Culture of language learning: A comparative study of English language textbooks used in Pakistan

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Abstract

This study is concerned with the evaluation of two English language teaching (ELT) textbooks from the point of view of hidden curriculum i.e. the invisible or implicit ideological assumptions hidden in the content of these textbooks and the culture of language learning and teaching they promote. Both the textbooks (selected for the present study) are used for ELT in two different systems of education in Pakistan. One is used in the government owned schools; the other in private system of education which follows the Cambridge system of education. The research framework includes the detailed analysis of the selected units from the two textbooks. Firstly, the text of the units was analyzed by focusing on genre, contents and hidden curriculum the contents may embody. The second part of the framework is the analysis of the culture of language learning and teaching these books promote. For this purpose the focus was on the rubrics and questions/activities of grammar, vocabulary and four language skills given in the exercises at the end of each unit. The results reveal a clear-cut difference in the two textbooks from the point of view of hidden curriculum and the culture of language learning and teaching they espouse.

Keywords: Culture; textbooks; language learning; English language teaching; hidden curriculum

1. Introduction

Language learning materials produced all over the world do not only serve as a source of linguistic knowledge but also carry some cultural messages (Gray, 2002). These cultural messages are usually identified in two ways. Firstly, they are supposed to reflect specific values and beliefs based on some social or political ideology which are very implicit and invisible in nature and are often termed and investigated as hidden curriculum. The purpose of such a hidden curriculum is to "socialize students to a particular view of the world whether learners or teachers are made aware of it or not". (Tin, 2006, p. 132). Secondly, the language teaching material is supposed to determine a specific culture of language learning in the form of language teaching methodology, approach and role relations between teachers and learners in a language classroom (Richards, 1998).

The present study explores the cultural component of the textbooks used for ELT in Pakistan. The focus of the study is on what culture of language learning is promoted by English textbooks used in

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the educational set up in Pakistan. Littlejohn (1998) suggests that the analysis of both internal and external aspects of a book is essential in order to have a comprehensible picture of the culture of learning promoted by the books. According to Littlejohn (1998) and Cunningwoth (1995), external aspects include the overall layout of the book like the table of contents, visuals and how the items included in the course book are sequenced. The internal aspects involve content of the units, visual images and tasks or activities given in the exercises of the units.

Owing to the small scale of the study, it is not possible to analyze both internal and external aspects. Hence, the major focus of this study is on in-depth analysis of the internal aspects i.e. two units selected from each textbook. The culture of learning will be investigated by analyzing the content of the selected units and the exercises given at the end of each unit. However, before analyzing the two textbooks in detail, it is pertinent to briefly discuss the role of the textbooks in ELT, the educational context in Pakistan, the rationale for the selection of the two textbooks and the units and a brief theoretical background of the role of culture in language teaching.

1.1. Role of textbooks in ELT

Opinion about the use of textbook in language class varies. The modern teaching approaches like communicative language teaching (CLT) and task based language teaching (TBLT) used in BANA (English speaking countries) have reduced the role of course books for language teaching in these countries. On the other hand language course books or textbooks still play a significant role and function as part of the curriculum in TESEP (non-English speaking countries (Holliday, 1994). By and large, textbooks are still an important source for the teaching of English as a foreign language in different parts of the world. They determine the objective of the language program, kind of the syllabus used, skills to be focused on, and the language teaching methodology used in the class. They serve as the mediating object between the teacher and the learner (Littlejohn & Windeatt, 1989), provide a structure to the course and also bring uniformity and standardization in the instruction so that the learners studying in different institutions working under the same education system may receive similar content and be tested the same way. Well-prepared textbooks are also very helpful to the teachers. They save teachers from the burden of material designing and enable them to devote their time to teaching. They also train and assist teachers in determining their language teaching methodology and offer guidance and orientation not only to the fresh inexperienced teachers but also to the experienced ones (Huntchinson & Torres 1994). However, many researchers have also found out that the experienced teachers working in both BANA and TESEP countries do not rely exclusively on textbooks. According to Brophy (1982) the teachers in United States do not use textbooks for teaching in elementary schools; rather they teach the students according to their needs by selecting the topics and material from different sources. Richards and Mahoney (1996) in their survey for the teaching of English in Hong Kong and Chandran (2003) in Malaysia found that teachers did not really use the prescribed textbooks. But it is not the case in Pakistan where ELT is completely based on the prescribed language course books and even experienced teachers have to rely on the textbooks due to a number of reasons. In Pakistan, the ELT course books serve as the content for language teaching and are strictly followed in developing the tests for the examinations. (Mansoor, 2005).

1.2. Educational context in Pakistan

The education system in Pakistan is not unified. There are two main streams of education systems: public and private sector education systems. Both the systems use different textbooks for ELT. The reason behind this is that the two systems are controlled by different setup. The public sector schooling system is under the control of the government. In this system, the textbooks prescribed by the government are used, whereas the private system of education is autonomous and is affiliated with

the University of Cambridge. Hence, it follows the textbooks prescribed by the University of Cambridge, though; they are published locally by the oxford university press.

2. The Study

2.1. Target materials

The target materials for this study are Oxford Progressive English (OPE) volume 9 and 10. This book is published by Oxford University Press (2009). The other book is English course book (ECB) volume 9 and 10 published by Pakistan textbook board (2009). Both books are academic course books prescribed for the secondary level students in Pakistan. The OPE is used by the private system of education, whereas the ECB is used in the government schools. The main purpose of these books is to improve learners' linguistic abilities and to help them meet the educational requirements set by the ministry of education.

2.2. Rationale for the selection of the books

The two books are selected for a number of reasons. Firstly, they are prescribed textbooks for ELT in the two distinct systems of education in Pakistan. Secondly, they target the same level of learners i.e. secondary school students and share a general purpose i.e. to develop learners' linguistic abilities. Thirdly, they have the same year of publication. Hence, all the variables are well controlled. The only difference is that these books are used in two distinct systems of education and reflect different language teaching and learning approaches, though, such a claim can only be confirmed after the analysis of the two books. Another important reason for the selection of the two books is that the learners studying these two books in the two distinct systems of education show a striking difference in their level of proficiency which is reflected in terms of their enrolment in higher level studies, success in job acquisition and success in competitive exams (Mansoor, 2005). Since, textbooks play a vital role in ELT in both public and private sector educational institutions in Pakistan, it seems logical to explore how the two types of textbooks promote different culture of learning which, ultimately, results in different linguistic outcomes and proficiency level of the learners.

2.3. Rationale for the selection of units

Owing to the limited scope of the study, the data collection and analysis are based on the selected units from the chosen textbooks. Two units from each book are selected for detailed analysis. Table 1 displays the units selected from each text book.

Table 1: Selected textbooks and units

Oxford Progressive English (OPE)		English Course book (ECB)	
Unit	Topic	Unit	Topic
2	At the New Year Celebration	2	Festivals of Pakistan
9	The Time Machine	5	Marco Polo

One unit from both textbooks has been taken from the beginning and the other from the middle of the books. The selection of the units is done on the basis of the similarity of topics. For example the unit from OPE **'At the New Year Celebrations'** and the unit from ECB **'Festivals of Pakistan'** deal with almost same topic i.e. festival. Similarly, the unit from OPE **'The Time Machine'** and the Unit from ECB **'Marco Polo'** are about journeys. Both the books present same pattern of the units i.e. the units start with the reading of the text followed by exercises presenting different aspects of language

like vocabulary, grammar, comprehension questions and tasks and activities for practicing language skills.

3. Methodology

This is going to be an exploratory study. It mainly focuses on the evaluation of the course books. The evaluation of the course books will be done by following the technique of 'in-depth evaluation' as according to Cunningworth (1995, p. 2) "an in-depth examination of representative samples of the material will form a sound basis for evaluation and for the ensuing choice of the most suitable course book for adoption". The in-depth evaluation involves a detailed analysis of the content, exercises, tasks and instructions in the selected units of the text. The internal aspects will be evaluated in detail by doing in-depth analysis of the two selected units from each textbook Firstly, the text of the units will be analyzed by focusing on genre, contents and hidden curriculum the contents may embody. The second part of the framework is the analysis of the culture of language learning and teaching these books promote. For this purpose, focus will be on rubric, questions/activities of grammar, vocabulary and four language skills given in the exercises at the end of each unit. Cunningworth (1995) and Littlejohn (1998) suggest that the analysis of the representative sample i.e. 10% to 15% of the total material is enough in order to have a comprehensible picture of the nature of the material and the culture of learning promoted by it. The two units selected from each book make approximately 15% of the total books as both books consist of 15 units. Hence, the in-depth analysis of the two units from each textbook is deemed suitable for this study.

3.1. Framework for Analysis

The detailed breakdown of the framework for analysis is given in table 2.

Table 2: Framework for analysis

The text / Reading passages
• Lay-out of the text
• Hidden curriculum
• Language style
Exercises/Tasks/Activities
• Vocabulary
• Reading comprehension
• Grammar
• Language Skills
Culture of Learning

The two major areas for the analysis of the internal aspects are:
    i.   The text or reading passages of each unit
    ii.   The exercises/tasks/activities given at the end of each unit

The text contents will be analyzed on the basis of lay-out of the text, hidden curriculum and language style used in the text. The second part of the framework for internal analysis i.e. the exercises will be analyzed on the basis of vocabulary items, items for language skills and grammar. The exercises will be analyzed with reference to the teaching methodology they promote and the role-relation between the teachers and learners they determine.

4. Analysis

4.1. The Text

4.1.1. Lay-out of the text

There is an obvious difference between the lay-out of the text of the units in the two books. The OPE clearly identifies the genre at the beginning of each unit. For example the genre 'fiction' has been clearly identified at the beginning of the unit 'At the New Year Celebrations', whereas ECB does not contain any identification of the genre of the text. The identification of the genre and the type of the text sets the mindset of the learner according to the text which facilitates understanding the text. Moreover, there is also proper identification of the four language skills on the concerning sections in each unit in the OPE. The clear identification of reading, writing, speaking and listening skills by the use of the icons in the units makes the lesson more purposeful and facilitates learners to focus on a particular skill. Such identification of skill is not found in the ECB. The OPE also contains an introductory paragraph at the beginning of the units. This introductory paragraph provides information about the source of the extract, the author and the characters. For example the introductory paragraph of the unit 'The Time Machine' tells that the unit is an extract from a famous science fiction by H.G. Wells. This provision of basic information about the genre, source of the text, the author and the characters help the learners to have a clear understanding of the text which helps the learners to comprehend the text easily. It also orients the reader to read with a clear perspective and, hence, facilitates learning. On the other hand, such introductory paragraph and orientation are not found in ECB; rather the text starts directly without providing any information to the reader.

Another important aspect of the layout of the text in the OPE is the clear marking and identification of paragraphs and lines. The paragraphs are set in a logical and meaningful sequence. There are no errors of sequencing of information. On the other side, the text in the ECB seems to have illogical sequencing. The text lacks cohesion and coherence. The paragraphs are not divided on logical basis. For example, one of the paragraphs in the unit 'Marco Polo' ends at the description of Marco Polo's journey to Venice. The description is still going on, but the next paragraph is started. The next paragraph presents the same idea and consists of just three sentences which should have been linked to the same previous paragraph. Similarly, problematic sequencing of information is another flaw detected in the ECB. The unit "Marco polo" contains information about Marco Polo's book. The writer provides information about the book, but the title of the book is mentioned at the end which should have been mentioned earlier.

4.1.2. Hidden curriculum

The hidden curriculum refers to the sets of social and cultural ideologies behind the physical makeup of the text (Cunningworth, 1995). The ECB seems to promote a typical moral and religious ideology. The unit 'Festivals of Pakistan' is totally based on the description of the religious events of the Muslims like 'Shabe-e-Barat', 'Eid-ul-Fitr', 'Hajj', 'Eid-Milad-un-Nabi' which seems contrary to the title of the unit because the term 'festival' also relates to the cultural events which have been totally ignored by the writer. The names of some cultural events like 'Horse and Cattle Show' and 'Shindhoor Mela' have been mentioned but their details have not been provided which could have been a good source of cross-cultural knowledge. Similarly, the description of the 'Urses' of saints seems to promote the religious ideology of a specific Muslim sect not the whole Muslim community. It reflects the subjective approach of the writer. On the other hand, the unit in OPE "At the New Year Celebrations" which also describes a cultural event i.e. the new year celebration does not seem to

promote any religious or social ideology. Though the character of Buddha is introduced in the chapter, but the writer does not seem to promote any religious ideology through the character of Buddha.

Hidden curriculum not only involves the implicit representation of any social or political ideology, but it also reflects what view of language learning is promoted by the text (Littlejohn & Windeatt, 1989). The two significant approaches used for ELT in different parts of the world are CLT or TBLT and the old, traditional structural approach. The CLT or TBT emphasize the acquisition of language as a skill, whereas the traditional structural approaches put emphasis on language as knowledge (Richards & Rogers, 2001). Though, the exercises in ECB seem to be based on structural approach emphasizing language as knowledge, but the content of the text does not seem to focus on even language as knowledge; rather it seems to focus on just information. The unit 'Festivals of Pakistan' is based on the description of the religious events and the dates when those events take place. Similarly, the unit "Marco Polo" also provides information about the visits of Marco Polo to different parts of the world, the dates he arrived at a place, number of years he spent in different countries and the distances he covered.

The units in ECB do not contain even a single dialogue. On the other hand, the use of dialogues is a salient feature of the text in OPE. Such use of dialogues promotes communicative aspect of language and facilitates learners' understanding of how language can be used in communication which is an important aspect of language learning. According to CLT the main purpose of language learning is the ability to use language in real-life situations (Hu, 2002). Hence, the OPE seems to promote CLT through its content.

4.1.3. Style

The mode of discourse used for the description of the text is another difference between the two books. The units or text in OPE are written in the first person narrative mode in which the writer shows himself as a character. The unit 'The Time Machine' starts in the following way "I stopped and sat upon the Time Machine……..". This type of first person narrative discourse creates affinity among the author, the text and the reader which motivates the learner. The units in the ECB are written in third person descriptive or narrative mode. The writer seems to adopt the role of an outsider and the whole unit is a sort of commentary. For example the unit 'Marco Polo' reflects the narrative mode of the writer in the following way "Marco Polo was born in the middle of thirteen century …….. His father and his uncle……. They were great travelers". The unit 'Festivals of Pakistan' also starts in a descriptive mode like "A festival is a public celebration of an event ……..". The use of first person as a mode of discourse renders the text too formal and monotonous and resultantly has a discouraging effect on the reader.

The information provided in the units in ECB is that of surface level and mainly revolves around the description of events, places, dates and personalities. Such surface level description does not seem to have any contact with real life. We do not find any expression of feelings or emotions which give a lively touch to the text. On the other hand, the text in the OPE is not based on linear description of events; rather it provides minute description of pictorial imagery which produces a real life like image. For example in the unit 'The Time Machine' the sky is described in the following way "the sky was no longer blue. Ahead it was inky dark and out of the blackness shone brightly and steadily the white stars". Many metaphors like 'breath of wind', 'crab-like', 'red-hot dome of the sun', 'blood-red water' have also been used which beautify the language and develop the reader's interest.

4.2. Exercises/Tasks/Activities

Now, we focus on how the culture of learning is promoted through the exercises, tasks and activities given at the end of the units of the textbooks.

4.2.1. Vocabulary

The first element given in the exercises of the textbooks is vocabulary, but both the textbooks reflect different approaches for vocabulary teaching and learning. The ECB seems to promote learning of independent vocabulary items. The following examples from ECB can illustrate the point.

Vocabulary
Port   harbour
Venetian   of Venice
Illuminate   light up
Induce   persuade
Shrine   tomb

It is quite obvious from the above given examples that ECB seems to believe that memorization is the best way for learning new words. This sort of vocabulary learning is based on one word substitution. Neither content nor context is given for the learning of vocabulary. Contrary to this, the OPE does not see vocabulary learning as rote learning or memorization. This point can be illustrated by the following examples from the OPE.

Find the words and phrases in the text which mean the same as the following.
Sticking out   (paragraph 1)
Recede   (paragraph 4)

Explain the following words and phrases in your own words.
Wide portals (line 18)
A mocking lear (line 21)

Identify the following pairs of words as either homophones or synonyms.
Porcelain   fine china
Rheumy   roomy
Tumblers   acrobats
Cymbals   symbols
Use one of each pair in an interesting sentence of your own.

To be effective, vocabulary learning must occur in context (Curtis & Longo, 2001). The OPE seems to follow more inductive approach for vocabulary learning. It does not promote memorization; rather encourages the learner to learn the vocabulary and its usage by figuring it out from the context which has also been clearly mentioned by giving the paragraph number and line number. Hence, the OPE uses tasks and activities which are more cognitively demanding and effectively engaging than simple rote learning. If the frequency of vocabulary is analyzed, each unit in the ECB contains 5 to 8 words, whereas each unit in the OPE contains four different items or tasks for vocabulary in a sequential order and each item contains 5 to 6 vocabulary items. Apart from vocabulary, the OPE also gives a glossary of specialized terms or archaic words.

4.2.2. Reading comprehension

The second important aspect of exercises in both the books is comprehension questions, which require and promote both reading and writing skill. The questions given in the ECB require only specific information that can be traced or copied directly from the text. For example:

- *Name the religious festivals of the Muslims?*
- *When does Shab-e-barat take place?*
- *What important religious event took place on 12th Rabi-ul-Awwal?*

The questions are not cognitively demanding; rather their answers can be given in a single word or phrase. They do not promote various aspects of reading and writing skills. Cognitively demanding questions always prove helpful to promote effective language learning. Comprehension is defined as reading text with understanding. It is the process of making sense of words, sentences and connected speech. Rice (2009, p. 2) suggests that comprehension is not an outcome in itself. It is rather a complex process "through which a reader interacts with a text to construct meaning". The comprehension questions given in the OPE are more challenging and require inferencing, critiquing and integration which are important for developing reading and writing skills. The point can be explained by the following examples from the OPE.

- *Why do you think the people trusted the fortune teller? Give two reasons which you have inferred from paragraph 3.*
- *What do you think the straws were for? (Paragraph 3, 4 and 5).*
- *Explain how Low Hee's grandmother betrayed her feelings? (Paragraph 5)*

The use of expressions like 'why do you think', 'what do you think' and 'explain how' promote thinking ability of the learners.

4.2.3. Grammar

The two books also differ from each other in their treatment of grammar. The items given in the exercises in the ECB neither seem to promote language as knowledge nor language as skill; rather they seem to emphasize only on factual information given in the text of the units. For example the items like MCQs, matching column and true/false focus on the knowledge given in the text. This point can be illustrated by following examples:

Choose the correct answer from the following:
Shab-e- barat is celebrated on
  a) *15th Shaban*   b) *1st Shawal*
  c) *10th Zilhaj*   d) *12th Rabi-ul-Awwal*

Tick the true statements and cross the false ones.
  i.   *Festivals are not celebrated with strong feelings.*
  ii. *Festivals create enmities.*
  iii. *Festivals bring cultural harmony.*

Connect the part of the sentence in column I with the relevant part in column II.

Column I	Column II
Shab-e-barat is	*on 1st of Shawal*
The Shaban is the	*a night of blessing*
Muslims celebrate Eid-ul-Fitr	*On 9th Zilhaj*
The great event of Hajj is performed	*8th month of Islamic calendar*

Such questions as based on giving answers in the form of factual information do not help to promote any of the language skills.

Moreover, in the exercises of both the units in the ECB the items used for the teaching and learning of grammar are based on traditional structural approach as they are given in the form of drills like changing of present tense into past. For example:

Write down the following sentences in the past tense.
   i.   *After the prayer, they greet one another.*
  ii.   *They bring the people closer.*
 iii.   *They illuminate their houses.*

Similarly, the unit 'Marco Polo' in the ECB is replete with the items based on the drill for the formation of plural nouns from singular nouns. For example:

Most nouns form their plurals by adding 's' to the singular
          boy - boys   *girl - girls*
          dog - dogs   *horse – horses*

By changing 'y' into 'i' and adding 'es'
          pony - ponies   *lady - ladies*
          fly - flies   *city – cities*

Hence the approach used in the ECB is based on traditional structural approach. The ECB entails explicit instructions of grammar based on drill and practice of specific items. On the other hand, the OPE does not focus on the explicit instruction of grammar. In both the units in the OPE there is just one item for grammar i.e.

Write down five hyphenated adjectives from the text.
Besides each one, write a definition of not more than five words.
Even this item is not based on the explicit instruction of grammar; rather a more inductive approach has been used in order to promote self-dependency among learners which is the main aim of modern language teaching approaches like CLT and TBLT (Richards & Rogers, 2001).

4.2.4. Language Skills

The two textbooks also differ from each other in their representation of four language skills. The ECB does not seem to explicitly focus on any of the four language skills, whereas the OPE contains marked sections representing each language skill. The approach used for the teaching of the four skills in the OPE is based on CLT and TBLT. CLT is based on the concept that the basic purpose of foreign language teaching is to develop communicative ability of the learners. In CLT teacher serves as a facilitator and the class is more student-centered (Richards & Rogers, 2001). Berns (1990, p. 104) explains that CLT is based on the view of "language as communication… as a social tool which speakers use to make meanings". Hence, CLT focuses on the development of language as a skill rather than as knowledge. The OPE involves many activities like role-play, pair work and group work for the promotion of speaking and listening skills. The unit 'The Time Machine' contains the following task for speaking and listening skills.

You are a group of film directors who are going to make a film of this section of **The Time Machine.**

Amongst other topics you may choose to talk about, discuss:
- *Whether an animated film would be a good idea*
- *Whether special effects would be effective*
- *How you would present the crab-like creatures*

Similarly, the OPE also promotes various types of writing skill in a systematic and gradual sequential order. Firstly, it gives tasks for guided writing in which learners are properly guided about how to make an outline. This type of guidance develops the habit of brainstorming among the learners. One example of guided writing in OPE is given below:

*Now select three topic headings relevant to your film, such as **Visual effects** or **The Time Machine**.*
Under these headings write down bullet points, each bullet point expressing an idea.
You may use ideas of your own as well as those ideas which emerged from your discussion above.
You may begin this way:

   Visual effects
- *Use only red, black, white and green*
- *The crab-creature must be………….*

After the guided writing, the tasks for more independent and imaginative writing are also given in the units in the OPE. This sort of independent writing practice may prove to be very helpful in promoting creative writing skill among the learners.

5. Conclusion

The two books show a striking difference in the culture of language learning they promote through visible and hidden aspects they promote. The ECB focuses only on language as knowledge and language as a source of transmitting knowledge. ELT in the ECB is based on the traditional structural approach. The learning of language is only confined to the memorization of independent vocabulary items, drills and exercises for limited grammatical items. It does not seem to focus on the development of language as a skill as it neglects all the four skills of language. It does not seem to follow the modern approaches of language teaching like CLT and TBLT; rather the structure based grammatical drills, the memorization of vocabulary and other factual information reflect the tendency towards old theories of GTM and behaviorism. The absence of any activity or task and the focus on language as knowledge steers the teacher to adopt the role of an instructor and knowledge giver instead of adopting the role of a facilitator who can encourage language learning through scaffolding. Hence, these features of the ECB seem to promote teacher-centeredness and instructionist approach in a language classroom.

On the other hand, the OPE is properly structured and well-planned in terms of its content and exercises. The content of the text is free from any social or religious bias. The expression of emotions and life like images are helpful in developing interest of the readers. The use of dialogues makes the text closer to the real life and shows how language can be used for communication in real life situations. The exercises in the OPE include all four skills of language. Language learning is promoted by using tasks and activities which make the class more learner-centered. Moreover, the rubrics of the tasks are detailed and easy to understand. The OPE seems to believe in making more use of modern language teaching methodologies like CLT and TBLT. Hence, it promotes more western culture of language learning.

6. Recommendations

The curriculum development in Pakistan is based on a top-down policy and the decisions about the curriculum development are done only at a higher official policy making level in which there is no role of the teachers (Rahman, 2003). The teachers are bound to follow the textbooks for language teaching because the textbooks not only provide the structure and content of the course but are also the major source for developing the tests for the examinations. (Mansoor, 2005). However, on the basis of the above given discussion, it can be recommended that the teachers should try to mould their teaching methodology according to the interest and needs of the learners. They should find out the means of developing interest of the learners which can be done by making some modifications in the language teaching materials, providing some extra interesting material to the learners and adapting their teaching methodology in accordance with the learners' needs and interests. They should also integrate themselves with the material and the learning process as according to Tudor (1993), effective learning can be promoted by steering the teaching methodology and study modes in accordance with the students' preferences. The use of learner centered activities like pair work, group work and role-plays can play an important role in promoting learners' interests and develop more and better communicative ability of the students. Similarly, teachers should make more use of inductive way of teaching and develop the habit of self-dependency among the learners.

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Dil öğreniminin kültürü: Pakistan'da kullanılan İngilizce ders kitaplarının karşılaştırmalı incelenmesi

Öz

Bu çalışma iki tane İngiliz Dili Öğretimi (İDÖ) ders kitabının örtük program (bu ders kitaplarının içeriğinde ve dil öğrenimi ve öğretiminin kültüründe saklı olan görünmeyen ve örtük ideolojik varsayımlar) açısından değerlendirilmesini kapsamaktadır. Bu çalışma için seçilen her iki ders kitabı Pakistan'da iki farklı eğitim sisteminde İDÖ için kullanılmaktadır. Biri devlet okullarında diğeri ise Cambridge eğitim sistemini izleyen özel eğitim sisteminde kullanılmaktadır. Araştırmanın çerçevesi her iki ders kitabından seçilen ünitelerin detaylı analizini içermektedir. İlk olarak, ünitelerdeki metinler tür, içerik ve içeriğin kapsadığı örtük programa odaklanarak incelenmiştir. Çerçevenin ikinci bölümü bu kitapların teşvik ettiği dil öğrenim ve öğretiminin kültürünü incelemeyi içermektedir. Bu amaç doğrultusunda, rubrikler, her bir ünitenin sonundaki alıştırmalarda verilen gramer, sözcük ve dört dil becerisine yönelik soru ve etkinliklere odaklanılmıştır. Sonuçlar örtük program ve dil öğrenimi ve öğretiminin kültürü açısından her iki ders kitabında açık farklılıklar ortaya koymaktadır.

Anahtar sözcükler: Ders kitapları, dil öğrenimi, İngiliz dili öğretimi, örtük program.

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