

MASTER'S THESIS

A content analysis of English language teaching (ELT) textbook blurbs: implications for the ELT community in Hong Kong

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**A CONTENT ANALYSIS OF ENGLISH LANGUAGE TEACHING
(ELT) TEXTBOOK BLURBS: IMPLICATIONS FOR THE
ELT COMMUNITY IN HONG KONG**

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Abstract

This study is based on the premise that textbook selection reflects teachers' beliefs about teaching. This involves understanding the teaching theories-in-use embedded in the content materials of textbooks. A textbook blurb may be an important site for the visibility of these teaching theories-in-use valued by the English Language teaching community. However, little research has been done on this area to identify pedagogic implications for the ELT community.

The purpose of this study is to examine the extent to which different teaching theories-in-use are reflected in the back cover blurbs of English Language teaching textbooks in Hong Kong. A content analysis was made of a corpus of five back cover blurbs of English textbooks currently used in the secondary schools in Hong Kong. These textbook blurbs are analyzed in terms of (1) linguistic content analysis (LCA), (2) move-step sequencing in Bhatia's genre analysis, (3) word frequency counts and (4) word concordances.

Findings suggest that the ELT community prefers practical solutions to explicit teaching theories-in-use. It is also shown that blurb writers are also more willing to ally themselves with the Curriculum Development Council when presenting the book.

摘要

本論文是根據教科書封底的内容簡介是能反映一些廣為英語教學界接受及推崇的教學理論為前提,而作出的研究。

本文試圖透過内容分析(Content Analysis),嘗試探討五本英文教科書封底的内容簡介,繼而推論其文體的溝通目的;並從語言內容,文體結構,文字用語及語彙索引等三方面進行分析。

研究結果顯示,封底的内容簡介較重視推介一些實際的教學題材;內容亦多以香港課程發展處的教學大綱為藍本。

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