

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, a lot of work has been done in this top-notch field. China's works are impressive to protect against the English invasion (under the hood American's) of their languages and cultures. To Keep unity and cope with the glove, the researcher has conducted research to develop language policy and curriculum. However, in Bangladesh, we have hardly seen the cultural content of English textbooks. Siddique (2011) conducted research on the SSC English text book in 2011 based on theory. There is no work on students understanding of cultural content in their text books. To bridge this gap, this study will present a scenario in this field.

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 insights from the students for cultural content understanding, which will be considered for future curricula and textbook development. Moreover, this will fill up the gaps in the literature review of the student's perspectives for the time being.

Literature review

Unlike Bangladesh, many countries like China, Malaysia, Indonesia, Turkey, and so on have put a considerable emphasis on the factor of how English should be taught, integrating culture into the mainstream education of foreign language learning to keep pace with the glove. As Kachru (1986) said, English has got Aladdin's lamp for international communication and understanding, and now globalization urges economic, political, and cultural interaction among different countries, communities, and sociocultural groups (Xiang & Yenika-Agbaw, 2021). Moreover, intercultural communication competence (ICC, Byram, 1997) enhances tolerance of other cultures. As Nguyen said, students who gain knowledge of a particular culture can develop a 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, Siddique (2011) mentioned that the use of English as a 'lingua

franca' by people who do not speak it as their first language in international situations rationalizes the inclusion of international cultures in language teaching textbooks (Cortazzi & Jin, 1999). However, this study will examine the cultural content using 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 mode.

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 the knowledge gap, a 10-minute session will have to convince the students about three cultural sources. Then their opinion will be taken through a questionnaire. Here is the form of the 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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