2015, p.147)
Images of European Descendants in English Textbooks

What do you think when you see those pictures of great men in English textbooks?

These people are genius and famous European descendants in each professional field. Let us discuss about why the English textbooks only include successful European descendants.
Images of European descendants in political activity

Environmental Activists
(Visang Education, 2015, p.63)

Movement for Environmental Protection
(Visang Education, 2015, p.73)
Images of European descendants in political activity

Those images out of English textbook only show all European descendants for the protection of nature and for the world peace.
European descendants in volunteer work

(Reungyule Education Inc., 2015, p.42)
European descendants in volunteer work

Those images out of textbooks show all European descendants who are taking care of patients, donating money and building houses for poor people.

From the above images, do you think it is fairly reflecting all the people for humanitarian movement in the world?
Life in Upper Class European Descendants

Noble Society Banquet
(Neungyule Education Inc., 2015, p. 74)

Upper Class Restaurant
(Neungyule Education Inc., 2015, p. 73)
Life in Upper Class European Descendants

English textbooks in South Korea only include upper class European descendants.

Do you think upper class people are only European descendants? Does this arouse you any biased opinion?
Movie, "The Blind Side"
Movie, "The Blind Side"
Movie The Blind side

This movie is about an African boy who was adopted by the upper class European family and became a famous American football player. This story is introduced in the English textbook of South Korea. However, the story focuses on the poor young boy rather than on his successful life as a football player. It also focuses on the point that he became successful by the help of European descendants.

When you look at the images, do you think he was a successful African descendant or he was a sympathetic boy who got a help from European descendant?
Photo of Real Family in the movie, “The Blind Side”
(Visang Education, 2015, p.138)
The Blind side

By the help from the family of Lee Ann, Michael Oher who is African descendants boy improved his school work. He began to join the American football training and showed his skill and ability. Lee Ann took responsibility to be a legal parent and Michael became a member of family. This movie tells about the meaning of family that truly love each other even in bias from neighbors.

The English textbook focuses on the help by the family of European descendants for the success of adopted African descendant boy.

Won’t it be better if the movie focuses on the family love instead of biased opinion?
Images of School Life Around European Descendants

European Student Studying
(Keangnye Education Inc. 2015, p. 118)

European Student Going to School
(ViSang Education. 2015, p. 18)
School life of European Descendants

American students
(Neunyule Education Inc., 2015, p.136)

American schools
(Neunyule Education Inc., 2015, p. 141)
Academic Images around European Descendants

European Female Studying in Library
(Visang Education, 2015, p.20)

European Student Holding Book
(Visang Education, 2015, p.22)
Leisure Life around European Descendants

European Man Collecting Toys
(ViSang Education, 2015, p.39)

European Woman Climbing Mountain
(ViSang Education, 2015, p.30)
Hobbies around European Descendants
(VISang Education, 2015, p.31)
Occupational Images of European Chef
(Naungyul Education Inc., 2015, p. 70)
Cute Image of European child
(ViSang Education, 2015, p.40)
Image of European Family

(ViSang Education, 2015, p.60)
Main Arguments

How do you feel about those images of occupation, school life, family, and cute boys around European descendants?

Wouldn’t it be good if positive images of African descent were also included?

Do you think such positive images of European descendants can influence Korean students’ biased thinking?
Images of African descendants included in English textbooks of South Korea
(University Education Inc., 2015, p.38)
Negative Images of African Descendants

How do you feel from this image?

Most images of African descendants in English textbooks show worn cloth with bare feet. We are living in 21st century. Does this out-of-date image in English textbook fit to the modern era?
Negative photo of Africans
African children walking to a long distance daily to get clean drinking water
(Visang Education, 2015 p. 113)
Children with Bare Feet

How do you feel from the images of children holding buckets?

Do you think it is necessary to use such image to describe African?

If you are biased against a certain ethnicity from the above photo, what would you do?
Negative photos of Africans

Clean water in a rolling barrel
(Neungyule Education Inc., 2015, p. 50)

Play football with their bare feet
(Neungyule Education Inc., 2015, p. 51)
Representative Images of African Descendants in English Textbooks

African descendants are portrayed like this in English textbooks. They always wear worn cloth with bare feet. How do you feel about this?

Let's criticize the biased images in English textbook?
African Descendants Picking Cotton Flowers
(Nonnyvule Education Inc., 2015, p. 208)
African Slaves

When you look at such negative image of Africans, how do you feel?

Would you feel uncomfortable when you see such photo? Why does it arouse such feeling?
Negative photos of Africans getting water in Africa
(Neungyule Education Inc., 2015, p. 47)
Watch the photos and think about it. Then write your own comments.

Africans women are getting water in Africa. It is hard to get fresh water in Africa. They seems to spend many hours collecting water. (Neungyule Education Inc., 2015, p. 47)
Contrastive Images Regarding Water between European Descendant and African Descendant

Europeans who is swimming
(Visang Education, 2016, p.33)

African who is drinking dirty water
(Visang Education, 2016, p. 115)
Two different cultural views about using water

An European descent man is swimming at pool as hobby. (Visang Education, 2015, p.33)

An African women is drinking unclean water using life straw. Life straw, a personal water purification tool is designed to turn any surface water into drinking water. (Visang Education, 2015, p.115)
Compare and Discuss Photos

European descent is swimming for leisure time and African descent is drinking a dirty water. How do you feel from the above contrastive photos?

Let's discuss biased point.
Negative images of African Americans

An African American maid is serving foods for European Americans.
(Neungyule Education Inc. 2015, p. 101)

An European American woman is helping an African American maid.
(Neungyule Education Inc. 2015, p. 102)
Negative images of African Americans

An European American woman is helping an African American maid.
(Neugyule Education Inc., 2015, p. 103)

An African American maid is working in the household of European American.
(Neugyule Education Inc., 2015, p. 104)
African maid

Would you feel uncomfortable with such out-of-date images of African maid appeared in the English textbook of 21st century?
Forests in Kenya damaged by over-development of commercial farmland

(Visang Education, 2015, p.75)
Application

How do you feel after seeing the images in English textbooks?
Seeing those positive and negative images of different ethnicities, what would you advise your students about those biased images when you return to your school?
New Positive Images of African descendants
that can supplement
Public High School English Textbooks In South Korean

The Professional development
For high school English teachers
The President of the US Barack Obama
(No copy right)
President Barack Obama

Mr. President Barack Obama during discussion with congress men
(No copy right)

Mr. President Barack Obama in his address before the Senate Meeting
(No copy right)
The First Lady in the US Michelle Obama
(No copy right)
Discussion

1. What would you feel when you see high class African American?

2. English textbooks in South Korea mostly gave examples of European American political leaders. As you know, the current President of the U.S is an African American. Do you think these photos reflect the modern society?
Famous TV hostess Oprah Winfrey
Discussion

What kind of positive thinking would you have when you see the most influential lady, Ms. Oprah Winfrey who has been active in politics helping the Presidential Election.

Has your awareness been changed when you see such politically successful African American?
Martin Luther King Jr.
(No copy right)
Martin Luther King Jr.

*I have a dream* speech
(No copy right)

Statue of Martin Luther King
(No copy right)
Group Work

Martin Luther King, Jr. was a Baptist minister, activist, humanitarian, and leader in the African-Americans Civil Rights Movement. He also received the Nobel Prize for combating racial inequality through nonviolence.

What do you learn about Martin Luther King, Jr.?

The English textbook in Korea includes the Nobel Prize winner, Einstein of European descendants, but there is no image of an African descendant of the Nobel Prize winner in the textbooks.

What do you think from the fact that the English textbook only contains the images of European descendants?

When you saw images of Martin Luther King, Jr. in PowerPoint Slide Show, how do you feel?
Disney’s princess

The princess and the frog
(No copy right)

Princess with brown eyes and black hairs
(No copy right)
Share out

The princess and the frog is an animated film produced by Walt Disney Animation Studios. The princess Tiana in this animation is an African descendant with brown eyes and black hairs. In English textbooks of South Korea, the princesses are always described with European descendant of blue eyes and blond hairs. Do you think the princess should only be European descendant? Don't you think the princess of African descendant should be also included in the English textbook?
TV host, Supermodels Tyra Banks
(No copyright)
African Americans serves European Americans

- In English textbooks of South Korea, there are many photos of European Americans who are helping African Americans.
- However, this photo shows an African American TV hostess encouraging an European American patient. What do you feel from the photo?
African American Celebrity Beyoncé

Famous singer Beyoncé
(No copy right)

Beyoncé on Performance
(No copy right)
The king of pop Michael Jackson

(No copy right)
Michael Jackson
(No copyright)
He was an American singer, songwriter, record producer, dancer, and actor.
His distinctive sound and style has influenced numerous artists of various musical genres.
The famous singer Mariah Carey

Maria Carey on Performance
(No copy right)

She is an American singer, songwriter, record producer, and actress.
(No copy right)
Entrepreneur & investor
Jay-Z
(No copy right)

He is one of the most financially successful hip hop artists in America. In 2014, Forbes estimated Jay Z’s net worth at nearly $520 million.
American rapper Jay-Z

He is one of the world's best-selling artists of all time, having sold more than 100 million records, while receiving 21 Grammy Awards for his musical work.
African American Celebrities

What kind of positive thinking would you have when you see worldly known celebrities, Michael Jackson, Mariah Carey Jay-Z and Beyoncé?

If popular African celebrities are included in the English textbook, will it arouse the interest of students?
If those images are included in English textbook, will those images fit the trend of 21st century?
Discussion

• What do you think when you see the images of successful African descendants?
• How these images of high class African celebrities affect your awareness?
Beautiful African American Women

Supermodel Naomi Campbell
(No copy right)

American Singer Rihanna
(No copy right)
Beautiful African American women

If such beautiful African women are included in the English textbook, how do you change your understanding of African women?

Let's compare these beautiful African women with those Africans with bare feet in the English Textbook.
High Achievement
(no copyright)
Positive Images of African Descendants

- What do you feel when you see the positive, smart and beautiful image of African American woman in college graduation?

- Let's discuss what images should be included in the textbook in the future.
Conclusive Remark

• Through the Power Point slideshow, you have seen many images of successful and beautiful African descendants in the world. However, the English textbooks in South Korea contain the positive images of European descendants and negative images of African descendants. Therefore, it is recommended for teachers to teach students considering those biased images in English textbooks through critical thinking.
Appendix B

PERMISSION NEUNGYULE EDUCATION TEXTBOOK
Dear DAE HWA LEE

I am a graduate student at California State University, Sacramento.

I am requesting a permission to make copies of the book titled "High school English" about p. 12, 13, 18, 38, 39, 42, 47, 48, 50, 51, 53, 64, 65, 70, 74, 75, 80, 92, 100–105, 117, 136, 141, 147, 167, 208.

The book is out of Power point slide shows.

I will be using the book in my graduate project. However, the copy center need copyright permission letter from you.

Please send the permission letter to me.

Thank you.

Jaemin lee

California State University, Sacramento

6000 J street

Sacramento, CA 95819-6079

Signed

Permissions Editor

Date 2/2/2016
Appendix C

PERMISSION VISANG EDUCATION TEXTBOOK
I am a graduate student at California State University, Sacramento. I am requesting a permission to make copies of the book titled “High school English 1”. The book is out of Power point slide shows. I will be using the book in my graduate project. However, the copy center need copyright permission letter from you. Please send the permission letter to me.

Thank you.

Permission is granted as requested, Please add the following permission statement on the first page of the material used

2016. 02. 02.
REFERENCES


