REPRESENTATION OF ENGLISH CULTURE IN OXFORD ENGLISH TEXTBOOKS OF CLASS 1-5

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ABSTRACT

The study investigates that how through textbooks students learn different cultures and what is the impact of these cultural elements on their day to day life. As we know that through different tools culture of different nations have been stimulating in our country. There are different reasons behind endorsing their culture in country like Pakistan one of them is to get power over Pakistan. Textbooks play an important role in today's school world since most of the teachers use them as the most important tool in teaching. The curriculum document is useful, as it contains the descriptions of the most important aims of each school subject and the general educational goals of comprehensive school. One important general goal mentioned in the Finnish national curriculum is supporting equality between the sexes (Framework Curriculum for the Comprehensive School 1994:15, 17, hereafter called "Framework 1994". The framework which is used for the analysis is 'the theory-based analysis'.

INTRODUCTION

Textbooks play vital role in students learning.As a basis for the analysis of study we use the framework for the content for cultural learning by Byram and Risager. The present study leans on the criteria for evaluating cultural content in EFL textbooks by Byram et al. (1994: 51-52) and by Risager (1991:182-183, 188) and the method of analysis is a qualitative method called theory-based content analysis. This study concentrates on defining the concept of culture and the relationship between language and culture. The teaching of English languages concentrates at the same time on vocabulary, structures, grammar and communication as well as on thematic content (e.g. text book chapters) and learning strategies.

The research method which is used in analysis of English textbook was a qualitative and qualitative method. Here the content analysis is a text analysis that aims to get a general and summarized description of the problem. The method for the representation of the culture in the English textbook of grade 5 taught in Pakistan. The required information is collecting through reading. The study continued the analysis by comparing findings of the representation of the target cultures in the textbook. To the set of guidelines proposed by Michael Byram, Carol Morgan and colleagues for the content of cultural learning, which is outlined and recommended in their book Teaching and learning language and culture (Byram et al. 1994:51-52).

Purpose of the study

The purpose of the study was to find out the western cultural elements represented in English textbooks taught in Pakistan at grade 1-5.

Methodology

Textbooks plays very important role in teaching especially in classroom activities. According to Johnson (1993: 24) all kinds of text and books can, of course, be used for educational purpose and the term textbook is neither précised nor stable. In our study textbook means a book which is part of syllabus and approved by Oxford Publication for classroom practices. My study of investigating culture in textbooks revolves around the English textbooks of class 1-5 which are part of syllabus of most of private schools of Pakistan. This book is published by Oxford Publication. We have selected grade 1-5 books for western cultural analysis. we have studied the all books then we point out the cultural contents according to these following points.

1. Social identity
2. Social interaction
3. Religion
4. Dressing
5. Eating
6. Greetings
7. Recreations

Data Presentation: The total cultural contents of book 1: 74
English Book Progressive Class 1 Published by: Oxford Publications

SN	Features	Elements	Percentage
1.	Recreations	Dancing(2),playing(1),swimming(4),running(1),reading(3), singing(2),watching TV(1),birthday party(2).	16=21.62%
2.	Eating	Ice-cream(1),egg(1),cake(1),bread(1),jam(1), sandwich(1), tea(1),fish(1),cold tea(1),meatball(1),cereal(1), cheese(1), juices(1),chocolate(1).	14=18.91%
3.	Dressing	Shorts(3),trousers(3),shirts(3),socks(1),skirt(1),hat(1),coat(2).	14=18.91%
4.	Greetings	Hello (2), hi (1), thank you (1), good bye (1).	5=6.75%
5.	Relations	Brother(1),sister(10),mummy(2),daddy(6),mother(1),father(1), mum(1),friend(1).	23=31.08%
6.	Names	Bob (1), Tom (2).	3=4.05%
7.	Religion	None	0

Book: 2
Total contents: 82

SN	Features	Elements	Percentage
1.	Recreations	Football (1), cricket (2), watching TV (1), picnic (1), reading (1), computer games (1).	7=8.53%
2.	Eating	Dinner(3),ice-cream(1), buns(1),cake(1), breakfast(1)	7=8.53%
3.	Dressing	Skirt(1),shirt(2), trousers(2),hat(2), coat(1),shorts(1).	9=10.97%
4.	Greetings	Dear(3),hi(1),	4=4.87%
5.	Relations	Friend(5),sister(2), father(3),brother(3), mother(1),uncle(2), grandma(2), grandpa(2),aunty(1), mummy(1),wife(4).	27=32.92%
6.	Names	Tom (6), Chimp (7), Badger (4), Mol (10), Molly (1).	28=34.15%
7.	Religion	None	0

Book: 3
Total contents: 94

SN	Features	Elements	Percentage
1.	Recreations	Football(1),drama club(2), swimming(2), watching movie(1),painting(1), shopping(2),cooking(1).	10=10.63%
2.	Eating	Supper(8),lunch(3),snacks(1), jam(1),slice(1),cake(2), chocolate(3),cold drinks(2), ginger bread(1),ice-cream(1), chop sticks(1).	24=25.53%
3.	Dressing	None	0
4.	Greetings	Hello (8), good morning (2), welcome (1), good bye (1), good afternoon (1).	13=13.82%
5.	Relations	Daddy(5),dad(3),aunty(1), uncle(2),friend(1),mummy(6), mum(1),aunt(1),grandpa(2), baby(1),grandma(1).	24=25.53%
6.	Names	Maggie(1), Millie(1),Burke(3) May(1),Molly(1), Bate(1), Sandra(1),Emma(1),Dan(2), Dave(1),Steve(1),Sophie(1),Fang Ming(1), Bruno(1),Gin(1),Tom(1),Dorothy(1), Henry(1),Gretel(1),Hansel(1).	23=24.46%
7.	Religion	None	0

Book: 4
Total Contents: 369

SN	Features	Elements	Percentage
1.	Recreations	Volleyball(1),basketball(4),football(2), picnic(2),violin(3),computer games(1),music(2),swimming(5),tennis(1), table tennis(1),cricket(2),film(14)trip(5).	43=11.65%
2.	Eating	Lunch(4), bottle feeding(1), biscuits(1),breakfast(2),tea(3), cold drinks(1), supper(2), milk(2).	16=4.33%
3.	Dressing	None	0
4.	Greetings	Hi (3), hello (3), welcome (1).	7=1.89%
5.	Relations	Sister(1),brother(2),husband(2),parents(3), father(9),mother(8),mum(8),aunty(10), uncle(5),grandpa(7),dad(14),daddy(2), grandmother(1).	72=19.51%
6.	Names	Harry(18),Dan(33),Sandra(2), Emma(11), Charlie(4), Jack(8),Dave(2),B (5),Mary(12),Sophie(4), Ed(1), Steven(1)Jonathan(10),Stewart(1),Marcus(10), Jennifer(5),Greg(5),Mark(12),Johanna(1), Dave(1), Caned(1),Alice(15),Carlyle(1),D(4),Gran(10), Beth(7),Andy(8),Holly(8),Bridget(6),David(1), Milton(8),Sally(1),Steve(12),Hermione(3).	231=62.60%
7.	Religion	None	0

Book:5
Total Contents=257

SN	Features	Elements	Percentage
1.	Recreations	Hockey(4),football(3),shopping(4), exercise(6),swimming(6),cycling(2), running(2),films(1),painting(1), trip(1),watching TV(4)fishing(3).	37=14.39%
2.	Eating	Pizza(4),bread(4),eggs(6),tea(2), butter(3),cake(2),omelets(4), pancake(2),milk(2),flour(2),coffee(2), sardine(1),soup(1),macaroni(1),chips(1), candy(2),fish(1),lunch(3),supper(3), soft	51=19.8%

		drinks(1),mess(1), sandwich(3).	
3.	Dressing	Trousers (1), dressing gown (1), long coat (1).	3=1.10%
4.	Greetings	Good luck (1), thanks (2), hello (1), oh dear (1).	5=1.94%
5.	Relations	Mum(6),dad(7),friend(4), neighbor(2), cousin(2),brother(4), uncle(2),grandpa(5),mummy(3), parents(2),grandmother(4), father(3), class mate(1), partner(1),wife(2), children(2), sister(6),teacher(2), aunty(3).	61=23.73%
6.	Names	Ann Daniel(4), Caroline Hamilton(6), Pom(3),Jin(3),Dan(6),Judy(4), Lucy(2),Alice(4),Kate(2), Gracie(2),Emma(2),Ann Bate(3),Sandra(5),William(5), WayneBoyle(2), Steve(4), Emily(3), Sumba(4),Tony(2),Allen(2),Ben(3), Charlie(3),Babel(2),Maisy(2),Humple(2), Hazy(2),Rumple(2),Bazy(2),Mitos(1), Bate(3),David(2),Stevenson(1), Alanbreck(3),Bridget(1),John(3),Luke(2).	102=39.68%
7.	Religion	Christian	1=0.38%

Overall analysis

The following table presents quantitatively the main findings which are discussed earlier as book wise:
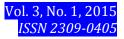
Total number of books: 5

Total cultural contents of the book: 876
1.   Recreations
2.   Eating
3.   Dressing
4.   Greetings
5.   Relations
6.   Names
7.   Religion

We studied western cultural contents in Oxford syllabus of grade 1-5 which is being studied in Pakistan. There are also chunks of Pakistani cultural contents in it. But it seems that authors want to promote western culture in Pakistan rather than eastern.

DISCUSSION

This research consists of 5 textbooks of grade 1-5 by Oxford Publication. These books are for children so title pages have pictures like children are playing or eating. According to our observation these 5 books represents western culture.

In book 1 there is little introduction of western cultural elements. More focus is on recreations and eating because at this stage children are more interested in playing and marry making. In book 2 more focus is on relations than other cultural elements. In book 3 Names are also introduced. All cultural elements are discussed on large scale. In book 4 family relations are given more importance. Recreations have been expanded in this book. For example, table tennis, violin, volleyball, Basketball, swimming etc. In book 5 religion and festivals are also mentioned. In this book relations other than family are also present. For example, classmate, partner, cousin, neighbor, teacher, etc. Children are introduced with society in order to make them social able because at this stage children's attachment with society is also increased.

CONCLUSION

Overall percentage of cultural elements in these books is:
Names: 44.17%
Dressings: 2.96%
Recreations: 12.89%
Greetings: 3.88%
Relations: 23.63%
Religion: 0.11%
Eating: 12.78%

In west relations are of little importance, so that the element of relation there is much description of relations in Oxford syllabus because they want their children to understand the importance of relations. The overall percentage of relations in these books is 23.63%.There is no space for religion in West and this fact is highlighted in Oxford syllabus.So religion is neglected and we see that only 0.11% is of religion. Recreations and relations are given equal importance to some extent. These books are best representative of western culture.

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