

**Title:** Exploring the Student's Understanding of Cultural Contents in SSC English Textbook



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## **Abstract**

Teaching English by integrating culture makes students aware of their linguistic performance based on culture, which enables their communicative abilities. Researchers have discovered the importance of cultural content in textbooks and how it has become trending for research in this regard (Siddiqie, 2011). Since students are the major stakeholder in this case, this study explores the students' understanding of the cultural contents in their textbooks. A mixed method will be applied to collect the data through questionnaires for students and semi-structured interviews with the teachers. The study will provide impactful insight for further developing the textbook.

**Keywords:** SSC English Textbook, cultural contents, sociocultural theory, ICC framework

## **Introduction**

To keep one's language and culture secure lot of works has been done on this top-notch filed. China's works are impressive to protect English invasion (under the hood American's) on their languages and cultures. Keep unity and cope up the glove the researcher has conducted to develop language policy and curriculum. However, in Bangladesh hardly have seen the works on the cultural content of English textbooks. Siddique (2011) had conducted research on SSC English text book in 2011 based on theory. There is no works on student's understanding of cultural content in their text books. To bridge this gap this study will bring a hopeful picture in this filed.

## **Research Questions**

1. What is the level of understanding among the SSC students regarding the cultural content of the English textbook?
2. To what extent concerned are the students about the cultural content in the SSC English textbook?

## **Significance**

This research will provide insight of the students for cultural content understanding, which will be considered for future curricula and developing textbooks. Moreover, this will fil-up the gaps in literature review of student's perspectives for the time.

## **Literature review**

Unlike Bangladesh, many countries like China, Malaysia, Indonesia, Turkish and so on have put a considerable emphasis on the factor how English should teach integrating culture in the mainstream education of foreign language learning to keep pace the glove. As Kachru(1986) said English have got Aladdin's lamp for international communication and understanding, now Globalization urges economic, political and cultural interaction among different countries, communities and sociocultural groups.(Xiang & Yenika-Agbaw, 2021). Moreover, intercultural commutation competence(ICC, Byram, 1997) enhance the tolerance of the others culture as Nguyen said, students who get the knowledge of a particular culture can develop their positive attitude in the community and become more tolerant of other cultures (Riadini & Cahyono, 2021).Brown (2001) stated that students who can better engage themselves in the use of the language are those who are exposed to the culture associated with the language (Riadini

& Cahyono, 2021). Moreover, Siddiqie(2011) mentioned that the use of English as a ‘lingua franca’ by the people, who do not speak it as first language in international situations rationalizes the inclusion of international cultures in language teaching textbooks (Cortazzi & Jin, 1999). However, this study will examine the culture content taking the Cortazzi and Jin’s (1999) three cultural sources: local, target and international. For lack of expertise, the researcher will define the cultural source based on the regional origin underpinning Kachru and Nelson’s (1996) three circle model.

## **Methodology**

This is mixed-methods research for content analysis. The researcher explores the cultural contents of the SSC English textbook in two famous public schools in Dhaka. 30 students will participate in this research. A semi-interview will be conducted for four teachers. As for Knowledge gap 10 minutes session will have to convince the students about three cultural sources. Then their opinion will be taken through questionnaire. Here the form of indented methodology:

Methodology	Mixed
participants	Teachers and Students
Number of students	30
Number of teachers	4
Number of Institutions	2
Tools	Questionnaires, semi-structured interview

## **Ethical consideration:**

All information about the samples will be confidential. All data will be collected with the consent of the participants. There is no deceptive data in the research.

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