Abstract

The global spread of the English language has not only resulted in more non-native speakers than native speakers (Crystal, 1997), but it has even put into question the ownership of the language (Widdowson, 1994; Brumfit, 1995). Therefore, English is recognized as an international language that does not belong to any particular country and is used for global, political, cultural and financial exchange. The following study aimed to find out to what extent English language textbooks demonstrate the international status of the language by comparing four different textbooks published in different years. To this purpose, the following criteria were taken into account: references to Inner Circle countries, references to Outer and Expanding Circle countries, non-native accents, dialogues in non-English speaking countries, place of home culture and famous people. The analysis revealed differences among the selected books with a gradual tendency towards more recognition of the international status of English. Finally, the results were discussed and some suggestions were made in the context of English language learning and teaching.

Keywords

, English as an International Language, textbook, analysis, culture, non-native
For English language educators, the most problematic aspect of defining English as an international language remains the notion of competence. This paper, proposed as an introduction to a long term project aiming at defining competence for EIL more fully, will attempt to introduce the issues in order to stimulate debate in the Asian EFL context and particularly, it is hoped, in the pages of this journal on the issue of competence in EIL education. On the one hand, "international" communication seems to require multiple competences. Studies of pragmatic and discourse competences, that Therefore, English is recognized as an international language that does not belong to any particular country and is used for global, political, cultural and financial exchange. The following study aimed to find out to what extent English language textbooks demonstrate the international status of the language by comparing four different textbooks published in different years. The analysis revealed differences among the selected books with a gradual tendency towards more recognition of the international status of English. Finally, the results were discussed and some suggestions were made in the context of English language learning and teaching. Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative study.