

WHAT LANGUAGE TEXTBOOKS TEACH ABOUT EMERGING ISSUES: AN ANALYSIS OF SETSWANA AND ENGLISH LANGUAGE TEXTBOOKS?

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Abstract

The junior secondary school Setswana and English language syllabi identify emerging issues as an essential component of language instruction. This is an acknowledgement that language education can be used as an educational tool to support and communicate certain socially constructed messages to students about local, national and global concerns. This calls for using instructional resources that support teachers' efforts to infuse emerging issues into language education. Hence, the purpose of this paper is to examine how emerging issues are positioned in language textbooks prescribed for students at the junior secondary education level. A qualitative content analysis of the textbooks suggests that the prescribed emerging issues are accommodated in diverse topics/themes in language textbooks. Of significance too is that language textbooks do not necessarily accommodate diverse forms of knowledge, realities and perspectives in their coverage of emerging issues. The study has implications for language teachers' professional development and their reflective practices.

Keywords: *Emerging issues and education; curriculum infusion; textbook analysis; language education; textbook research*

Introduction

Textbooks are a valuable pedagogical commodity in educational contexts worldwide. They are used as tools or resources that "... control access to knowledge" (Ruth, 1991, p.98) and act as a "primary source of teaching ideas and materials ..." (Richards, 1998, p. 127) for teachers. Among other things, textbooks are further used to perpetuate dominant ideologies in specific societies (Apple, 2000; Awayed-Bishara, 2015; Ferguson, Collison, Power, & Stevenson, 2006), serve as a source of cultural knowledge or information (Ke, 2012; Shin, Eslami, & Chen, 2011) and "... influence people's values and attitudes" (Yang, 2011, p. 78). Therefore, in addition to pedagogical knowledge, educators such as language teachers require instructional resources that they can utilize to support the disciplinary content or knowledge that they are expected to teach. This includes both commercially-produced and teacher-produced instructional resources. Commercially produced resources such as textbooks are of primary importance in this regard because prescribed textbooks are an integral part of the teaching-learning process in Botswana's primary and secondary schools. Hence, they are instrumental in the infusion of emerging issues in language education at the secondary school level.

Teachers of Setswana and English have an obligation to infuse emerging issues into various components of the language syllabi as part of a curriculum reform initiative by policy makers calling for infusion of emerging issues in various components of the basic education curriculum. Emerging issues are referred to as "contemporary and cross cutting" (Ministry of Education, 2007) issues and these are included in various junior secondary school subjects such as Setswana and English to ensure that formal education is "responsive to the needs of the society" (Ministry of Education and Skills Development, 2008a, p. ii). This suggests that society is not fixed but rather dynamic. Hence, as the society changes or develops it has

to accommodate, among other things, emerging local, national and global experiences, realities, ways of knowing and knowledge construction. The school as a social institution plays a significant role in this regard. Considering that emerging issues are viewed as a necessary component of language education, it is essential to explore how they are positioned in language textbooks. Therefore, the purpose of this paper is to examine how emerging issues are positioned in language textbooks prescribed for students at the junior secondary education level. It further examines whether and in what ways textbooks link emerging issues to the realities and experiences of Botswana as members of local, national and global communities. Within this context, I draw on Jones and Sanford's (2003) view that in curriculum infusion "Teachers develop ways of addressing several important topics, not as stand-alone issues but woven within the teaching of on-going curricula (for example language arts, math, science)" (p. 116).

Positioning of emerging issues in Botswana's secondary school language syllabi

The inclusion of emerging issues in the language syllabi reflects a curriculum reform initiative that signals a shift in the manner in which language teaching and learning is perceived by policy makers. The language syllabi consciously advocate for, and identify the emerging issues that should be made part of language education. Of note is that most of the emerging issues that appear in the Setswana and the English language syllabi are identical. They are environmental issues or concerns, (Ministry of Education and Skills Development, 2008b) terrorism, HIV and AIDS, violence and crime, water conservation, family life education and gender, human rights, road safety as well as the ideals of Vision 2016 (Ministry of Education and Skills Development, 2008a, 2008b). In addition, the Setswana syllabus identifies "passion killings" and Millennium Development Goals as emerging issues that deserve attention in language lessons (Ministry of Education and Skills Development, 2008b). Emerging issues exclusive to the English language syllabus are racial tolerance, civic and voter education, globalization, poverty alleviation, anti-corruption and child labour (Ministry of Education and Skills Development, 2008a). In addition to identifying emerging issues that should be privileged in language lessons, policy makers often identify syllabi content that should be linked to emerging issues. To illustrate, in teaching the cultural process of "Crafts" to Form Three learners teachers of Setswana are expected to relate it to environmental issues (Ministry of Education and Skills Development, 2008b), the "Vision 2016 ideal of a prosperous, productive and innovative nation" (Ministry of Education and Skills Development, 2008b, p. 30) as well as the "Millennium Development Goal of eradicating extreme poverty and hunger" (Ministry of Education and Skills Development, 2008b, p. 30). Likewise, as part of learning "public speaking skills", Form 1 English language learners are expected to "give a talk on the importance of reuse and recycling" (Ministry of Education and Skills Development, 2008a, p. 3). Moreover, Form 2 English language learners are expected to "debate human rights issues" (Ministry of Education and Skills Development, 2008a, p. 8) as part of learning the topic "discussions and debates". In another example, as part of learning the topic "reports and talks" Form 1 students are required to "participate in a debating session on any emerging issue" (Ministry of Education and Skills Development, 2008b, p. 2). Of note though is that in the latter example, like in some other parts of the language syllabi specific emerging issues are not named or identified. In all, the examples provided suggest that policy makers are aware that emerging issues can be accommodated in language lessons in various ways. Irrespective of all this, the emerging issues to be explored in language classrooms are drawn from local, national and global contexts. Concerns about issues of global interest reflects the policy makers' acknowledgement of Botswana as part of a global community and the role this country can play in developing sensitivity and awareness to some

of the key socio-economic concerns and aspirations of this community. Likewise, the inclusion of global concerns such as the Millennium Development Goals and terrorism, demonstrate how the school curriculum in specific local contexts such as Botswana is influenced by both external and internal factors. Closely related to this is that a significant number of merging issues to be explored in language classrooms are embedded in the sustainable development goals, and Botswana is committed to the realization of these goals (Ministry of Finance and Economic Development in collaboration with United Nations Botswana, 2018). Moreover, this demonstrates that local and global discourses are interconnected and thus influence each other (Guttal, 2007; Spring, 2009).

In all, the infusion of emerging issues in language education is a recognition that language syllabi are now expected to teach more than the language related knowledge and skills that learners will need to communicate in various social contexts. It implies guiding students to dialogue and debate emerging issues and be aware of some of the controversies related to these issues. The infusion of emerging issues suggests a move to make language education relevant to the experiences, needs and realities of Botswana children. In fact, some of the junior secondary school students may have experienced the effects of some of the emerging issues identified above. For example, the effects of violence and crime, human rights abuse as well as HIV and AIDS.

Insights from the literature review

Infusion as a curriculum design principle implies that various forms of information or knowledge can be infused in the teaching and learning of specific academic subjects or courses at designated educational levels. Within this context, what can be infused include environmental education (Ketlhoilwe, 2013; Molosiwa, 2010; Velepini, 2017) and issues of diversity/multiculturalism (J. R. Jones, 2015; Meyette, 2014). Likewise, curriculum infusion may focus on technology (Yu & Okojie, 2017), “conflict resolution education” (T. S. Jones & Sanford, 2003), spirituality and aging related issues (Murdock, 2005), as well as alcohol and drug abuse (Cordero, Israel, White, & Park, 2010; Flynn & Carter, 2016; Kenney & Grim, 2015; Lederman, Stewart, & Russ, 2007; White, Park, & Cordero, 2010). In some academic contexts, “mindful yoga practices” (Bergen-Cico, Razza, & Timmins, 2015), mental health and suicide (Mitchell et al., 2012), and global understanding (Jin & Bennur, 2012), sustainability principles (Biasutti, De Baz, & Alshawa, 2016) have been infused at various educational levels. All this suggests that infusing issues/information in the curriculum is context-specific and serves various benefits, some of which are discussed below.

Making infusion a curriculum design principle places emphasis on the socially constructed knowledge that learners are required to acquire education that is relevant to the needs of their societies. Thus, a significant contribution of infusing emerging issues in various academic subjects’ focuses/centers on the nature of socially constructed knowledge learners are expected to gain as citizens of their societies. For instance, infusing alcohol and substance abuse in courses in some American tertiary institutions engages students in making sense of these issues and in the process acquire knowledge on their effects on their health or well-being (Cordero et al., 2010; Flynn & Carter, 2016; Kenney & Grim, 2015; Lederman et al., 2007; Yearwood & Riley, 2010) as well as on their academic achievement (Cordero et al., 2010). In another example, possibilities are opened for learners to acquire knowledge on multicultural issues or issues of diversity as they pertain to the LGTB populations (Meyette, 2014), as well as the process of

aging (Murdock, 2005). As Murdock (2005), explains, curriculum infusion is necessary for promoting "... a sense of respect for differences, awareness of social justice and injustice, and self-development as a professional" (p. 42). Likewise, considering that curriculum infusion addresses real-life issues, infusing conflict resolution content in the curriculum can guide students to identify, acknowledge and appreciate knowledge dealing with conflict embedded environments or situations (T. S. Jones & Sanford, 2003). Additionally, when American college students' global understanding of India is facilitated through curriculum infusion in selected undergraduate courses, their understanding and appreciation of global markets is facilitated (Jin & Bennur, 2012). In all, knowledge or information to be imparted to students requires critically engaging them in classroom environments where they feel free or safe to explore issues of relevance without feeling stigmatized, or prejudiced (Kenney & Grim, 2015; Yearwood & Riley, 2010).

Making infusion a curriculum design principle also places emphasis on skills development. Skills development is therefore intertwined with the issues to be infused as well as the academic content or knowledge that learners are expected to learn in various disciplines. Some of the skills that learners may develop include problem solving (T. S. Jones & Sanford, 2003; Meyette, 2014), decision-making (Flynn & Carter, 2016; Kenney & Grim, 2015; Lederman et al., 2007; Meyette, 2014; Mitchell et al., 2012, and critical thinking (Murdock, 2005). Furthermore, opportunities are opened for students to develop self-reflection (T. S. Jones & Sanford, 2003; Lederman et al., 2007; Murdock, 2005; Yearwood & Riley, 2010; Yu & Okojie, 2017) as they explore issues of relevance. Of note too is that the acquisition of team building skills (T. S. Jones & Sanford, 2003) and work place related skills related to technology-based instruction (Yu & Okojie, 2017) are enhanced through curriculum infusion (T. S. Jones & Sanford, 2003). Of significance too is that the acquisition of skills of this nature opens possibilities for learners to question and make problematic the world around them. Furthermore, curriculum infusion opens possibilities for educators too to develop team building skills (Mitchell et al., 2012).

Infusion of emerging issues into the curriculum is also important for guiding students to develop positive values and attitudes about the world they live in. Hence, curriculum infusion becomes a pedagogical strategy for engaging learners in dialoguing about, reflecting and questioning real life situations and experiences. In the process, students are guided to value health and well-being and thus develop and appreciate acceptable behaviours regarding the consumption of alcohol and other drugs (Cordero et al., 2010; Flynn & Carter, 2016; Kenney & Grim, 2015; Lederman et al., 2007; Mitchell et al., 2012; White et al., 2010; Yearwood & Riley, 2010). Likewise, they are guided to value academic success (Cordero et al., 2010), develop positive attitudes towards aging related issues (Murdock, 2005) as well as appreciate, value and make sense of conflict resolution (T. S. Jones & Sanford, 2003). Moreover, curriculum infusion opens possibilities for students to value and develop sensitivity to the notions of social justice and equality (J. R. Jones, 2015; Meyette, 2014; Murdock, 2005). The need to value and preserve the environment is also enhanced through curriculum infusion (Kethloilwe, 2013; Molosiwa, 2010; Velepini, 2017). Acquisition of these values and attitudes opens possibilities for students to make informed decisions that are relevant to their contexts and concerns. Therefore, part of acquiring knowledge on emerging issues involves engaging learners in questioning and reflecting on the events, processes and practices that occur in the world around them.

Qualitative content analysis of language textbooks

Infusing emerging issues in language lessons, calls for a consideration of issues of knowledge construction and pedagogy. Underlying this is that teachers of Setswana and English are required to promote and broaden students' knowledge of emerging issues whilst ensuring that they adequately acquire prescribed language related skills and knowledge/content. Language teachers' content and pedagogical knowledge as well as the prescribed students' textbooks are central to this phenomenon. Hence, the need to examine how emerging issues are positioned in language textbooks prescribed for students as well as whether and in what ways emerging issues are linked to the realities and experiences of Batswana as members of local, national and global communities. A qualitative research approach was utilized for this purpose. Within this context, purposive sampling procedures and qualitative content analysis were utilized in the study. As Creswell (2009) rightly expresses, qualitative researchers purposefully sample participants and research settings to inform them about the phenomena they are investigating. Within this context the textbooks were purposely selected and focused on students' prescribed textbooks that are classified as core textbooks. All students are expected to have access to core textbooks since they are viewed as the most beneficial sources of information for prescribed academic knowledge. The fact that all the students are expected to have access to these textbooks suggest that they should provide most of the academic knowledge that is outlined in the syllabi for all school subjects.

To examine whether and in what ways emerging issues are privileged in Setswana and English language secondary school textbooks, seven core textbooks were analyzed. Three English language textbooks are prescribed as core textbooks for Form 1 learners and teachers/language departments are expected to select any of these for use in their institutions. They are Letleretlere English - Form 1 learner's book (Robertson, 2009), English in action - Form 1 student's book (Brennan & Grant, 2009), and Number 1 English - Form 1 learner's book (Nkala, Motlhabane, Loeto, & Tiro, 2009). For the Form 2 level core textbooks are not prescribed. For the Form three level the choice teachers/language departments can choose between two textbooks namely: English in action - Form 3 student's book (Brennan & Bogwasi, 2012) and Exploring English form 3 student's book (Chanda, Chinodya, & Kgomanyane, 2011). With regard to the teaching of Setswana the core textbooks that are prescribed for use in Setswana Form 1 and Form 2 classrooms are Lobebe lwa Setswana: Mophato 1 – buka ya moithuti (Dipholo, Mogapi, & Ntesang, 2009) and Lobebe lwa Setswana: Mophato 2 – buka ya moithuti (Dipholo, Mogapi, & Ntesang, 2010) respectively. Of significance is that the prescription list consulted for purposes of this study did not indicate any core Setswana textbooks prescribed for the third year of secondary education.

Qualitative researchers use various strategies to systematically investigate and analyze the data for the phenomena they are concerned with, such as instructional resources. Qualitative content analysis was applied to language textbooks in order to determine their coverage and treatment of emerging issues identified in the junior secondary Setswana and English language syllabi. This type of analysis involves making sense of the textual representations in varied types of communication such as political speeches, textbooks, and pictures (Berg, 2009; Merriam & Simpson, 2000; Neuman, 2006; Rossman & Rallis, 2012). The intention is to "... analyze critically what is portrayed and symbolized in such textual representations and what is absent or silenced" (Rossman & Rallis, 2012, p. 197). This complements the view expressed by Graneheim, Lindgren and Lundman (2017) that qualitative content analysis "... focuses on subject and context and emphasizes variation, e.g. similarities within and differences between

parts of a text” (p. 29). Analyzing the textbooks in this manner involved reading and re-reading all the components of each book and coding them in order to check whether and in what ways the emerging issues are covered. More specifically, the coding process focused on identifying (a) the emerging issues that are excluded and included, (b) the nature of knowledge on emerging issues that is included, (c) ways in which emerging issues are infused into the prescribed syllabi content, (d) the perspectives that are privileged and silenced; and (e) the links to the realities and experiences of Batswana. This involved reading and re-reading the objectives of each Chapter/Unit, the texts/passages that learners are expected to read for a variety of purposes, the specific content and language related skills explored as well the tasks/activities assigned to learners. It also involved reading visual illustrations or images as well glossaries to examine whether and in what ways they explored emerging issues. Furthermore, subject index entries were examined for their relevance to emerging issues.

Findings

A qualitative content analysis of Setswana and English language textbooks suggest that the prescribed emerging issues are infused or accommodated in diverse ways in language textbooks. They are reflected in the titles of specific chapters or units and in this regard the whole focus of the content/skills that are emphasized in those sections of textbooks. This implies that the content/knowledge and tasks given to students to practice the basic communication skills of reading, listening, writing and speaking in particular focuses on the emerging issues that are reflected in the titles of chapters or units. The emerging issues that are covered in this manner are crime (Brennan & Bogwasi, 2012; Chanda et al., 2011), environmental issues/concerns (Brennan & Grant, 2009; Nkala et al., 2009), terrorism (Nkala et al., 2009), family life education (Nkala et al., 2009), human rights (Nkala et al., 2009). Of significance too is that the Table of contents in one of the textbooks provides a “summary of cultural and emerging issues” that are explored in the text (Chanda et al., 2011). Closely related to this is the provision of a summary of the “cultural and emerging issues” in one of the textbooks prescribed for Form 3 students (Brennan & Bogwasi, 2012). The summary is part of the information that appears towards the end of the text.

Indexes and glossaries of some of the language textbooks also mention specific emerging issues. Of the two textbooks that have indexes, one includes “HIV and AIDS” and “Internet research” in the index section (Brennan & Bogwasi, 2012). With a regard to glossaries, of the six textbooks that have this feature, only one textbook has entries that explain selected emerging issues. In this regard, Chanda, Chinodya, and Kgomanyane (2011), define “domestic violence”, “emerging issue”, “juvenile crime”, “information technology”, “Internet” and “World Wide Web (WWW)”.

A key feature of the Setswana and English language syllabi that has found its way into the language textbooks is the instructional objectives to be achieved for teaching specific content/knowledge and skills. Within this context, textbook authors often identify instructional objectives that focus on emerging issues. The emerging issues that are explored in this manner include environmental concerns/issues, family life education, Vision 2016, gender issues, technology, abuse/domestic violence, road safety, crime, anti-corruption, poverty eradication and HIV & AIDS. To illustrate, in the Unit “Our mother, our home (the environment)”, three of the objectives that focus on recycling as one way of taking care of the environment are stated as “discuss emerging issues” (Nkala et al., 2009, p. 38), “give a talk on the importance of reuse and recycling” (Nkala et al., 2009, p. 38), and “extract information from an

advertisement on environmental issues” (Nkala et al., 2009, p. 38). Likewise, in the Unit “A photo for Santa” the authors expect that at the end of the Unit students should also be able to “discuss the various ways in which people can help look after their environment” (Chanda et al., 2011, p. 1). Additionally, eight objectives of the Unit “The rape” focus on environmental concerns (Chanda et al., 2011). Three of these objectives are that students should be able to “list the different ways in which people ‘rape’ the environment” (Chanda et al., 2011, p. 146), “comprehend and appreciate a poem on the environment” (Chanda et al., 2011, p. 146) and “write a letter of complaint to the authorities, complaining about an environmental problem” (Chanda et al., 2011, p. 146).

Crime as well as anti-corruption are also identified in the Unit objectives of some of the English language textbooks. In the Unit “Crime”, some of the Unit objectives are that students will be able to “find out about vocabulary used in the legal system” (Brennan & Bogwasi, 2012, p. 193), “read about a violent incident at a taxi rank, and analyze writer’s style” (Brennan & Bogwasi, 2012, p. 193) as well as “look at gender in vocabulary” (Brennan & Bogwasi, 2012, p. 193). In the Unit “Say no to crime!”, nine of the Unit objectives focus on crime (Chanda et al., 2011). Three of these objectives are that students should be able to “prepare and deliver a speech against crime” (Chanda et al., 2011, p. 68), “suggest ways to reduce crime” (Chanda et al., 2011, p. 68) and “list the dangers posed to young people by crime” (Chanda et al., 2011, p. 68). On the other hand, in the Unit “There’s no place like home” the intention is that as part of the Unit students will “read about corrupt state agents” (Brennan & Grant, 2009, p. 97). To sensitize students to road safety as an emerging issue two of the Unit objectives in the Unit “Driving” in the textbook by Brennan and Bogwasi (2012) focuses on this phenomenon. In this regard the intention is that students will “discuss what road signs mean” (Brennan & Bogwasi, 2012, p. 147) as well as “analyze a pamphlet about speeding” (Brennan & Bogwasi, 2012, p. 147). In the Unit “Look after our environment” one of the Unit objectives is that students will “discuss the way technology has affected us” (Brennan & Grant, 2009, p. 17). Closely related to this, is the objective that students should be able to “use internet to do research” (Chanda et al., 2011, p. 1) that is part of the objectives for the Unit “A photo for Santa”. Of note too is that in the Unit “Food objectives” one of the Unit objectives invites students to dialogue on poverty eradication by expecting them to “discuss poverty and solutions” (Brennan & Grant, 2009, p. 47). Poverty eradication related Unit objectives are also identified in the Unit “A photo for Santa”. In this Unit students are expected to “list the various ways in which the public can help destitute children” (Chanda et al., 2011, p. 1) and also state their “... opinion regarding less well-to-do members of society” (Chanda et al., 2011, p. 1).

With regard to the emerging issue on family life education, in the Unit “Keep it in the family”, one of the objectives for a students; task on family structures is identified as “discuss emerging issues” (Nkala et al., 2009, p. 70). Of note too is that the Unit “Families” in the textbook by Brennan and Grant (2009) suggest how family life education should be infused into English language education at Form 1 level. The Unit objectives of relevance are that students will “read a letter describing a family” (Brennan & Grant, 2009, p. 29), “read an extract from a novel about family relationships” (Brennan & Grant, 2009, p. 29) and “hold a group discussion about how families have changed” (Brennan & Grant, 2009, p. 29). Closely related to this are the objectives that focus on domestic violence in the Unit “Workday” (Chanda et al., 2011). The expectation is that students should be able to “express sympathy for victims of domestic violence” (Chanda et al., 2011, p. 84), “suggest ways in which domestic violence can be minimized”

(Chanda et al., 2011, p. 84), and “list some of the problems caused or faced by domestic servants, oppressed housewives and spoiled children” (Chanda et al., 2011, p. 85).

Vision 2016 as an emerging issues is infused in the objectives for the Unit “Working with sources” (Robertson, 2009). It is stated that at the end of the Unit students will have “done a presentation on Vision 2016” (Robertson, 2009, p. 187). Focus on Vision 2016 is also evident in the Unit “Botswana and Africa” in which one of the Unit objectives is that students will “discuss our country and Vision 2016” (Brennan & Grant, 2009, p. 129). Of note too is that the Unit objectives often focus on HIV & AIDS. As part of the Unit “Botswana and Africa” the intention is that students will “think about solutions to the problem of HIV” (Brennan & Grant, 2009, p. 129) and “create a poster to educate people about HIV/AIDS” (Brennan & Grant, 2009, p. 129). Furthermore, students are expected to “read a modern story with a message about HIV” (Brennan & Grant, 2009, p. 67) in the Unit “Traditional and modern stories”. In another example, in the Unit “Sport”, one of the Unit objectives is identified as “discuss gender issues” (Brennan & Bogwasi, 2012, p. 47). Racial tolerance as an emerging issue is also highlighted in the Unit “Say no to crime!”. One of the Unit objectives requires students to be able to “explain hidden political/racial messages in a poem” (Chanda et al., 2011, p. 68). In the Unit “The boyfriends”, one of the Unit objectives is that students should be able to “produce a report on an emerging issue” (Chanda et al., 2011, p. 113).

In rare instances, emerging issues are mentioned in chapter/units objectives in Setswana textbooks. Of note is that the emerging issues that are mentioned are HIV/AIDS (Dipholo et al., 2010; Dipholo et al., 2009), Vision 2016 pillars (Dipholo et al., 2010) and environmental concerns (Dipholo et al., 2010). These are explored in relation to the topics in the Setswana syllabus whose content requires coverage of these emerging issues.

Visual illustrations that are used in language textbooks often focus on emerging issues. Emerging issues that are partially infused through the use of visual illustrations include environmental concerns/issues (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Chanda et al., 2011; Dipholo et al., 2009; Nkala et al., 2009; Robertson, 2009), HIV and AIDS (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Dipholo et al., 2010; Dipholo et al., 2009; Robertson, 2009), road safety (Dipholo et al., 2010; Dipholo et al., 2009), (Brennan & Bogwasi, 2012) and crime (Brennan & Bogwasi, 2012; Chanda et al., 2011; Dipholo et al., 2010; Dipholo et al., 2009; Nkala et al., 2009). Vision 2016 (Dipholo et al., 2010; Dipholo et al., 2009; Robertson, 2009), terrorism (Nkala et al., 2009), human rights related issues (Dipholo et al., 2010; Nkala et al., 2009), technology (Brennan & Grant, 2009; Chanda et al., 2011; Dipholo et al., 2010; Dipholo et al., 2009; Nkala et al., 2009; Robertson, 2009) and voter education (Brennan & Bogwasi, 2012; Dipholo et al., 2010). Of note too is that visuals are also utilized as part of infusing poverty eradication (Brennan & Grant, 2009), gender-related issues (Brennan & Bogwasi, 2012), abuse/domestic violence (Chanda et al., 2011; Dipholo et al., 2009), family life education (Dipholo et al., 2010) and family life education (Brennan & Grant, 2009) in language textbooks. Within these contexts, diverse visuals such as advertisements, cartoons, posters, pamphlets and pictures are utilized. To illustrate, visuals that focus on HIV and AIDS include advertisements (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Dipholo et al., 2010), cartoon strips (Brennan & Grant, 2009; Dipholo et al., 2010), a poster (Brennan & Grant, 2009), red ribbon often used in HIV and AIDS campaigns (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Dipholo et al., 2010; Dipholo et al., 2009; Robertson, 2009), a graph (Dipholo et al., 2010) and pictures (Brennan & Bogwasi, 2012; Dipholo et al., 2010; Robertson,

2009). In another example, environmental concerns are represented through pictures (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Chanda et al., 2011; Dipholo et al., 2010; Nkala et al., 2009), a cartoon strip (Robertson, 2009), an advertisement (Robertson, 2009) and a graph (Dipholo et al., 2010). Additionally, pictures (Brennan & Bogwasi, 2012; Chanda et al., 2011; Dipholo et al., 2010; Nkala et al., 2009) and a graph (Dipholo et al., 2010) are used as part of the information provided on crime.

Emerging issues are often used only to contextualize language learning. This contextualization is part of teaching Setswana and English using the communicative approach to language instruction (Ministry of Education and Skills Development, 2008a, 2008b). To illustrate, as part of guiding students to “draw inferences from text read”, they are sensitized to “basic human rights” partially through reading and responding to a poem on human rights (Nkala et al., 2009). Likewise, in one of the activities that infuse terrorism as an emerging issue, students are guided to “identify main points in a text” by reading “news briefs” on terrorist activities and thereafter engaging in tasks based on what they read (Nkala et al., 2009). In developing students’ sensitivity and awareness to environmental concerns one of the activities requires them to identify parts of speech in a text on littering (Robertson, 2009). In another example, pillars of Vision 2016 are used to teach students what it means to engage in a discussion and to do an oral presentation (Robertson, 2009). As an emerging issue “passion killings” is used to contextualize the teaching of “tlaodi” (adjective) (Dipholo et al., 2009). Similarly, the teaching of “malatlhelwa” (interjectives) is contextualized within a cartoon strip that emphasizes the importance of road safety. In another example, to teach reading comprehension related skills HIV/AIDS as part of the Millennium Development Goals is utilized (Dipholo et al., 2010).

The importance of emerging issues is evident in that some of the language textbooks consciously address this phenomenon through the use of informational blurbs/notes or what Brennan and Bogwasi (2012) refer to as “emerging issues boxes” (p. 5). This involves highlighting specific emerging issues throughout specific textbooks by placing information or short notes on them in boxes/blurbs. Within this context, Chanda, Chinodya, and Kgomanyane (2011) inform the targeted readers that a section on emerging issues is included throughout the book and “these features link relevant social, political and economic issues to the content you are learning” (p. v). Of note is that five language textbooks explore emerging issues in this manner. This includes abuse/domestic violence (Chanda et al., 2011; Dipholo et al., 2010; Dipholo et al., 2009), Vision 2016 (Dipholo et al., 2010; Dipholo et al., 2009), (Brennan & Bogwasi, 2012; Brennan & Grant, 2009), environmental issues/concerns (Chanda et al., 2011; Dipholo et al., 2010; Dipholo et al., 2009), (Brennan & Bogwasi, 2012; Brennan & Grant, 2009), and HIV and AIDS (Dipholo et al., 2010; Dipholo et al., 2009), (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Chanda et al., 2011). Gender (Brennan & Grant, 2009; Dipholo et al., 2009), crime (Chanda et al., 2011; Dipholo et al., 2010; Dipholo et al., 2009), (Brennan & Bogwasi, 2012), corruption (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Dipholo et al., 2009), “passion killings” (Dipholo et al., 2009), technology (Brennan & Bogwasi, 2012; Brennan & Grant, 2009; Chanda et al., 2011; Dipholo et al., 2010) are also explored through the use of emerging issues boxes or blurbs. In similar ways, voter education (Brennan & Bogwasi, 2012; Dipholo et al., 2010), human rights (Brennan & Bogwasi, 2012), poverty eradication (Brennan & Bogwasi, 2012), bullying (Brennan & Bogwasi, 2012), Millennium Development Goals (Dipholo et al., 2010), health (Chanda et al., 2011; Dipholo et al., 2010), road safety (Dipholo et al., 2010; Dipholo et al., 2009), and family life education (Dipholo et al., 2009) are also explored in this manner.

Another key finding is that critical perspectives are not given wide consideration in the coverage of emerging issues. Within this context, focus is on providing factual knowledge or information to students and consequently they are not actively engaged in debating/questioning or making problematic the emerging issues that are infused in language education. Part of this emerges from the fact that in most instances diverse perspectives, forms of knowledge, realities and perspectives are not privileged in the coverage of emerging issues. Examples include coverage of Vision 2016 (Brennan & Grant, 2009; Dipholo et al., 2010; Dipholo et al., 2009), HIV/AIDS (Brennan & Grant, 2009), human rights (Dipholo et al., 2009), crime (Dipholo et al., 2010), Millennium Development Goals (Dipholo et al., 2010), corruption (Brennan & Grant, 2009), and environmental concerns (Brennan & Grant, 2009; Dipholo et al., 2010; Dipholo et al., 2009). In the process, this contributes to avoidance of controversial perspectives. Likewise, it limits the exploration of critical thinking and problem solving skills even though these are emphasized in the Setswana and English language syllabi.

Discussion

The infusion of emerging issues in the language syllabi and textbooks suggests that indeed language education is socially constructed. Setswana and English are used as a means or resource for learning positive values and acceptable behaviours. As Johnston (2003) rightly points out, “the essence of language teaching, like the essence of all teaching, lies in values: That is, it is moral in nature” (p. 1). The infusion of emerging issues in language education in Botswana classrooms complicates this phenomenon further in that by nature, emerging issues communicate values, attitudes, and forms of knowledge and doing that have moral, political and social implications. Consequently, emerging issues can also be viewed as controversial issues because they relate to, and are drawn from people’s multiple realities, dispositions, experiences and ways of knowing, some of which are often contradictory and contested. Thus, emerging issues have the potential to produce controversy and even tensions especially if they are explored from multiple points of view. Students and teachers might react in different ways to the teaching and learning of emerging issues such as terrorism and poverty eradication. In all, students need to be guided to make sense of emerging issues in language syllabi within the discursive social and political contexts in which they are embedded. Within the context of Botswana, this entails an emphasis on what Botswana as a nation value, what can contribute to their national development as well as what they deem important in defining themselves locally and internationally.

As a curriculum design principle, infusion relates to the kind of citizens policy makers wish to be developed through the education system, that is, learners who should understand the realities of their lives and act on them. This is consistent with the view that the curriculum should speak to the realities of people’s lives (Christensen, 2000, 2009; (Cordero et al., 2010; Flynn & Carter, 2016; A. Johnston, 2001; Kenney & Grim, 2015; Lederman et al., 2007; Meyette, 2014; Murdock, 2005; Picht-Trujillo & Suchsland, 2009; Sokolower, 2009; Yearwood & Riley, 2010). Similarly, it is consistent with the view that education should empower learners to participate in a “knowledge economy” within a global economy that is continually changing (Republic of Botswana, 2015). This calls for certain ways of interacting with prescribed academic knowledge and the instructional resources that are utilized as part of instructional practices. Drawing attention to these factors implies that teachers and students should engage in what Freire (1991) refers to as “reading the word” and “reading the world”. It also involves guiding students to develop critical awareness, sensitivity to the experiences of others, problem solving and

decision-making skills. This is consistent with the views expressed by proponents of curriculum infusion who express that the skills that learners may develop include problem solving (T. S. Jones & Sanford, 2003; Meyette, 2014), decision-making (Flynn & Carter, 2016; Kenney & Grim, 2015; Lederman et al., 2007; Meyette, 2014; Mitchell et al., 2012, and critical thinking {Murdock, 2005}). All this relates to the kind of citizens schools need to develop who should understand the realities of their lives and act on them such as participating in efforts to conserve the environment, and end gender-based violence and child labour. Language textbooks make a significant contribution in this regard.

Language education that infuses emerging issues communicates certain socially constructed messages about local, national and global surroundings/societies. Therefore, the coverage of emerging issues in language classrooms opens possibilities for students to use language to dialogue about social issues of significance, which in fact is what happens or occurs in real life situations in and outside the school. Using textbooks as a guide to infuse a global concerns like terrorism in language instruction implies engaging students in making sense of the meanings of terrorism, its causes, the values attached to terrorist acts and the impact of terrorism. Consequently, through learning specific knowledge on these factors students get to explore terrorism from multiple, and often contradictory perspectives paying attention to whose voices/perspectives are privileged, marginalized and contested. In the process, students are guided to develop awareness that the socially constructed discourses of terrorism differ and what terrorism might mean in the social and political context of one country might be different from how this notion is conceived/perceived in other countries. In another example, the notion of poverty may mean different things to different individuals stemming from the fact that discourses on poverty are socially constructed and re-constructed within the context of specific local and global contexts. Likewise, as part of infusing voter education in the English language syllabus students may be engaged in questioning and reflecting on what voter education means, why the electoral process is pertinent and why it is necessary to participate in it. All this also depends on the teachers' experiences, beliefs and attitudes about these issues. Thus, how textbooks link language education to national and global events and processes can be valuable in terms of how students perceive language education. Indeed, emerging issues are an acknowledgement of the changing nature of the world around us, at local, national and global levels. It is an acknowledgement that societies are ever-changing (Ministry of Education, 2007; Ministry of Education and Skills Development, 2008a, 2008b; Ministry of Finance and Economic Development in collaboration with United Nations Botswana, 2018; Republic of Botswana, 2015; Vision 2036 Presidential Task Team, 2016) and this phenomenon cannot be ignored but rather be accommodated accordingly in language textbooks. While students can resist what is taught (Christensen, 2000, 2009) and on the other hand textbooks have their own limitations, when used effectively they can be a valuable pedagogical tool. For example, even though some emerging issues are often used only to contextualize language learning and some are hardly infused or infused in a limited way in language textbooks such as racial tolerance, authors do make efforts to infuse emerging issues in the teaching and learning of the four basic communication skills. This has the possibility of developing socially responsible and tolerant citizens especially if emerging issues are examined critically in language and literature lessons. This also has the potential for fostering the development of problem solving and critical thinking skills, a phenomenon that is emphasized in both the Setswana and English language junior secondary school syllabi and yet often marginalized in some textbooks.

Achieving the benefits of infusion through facilitating students' interactions with language textbooks depends on the classroom interactions that teachers are willing to create. This includes encouraging students and teachers themselves to freely share experiences, knowledge and insights about specific issues. It also implies teachers moving out of their 'comfort zones' and dealing with issues that may contradict their values, beliefs, attitudes, perspectives and dispositions. This is pertinent too considering that infusion opens possibilities for students to dialogue about issues that may be considered as controversial such as terrorism and human rights. This in turn can be influenced by the teachers' pedagogical and content knowledge, their willingness to be "border-crossers" and thus to engage in collaboration with other teachers.

The inclusion of emerging issues in language education as well as in other school subjects can contribute positively to the country's efforts to promote sustainable development as well as to be "... integrated into the global community" (Vision 2036 Presidential Task Team, 2016, p. 4). To achieve this, emphasis is on creating educational environments that promote human resource development through quality education and skills development (Ministry of Finance and Economic Development in collaboration with United Nations Botswana, 2018; Republic of Botswana, 2015; Vision 2036 Presidential Task Team, 2016). Of note too is that some of the national priorities identified in official documents that articulate Botswana's "roadmap" into the future explicitly focus on some of the emerging issues identified in the language syllabi and thus recognizing their role in national development initiatives. For instance, Vision 2036 emphasizes the need for creating an environment that is supportive to children, a phenomenon that "... will be achieved through strong family support, safe and secure environment, quality education and health" (p. 21) as well as empowering them "... to understand their rights and responsibilities" (Vision 2036 Presidential Task Team, 2016, p. 21). In another example, the Botswana Education and Training Sector Strategic Plan (ETSSP) expresses that "cross cutting issues" are very pertinent for the realization of this national plan (Republic of Botswana, 2015). Gender equity and HIV and AIDS are some of the "cross cutting issues" that relate to the emerging issues identified in the language syllabi. Likewise, a significant number of emerging issues identified in these syllabi are embedded in the sustainable development goals. Examples include gender inequality, environmental concerns, health, quality education for all as well as crime and violence (Ministry of Finance and Economic Development in collaboration with United Nations Botswana, 2018).

In all, infusing emerging issues identified in language textbooks raises a number of questions and concerns for educators, which can contribute to complexities and intricacies of the teaching and learning process. Hence, the following questions cannot be ignored when infusing emerging issues in language lessons: What qualifies an issue to be an emerging issue? When does an issue cease to be emergent? What are the intersections between emerging issues and the discourses of globalization? What are the ethical concerns regarding the infusion of emerging issues into language education? Are teachers prepared to address these concerns? Considering that teaching and learning issues drawn from lived experiences can spark emotional responses from learners and educators (Christensen, 2000, 2009), do language teachers have the knowledge, skills and dispositions to deal with emotional responses that may emerge?

Conclusion

In summary, incorporating emerging issues in language syllabi is an acknowledgement that language education can be used as an educational tool to support and communicate certain socially constructed messages to students about local, national and global concerns. This calls for using instructional resources that support teachers' efforts to teach Setswana and English language in ways that encourage students to use and view language as an important means of making sense of the world around them. Thus, linking language education with national and global events and processes partially through textbooks can be valuable in terms of how language education is perceived. All this has implications for positioning language teachers as change agents in guiding students to develop positive values and attitudes about the world they live in. After all, Botswana's policy-makers expect teachers to be agents of change who should support and teach effectively the knowledge and skills prescribed for the students (National Commission on Education, 1993; Republic of Botswana, 2015). Again, considering that school subjects need to be taught holistically and not in a fragmented manner (National Commission on Education, 1993) it is essential for language teachers to use textbooks effectively with students in their efforts to infuse emerging issues in the junior secondary curriculum. All this, has implications for the professional development of language teachers.

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