
Integration of Global Dimension: Advanced Level General English Textbook Analysis

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Abstract - Developing Global Dimension in the curriculum is a major concern of contemporary education systems. English Language Teaching and Global Dimension are mutually beneficial since the key concepts of Global Dimension provide a wide range of interesting, provocative topics that are likely to engage youth. This has led to a growing trend to integrate the Global Dimension into the English Language Teaching textbooks the world over. The present study analysed the Advanced Level General English textbook (2004) implemented in the government schools in Sri Lanka to find out; to what extent the Global Dimension has been incorporated into the textbook. Qualitative Content Analysis was used as the main method of investigation in the study. Initially the content of the textbook was divided into units of coding using thematic criteria. In order to ensure the validity of the study, a coding framework was developed following a thorough examination of diverse definitions of Global Dimension. The framework comprised seven main categories: Global Citizenship, Conflict Resolution, Social Justice, Sustainable Development, Human Rights, Interdependence, Cultural Diversity and thirty nine sub categories that emerged from the main categories. In addition, the study involved three co coders to assess inter coder reliability that contributed to study's trustworthiness. Findings revealed that all seven Global Dimension themes are visible in the material in varying degrees. Cultural Diversity was the most represented theme while Global Citizenship and Sustainable Development were the least represented themes in the textbook. Based on findings, suggestions and recommendations are made for textbook writers and other stakeholders.

Keywords: Global Dimension, Qualitative Content Analysis, English Language Textbooks