Cultural representation in junior High School English language textbooks: a comparison of textbooks used in mainland China and Hong Kong

# INTRODUCTION

## Introduction

It has been argued that textbooks lack cultural representation due to a lack of resources. However, as more and more countries are becoming involved in the digital age, this argument is no longer valid. With access to information becoming more accessible than ever, including through digital means such as the Internet, students must have access to culturally relevant material to become well-rounded individuals. This paper will compare two different textbooks used in mainland China and Hong Kong, discussing how they deal with issues such as discrimination against women and minorities, their treatment of topics such as social change, the use of emotional language, and the use of different types of images such as landscapes vs. people vs. objects vs. animals. These chapter presents the introduction , background of the research statement of the problem, Research objectives , research question ,Operational definitions and significance of the research .

## Background of Research

Mainland China and Hong Kong differ in how they present their own culture compared to others. The main reason for this is that mainland China has become more globalized, while Hong Kong has remained more focused on its own culture. China has been heavily influenced by Western culture since the 19th century, but it has slowly begun to embrace its traditions again. For example, many restaurants serve traditional Chinese food in Beijing and other cities. Another significant difference between mainland China and Hong Kong is that mainland China has tried to export its culture beyond its borders through education and tourism. For example, many international students study at universities on the mainland to learn more about Chinese history and culture. In contrast, Hong Kong has remained more focused on preserving its unique cultural heritage instead of embracing it abroad.

With the growing global demand for competence, awareness, and communication, English learning is deemed not to be partial to linguistic forms. Still, it has also been expanded to develop other conditions, such as reading, writing, listening, and speaking, into meaningful sociocultural contexts. On the other hand, culture has emerged as a crucial component of learning English, and some academics have even added it as a fifth language ability. (Lai, 2013). British and American culture traditionally refers to the speakers as the target language culture. Kachru (1985) states that there are three centric circles of Englishers, which include the 'inner circle nations, outer circles, and expanding circles. English is the primary language in countries such as Australia, Canada, New Zealand, the United Kingdom, and the United States. Due to the growing importance of English as an international language and lingua franca, there are no restrictions on the possession of English in inner circle states. The outer circle consists of many countries. They are the most significant language users, including countries such as Singapore, the Philippines, and Hong Kong, but eventually expand their reach to Japan, Korea, and China. As English is an international cross-cultural language, the language should be accepted as a language. Because of the use of language for communication, there are three significant trends in recent history related to teaching English culture in the classroom. With the growing global demand for competence, awareness, and communication, Learning English entails more than just studying linguistic rules. However, it has also been expanded to take into account the integration of other forms, such as reading, writing, listening, and speaking, into key sociocultural settings.

However, culture has come to be recognized as an essential aspect of learning English, and some academics have even added it as a fifth language proficiency. (Lai, 2013). British and American culture traditionally refers to the speakers as the target language culture. Kachru’s (1985) contents that there are three centric circles of Englishers, including the 'inner circle nations, outer circles, and expanding circles. Inner circles nations include countries like Australia, Canada, New Zealand, the UK, and the US, where English is the primary language. With the increase in the significance of English as an international language and a lingua franca, the ownership of English has no restrictions on the inner circle’s states. The outer circles are made up of many countries. They are the more users of such language and include nations like Singapore, the Philippines, and Hong Kong.

In contrast, the expanding circles include Japan, Korea, and China, which continue to need to adopt it as a language for use. Given that English is a transcultural international language used in communication, three critical issues in the recent past have arisen concerning cultural teachings in English language classrooms. Concerns with the depiction of cultural components in terms of the products, perspectives, and people in the textbooks are among them. The extent to which intercultural communication skills has been emphasized in the textbook is another. This study can address the issues highlighted above by looking at cultural representation in a few English-language textbooks from Hong Kong and mainland China. The conceptual framework of culture learning as described by (Moran, 2001) and its lessons will be briefly reviewed in this essay, after which the necessity of culture learning in Hong Kong and the People's Republic of China will be covered. Then I will look at how English language teaching (ELT) textbooks, culture lessons, and a recent study on culture in junior high schools fit into the whole.

## Statement of Problem

Hong Kong, the Special Administrative Region of China, is a significant global city and a center for global finance. Hong Kong's educational system has developed within this framework. Therefore, different western educational concepts and frameworks have an impact on their education. The gradual blending of Chinese and Western cultures and educational systems led to the development of a multilevel, talent-demand driven educational system.

Their educational policy has become more international as a result, and the study on language education policy is definitely worth referencing. The former British Hong Kong government implemented a language education policy that promoted habitual English usage prior to Hong Kong's repatriation to the mainland, which helped the English language advance. Since many of their textbooks incorporate western texts, they are more genuine and compatible with the language of English-speaking countries. The Hong Kong English curriculum places increased emphasis on the improvement of pupils' English language proficiency.

Due to a unique historical circumstance and unique cultural history, two languages and three dialects coexist. Cantonese, Mandarin, and English are each represented by three dialects, whereas Chinese and English are each represented by two languages. Hong Kong has a wealth of expertise to offer in terms of both the theoretical and practical aspects of language education. English education may significantly advance if mainland China could learn from Hong Kong's educational achievements. The objectives of this thesis are to assist teachers, offer ideas for new textbooks, and enhance the existing English textbooks.

Interlocutors may need cultural knowledge when speaking with people from various cultural and social backgrounds in addition to linguistic skills like competence in grammar, pronunciation, and discourse, as one of the components of the intercultural communicative competence put forth by Byram. According to Byram (1997), if cultural awareness is promoted in English classes, students will be aware of their own cultures as well as those of others, share their own cultures, and understand cultural differences. In this regard, the Thai Ministry of Education (2008) established a policy that specifies that English instruction in Thailand should heighten students' awareness of both their own and other people's local cultures so they can recognize the similarities and differences between languages and cultures and apply them in various contexts in a global society. Due to the interdependence of language and culture, textbooks are regarded as one of the input sources for both.

Several researchers have looked at the cultural content presented in English textbooks in recent years, including Kaewsakul and Teo (2016) in Thailand, Jing and Laohawiriyanon (2010) in China, Lee (2009) in Korea, Yamada (2010) in Japan, Matic (2015) in Serbia, and McKay (2003) in the United States. Cortazzi and Jin emphasized the importance of textbooks as a teacher, guide, source of knowledge, training instrument, authority, and source of ideology (1999). They act as the framework on which the curriculum and syllabus are built. A lesson without textbooks is ineffective, according to Richards (2001), because they give the class's material and a balance of the necessary teaching techniques. However, in certain instances, as they must follow the ruling of the higher office of education, schools and teachers embrace English textbooks without completely examining the cultural content (Cunningsworth, 1995). In light of this, the goal of this study was to examine how cultural information was presented in a variety of Access English textbooks, with a focus on how the Big "C" Culture (the visible culture) and Small "C" Culture (the invisible culture) were distributed in the language learning skills. Understanding how culture is taught in Thai English classes may be aided by this study's findings. A greater understanding of how to conduct a cultural content analysis and what cultural information ought to be included when developing course materials or textbooks that can help students become more aware of cultural diversity and enhance their capacity for effective communication in a variety of communicative contexts may also be provided to administrators, teachers, and publishers.

It makes the supposition that knowing English is necessary for surviving, communicating with others, and continuing your education in Hong Kong. Textbook topics demonstrate a high degree of practical relevance, close linkages to Hong Kong's social environment, and an emphasis on language and communication abilities. Hong Kong's curriculum also takes into account both language form and language function and views primary and secondary English instruction as a cohesive system. In addition to correctly understanding the fundamental structure of the language, the curriculum demands that students be able to use English in a real-world context. Due to a unique historical circumstance and a unique cultural history, two languages and three dialects coexist. Cantonese, Mandarin, and English are each represented by three dialects, whilst Chinese and English are represented by two languages. Hong Kong offers a wealth of experience in both the theoretical and practical facets of language teaching. English education might improve substantially in Mainland China if it could learn from Hong Kong's educational achievements. This thesis seeks to aid teachers, offer ideas for new textbooks, and enhance the existing English textbooks.

According to Lee & Li (2020), in Hong Kong, there has been an increased need for cultural cultivation among people and tolerance and cultural respect since there has been rapid social change over the recent past decades. A statistical analysis by O'Neill (2017) indicates that since the British colonialists left Hong Kong in 1997, it appears that about 1.5 million new citizens, or 20% of the population, have come from mainland China. Due to the enormous number of cross-border students who move from the mainland to Hong Kong, cross-border marriages between citizens of Hong Kong and the mainland are rather prevalent. In addition to living in China, a large number of junior children and youngsters were born in Hong Kong. Similar to this, 8% of Hong Kong's population is made up of nonchains, an ethnic minority. This has led to an increasing number of foreign domestic people, including Filipinos and Indonesians. The set statistics show that 39.1% of the population are identified as nonchains who are Hong Konger, 31.4% as Hong Konger in China, 17.6% as Chinese, 10.9% as Chinese in Hong Kong, and 42.4% as mixed identities. This shows that Hong Kong and the mainland have varied populations and mixed ethnic groups with various identities. According to Crabtree & Wong (2013), many natives, that is, Hong Kong natives, see the minority group as a liability to society rather than an asset, and racial discrimination against the ethnic group is predominant.

Further, the increasing number of those coming to Hong Kong that is the South Asian ethnic minorities group, created increased resentment among the domicile locals, which led to increased additional barriers in terms of language, stereotyping, cultural variation, and core values, causing increased tension among the social interactions in the society. In recent decades, China's political opening, economic expansion, and relaxation of travel restrictions have led to a considerable rise in the number of Chinese tourists traveling abroad and those coming to China from other nations. Therefore, understanding and researching various cultures is more important than ever. This is especially true in light of certain first-time Chinese visitors' unruly behavior, which regularly causes problems for the nation's reputation by being viewed as aggressive, noisy, rude, and disruptive (Phillips, 2013). Providing a guidebook for civilized tourists is insufficient to increase cultural understanding and comprehension of Chinese culture. Further stating the importance of cultural education in schools, particularly in junior and primary schools, is Masgoret & Ward's (2006) paradigm. The justification for these is that English is thought to play a significant role as a "global lingua franca," as well as in terms of various cultural materials that can be consolidated in instructional materials to facilitate culturally loaded English learning task interaction among learners and for the effective development of intercultural interaction skills (Setyono & Widodo, 2019).

Figure 1.1: Culture representation

## Research Objectives

With the social and cultural change dynamism, mainland China and Hong Kong have been considered vital in developing a comparison when assessing how culture is situated in the ELT textbooks and its application in the two regions. The comparative study gives discretion towards examining the similarities and variations between the two regions in cultural representation among the two regions in its textbooks. The new curriculum standards being taught in mainland China and Hong Kong place more emphasis on giving students access to practical learning experiences as well as cultural knowledge and methods. This is accomplished by comparing the parallels in earlier works (Curriculum Development Council 2017; Ministry of Education 2011; Pan, 2015). Investigating how cultural education is portrayed in the two regions' locally created textbooks is acceptable in this case. It meets the four requirements listed above. The variation is that in Hong Kong, it utilizes the British colony text, and at all levels and subjects, English is deemed to be compulsory. It is deemed worth having an examination as to which the British legacy is deemed to be used continuously and compulsory in the Hong Kong ELT textbooks. Are the key objectives that these research tends to attain :

1. To determine the extent to which are the foreign and domicile (local) cultures presented in the textbooks examined
2. To assess the aspects of culture, products, practices, perspectives, and persons its demonstration in the textbooks
3. To determine if the textbook presents intercultural communicative competence for effective intercultural interaction
4. To determine if the text present gender stereotype

Objective 1

Textbooks are essential educational resources both generally and in particular, for example, in the study of languages. Textbooks are the main sources of knowledge for education.English study and teaching materials. Tomlinson (1998) emphasizes the importance of textbooks by claiming that they serve as learning guidelines for both instructors and students, which benefits both parties. This makes it possible for teachers and students to see what has been learned in the past and what can be done moving forward.

Additionally, textbooks give teachers guidance while they teach by providing a range of examples and models of practice that are relevant to the subject matter being taught, as well as a framework that teachers can use to adapt to the right curriculum. Despite the fact that there are currently online resources for learning English that can be used in classrooms, textbooks are still regarded as being essential in the field of English education.

This is also stressed by Cunningsworth (1995), who claims that English textbooks perform a number of tasks, including introducing written and spoken material, encouraging interaction, providing references to grammar and vocabulary, serving as a source for classroom activities, and offering work that students can access independently and provides self-directed learning.

Furthermore, Cunningsworth asserts that textbooks are the main tool for influencing students' knowledge, behavior, and discipline, even though some textbooks may struggle to hold students' attention. This might happen if the textbook is inadequate to satisfy the needs of both teachers and students. Textbooks are educational resources designed to support the teaching and learning processes and to broaden students' background knowledge and real-world experience. The textbook is regarded as a resource for achieving goals and objectives that have been created in consideration of the needs of the students (Cunningsworth, 1995). Richards (2019) further indicates that textbooks are a crucial component of language programs and the primary source of language input for both language acquisition and classroom English practice. Thus, learning objectives, the balance of skills taught, and various kinds of English language practice activities carried out by students in the classroom are typically built on the foundation of text books. For students learning the language, textbooks are a source of information in the English language and a tool for helping them become familiar with not only the linguistic, but also the social and cultural aspects of language acquisition. Due to the textbook's significance in English classes, researchers have looked at it from a number of perspectives (Ayu and Indrawati, 2018) English is now taught as a local content subject under the 2013 Curriculum, so elementary school students are no longer required to take English classes. In Indonesia, English language instruction essentially began in elementary school. To ensure that each school has the freedom to select the best materials and the best teaching strategy for its English classes. With so many English textbooks currently in use, teachers have a wide choice of possibilities. Given the variety of possibilities, teachers must decide which English textbooks are ideal for their pupils. In order to determine whether English textbooks are suitable for students' needs, it is crucial and necessary to evaluate them.  
The evaluation of textbooks, particularly those for English, is based on taking into account the role of textbooks in learning, particularly learning English, where the textbooks in this study will be considered as a tool that aids in learning English. Because textbooks are used as key teaching instruments and have the potential to affect how students view language, in this case English, study of Stairway textbooks as textbooks is necessary to assess their compatibility with the recommendations for selection of acceptable textbooks. Jusuf (2018) asserts that it is also necessary to evaluate textbooks in order to make sure they meet the circumstances and incorporate the requirements of the teaching and learning process in the contexts of English learning.

Additionally, the value of revising textbooks, especially English textbooks (Demir & Ertas, 2014). When evaluating a textbook or textbooks, Sheldon pointed out that there are two main factors to take into account: Assessment will initially help the teacher select the best book. Second, knowing if a textbook is acceptable or inappropriate will help the teacher understand its advantages and disadvantages. The evaluation of teaching materials, such as textbooks or lessons, is a type of action research, as opposed to Tomlinson (1998), who believes that action research is a type of research that advances our understanding of how teaching materials—in this example, textbooks—function. However, by providing instructors with critical viewpoints and enabling them to properly assess teaching materials from an academic perspective, evaluation of teaching material appears to be able to enhance the development of professional teachers.   
Since the 2013 Indonesian curriculum was implemented, one of the requirements for a good textbook is the thoroughness of the content based on the standard competency, as indicated by the fundamental competencies covered in the book criteria based on BSNP (2007), which also explicitly mentions the requirements for the content appropriateness is the development of the "unity in diversity" perspective. The diversity of communities and cultures, which includes a variety of cultural values and local, national, and global wisdoms, should be acknowledged and respected in EFL textbooks. Teaching language and teaching culture go hand in hand. According to a number of researchers (Colson 2008; Dobrovol'skij & piirainen 2006; Williams 2010), language and culture cannot be separated. Culture exists wherever a language is being acquired, according to Kramsch (1997). putting local problems in the context of EFL

Students are forced to make compromises between their own culture and the culture of the target language as a result of the process of acquiring cultural knowledge. Thanks to the instructional materials and classroom activities that introduce the students to the target culture, the students are essentially able to recognize their own identity. This phenomenon fits Hall's criteria for what constitutes a sociological subject in terms of the identity notion (1996). The process of learning local culture through EFL in the classroom has resulted in the students interacting, haggling, and defining their own identities. Students who are studying the target language are utilizing it to communicate their own local cultural knowledge and to learn about a foreign culture, in addition to learning the principles of EFL.

On the other hand, many EFL textbooks lack overt cultural elements, according to Sharif and Mohammadi (2013). When Hermawan and Noerkhasanah (2012) looked at a number of Indonesian elementary school textbooks, they found that the history of the nation was scarcely mentioned.

There are several implicit biases against users of the English language, despite the fact that it was written for use in the Indonesian environment.

Analyzing some of the cultural ideas included in the English language textbook was the aim of this study. The history of the country received very little attention in the primary school textbooks studied by Hermawan and Noerkhasanah (2012) in Indonesia.

Even though English was created to be used in Indonesian contexts, there are still a number of hidden biases against its users.

The purpose of this study was to examine some of the cultural concepts that were included in the English language textbook. The western culture of this society is well known. Cortazzi & Jin (1999) defined the term "international target culture" as a culture that is neither the target culture nor the source culture. Furthermore, it is a culture that has its roots in a country that does not value English as a first or secondary language.

Using a framework from Yuen (2011), the author examined the cultural content to determine how cultural elements were represented. People, things, practices, and perspectives are a few examples of observable aspects of culture. Products: observable cultural elements, such as culturally specific manufactured goods Icons are well-known people who stand in for a particular culture. Examples include famous musicians, poets, writers, national heroes, athletes, and artists. Practices: Cultural elements such as rituals, activities, and cultural practices that make references to a particular culture. Perspectives are how a particular group of people see something that is particular to their culture.  
ELT textbooks include depictions of diverse cultures and societies from throughout the world, claim past research (Phillipson, 1992; Prodromou, 1992; Kramch, 1993; Modiano, 2001; & Taki, 2008). (such as source culture, target culture, and international target). The objective of this study, in contrast, is to use qualitative content analysis to more fully comprehend and explain the cultural content in the new curriculum textbook that has Western culture as the target culture, Indonesia as the source culture, and other cultural content as a global target culture. Determining how cultural content is portrayed in textbooks created by Indonesia's Ministry of Education and Culture and used by students in the tenth grade is the aim of this study.

**To assess the aspects of culture, products, practices, perspectives, and persons its demonstration in the textbooks**

Practices include social interaction routines and actions. Practices involve the use of products. They represent comprehension of social dynamics within a particular culture as well as "what to do when and when" (p. 50). Products are the tangible or intangible creations that a particular culture produces. They represent a culture's points of view. Artwork, a church, a book, and a pair of chopsticks are examples of tangible objects. Examples of intangible products include a sacred dance, a song, a legal code, a song, and an oral tale. Perspectives are the philosophical stances, significances, attitudes, values, beliefs, and concepts that underlie a society's cultural practices and outputs. They demonstrate a civilization's worldview.

Examples of the relationship among the three

Whatever the form, a cultural product exists within a culture because of the perspectives (underlying presumptions) of that culture and is used as part of activities within that culture. People are rated in several Asian societies based on their age, social standing, level of education, and other characteristics. In such societies, it is highly valued to exchange business cards, a commodity that holds vital information. Because it promotes social interaction and is respected in certain cultures, it is inappropriate to provide a second name or phone number on a business card. The information on the card also directly affects the participants' nonverbal conduct (practice) during the communicative encounter in addition to their choice to employ specific linguistic forms (products) to express their status. In the past, Americans have typically prioritized youth over old age (a perspective). As a result, products like face creams, high-fiber cereals, and fitness equipment that make the claim to maintain youth and vigor have become embedded in our culture. Simultaneously, practices that are viewed as preserving youth and health are promoted, such as physical education in schools to encourage activity, the purchase of running shoes or memberships in fitness centers, and extreme measures to appear younger, such as plastic surgery or the wearing of clothing associated with the younger set (products). In Spain, bread is considered to be a necessary part of each and every meal (perspective). Fresh, long baguette-style loaves of bread are baked and sold every day at panaderas (products). At the table, people tear off pieces of bread rather than cutting them, and they commonly use the bread to scoop food onto eating utensils (practices). No butter is provided with the bread.

## Research Questions

The following are the critical research questions that the study has focused on:

1. To what extent are the foreign and domicile (local) cultures presented in the textbooks examined?
2. Are the aspects of culture, products, practices, perspectives, and persons demonstrated well in the textbooks?
3. Does the textbook allow learners to enhance intercultural communicative competence for effective intercultural interaction?
4. Does the text present gender stereotype?

## Operational Definition

This demonstrates the definition of each of the key terms that is being used in these paper has been demonstrated in the part below .

#### Operational Definition Keyword One

**ELT textbooks and culture learning:** The national curriculum has predominated English language education (ELT) ever since the Common European Framework of Reference for Languages (CEFR) was implemented in 2004. (Valax, 2011).Focusing on learner needs alone is no longer enough; we must also consider how the classroom environment can develop students' linguistic and communicative competencies. Teachers must use an appropriate methodology designed for their target audience to achieve this goal. Teachers must use an appropriate methodology designed for their target audience to achieve this goal.

In mainland China and Hong Kong, ELT textbooks are written in simplified characters. In Hong Kong, however, traditional Chinese characters are still used and are very important to the culture. In mainland China and Hong Kong, students learn English by reading textbooks. In Hong Kong, students learn English through conversations with native speakers. This allows them to have a better understanding of other cultures and languages. Mainland China and Hong Kong have different cultures than Hong Kong. The main difference is that mainland China and Hong Kong have more contact with Westerners because the people are more open to learning new things outside their countries (Gan, 2009).

Hong Kong has less contact with Westerners because they are more closed off from other countries due to their great cultural pride towards their own country. They do not want people from other countries coming into their country because they feel like it might change everything about how things work in their country, which could cause problems for them when it comes time for them to vote on who should lead them or make decisions about what kind of laws need changing. Hence, everyone has equal rights no matter what race/ethnicity/religion they belong to or even if they are.

The cultural learning of foreign languages is a complicated process that requires a lot of effort and dedication. The main reason for this difficulty is that many different cultures worldwide have unique values and beliefs that differ from those of other cultures. Students who have been taught using textbooks with ELT are more likely to appreciate cultural differences between people from different religious, geographic, ethnic, and socio-economic backgrounds (Jackie & Xinghong Li, 2020). This is because these students will have learned about these differences through a systematic language-learning process. They will have learned about these differences through reading, listening, and watching. The process of learning these concepts has helped them to be more aware of their cultural background and also the cultural background of others.

As an example of this phenomenon, consider a student from a country where religion is highly valued. In this case, they may be more likely to speak with their friends about religion than if they lived in a country where religion plays less of an essential role in daily life. However, these students could still understand what their friends were saying because they had been exposed to similar ideas through their education system. In addition to helping students appreciate cultural differences between them and others in their class or group assignment, ELT textbooks and culture learning can also help them better understand how people around the world view things differently than they do. How ELT textbooks and cultural education help students comprehend that there are people in mainland China and Hong Kong from different religious, geographical, racial, and social origins.

In the 21st century, it is becoming more and more difficult for mainland China and Hong Kong students to learn about their own cultures. Both countries have been under the influence of Western culture for a long time but have yet to incorporate Western values into their educational system fully. This has caused many problems in terms of the ability of students from these regions to learn about their own cultures. As a result, many Chinese students find it difficult to comprehend the cultural differences between people from varied socioeconomic, ethnic, and geographic origins.It is essential that teachers teach students about their own cultures as early as possible so that they can develop an appreciation for other cultures as well. This appreciation will help them integrate themselves into society better overall because they will be able to see how other people live their lives differently than they do. Teachers should ensure that textbooks include information about all major religions to ensure that Chinese students understand how people who belong to different religions view each other differently than they do themselves (Wang).

The students will learn to respect other people's cultures and beliefs using these methods. They will also learn how to communicate with others from different backgrounds. If the teachers use this method in a classroom, they can have more open discussions about cultural differences among their students. You can also help them understand how their own culture compares with other cultures worldwide. This will help them appreciate what they have instead of being judgmental towards other cultures.

#### Operational Definition Keyword Two

English Language Textbook

Using textbooks as the primary learning resources is an essential component of teaching a foreign language (Sheldon, 1988; Tomlinson, 2017). In addition to providing goal forms and meanings as language input, textbooks for foreign languages also direct cultural and ideological inputs and maybe model learning processes, helping to improve language competence and intercultural communication potential (Xiang & Yenika-Agbaw, 2021; Yuen, 2011).

China's overall condition is significantly impacted by the creation of textbooks, and educational policies have evolved in tandem with socioeconomic change. The central government was the only recognized supplier of English textbooks prior to the decentralization policy's implementation in the middle of the 1980s, which permitted local developers to produce textbooks. Growing global cooperation during the decentralization process led to a boom in the local textbook industry.

A national textbook censoring council was established in 1986 to ensure the standard and applicability of the textbooks.

In recent years, the central government has modernized textbook manufacturing with a focus on culture, values, and ideology. To oversee and manage matters relating to national educational materials, the State Council established the National Textbook Committee in 2017. During the 13th Five-Year Plan period, China made an effort to develop the "Five Systems" of textbook construction, according to the Department of National Textbook of the Ministry of Education in 2020. There are systems for managing leadership and work, managing textbooks, editing and rating textbooks, managing finances, personnel, and infrastructure, and developing new curricula and instructional materials systems all included. By 2020, all educational levels in China will use close to 190,000 different textbook types, according to official statistics.

The development of textbooks in other languages is essential to the country's educational system. In 2018 and 2020, respectively, the Ministry of Education (MOE) modified and released curriculum plans and curriculum standards for 21 disciplines in senior secondary schools. Six foreign languages were covered in these courses: English, Japanese, Russian, German, French, and Spanish. As a result, the Ministry of Education approved the senior secondary school textbooks for these six subjects in 2020. These textbooks were updated or developed in accordance with the guiding principles of the curriculum plans and curriculum standards. Early in 2019 and ending in April 2022, a thorough revision of the curriculum plans and standards for compulsory education got under way. The new curriculum plans and standards are being implemented at the same time as updates to the primary and junior secondary school textbooks are being made.

Culture Representation

*Cultural representation* is a theory that Stuart Hall put forth in the area of cultural studies, which first appeared in the 1960s in Britain. Hall is recognized for having made important contributions to the field, particularly for drawing attention to how gender, race, and ethnicity are represented culturally. One way to view culture is as a set of universal principles that unite people. Social practices are produced as a result of these pervasive beliefs, and social practices have purpose. The media, entertainment, and other facets of popular culture have a big impact on how we see other people. Popular culture is often the main source of information for many of us regarding others who are different from us. The issue is that a lot of depictions are based on cultural stereotypes, which have a tendency to denigrate and caricaturize members of minority groups. These depictions give us a constrained and skewed perspective on others. The entertainment and news industries both play a significant role in the creation and maintenance of negative cultural stereotypes, particularly those that concern racial and ethnic groups. In television and film, characters from underrepresented racial and ethnic groups frequently fall into formulaic cliches, and their plot lines readily adopt cliched narratives. The repetition of these representations reinforces stereotypes and makes them more readily available in our minds. For instance, black men and boys are frequently portrayed negatively in news and entertainment media. The media's positive portrayals of black men are typically limited to the sports and music industries and frequently contain links with crime or poverty. A study of local news coverage found that black individuals are disproportionately portrayed as criminals while white people are more usually portrayed as the victims of crime. Despite the fact that most crimes are committed by members of the same racial group, the media exaggerates the prevalence of black-on-white crime. Despite the fact that these depictions are inaccurate, they are typically accepted without examination because they fit with commonly accepted cultural assumptions.

To shift attitudes, we must alter our cultural environment so that it celebrates people of color in all of their multifaceted humanity rather than relying on tired caricatures. Popular culture is a crucial medium in our project because it may be used to promote representations that are more nuanced and diverse. The Perception Institute is aware of this potential, and as a basis for challenging and enlarging current representations, we use social science research on how stories can change people's perceptions. In order to understand how cultural factors impact implicit bias, racial anxiety, and ultimately behavior, The Perception Institute also conducts empirical analyses of cultural factors.

## Significance of the Study

The publication of the elementary school curriculum reform compendium marked the start of the new curriculum reform across the country (trial). As reforms became more extensive, the idea of "one syllabus, one textbook" was amended. For use in classrooms, the Ministry of Education has recommended a large number of extra texts. Many textbook series are introduced under a single syllabus, and in certain cases, there are multiple syllabuses for the same course. Therefore, it is vital to choose the right textbooks in all stages of education. We value the textbooks from Hong Kong as a resource because of their diverse formats. By looking at ELT textbooks in Hong Kong, we can provide a reference for the creation of English textbooks for Mainland China.

By contrasting and evaluating the two editions of the junior middle school English textbooks, it is feasible to summarize the process of designing and compiling instructional strategies. This will make it easier for teachers to apply various techniques of instruction, enabling them to arrange their lessons more effectively and assisting students in learning English. The use of textbooks will increase, the English classroom environment will be improved, students' interests will be piqued, and middle school English instruction will advance as a result.

The comparison of these two versions provides a helpful resource for textbook adaptation, compilation, and use. It is beneficial for the variety of incoming junior middle school English textbooks and serves as a tool for educational departments to choose the suitable textbooks.

References

**Textbook**

Shanghai Education Edition (Oxford Edition) Junior High School English Grade 7 Volume 1 | Electronic Textbook (HD Full Version)

沪教版(牛津版)初中英语七年级上册|电子课本(高清完整版）

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