

Need of Diverse Cultural Content Representation in in Use English Textbook: Our World through English IX: A Study

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Abstract

The paper presents cultural content analysis in Our World through English Class IX which is prescribed textbook in Schools of Telangana and AndhraPradesh in India. Cultural competence and linguistic competence both are like two sides of the same coin in English education. Language and culture are intertwined, understanding culture is important to use language in a better way. Materials are better source to inculcate cultural competence in students. Many researches focused on linguistic competence. One couldn't less prioritise cultural competence in English as a second language teaching because it is a global language. One has to interact with the world so cultural competence is also required in English language teaching and learning whereas linguistic competence only couldn't fulfil communicative needs. The present study is on cultural content analysis by adapting Cortazzi and Jin's cultural content categorisation. The study reveals importance of culture in English as a second language teaching or foreign language teaching.

Keywords: English Language Teaching, Competence, Cultural Content, Materials.

INTRODUCTION

Our World through English Class IX is a prescribed textbook in Schools of Telangana and AndhraPradesh. The book was introduced in 2013 - 2014 academic year. The research paper is on cultural content representation in the book. The study adapted Cortazzi and Jin's cultural content classification. The need of cultural content classification in language textbooks of English is to acknowledge importance of culture in language textbooks. Culture is an important element in English as a second language teaching or foreign language teaching. According to Tomalin (2008, p.83) culture is fifth skill along with listening, speaking, reading, and writing. His view is that cultural competence enhances language skills. One acquires the characteristics of tolerable, acceptable and flexible towards other cultures through cultural knowledge. It helps to mingle and communicate with other cultural people.

Siddiqie, S. A. (2011) states that intercultural communication is an essential element to survive in this world so inclusion of intercultural elements in language textbooks is a focused aspect to researchers, textbook writers, and educators.

Cultural competence and linguistic competence both are like two sides of the same coin in English education. Culture and language are intervened and inseparable (Byram, M. 1989, p.22), (Mahardika, I. G. N. A. W. 2018). Many researches focused on linguistic competence. Language teaching is not only emphasise code of linguistic knowledge but also on culture. Al-Sofi, B. B. M. (2018) stated that culture in language teaching is neglected and some have thought of linguistic knowledge is enough in language teaching and learning but necessity of culture apart from linguistic knowledge in English language education is inevitable.

Materials are better source to inculcate cultural knowledge henceforth language textbooks must contain cultural topics for inculcating cultural knowledge to students and classroom activities with cultural topics has to be exposed in English language education. Chlopek, Z. (2008) proposes different activities have to inculcate cultural knowledge, the activities are like writing the word "Culture" on board and ask students to observe and discuss about cultures etc.

Culture teaching in multicultural classrooms is not new but teaching cultures to the homogeneous classrooms is new aspect (Chlopek, Z. 2008 p.12). The reasons are for the world requirements and modern changes. Henceforth one couldn't less prioritise culture in language teaching because English is a global language. One has to interact with the world so cultural competence also requires in English language teaching and learning. Only linguistic competence couldn't fulfil communicative needs. The main intention of cultural knowledge is to understand target language cultures and international cultures then in the process of multicultural teaching one could understand his/her own culture, that is helpful in making him/her use language in better way (Al-Sofi, B. B. M. 2018).

Moreover values and other cultural aspects of native and non-native cultures are need to be appreciated and cultural similarities and difference are emphasised in English language teaching. The teaching is to be implicit or explicit. Culture in language teaching should not be neglected because cultural knowledge improves and increases understanding level of cultural differences which is helpful to use language efficiently with people from other cultures and within the culture. Al-Sofi, B. B. M. (2018, p.190) states that Students themselves could not gain the knowledge of all the world cultures and Students could differentiate their native culture with global cultures by exposing global cultures through language teaching.

Review of Literature

Teaching culture in language teaching is not separating culture from language it is included in language teaching and one could not teach language excluding target language culture. Language teacher follows content in the text that may be target language content or native language content or etc. While learning language one could not go beyond culture that is cultural bound. (Al-Sofi, B. B. M. 2018).

Mahardika, I. G. N. A. W. (2018) study carried out to develop material for the students of Hinduism Education Department of IHDN Denpasar. The study is conducted on 82 students of the first semester from HED IA and HED IB at the Denpasar Campus in four phases to develop material for language teaching. Primarily it tests existing materials by observing class room teaching and taking feedback from students. The study findings reveal that content is difficult and most of the part is foreign and the layout is not apt so researcher suggested that using culturally familiar material to overcome this. In place of old material new material is introduced and comparative test is conducted on students. In the comparison, students favoured new material in all aspects.

The study found that learners' favoured native culture and not favoured towards foreign culture but the modern trend is towards intercultural aspect in English language teaching.

Cakir, I. (2010) investigated representation of cultures in elementary text books of Spring 6, Spring 7 and English Net 8. The EFL course books which are chosen by Ministry of Education, Turkey for the elementary level school children for teaching English as a foreign language. The chosen books are not expected to the needs of students and the pertaining aspect is relevant to all over the world where English is taught as a foreign language.

The analysis of the content of the textbook reveals that most of language is plain. As many theorists and linguists say that linguistic

knowledge is not enough to communicate but cultural knowledge is acquired.

Spring 6, Spring 7 and English Net 8 total have 48 units. Among the 48 units 13 units have culture specific expressions. The percentage of culture specific expressions from overall units is 21. Researcher concluded through analysis that culture specific content is less.

The researcher advises that if course materials do not contain culture specific content, foreign language teacher could design materials with pictures, video clips, realia, and charts for his / her classroom which is more useful to teach linguistic elements with culture in language teaching and first by introducing native cultural elements, later similarities with target cultural elements.

Course books are important to foreign language teachers and students so the books must be sufficient with linguistic and cultural content.

Al-Sofi, B. B. M. (2018) carried out a study on Well red 1 which is a prescribed textbook for level one student's of Saudi Universities and it is mandatory subject to the degree students. The text is to improve reading skills. Sports, food, fashion, job interviews in different cultures and ethics are the topics of textbook but these topics are culturally abundant on target culture because the textbook writers are native speakers of English.

The researcher stated that in use materials of Saudi Arabian schools contain only Anglo-American culture and the texts are not on diverse cultures. The study is to find how target culture, source culture and international culture represented in the textbook well red 1. Content analysis is used as a tool for the purpose of study.

The textbook evaluation process takes macro elements i.e. textbook design, labels, units and sections and index. The researcher mentions that his study focuses on these elements which are apart from cultural elements like customs, values, traditions, eating and dressing etc. but these are the two separate entities, one could study both combinable.

The research analysis reveals that the text has cultural aspects abundantly but aspects related to learners' culture are less prioritised and culture in the textbook is described meritoriously without demerits but source culture is not found and the researcher expects to include it.

The textbook topics are sports, food, fashion, job interviews in different cultures, ethics, but these topics cultural abundance in information but that is biased on target culture due to textbook writers are native speakers of English.

Researcher mentions that there is no difference with cultural content writing textbook by native (Saudi Arabia) speaker and Writing textbook by Korean ELT writer. He proposes that they should make more appropriate and flexible choices in the aspect of culture. Whatever he observes in this area of study reveals that many textbooks do not meet students' requirements and teachers' expectations. The analysis reveals that source culture is imbalanced especially in that Saudi culture is not found. He expects to include learners' / source cultural information.

Siddiqie, S. A. (2011) investigated representation of cultures in two of the English textbooks 9th and 10th classes from Bangladesh English for Today EFT series for secondary classes and higher secondary classes i.e. 11th and 12th. The textbooks are made on Communicative Language Teaching Approach by focusing on listening, speaking, reading and writing skills. In the new curriculum Bangladesh decides that to include worldwide variety of contents i.e. foreign society cultures and customs. Many of theorists propose that culture in language textbooks is useful for language usage that influences Bangladesh textbook writers and curriculum designers.

Characters, places, and incidents are taken from the content for the texts of EFT 9th and 10th to analyse.

Proportionate measurement of the content is examined in four categories; Bangladesh's national, international and neutral content. The results outcome from these 119 lessons is as: 31 lessons contain local content, 26 lessons have international content, 43 lessons are from

both national and international content, and 19 lessons contain neutral content.

The proportionate percentage of the textbooks content is as: local 26%, international 22%, local and international 36% and neutral 16%.

The analysis of the text's content is fairly incorporated with intercultural content which gives world view to the Bangladesh students besides the study is useful for future language curriculum designs. Researcher view: "Intercultural competence is to suspend disbeliefs on others and increase belief in one self", both aspects are fulfilled by the content of the text.

The study is critic of appreciation on content in the text book; very few studies are on elevating positive aspects.

Xiao, J. (2010) discussed cultural content representation of the textbook Contemporary College English for Listening 3 which is used for listening skill in university of China.

Culture is divided into little 'c' which is about "way of life" and Big C culture which is about society and products. The division is based on cultural content in the textbook Contemporary College English for Listening 3. The book is analysed simultaneously for the study of students' perceptions on culture in language teaching. The outcome of the study reveals that little 'c' culture is less presented as comparatively 'big 'C' cultural topics in the text.

Second aspect in the study is that the majority of students reveal that importance of culture in language teaching and they say that they are bored by the present methods and cultural content in the textbooks. The study finds that the students expect culture in the textbooks in ratio as: target culture 82%, source culture (Chinese) 16% and international culture 1%. On the other side students are willing to learn English language through culture in the textbooks has given ratio of the students preferred to the types of culture is as: Target Culture 99%, Source Culture 98% and International Culture 30%. Here fewer students are prioritised to learn international culture

because they do not have sufficient time. Students are interested in target culture as they want to communicate with native speakers and as they belong to china so they want to know source culture.

In the study, students less prioritises to international culture because of time constrain but international culture is part of multicultural aspect which is helpful to make a student intercultural communicator. English language teaching is to prioritise 'little c' culture because students get world view through the topics like food, attire, habits, customs and lifestyle etc. and the study suggests that little 'c' culture has to be prioritised than big 'C' culture due to less time in English language learning.

Teaching materials play an important role in teaching and learning and inappropriate material is harmful than useful hence materials has to be made carefully. Materials are integral part in teaching and learning process. It changes from teacher centre to learner centre approach. If materials are prepared by teachers by knowing needs of students, the materials will be fine but it is not possible in all areas. A teacher preparing teaching material is a big task which requires large set of monitoring and requires pre use evaluation moreover teachers must have resources, calibre and dedication to prepare material. (Mahardika, I. G. N. A. W. 2018)

As textbooks are made with certain procedures so there is no question of completely inadequate but merits and demerits are usual in most of the textbooks.

Language is culture bound one could not separate culture from language. Textbooks should be integrated with culture. Incorporating culture specific expressions in language textbooks is to teach language through culture and to bring cultural knowledge and awareness in students. (Cakir, I. 2010)

Most of the studies above reveal that importance of various cultural representations in English language textbooks for ESL or EFL study.

Classification of culture in English language teaching

Big 'C' culture:

History, Politics, Science, Geography, Films, music, etc. comes under big 'C' culture

Little 'c' culture:

Non- verbal language, behaviour, food, beliefs, values, life style, etc. comes under little 'c' culture

Source culture or Native culture: Learners' culture or culture related to learners' belonging place.

Target culture: Culture of the target language nations' culture where English is as their native language.

International culture: Culture related to world countries where English is used as a second language or as a foreign language.

Culture free content: If text's content is not related to any cultural categorisation then that comes under culture free content.

Methodology

Purpose of the study

The present study is to examine cultural content representation in Our World through English IX Which is one of the textbooks of Telangana state & A.P high schools. Researcher's intention is to elevate importance of culture in ESL education.

Statement of the problem

As textbooks of ESL are inadequate with cultural content representation so teaching also ignores culture. English textbooks are essential source in inculcating culture through language teaching and learning but the focus is only on Linguistic aspects. In curriculum culture is hidden whereas in English language teaching also culture is hidden.

Objectives

1. Study the importance of culture in English language textbooks.

2. Analyse the textbook's cultural content by adapting Cartazzi and Jin 1999 criteria.

Research Questions

The following questions are to be answered in this study.

1. How different cultural aspects are represented in the textbook?

2. How native cultural, target cultural and international/neutral cultural topics are represented in the textbook?

Hypotheses

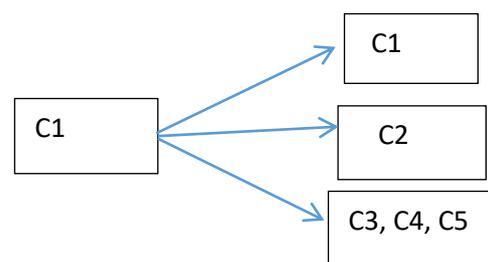
Our World through English IX is not adequate with cultural content representation because textbook writers and English teachers of Telangana still in focus of linguistic aspects and ignoring culture in English as a second language teaching. Especially native cultural, target cultural and international/neutral cultural topics are not represented adequately in the textbook.

Limitations of the study: the researcher confined to cultural content analysis of the textbook by adapting Cartazzi and Jin's model in this study. The researcher could not include opinions and views of users of the textbook in this study because it requires further study.

In the analysis of the textbook, little 'c' and big 'C' cultures are not taken because Cartazzi and Jin's cultural content analysis is only on native, target, international/ neutral cultures and "A separate study is required on the two aspects" I opined. Little 'c' and big 'C' cultures are as important as Cartazzi and Jin's classification of cultures.

Model of cultural content representation in language textbooks by Cartazzi and Jin (1999)

Figure-1:



C1 = culture represented by learners

C2 = culture represented by target language countries

C3, C4, C5 = culture represented by neither source culture nor target language culture

As shown in the figure1 Cortezzi and Jin (1999) cultural aspects are classified into three types.

(Al-Sofi, B. B. M. 2018, p.185)

The researcher's study is on Our World through English Class IX- textbook's cultural content representation by adapting Cortezzi and Jin's (1999) cultural content representation.

Follows as:

C1 = Native Culture or Source Culture i.e. India

India is multicultural and multilingual country. The researcher took whole Indian states, regions and their cultures as one entity i.e. as native culture in this study.

C2 = Target Culture (England, America, etc.)

C3, C4, C5 = International Culture or Neutral which is related to people of all cultures.

Cultural content analysis of the text- Our World through English IX

Descriptive Content Analysis of the Text's Native Culture Classification

C1 = Native Culture

The Snake and the Mirror- Some places and situations resembles nativity of past India in the story but we cannot say whole India is represented in the lesson.

Swami Is Expelled from School - The social context is related to past India. In olden days, teachers in classrooms used to beat children on the issues of discipline and education but now the laws are not allowed to beat students in classrooms.

Not just a Teacher but a Friend - Intimate relationship between student and teacher and consoling a student resembles nativity.

Can't Climb Trees Any More- The incident is in between the girl and the man and the locality of the context resemble nativity.

Father Returning Home- In the lesson, the situations and story line is Indianised.

Table – 1

1.	The Snake and the Mirror
2.	Swami Is Expelled from School
3.	Not just a Teacher but a Friend
4.	Can't Climb Trees Any More
5.	Father Returning Home

C1 = Native Culture

Five lessons from the textbook represent learner's native culture.

Descriptive Content Analysis on the Text's Target Culture Categorisation

C2 = Target Culture

An Icon of Civil Rights- the lesson is on racism, one of the target language countries, America had racism issue. Martin Luther King fought against racism is shown in the lesson.

The Trial- Joan of Arc is about a woman who sacrificed her life for her country France in Hundred Years War with English. The trail is one of the major incidents of Joan of Arc who is being trailed after she was captured by the English in the play.

Antony's Speech – It is an historical incident of a western country which was dramatized by Shakespeare.

The Accidental Tourist- the situations and attire and objects resembles native people culture.

Table – 2

1.	An Icon of Civil Rights
2.	The Trial
3.	Antony's Speech
4.	The Accidental Tourist

C2 = Target Culture

Four lessons from the textbook represent Target Culture.

Descriptive Content Analysis of the Text's International Culture or Neutral Cultural Classification

C3, C4, C5 = International Culture or Neutral

The Duck and the Kangaroo: The conversation between two: bird and animal. The lesson is related to fantasy.

Little Bobby – Bobby the name itself says English Name, of course people have this name in India also but the boy's attire and going to church and some of the incidents are neutral which belongs to western culture and we could observe such aspects in anyplace.

True Heights – the lesson is on Michael Stone who is an athlete, achieved his goal in stone vaulting though he is blind. The content is on playing and about successful Indian player, it is inspirable to students.

Homework- homework is everywhere in schools.

What Is a Man without Beasts- Environmental issues are common in the world and it is every ones duty to protect environment.

A Havoc of Flood, Grabbing Everything on the Land and The Ham Radio, the three lessons on disaster management

A Long Walk to Freedom- It is about Nelson Mandela, his freedom movement, how the world has taken inspiration from him for freedom and liberty.

Where the Mind is Without Fear- Tagore's poem is on better place.

Mahatma Gandhi – Pushed out of Train- It was an incident happened to Gandhi in South Africa.

Kathmandu- It is about religious places of Hindus in Nepal.

Table – 3

1. The Duck and the Kangaroo
2. Little Bobby
3. True Heights
4. What is a player
5. V.V.S Laxman, Very Very Special
6. What Is a Man Without Beasts,
7. River
8. Homework
9. A Havoc of Flood
10. Grabbing Everything on the Land
11. The Ham Radio
12. A Long Walk to Freedom
13. Where the Mind is Without Fear
14. Mahatma Gandhi – Pushed out of Train
15. Kathmandu

C3, C4, C5 = International Culture or Neutral

Fifteen lessons from the textbook represent international culture or neutral.

Statistical Representation

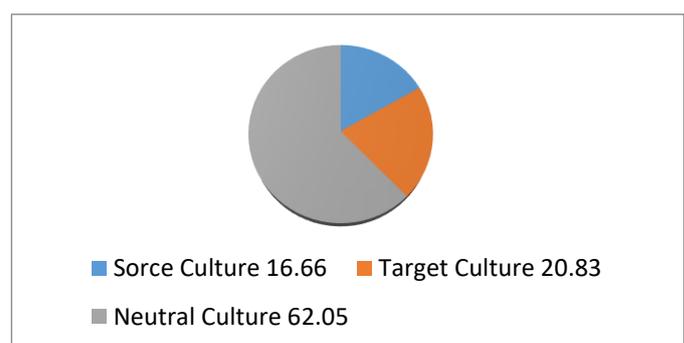
The textbook contains 24 topics. The 24 topics are classified on the basis of cultural content representation by adapting Cartazzi and Jin's model which has three types of cultures.

1. Source Culture
2. Target Culture
3. International Culture/ Neutral Culture

The classification: source culture topics are 5, target culture topics are 4, international culture/ neutral culture topics are 15.

Percentage Visualisation in Pie Chart

Figure – 2



Our World through English – IX - cultural content representation in percentage

Source culture related topics are 16.66 %,

Target culture related topics are 20.83 %, &

International culture / neutral culture are 62.5 %.

Conclusion

The study is on analysis of cultural content of Our World through English IX by adapting well know Cortazzi and Jin's model. The study reveals that the textbook less prioritises to cultural topics and the text represents more neutralised cultural topics than native and target cultures. Less representation of native cultural topics and target cultural topics in English language textbooks of second language may not provide adequate cultural awareness in English language education. It is one of the essential aspects to incorporate various cultural contents in English as a second language textbook which is helpful to inculcate cultural awareness in students. The neutralised topics enhance only linguistic ability whereas cultural content enhances cultural knowledge along with linguistic knowledge both aspects needed in English language usage.

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