An Evaluation of Cultural Contents and Activities in the General English Textbook

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Abstract

This is an evaluation of cultural contents and activities in the textbook, General English, published by the Curriculum Project, Thabyay Education Foundation, used in the migrant learning centers in the Thailand-Myanmar border. The evaluation was done to support Thabyay Education Foundation, a non-profit organization. General English has been adapted from Language in Use (1991) and developed for the post-secondary who are between the age of 16 to 25. This research was conducted to find out whether the materials were appropriate with regard to the social lives of the refugee students. The evaluation was done in four categories: topics, illustrations and activities. To evaluate these four categories, the researcher analyzed the textbook and interviewed the participants. The interviews were conducted with 15 participants from three different learning centers in three different refugee camps. The findings reveal that the subject content of the material is generally appropriate and potentially engaging to the young adult Myanmar migrant learners.

Keywords

Materials Evaluation; Culture; Activities; Refugees

Full Text:

PDF

References


Refbacks

* There are currently no refbacks.

This article analyzes the cultural content in three communicative English as a foreign language textbooks that are used as main instructional resources in the English classroom. The study examined whether the textbooks include elements of surface or deep culture, and the findings indicate that the textbooks contain only static and congratulatory topics of surface culture and omit complex and transformative forms of culture. ICC embraces the understanding of more profound meanings and contents. The Cultural Component in Textbook 2 (Intermediate Level). The analysis of Textbook 2 found similar features to Textbook 1 in regards to the six main neutral aspects of visible culture: holidays, tourist places, celebrities, traditions, literature, and general information. How did the teachers evaluate the general attributes of the textbooks? How did the teachers evaluate the learning-teaching content? IEELS 1 (1):38-46, 2013. Writing activities and exercises were too limited in the textbook. The results also indicated that new words were not repeated in the subsequent parts of the book. As for grammar, it was not explicitly presented in this textbook because of the low age of the learners. Grammar is introduced from Year Three onwards. The checklist is called the English Language Teaching Textbook Evaluation Checklist (ELT-T), a userfriendly instrument that has been validated and tested for its reliability. Practical guidelines for the evaluation of purpose, content, and design of textbooks are included in the final two sections, along with thoughts on the constraints faced by publishers and those wishing to adapt materials. ELT Documents: 126. ELT Textbooks and Materials.
Problems in Evaluation and Development. A set of wide-ranging evaluative questions is proposed, which examines such matters as the aims and content of teaching materials. There is considerable emphasis in the article on trying to understand the learner's point of view, and discovering judgemental standards that might be used by students themselves.