

Cultural Evaluation of *English for Today*

By

JumanaJasmin
18303030

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Bachelors of Arts

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

Student's Full Name & Signature:

JumanaJasmin

18303030

Approval

The thesis titled “Cultural Evaluation of *English for Today*” submitted by

JumanaJasmin
18303030

Examining Committee:

Supervisor:
(Member)

Dr. Sabreena Ahmed
Assistant Professor
Dept. of English and Humanities
BRAC University Institution

Departmental Head:
(Chair)

Dr. FirdousAzim
Professor and Chairperson
Dept. of English and Humanities
BRAC University Institution

Abstract

This study explores the local and international cultural imbalance of fifth grade English for Today textbook by NCTB. As a researcher to conduct the evaluation I have followed qualitative method and analyzed relevant articles of different countries across the world to find if there is any cultural gap or imbalance in the textbooks locally produced in Bangladesh. I have blended two theories one by Cortazzi and Jinn (1999) which refers to the cultural aspects of textbook evaluation such as social identity, interaction, belief and behaviour, socialization, stereotypes, national history, national geography, social and political institutes and finally an addition of mine is the use of images. Here I have added another theory referred by Mackey (2000) which states, the four senses of textbook evaluation such as aesthetic, semantic, pragmatic and socio-cultural. Thus this blending of theories made me come to a point where I have found less use of Mackey's aesthetic, semantic, and pragmatic sense whereas the book only focused on socio-cultural sense. However, it still lacked to set equilibrium of both local and international culture of socio-cultural sense as well. Therefore, from the findings I can say that, the fifth grade English for Today textbook is culturally imbalanced. However, if the core cultural aspects can be considered along with the senses while republishing the textbooks then the balance can be assured. Therefore, the textbook will become a gem and language acquisition will become easier for the non-native learners of Bangladesh.

Dedication

I would like to dedicate this work to both my maternal and paternal grandmothers Shahana

Habib Chowdhury and Zaheda Khatun. Their immense struggle as woman,

made me seek for my own identity.

As long as I shall remain, you both will remain inside me forever.

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Chapter 1

Introduction

1.1 Background of the Study:

Globalization is a global process which affects society, country, nation, and the world as well. Everyone living on this world in the 21st century is somehow touched directly or indirectly by globalization. Therefore, to communicate with each other English is used by everyone. Dewi (2012) discusses the topic in her article, and states that; globalization has a strong impact on English. The impact led the language to gain the current position it has over the world. Being a lingua franca no other language in the history of civilization had such an extensive coverage across the nations. As a global language English manipulates the education system, the classrooms, and the textbooks in the form of culture. Therefore, the role of culture in the education system has become a matter of concern.

1.2 The Role Culture in Education:

Culture is a core concept of socialisation, which lies in the patterns of interactions, and behaviors; communications through cognitive understandings. Therefore, culture is something associated with our cognitive and social development as a human being. When people migrate from different places of the world for better opportunities and higher education, they bring their native culture with them. These people with different backgrounds live together, and share their cultural norms, and beliefs. This shared sense of cultural belief influences our daily life along with our education system. Culture is an undeniable part of human existence as it helps us to shape our mind. When it combines with the education system, it creates a strong bond of cultural development through education in a learner's mind. As a learner people learn culture from history. People gets to be intimated with culture when they read, therefore, education and culture are two indissoluble parts of human life. Holliday (2009) agrees on this note and states that, English as a language and the process of teaching is matter of change. It changes and revolves around culture. These changes of education are implicated in culture.

1.3 Culture in English Classrooms:

As a lingua franca, English is being taught in the rest of the world as a second language. Learning becomes more effective, when it is taught in a formal setting like a classroom. Therefore, cultural development in a classroom happens to be the most valuable learning. A learner gets their very first idea of formal cultures in a classroom. For example: when the children of non native English speaking countries learns about exotic native English speaking countries they first of all learns about the culture,

and then they follow the language. Hence, it can be said that language and culture are interrelated with each other, and one cannot live without the existence of the other one. Wang (2011) agrees on the point and states that, if language dies there would not be any meaning of culture, and if culture dies there would not be any culture at all. Therefore, culture plays a very important role in language teaching, and language teaching is at its best in the classroom.

1.4 Culture in Bangladeshi Mainstream English Classrooms:

The evaluation of cultural imbalance in a Bangladeshi mainstream English language classroom is very much seen. If we consider a rural classroom of Bangladesh, (which is apparently most of the scenario) where the learners are mostly underprivileged, it is very much possible for them to not know anything about the other cultural existence of the world. However, English classroom is the only place, where they get the idea of globalisation and socialisation. Therefore, a single classroom becomes the image of the world to them, and makes them see through the lens of textbooks. There are different opinions based on the use of culture in the language teaching process. Jahan (2012) in her study discusses cultural norms in Bangladeshi classrooms and recommends that, the blending of cultural norms in English textbooks should have certain limitations in the manner of exposure. Otherwise, the context of the textbook becomes vague for the learners, which will lead them to misinterpret a culture they do not know about. On the other hand, Haque and Akter (2012) differs on the opinion of sharing cultural beliefs as discussing about culture leads to linguistic imperialism, and states that, English language to establish a linguistic imperialism in Bangladesh as per the history, also added that, the language is nothing but a process of founding a social, economical, political, ideological, and racial imperialism. It is to define that English language is using its culture to build language imperialism.

1.5 Textbook and Cultural Collaboration:

It is very difficult from a learner's point of view to know rationally about a culture. It is easy to mislead a generation through false cultural conceptualisation. Therefore, the collaboration of textbook with any other culture in the world should be rational and transparent. If the learner belongs to an unheeded circumstance, where they are not assessable of the cultural exposure of others languages, it is very much possible for them to misinterpret a culture through biased textbooks. Yasemin & Reyhan (2011) speculates the importance of textbooks in terms of socio-cultural development of a learner and narrated that, the perfect balance of local, foreign and target cultural elements are very much appreciated in language teaching as well as learning. This collaboration of culture and textbook with a rational and balanced level of cultural input is considered as a gift for a particular generation.

1.6 Statement of the Problem:

Globalization is a recent phenomenon, and English as an international language has become a media of communication because of globalization. People are coming from different end of the world to seek for opportunities and higher knowledge. Therefore, more people integrate with each other, share their cultural norms and beliefs every day. Nowadays we have started to celebrate the cultures, which do not even exist in our own culture. Globalization made our cultures connect, and exchange our language. The learner must know that language is nothing but the oral representation of culture. Kirkgöz&Agcam(2011), any language acquisition process that ignores the culture of the people who speak the language natively would be incomplete. Therefore, sharing a language includes the idea of sharing the culture as well. Culture extends a person's socio-cultural competence. On that note, the researcher Shawa, & Mohammed, (2011) stated that, To learn another language is to learn new norms, behaviours and beliefs that are appropriate in the new culture, and thus to extend one's socio-cultural competence to new environments.

Classroom is the first formal setting for a student to know about other cultures through the textbooks. Therefore, the textbooks should not misrepresent any culture or hurt any belief or norms. The mind of a reader is like an empty slate, it is books, which helps to put words in it. Therefore, textbooks for the beginners who are yet to judge any culture are very important. The researcher Nurjanah&Umaemah(2019) in her study discussed the same issue, cultural content in the textbooks has rarely been addressed in prior studies, though the representation of culture-related materials has a serious impact on shaping learners' views of other cultures.

To know more about this topic, I searched for current relevant literature and found there are many people around the world have done their research on this particular topic. However, those literatures led me to a significant gap. It showed that there is no significant study in Bangladesh happened in the particular area of evaluation of cultural integration of primary level textbooks in Bangladesh. If any researcher wants to explore this area this will bring a huge success, and will bring improvising of the current academic textbooks of NCTB. It is also important to know about what a Bangladeshi student thinks about the local and foreign culture integration. Additionally, how well the Bangladeshi Bengali medium learners are developing themselves in terms of socio-cultural competence. Fewer studies have explored my area of interest as a researcher. Thus, this study wants to fill the gap of evaluating Bangladeshi mainstream primary schools' English textbook based on cultural elements.

1.7 Purpose of the Study:

The main purpose of the study is to evaluate the primary level English For Today text book on the basis of culture. Also to find out if there is any presence of the cultural imbalance in the materials provided by the Government. Furthermore, the study will also investigate, if there is any concept of cultural sensitivity on the textbooks. Finally, the study will look for the learner's point of view on cultural exposure of the textbooks.

1.8 Relevant Research Questions:

The following research questions have been formulated to achieve the purposes of the research:

1. If there is any imbalance of local and international culture in the primary level textbooks of Bangladesh?
2. Is there found any presence of cultural sensitivity in the primary level textbooks of Bangladesh?
3. If the learner's of Bangladesh are well exposed to the foreign and local culture throughout the English for Toady textbook?

1.9 Limitations :

Every research faces certain limitations and my research cannot claim to be an exception. Since it has been a global pandemic year, and every single school is closed due to lockdown, I as a researcher could not find more inconvenience than that. I could not manage to visit any school and observe classes and even could not manage to collect learner's opinion face to face. Moreover, as per the time constrain my research could not explore more evidence to make my argument vivid. However, I tried my best to come up with something significant enough to bring a change in the national curriculum and to achieve the goal of learner's better comprehensibility.

Chapter 2

Literature Review

2.1 Cultural Influence in English Learning:

Learning a foreign language is always difficult. The difficulties come to an edge, when we are being constantly challenged by the society. Often history influences our language learning either positive or negative way. For example, using Urdu in our country will not acceptable for most of the people as we share a long bloody history together. The same thing happens in China. Due to their extreme sense of nationalism, they are not quite welcoming towards the language English. Ping (2011) shared the same response in his study, textbook evaluation in china is mostly nationalism based and even the EFL textbooks are mostly Chinese culture dominated. The study finds out that the dominance is more than 23% whereas other cultures are mostly less than 1% or 2%. Here, the cultural dominance can be prove very much negative in a foreign language classroom, as the learners will not learn to explore and to think out of the box. It is very important to think in the target language to gain proper proficiency in the second language. The study additionally suggests incorporating other culture in a way therefore, it benefits the learners.

Furthermore, the materials used for second language teaching should have the balance of cultural dimensions in their book. According to Rajabi and Ketabi (2012) in his qualitative case study argues on the cultural impact on Iranian English Language teaching and learning. It identifies the cultural dimensions found in Iranian English Language textbooks. However, in the study it is found that though sociological dimension is prominent, the other three dimensions of culture; the semantic, the aesthetic and the pragmatic (sociolinguistic) senses are not totally neglected. A learner should have a balanced sense of culture, if a learner somehow gets an imbalanced knowledge of culture, his learning may not result something positive. However, the same knowledge with a balanced sense may cause the learner as adequate learner. Again, he added that the textbooks the characters the authors portray are mostly local characters from the different ethnic groups. Even the travel destinations are strictly local but there is a mention of a holiday in other non-western countries, which is not sufficient for proper development of an international language like English for a student. The researcher focused on the fact of making a proportional balance in the materials of the learners. As I already said, imagination is very important for a learner. As it opens the doors of learning and enable the desired knowledge to everyone. Therefore, if a learner cannot imagine beyond their existing culture, they will not be linguistically ready for the world

ahead. They will fall behind not only as a learner but also as a human with limited knowledge of cultural blending.

2.2 Cultural Influence in English Classrooms:

Culture develops a socio-linguistic aspect in every human, which mostly starts with interaction and ends with communication between two people. Therefore, classroom is the first place of a child as learner to step into a world of linguistics. Mostly a language class should act like a global classroom as it discusses the global culture. Despite of what we are reading as a learner, it can be a simple poetry to the Classical or Victorian or Gothic novel all gives us the knowledge of the era and their culture. On that sense, the textbooks should be evaluated every year to make the materials up-to date for the learners. Hence, they do not feel that, they lack certain knowledge about the present world. On that note, the researcher Al-Sofi (2018) in his study discussed the inadequacy of method and materials in English language teaching in Saudi Arabia. It also says Saudi Arabia still follows the Anglo- American culture, linguistic norms and values in English as a second language teaching. Therefore, it lacks the English in the present form and conflict with their religious culture and norms.

On the other hand, in a classroom where English as a second language is taught there should not be any cultural misrepresentation. As per the researcher Şimşek, M. R (2017), the study investigates in Turkey how teacher and student responds when the textbook contains local culturally inappropriate contents. In this study 50% of the participants wants the textbook to be verified or omitted version of inappropriate culture. Whereas the other 74% or the majority wants the textbook to be balanced with the regularity of life in terms of culture. As the students must prepare themselves for the future. Here, the researcher focuses on the authenticity of cultural representation in the textbook. Unnecessary exaggeration or exoticism can make a student misunderstand a cultural norms permanently. Therefore, the regularity of life in terms of culture should be modified in the textbooks.

The researcher Hollenback, M. D. (2017) stated the similar aspect of culture, and the portrayal in the regular books. As per the researcher, culture is a hard term to define. However, the study investigates the predominant stages of culture where it has conceptualized and utilized in Japanese EFL classrooms. The study investigates different aspects of culture as knowledge of culture, attitudes towards culture and the Japanese EFL classrooms and culture. Where the researcher qualitatively found that textbook should build a holistic approach based on the culture except the part of teaching an international language in a culture as a local platform.

2.3 English Textbook and Cultural Development:

After classroom integration, the next aspect is textbook and the cultural depiction in the books. As I have already discussed that a classroom the very first step for a children to develop their idea of culture. This certain idea of culture will lead them to develop their socio-linguistic competence as well. On that note the researcher Siddiqie, S. A. (2011) stated that, The present study examines the proportion and kinds of intercultural contents in one of those textbooks, *English for Today (EFT)* of class (9-10), which is produced locally by the National Curriculum and Textbook Board (NCTB), Bangladesh. The study investigated intercultural importance, awareness and abilities promoted through cultural input in English Textbooks of Bangladesh through analyzing the influence of local, international and neutral cultural aspects. Therefore, the use of materials or to be more precise textbooks in a particular class must have the balance of intercultural development. The interesting part of the research was the case study of 119 lessons, 31 lessons contained local reference, 26 lessons contain international references, 43 lessons contain both local and international contents, and 19 lessons contain neutral content. In means the textbooks includes 22% international content and 26% local contents. However, the percentage increases when 36% of mixed (International+ Local) contents combine. Therefore, the study says the percentage of local content is not sufficient for a learner. As a learner has their best learning when it combines with their culture as well. Another researcher Syahri, I.&Rini S. (2016) agrees on the same point in their study, which argues on the local and foreign cultural balance in Indonesia. From their point of view, percentage of local culture integration along with target culture integration. From this quantitative research the findings were much expected where the local culture integration is higher than the target culture integration. For better learning the balance proportion of local and target culture in the textbooks are very much needed.

On the other hand, an author's cultural influence on a textbook is another factor of cultural imbalance in a textbook. For example, if a Bangladeshi textbook is written by a Bangladeshi author then, in most of the cases the writing becomes Bangladeshi culture dominated, as the author is more exposed and familiar with the certain language, and culture. Faris I.N.I(2014) in his study also discusses the same point of view for an Indonesian perspective. The study pinpoints, how author's culture influences learners culture through textbook, categorized the cultural aspect in four segments aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense to investigate the dominance of author's culture over learners culture. The investigation found that 77.05% cultural contents refer to the target culture, 13.11% cultural contents refer to the source culture. The investigation concerning language and culture lies in how culture being represented in English textbooks. Since the spread of certain culture

through textbooks can influence language. Therefore, English textbook should take the cultural contents in consideration. Moreover, based on the findings, discussion, and the conclusion of this study, first, it is to suggest that English materials developers, especially English textbook authors should include more source culture and international culture contents. Secondly, cultures should be delivering in non-judgmental way where all the cultures in the world are treated equally.

Moreover, Hermawan, B., & Lia, N (2012) in the study finds that, how the local and international cultures merge in English textbooks in Indonesia, and if there is any differences present among them in the local textbooks. Additionally, it investigates that the culture itself is limited in four dimensions. Those are aesthetic sense, (in the textbook the presence LC- 1.97%, NLC- 0%) that refers to media. Followed by sociological sense (LC- 88.23%, NLC- 66.67%) or the sense of organization, that refers to family. Additionally, the sense of semantic (LC- 9.80% NLC- 16.67%) or conceptual sense, which refers to language. Lastly, the sense of pragmatic (LC- 0%, NLC- 16.67%) that refers to the sense of knowledge. In the textbooks where the students are supposed to expose with cultural dimensions however, the study finds out the opposite. The investigation says, there is a less exposure with international culture except American culture. Therefore, the study suggests going the other way around.

2.4 Textbook and Cultural Sensitivity:

Cultural sensitivity is learning the difference between two cultures. This sensitivity can be used in a negative or in a positive way, or against or for the culture as well. In the textbooks, the cultural sensitivity should be used in such manner that they permit the learner to know about a different culture and to respect the norms as well. The researcher Ahmed & Francoise (2011) identified the same sensitivity in Pakistani textbooks as well. The investigation portrays; the cultural aspects of English textbooks can be analysed from three points of view. Those are 1. Teachers, 2. Learners, 3. The authors. There exists a cultural gap between the authors of the textbook and the learners. The study focuses on how ESL learners of Pakistan find the English textbook unfamiliar because of foreign culture's influence on the textbooks. The findings show three particular gaps, first of all cultural stereotypes, the representation of learner's culture through pictures, and lastly, cultural Sensitivity. The study investigated the cultural point of view of a English text book in their study. The author pinpoints on three particular view of the study first of all, the gap in the representation of learner's culture through pictures in the textbook, and the foreign textbook authors reflection on cultural stereotypes. Finally,

because of religious difference the cultural there exists cultural contradictions, which lead to cultural sensitivity.

Additionally, the researcher Al- Sofi (2018) also agrees on the same point of cultural sensitivity. In his study, he finds out, in Saudi Arabia the English textbooks still uses the Anglo-American culture, which sometimes misrepresents the Islamic point of view in their culture.

Moreover, the researchers Abd Rashid, R. S. A., & Ibrahim, E. H. E. (2018) investigates in their study that, how socio culture and mostly religion (Islam) sees the cultural interpretation of English language textbooks. Additionally how religion is being portrayed in the textbooks. The findings says that in the investigation of 23 contents were found to project Islam and among them 69.5% were neutral and 30.4% were negative.

Cultural misrepresentation can lead a generation on a path of distress. As textbooks are first formal companion of learning culture therefore, we must evaluate them in a proper sense of balance. There are millions of learners, who will never be able to visit those exotic foreign countries but they will see them by their eye of imagination, where they will build their own culture, just with the help of the culture shown in different textbooks. Therefore, we must consider the textbooks as a tool of communication with the learner and the rest of the world.

Chapter 3

Methodology

3.1. Introduction:

To evaluate a textbook of a different language on the basis of culture is an onerous process, and it is important to make the process a spontaneous sequential task. To make it possible it is essential to build a strong methodology of the study. Therefore, this chapter discusses the methodology; I as a researcher have adopted to organize the study. As I have stated earlier in my first research question that the foremost objective of the study is to analyze the imbalance of local and international cultural proportion. Hence the study will try to find out disproportion to create equilibrium of cultural aspects in the textbooks for the future learners. Thereafter, the study will try to find out the presence of cultural sensitivity in the NCTB textbooks, to help the learners from any kind of misconception about any other culture in the world. Finally, the last research objective is to find out if the cultures are well exposed in the language classrooms of Bangladesh, to establish an equivalence of knowledge in the learner's mind. Thus, the evaluation of the textbook is going to help the future generations.

3.2. Philosophical Assumptions and Research Paradigm:

Philosophical assumption and research paradigm is the foundation of a qualitative study. As a researcher I have chosen positivism as it reduces the subjectivism or the interaction between the researcher and the subject of investigation from the part of the researcher. Therefore, I was able to understand the topic of my study completely without being biased by the subject through observing previous scholarly researches done in English for Today textbook analysis. In this regard Alakwe(2017) states that, as positivism focuses on interpretation based on observation of a phenomenon, hence the result a researcher gets is completely grounded on objectivity and independent from each other's influence . Similarly, according to Lacity&Janson (1994), positivism bases on objective reality as the data represents objectivity however, the subjectivity of the text is still required to know the phenomenon or the problem from the root level. My research focuses on the problem from the lenses of positivism through observation of textbooks.

As ontology deals with the nature of the study therefore, the ontology of my study is to view the cultural aspects of English textbooks of Bangladesh from a single analytical point of view. Whereas a researcher I can explore to the previous works and try to find the cultural flaws shown in the present textbooks with suitable solutions. In this behalf, Berryman (2019) states, ontology foundations the basis of truth of the research, what the research really is about. On the other hand the epistemology is the insight what the researcher believes to be the truth which is the English for Today textbooks have moderate influence of local and international cultural components. On that note my epistemology fits perfectly as it shows the time I as a researcher have spent on analyzing previous literature done in analyzing EFT textbooks. In the axiology part I will discuss my own point of view without being biased by observing other researchers. Finally, against the regularity of positivism, my research will follow qualitative method of content analysis approach. Prasad (2017) justifies the fact that, qualitative positivism assumes reality to be concrete with exact use of concrete objectivism and non-quantitative to get the conventional positivist's assumption on the nature of the study.

Research Paradigm	Ontology	Epistemology	Axiology	Methodology
Positivism	The analytical view on the cultural aspects of the English language textbooks of primary level published in Bangladesh.	The epistemology of the study is to spent time analysing the previous works done in this field.	The researcher will discuss her own values without being biased by previous research values.	The researcher will conduct the study in qualitative content analysis approach.

3.3. Research Design:

I have chosen content analysis of qualitative research to conduct my study, and designed my study in such a way that, it covers some relevant previous literatures which matches my research questions. As qualitative research revolves around finding out people's attitude, culture values and norms therefore, it is very useful for a researcher to find out the essence of a particular topic asserted by Verma (2015). Additionally, my study follows positivism paradigm as it sees the physical and social reality without any difference, and the sense of culture in human being should not be seen as different so as the textbooks published by NCTB. Positivism deals with the positive philosophy of the nature, Bryant (1985) discusses the same in his book, and states that positivism identifies the origin of any issues and tries to come up with a solution through observation and experience.

3.4. Researcher's Role:

In the researcher's role section the researcher has to announce that the study is conducted in first person. Additionally, as a researcher I have faced the cultural imbalance while reading the textbooks as a primary level student. Through this experience I am willing to analyze the text to make sure my study contributes for the generations ahead. As I belong to Bangladeshi culture and analyzing the textbook on the basis of culture I will be able to find out the lacking the textbook has on the basis of visualizing culture and representing it in such manner where the learners feel comfortable to learn a different language by remaining in the same cultural atmosphere. I have chosen fifth grade textbook to analyze as it creates the base of primary which remains in a learner for eternity. Therefore, it is important for a learner to have a strong foundation of language in such level.

3.5. Data Collection Procedure:

I have collected all the data by regarding my study is analysis of the English for Today textbook of primary level and through online research of previous researches done in this field of textbook analysis which is called empirical qualitative data collection. I have tried to find out the data from around the world to make my study enrich my study. As I have been doing my research through online the biggest advantage of my study was I could explore a lot without any constrain of time and place same goes for the textbook I have been researching.

3.6. Data Analysis Procedure:

Every study has to have a proper base of data analysis to build a strong foundation of statement, what a researcher has to say about his/her study. My study also walks in the similar path of proving my statement. As my primary data is the fifth grade English for Today textbook which can also be seen as the transition to another level, therefore, my context analysis procedure depends on the textbook

contents mostly. I have analyzed almost every possible chapter with visual representations and the given exercises to make my study more impactful for the upcoming generations of the textbook users. On this purpose I have been following the model of cultural content analysis on textbook evaluation proposed by Cortazzi and Jin (1999) which helped me to navigate my path of evaluating the text and focus on the elements like social identity, interaction, belief and behavior and the history as well. My work has also been influenced by the level of cultural evaluation done by Mackey (2000), where he focused on four different aspects of human sense like aesthetic, semantic, pragmatic and sociological. By combining this two models I will be evaluating the textbook to ensure a remarkable betterment in the curriculum afterwards.

3.7. Trustworthiness of the Study:

According to Connelly (2016), trustworthiness of any study deals with the reliability of the data, participants, methods, and findings. Therefore, it is very much crucial for a researcher to make sure that his/her study is reliable enough to create any difference in the field of any research. A researcher must highlight four aspects to make a proper reliability of any study. The aspects should incorporate credibility which measures the trustworthiness of the researcher's description and the actual event. Thereafter the study incorporates transferability which refers to the responsibility of the researcher where he/she ensures the trustworthiness of the study and the findings therefore it becomes transferable for the similar circumstances. Furthermore, a study requires dependability which ensures that if the similar study is being obtained by someone else the result would be similar. Lastly it describes conformability as it confirms the study is to be authentic to the researcher stated by Shenton(2004). To ensure better reliability of my study I have presented all the parts of my study separately to Dr. Sabreena Ahmed who is an expert in this field and checked by study without being biased and marked the places where I needed correction. The percentage of my inter-rated reliability is 100% as the rater selected all the elements of evaluation correct. After finishing my correction, my study seems to be trustworthy to contribute for the betterment of textbook evaluation.

Chapter 4

Findings and Analysis

4.1. English for Today (Fifth Grade) at a Glance:

The textbook is prescribed and designed by The National Curriculum and Textbook Board for grade five and it is prescribed from the academic year 2013. Although, the book I am evaluating is for the academic year 2020 and it has no significant amount of change from the academic year 2013. The textbook is written by Shaheen M. Kabir, A.M.M. HamidurRahman, Md. ZulfeqarHaider and Goutam Roy. The book incorporates one of the relevant and finest illustrations, which was edited by Hashem Khan. The first edition of the book was published on October, 2012 and from them it is being reprinted as per the demand.

4.2. The Preface Summary of the Book:

English for Today textbooks has changed radically over the years through the constant supervision of the expertise. From the black and white boring era, it has begun the exciting journey of colors. As the textbook of fifth grade works as the foundation of secondary level of education for a child, therefore the main focus of the textbook is to give emphasis on all four skills of language development. To make the learning more meaningful and relatable in the everyday life of a learner, the text is designed so that it deals with the real-life situations. Colorful illustrations are being used in a dynamic way with verbal messages, therefore, the learners feel more interested towards the textbook.

4.3. Unit wise Summary:

Table: 01

Number of the Unit	Name of the Unit	Brief Summary of the Unit

U. 1	Hello!	This Unit is fragmented in two parts where two local Bangladeshi boy and girl meets two different foreigners and they greet with them and continues the conversation. The unit basically focuses on the basics of how to greet with different people, especially when they are from different cultural background.
U. 2	See You! (Sound Practice)	This unit has a special language skill focus which is listening, where the learners gets the chance to work in groups or pair to fulfill their language development needs. This unit works as a clincher builder of a conversation as well.
U. 3	Saiket's Family	This unit focuses on the family introduction and daily routine of any learner. All the learners can interpret themselves in Saikat's position as it describes the common phenomenon of most of the learner's at that particular age.

U. 4	Leisure Time	This unit demonstrates how multiple learners spent their leisure time. Also how friends discuss the issue among them.
U.5	Days in a Calendar	This unit describes the idea of months and days in details.
U.6	Eat Healthy	It portrays the fact of importance of basic nutrition of a child. What they should eat as a child to remain healthy.
U. 7	Be Healthy	It demonstrates the learner's about the food they should and should not consume as a child.
U. 8	Write to Me Soon	Sima is writing letter to Jassica about her recent illness and what symptoms she and along with the doctors suggestion.

U. 9	Occupations	How a fifth grade boy Raju found his occupation for life. What was the reason behind choosing it? It provokes the learners to think about their own occupation with similar storyline.
U. 10	My Home District	It illustrates a particular place named Kishoreganj and discusses about some famous people from there.
U. 11	Where's the Library?	The unit demonstrates the facts, what a learner should keep in mind while searching for a particular place. It works on developing the mapping system in a learner.

U. 12	How Far is Saint Martin's?	Tamal and Andy(The foreigner) were discussing about some popular tourist spots of Bangladesh. In the discussion they come across about saint martin's along with many other places. Tamal directs Andy about the rout as well.
U. 13	Telling the Time	This unit discusses about different timing and activity of a fifth grade learner.
U. 14	Story: The Here and the Tortoise	The unit speculates the moral story of here and tortoise.
U. 15	Happy Birthday	The chapter discusses about how a person should celebrate their birthday.
U. 16	May I Come In?	It demonstrates a learner about the manner of speaking and seeking permission from the elders.

U. 17	Sports	The chapter is a process of creating a conversation between two or more learners about certain games shown in the pictures.
U. 18	City and Country	The unit is divided in two parts. In the first part it discusses the different types of city and country streets and in the second part there is a poem by Richard Le Gallienne.
U. 19	Liberation War Museum	The unit discusses about the liberation war museum and the experience of visiting it.
U. 20	Life is Beautiful!	The chapter illustrates about a physically challenged girl named Maria. Despite being blind she is very enthusiastic about life and never feels down.
U. 21	It was a Great Day!	The chapter demonstrates the experience of visiting Sreemangal with vivid explanations.
U. 22	Completing Forms	The unit demonstrates how to complete different forms.

U. 23	Stay Safe!	The chapter discusses about how to take care of ourselves during any natural disaster.
U. 24	Cyclone Aila	The chapter interprets the devastating experience of cyclone Aila.
U. 25	Story: Why Does the Frog Croak?	Demonstrates the moral story of frog.

4.4. Data Analysis:

According to the data analysis framework demonstrated by Cortazzi and Jin (1999) there are few checklists someone needs to confirm before starting the evaluation of English for Today textbook. The checklist includes- 1.Social identity which includes social class, religious identity and ethnic identity. 2. Social interaction which is the different level of formality. 3. Belief and Behavior which is moral, religious belief and daily routine as well. 4. Social and political institutions which are state institutions, health care, law and order etc. 5. Socialization and life cycle which refers family, employment school etc. 6.National history which is the illustration of historical contemporary events. 7. National geography includes geographic factors. 8. Stereotypes and national identity is typical symbolic national identity. Among all these I will be analyzing my data on the basis of social identity, belief and behavior, socialization, national history, geography and stereotypes. My data analyzing process will also focus on the different aspects of human sense given by Mackey (2000) where he emphasized on aesthetic, pragmatic, semantic and sociological sense.

Table No.: 02

Notable Aspects	Aesthetic Sense		Semantic Sense		Pragmatic Sense		Socio-cultural Sense		Total Frequency		Percentage	
	L	I	L	I	L	I	L	I	L	I	L	I
Social Identity	0/25	0/25	0/25	0/25	0/25	0/25	1/25	1/25	1/25	1/25	4%	4%
Social Interaction	0/25	1/25	0/25	0/25	0/25	0/25	1/25	1/25	3/25	2/25	12%	8%
Belief and Behavior	0/25	0/25	0/25	0/25	0/25	0/25	1/25	0/25	1/25	0/25	4%	0%
Social and Political institute	0/25	0/25	1/25	0/25	0/25	0/25	1/25	0/25	2/25	0/25	8%	0%
Socialization	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0%	0%
National History	0/25	0/25	0/25	0/25	0/25	0/25	1/25	0/25	1/25	0/25	4%	0%
National Geography	0/25	0/25	1/25	0/25	0/25	0/25	1/25	0/25	2/25	0/25	8%	0%
Stereotype	0/25	0/25	0/25	0/25	0/25	0/25	1/25	0/25	1/25	0/25	4%	0%
Images/Examples	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0/25	0%	0%
Total Frequency	0/25	1/25	2/25	0/25	0/25	0/25	7/25	2/25	11/25	3/25		
Percentage												

	0%	4%	8%	0%	0%	0%	28%	8%	44%	12%		
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According to Mackey (2000) aesthetic sense is associated with the poetic sense of language or the sense of cinema, literature or music of a particular country displayed as culture in the textbook. In the English for Today fifth grade textbook the percentage of local and international cultural balance is seen in an imbalanced manner. The proportion of local culture has no use whereas the proportion of international culture is seen in an insignificant manner. For example: In aesthetic sense the social identity in local and international culture is not seen. On the other hand in social interaction part the local culture is not seen however, the international culture is seen as the characters of the units fourteen “Story: The Hare and the Tortoise” and twenty-five “ Story: Why does the Frog Croak?” are familiar in the literature or fables as here and tortoise and the story of the frog where the social interaction happened in the form of literature. The participation of belief and behavior in the aesthetic sense is missing in the English for Today textbook as well as the social and political institute, socialization, national history and stereotypes. In the national geography part it is also not seen in a poetic manner. Therefore, the balance of local and international culture in aesthetic sense in the English for Today textbook is not seen as properly distributed sense of language. According to Rajabi, S., and Ketabi, S (2012) in his qualitative case study argues on the cultural impact on Iranian English Language teaching and learning. It identifies the cultural dimensions found in Iranian English Language textbooks. However, in the study it is found that though sociological dimension is prominent, the other three dimensions of culture; the semantic, the aesthetic and the pragmatic (sociolinguistic) senses are not totally neglected.

According to Mackey (2000) the semantic sense of language is the linguistic sense by which the culture is represented of a particular place. As per most of the units the social identity and interaction completely follows international pattern. Belief and behavior also follows the international pattern. The name of the social and political institutes have used the local names as Liberation War Museum mentioned in unit nineteen, “Naogaon/Noakhali Library” and “Naogaon Primary school, Sadar Naogaon, Hospital Road” mentioned in unit twenty two. There is no part of socialization and stereotypes in the semantic sense of language in textbook evaluation. Again the national history and geography is presented in the local cultural value where the language is influenced by the culture.

As per Mackey (2000), the pragmatic sense is the influence of culture over language. It is the only sense that is seen as the rarest in the fifth grade textbook. As the textbook is basically designed for non-native primary level English speakers therefore, the textbook is written in the simplest way to make others

understand. For that reason the authors have written the textbook in such way that there is no use of pragmatics sense of language so that the learners do not struggle to understand the meaning.

The table is a blending of both the core theories of cultural evaluation given by Mackey (2000) and Cortazzi and Jin (1999). In socio-cultural sense the imbalance in the proportion of local and international culture is very much seen. For instance: in the social identity segment the text used local and international both the style of introducing with different people in local sense it was In chapters 1, 2 and 4 the identities different people hold are locally influenced in the other hand if we look at the international style we will see In chapter 1 and 2 there were few International identities as well.

“Hi! I’m Jassica”—Chapter 1 “That’s Andy Smith, He’s working for an NGO”—Chapter 2.

We have seen multiple interactions between different people and all were international culture focused as it is a foreign language acquisition textbook such as In the Chapter 1 & 2 the interaction between Jessica and Sima and also between Tamal and Andy followed the international communication system. “Hi! I’m Jassica and I’m from United Kingdom.” “Sima: Thank you, Nice meeting you Jassica.” As we know social interaction is differing from the level of formality as insider and outsider. The level of formality is constructed as an outsider or internationally.

As belief and behavior includes moral, religious belief and daily routine. Therefore it is a regular belief that maximum woman in Bangladesh is housewives and she cooks. Even in the picture it is shown that the father and son are busy reading and the mother is sitting idle and stitching something. In chapter 3 how Saikat’s family is introduced is very much followed the local belief of a regular family. The whole family is represented as the representative of a Bengali family. “Mr. Rashidul Islam is is a banker..... Saikat’s mother Monwara Islam is a housewife.”

As Social and Political institute includes state institutes, law and order, health care, government institutes. Therefore, I can say the institutes I have focused falls under the social and political institutes. The social and political institutes that are mentioned in the book is very much locally influenced as the name of the places such as The name of the places such as Liberation War Museum mentioned in unit- 19, “Our class went on a field trip to the Liberation War Museum at Agargaon, Dhaka.”, “I went to Sonargaon last year.... We saw the city of Panam.” Unit- 21“Naogaon Primary school Sadar Naogaon, Hospital Road” mentioned in unit 22.

Thereafter, socialization carries equal amount of cultural distribution as there was no evidence of socialisation in the textbook.

It refers to the historical and contemporary events seen as markers of national identity. As Shaheed Minar represents our national identity our Language and War Museum represents our war of independence as a nation. In the textbook there are three places where the national history is being demonstrated such as the use of Liberation War Museum in unit nineteen, the use of Shaheed Minar in the unit fifteen and in the unit ten where the national history is being demonstrated by the history makers themselves such as The use of Liberation War Museum in unit 19, the use of Shaheed Minar in the unit 15. “Shaheed Minar- the 21st of February is the Language Martyrs Day....” In this segment there were no such international history is shown.

In the national geography part there is a vivid description is seen in about Cox’s bazaar, Shreemangal and Kishorgang as well. The geographic factors should reflect in this category. There were plenty of examples where the geographic locations were being introduced such as Kishorgang, Noakhali etc. The description of Cox’s bazaar in unit 12-“Cox’s Bazaar is the most popular tourist spot in and it’s beautiful.” Shreemangal in unit 21 You can go to Shreemangal and enjoy the beauty of tea gardens there”

In the socio cultural sense the cultural sensitivity is presented in stereotypical way. It refers to the typical symbol of national stereotype. And both the examples do the same and they are- in unit 3 where Saikat’s mother was portrayed as a housewife instead a working woman. Saikat’s mother Monwara Islam is a housewife.” See Appendix-B. The sense of stereotype is seen twice where the unit thirteen describes about the time and in the morning the children pray however the picture shows a Muslim child is praying. It felt bit inappropriate for me as we live in a secular nation. The exercises or images are very international culture oriented than local culture. On that note, the researcher Al- Sofi (2018) in his study discussed the inadequacy of method and materials in English language teaching in Saudi Arabia. It also says Saudi Arabia still follows the Anglo- American culture, linguistic norms and values in English as a second language teaching. Therefore, it lacks the English in the present form and conflict with their religious culture and norms. This is exactly the same happened in the image where the boy is represented as a Muslim instead of presenting regardless any religion.

From the data of the evaluation indicates that there is a strong imbalance exists in the fifth grade textbook produced by National curriculum and textbook Board of Bangladesh. Apart from pragmatic, semantic and aesthetic sense of language which was found in a very insignificant amount yet became an example of cultural balance in the textbook, where these senses lack of proper introduction and use. Though the textbook is the source of tremendous knowledge of various cultural representation however if the balance of these aspects can be assured the textbook will become a gem for many generations to

come. In total the text has 44% local culture and only 12% international cultural representation which is a tremendous lack in a second language acquisition book where the sense of the language along with its culture is completely missing. On the other hand if we analyse the senses we focused to evaluate the textbook, we can see how much lacking the textbook has! In the aesthetic sense there is no use of local culture however the sense slightly represented itself by being in the interaction part by including fables. In the semantic sense we can witness the same where it was only seen in local socio-political sense and national geography. It is a matter of great regret that the pragmatic sense is completely missing from the book with absolute no use of it. However, socio-cultural sense is the only noticeable sense in the book where it has 28% local ingredients with 8% international presence. Socio-cultural sense is present in every aspect except the socialisation part. However, it is negligible and can be accepted as well.

Chapter 5

Conclusion

5.1 Contribution of the study:

Although the main focus of the study is to find out the cultural balance of fifth grade English for Today textbook however, the study is also able to identify the core cultural aspects of regular life which needs to be focused by the Board of National Curriculum of Bangladesh. In fact, there can always be a tremendous possibility of Bengali textbooks to be culturally balanced. In any case, the lack of culture in language development can never be a successful procedure as culture is a part of human life that can never be separated. Therefore, it is impossible to design a language without involving culture in it. On this behalf according to Soomro, S., Kazemian, B., & Mahar, I. (2015) states that, the development of learner's linguistic competence and communicative features depends on the cultural context of that particular language and how the context is being displayed to the learners as well. On that note, the contribution of culture and core cultural aspects which represents the culture in a language is irreplaceable. Therefore, the evaluation of a second or foreign language acquisition textbook on the basis of culture is equally valuable like the language itself.

5.2 Recommendations:

Regardless of the researcher has learned from the recent study or the online journal or linguistic theories it is to be noted that balance of culture among different sense and aspects in a second language

acquisition textbook is very important. As culture is something a person inherits from generation to generation just like the language as well. Therefore, if it is possible for them to imagine the collaboration of language and culture together the learning will become fun and most importantly meaning to them. Again there is a saying in Bengali that, if u cannot dream in the language you have learnt, then you do not belong to that language. If someone cannot imagine the language and s/he will never be able to make meaningful conversation on that language therefore, the cultural association in language learning is very much needed.

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Appendix A

Table No. 03

Socio-cultural Sense

Notable Aspects	Sense of Culture Local	Sense of Culture International	Agree/ Disagree	Researcher's Comment	Expert's Comments
Social Identity	<p>In chapters 1, 2 and 4 the identities different people hold are locally influenced.</p> <p>For example: Sima, Tamal, Nasreen, Saikat etc.</p>	<p>In chapter 1 and 2 there were few International identities as well.</p> <p>“Hi! I’m Jassica”—Chapter 1</p> <p>“That’s Andy Smith, He’s working for an NGO”—Chapter 2.</p>	<p>√</p> <p>√</p>	<p>In the Social Identity part there were maximum use of Local identity and few use of International identity. It is in the socio-cultural sense an imbalance however, if we consider the Bangladeshi perspective it is somehow easy for the rural learners to connect with the example.</p>	
Social Interaction	N/A	In Chapter 1 & 2 the interaction between Jessica	√	As it is a second language acquisition book and we are	

		<p>and Sima and also between Tamaland Andy followed the international communication system.</p> <p>“Hi! I’m Jassica and I’m from United Kingdom.”</p> <p>“Sima: Thank you, Nice meeting you Jassica.”</p>	√		<p>learning English, therefore, the interaction system will be in English as an obvious option. As we know social interaction is differing the level of formality as insider and outsider. The level of formality is constructed as an outsider or Internationally.</p>	
Belief and Behavior	<p>In chapter 3 how Saikat’s family is introduced is very much followed the local belief of a regular family. The whole family is represented as the representative of a Bengali family.</p> <p>“ Mr. Rashidul Islam is is a banker..... Saikat’s mother Monwara Islam is a</p>	N/A	√		<p>As belief and behavior includes moral, religious belief and daily routine. Therefore it is a regular belief that maximum woman in Bangladesh is housewives and she cooks. Even in the picture it is shown that the father and son are busy reading and the mother is sitting idle and stitching something.</p>	

	housewife.”					
Social and Political institute	<p>The name of the places such as Liberation War Museum mentioned in unit- 19, “ Our class went on a field trip to the Liberation War Museum at Agargaon, Dhaka.”</p> <p>“I went to Sonargaon last year.... We saw the city of Panam.”</p> <p>Unit- 21</p> <p>“Naogaon Primary school SadarNaogaon, Hospital Road” mentioned in unit 22.</p>	N/A	√	√	√	As Social and Political institute includes state institutes, law and order, health care, government institutes. Therefore, I can say the institutes I have focused falls under the social and political institutes.
Socialization	N/A	N/A				I have not found any example in this area.
National History	The use of Liberation War Museum in unit 19, the use of ShaheedMinar in	N/A	√			It refers to the historical and contemporary events seen as markers of national identity. As ShaheedMinar represents our national

	<p>the unit 15.</p> <p>“ ShaheedMinar- the 21st of February is the Language Martyrs Day....”</p>		√		<p>identity our Language and War Museum represents our war of independence as a nation.</p>
National Geography	<p>The description of Cox’s bazaar in unit 12,</p> <p>“Cox’s Bazaar is the most popular tourist spot in and it’s beautiful.”</p> <p>Shreemangal in unit 21</p> <p>You can go to Shreemangal and enjoy the beauty of tea gardens there”</p>	N/A	√	√	<p>The geographic factors should reflect in this category. There were plenty of examples where the geographic locations were being introduced such as Kishorgang, Noakhali etc.</p>
Stereotype	<p>In unit 3 where Saikat’s mother was portrayed as a housewife instead a working woman.</p> <p>Saikat’s mother Monwara Islam is a housewife.”</p> <p>Unit 13 where a Muslim boy is portrayed as doing</p>	N/A	√	√	<p>It refers to the typical symbol of national stereotype. And both the examples do the same.</p>

	prayer very much displays local stereotype. The image is inserted in the Appendix-2.					
Exercises/images	N/A	N/A			I have not found any example in this area.	

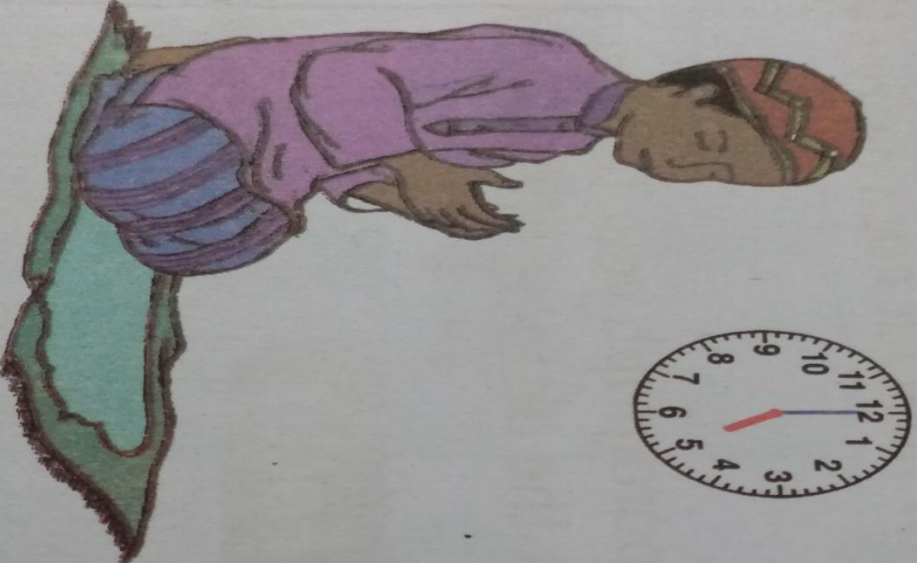
Rated By Dr. Sabreena Ahmed

Appendix B:



Image 01: Stereotypical Representation of Woman.

A. Listen, read and say.



Tick-tock! Tick-tock!

Tick-tock! Tick-tock!

It's 5 o'clock. 5 o'clock!

Wash yourself and pray.

Tick-tock! Tick-tock!

Look at the clock.

Tick-tock! Tick-tock!

Image 02: Stereotypical Representation of Religion

Appendix C:

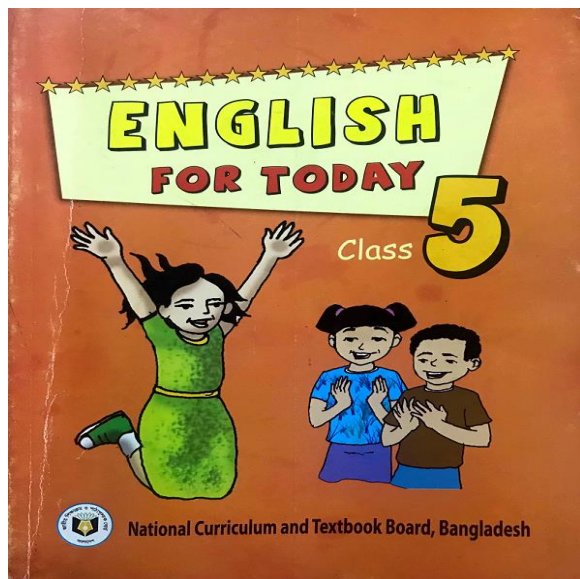
INTER-RATER RELIABILITY CALCULATION OF EXPERTS OPINION

Calculation of inter-raters' Reliability:

	Percentage of Agreement: Total number of agreement/ total number of response
Inter- rater 1	$(12/12) \times 100\%$ = 100% Average: 100%

Appendix D:

PDF of English for Today



English for Today- Copy Part 1



A. Listen and read.

Andy: Hi, Tamal! Can you help me with something?

Tamal: Sure, Andy!

Andy: What are the main tourist spots in Bangladesh? I know about Cox's Bazar. I visited there last month.



Cox's Bazar

Tamal: Oh, Cox's Bazar is the most popular tourist spot.

Andy: And it's beautiful! I loved the sea and the beach! But I'd like to see some new places this time.

Tamal: Right! There are many places to see in our country. You can go to Sreemangal. You can enjoy the beauty of the tea gardens there. From there you can go to Madhabkundu. There are some wonderful waterfalls there. You can also go to Saint Martin's Island. It's a special place.



Saint Martin's Island

English for Today- Copy Part 2



A. Listen and read.

Andy: Hi, Tamal! Can you help me with something?

Tamal: Sure, Andy!

Andy: What are the main tourist spots in Bangladesh? I know about Cox's Bazar. I visited there last month.



Cox's Bazar

Tamal: Oh, Cox's Bazar is the most popular tourist spot.

Andy: And it's beautiful! I loved the sea and the beach! But I'd like to see some new places this time.

Tamal: Right! There are many places to see in our country. You can go to Sreemangal. You can enjoy the beauty of the tea gardens there. From there you can go to Madhabkundu. There are some wonderful waterfalls there. You can also go to Saint Martin's Island. It's a special place.



Saint Martin's Island

English for Today: Copy Part 3