

THE ANALYSIS OF THE CULTURE-RELATED CONTENT IN GLOBAL ENGLISH APSACS EDITION BASED ON SINGLE NATIONAL CURRICULUM 2020

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ABSTRACT

Culture is an important component of the English textbooks and plays a vital role in the English language. The present research focused on the cultural perspective presented in the reading passages of the textbook named Cambridge "Global English APSACS edition based on Single National Curriculum 2020" (Second edition) for 5th Grade students issued by Cambridge University Press. The reading passages were identified when using the method of content analysis contained in Cortazzi & Jin, (1999) three sources of cultural information: source culture, target culture and international culture. These sources of culture were given codes under the checklist of Byram (1993) of eight categories in the process of content analysis. It was established that the features of the target culture, source culture, and international culture are depicted in the textbook. The materials present target cultures as the most frequently depicted cultures and the source cultures are the least depicted cultures. In conclusion, the materials related to target culture in this English textbook are well represented but the materials related to source culture need more representation to familiarize the students with their national identity.

Key words: culture, textbooks, content analysis

INTRODUCTION

The English language has turned into a worldwide peculiarity that rises above boundaries, societies, and countries (Derakhshan, 2021); Hu et al., 2021; Li et al., 2021). Baker (2011) and Nault (2006) argued that the four essential functions of English Language Teaching (ELT) – listening, speaking, reading, and writing—should include the teaching of culture through textbooks. As a result, cultural representations in ELT textbooks have been the focus of many researchers (Davidson & Liu, 2020; Derakhshan, 2021; Thumvichit, 2018;

Weninger & Kiss, 2013). The significance of English as a global language has significantly increased as the world becomes more interconnected (Crystal, 2003). English use as a universal language also gives voice to the world's cultural diversity. The significance of cultural representation in English-language materials has increased in this context (Kramsch, 1993).

The significance of cultural representation in global ELT materials has been highlighted by recent studies (e.g., Kachru & Nelson, 2017; Cogo & Dewey, 2012). However, there is a dearth of

research on how the APSACS edition of English language textbooks portrays diverse cultures, which are widely used in Pakistan.

The Army Public Schools and Colleges System (APSACS) is a well-known education system in Pakistan that aims to provide quality education to children of army personnel and civilians as well. The system offers "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade students, published by Cambridge University. It is widely used in their schools across the country. The representation of culture in these textbooks is a subject of concern, given the diversity of cultures in Pakistan.

Therefore, the purpose of this research is to investigate the cultural representation in the "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade students, published by Cambridge University Press. The research aims to examine the extent to which the textbooks represent the culture of Pakistan and the world at large during this time period. The research will also analyze the impact of cultural representation on the attitudes and perceptions of students towards different cultures.

This research is significant as it addresses a gap in the literature by focusing on the representation of cultures in ELT materials in the Pakistani context. The findings of this research will provide insights into the existing practices of cultural representation in English language materials and suggest ways to enhance the representation of diverse cultures in such materials, specifically in "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade students, published by Cambridge University Press.

LITERATURE REVIEW

Data or information that contains cultural values, including signs or symbols, letters, and words, along with figures or images, is referred to as cultural contents. From the book's very first title page till its very final page, culture is evident and reflects itself. In addition to verbal communication, nonverbal cues and visuals also

play a role in illustrating culture. According to Lesikin (2000), typographic and graphic representation can aid in understanding the culture being portrayed, highlighting the importance of graphics in cultural comprehension.

English has become a universal language that is studied and taught everywhere in the world along with understanding of the "inner circle" culture," (Kachru, 1992). In his three-circle model, Kachru (1992) positioned Pakistan in the "outer circle" where English is widely used for institutional and educational reasons and is considered a second language. It is stated that "Culture is the heart of (full from of ESL) ESL teaching," (Rowell et al., 2007: p.142).

Culture and language are interconnected; learning or teaching one will ultimately result in the other. There are several benefits to integrating language instruction with culture (Crozet & Liddicoat, 1997). The fact that pupils will profit from their language learning experience for a lifetime is one of the benefits. Additionally, learning about a particular culture can help students cultivate a positive attitude in the society and increase their tolerance for diverse cultures (Nguyen, 2017). Additionally, students can improve their language use skills and learn how to write and speak in a way that is appropriate for their culture.

The arguments in favour of incorporating culture into education inevitably lead to a discussion about textbooks. The various functions that textbooks perform in supporting the teaching and learning of second languages in the classroom demonstrate the importance of textbooks.

Cortazzi and Jin (2013) claimed that the textbook "can be a map, a resource, a teacher, an authority, a trainer, and an ideology. The textbook provides guidelines for the learning and teaching process. Logical sequences of how to plan and teach the lessons are presented in the textbook depending on the specified curriculum. Therefore, the textbook gives the content and activities what would otherwise make class representation. Which is why all kinds of endeavours in the course of enhancing the quality of education have always been realized through the development of the teaching instruments, in this regard, the textbook.

Muhsen Al Harbi (2017) in his study on the 'evaluation of textbooks for the secondary stage in the Saudi public schools' ~~and took~~ of the opinion that, "Good textbooks are supposed to meet many expectations. They should stick to the national curriculum, based on these considerations and expectations for teachers and pupils and, most importantly, support language acquisition." Furthermore, Opoku-Amankwa et al., (2011) ensured the readers that "textbooks should not only be developmental of body of knowledge. Instead, they should enhance the interest of the pupils; foster creative learning as well as discussion and interchange and establish cultural consciousness". The subject matter of the textbook, especially, ought to be suitable for students and consistent with the national learning standards (Faris, 2014).

This group of language can be made manifest by developing an English textbook which contains cultural contents. Consequently, culture is also involved in the formation of the content of the textbook since the cultivation of the culturally oriented textbooks helped the students to ~~of~~ develop Intercultural **Communicative Competence**:

As identified by Setyono & Widodo (date missing) in their study evaluating the textbook for Indonesian senior high school students, four major multicultural values are identified in the textbook in respect for the cultures of different ethnical and religious groups; indigenous people's cultures; non- violence and peaceful co-existence with every way of life and nature and appreciation of culturally productive works. Based on the preceding description, thus concludes that, for the writer to design a good English textbook, it would be suggestible for him/her to incorporate cultural aspect into the textbook as a balance measure. In his study of globally used materials in classrooms Gray (2012) has rightly said that while teachers need not to deny that textbooks are, by their very design, about the teaching of English language; they must also remember that textbooks are cultural documents and bearers of culture (p. 152). This implies that for meaningful communication the textbooks should contain the content of the target culture, source culture and the inter culture

content as proposed by Cortazzi and Jin, 2013. As put by Kohlbacher (2005) and Morgan (1993), Qualitative content analysis is a systematic approach of trying to look for and identify latent and manifest meaning in different forms of text.

According to Johnsen (1993: p. 28), textbook studies fall into three primary categories: 1) ideological research traditions; 2) studies pertaining to textbook usage; and 3) studies pertaining to textbook development. The current study falls into the first category. Studies in this category often examine the degree to which groups have been covered in textbooks. Additionally, they look for ideological and attitudinal frameworks that underline the content selections.

To put it another way, they try to find the hidden curriculum of the textbooks. This research employs a technique known as content analysis, which involves, for example, determining how frequently specific key phrases appear in a text (Johnsen, 1993: pp.28-29, 67-153). The model provided by Byram et al. (1994) has been adopted for such content analysis to highlight the existence of a certain culture and the focus to some cultural materials while neglecting others. The primary focus of this research is the frequency with which cultural representations appear in textbook content to identify the dominant culture and its anticipated effects. Ja'far (2006) investigated the Arabic and foreign cultural elements in the Jordanian EFL Action Pack textbook series. Most of the resources are created by foreign cultures; as a result, students may experience cultural shock and become less motivated.

Aldera (2017) highlighted the cultural aspects in two textbooks, International and Access, finding a bias favourable to of the foreign cultures that are predominantly featured in the textbooks' content; This verifies Alsaif's (2016) research on the textbooks used in Saudi institutions, where Alsaif found that the target culture was prevalent, In contrast, Almujaivel (2018) found that "local Arabic cultural words are more frequently used in EFL Saudi textbooks since 2016 than English target cultural words, and the latter is more frequent than the intercultural words" (P: 31). The cultural content of the "Step Ahead 1" textbook was studied by Mahmood et al. (2012) in Pakistan.

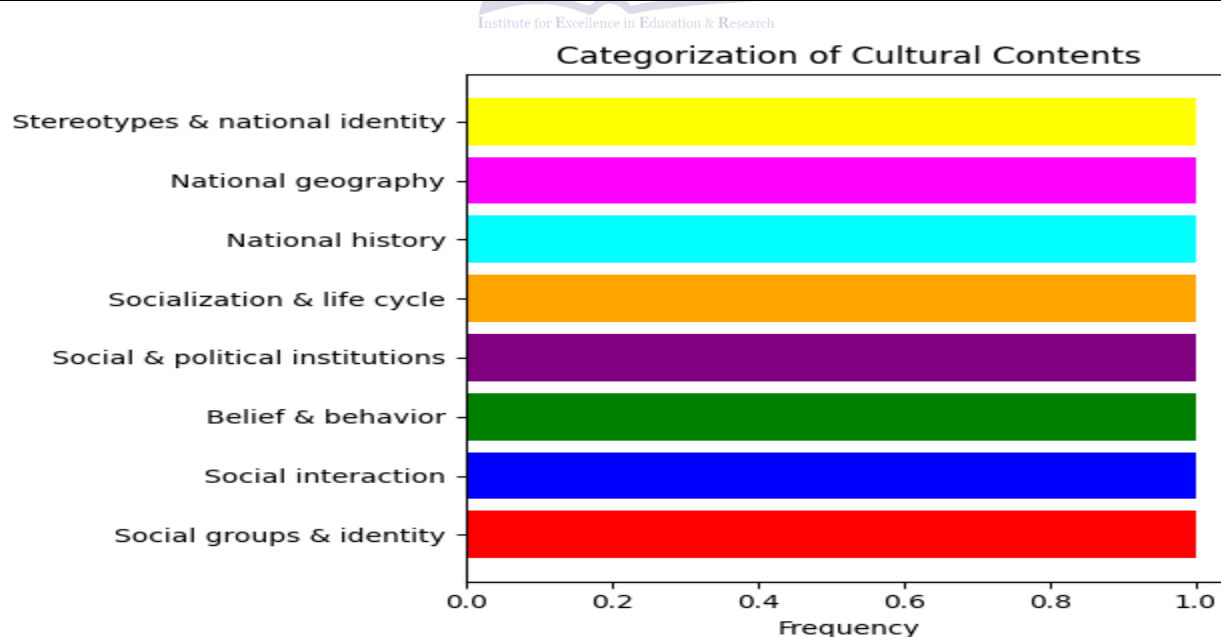
The findings indicate that the non-native culture is given greater attention and the source culture is given less consideration; as a result, it "is likely to alienate the learners from their own native culture" (P: 35).

The focus and level of information on the significance of culture in English textbooks varies greatly among checklists (Cortazzi & Jin, 2013). One of the most extensive lists of criteria for textbook review is Byram's (1993) checklist. It emphasises cultural content, as given in Table 1. It examines how and to what extent a textbook emphasises each of the topics. Therefore, by consolidating Byram's (1993) checklist and

Cortazzi & Jin's (2013) cultural information, this research attempts to identify how cultural contents are portrayed in the reading passages of the textbook named Cambridge "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade students issued by Cambridge University Press, to determine whether the English textbook has been designed with culture-related contents. It is expected that students' demands for enhancing their Intercultural Communicative Competence (ICC) and cultural awareness would be satisfied by the culture-related material.

Table:1 Categorization of the Cultural Contents

S. No	Category
1.	Social groups and social identity (regional identity social class, ethnic minorities)
2.	Social interaction (differing levels of formality)
3.	Belief and behavior (moral beliefs, daily routines, religious beliefs,)
4.	Social and political institutions (state institutions, law and order, health care social security, local government)
5.	Socialization and the life cycle (families, employment, schools, and rites of passages)
6.	National history (Contemporary and historical events seen as markers of national identity)
7.	National geography (geographic factors seen as being significant by members)
8.	Stereotypes and national identity (what is "typical," symbols of national stereotypes)



RESEARCH METHODOLOGY

Mixed-method approach is used, to reveal how the culture-related contents are portrayed in an

English textbook entitled "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade

students, published by Cambridge University Press. It means the both qualitative and quantitative techniques for the collection and analysis of data is used. It helps to compare results and find the reliability of the data. For this purpose, the QUAN QUAL model presented by Creswell (2012) is used. The analysis of texts in qualitative content analysis involves both the inductive definition of categories and the deductive application of these categories to additional data (Mayring, 2000; Schreier, 2012). Quantitative analysis in the form of percentages is used to make it easier to understand. The procedure of the research is as follows:

The selected textbook analyzed at two levels for which different frameworks is used. Firstly, the framework of Cortazzi and Jin (2013) is adapted. They talk about materials related to source, target, and international target cultures in the textbook. However, a fourth category that is neutral is also added to accommodate passages which did not fall in any of 3 mentioned categories. Thus by utilizing this framework, the contents of all the reading passages are categorized. For the second level of analysis, the examination is centered on the cultural items proposed by Byram (1993). Table 1 depicts the classification of the cultural contents is used to find out the presence of different cultural elements across the aforementioned cultures: source, target and international target cultures. This checklist reveals the scope of the cultural content and how it meets the needs of cultural teaching in English language. Chelimsky's (1989) statement that content analysis is a systematic methodology for identification and organizing information in a structured format that enables analysts to make inferences about the characteristics and context of written and other documented materials. This study looked at all chapters of the textbook selected.

An English textbook written by Jane Bolan and Claire Medwell entitled "Global English APSACS (second edition) based on Single National Curriculum 2020" for 5th Grade students, published by Cambridge University Press was used as research object. The three language components and four language skills sections were presented in the 9 chapters of the textbook and distributed in 161 pages based on the basic competencies stated to develop students' communicative competence. The textbook is based on Single National Curriculum 2020 and reason to use this textbook is that it is provided by the Ministry of Federal Education and Professional Training of Government of Pakistan to be used in all Army Public Schools and Colleges System across Pakistan as the main resource in the teaching and learning process of English language.

FINDINGS

The selected book consists of nine chapters provides materials for English components (vocabulary, pronunciation and grammar) and four language skills (listening, reading, speaking and writing) in each chapter. Every chapter contains written texts which included all the reading texts, quotes and dialogues. The source culture materials refer to the students' own culture as content, based on Cortazzi & Jin's (1999) categorization. The target culture, include the cultural materials of a country where English is used as first language (L1). The international culture present cultures of countries where English is not used as first language (L1) or second language (L2). Table 2 shows the availability of three cultural categories (source culture, target culture, and international culture) which represented in the English textbook. It is completed with the frequency (f) and percentage (%) from each cultural category.

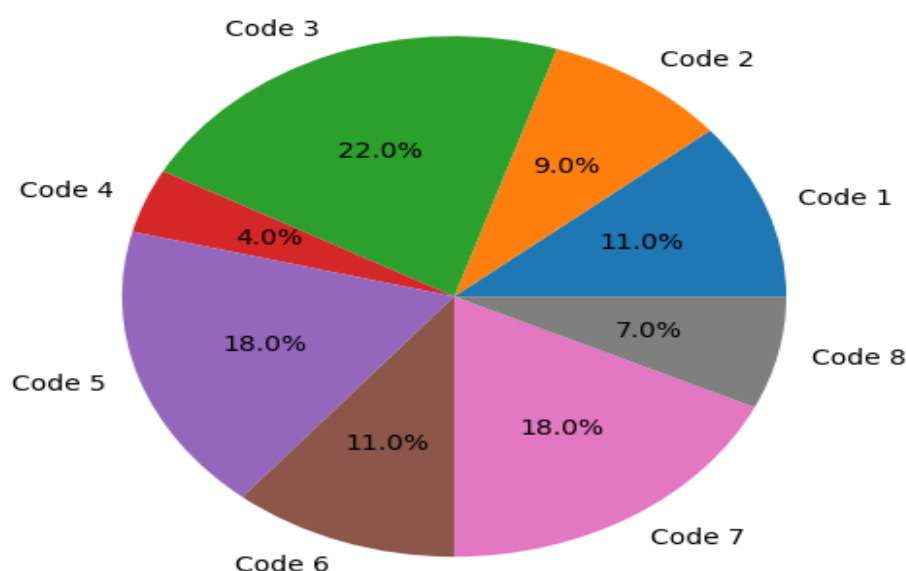
Table: 2 The Depiction of Cultural Contents in the English Textbook

Category code	Target culture		Source culture		International culture		Total(f)	Total(%)
	f	%	f	%	f	%		
2	9	1	25	2	10	5		11

Code 1

Code 2	2	9	-	-	2	10	4	9
Code 3	6	27	2	50	2	10	10	22
Code 4	1	4	-	-	1	5	2	4
Code 5	5	22	1	25	2	10	8	18
Code 6	2	9	-	-	3	16	5	11
Code 7	2	9	-	-	5	26	8	18
Code 8	1	4	-	-	2	10	3	7
Total	22	49	4	9	19	42	45	100

Depiction of Cultural Contents in English Textbook



The analysis of the nine chapters revealed that all of the English textbook's chapters contained some sort of cultural content among three categories. Based on Cortazzi & Jin's (1999) cultural information, the target cultures are the most frequently depicted materials, and the source culture is least presented materials. As shown in Table 2, the target cultures were presented in 22 written texts, while only four written texts present source cultures. Not all sources of cultural information appeared in each chapter. For example, in Chapter 4 there are written texts which present the target and international cultures, but none of them present source cultures. Moreover, not all cultural categories from each source of cultural information are presented in this English textbook. As shown in the table, cultures in Code 3 (belief and behavior) are the most frequently represented in the textbook. The

result of the research above revealed an imbalanced presentation of the cultural information in this textbook.

The percentage of each culture in this English textbook demonstrates the spread of the culture. As shown in Table 2, there was difference in the number of cultural contents presented in each type of culture. From the largest percentage, 49% are the target culture, 42% are the international culture, and only 9% are the source culture. Details of the identification of each cultural category among three is described as follows:

Source Culture

The presentation of source cultural information is limited in this English textbook. There are only three written texts which presents source cultures, in the first category (social identity and social group), third category (belief and behavior) and

the fifth category (socialization and the life cycle). From the nine chapters, two of them indicated cultures from the source language (L1) that describes social identity and social groups, belief and behaviors, socialization and the life cycles. As stated in Table 1, source culture refers to social class, regional identity, ethnic minorities, moral or religious beliefs, daily routines, families, schools, employment, and rites of passages. For example, "Feathers in the wind" becomes one of the Pakistani folktales.

Furthermore, the third category—belief and behavior—is also shown by this folktale. This category evaluates the cultural resources that influence people's social behaviour and communicate certain attitudes, values, and beliefs. It was found that this folktale taught pupils about the specific attitudes, principles, and convictions that would direct their behaviours.

People learned from the story "Feathers in the Wind" that if we don't think before we speak, it will lead to a lot of misperceptions about our actions and may cause embarrassment later on. It is all about the perspectives to the stories and on the reality that exists today. It is important to emulate the meaning contained in the story. This conviction also happens in the other written texts. Next, source cultures from the fifth category (socialization and the life cycle) presented in this English textbook. It categorized the culture from the source language (L1) in terms of families, schools, employment rites of passages. A passage told us about "Famous people & their work" is one of the example. This passage commemorates the profession and famous people personal qualities, their contribution for the well-being of society.

There is no written text which contained cultural information from the source language (L1) in the second, fourth, sixth, seventh and the eighth category. It is also important for students to know the cultures of these categories. To know how cultures are implemented in these categories helps the students to shape their national identity.

Target Culture

The most presented culture in the English textbook is the target cultures. In the total of nine

chapters, target culture dominates the cultural contents included in this English textbook. Cultures that are described in belief and behavior, the third category, are the most frequently presented in this textbook. There are two written text materials presented as examples. The first text "Bethany's story" showed belief and behavior of the Bethany. It is the story of Bethany who is a professional surfer. It tells that how after surviving from tiger shark attack she determined to surf again and a few months later she was back on her board. She becomes inspiration due to her belief and behavior. Meanwhile, the second text "My favorite astronaut; Fearless Flex" showed the belief and behavior of Felix (Flex or Felix; check spelling) who wanted to be a skydiver. It is the biography of Flex. He tells that how by facing dangers he becomes a successful skydiver. He was incredibly brave and determined. He believes (in what?) and has no fear. His belief and behavior inspired the peoples. Moreover, these two texts are practices for students to differentiate the belief and behaviors, the text structure, and the language features based on the context.

Another result obtained from the study was that the target culture in all categories frequently presented in this English textbook. However, third category belief and behavior is most frequently presented in this English textbook.

International Culture

The second most presented culture in the English textbook is the International cultures. There are nine written texts which presents the international cultures, in all the eighth categories. As its definition, the international culture materials present a wider variety of cultures where English is not used as L1 or L2. The written text entitled "Egyptian Pyramids" can be an example. It is an Egyptian national geography, and Egypt is one of the countries that does not use English as the L1 or L2. Cultures that are described in belief and behavior, the third category is the most presented in this textbook. The text "Stone Soup" a world folktale showed the behaviors of different people of the village when a young man went to the people for a bit of food but he could not get food. Everybody in the village said that they had no

food. The young man start to make soup for the villagers and that time everything was available at their homes. This text is practice for students to differentiate the belief and behaviors, the text structure, and the language features based on the context.

Discussion

The purpose of this study was to investigate how the English language textbook reflects culture. In this case, it is found that the textbook reflects not only the target cultures but also source cultures and international cultures. Subsequently, an intercultural capability framed by the textbook exposure may support character improvement as well as promote the understanding of the personalities of others and a component of adjustment in a quickly changing world.

According to Cortazzi & Jin (1999), there are textbooks created for specific countries at the national level that represent the source culture rather than target cultures. But this is not in line with the findings of this research. The selected English textbook primarily represented a target culture. It is about target countries' history, stereotypes, socialization, and other categories which are discussed in English. The reason is that such materials are typically intended to help students be conscious of the target culture. In Faris (2014) research of cultural content analysis of an English textbook for senior high school grade three in Cianjur, Indonesia being analyzed, target culture is the most prominently portrayed, followed by culture-free and source culture materials. In comparison to the source culture and international culture, the target culture is heavily portrayed in that English textbook (Faris, 2014). Thus, the culture-related content contained in the English textbook should be related to the way of life of the students. Since they are familiar with the cultural representations, by doing so students gain a better understanding of the cultural context of the language.

This textbook is designed as a manifestation of implementing the Single National Curriculum 2020. The curriculum which is designed to carry

out the 21st century education recognizes the importance of English to convey ideas beyond the Pakistani terms and to absorb ideas from outside the country that can be used for the nation's benefit. In their study on multicultural values, Setyono and Widodo (2019) argued, "School graduates are expected to be global citizens who respect religious, social, and cultural values; enjoy exerting effort; and think imaginatively to make contributions at both national and global levels. As a result, the materials in the analyzed English textbook contain content related to the target cultures as well as international cultures.

Due to the use of English as a language for international communication, the variety of cultural content highlighted the significance of multicultural education for students. According to Hernandez (2001), multicultural education is a process by which students learn how to perceive and evaluate to behave in various cultural systems. According to Oktavianti, et al., (2017) multicultural education contributes to the development of national identity, preservation of national culture, and produces generations of skilled and dignified individuals who reflect cultural values. Understanding multicultural diversity also means accepting the diversity of cultural expressions, both national and international. As for the cultural materials to be included in English textbooks, according to Alptekin (2002), the instructional materials and activities should include local goal and foreign context that are familiar and significant for the lives of language students. Bryam (1997) suggests, when students are exposed to a culturally diverse environment in which they internalize the norms of various cultures, their intercultural communicative competencies can be improved. As found in Silvia's (2015) research, the first intercultural communicative competence was achieved in the two prescribed English textbooks. According to the findings of this study, the English textbook provides information on source cultures, target cultures, and international cultures, making it a useful resource for multicultural education.

Conclusion

The analysis reveals that all the sources of cultural information found in the English textbook entitled "Global English APSACS (second edition) based on Single National Curriculum 2020" published by Cambridge University Press for 5th Grade are represented through written texts in the form of target culture, source culture and international culture. They were presented in the English textbook contents in reading, writing, speaking and vocabulary sections. The results showed that, out of the three sources of cultural information, cultural content pertaining to the target culture was presented the most frequently, in 49%. Then, cultural contents in international culture were presented in 42%. However, the finding shows that the cultural contents in source culture were seriously under-represented through written texts in the English textbook. It was only presented in 9%. This result shows an imbalance in the cultural presentation of this English textbook. However, the English textbook aimed to develop the students' their own cultural awareness, including the cultures from the other countries.

Overall, this English textbook's cultural content is well-represented and can be incorporated into the English language teaching and learning process. Moreover, based on the analysis result, the English textbook entitled "Global English APSACS (second edition) based on Single National Curriculum 2020" published by Cambridge University Press for 5th Grade contained cultural contents based on Cortazzi & Jin's (1999) source of cultural information is recommended to be used by the English teachers. The findings of this study recommend to future researchers who are interested in a similar study to identify the gap and explore other components in the field of English textbook review. They could conduct a similar analysis based on the other indicators of different English textbook(s) to determine if the materials contain cultural content and learn about the authors' strategy for portraying cultural contents in the textbook(s).

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