A Study of Curricular Components of English/Korean-Language Textbooks*

Youngroung Kim
(Woosuk University)

Kim, Youngroung. (2016). A Study of Curricular Components of English/Korean-Language Textbooks. The Linguistic Association of Korea Journal, 24(2), 57-71. This paper leads off with the belief that the curricular genres and contents of textbooks for secondary school students should play a crucial role in helping absorb and embrace multietnic cultures. A properly-designed curriculum can lay a foundation for national students to adapt well to society after graduation, leading them to accept and understand even uncongenial cultures. This paper takes a look into how both the U.S. English/Korean-language textbooks for secondary school have been constituted in terms of genres, contents, and components in conformity with the growing multietnic cultural society. This paper reveals in what way their designs and constituents are different. It sets forth a proposal as regards the desirable design of the genres and components of the Korean-language textbook.

Key Words: curricular components, genres, multicultural society, English/Korean-language textbooks

1. Introduction

In the 2014 State of the Union Address, President of the United States Barack Obama stressed that “In the end, it’s our ideals, our values that built

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America--values that allowed us to forge a nation made up of immigrants from every corner of the globe.”  

It is a very clear-cut example, stressing that the United States has made all efforts to embrace different races and peoples with multiethnic cultural traits.

As for the attitude toward the cultures or languages, Brown (2007) claims that “Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents’ and peers’ attitudes of contact with people, who are “different” in any number of ways, and of interacting affective factors in the human experience. These attitudes form a part of one’s perception of self, of others, and of the culture in which one is living.” In this sense, designing proper curricular contents and components can bring about both a better national unity in diversity and harmony among the peoples with multiethnic cultures within a nation. In the paper, ‘Xenophobia and distribution in France: A politico-economic analysis,’ Economists Roemer and Van der Straeten (2004) talk about a policy against “anti-solidarity effect and anti-immigrant feeling (xenophobia),” with lots of immigrants coming into a country. How textbooks are constituted has an inevitable influence not only on native students, but also on students with multiethnic cultural backgrounds. Considering the current circumstances in which diverse peoples are in position to live together for various reasons within a nation, constituting a well-balanced curriculum has arisen as an important issue that brooks no further delay. It is directly linked not only with the harmony of a nation but also with those peoples’ settlement in community. The purpose of this paper is to address some of these questions and to explicitly set forth a few proposals for the effects that properly-designed genres and components of vernacular language textbooks have on secondary school students.

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