

Analysis of Portrayal of Environment in Korean Language Textbooks:

Choseonjok (Korean Chinese)'s Korean Textbooks

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I. Introduction

China's continued attraction of foreign capital and its role as host to the world's factories for forty years has led to the country's current severe environmental problems. While its economic growth has been remarkable, it has come at the cost of the country's severe environmental destruction and degradation of its ecological systems (Jiang, 2013). Consequently, the Air Quality index (AQI) in each of Beijing's suburbs has now reached 500, which is the highest of six pollution levels.¹ The smog pollution is so serious, in fact, that in January 2013, it affected about 30 provinces across China, which was the worst since 1961 (Lu, 2013). Moreover, 30% of land in China is affected by acid rain (Wei, 2010: 70), and about a quarter of China's population (about 330 million) use water which falls short of hygiene standards, as over 60% of rivers and 25% of underground water sources are polluted (Hu, 2010: 34).

Furthermore, 27.46% of China's total land area (about 2,636,200 square km) has become desertified, which affects about 400 million citizens.

¹ These statistics were collected at 9am, 13 January, 2013. See Jiazhen, 2013.

Desertification is also partially caused by the exploitation of land, thoughtless deforestation, abusive pasturing, and overexploitation of natural resources (Hu, 2010: 35).

These environmental and ecological problems led China to include environmental education in formal school curricula from 1983 (Zhao, 1996: 80). Then in 1994, China's educators released "China's Agenda 21", which emphasised providing compulsory primary and secondary schools with environmental education in the 21st century, so that students might enhance their sense of responsibility towards the environment and alter their lifestyles and behaviours to help solve the environmental pollution (Ministry of Education of China,² 2003:3-4). MOEC (2003) also stresses on the inclusion of environmental educations in national language curriculum, including ethnic language curriculum, in order to live harmonious lives with nature. MOEC (2003: 4) stated that such integration would assist students in being alert to the ecological and environmental crisis, and help them to build a firm standpoint on environmental issues. The environmental education would also contribute to active participation in working cooperatively for the development of better ecological environment for the future. Despite such insistence or claim of implementation of environmental education in primary and secondary schools, discrepancies between the curricula guidelines and textbook content are not infrequent in the research of national/ethnic language textbooks (Liu, 2003; Lee, 2000). Thus, this paper will investigate how Korean language textbooks in China actually depict environmental problems. As these textbooks were published according to the guidelines of Chinese national language curriculum, this study will be able to provide some understanding of the reality of China's environmental education and how textbooks implement and deal with the

² Hereafter, abbreviated to MOEC.

environmental issues. Suggestions on a better way of environmental education in Korean language curriculum in China will also be presented.

II. Background

1. Environment Education in National Language Textbooks in China

Scholars such as Tao et al. (2009) have investigated the inclusion of materials on China's environmental problems in Chinese language textbooks and curricula. Looking at Chinese language textbooks, Tao et al. (2009: 51–55) discovered that the textbooks published in the 1980s introduced content on reducing abusive attitudes to the environment, and recommended limiting the exploitation of nature, while those published in the 1990s further revealed the seriousness of environmental pollution and the importance of reversing the destruction of ecological systems. Analysing Chinese language textbooks early in the 21st century, Tao et al. (2009: 51–55) have discovered that textbooks highlight real life experiences, and the harmonious co-existence of the environment and human beings. Scholars such as Liu (2005: 36, 45) and Liu & Wang (2008: 100–102) looked into what methods need to be employed for better environmental education in the Chinese national language curriculum. Research by Liu (2005: 36, 45) and Liu and Wang (2008: 100–102) suggested that educators should enhance students' awareness of environmental issues and strengthen their sentiments for the environment. To achieve these goals, Liu suggested the inclusion of linguistic data and images of environment, reading, role playing, and using media. He also suggested the implementation of special research

projects that would incorporate scientific data, and raise awareness of environmental education in local communities. Liu and Wang (2008) additionally proposed the necessity to educate about protecting special native species and plants, by using lyrical and persuasive writing that would help enhance the sentimental value of protecting the environment. They illustrated the methods needed, in the areas of basic educational knowledge, reading, writing, and speaking at the beginning of language education. Furthermore, Gong (2012: 246) suggested emphasising nature's unyielding hold on and importance to life by employing environmental education incorporating listening activities about environmental problems, utilising extra-curricular propaganda activities, and holding composition contests on the theme of environmental problems. In spite of the investigations into Chinese language textbooks' content, method, and the timing of environmental education, however, few scholars have investigated the content of environmental problems in Korean language textbooks for the Korean Chinese in China. Therefore, it is timely to look critically into the environmental content of Korean language textbooks, and provide suggestions for the improvement of environmental education in Korean language textbooks as well. By using critical discourse analysis, this research targets investigating how Korean language textbooks construct environmental problems in China, and for whose interests and benefits, and what ideologies are constructed in Korean language textbooks.

2. Research Method

Scholars such as Liu (2003), and Apple (1996) point out that school curricula, including textbooks, are outcomes of ideological selection and thus carry dominant values and beliefs of the state. In this way, they

legitimise the interests of the upper and middle classes, while marginalising those of dominated groups. Investigating the cultural knowledge and ideology in Chinese language textbooks applying critical discourse analysis (CDA), Liu (2005: 261) found that the content of textbooks is constructed for the interests of the Chinese government and its dominant cultural elite groups. However, Lee (2000) also identified that linguistic-based analysis have limitations in investigating the ruling ideologies and knowledge portrayed in textbooks. His research on Korean language textbooks using CDA revealed how the dominant ruling and political ideologies were embedded in the textbooks. This project will therefore utilise critical discourse analysis (CDA), because CDA will disclose hidden ideologies and the government's norms and values (Liu, 2003). CDA also can investigate how social power and governmental domination are practiced and reproduced, through the texts and images of the school curriculum (Lee, 2000). It can also denaturalise the 'taken-for-grantedness' of ideological input (Lee, 2000). Therefore, CDA can unveil the kinds of dominant discourses that are used as official knowledge, in particular for whose interests and whose benefits, and for what ideologies the texts are used. Further, CDA looks into the "ideology of the unsaid" which traditional linguistic examination has a tendency to overlook. Thus this study will even seek to look into "silences" and "omissions." In order to investigate the representation of textbooks, the paper will cover two levels: words and grammar.³ Baker and Freebody (1989) demonstrates that the selection of certain vocabularies construct a specific ideological world, which defines social and gender roles and functions, and forms idealistic childhoods. In addition Lee (2000) and Fairclough (1992) also identify that grammar analysis, such as nominalization and pro-nominalization

3 Here, grammar refers to functional grammar used by scholars Fairclough and Halliday.

(e.g. we, you), reveal power relationship by removing the tense, modality, and participant. In addition to this, the study will use story grammar, as it reveals the values, norms, possible worlds, and social relations (Myer & Rice, 1984). For the purpose of this research, I analysed 18 primary and middle school Korean language textbooks from grade 1 to grade 9, published in 2012.

III. Findings

There are sixteen units which describe environment and nature, 2-1 (1)⁴, 2-2 (4), 4-1 (2), 6-2 (4), 8-2 (5). 6 out of the 16 depict the environmental and ecological problems more noticeably, so this research will analyse them in detail. The Korean textbooks portray environmental problems as not China's, but global problems. The causes of environmental problems and the agents who destroyed the environment are presented as the world. I will look into the environmental problems as global problems. The story "Earth is Sick" (pp. 158-162) in the 2-2 Korean language textbook portrays the significance and seriousness of environmental pollution on earth. The story grammar of this story is protagonist (a star and Earth) → setting (in space) → event (they met several times but could not play due to Earth's sickness (pollution)) → didactic lesson (realise the critical sickness (pollution) of Earth and help Earth). This story depicts the emergent conditions of Earth. In particular, it highlights how the pollution of Earth is beyond the level of tolerance. Using the name of a star, the authors of the textbook depict the critical condition (pollution) of Earth through comments such as

4 2-1 (1) means Korean language textbook Year 2 and Semester1, () refers to the frequency of reference to environment and nature.

“Your (Earth) face looks serious” (p. 158), “You look very sick” (p. 159), and “You don’t look too good today” (p. 160). They then conclude by saying “We cannot play today.”

By personifying human body parts such as faces, eyes, noses, chests, stomachs, and heads, and using medical terms such as “cough”, “headache” and “stomach ache,” this story attempts to relate the sufferings of Earth to those of its readers. Using repetition, temporal adverbs, “today” four times, and “cannot play” three times throughout the story, the story portrays the contemporary consequences of the environmental pollution upon the face of Earth as it relates to children’s daily lives, which often incorporate play. “Earth is Sick” depicts the causes of pollutants and their results (Table 1).

Table 1. Causes and consequences of environment pollution

Cause	Consequences
Deforestation and destroying grasslands	The yellow dust or the wind blows soils and sands into faces, impacting ability to open eyes and proper breathing
Emitting pollutants from cars and factories	Pressure on chests, continuous coughing, severe headaches
Garbage dumping	Stomach aches
Using chemicals	Inability to see or read anything

This story describes the perpetrators for all these causes, who are recognised as “people” by using the generic noun. Despite the many environmentalists and other parties who try to protect the environment, this story criticises all human beings, rather than targeting the real perpetrators. In order to stress their brutal exploitation of the Earth, the story uses such adverbs as “recklessly” (p. 159) and “thoughtlessly” (p. 160).

Furthermore, the authors use words that emphasise the dire state of the environmental condition such as “seriously,” “serious” (p. 158); “wounded” and “hurt” (p. 158–159); “very sick” (p. 158), “killing me,” and “not very good” (p. 159). The final lesson of the story is to encourage the students to take on responsibility regarding the serious condition of pollution on Earth. It ends with the words “The star is shouting to the people on Earth. My friend Earth is sick! Please help!” By using the first pronoun “I” (four times) and “my” (twice), readers are able to identify with the narrator (Liu, 2005). The expression “shouting to the people on Earth” (p. 162) is to appeal the critical nature of the situation. However, there is no indication as to whom this appeals (due to using the generic noun “people”), or how students can help the Earth.

Next, I will introduce another story, “Letter to Grandpa Earth” (pp. 57–59) from the 6–2 Korean language textbook. This story also depicts the causes and consequences of environmental pollution, and suggests solutions for the students who will decide to join the effort to protect the environment. The authors use personifications such as “skin” (soils), “blood” (rivers, lakes, oceans), and “body” (petroleum, coals, and other minerals), to enhance the relatedness to the students and advertise the agony of Earth. The sentences “I sympathise with you” demonstrates that the authors are treating Earth as a human being. Besides this, the authors personify Earth with the term “Grandpa,” which refers to an elderly person to whom anyone can relate. The phrase “I am a 6th grade student” and “this letter was surely written by me” shows examples of primary school students participating in the classroom environmental protection that the MOEC report stressed.

The text on page 57 explains the causes of Earth’s pollution (Table 2).

Table 2. Cause and Consequence of Environmental Pollution

Cause	Consequence
Deforestation of trees/ destruction of forests	Damages Earth's skin
Excessive mining of mineral resources	Destroys/ wastes mineral resources
Mass slaughtering of animals	Animals face extinction
Emissions from factories	Destroys the ozone layer

The text on page 57 warns that by destroying the environment, human beings will learn a serious lesson and receive a stern punishment. The consequences for human beings are further elaborated on page 58.

- 1) The serious destruction of the ozone layer → strong sunrays shine directly on bodies and cause damage
- 2) Polluted air emissions from factories → bring acid rains which cause agricultural crops to dry and die, as well as corrode building surfaces
- 3) Causes natural disasters
 - a. Droughts cause all kinds of animals to die of dehydration;
 - b. Uncontrollable floods swallow up villages and agricultural fields;
 - c. Storms bring sandstorms and uproot beautiful trees.

The authors explain that human beings are now reflecting on their behaviours due to the lessons and punishments listed on page 58. They insist that protecting the environment and reviving Earth has become a common voice worldwide. Yet this is not true; there are still many instances of disagreement about environmental protection. For example, an acceptable carbon dioxide emissions level has not been agreed worldwide. But page 58 indicates information as if all human beings have a common voice for environmental issues.

The story also suggests ways to solve environmental problems on

page 58.

- 1) By restricting industrial emissions, prohibiting goods that destroy the ozone layer, and planting trees en masse, Earth's wounds will be healed;
- 2) Make slogans for environmental protection in every street with slogans such as "Protect the environment and revive the earth";
- 3) Designating June 5 as World Environment Day.

In the first text above, the textbook authors use nominalisation to remove agents and tenses, and therefore make their argument more abstract. Such nominalisation obfuscates agency and responsibility, by removing the process such as how, who, when they did (Billing, 2008). They also argue that mankind is "healing your (Earth) wounds." Yet, there is no mention of who (what agency, or what countries) are healing Earth's wounds. As noted above, not all humans are trying to protect the environment; many company owners and country leaders are more than willing to develop their economies at the cost of the environment. Countries such as China have huge environmental problems, yet the story erroneously portrays them as healing Earth's wounds. The authors' use of nominalisation attempts to avoid critical responses by identifying the agents (such as Western countries). It also encourages students to absorb the abstract message that mankind is sorting out environmental problems without giving any concrete examples. However as the Chinese national curriculum for primary and middle school emphasises the participation of students in environmental protection activities (MOEC, 2003), this story from page 58 suggests that students participate by dressing neatly on 5 June as World Environment Day. "On this day every year" (p. 58) shows how they should celebrate annually. However, protecting the environment requires much more action than this. For example, the story ends with the firm declaration that "I will protect you at any cost" (p. 59), yet there is no mention of

how to protect the environment. Without showing who is polluting, and what the major problems China must deal with are, the textbook writers only stress the importance of protecting the environment only in an abstract and conceptual way. Rather than writing a letter to Earth who cannot receive it, writing a letter to the owners of companies which emit polluted gas seems more realistic. Until this point, I have analysed environmental pollution and the responsibility to protect the Earth.

On a different note, the story “The Only Planet, Earth” (pp. 54–56) in the 6–2 Korean language textbook presents the necessity of protecting Earth because there is no option for mankind to move to another planet. This story depicts the preciousness of Earth, the causes of environmental pollutants, the obligation to care for earth, and the fact that there is no planet for humans to move to if earth is destroyed. The story also depicts the role of Earth for mankind in the following ways:

- 1) Earth, the mother of human beings, the cradle of life, is so beautiful and benevolent (p. 54).
- 2) Earth is not selfish. Therefore, Earth provides human beings with mineral resources without reservation (p. 57)

Earth is personified again as “the mother of human beings” and “the cradle of life” which are used to refer for humans. Earth’s benevolence is described as “not selfish” and “provides … without reservation.” Despite this preciousness and benevolence, human still polluted it. Page 55 portrays the causes of the pollutants:

- 1) Mindlessly mining mineral resources;
- 2) Destroying natural resources;
- 3) Abusing the use of chemical products.

Using present progressive verbs such as “is...destroying,” “is abusing” and “are evoking,” on page 55 the authors stress a series of ecological disasters which seriously threaten mankind’s current survivability. The same page further explains that there is no other suitable planet for human beings to settle on:

Some say that because space is limitless expansive and uncountable, other celestial bodies exist. If the resources on Earth run out, humans can move to another celestial body. According to the scientific evidence, there is no celestial body that is suitable for mankind’s settlement within the range of 40,000,000,000,000 km. (pp. 55–56)

In order to give more credibility to this statement, the authors use the term “scientific evidence,” and use “some” to express the viewpoint that we can move to another planet as a minority one. The texts on page 55 and 56 repeatedly state that “if Earth is destroyed, there will be nowhere for us to go”. The authors repeatedly refer to mankind’s responsibilities:

- 1) We must take good care of our paradise Earth;
- 2) With our utmost sincerity, we must protect Earth and the ecological environment.

Again, this story does not mention the real agents who polluted, but appeals to readers to feel a strong obligation to protect the Earth from environmental pollution. I have discussed the environmental problems as global, and their causes and consequences and obligation to protect the environment. Now I turn to the the origin of these environmental problems.

The “Activities for Environmental Protection” tasks from the 8–2 Korean language textbook (p. 91) depict the origin and causes of

environmental problems. This section demonstrates that the initiators of bringing in ecological change are Western European countries, because they were the ones who sought industrialisation and urbanisation. The textbook writers give the example of the London smog which resulted in thousands of deaths in 1952, implying that Western countries are the perpetrators of global environmental problems, not China. They use conjunctive words such as “after that” and the statement “the issue of…” to stress how the environment has become an international issue in the following excerpt:

After that, people’s awareness of environmental problems was highlighted, and the issue of exhaustion of natural resources and the destruction of environment has become international issues. (p. 91)

In fact, the Chinese national language curriculum guidelines⁵ stress that environmental problems cannot be sorted out by one country, but internationally (MOEC, 2003:21). Thus the story also stresses the environmental problems are not a unique problem of China but a global issue. The following excerpt shows that every country is a culprit of environmental pollution:

… as every country sought economic development and has dealt with environmental problems relatively carelessly, various environmental problems have occurred and they are now pursuing solutions. (p. 91)

By using the term “every,” the textbook writers avoid pointing out China or other developing countries. The authors depict the problems as if every country pollutes the environment by seeking economic development. They also point out that “They are now pursuing

5 Ethnic language curriculum also need to follow this direction.

solutions.” But here they do not specify whether “they” are environmentalists or Western countries. The textbooks also omit what kind of solution they are pursuing, and what role China is taking in this. The textbook writers conclude with didactic lessons:

- 1) Humans ought to live in harmony with Mother Nature;
- 2) Human beings need to be concerned about environmental protection, and enhance the awareness of environmental protection (p. 91).

Using the term “Mother Nature,” the author stress the importance of nature. The above texts 1 and 2 are specified in China’s guidelines of implementation of environmental education in primary and secondary schools (MOEC: 2003). The textbook writers align with the above guidelines, but remain silent on how to live in harmony with Mother Nature.

Up until now I have investigated how textbooks have portrayed the global environmental problems. I will now focus on the environmental problems of China. Two stories in the textbooks specify China’s environmental issues. First I will analyse “The Mysterious Lop Nur” (pp. 91–86) from the 8–2 Korean language textbook. The first part of this story introduces the idea that the problems of Lop Nur began 200 years ago, and that the lake shrank at the end of the Ching dynasty (early 19th century). Although it widened more in the 1950s, when it was “clear as a mirror and water,” and “clean” as a crystal, the lake dried somewhat before becoming smaller again in the 1960s and completely disappearing in 1972. The textbook writers highlight that there are two causes in the disappearance of the lake: natural and human. The natural causes are depicted through the water of the lake evaporating due to high temperatures from harsh sunshine and strong winds. The human causes of the lake’s disappearance as highlighted in

page 84 are the following: 1) population increasing due to cultivation of the upper part of Tarim Basin, 2) overusing the water, 3) deforesting the natural environment, and 4) developing farms, stock-farming and mining.

The textbook writers assert that the perpetrators of making Lop Nur dry were “people” and the “population” (p. 84). The story avoids referring to the Chinese people who live in Lop Nur. The textbook writers describe Lop Nur as a very precious place for producing salt; its economic value is 4000,000,000,000 yuan. In addition, Lop Nur became China’s largest outdoor science research laboratory station, a development station for petroleum exploration, and in particular, a nuclear testing station as mentioned on page 86. The authors of the textbooks positively depict the Lop Nur nuclear testing site: “This place became famous across the world as the first atomic weapon explosion test was conducted successfully” (p. 86). However, according to Brooks and Shaban (2001), Lop Nur was a notorious nuclear testing site where the Chinese government conducted 46 nuclear tests from 1964 to 1996. Nuclear tests were only allowed on Uyghurs’ residential area when the wind blew from east to west, in order to protect inland China from any nuclear fallout (Brooks & Shaban, 2001). Brooks and Shaban (2001) further argue that over 190,000 people died due to the nuclear tests, and radiation survivors were estimated to be over 1,290,000. It was discovered that there were villages where all the babies (in some places eighty percent) suffered from cleft lip or palate or were born with premature brains. It seems very risky to eat salt produced from Lop Nur due to the radiation from nuclear testing. Yet, the textbook writers silenced the tragic factors or negative side effects of Lop Nur. Instead, this story lauds the Chinese government for conducting successful atomic/ nuclear tests which led to the lake’s fame. Whose ideology and

interests does this story portray? This only presents the viewpoints of the Chinese government and not the resident Uyghurs in Lop Nur. Furthermore, the story describes the solution to the lack of water in Lop Nur by supporting the Chinese government's project of supplying water through construction in the following excerpt:

Experts expect that when the construction of the water supply is completed from Qingzang plateau to Tarim basin, not only will it provide water to Lop Nur, but 100,000 acres of farming areas of the surrounding lake areas will be newly developed producing fruitful crops; and the ecology will be fully revived and the hope of revival of Loulan Kingdom is expected. (p. 86)

Using the term “experts” and “fully,” the story attempts to give more credence to the complete revival of Lop Nur. Again using nominalisation, the authors of the textbooks avoid the questions of whose money and who the main agents are for the construction. They are also silent on the tragic consequences currently suffered by the Uyghurs. Instead, the story projects the government official ideology that China can make the ecology of Lop Nur revive fully, and see the revival of the past glorious Loulan Kingdom. Yet it is doubtful that China could overcome the effects of nuclear testing and radiation through the construction of a water supply.

Next I will introduce the story “Disaster of the Frogs’ Village” (pp. 59–61) which is contained in the 6–2 Korean Language textbook:

1. Spring: The frog couple laid many babies, but the school children caused half of them to die by putting them on a dry path (they wrote school presentations saying they would protect us from tadpoles to frogs).
2. Summer: They killed the frogs during the school vacation. They caught the frogs and even burnt them, though frogs eat harmful insects. Each class even held Environmental Protection lessons.

3. Autumn: Merchants caught the frogs because people boil them in cauldrons and eat them, although the frogs diligently eat harmful insects (It is silly to believe that people protect the ecological environment.)
4. New spring: The tadpoles were playing in the rice fields...then strong chemicals spread and the tadpoles suffered and died. However, school children came to the rice fields in groups... They released tadpoles from their plastic bags and the tadpoles covered the rice fields ...

Texts1 and 2 criticise school children for killing frogs and tadpoles. The textbook writers give the impression that although schools teach environmental protection in class, children do not take these teachings seriously. The authors criticise the ineffective activities of environmental protection quoting the frogs' statement that "it is silly to believe ..." in the third text. They also blame merchants and famers for killing the frogs in the same text. Yet ironically, the story points out that children released tadpoles over rice fields as part of activities of protecting environment in the fourth text. The authors of the textbooks suggest that although the schools educate, the effect not very significant. In this way, the story specifically ascribes the deaths of animals like frogs to children, merchants, and farmers, while conspicuously not referring to the factories who pollute the environment, and release the contaminated chemicals and industrial waste.

IV. Conclusion

Textbooks portray earth's environmental problems, including causes, consequences and suggestions as to how to solve these problems. "The Earth is Sick", "Letter to Grandpa Earth," and "The Only Planet, Earth" portray environmental problems as global, and nominate the causes of

pollution as deforestation, the destruction of grasslands, pollutants from cars and factories, garbage dumping, the abuse of chemical products, excessive mining and the mass slaughter of animals. The consequences of pollution are depicted through health problems, animal extinction, destruction of the ozone layer, depletion of natural resources, and the outbreak of natural disasters. In order to solve these problems, the textbooks suggest enhancing the sense of responsibility to help earth (in “The Earth is Sick”), and impress upon students an obligation to care for earth in “The Only Planet, Earth.” “Letter to Grandpa Earth” gives the impression that human beings are already taking actions in unison to protect the environment, when in reality the situation differs in each country. All three stories commonly point to “people” as the perpetrators of environmental problems, whereas in “Activities of Environmental Protection”, “every country” is blamed for prioritising economic development. This work imparts the message that Western countries are the initiators of environmental problems, and that nations such as the UK have caused international environmental problems.

Secondly, the authors of these textbooks depict the environmental problems in China. “The Mysterious Lop Nur” portrays the causes of the disappearance of the lake as the strong sunshine, strong wind, the climate change (high temperature), as well as enlargement of cultivation area (due to population increases), the overuse of water, deforestation, the destruction of natural plants, developing, and mining. The textbook writers suggest very positively that the construction of a water supply plant to Lop Nur is the solution. Focusing on the economic value from salt, and newly developed areas in Lop Nur, they remain silent on the issue that the nuclear testings at Lop Nur brought about many casualties and radiation suffering, and that the residents there are even now still exposed to the nuclear radiation pollution. “Disaster of Frogs’

Village” even criticises children, merchants, and farmers as the culprits of environmental pollution in China, rather than factories or multinational companies, or those who collaborate with them.

None of the stories criticise the Chinese government for seeking economic development at the cost of the environment, and neither do they discuss the polluted cities in China. Rather, they promote Chinese government ideologies and the owners of national and multinational companies instead of the interests of common Chinese citizens and students. These textbook writers encourage students to take on the responsibility to protect the environment. Yet it would be extremely difficult for students to enhance their sense of responsibility regarding environment protection without knowing the real causes and agents responsible for the destruction. To provide solutions to such problems, textbooks need to depict the environmental issues in its reality, which include the causes and consequences of the pollution, and revealing the agents which destroy the environment in China. This will enhance students to be aware of the environmental issues and provide motivations to participate and work cooperatively for the better future of ecological environment.

This study focused on Korean language textbooks for Chinese Koreans in China. For further generalisations, it seems beneficial to investigate Chinese language textbooks published for mainstream Chinese people.

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ABSTRACT

Critical Analysis of the Environment in Korean Language Textbooks:

Choseonjok's Korean Textbooks

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This research looks into how Korean language textbooks have been produced for ethnic Koreans in China. Using critical discourse analysis, the project investigated what ideologies are employed and for whose interests texts are presented in textbooks. The research analysed 18 Korean language textbooks published for primary and middle school students. The findings show that Korean language textbooks portray environmental problems as global concerns rather than specifically China's concern. Earth is depicted as having serious environmental problems. The people and countries of the entire world are depicted as the perpetrators of the pollution. The textbooks suggest enhancing the shared responsibility to care for earth, making slogans for environmental protection, and designating 5 June as World Environment Day. The environmental problems in China are conspicuously conveyed with information gaps and misinformation. For example, in "The Mysterious Lop Nur," the writers focused on the economic value of salt produced at the dried up lake. Their support of newly developed areas in Lop Nur also ignores the fact that nuclear testings conducted in Lop Nur have engendered tragic consequences for many local families, including deaths and radiation poisoning. In "Disaster of Frogs' Village," the writers even point to children, merchants, and farmers as the culprits of environmental pollution in China rather than factories or multinational

companies.

None of the textbook stories criticise the Chinese government for seeking economic development at the cost of the environment, and neither do they portray the polluted cities of China. Overall, the textbooks promote Chinese government ideologies, and the interests of owners of national and/or multinational companies and their collaborators rather than everyday Chinese citizens and students.

KEYWORDS Environment in China, pollution, Korean language textbooks, critical discourse analysis