

Critical Agency and Glocal Subjectivity in ELT Material Development: An Analysis of English Language Textbook of Bangladesh

HARUNUR RASHID KHAN
*BRAC Institute of Languages,
BRAC University, Bangladesh*

ADILUR RAHAMAN
*Department of English
Independent University, Bangladesh
adilr.1987@gmail.com*

ABSTRACT

This paper explores ‘glocal subjectivity’ in an English language textbook produced by National Curriculum and Textbook Board of Bangladesh for Grades XI-XII. In the era of globalization (Mukherjee & Kriekhaus 2011), glocal subjectivity, i.e. creation of self that appreciates the ingredients of both global and local spaces (Gutierrez 2013) is relevant for material development in ELT, as it carries implications for critical agency (Richmond 2011). In post-colonial countries, critical agency allows non-native textbook writers to exercise freedom in selecting themes and designing language learning activities which may be used in the classrooms to develop critical minds (Pineda-Báez 2004). Through qualitative content analysis (Julien 2008), this research examines how the non-native material writers in Bangladesh exerted critical agency to construct glocal subjectivity in the English textbook. Findings reveal that textbook writers constructed glocal subjectivity by selecting appropriate topics. Nevertheless, the textbook contains the following limitations: pedagogically unsound language learning activities, low aesthetic quality, misrepresentation of Bangladesh, and post-colonial ambivalence. Based on the findings, this paper suggests that textbook writers in the post-colonial countries need to be aware of the issue of representation and make use of the wisdom of Applied Linguistics to produce politically correct and pedagogically effective English language textbook.

Keywords: critical agency; glocal subjectivity; material development; resistance; post-colonial

INTRODUCTION

After the publication of Phillipson’s (1992) *Linguistic Imperialism* and Kramsch’s (1993) *Context and Culture in Language Teaching*, there was a growing critical awareness regarding textbooks produced in the Euro-American academia. In addition, *The Cultural Politics of English Language* by Pennycook (2017, first published in 1994) unraveled the neo-colonial projects in ELT and emphasized the need for homegrown materials and methods which gradually gained currency in the academic community. The paradigm of ‘English as an International Language’ (EIL) (Sharifian 2009) and the resistance against ‘native speakerism’ (Phillipson 1992, Rampton 1996) germinated a movement that encouraged the production of ELT textbooks by local experts in EFL countries. This movement ostensibly excluded British-American consultants from the panel of Textbook Writers.

In ELT research literature, a large number of western popular ELT materials were categorised as imperial or neo-imperial enterprise that repressed local culture and promoted western culture (Abbasian & Biria 2017, Hunter 1997, Jahan 2012, Jahan 2005, Kanoksilapatham 2018, Khodadady & Shayesteh 2016, Lekawael, Emzir & Rafli 2018, Rashidi & Meihami 2016, Rodríguez 2015, Xu 2013, Zarei & Khalessi 2011). As a consequence of such critical intervention, the current English language textbook (introduced in 2015) titled *English for Today: Classes XI-XII* (Billah et al. 2015) for general education stream in Bangladesh is written and edited by local experts; thus, non-native ELT material

developers were accorded ‘critical agency’ (Rebughini 2018) in Bangladesh. Critical agency refers to conscious “action that resists hegemonic practices which ensure and justify the social domination of some individuals by others” (Baez 2000, p. 385). The material developers of Bangladesh were granted power to resist imperial contents in the English language textbook.

Criticism against neo-imperial Western ELT materials (Pennycook 1998) continues till today; nevertheless, in the 21st century, the significance of the concepts of ‘glocal’ (Sung 2014) and ‘intercultural communication’ (Cotthoff & Spencer-Oatey 2007) demanded a blending of global and local issues in English language textbooks. In this article, we would examine the contents of the textbook with reference to the ideas of *glocal subjectivity* (Kramersch 2013, Mareck 2014) and *material design* in ELT (Tomlinson 2014, Tomlinson 2012). This analysis will reveal the strengths and limitations of the English textbook written by local experts who were allowed to exercise critical agency.

METHODOLOGY

The sources of primary data for this research are: (a) oral history interview (see Perks & Thomson 2003, Pollock 2005) with the experts who were writers or editors of English textbooks for national curriculum and (b) the English language textbook for Grades XI-XII (Billah et al. 2015) which was introduced in 2015. The oral history interview yielded data about the genesis of the selected English language textbook and the process of granting critical agency to textbook writers of Bangladesh. In order to identify the impact of the critical agency on ELT material development, we carried out a qualitative content analysis (Julien 2008) of the selected English language textbook. Qualitative content analysis refers to a “method for systematically describing the meaning of qualitative data” (Schreier 2014). The process of qualitative content analysis begins with deductive or inductive coding. In deductive coding, categories or themes are identified by using preconceived theoretical constructs; on the contrary, in inductive coding categories emerge from data (Fereday & Muir-Cochrane 2006, Hsieh & Shannon 2005). In this study, we used both deductive and inductive codes to identify the strengths and limitations of the textbook. The deductive code was ‘glocal subjectivity’. By reading and re-reading the content, we detected the presence of glocal subjectivity in the textbook. As glocal subjectivity is a desired identity in the 21st century (Mareck 2014), we described its presence as a strength of the textbook. We did not use any preconceived code to identify the limitations of the textbook; rather as an outcome of reading and re-reading the content, codes leading to themes such as pedagogic contents, aesthetic components, representation of Bangladesh, and postcolonial ambivalence evolved from the textbook.

GENEALOGY OF ENGLISH TEXTBOOKS IN BANGLADESH

There were two major phases in the history of English textbook production in Bangladesh that occurred in 1990s (Roy 2004). In the early 1990s there was a project titled ‘Orientation of Secondary School Teachers for Teaching English in Bangladesh’ (OSSTTEB). Under this project, British expert Robert Shrubsal and national expert M S Hoque developed the textbooks for Grades VI, VII, and VIII, adopting the principles of Communicative Language Teaching (CLT) approach. These textbooks were introduced in 1996 which replaced structure-based textbooks. The next phase was ‘English Language Teaching Improvement Project’ (ELTIP) which came into being in 1997. The project involved a baseline survey and

textbook production based on CLT approach for Grades IX, X, XI, and XII. The new textbooks were written by a panel of local experts. These textbooks were introduced in 2001 and continued till 2014 (M. S. Hoq, personal communication, August 5, 2018).

The trajectory of ELT methodology determined the characteristics of the textbooks. Before 1996, the language teaching methodology was based on the Grammar Translation Method. During this period, the textbooks mainly contained literary texts (H. R. Khan, personal communication, August 4, 2018). Students were taught poetry, short stories, and literary appreciation. Typical items of grammar and composition were also taught. In exams, they were required to answer predictable questions (both short and broad) from the poems. They were also asked to answer some comprehension questions from short stories or passages or to write answers amplifying ideas/proverbs/maxims. The paradigm shift from the Grammar Translation Method to Communicative Language Teaching marks the beginning of a language-based curriculum. Figure 1 and Figure 2 show the book map and a lesson of the CLT-oriented textbook (Shahidullah, Islam, Majid & Shams 2001) which was introduced in 2001.

BOOK MAP: ENGLISH FOR TODAY

Unit 1: Families Home and Abroad					
Lesson No.	Topic	Skills	Functions	Grammar/Structure	Vocabulary
Lesson-1	Our family	Reading, speaking, writing	Asking questions and giving answers, describing situations, expressing attitudes	Simple present tense, wh questions	chores, scream, rely, beck and call, envy, awfully, concentrate
Lesson-2	A Myanmar family	Reading, speaking, writing	Giving information, making comparisons	Simple present tense, simple past tense, comparative adjectives	pagoda, tribal, wrapped, concrete, finances, city-dwellers
Lesson-3	A Kenyan family	Intensive, reading, speaking, writing	Marking causal connections, expressing attitude, comparing	Simple present tense, simple past tense, comparatives	polygamy, monogamy, embedded, spouse, hardly, lineage, nuclear, dilemma, pastoral
Lesson-4	Mr. Fraser's family	Speaking, listening, reading, writing	Describing people, comparing	Adjectives, simple present tense, use of link words "but" "also" for comparing and contrasting	dominating, warm-hearted, reserved, talkative, efficient, funny
Lesson-5	Changing trends	Speaking, listening, writing	Talking about past and present, expressing opinion, summarising	Simple past, simple present tense	Socialising, disintegration, kinship, intensification, urbanisation

FIGURE 1. Book map of English textbook for Grades XI-XII (introduced in 2001)

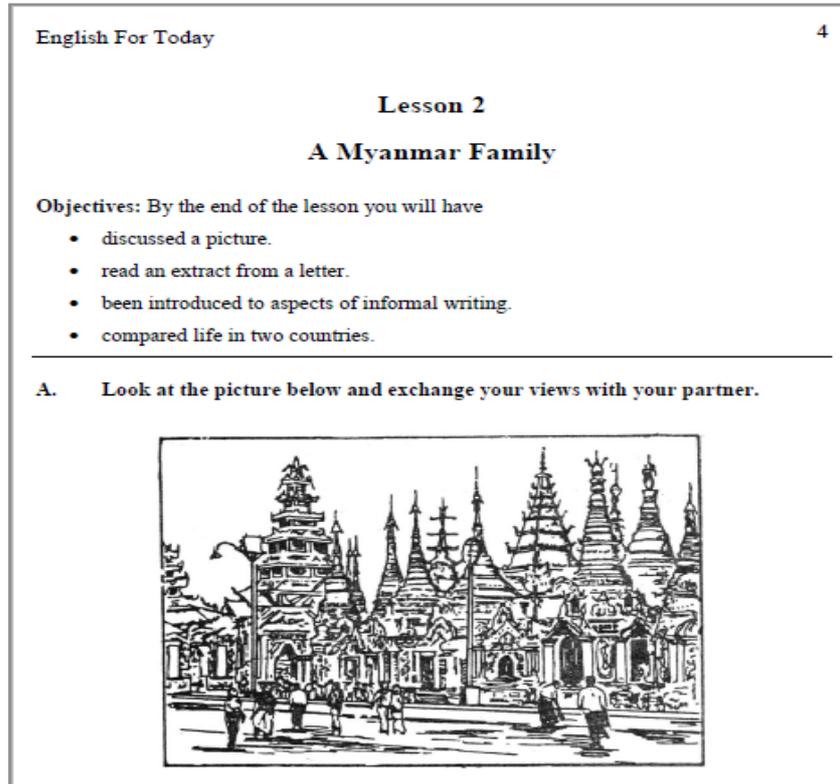


FIGURE 2. Sample lesson of English textbook for Grades XI-XII (introduced in 2001)

In Figure 1, the book map shows that the textbook followed the *notional-functional syllabus* (see McDonough, Shaw & Masuhara 2013, Wilkins 1976). At the beginning of the book, the writers catalogued skills, functions, and linguistic information. In Figure 2, the objectives of the lesson are documented. Therefore, the book map and the statements pertaining to the purpose of the lesson provided a guideline to use the book effectively. The next figure shows the sample contents of the textbook of 2001.

English For Today 2

<p>He screams all the time and keeps everyone up late into the night. He keeps Auntie so busy that she cannot help with any of the housework. So Mother now relies a lot on me and so do my grandparents. It seems that I am at everybody's beck and call.</p> <p>The house hasn't yet shed its festive look, which started with my sister's marriage. Since Auntie's baby was born, we had streams of guests visiting the house. I'm really worried about my coming exams. There is so much noise and confusion in the house that I can hardly concentrate on my studies. You can't imagine how difficult it is to study in a large family. I even have to share my room with my younger brothers and sisters and, at times, with my cousins. I wish I were in a small family. Tell me, what should I do?</p> <p>Zinnia Rajabazar, Dhaka.</p>	<p>can be in a nuclear family. I'm also a college student like Nazneen. I've a room of my own, and a lot of time to myself. But still I'm not happy. My parents are always busy with their work. My only brother goes to university in the morning and comes back late in the evening. Everybody is too tired to talk when they get back. Also, when at home they are busy with their own work. So the house is often much too quiet. I can't visit my friends even when I wish to, because it's not safe for girls to move about alone in the city. I often feel very lonely and bored. I envy Nazneen. I wish I could live like her with grandparents, uncles, aunts, and cousins. I hope Nazneen realises that having a small family does not necessarily make one happy.</p> <p>Zinnia Rajabazar, Dhaka.</p>
--	--

Now look again at the letters and discuss in pairs.

1. What particular problems does Nazneen have?
2. What are Zinnia's problems?
3. What did you understand by 'extended' and 'nuclear' families?
4. What do you think are the advantages for an extended and nuclear family?
5. Do you think that Nazneen's attitude might change after reading Zinnia's letter?

C. Examine the letters carefully. Do you think that they are written in a formal, or an informal style? Give reasons for your answer.

D. Here are some words and expressions from the letters that we use in daily life. Understanding their meaning within the context is important. Check your comprehension by matching the words/expressions shown in column A with their meanings in column B.

FIGURE 3. Sample exercises of English textbook for Grades XI-XII (introduced in 2001)

Figure 3 shows that the exercises (Unit One, Lesson 1) are designed to foster language learning rather than to teach literary appreciation (as was the case before 2001). The contents are indigenized, that is, the textbook lesson uses names usually found in Bangladesh. The lesson also deals with familiar topics of Bangladesh. The first unit of the book titled "Families Home and Abroad" indicates glocal ethos. Thus, the era of glocal contents in the textbook began in 2001 after the adoption of Communicative Language Teaching in the national curriculum. The textbook of 2001 continued till 2014. A new textbook was introduced in 2015 written by a new panel of writers. In the next section, we will examine to what extent glocal subjectivity is produced through the new textbook.

FINDINGS AND DISCUSSION

STRENGTHS OF THE ENGLISH TEXTBOOK: GLOCAL SUBJECTIVITY

Material design and glocal subjectivity has become a burgeoning issue in the 21st century due to globalization (Vaish 2010) and cross-cultural communication in English language. The idea of *glocal* synthesizes global components with local cultures. Precisely, it refers to “locally adapting a universally embraced core idea” (Mareck 2014, p. 26). On the other hand, *subjectivity* relates to identity and the way an individual perceives the world. According to Weedon (1987, p. 32), subjectivity is the “the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world”. Kramsch (2013) extends the concept by asserting that subjectivity is conciliated through symbols and language. In addition, the term *subjectivity* is constructed discursively through images, music, or artifacts.

As an *artifact* (Berger 2008), English textbook of Grades XI-XII discursively manufactures the identity of learners. As Kramsch (2013, p. 2) remarks: “It is the family, the school, the community that enable children to give meaning to their feelings, their experiences, their memories, in particular through language”. The glocal subjectivity for the people of Bengal Delta was echoed by Nobel Laureate Bengali Poet Tagore. He was in favor of the glocal spirit. In *Gitanitan* [Garden of Songs], Tagore (1993) states that the West is open; therefore, an exchange of knowledge and culture is possible and desired. As Anisur Rahman, an eminent economist of Bangladesh remarks: “After winning the Nobel Prize in 1913 Tagore’s contact with the west had a quantum jump, and he progressively shifted his attention from the question of independence of India to world cooperation and concern for humanity as a whole” (Rahman, 2011, p. 5). Thus, Bangladesh genetically carried the seed for glocal subjectivity. In the latter part of this section, we will explore how glocal subjectivity is constructed through English language textbook of Grades XI-XII.

A new English textbook for Grade XI-XII was introduced in 2015. It is written and edited by local academics and experts. The ‘preface’ of the textbook mentions that communicative approach is the underlying principle of the book; however, the preface does not make any statement regarding any glocal perspective. The textbook contains 205 pages, 15 units, and 57 lessons. Table 1 shows the local and global contents in the textbook. A thematic analysis (Ryan & Bernard 2003) engendered 10 types of topics. While categorizing local contents, we examined if there is any reference to issues pertaining to Bangladesh. By contrast, the international topics are classified as global contents.

TABLE 1. Glocal contents in English textbook of Grades XI-XII (introduced in 2015)

Themes	Content Types	Unit	Lesson	Global	Local
History	Glocal	Unit One	Lesson 1	✓	
			Lesson 2		✓
			Lesson 3		✓
Awareness raising	Glocal	Unit Three	Lesson 1		✓
			Lesson 2	✓	
		Unit Five	Lesson 1	✓	
			Lesson 2		✓
			Lesson 3		✓
			Lesson 4		✓
			Lesson 5	✓	
Humanity	Glocal	Unit Four	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3		✓

		Unit Seven	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3	✓	
			Lesson 4	✓	
			Lesson 5	✓	
Education	Glocal	Unit Two	Lesson 1	✓	
			Lesson 2		✓
			Lesson 3		✓
			Lesson 4	✓	
		Unit Six	Lesson 1		✓
			Lesson 2		✓
			Lesson 3	✓	
Eco-consciousness		Unit Eight	Lesson 1		✓
			Lesson 2		✓
			Lesson 3	✓	
			Lesson 4		✓
			Lesson 5		✓
Literature	Glocal	Unit Nine	Lesson 1		✓
			Lesson 2	✓	
			Lesson 3		✓
			Lesson 4	✓	
		Unit Ten	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3	✓	
		Unit Eleven	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3	✓	
			Lesson 4	✓	
International relations	Global	Unit Twelve	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3	✓	
			Lesson 4	✓	
			Lesson 5	✓	
Science	Global	Unit Thirteen	Lesson 1	✓	
			Lesson 2	✓	
			Lesson 3	✓	
			Lesson 4	✓	
Aesthetics	Glocal	Unit Fourteen	Lesson 1	✓	
			Lesson 2		✓
			Lesson 3		✓
Entertainment	Glocal	Unit Fifteen	Lesson 1		✓
			Lesson 2	✓	
			Lesson 3	✓	
			Lesson 4	✓	

Table 1 reveals that the textbook contains both global and local topics. There are 20 lessons that deal with local issues whereas 37 lessons carry global topics. In other words, there are 35.09 percent local and 64.91 percent global contents. Perhaps, the impact of globalization led to the inclusion of a large number of global lessons (see Edwards & Usher 2008, Lee 2019). However, the presence of 35.09 percent local topics indicates that the textbook is conscious about the postcolonial concerns in ELT material development and responds to the question posited by Pennycook (1998, p. 19):

The history of the ties between ELT and colonialism has produced images of the Self and Other, understandings of English and of other languages and cultures that still play a major role in how English language teaching is constructed and practised: from the native speaker/non-native speaker dichotomy to the images constructed around English as a global language and the assumptions about learners' cultures, much of ELT echoes with the cultural constructions of colonialism.

Out of the 10 themes, the following 5 themes fall under the category of Critical Applied Linguistics (Pennycook 2001): history, awareness raising, humanity, eco-consciousness, and international relations. The theme *history* includes information about regionally and globally renowned political leaders and activists. *Awareness raising* theme addresses the issues of 'food adulteration' and 'adolescence' (see Shirkhani & Fahim 2011, Stillar 2013, Okazaki 2005, for a discussion on critical consciousness in ELT). Topics that fall under the theme *humanity* deal with human relationship and human rights. The textbook also demonstrates an understanding of the relationship between English language teaching and ecology through the theme *eco-consciousness* (see Jacobs & Goatly 2000, Pennycook 2018, Veselinovska & Kirova 2013). There are romantic elements (i.e. love for nature and beauty) and concerns for environmental degradation in the lessons under this theme. The lessons under the category *international relations* define and describe conflict and peace movement.

The theme *education* encompasses traffic education and the concept of higher education. There are three units (Unit Nine, Ten, and Eleven) that exclusively carry *literary contents*. For instance, Lesson 1 of Unit Nine begins with a translated poem (from Bangla to English) of Bengali poet *Jibanananda Das*. Unit Ten contains poems on dreams and a brief discussion on Freudian psychoanalysis. Unit Eleven deals with the issue of Diaspora. The theme *science* describes scientific achievements; *aesthetics* deals with the definition of beauty, music, and craftwork; and the theme *entertainment* deals with tours and travels in Bangladesh and abroad.

The themes of the textbook construct glocal subjectivity through *discursive mechanism* (Wickman & Östman 2002), a process of constituting 'self' by language, symbols, or images. The texts of the lessons draw students into different 'social order' (Wickman & Östman 2002, p. 602) and produce local and global subjectivity or selves (see Davies & Harre 1990). As Wickman and Östman (2002, p. 603) maintains: "Knowledge and learning are...parts of a dynamic process where relationships are construed in encounters between individuals and between individuals and the world. And in these encounters the historical, institutional, social, and individual are integrated parts". To demonstrate the discursive mechanism of constructing global and local subjectivity we would analyse the following two lessons as samples: Unit One, Lesson 1 and Unit Eight, Lesson 5.

Unit One, Lesson 1 begins with a narrative of Nelson Mandela who was an icon of peace, democracy, and emancipation for the entire world. As students read about Nelson Mandela, they would encounter a leader who devoted his life for freedom and human rights. The notions of emancipation, freedom, democracy, and global human rights enter the unconscious of the students; thus, the process of constructing a global 'sense of self' or 'subjectivity' is enacted in Unit One, Lesson 1 through discursive mechanism (see Kramersch 2013, Kramersch 2006).

A local subjectivity has been constructed in Lesson 5 of Unit Eight. The title of the lesson is "Kuakata: Daughter of the Sea". Two beautiful images (beach with coconut tree and sea with the sun) accompany the text. The title of the lesson and the images take students into a splendid landscape of Bangladesh which is described as 'a rare scenic spot'. The interaction of students with the text generates a complacent 'sense of self' in relation to Bangladesh. An ecstatic local subjectivity gradually evolves as students read: "Kuakata is one of the unique spots which allow a visitor to watch both the sunrise and the sunset from the beach. That perhaps makes Kuakata one of the world's most attractive beaches". The use of italicized

Bangla words in Roman script in the text (e.g. *Sagar Kannya* [Daughter of the Sea], *Rash Purnima* [a festival of Hindu community], *Maghi Purnima* [a festival of Buddhist community]) germinates a postcolonial subjectivity by demonstrating how the English language can be *indigenized* (Mufwene 2015, Nambiar, Hashim & Yasin 2018) or synthesized with local culture.

LIMITATIONS OF THE ENGLISH TEXTBOOK

PEDAGOGIC CONTENTS

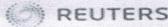
The pedagogic contents or learning activities of the textbook do not correspond to the objectives and learning outcomes of the national *English Curriculum* of 2012 (see pp. 25-27). The Curriculum emphasizes an outcome-based education (*English Curriculum*, 2012, p. 26) which is ignored in the textbook. The Curriculum notes that each lesson should be preceded by an outline of knowledge, skills, and attitude with a description of cognitive, psychomotor, and affective learning outcome (*English Curriculum*, 2012, p. 7). Whereas the textbook of 2001 for Grades XI-XII contained a book map illustrating the functions of each unit (see Figure 1) and the lessons (see Figure 2) are preceded by learning objectives, the textbook of 2015 does not include any book map or purpose of the lesson (see Figure 4 below).

Unit One: People or Institutions Making History
Lesson 1
Nelson Mandela, from Apartheid Fighter to President



1. Warm up activity:
Work in pairs.
 Who are the people in the pictures? Why are they famous?
 Make a list of some famous people that you have heard about and write about their contribution in their fields.

2. Read the text.

 15 December 2013

JOHANNESBURG (Reuters)—Nelson Mandela guided South Africa from the shackles of apartheid to a multi-racial democracy, as an icon of peace and reconciliation who came to embody the struggle for justice around the world.

Imprisoned for nearly three decades for his fight against white minority rule, Mandela never lost his resolve to fight for his people's emancipation. He was determined to bring down apartheid while avoiding a civil war. His prestige and charisma helped him win the support of the world.

FIGURE 4. Sample lesson from English textbook of Grades XI-XII (introduced in 2015)

Adopting the CLT approach, the Curriculum states that “four basic language skills would be practiced in the classrooms” (*English Curriculum*, 2012, p. 24). The textbook does

not follow the instruction of the Curriculum as it mainly deals with reading and writing skills. However, the activity for writing skills has been designed but disregarding the theories of teaching writing. In every instance, writing tasks appear as a follow-up activity of reading texts. In this context, Hyland (2003, p. 404 in Mishan & Timmis 2015, p. 129) remarks: “Teaching writing skills can never simply involve giving students a topic and asking them to write about it”. A writing activity should accompany pre-task (Dix 2016, Shintani, Aubrey & Donnellan 2016), language scaffolding (i.e. language examples and exercise), model texts, references (i.e. rhetorical, grammatical, or stylistic information), and stimulus for thinking (Hyland 2003, p. 86).

There is no listening activity in the textbook. Sporadically, there are some speaking activities which are not designed based on the research findings or insights of Applied Linguistics (e.g., psycholinguistics and ELT material development). For instance, in Lesson 2 of Unit Two, Question 7 is framed to teach speaking skills: “*Paradoxically, the poor infrastructure is one of the reasons why the city is growing so fast.*” *Do you agree? Form two groups to debate this proposition.* There is no pre-task phase for this activity. Timmis (2016, p. 86) holds: “Learners may at this stage be presented with essential vocabulary, phrases or grammar for the activity” which may reduce processing load. Thus, the activity design of the textbook does not take scientific literature on material development (Bao 2016) into consideration.

There are 21 literary texts in 19 lessons. Literature includes poems, lyric, short stories, and travel writings. In particular, around 33.33 percent of the lessons contain literary texts. The presence of literary text is synchronous with the guideline of the National English Curriculum: “Literary pieces e.g. short stories, short plays, poems, and other authentic texts should be used for enjoyment, appreciation, creative and critical thinking, and language learning” (*English Curriculum* 2012, p. 35). However, the activities designed based on the literacy pieces lack variation and stimulus for language learning; thus, these tasks and activities are left inadequately designed/exploited for language learning purposes. Most of the literary texts are followed by comprehension questions, word-meaning exercises, or typical literary questions derived from the theory of liberal humanism (Barry 2002, Habib 2011) or practical criticism (Richards 1930). For example, Lesson 3 in Unit Two carries the following question: *The poem has three stanzas. What is the rhyme scheme of the stanzas? What are the advantages of using rhyme in a poem?* On the other hand, Lesson 3 (a short story titled “Photograph” in Unit Four asks: *The girl in the photograph is described as ‘full of freedom and movement.’ What particular aspect of her character or personality does the phrase highlight?*

The branch of *Teaching Language through Literature* in ELT discipline favours diversity in activity design from literary texts (see Arthur 1968, Falvey & Kennedy 1997, Keshavarzi 2012, Simpson 1997). By way of example, there can be grammar activity in context, cloze test, tasks on discourse, activity to teach cohesion and coherence, tasks to build inference skills, stylistic analysis, dialogue writing activity based on short excerpts of drama, or writing short story from a given context and model. The activities from literature-based lessons look unvaried and less explored. In other words, the literary texts remain pedagogically and linguistically underutilized.

AESTHETIC COMPONENTS

We consider the following as aesthetic ingredients of the textbook: (i) paper quality, (ii) cover design, (iii) illustrations, (iv) images, and (v) use of colour. The textbook uses low quality paper (see Aziz & Zillur, 2016; Billah, 2016, for a discussion on the physical quality of textbooks produced by National Curriculum & Textbook Board (NCTB) of Bangladesh);

the cover is unattractive; illustrations are shoddy; images are blurry; and the texts, illustrations, and images are black and white. The aesthetic quality of the textbook contradicts the guidelines of the *English Curriculum* which states that “the textbooks should be attractive and colourful. Illustrations (charts, maps, photos, drawings, diagrams etc.) should be relevant to the contexts/topics” (*English Curriculum*, p. 34). Below are some instances of poor quality images (Figure 5, Figure 6) and illustrations (Figure 7, Figure 8).

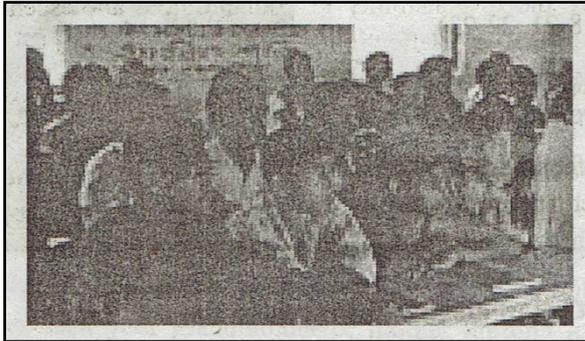


FIGURE 5. Unit Five, Lesson 1

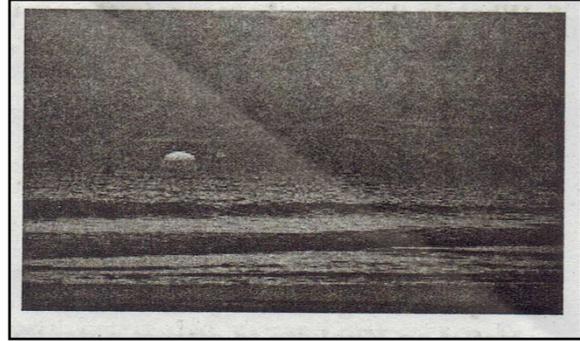


FIGURE 6. Unit Eight, Lesson 5

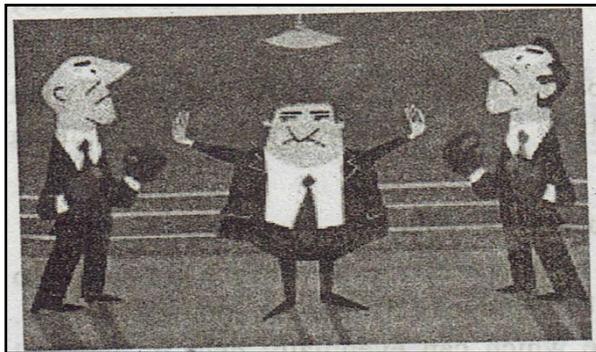


FIGURE 7. Unit Twelve, Lesson 2



FIGURE 8. Unit Eight, Lesson 3

REPRESENTATION OF BANGLADESH

The representation of Bangladesh appears to be negative in the textbook. In most of the lessons (that deal with local issues), negative characteristics of Bangladesh have been portrayed. In particular, Bangladesh is depicted as a country with the following problems: traffic irregularities, food adulteration, drug abuse, child labour, child marriage, poverty, and pollution. As an illustration, Lesson 2 of Unit Two begins with the following paragraph:

I am in a tiny steel cage attached to a motorcycle, stuttering through traffic in Dhaka, Bangladesh. In the last ten minutes, we have moved forward maybe three feet, inch by inch, the driver wrenching the wheel left and right, wriggling deeper into the wedge between a delivery truck and a rickshaw in front of us.

Any kind of representation is political because depiction regulates “the way people think about their own identities, their world, and their place in it” (Ghosh 2016, p. 1). Therefore, the dismal representation of Bangladesh in the textbook might forge *pessimist* (Dienstag 2015) and *hopeless* (Mundale 2004) subjectivity.

POSTCOLONIAL AMBIVALENCE

Though the textbook includes local topics along with global issues, the local contents exhibit an Orientalist perspective. *Orientalism* holds that West is superior to East (Said, 1978, p. 7). In the textbook, the depiction of global and Western issues is sanguine; on the contrary, the portrayal of local themes is anaemic (as discussed in the previous section). Besides, in the selection of literary texts, the textbook exclusively prioritised British-American literature. While representing global and local substance, the textbook suffered from *postcolonial ambivalence* which refers to

The complex mix of attraction and repulsion that characterizes the relationship between colonizer and colonized. The relationship is ambivalent because the colonized subject is never simply and completely opposed to the colonizer. Rather than assuming that some colonized subjects are ‘complicit’ and some ‘resistant’, ambivalence suggests that complicity and resistance exist in a fluctuating relation within the colonial subject .

(Ashcroft, Griffiths, & Tiffin 1998, pp. 12-13)

The following images in Figure 9 exhibit the Orientalist feature of the textbook. To be specific, in Lesson 2 of Unit Five, only negative aspects of adolescence in Bangladesh (child marriage, drug abuse, health problems) have been depicted despite the success of Bangladesh in minimising such problems (see *Millennium Development Goals*, 2013). Figure 10 and Figure 11 contain Orientalist narrative (taken from Lesson 1 of Unit Fifteen). In this lesson, the European narrator represents herself as the *object petit a* (Lacan 1977, see also Evans 1996, pp. 128-129, Kirshner 2005) that is, a superior Subject. It is not clear why an Orientalist narrative of 1972 (see Figure 10 and Figure 11) has been selected for the textbook introduced in 2015. Perhaps, the term *postcolonial ambivalence* explains the cause of such inclusion.

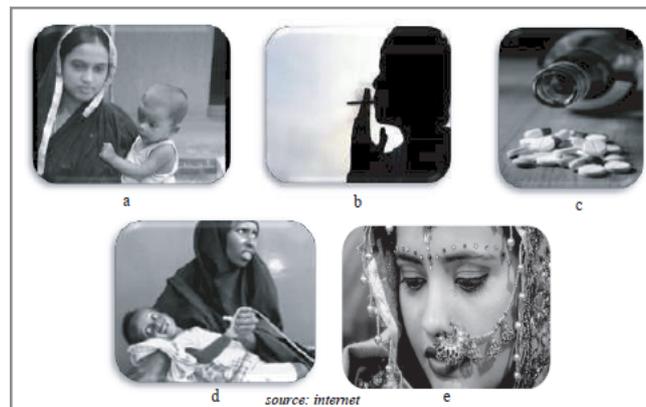


FIGURE 9. Unit Five, Lesson 2

Bangladesh, despite a fast paced urbanization, still remains predominantly rural. How many villages are there now? Sixty four thousands or more? Have the villages changed much over the years? How did they respond to the onslaught of urbanization or march of development or growth in education? Write down your answer. In the following extract, we will see a Bangladeshi village and the villagers through the eyes of an English professor from England who taught in Dhaka university twice—first between 1947 and 1951 and again in 1972.

FIGURE 10. Unit Fifteen, Lesson 1

Khorshed set me up a camp, a wooden bed, chair and table in a thatched bamboo outhouse. It was a lovely spot among bamboo and coco-palms, facing a tank where fireflies wove intricate dances at night. He put his own bed beside it for protection, and there I stayed, holding permanent court from dawn to bedtime. Within village memory-and that went back for some two centuries, I was the first European to go there: it was too remote even for a District Commissioner to pass through. Also since I was a woman, the women could come (at different times from the men) to look at me without losing their characters. People kept coming and coming: only the rains and the fact that few of them were rich enough to have boats prevented them from coming from ten miles round. When he saw that they would not stop coming Khorshed fixed some curtains round the bed so that I could crawl behind them when I was tired of being looked at, like a zoo animal into its sleeping hut. Even then the little hut would fill up with women and children. Children followed when I went out, and when Khorshed remonstrated a small boy pleaded, "Don't send us away! After she's gone not even a strange bird will come to the village." I stood up to the celebrity for the two days we had planned, but it was enough.

[A. G Stock, *Memoirs of Dacca University 1947-1951, 1973*]

FIGURE 11. Unit Fifteen, Lesson 1

CONCLUSION

The analysis demonstrates that non-native local ELT material writers with critical agency (Baez, 2000) successfully resisted imperial culture (Said, 1993) by selecting glocal topics for the textbook. The textbook creates and encourages *glocal subjectivity* by incorporating both local and global contents. This approach is concomitant with the *English Curriculum* (p. 24) of 2012 which states: "Learning English for communicative purposes...will help prepare the country's future generation for the competitive globalized world of the 21st century". Although the positive role of critical agency of the textbook writers is apparent in the glocal contents, the textbook contains some limitations. For instance, an indifference of the textbook writers towards research insights of Applied Linguistics (e.g. ELT material development) leads to the construction of pedagogically inefficient lessons and language learning tasks. In particular, lesson objectives and learning outcomes are not clearly articulated in the textbook; there is an absence of pre-writing activities and there is a lack of variation in the activities on literary texts. Besides, the aesthetic aspect of the textbook is poor. Furthermore, with the local contents, *Orientalism*, *pessimism*, and *hopelessness* creep into the textbook.

In order to improve the quality of the textbook, the following measures need to be taken. Firstly, the textbook should clearly register learning outcomes and objectives at the beginning of each lesson. In addition, there should be a congruity between the activities and lesson objectives. Secondly, the aesthetic features of the textbook require refinement. High resolution multi-coloured images and illustrations should be used in the print version of the textbook. Also, the textbook is recommended to be printed on high quality paper. Lastly, while selecting local materials, it is essential to be watchful regarding Orientalism, misrepresentation, and pessimism.

REFERENCES

- Abbasian, R. & Biria, R. (2017). English language textbooks in EFL education: Do they improve students' national, international and target culture familiarity? *Khazar Journal of Humanities and Social Sciences*. 20(2), 49-65. doi: 10.5782/2223-2621.2017.20.2.49
- Arthur, B. (1968). Reading literature and learning a second language. *Language Learning*. 18(3-4), 199-210.
- Ashcroft, B., Griffiths, G. & Tiffin, H. (1998). *Key concepts in post-colonial studies*. New York: Routledge.

- Aziz, S. S. A. & Zillur, K. (2016). *Textbook quality and distribution in Bangladesh*. Dhaka: BRAC Institute of Governance and Development.
- Baez, B. (2000). Race-related service and faculty of color: Conceptualizing critical agency in academe. *Higher Education*. 39(3), 363-391.
- Bao, D. (2016). Improvements in today's ELT materials development. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.). *Issues in material development* (pp. 193-205). Rotterdam: Sense Publishers.
- Barry, P. (2002). *Beginning theory: An introduction to literary and cultural theory* (2nd ed.). Manchester: Manchester University Press.
- Berger, A. A. (2008). Artifacts. *The International Encyclopedia of Communication*. John Wiley & Sons, Ltd. doi: 10.1002/9781405186407.wbieca056
- Billah, M. (2016, February 4). The quality of textbooks [Editorial]. *The Independent*.
- Billah, Q. M., Alam, F., Shahidullah, M., Mortuza, S., Haider, Z. & Roy, G. (2015). *English for today*. Dhaka: National Curriculum & Textbook Board.
- Cotthoff, H. & Spencer-Oatey, H. (Eds.). (2007). *Handbook of intercultural communication*. New York: Mouton de Gruyter.
- Davies, B. & Harre, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behavior*. 20(1), 43-63.
- Dienstag, J. F. (2015). Pessimism. In *The Encyclopedia of Political Thought*. (pp. 1-2). John Wiley & Sons, Ltd. doi: 10.1002/9781118474396.wbept0762
- Dix, S. (2016). Teaching writing: A multilayered participatory scaffolding practice. *Literacy*. 50(1), 23-31.
- Edwards, R. & Usher, R. (2008). *Globalization and pedagogy: Space, place and identity* (2nd ed.). London: Routledge.
- English curriculum for eleven & twelve*. (2012). Dhaka: National Curriculum & Textbook Board.
- Evans, D. (1996). *An introductory dictionary of Lacanian psychoanalysis*. New York: Routledge.
- Falvey, P. & Kennedy, P. (Eds.). (1997). *Learning language through literature*. Aberdeen: Hong Kong University Press.
- Fereday, J. & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*. 5(1), 80-92. doi:10.1177/160940690600500107
- Ghosh, S. T. (2016). Politics of representation. In *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* (pp. 1-5). John Wiley & Sons, Ltd. doi: 10.1002/9781118663219.wbegss693
- Gutierrez, A. K. (2013). Metamorphosis: The emergence of glocal subjectivities in the blend of global, local, east, and west. In J. Stephens (Ed.), *Subjectivity in Asian children's literature and film: Global theories and implications* (pp. 19-42). New York: Routledge.
- Habib, M. A. R. (2011). *Literary criticism from Plato to the present: An introduction*. Oxford: Wiley-Blackwell.
- Hsieh, H.-F. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*. 15(9), 1277-1288. doi:10.1177/1049732305276687
- Hunter, J. D. (1997). English language teaching: Linguistic and cultural imperialism? *Revista De Eestudos Da Linguagem*. 5(1), 87-102.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Jacobs, G. M. & Goatly, A. (2000). The treatment of ecological issues in ELT coursebooks. *ELT Journal*. 54(3), 256-264.
- Jahan, I. (2005). Cultural incompatibility of ELT materials: Evaluation of *Headway*. *Spectrum*. 3, 104-113.
- Jahan, M. A. (2012). Residual cultural imperialism in primary textbooks in Bangladesh: A critique of the *English for Today* Textbooks. *East West University Journal of Humanities*, 3 79-94.
- Julien, H. (2008). Content analysis. In *The Sage Encyclopedia of Qualitative Methods*. (Vol. 1 & 2, pp. 120-121). London: Sage.
- Kanoksilapatham, B. (2018). Local context-based English lessons: Forging northern Thai knowledge, fostering English vocabulary. *3L: The Southeast Asian Journal of English Language Studies*. 24(2), 127-142. doi: 10.17576/3L-2018-2402-10
- Keshavarzi, A. (2012). Use of literature in teaching English. *Procedia: Social and Behavioral Sciences*. 46, 554-559.
- Khodadady, E. & Shayesteh, S. (2016). Cultural and linguistic imperialism and the EIL movement: Evidence from a textbook analysis. *Issues in Educational Research*. 26(4), 604-622.
- Kirshner, L. A. (2005). Rethinking desire: The *objet petit a* in Lacanian theory. *Journal of the American Psychoanalytic Association*. 53(1), 83-102. doi: 10.1177/00030651050530010901
- Kramersch, C. (1993). *Context and culture in language teaching*. New York: Oxford University Press.
- Kramersch, C. (2006). The multilingual subject. *International Journal of Applied Linguistics*. 16(1), 97-110.

- Kramersch, K. (2013). Subjectivity. In *The Encyclopedia of Applied Linguistics*. (pp. 1-6). Blackwell Publishing Ltd. doi: 10.1002/9781405198431.wbeal1122
- Lacan, J. (1977). *The four fundamental concepts of psychoanalysis* (A. Sheridan, Trans.). London: W. W. Norton & Company.
- Lee, H. Y. -H. (2019). Rethinking globalization, English and multilingualism in Thailand: A report on a five-year ethnography. *3L: The Southeast Asian Journal of English Language Studies*. 25(1), 69-84. doi: 10.17576/3L-2019-2501-05
- Lekawael, R. F. J., Emzir, & Rafli, Z. (2018). The cultural values in texts of English coursebooks for junior high school in Ambon, Moluccas-Indonesia. *Advances in Language and Literary Studies*. 9 (2), 24-30.
- Mareck, M. (2014). Global, Local or Glocal? The debate continues. *Research World*. 45, 26-29. doi: 10.1002/rwm3.20085
- McDonough, J., Shaw, C. & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed). Oxford: Wiley-Blackwell.
- Millennium development goals: Bangladesh progress report 2012*. (2013). Bangladesh Planning Commission.
- Mishan, F. & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh: Edinburg University Press.
- Mufwene, S. S. (2015). Colonization, indigenization, and the differential evolution of English: Some ecological perspectives. *World Englishes*. 34(1), 6-21. doi: 10.1111/weng.12129
- Mundale, J. (2004). That way madness lies: At the intersection of philosophy and clinical psychology. *Metaphilosophy*. 35(5), 661-674.
- Mukherjee, N. & Kriekhaus, J. (2011). Globalization and human well-being. *International Political Science Review*. 33(2), 150-170.
- Nambiar, P. M. K., Hashim, R. S. & Yasin, R. M. (2018). Impact of integrating local culture into language materials on communicative ability of Malaysian lower secondary learners. *3L: The Southeast Asian Journal of English Language Studies*. 24(4), 13-26. doi: 10.17576/3L-2018-2404-02
- Okazaki, T. (2005). Critical consciousness and critical language teaching. *Second Language Studies*. 23(2), 174-202.
- Pennycook, A. (1998). *English and the discourses of colonialism*. London: Routledge.
- Pennycook, A. (2001). *Critical applied linguistics*. London: Lawrence Erlbaum Associates.
- Pennycook, A. (2017). *The cultural politics of English language*. New York: Routledge.
- Pennycook, A. (2018). *Posthumanist applied linguistics*. London: Routledge.
- Perks, R. & Thomson, A. (Eds.). (2003). *The oral history reader*. London: Routledge.
- Phillipson, R. (1992). *Linguistic imperialism*. New York: Oxford University Press.
- Pineda-Báez, C. (2004). Critical thinking in the EFL classroom: The search for a pedagogical alternative to improve English learning. *Íkala, journal of language and culture*. 9(15), 45-80.
- Pollock, D. (Ed.). (2005). *Remembering: Oral history performance*. New York: Palgrave Macmillan.
- Rahman, M. A. (2011). *Social and environmental thinking of Rabindranath Tagore in the light of post-Tagorean world development*. Dhaka: Bangla Academy.
- Rampton, M. B. H. (1996). Displacing the native 'speaker': Expertise, affiliation, and inheritance. In T. Hedge, & N. Whitney (Eds.), *Power, pedagogy, and practice* (pp. 17-22). New York: Oxford University Press.
- Rashidi, N. & Meihami, H. (2016). Hidden curriculum: An analysis of cultural content of the ELT textbooks in inner, outer, and expanding circle countries. *Cogent Education*. 3, 1-17.
- Rebughini, P. (2018). Critical agency and the future of critique. *Current Sociology*. 66(1), 3-19. doi: 10.1177/0011392117702427
- Richards, I. A. (1930). *Practical criticism: A study of literary judgment*. London: Kegan Paul, Trench, Trubner & CO. LTD.
- Richmond, O. P. (2011). Critical agency, resistance and a post-colonial civil society. *Cooperation and Conflict*. 46(4), 419-440.
- Rodríguez, L. F. G. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *Profile*. 17(2), 167-187. doi: 10.15446/profile.v17n2.44272
- Roy, G. (2004). *Resistance management in CPD: A case study from Bangladesh*. (Unpublished Master's thesis). University of Exeter, Exeter.
- Ryan, G. W. & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*. 15(1), 85-109.
- Said, E. W. (1978). *Orientalism*. New York: Vintage Books.
- Said, E. W. (1993). *Culture and imperialism*. New York: Vintage Books.
- Schreier, M. (2014). Qualitative content analysis. In U. Flick (Ed.), *The sage handbook of qualitative data analysis* (pp. 170-183). London: Sage.
- Shahidullah, D. M., Islam, J., Majid, I. A. N. & Shams, N. (2001). *English for today*. Dhaka: National Curriculum & Textbook Board.
- Sharifian, F. (Ed.). (2009). *English as an international language: Perspectives and pedagogical issues*. Toronto: Multilingual Matters.

- Shintani, N., Aubrey, S. & Donnellan, M. (2016). The effects of pre-task and post-task metalinguistic explanations on accuracy in second language writing. *TESOL Quarterly*, 50(4), 945-955.
- Shirkhani, S. & Fahim, M. (2011). Enhancing critical thinking in foreign language learners. *Procedia: Social and Behavioral Sciences*, 29, 111-115.
- Simpson, P. (1997). *Language through literature: An introduction*. London: Routledge.
- Stillar, S. (2013). Raising critical consciousness via creative writing in the EFL classroom. *TESOL Journal*, 4(1), 164-174.
- Sung, C. C. M. (2014). Global, local or glocal? Identities of L2 learners in English as a lingua franca communication. *Language, Culture and Curriculum*, 27(1), 43-57. doi: 10.1080/07908318.2014.890210
- Tagore, R. (1993). He mor chitto, punno tirtho [O my mind, in the sacred land]. In *Gitabitan* [Garden of songs] (p. 251). Kolkata: Visvabharati Gronthonbibhag. (Original work published in 1931 and 1932)
- Timmis, I. (2016). Materials to develop speaking skill. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R. Kargozari (Eds.). *Issues in material development* (pp. 83-92). Rotterdam: Sense Publishers.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. doi: 10.1017/S0261444811000528
- Tomlinson, B. (Ed.). (2014). *Developing materials for language teaching* (2nd ed.). London: Bloomsbury.
- Vaish, V. (2010). *Globalization of language and culture in Asia: The impact of globalization processes on language*. New York: Continuum.
- Veselinovska, S. S. & Kirova, S. (2013). Blending the teaching of environmental matters and English as a second or foreign language in Macedonia. *Natura Montenegrina*, 12(3-4), 1065-1071.
- Weedon, C. (1987). *Feminist practice and poststructuralist theory*. London, England: Routledge.
- Wickman, P.-O. & Östman, L. (2002). Learning as discourse change: A sociocultural mechanism. *Science Education*, 86(5), 601-623. doi: 10.1002/sci.10036
- Wilkins, D. A. (1976). *Notional syllabuses*. Oxford, UK: Oxford University Press.
- Xu, Z. (2013). Globalization, culture and ELT materials: A focus on China. *Multilingual Education*, 3(6), 1-19.
- Zarei, G. R. & Khalessi, M. (2011). Cultural load in English language textbooks: An analysis of interchange series. *Procedia Social and Behavioral Sciences*, 15, 294-301.