

Dr. BRR GOVT DE ~~DECLARATION~~ JADCHERLA

Department of English



A PROJECT REPORT

ON

“Languages In Textbook ”

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DECLARATION

We are hereby declare that the study project: **“Languages In Textbook”** is a record of work done by under the supervision of **B.Madhavi**, faculty of English, Government Degree College, Jadcherla, Mahabubnagar District and that the project has not been previously done by any others in this college and any other college/University.

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Date : 27/06/2022

Place : Jadcherla

CERTIFICATE

This is to certify that the Study project on "**Languages In Textbook**" is a bonafide Project work done by students listed below

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under my supervision in Dr.BRR Government Degree College, Jadcherla.

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LANGUAGES IN TEXTBOOK

LANGUAGES IN TEXTBOOK

This guest edited special issue of language culture and curriculum The language textbook representation interaction and learning presents a collection of studies that look into language textbooks through three key themes representation interaction and learning the full issue consider textbook produced indifferent parts of the world for different audiences for the teaching of several languages with different statuses this diversity of contexts text and users allows us to find recurrent issues and patterns around the world and at the same time situate other issues locally for a richer qualitative understanding of the phenomena under investigation contributions provide new insight into the interconnectedness of these three key themes and what the research field might gain from exploring all three in an articulated manner they also expand our understanding of the textbook as an educational cultural pedagogical and ideological site for research Discussions finding and implication appeal not only to researchers but also to language teachers language textbook publishers and other stakeholders. There is a relatively long standing tradition of research in the broad interdisciplinary field of textbook studies in particular language researches in applied linguistics discourse analysis sociolinguistics cultural studies among others have sometimes explicitly and other times implicitly engaged in this field by exploring first second and foreign language textbooks while we still need more articulation between language textbooks of other school subjects language textbook studies have certainly provided insightful contributions on critical aspects of text books their contents and discourses representation has been a key issue in language textbook studies and it has been addressed from many theoretical perspectives as a recent book by Risager 2018 eloquently explains the study of representations is fundamental since what is included and excluded in the text book plays role in how ideas conceptions and

cosmogonies about the target language society and culture are virtually transmitted in their sociocognitive dimension representations can operate in different ways guiding students semiotic processes and contributing to the reinforcement establishment or even the research about language textbooks address representations in one way cultural representations (Curdt Christiansen,2008; Kramersch,1987; Kubota,2003; Larrea.Espinar,2015; Thompson,2013; Weninger and Kiss,2013), ideologies of global/local languages and cultures (Curdt Christiansen,2015; Leeman and Martinez,2007; Thompson,2013) hegemonic socio political discourses (Babaii and Sheikh,2017; Block and Gray,2018; Bari, 2018; Bori and Petanovic, 2016; Gray 2012; Xiong,2018) sociolinguistic diversity and identities (Elissondo,2001; Shardakova and Pavlenko,2004;Xu,2013) (inter) cultural awareness and (global) citizenship (Mc Conachty .2018; Risager,2018;Vinnall and Shin,2019) A look at the principles and motivations of most of these studies reveals some overarching questions analysis of representations .

Despite the key role textual representations have played in language textbooks studies, it is important to note that there were early calls for the need to attend to other phenomena in order to better situate the textbook in (inter) action (van Dijk,1981; Kramersch, 1987) The underlying motivation is the belief that the study of textbook representations is more informative of the politics of power in/ behind discourse production than of the situated agency of students and teachers interacting with the textbook in actual classroom. To this point we shall return in more detail in the conclusion paper. with the exception of a few pioneer early studies studies such as learning are relatively new. In a broad sense these include issues such as how teacher and students interact with the language textbook in the classroom, enacting their identities in expected/unexpected or official/ unofficial ways; and also the role of the language textbook in actual learning and learning contexts (Candle, 2019;

Foreman, 2014; Hadley, 2013; Meconachy 2018; menkabu and hardwood 2014 articulating representation, interaction and learning is key to providing answers to questions.

In this special issue rather than providing fixed definitions of the three key themes each paper draws on different theories perspectives and approaches to conceptualize representation. Interaction and or learning in particular ways. In the concluding paper. These views are brought together and further articulated in order to reflect on our collective contribution as well as the perspectives for further research.

The concluding article synthesizes the contributions of each paper and combines them into a new whole in order to discuss both what the state of art in the field of language textbook studies is and to identify research gaps and areas for future research. This discussion is structured after the three key themes (representation, interaction and learning). In articulating issues of representation interaction and learning this special issue collectively offers global and comprehensive understanding of the broadening scope of language textbook research, as well as of the various. At the same time ,it provides new insight into the inter connectedness of these three key themes and what the research field might gain from exploring all three in an articulated manner contributions expand our understanding of the textbooks as an educational , cultural pedagogical and ideological site for research .more broadly they contribute to language education theory and praxis since discussions and finding appeal not only to researchers but also to language teachers , language textbook publishers and other stakeholders.