

## CHAPTER 6

### IDEOLOGY AND LANGUAGE LEARNING: A REVIEW OF THE RELATED STUDIES

Ömer Gökhan ULUM<sup>1</sup>

#### 1. INTRODUCTION

Modernization and modernity have been associated with the supremacy of reason and are thought to emancipate people from fixed ideologies and to bring freedom, peace and equality for people (Althusser, 2001; Inglerhart & Welzel, 2005; Minar, 1961; Ordem, 2018a, 2018b). However, two world wars showed that modernization and modernity have been unable to free people from ideologies. Rather, it has caused serious problems in the social lives of people. Therefore, post-structuralism and post-modernism have emerged as opposed to the tenets of modernization and modernity (Ordem, 2018a). Studies on language have also been affected by these ideas and practices. Language ideology has been affected by different movements emerging in sociology and other related disciplines (Hodge & Kress, 1993). Foucault (1980) notes the fact that ideology is related to the constitution of discourses that manipulate minds and relations. Language and ideology are closely related to each other in that languages may impose specific beliefs. Studying English does not only mean the study of the English language, rather it may be a means of imposing any ideology and cultural norms. EFL textbooks may bring hegemonic views, values, and cultures in that it may impose the beliefs, cultures, and societal norms of the western world.

Critical pedagogy has an inclination to hint on the dimness of cultural, social, and political state, and it manages this through history. Both teachers and students are the reflections of society, and that's why critical theory matters. It matters because students matter– consequently, our future matters. Critical pedagogy disputes with long term beliefs and guides students to inquire about new questions. It also aims to analyze the ideological apparatus in education because education is directly associated with ideology and hegemony (Freire, 2000; Giroux, 1981; Ordem & Yukselir, 2017). Learners are regarded as critical individuals that can transform societies by gaining awareness of political topics on the agen-

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<sup>1</sup> Asst. Prof. Dr., Department of English Language Teaching, Education Faculty, Mersin University, omernokhanulum@gmail.com

for EFL textbooks to raise political issues in EFL classroom settings and curriculum. Countries situated in expanding and outer circles need to revise their criteria while selecting textbooks that need to be challenged by administrators, teachers and lecturers. Therefore, critical theory and critical pedagogy that emphasizes the importance of ideology need to be presented to pre-service teachers, practitioners and lecturers so that elements of ideology can be negotiated in EFL textbooks and classrooms. Moreover, inclusion of various religions still remains pivotal in the discipline of English language learning. Global and local textbooks need to include religious issues so that these topics can be learned formally in the classroom settings because religious issues are indispensable practices of human life.

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