

TEACHERS' VIEWS OF CULTURAL REPRESENTATION IN EFL TEXTBOOK: CRITICAL DISCOURSE ANALYSIS

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ABSTRACT

In recent years, ELT education has paid much attention to EFL textbooks' cultural content analysis. Since the EFL textbook is an essential element because it aids in transmitting ideology and good discourse values to teachers and students who use it while being implemented in the teaching and learning process, the present study investigates the extent of cultural representation in ELT textbooks often used in public schools in Indonesia and the teachers' views about the culture present in the textbooks. The research aims to analyze the culture portrayed in the textbooks by focusing on the four 'p' of culture categorized by Messekher (2014). That consists of product/ big culture (literature, monument, history, and food). Second is practices/ small 'c' culture (behavior, artefacts, entertainment), the third is perspective (the values and beliefs that represent subjective culture), and the last is the person (icons or individuals). Furthermore, the use of textbooks in this study supports the interview section, interviewing the teachers as the participants to examine their perception towards four 'p' cultural representations. The study used thematic analysis to analyze the data from the interview section. The results showed that there were regions of agreement with the instructors' chosen cultural themes and the cultural content of the textbooks examined, with areas of agreement occurring mostly in small "c" themes and cases of disagreement occurring mostly in big "C" themes.

Keywords: *cultural representation, EFL textbooks, multicultural values, textbooks analysis*

INTRODUCTION

In teaching and learning the English language in an EFL class, the EFL textbook is an essential element because the EFL textbook is a part of the canalizing ideology and good values of discourse to the teachers and the students that they use in the teaching and learning process. Therefore, the design of the EFL textbooks must be suitable and relevant. The design of textbooks, especially in Indonesian as one of implementing English as a foreign language, has been widely discussed about cultural representation. Based on (Setyono & Widodo 2019) emphasize that various textbooks were examined from a multicultural viewpoint to investigate how cultural values were represented in educational materials because textbooks play an important impact in developing students' and teachers' views about cultural values. For instance, if the textbooks contain cultural values that are only inclined towards western culture, then it can be said that textbooks are suitable for use in EFL class because it will affect ELT when the teacher explains the material that contains a representation of cultural diversity. The teachers play an important role in developing learners' intercultural skills if ELT is to reflect cultural diversity. As per Messekher (2014), regardless of how cultural dimensions are represented in textbooks, their effectiveness is dependent on how they are taught.

Furthermore, (Scollon et al., 2012) stated that culture is a broad and ambiguous concept that is difficult to define in simple terms. In general, the most widely accepted perception of culture is that it is something that people share and that can be differentiated across different groups. People consider culture to be a set of beliefs, values, and rules that influence how

people behave and are helpful in understanding various aspects of human behavior. On the other hand, drawing on the definition by Bousquet and Pessin (2003: 41 in Messekher, 2014) that culture represents 'cultural objects produced and distributed by practitioners that involve all of the styles of doing, thinking, and feeling that distinguish a particular group, its conscious or semi-conscious shared beliefs. Messekher (2014) proposes four cultural categories known as the four 'p' products or the big 'C' culture, which include literature, monuments, history, and food. The second category is practices, which include behavior, artifacts, and entertainment. Then there are perspectives, values, and beliefs representing subjective cultures, such as the concept of time and eye contact. The final category is people or celebrity culture, which includes well-known icons or individuals.

Several studies from various countries to prior empirical research have revealed a depiction of cultural representation in school textbooks. According to Lee and Li (2020), cultures in both Mainland China and Hong Kong textbooks needed to be presented proportionally because the textbooks ignored value orientations. By examining several language textbooks in Mainland China and Hong Kong, Lee and Li discovered unfair cultural representation. On the other hand, Xiang and Yenika (2021) investigated the balance of multicultural cultural representation in the EFL textbook. They discovered that the cultural content in the EFL textbook used among Inner Mongolian ethnic junior high school students was unbalanced, while there were tensions in power relations in various countries, races, and ethnicities. Xiang and Yenika consequently recommend educators and textbook writers strengthen the cultural knowledge of EFL textbooks in order to better assist ethnic Mongol students. Other studies have looked into the cultural content and representation of cultures in textbooks (e.g., Sadeghi & Sepahi, 2018; Setyono & Puji Widodo, 2019; Tajeddin & Pakzadian, 2020).

Instead of empirical research on evaluating English textbooks in EFL settings, a critical examination of teachers' views of cultural portrayal in EFL textbooks in Asian contexts, such as Indonesia, is needed. The study expected that the findings could contribute in such circumstances can serve as a spur for language textbook writers also the teacher as the user to design, choose the appropriate content and build multiculturally sensitive language resources in order to encourage more cultural understandings of diversity (Setyono & Widodo, 2019). As per Alsamani (2014), providing learners with exposure to foreign cultures allows them to broaden their cultural knowledge and comprehend the differences between their native cultures and their target cultures. Furthermore, cultural exposure that language instruction must provide learners with opportunities to become interculturally aware and understand both the target culture and their own cultures (Fenner's, 2000) notion. Earlier studies have identified intercultural competence, knowledge, and awareness as critical factors in describing learners' intercultural experiences (e.g., Kusumaningputri & Widodo, 2018; Pitkowska, 2015). Consequently, this study investigates teachers' perceptions of cultural representation in EFL textbooks for promoting cultural awareness in choosing the appropriate content of cultural diversity on the textbooks as teaching materials that they practice in ELT (Helmie, 2018). Also, this study aims to investigate cultural representations both in written and visual forms in English language textbooks used in a Junior high school located in Indonesia. This article includes semi-structured interviews with English teachers.

METHODS

The present research is a qualitative study that used the textbooks as the supporting documents of this research entitled *Think Globally Act Locally* for Grade IX. The author of this textbook are Wachidah et al., and published by the Indonesian Ministry of National Education and Culture in 2018. The reason the researcher selected this textbook is that this textbook is

widely used in several countries in Indonesia, and this book uses the applicable curriculum in Indonesia, which is also called the '*merdeka belajar*' curriculum. The use of the four 'p' in order to understand what culture is represented in Indonesian EFL textbooks. To this end, the researchers have drawn primarily on one analysis of culture as the basis for defining cultural representation in the EFL textbooks used in Indonesian public school, Messekher's four 'p' categories (2010) of which I adopted to analyse the cultural values. The Messekher's four 'p' consist of 1) Product or Big culture ; 2) Practices or small 'c' culture; 3) Perspectives and; 4) Persons. The definition of each category are products include literary, fine arts, and scientific works, as well as historical figures and social, political, and economic institutions. Thus, similar to the 'Big C' culture. For example, as a cultural product, literature is an example of big C culture. The second, Practices are ways of life and behavioral patterns. These overlap with Watson's small c culture's behaviors, entertainment, and artifacts. Sports and games, for example, overlap with entertainment as practices. Perspectives are a type of subjective culture that includes ideas (equality), myths (horoscopes), and worldviews (Yuen, 2011: 6; Watson, 200; Messekher, 2014). Perspectives representing worldviews in a given culture can assign value to things that other cultures may or may not value similarly or equally, such as privacy and individual space. Moran (2001) emphasizes that people seem to be well icons or individuals. Individuals are at the center of well-known cultural productions such as music, television, media, and the internet. According to Friedman (1999: 5) and Gray (2012: 87). such 'celebrity culture' is one that the average individual usually embraces and becomes part of the 'inspiring content in the ELT industry that is assumed to be better adjusted for language learners'. Therefore, this research selected four texts or images that represented monument as the product, dress code as the behavior of practices, valuing time for perspective categories,

Respondents of the Research

The respondent of the study was composed of two teachers that used the textbooks during English language teaching class and consisted of two English teachers. All of these participants were selected because they are the users of the textbooks. Two teachers were interviewed for the current study. The two public school teachers are using the local textbook. The teachers as participants in this study are EFL teachers who teach English subjects. The goal of this study is to have teachers explore their awareness of the cultural diversity and local identity represented in the textbooks they use as a source of learning material. Furthermore, the teachers' participation during the interview and after analyzing the textbook contents endorsed the researcher's interpretation of the textbook analysis based on the participants' views delivered during the interview.

Research Variables

A variable is a characteristic or relation of a person or organization that (a) researchers can measure or observe and (b) varies across people or organizations studied. Measurement entails gathering information from individuals by asking them to answer questions. And when variables vary, results will take on different meanings depending on the type of the variable being measured (Creswell, 2012:112). The qualitative research of this study used two variables that are the textbook analysis and the teachers as the participants that were interviewed in a semi-structured interview. The EFL Indonesian textbooks are an independent variable because, based on (Creswell, 2012:116), an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The Independent variable is the cause of the other variable. The second variable is teachers' perception of the four 'p' cultural representations in EFL textbooks as a dependent variable. A dependent variable defines as an

attribute or characteristic that is dependent on or influenced by the independent variable (Creswell, 2012:115). This is the effect of the independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable, which is the content of textbooks that represent four 'p' cultures.

Instruments

The present study collected the data by interviewing the two English teachers about their perception of *Think Globally Act Locally* textbook that presents cultural representation. The study selected four texts based on four 'p' cultural themes by Messekher (2014) as supporting documents when conducting interview sessions and the content that the participants asked. A semi-structured interview was used as the main data-gathering instrument. The instrument to be prepared focused on answering the statement of the problem. The teacher views four 'p' cultural values that are portrayed in the textbooks. The form of an interview of this study was adapted from Smyth's reflection theory (1989) which consists of the aspects of informing and describing. Informing is information about teachers' reflections on the pedagogical principles of what they do, information about teaching theories, principles, or assumed as the strategy that are applied by teachers. Then describing refers to knowledge, beliefs, and principles that the teachers employed in practice. The interview questions contain six questions that are about the ideology depicting four 'p' cultural values in the next one, two, three and four (in table 2) that were shown by the researchers during the interview section. The researchers also asked about the cultural context that is presented in the textbook. Furthermore, explore their experiences of the used textbooks during ELT and the strategy in teaching that they used in the classroom.

Data Analysis Techniques

The researchers interviewed the two teachers about their views of the representation of Messekher's four 'p' cultures in the textbooks they used in their classroom as teaching material. Then analyzing the answer to the interview by adopting thematic analysis from Braun and Clarke (2006) as a technique for analyzing qualitative data of the interview. The method for doing thematic analysis involves six steps to analyzing the data from the interview section. The first step is to familiarize with the data by playing and hearing the data interview recorder several times. The data is then coded by classifying concepts and determining the relationship between one data and another. The data collected and documented the data of the interview by recording or taking notes to make it easier to categorize the responses of each interview participant. After coding all of the initial data, then generate themes by categorizing and gathering all coded data extracts that may be relevant to the theme. The research question determines the theme. Following that, review the themes to see if there are any flaws in the initial code. Following that, themes are defined and labeled. At this stage, it is more important to consider how current themes can be linked to overall data from artefact (textbook) and interviews with the research question, followed by producing the report.

RESULTS AND DISCUSSION

The data is presented in accordance with the research question stated in the introduction, as well as the analysis procedure stated in the method section. Before beginning to retell the perceptions of participants, they were asked about their background:

Table 1 Teachers' profiles

No.	Pseudonym	Gender	Age
1.	Novi	Female	24
2.	Tia	Female	26

Based on interview data, the findings are divided into three themes: 1) the ideology depicting four 'p' cultural values in the textbook, 2) the cultural context that is presented in the textbook, and 3) the textbook used and the strategy of teaching in ELT.

The cultural representation in the EFL textbook

The written and visual analysis of the textbook *'Think Globally Act Locally'* used for EFL classes in Indonesia began with the coding and selecting themes based on four 'p' cultural categories by Messekher (2014) that are present in table 2. Table 2 shows the representation of cultural values in the textbook from several texts that have been selected. Thus, to provide references for the interview section with the teacher.

Table 2 Cultural representation in the textbook

Units	Themes	Cultural categories	Descriptions
III	Be healthy, be happy	Products/Big 'C' culture	Present Indonesian and Greek cultural values that are 'kraton tea' and 'greek natural olive' in the name of the product of tea and the ingredients of oil.
I	Congratulations!	Practices/Small 'c' culture	The visual of the text represents of Indonesian customs or traditional clothes.
VII	Sangkuriang	Perspectives	The text indicates the Indonesian cultural value and beliefs that show the Indonesian folktale of sangkuriang.
XI	You can always come back home	Persons	The text presents foreign cultures that are showing the song's lyrics entitled '93 Million Miles' from Jason Mraz, the singer of that song also present in the text.

Based on table 2, which presents cultural representation in the textbook, unit three presents the food material from Indonesia, such as Kraton tea, known as the product of tea in Indonesia. Then the other pages show the ingredient of the product; there is Greek natural olive that is usually used in foreign food of a culture, both present food or a product that categorizes

of Products or big 'C' culture. Next, in unit one of the visuals depicts Indonesian culture, such as the clothes used in the figure called 'mother' depicted wearing a kebaya, one of Indonesia's traditional clothes. That way, the visual text can be categorized into practices or small 'c' culture, namely dress habits. Dress-code or customs.

Furthermore, units VII is categorized as a perspective of Indonesian culture. The representation of sangkuriang and dayangsumbi as a folktale means the beliefs of local Indonesian people. Whose story is legendary about Sangkuriang, who fell in love with his mother, Dayang Sumbi. Sangkuriang kicked his boat upside down, which is believed by the local community until now that Mount Tangkuban Perahu is the boat that was kicked by Sangkuriang. The last is unit XI, which represents a foreign culture. The text features a song called '93 million miles' sung by Jason Mraz. The name of the singer Jason Mraz is also written in the text.

Teachers' views of cultural representation in EFL textbook

In this point, we explain teachers' views on cultural representation, which are depicted in the textbooks they use in ELT. by using semi-structured interviews this section explains the findings of the transcript of interview section from several questions that have been made by researchers (see the appendices) by displaying the four texts to the teacher to use as support for question material. The present study found that the teachers use textbooks based on criteria that have been made by the government as well as criteria based on their own opinion to be able to select textbooks that are suitable for use in learning English. As both participants said:

"I chose textbooks that were already provided at school, because schools provided required English textbooks from the MONEC (Ministry of Education and Culture). So it is in accordance with the criteria for books that can be used in ELT" Tia

Meanwhile, the second participant argued that the content of the textbook she used had to be in accordance with the norms and culture in Indonesia which were not too westernized.

"The criteria that I use in selecting textbooks are that in particular the textbooks must contain norms and culture that exist in Indonesia, maybe a little bit of foreign culture but not too dominant" Novi

Besides that, the teachers used textbooks as the main source of teaching materials. However, I also added some new exercises add the other source that can be learned by the students related to the topics that we studied that day, such as sources from newspapers, magazines, YouTube or the internet.

"I use textbooks more as the main source of learning, because they are in accordance with the syllabus that I have made, but not infrequently I use other sources, namely from newspapers, magazines and also from the internet" Novi

"Not always textbooks that I use in English language teaching. But I also often show videos sourced from YouTube whose topics are in line with what we learned and discussed that day" Tia

Some of the texts that have been selected by the researcher are shown to the teacher and the researcher asks about the use and implementation of these texts in the classroom. The two teachers explained that the four texts could be implemented in the classroom because the

content is in accordance with the culture and beliefs that exist in Indonesia, such as there is a picture of the character wearing a veil and traditional clothes of Indonesian culture. Also, racial differences are displayed by the visual text. Then not only is Indonesian culture displayed in the text according to other teachers but there are also multicultural values that are present in the texts. Such as in one of the texts it prohibits western songs because the sentences used in the song can be easily learned by students. As follows the explanation.

"I've implemented that text in classroom activity because it can be seen from the content represented in the text that it is in accordance with the culture and norms that exist in Indonesia, then because it is in accordance with the curriculum used in Indonesia as well. Not only one culture is shown in the textbook. But many cultures can be seen from the use of characters, there are different races, not only light skinned, but also dark-skinned characters are displayed on the text" Novi

"Yes, I will use the four texts as my teaching material. The implementation itself will be in accordance with the lesson plan that I made. I use it because the content is in accordance with the prevailing culture and norms. By displaying cultural diversity such as the visualization of the text from the characters shown, some are wearing headscarves, some are wearing kebaya. Apart from that, it also features songs from foreign singers for students to learn the sentences" Tia

Based on visual and written text, the ideology that is represented on the text is about the cultural context regarding cultural diversity, both cultures in Indonesia and foreign cultures. According to the teacher, the textbook is indeed more dominant in Indonesian culture, such as text containing Indonesian folktale, namely 'sangkuriang', the use of characters that display different races, and displays the teachings of a religion, namely the use of headscarves on female characters. The teachers used the various strategy such as team-based learning and considers the material that they used when teaching and learning process.

"The ideology that is represented in the texts is about cultural context. That are cultural diversity depicted in the textbooks, the use of black and white characters. Representing religion by depicting female characters who wear hijab. Women wearing kebaya and other cultures besides Indonesian culture are also represented. But in my opinion, Indonesian culture is more dominant" Novi

"I Considers specific requirements and learning styles: Choose materials that provide information in a variety of styles. Using mixed media such as newspaper, videos, images, real-world examples of graphics, that makes information more interesting and caters to a variety of student learning styles. But I more often use team-based learning so that students learn together by discussing with a team or group to solve a problem when teaching material is given to each of these groups" Tia

Above is a transcript of an interview of two teachers that used the textbooks in ELT. the results of the interview stated their views on ideology, cultural context, and implementation of the textbook in the classroom activity. This discovery is in line with several experts in their field, which will be explained in the following discussion.

DISCUSSION

This section describes the analysis and generalization of the research result. The

textbook *Think Globally, Act Locally* depicted the four 'p' cultural themes or categories. Big 'C' culture or Products, depicted through different forms of products, made up the majority of cultural representations in the textbooks. These included foods specifically the ingredients of foods such as 'kraton tea', 'greek natural olive' and etc. In line with that, according to Messekher (2014), most big C cultural representations revolve around mentioning the product or showing a picture of the product with some basic information to practice language structures.

Likewise, small 'c' culture representations of practices included mainly aspects of daily life or behavior, including the representation of dress codes in the conversation text. Such as the woman wearing a veil or hijab. These cultural representations were less inclusive than those of products, and they were limited in scope, mainly to Indonesia, the US or UK, and very few other countries. Representations of perspectives in this textbook presenting the Indonesian folktale. For example, as shown in Table 2, it is about Sangkuriang and Dayangsumbi. Thus, it was coded as a perspective because the folktale was originally sourced from the beliefs of the Indonesian people. The other 'p' culture is persons. The textbook shows the text that presents 'Celebrity culture' representations, including famous singer Jason Mraz with his song. He is an international celebrity. That means that textbook is not only limited to showing local cultural values, but the target culture also represents the textbook content.

In addition to discussing the culture contained in the textbook based on Messekher's four 'p' culture. This article also discusses teachers' views of the cultural representation in the textbook *Think Globally, Act Locally*. Because this is important to discuss because teachers must have criteria for using a source to be used as teaching materials and choosing the appropriate content in the textbook for use in ELT. In line with that, by selecting appropriate content and developing multiculturally sensitive language resources, they can encourage more cultural understandings of diversity (Setyono & Widodo, 2019). The findings and results of the interviews with the two teachers that these teachers used the textbook because they were in accordance with government regulations and the textbooks were provided by the school to be used as a main source of teaching materials. But they also have the responsibility to choose books according to the norms and culture that are appropriate to be applied in Indonesia. By displaying the diversity of culture, ethnicity, and beliefs reflected in the book. So with this research in the interview session, teachers can become more aware of the content displayed in the textbook. When the textbook is implemented as a teaching material culture contained in the textbook, it will be conveyed by students so that it does not only have an impact on the teacher but also the students become more aware of the existing cultural diversity. As a result of cultural exposure, language instruction must provide learners with opportunities to become interculturally aware and understand both the target culture and their own cultures (Fenner, 2000).

CONCLUSION

The current study seeks to investigate teachers' perspectives on cultural representation in EFL textbooks in order to promote cultural awareness in selecting appropriate content of cultural diversity in textbooks as teaching materials used in ELT. Furthermore, the purpose of this research is to look into cultural representations in both written and visual forms in English language textbooks used in an Indonesian junior high school. Based on the findings it can be concluded that the book represents the diversity of local culture and target culture. With this research, teachers are becoming more thorough and aware of the importance of choosing content in textbooks because the use of textbooks as the main source of teaching material is crucial. By choosing books that feature cultural diversity, students can also become more aware of the cultural diversity that exists throughout the world. And the textbook also found that the teacher agreed to use the *Think Globally, Act Locally* EFL textbook as the main source of

teaching materials because it contains norms and culture that are suitable for implementation in EFL Class by combining other sources such as from the internet, newspaper, youtube and etc.

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