

عنوان مقاله:

Evaluating Global EFL Coursebooks in the Iranian Context: A Multiliteracies Approach

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خلاصه مقاله:

Global EFL coursebooks are used in numerous educational contexts throughout the world based on the assumption that they are the optimal source of English educational input. Their widespread use calls for a systematic analysis of these coursebooks using a framework that can reveal their defining characteristics. One such framework is the knowledge process framework, which is based on the multiliteracies pedagogy. The present study deployed this framework in an attempt to analyze seven widely taught coursebooks in the Iranian context. The findings revealed that knowledge processes of "analyzing functionally" and "applying appropriately" were more frequent in the analyzed coursebooks and the other knowledge processes were present in lower numbers. Based on the findings of the study, EFL teachers in the Iranian context are encouraged to include more activities with the knowledge processes of "analyzing critically" and "applying creatively" to address the absence of these knowledge processes while teaching the global coursebooks.

کلمات کلیدی:

Coursebook analysis, Global coursebooks, Knowledge process framework, Multiliteracies approach

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