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**A Socio-Political Perspective towards Second Language Teaching:
Participatory Approach**

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ABSTRACT

In recent years critical perspectives have developed in second language teaching within the framework of poststructuralism. Participatory approach has been deliberately ignored in second language education owing to its severe criticism towards other modern approaches. This study aimed to unearth the views of Turkish adult learners of English regarding the topics on the agenda in Turkey and the world. The participants were given a list of topics discussed in the media and asked whether they discussed any of these topics composed of political, social and cultural issues. The results of the study show that none of the topics were discussed in the classroom setting. In addition, the participants were asked what topics they encountered in the preceding month and whether their English teacher used participatory approach in the class. Although the participants mentioned that participatory approach and the topics on the agenda could be useful to debate in classroom settings, the teachers were reported not to have used this critical approach at all. They stated that the teachers focused on skills more than critical and risky topics owing to different reasons such as political and cultural factors.

Key Words: Participatory approach, critical approach, media, second language teaching.

1. Introduction

Second language teaching is a scientific discipline that has ignored bona fide socio-political issues owing to marketing concerns and that has avoided meddling in risky issues that may lead to debates in classroom settings. In fact, radical democracy can be developed in second language teaching. However, capitalistic concerns are prioritized in this field. Strict planning of curriculum, syllabus and textbooks prevent democratic processes from developing (Thornbury, 2013). A critical perspective has been adopted to the extent that some risky issues are not addressed. In addition, political issues are rarely mentioned in textbooks. Besides political issues, social concerns on the agenda are not represented in classroom environment (Carr, & Kemmis, 1986; Atkinson, 2002). Both learners and teachers are shaped and guided by textbook authors and school administrators. Minds are directed within certain frameworks. Second language teaching is under the severe effect of media. Textbooks act as parts of media that create certain heuristic inclinations. Newspapers are indispensable parts of human life just textbooks and curriculum are regarded as essential components of language

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classrooms. However, content of these sources need to be criticized since they tend to omit socio-political issues (Auerbach, 1995; Thornbury, 2013)

Participatory approach has been often disregarded both in England and the USA since this approach has developed a critical perspective towards capitalism that textbooks have perpetually served since the emergence of applied linguistics (Berlin, 2005; Auerbach, 1995). Although Dewey emphasized the importance of textbooks and curricula based on real experiences, this ideal has never been completely achieved. The use of textbooks has been challenged by a number of researchers in education (Dewey, 1997; Giroux, 1988; Montessori, 2013; Thornbury, 2013). This challenge can be applied to second language education as well because textbooks, curricula, teachers and learners continue second language education under the strong effect of global market. Constantly updated books become constantly old-fashioned ones in the global market of second language education (Thornbury, 2013). Progressive education has never incorporated socio-political issues into classroom settings (Thornbury, 2013). However, critical pedagogy intends to transform society by raising socio-political issues. The tenets of critical pedagogy render participatory approach the field of second language education necessary. However, both pedagogical and ideological considerations criticize fixed approaches and pre-determined topics covered in both textbooks and curriculum (Giroux, 2011). The ideological perspective seems more risky for language practitioners because socio-political issues that are contained in participatory approach are not favored and approved in this field (Auerbach, 2001; Thornbury, 2013).

This study aims to examine the views of Turkish adult learners of English regarding political and social agenda. It is important to raise immediate issues experienced outside classrooms because negotiation of socio-political issues provides emancipatory perspectives and critical approaches for both learners and teachers. Inclusion of these topics by teachers, therefore, plays a pivotal role in understanding the importance of critical pedagogy, participatory approach and socio-political issues.

2. Method

This study is composed of qualitative research method. The aim of qualitative methodology is to describe and understand, rather than to predict and control (McDonough & McDonough, 2014). A form composed of various questions was given to the participants to reply to some issues aiming to focus on issues from a critical perspective. In addition, a list of topics on the agenda that were released in Turkish newspaper within a month was given to the participants to learn whether they discussed these topics in the classroom settings.

2.1. Participants

The number of the participants involved in the study was 23, and the age range of the participants was 18. The adult learners of Turkish majored in translation and interpreting and were the preparatory school students. They received English 24 hours a week. The scope of English classes was composed of four main skills that contained listening, reading, writing and speaking.

3. Results

In this section, the results of the study and the findings are described based on the data obtained from the participants by means of the instruments. They are grouped under the titles of the categories from the questionnaire, as well as the interview.

Interview Questions

Table 1. Recent News Known by the Students

| Item | f | % |
|-------------------------|-----|--------|
| Economy | 44 | 17.10 |
| Pastor Brunson | 41 | 16.00 |
| National Anthem | 27 | 10.50 |
| Cemal Kaşıkçı | 26 | 10.10 |
| Frozen Martyrs | 15 | 5.80 |
| Violence against Women | 11 | 4.30 |
| Syria Summit | 10 | 3.90 |
| Child Abuse | 10 | 3.90 |
| All news in the Agenda | 10 | 3.90 |
| Arda Turan vs Berkay | 9 | 3.50 |
| Most news in the Agenda | 8 | 3.10 |
| Terror | 7 | 2.70 |
| No news in the Agenda | 7 | 2.70 |
| Martyr News | 5 | 1.90 |
| Some news in the Agenda | 4 | 1.60 |
| Insulting Atatürk | 3 | 1.20 |
| Pension Age | 3 | 1.20 |
| Istanbul Airport | 2 | 0.80 |
| Indonesia Earthquake | 2 | 0.80 |
| Erdoğan vs Trump | 2 | 0.80 |
| Mc Kinsey | 2 | 0.80 |
| US Sanction | 2 | 0.80 |
| Arab Spring | 1 | 0.40 |
| Anthrax Meat | 1 | 0.40 |
| Local Elections | 1 | 0.40 |
| LGBT | 1 | 0.40 |
| Immigrants | 1 | 0.40 |
| NATO Summit | 1 | 0.40 |
| Traffic Accidents | 1 | 0.40 |
| Total | 257 | 100.00 |

As can be observed from Table 1, *Economy* (17.10%) and *Pastor Brunson* (16.00%) emerged as the most known news among the participants. Furthermore, such news as *National Anthem* (10.50%) and *Cemal Kaşıkçı* (10.10%) were detected to be highly dominant compared to the following news like *Frozen Martyrs* (5.80%) and *Violence against Women* (4.30%). Besides, some news emerged with the same percentage. For instance, *Syria Summit*, *Child Abuse*, and *All news in the Agenda* were seen to be appearing with a similar percentage of 3.90. Moreover, such themes as *Arda Turan vs Berkay* (3.50%), *Most news in the Agenda* (3.10%), *Terror* (2.70%), and *No news in the Agenda* (2.70%) emerged with different percentages. Further, the results obtained for such themes as *Martyr News* (1.90%), *Some news in the Agenda* (1.60%), *Insulting Atatürk* (1.20%), and *Pension Age* (1.20%) suggest a very low occurrence besides such scarcely detected themes as *Istanbul Airport* (0.80%), *Indonesia Earthquake* (0.80%), *Erdoğan vs Trump* (0.80%), *Mc Kinsey* (0.80%), *US Sanction* (0.80%), *Arab Spring* (0.40%), *Anthrax Meat* (0.40%),

Local Elections (0.40%), *LGBT* (0.40%), *Immigrants* (0.40%), *NATO Summit* (0.40%), and *Traffic Accidents* (0.40%).

Table 2. *Recent News Discussed in the Classroom*

| Item | f | % |
|------------------------|------------|---------------|
| No news | 79 | 64.20 |
| Economy | 15 | 12.20 |
| Arda Turan vs Berkay | 5 | 4.10 |
| Sports | 4 | 3.30 |
| Education | 3 | 2.40 |
| Government | 3 | 2.40 |
| Pastor Brunson | 2 | 1.60 |
| Terror | 2 | 1.60 |
| Syria Summit | 2 | 1.60 |
| National Anthem | 2 | 1.60 |
| Child Abuse | 2 | 1.60 |
| Frozen Martyrs | 2 | 1.60 |
| Local Elections | 1 | 0.80 |
| Violence against Women | 1 | 0.80 |
| Total | 123 | 100.00 |

Regarding the recently discussed news in the classroom, a high number of participants declared *No news* (64.20%) which outnumbered the emergence of such themes as *Economy* (12.20%), *Arda Turan vs Berkay* (4.10%), *Sports* (3.30%), *Education* (2.40%), and *Government* (2.40%). On the other hand, such themes *Pastor Brunson*, *Terror*, *Syria Summit*, *National Anthem*, *Child Abuse*, *Frozen Martyrs*, *Local Elections*, and *Violence against Women* were observed to emerge with mere 0.80%.

Table 3. *The News Utilized in the Classroom*

| Item | f | % |
|-----------------|-----------|---------------|
| Not utilized | 78 | 95.10 |
| Science News | 1 | 1.20 |
| Education News | 1 | 1.20 |
| Political News | 1 | 1.20 |
| Based on Lesson | 1 | 1.20 |
| Total | 82 | 100.00 |

The results obtained for *the news utilized in the classroom* suggest that no news is utilized (95.10%) in the classroom setting. Further, as can be detected from the table, such items as *Science News*, *Education News*, *Political News*, and *Based on Lesson* were scarcely observed (1.20%) within the analysis.

Table 4. *Conceptions on the Use of Critical Pedagogy in EFL Programs*

| Item | f | % | Reason | f | % |
|--------------|----|--------|-------------------------------------|----|--------|
| Yes | 60 | 64.50 | For being useful | 22 | 45.80 |
| | | | For English proficiency | 20 | 41.70 |
| | | | For awareness | 5 | 10.40 |
| | | | For English being a global language | 1 | 2.10 |
| Total | | | | 48 | 100.00 |
| No | 33 | 35.50 | Not even do it in Turkish | 8 | 44.40 |
| | | | Not being useful | 6 | 33.30 |
| | | | No background | 4 | 22.20 |
| Total | 93 | 100.00 | | 18 | 100.00 |

As can be understood from the table, those believing that critical pedagogy should be used in EFL programs (64.50%) surpass the number of those with a view that it should not be included in the EFL programs (35.50%). Besides, those supporting the inclusion of critical pedagogy in EFL programs state the following reasons behind their agreement: *for being useful* (45.80%), *for English proficiency* (41.70%), *for awareness* (10.40%) and *for English being a global language* (2.10%). On the other hand, those disapproving the inclusion of critical pedagogy in EFL programs suggest the pursuing points behind their disapproval: *not even do it in Turkish* (44.40%), *not being useful* (33.30%), and *no background* (22.20%).

Table 5. *Conceptions on the Inclusion of News in EFL Programs*

| Item | f | % | Reason | f | % |
|--------------|-----|--------|-------------------------|----|--------|
| Yes | 72 | 72.00 | For English proficiency | 21 | 33.90 |
| | | | For being useful | 21 | 33.90 |
| | | | For awareness | 20 | 32.30 |
| Total | | | | 62 | 100.00 |
| No | 28 | 28.00 | Not being useful | 9 | 40.90 |
| | | | Separating us | 7 | 31.80 |
| | | | Dangerous debates | 6 | 27.30 |
| Total | 100 | 100.00 | | 22 | 100.00 |

It is clearly identified from the table that the number of those approving the inclusion of news in EFL programs (72.00%) outnumbers the number of those with a counter view (28.00%). Additionally, those approving the inclusion of news in EFL programs also indicate such reasons as *for English proficiency* (33.90%), *for being useful* (33.90%), and *for awareness* (32.30%). However, those disapproving the inclusion of news in EFL programs state such reasons as *not being useful* (40.90%), *separating us* (31.80%), and *dangerous debates* (27.30%).

Table 6. *News Known by the Students*

| Item | Yes | | No | |
|-----------------------|-----|-------|----|-------|
| | f | % | f | % |
| Pastor Brunson | 108 | 88.50 | 14 | 11.50 |
| Cemal Kaşıkçı | 86 | 70.50 | 36 | 29.50 |
| Economy | 119 | 97.50 | 3 | 2.50 |
| National Anthem | 115 | 94.30 | 7 | 5.70 |
| Child Abuse | 110 | 90.20 | 12 | 9.80 |
| Lost Children | 102 | 83.60 | 20 | 16.40 |
| LGBT | 62 | 50.80 | 60 | 49.20 |
| Terror | 119 | 97.50 | 3 | 2.50 |
| Indonesia Earthquake | 44 | 36.10 | 78 | 63.90 |
| Nobel Prizes | 61 | 50.00 | 61 | 50.00 |
| Mc Kinsey | 44 | 36.10 | 78 | 63.90 |
| Arda Turan vs. Berkay | 110 | 90.20 | 12 | 9.80 |
| Saturday Mums | 34 | 27.90 | 88 | 72.10 |
| Local Elections | 88 | 72.10 | 34 | 27.90 |
| Syria Summit | 84 | 68.90 | 38 | 31.10 |

It is simply observed from the table that majority of the respondents (88.50%) are aware of the news on *Pastor Brunson*, while a small number of them (11.50%) are unaware of it. Regarding the news *Cemal Kaşıkçı*, most of the participants (70.50%) have heard about this news, while only a few respondents (29.50%) know about it. Besides, the number of those (97.50%) knowing about the news *Economy* significantly outnumbers the number of those with a counter position (2.50%). In a similar vein, regarding the awareness of *National Anthem*, it is clearly understood that the number of the participants (94.30%) having heard about this news surpasses the number of those (5.70%) who are unaware of the issue. Furthermore, majority of the respondents (90.20%) have heard about the news *Child Abuse*, while a small number of them (9.80%) know about the issue. The news *Lost Children* is another item which has been heard by the majority of the respondents (83.60%), while a mere 16.40% of the participants do not know about it. Though with a slight difference, the number of those (50.80%) that are aware of *LGBT* news outnumbers the number of those (49.20%) who do not know about it. Moreover, a high number of the respondents (97.50%) have heard about *Terror* while only a small number of respondents (2.50%) have heard about the issue. Notably, the majority of the respondents (63.90%) have not heard about the news on *Indonesia Earthquake*, while a small number of the respondents (36.10%) have heard about the issue. With an equal dispersion, while 50.00% of the respondents have heard about the news on *Nobel Prizes*, the rest of them (50.00%) have not heard about it. On the other hand, majority of the participants (63.90%) were not aware of the *Mc Kinsey* news, while a small number of them (36.10%) know about this news. In addition, while the news on *Arda Turan vs. Berkay* has gained the attention of a big number of respondents (90.20%), it was not heard by a small number of them (9.80%). However, the news *Saturday Mums* was not heard by the majority of the participants (72.10%), while a small number of participants (27.90%) heard about it. The news on *Local Elections* got the attention of the majority of the respondents (72.10%), while it was not heard by a small number of participants (27.90%). Last but not least, most of the respondents (68.90%) were aware of *Syria Summit*, while a small number respondents (31.10%) were not.

Table 7. News Discussed in the Classroom

| Item | Yes | | No | |
|-----------------------|-----|-------|-----|-------|
| | f | % | f | % |
| Pastor Brunson | 6 | 4.90 | 116 | 95.10 |
| Cemal Kaşıkçı | 6 | 4.90 | 116 | 95.10 |
| Economy | 31 | 25.40 | 91 | 74.60 |
| National Anthem | 19 | 15.60 | 103 | 84.40 |
| Child Abuse | 17 | 13.90 | 105 | 86.10 |
| Lost Children | 10 | 8.20 | 112 | 91.80 |
| LGBT | 7 | 5.70 | 115 | 94.30 |
| Terror | 21 | 17.20 | 101 | 82.80 |
| Indonesia Earthquake | 9 | 7.40 | 113 | 92.60 |
| Nobel Prizes | 7 | 5.70 | 115 | 94.30 |
| Mc Kinsey | 6 | 4.90 | 116 | 95.10 |
| Arda Turan vs. Berkay | 21 | 17.20 | 101 | 82.80 |
| Saturday Mums | 3 | 2.50 | 119 | 97.50 |
| Local Elections | 4 | 3.30 | 118 | 96.70 |
| Syria Summit | 8 | 6.60 | 114 | 93.40 |

As can be observed from the table, no news is discussed in the classroom setting. It is easily detected from the table that majority of the respondents (95.10%) stated not having discussed the news on *Pastor Brunson*, while a small number of them (4.90%) declared an opposite view. Similarly, regarding the news *Cemal Kaşıkçı*, most of the participants (95.10%) have not discussed about this news, while only a few respondents (4.90%) declared to have discussed it. Besides, the number of those (74.60%) not having discussed the news *Economy* significantly outnumbers the number of those with a counter position (25.40%). In a similar vein, regarding the discussion of *National Anthem*, it is clearly understood that the number of the participants (84.40%) not having discussed this news surpasses the number of those (15.60%) who discussed it. Furthermore, majority of the respondents (86.10%) have not discussed the news *Child Abuse*, while a small number of them (13.90%) stated to have discussed the issue. The news *Lost Children* is another item which has not been discussed by the majority of the respondents (91.80%), while a mere 8.20% of the participants have discussed about it. The number of those (94.30%) that have not discussed *LGBT* news outnumbers the number of those (5.70%) who have discussed it. Moreover, a high number of respondents (82.80%) have not discussed *Terror* while only a small number of respondents (17.20%) have stated to have discussed the issue. Conspicuously, the majority of the respondents (92.60%) have not discussed the news on *Indonesia Earthquake*, while a small number of the respondents (7.40%) have stated to have discussed the issue. While 94.30% of the respondents have discussed the news on *Nobel Prizes*, the rest of them (5.70%) have not discussed it. Majority of the participants (95.10%) have stated not to have discussed the *Mc Kinsey* news, while only a small number of them (4.90%) know about this news. In addition, while the news on *Arda Turan vs. Berkay* has not been discussed by a high number of respondents (82.80%), it was discussed by a small number of them (17.20%). However, the news *Saturday Mums* was not discussed by the majority of the participants (97.50%), while a small number of participants (2.50%) stated to have discussed it. The news on *Local Elections* was stated to have been discussed (96.70%), while it was discussed by a small number of participants (3.30%). Last but not least, 96.70% of participants stated not to have discussed *Syria Summit*, while 3.30% of them stated that they discussed it in the classroom.

Table 8. Student Conceptions on whether the News should be Included in EFL Programs

| Item | Yes | | No | |
|-----------------------|-----|-------|----|-------|
| | f | % | f | % |
| Pastor Brunson | 54 | 44.30 | 68 | 55.70 |
| Cemal Kaşıkçı | 43 | 35.20 | 79 | 64.80 |
| Economy | 81 | 66.40 | 41 | 33.60 |
| National Anthem | 79 | 64.80 | 43 | 35.20 |
| Child Abuse | 89 | 73.00 | 33 | 27.00 |
| Lost Children | 81 | 66.40 | 41 | 33.60 |
| LGBT | 44 | 36.10 | 78 | 63.90 |
| Terror | 85 | 69.70 | 37 | 30.30 |
| Indonesia Earthquake | 39 | 32.00 | 83 | 68.00 |
| Nobel Prizes | 59 | 48.40 | 63 | 51.60 |
| Mc Kinsey | 32 | 26.20 | 90 | 73.80 |
| Arda Turan vs. Berkay | 24 | 19.70 | 98 | 80.30 |
| Saturday Mums | 32 | 26.20 | 90 | 73.80 |
| Local Elections | 39 | 32.00 | 83 | 68.00 |
| Syria Summit | 48 | 39.30 | 74 | 60.70 |

One can understand from the table that the respondents not desiring to see the *Pastor Brunson* related news in EFL programs (55.70%) outnumber those who want to see it in their programs (44.30%). In a similar vein, those negative about the inclusion of *Cemal Kaşıkçı* news in their program surpass the number of those positive about the mentioned news (35.20%). On the contrary, the respondents desire to see *Economy* related news (66.40%), while a number of participants do not want such news to be included in EFL programs (33.60%). Similarly, the news on *National Anthem* is another theme approved by most of the respondents (64.80%), while 35.20% of the participants disapprove it. Regarding the *Child Abuse* related news, one can detect that 73.00% of the respondents are positive about the inclusion of such news, though 27.00% of them share a contrary view. The news on *Lost Children* is another group that is approved by the majority of the respondents (66.40%), while 33.60% of the participants disapprove the inclusion of such news in their EFL program. On the other hand, it is easily detected from the table that *LGBT* is not agreed to be contained in the program by a big number of participants (63.90%), though 36.10% of the respondents desire to see such news in the program. Moreover, by looking at the *Terror* related news, we can understand that majority of the respondents (69.70%) want to see such news in their program, while a number of participants (30.30%) do not want such news to be covered in the program. Notably, *Indonesia Earthquake* was not approved by most of the respondents (68.00%), while 38.00% of the participants approved it. Moreover, 51.60% of respondents disapproved the news on *Nobel Prizes*, while 48.40% of them approved it. It was also notable that *Mc Kinsey* news was not supported by a high number of participants (73.80%), though some respondents (26.20%) supported it. Further, most of the respondents (80.30%) agreed on the exclusion of *Arda Turan vs. Berkay* related news, while some (19.70%) approved the inclusion of such news. The news related to *Saturday Mums* was also disapproved by most of the respondents (73.80%), though some participants (26.20%) were positive about the inclusion of such news. Additionally, the news on *Local Elections* was also disapproved by the majority of the respondents (68.00%), while 32.00% of them approved such news. Finally, having a look at the news related to *Syria Summit*, we can easily understand that a big number of participants (60.70%) were negative about the inclusion of such news in the program, while 39.30% of the respondents represented a contrary view.

4. Limitations

The study was limited to only a small group of young adult learners of English. In addition, only two instruments were used to collect data. Besides, the participants were given only a certain list of topics and were not asked to make detailed comments on the topics chosen from the newspapers. The topics were limited to mostly socio-political issues.

5. Discussion

This study aimed to focus on whether the adult learners in second language teaching settings deal with the topics on the agenda. All of the participants in the study reported that socio-political issues were not addressed, although they adopted the idea that those issues should be discussed in classroom environment. The participants were given some topics on the agenda that incorporated social-political issues to learn whether they discussed these topics in the class. However, none of the topics were debated in the learning environment.

The nature of socio-political issues has always been thorny in second language education because global textbooks focus on anodyne issues such as nature, popular culture, ecology, celebrities, economy, consumerism, travel and holiday. Textbooks and curricula frame only certain topics that constantly serve global market. Thus, elimination of these topics in textbooks and curricula misguides minds of teachers and learners. Since adult learners are never asked to be involved in the process of selecting topics, socio-political issues are never remembered or debated by either teachers or learners. Therefore, socio-political issues are contrasted with the aims of global market that aims to hinder people's capacity and ability to criticize what is not covered in second language education because developing a socio-political approach entails critical pedagogy that constantly questions political issues encompassing ideology, power, power relations, domination, hegemony and gender. These topics are seldom contained in textbooks or curricula of global or local English textbooks. In addition, teachers tend to deliberately skip these topics because political issues are often made to be felt dividing learners from each other ideologically. What is more important in second language education is what is not mentioned. The function of English as a lingua franca should not hide socio-political issues that may risk profits of global market (Berlin, 2005; Phillipson, 1992, 2011a). Capitalist system has always retained the undefeatable fear of the emergence of any idea that may imply Marxist idea or critical pedagogy. This global market perpetually and percussively exercises its power in second language teacher education. It can even be said that the world is faced with this desiring machine of the global market for the sake of dissemination of the mythologized lingua franca (Deleuze & Guattari, 1977; Philipson, 1999, 2009, 2011b). The lack of authentic dialogue between learners and teachers pave the way for textbook sellers. Although dialogue is the most pivotal existential form in education, it is always ignored. Textbooks downplay the importance of dialogue and prevent social dialogue from taking place in classroom settings.

Learners in this study stated that socio-political issues were not addressed at all in classroom settings. Textbooks can be perceived as extensions of media. Therefore, teachers should raise topics on the agenda in classrooms with learners. This process may not be easy because Turkish learners may resist discussing these topics. However, additional critical thinking and pedagogical training should be provided for learners so that they can feel comfortable in classroom settings. In addition, learners

should be involved in the process of selecting their own topics after receiving critical pedagogical training. Since adult learners may not come from a background that lacks critical pedagogy, they need to be offered critical pedagogical training. Otherwise, minds of these adult learners will continue to be molded by topics that present only anodyne issues. However, in actual life practices, when these learners encounter international individuals in inner circle countries, they are doomed to discuss socio-political issues addressed in Turkey where hot debates are made politically in the world arena. It can be interpreted that realistic, transformative and emancipatory discourses should be debated in second language education. This approach can be achieved through social dialogue and critical pedagogy whose tenets are to deconstruct and unmask issues dictated by global textbooks that cater for only issues in capitalism, even state or inner circle capitalism.

6. Conclusion

This study showed that almost no socio-political issue was discussed in foreign language environment, although the participants stressed the fact that the topics could be raised. Absence of socio-political issues can be seen as an enigma in English language education because the topics on the agenda negotiated at national and international level each day are disregarded in such a way that only anodyne topics are raised in classroom settings to teach only four skills. However, without critical pedagogy and participatory approach, little progress might be made since learners may lack socio-political competence to discuss on the international platform where discursive practices are given more emphasis.

In future studies, participatory approach can be used in English language education by adopting the principles of critical pedagogy even if certain intellectual conflicts might be experienced in classroom settings. Because a democratic or a radical democratic attitude already entails conflicts through which progressive education can be adopted and developed. The imposition of global textbook producers and administrators on outer and expanding circles can be partially hindered by endorsing and increasing critical discursive practices.

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