

CONTENT ANALYSIS OF PULSE 2 TEXTBOOK'S READING TEXTS

Wan Alia Athira Wan Nazari¹ and Azlina Abdul Aziz²

¹National University of Malaysia, Faculty of Education
43600 Selangor, Malaysia

²National University of Malaysia, Faculty of Education
43600 Selangor, Malaysia

ABSTRACT

The implementation of the Common European Framework of Reference (CEFR) in English language teaching prompted the Malaysian Ministry of Education to substitute the locally produced textbooks with imported textbooks. Notwithstanding the merits of CEFR-aligned textbook, the question that arises is whether the global textbook fulfil the local students' requirements, especially the ones prescribed as the basic textbook in Malaysian English classrooms. Hence, the purpose of this study is to examine the generic structure and cultural representation of CEFR-aligned textbook in particular reading text to determine which genre is more dominant, types of culture and how cultures are represented. The study employed a qualitative research design where content analysis is being used for data collection. The study yielded three main findings. First, it was found that the most dominant genre in the reading texts is expository. Second, the proportion of source culture, target culture and international target culture are treated unequally. Third, in pertinence to how cultures are presented, the author attached more weight to the sociological aspect. The paper culminates with recommendations and concluding remarks, hoping to shed light on the content of Pulse 2 textbook in the Malaysian context.

KEYWORDS: Malaysian English curriculum, Common European Framework Reference (CEFR), content analysis, generic analysis, cultural analysis.

1. INTRODUCTION

For the last decades, the Malaysian English curriculum has transformed in staggering stride to cater to the needs of the national educational system. English is taught as early as at preschool level at the age of 5 to 6 years old and becomes a compulsory subject to students in primary (age 7 to 12 years old) and secondary levels (age 13 to 17 years old). However, full exposure to the English language since the tender of age does not guarantee ones becomes proficient in English. According to Datuk Shamsuddin Bardan, the Malaysia Employers Federation (MEF) Executive Director, the main problem faced by fresh graduates is the inability to communicate in English especially during job interviews, hence lower the chance of employability [1]. Therefore, to restrain the deteriorating standards of English language among young learners, the Malaysia Ministry of Education has made a momentous transformation in the educational

policy to comply with the global standards [2].

The reinforcement of English Language Roadmap 2015-2025 has been taken as the main guideline for this holistic change. One of the decisions made by the board of council is to adapt the Common European Framework of Reference or CEFR into the Malaysian English syllabus. CEFR is introduced in 2017 and was officially implemented in 2018 in the Malaysian classrooms [3]. CEFR is designed by the Council of Europe to measure the proficiency of English language through six levels of grading; A1, A2, B1, B2, C1 and C2. The Star Online (2018) reported that in October 2017, the Ministry of Education introduced new imported English textbooks from United Kingdom - Super Minds for primary students and Pulse 2 for secondary students, to align with the CEFR's benchmarks of standardising English, retiring the Standard Curriculum for Primary and Secondary Schools textbooks [4]. Acknowledging the urgency to prepare Malaysian students with a good grasp of English language, these international-published textbooks were expected to uplift the language competency to achieve CEFR's target of proficiency levels. Starting 2018, the usage of Super Minds and Pulse 2 textbooks were fully implemented in the Malaysian English classroom.

There have been debates from the authorities as to whether Pulse 2 textbook's reading texts are capable and competent enough to accommodate the learning culture among English language learners in Malaysia. According to [5], the learning materials presented in the classroom should at least be able to provide the first-hand theoretical comprehension needed by the students, apart from the instructions given by teachers. This statement leads to more questions than answers of how far Pulse 2 textbooks can scale up the understanding of the English language and fix language proficiency among English learners especially students in rural and remote areas. Also, many have argued about the suitability of the reading texts used in Pulse 2 textbooks in tolerating with the Malaysian context.

The main issue that has been brought forward is the content of Pulse 2 that is not in line with the local context. Zairil Khir Johari, a member from the Malaysian Democratic Action Party (DAP) argues that learning components in the textbooks are designed for Spanish students [6]. In the same article, he stated that one of the tasks in the textbooks requires students to translate poster in Spanish language and lapiz (Spanish word) in the English language. Plus, students are also instructed to watch a British television programme which is only accessible in the United Kingdom in order to complete the tasks given. Few other illustrations eliminate local content and utilise foreign cultures and elements in Pulse 2 textbooks. Students who have lack of exposure to culture-specific elements like car boot sale or Red Poppy Day will not be able to comprehend the content due to cultural barriers. Teachers, who are not familiar with foreign cultures, will encounter difficulties in making the connection between language and targeted culture to the learners. Contradictorily, Barfield's and Uzarski's study [7] demonstrated that besides injecting more fun,

students have a higher comprehensive grasp of the language if local content and elements are integrated into language learning.

Another concern on the implementation of Pulse 2 textbooks is the credibility of local authors to produce competent textbooks that up to par with the international- produced textbooks. The latest study was conducted in 2020 by EF English Proficiency Index to examine the proficiency of the English language among non-native speakers in 100 regions. The result has shown that Malaysia has been ranked 26th out of 100 and 3rd out of 25 in Asian in English proficiency level [8], which leaves a big question mark; is it worth it to spend over 30 million for imported textbooks? Last but not least, the availability of digital materials [9]. Almost every page in Pulse 2 textbooks has references to online components, yet students are not provided with the CDs to access the audio and visual materials when purchasing the textbooks. Compared to the previous local textbooks where students can access the digital materials by scanning the QR code via an online application, only two CDs have been allocated to teachers at each school which can only be used in the classroom. This issue facilitates an ineffective learning to students who want to revise at the end of each lesson because of the inaccessibility of digital content.

Looking at the bright side, Pulse 2 has plenty to offer. According to Noor Azimah Rahim, the president of Parent Action Group for Education (PAGE), foreign- edited textbooks would elevate students' proficiency in English because the standard used in Pulse 2 textbook is aligned with the CEFR's standards [10]. In the same article, Tajudin Rasdi, a professor at UCSI University, asserts that Malaysian students are exposed to advanced level of learning English since the content of Pulse 2 is written by professional British writers. Through language development, students should be prepared to look beyond their comfort zone and Pulse 2 offers diversity exposure to the global content. Apart from that, this view is supported by Harry Tan, the Secretary-general of National Union of Teaching Profession (NUTP). He agreed that assimilating foreign cultures in Pulse 2 textbooks would trigger students' interest to read more.

Based on the debates mentioned above, it is known that the immediate replacement of local English textbook with new imported textbooks has urged many individuals and groups to speak out against this move. Nevertheless, there is a paucity of literature examining the content of Pulse 2 textbook to shed light on the linguistic and cultural elements presented in this particular textbook. After reviewing the literature pertaining to Malaysian textbooks, there are limited studies done in content analysis particularly in Pulse 2 textbooks. With intention to fill in this gap, the present study was done to investigate the genre and cultural representation in reading texts of the internationally-produced textbook Pulse 2 in giving actual comprehension among Malaysian students. It has been noted that reading comprehensions are as important as other major skills (writing, listening and speaking) in a well-written textbook.

2. Materials and Methods

2.1 Research Design

The research design used in this study is qualitative. The researcher has selected a qualitative research method because content analysis is required in collecting the data for this study. Content analysis, or also known as document analysis is regarded as qualitative research because it matches the features of being exploratory, descriptive and non-numerical.

2.2 Research Sample

For this study, the researcher will examine Pulse 2 textbook in particular reading texts. Introduced in 2017, Pulse 2 textbook is derived from United Kingdom, written and edited by British author, Michele Crawford. Similar to Super Minds, Pulse 2 is an international Cambridge-certified textbook published by MacMillan which headquarters is based in the United States. Every unit consists of two reading texts, i.e. reading comprehension and cultural awareness texts, consists of 126 pages and is aimed at level A1 CEFR.

There are two main reasons why this particular textbook has been chosen as the research sample for this study. First, Pulse 2 textbook serves as the basic textbook for teaching English in the Malaysian classrooms and has been distributed to all government and private schools across Malaysia. Second, there were limited studies that have been conducted to analyse the reading texts based on the aspect of generic structure and cultural elements. The corpus of analysis does not involve any content that is not associated with reading texts in the Pulse 2 textbook. The corpus that is going to be analysed is reading materials which covers two sections, i.e. reading comprehension and cultural awareness text representing each unit.

2.3 Data Collection Procedure

For data collection, the researcher utilises documentation study. The researcher will first gather all the relevant texts in the Pulse 2 textbook. For this study, reading passages are the corpus that is going to be analysed. Secondly, the researcher will organise a planning scheme and make copies of the originals for annotation purpose. Then, the authenticity of the texts will be clarified before going into the communicative use of the reading texts. The researcher will identify the background information portrayed in each reading text such as the tone and style before delving in details. Close-up analysis will be conducted to investigate the generic structure and cultural elements represented in the reading texts.

To ensure the accuracy of the written texts from Pulse 2 textbook, the researcher will utilise a software called OCR or Online Character Recognition which functions in generating the scanned graphic into an editable text format - "txt" file. This is to guarantee every word is extracted accordingly. Besides, two research assistants will be employed to ensure the validity of the formatted output. The researcher solely focused on eighteen reading texts of Pulse 2 textbook which data will be analysed qualitatively. The

research questions will be answered simultaneously for each reading text to ease the data analysis process. The data will be in the form of words, phrases and sentences derived from the reading texts. [11] mentioned that a qualitative research presents a dynamic view and a deeper understanding of content compared to a long list of numerical data analysis. Thus, the findings of this research would be described in the forms of words and eliminate any statistical calculation.

2.4 Data Analysis

For data analysis, the research will utilise content analysis to examine the language beyond the sentences. Thus, content analysis encompasses the study of relationship between the language and the context it has been applied.

2.4.1 Genre-Centred Approach

To answer the first research objective which is to investigate the genres used in Pulse 2 textbook's reading texts, the researcher will use the framework by [12] to describe the communicative purposes of the reading materials, as outlined in Table 1 below.

Table 1: The features of reading texts

<i>Genre</i>	<i>Social Function</i>	<i>Generic Structure</i>	<i>Grammatical Function</i>
Descriptive	A text that explains what a particular individual or thing looks like	<ol style="list-style-type: none"> 1. Opening 2. Main body 3. Conclusion 	<ol style="list-style-type: none"> 1. Use of present tense 2. Adjective 3. Topic sentence
Expository	A text that conveys communicative factual information	<p>Multiple structure:</p> <ol style="list-style-type: none"> 1. Description 2. Sequence or procedure 3. Enumeration 4. Cause/Effect 5. Problem/solution 6. Comparison/contrast 	<ol style="list-style-type: none"> 1. Specific people and place 2. Action word 3. Time word 4. Adjective 5. Use of past tense 6. Direct speech 7. Specific vocabulary
Argumentative	A text that claims or	<ol style="list-style-type: none"> 1. A claim 	<ol style="list-style-type: none"> 1. Use of present tense

	persuades something	<ol style="list-style-type: none"> 2. Facts or proof as arguments 3. Warrants 	<ol style="list-style-type: none"> 2. Jargon
Hortatory Exposition	A text that persuades the audience to do or take action in certain ways	<ol style="list-style-type: none"> 1. Author's stand 2. Arguments 3. Recommendation 	<ol style="list-style-type: none"> 1. Use of generic subject 2. Use of causal connectives 3. Use of strong modality 4. Use of have and be verb
Narrative	A text that tells the story or experience in order to captivate readers' interest	<ol style="list-style-type: none"> 1. An orientation 2. Obstacles or Complication 3. Resolution 4. Reorientation 5. Coda or Concluding part 	<ol style="list-style-type: none"> 1. Specific people and place 2. Action word 3. Time word 4. Adjective 5. Use of past tense 6. Direct speech
Report	A text that provides information about a subject	<ol style="list-style-type: none"> 1. General description about the occasion and aspects. 	<ol style="list-style-type: none"> 1. Use of present tense 2. Technical terms
Recount	A text that portrays the past occasions in sequence order	<ol style="list-style-type: none"> 1. Introductory paragraph that arises four questions - who, what, where and when 2. Chain of occasions in order. 	<ol style="list-style-type: none"> 1. Proper noun 2. Descriptive words 3. Use of past tense 4. Sentence connectors
Interview	A text to describe one's thoughts or beliefs and	<ol style="list-style-type: none"> 1. Introduction 2. Question and answer session 	<ol style="list-style-type: none"> 1. Use of present tense 2. Direct speech

	provide opportunity to clarify and fight for their actions	3. Connection between statements 4. Conclusion	
--	--	---	--

As shown in Table 1 above, there are eight crucial genres employed in Anderson, M. and Anderson, K. (2003). The researcher will follow this framework and narrowed down the structures to identify the genre in each reading text. Generally, there are three major steps that are used in analysing the data. The steps are explained as follows:

1. The data that has been converted to editable text format will be distinguished into single sentences. The researcher will investigate the genres employed in the reading texts to accomplish communicative goals.
2. The social function, generic structure and grammatical functions of each genre featuring the above framework will be employed to determine communicative purposes.
3. The researcher concludes the data by using descriptions and neglects any statistical data. Some sentences from the reading texts will be used to highlight the examples.

This method allows the researcher to explore the field of genre analysis of Pulse 2 textbook's reading texts as the topic is quite recent in the Malaysian context. This analysis is expected to address the shortfalls from the past studies on Pulse 2 textbook which disregarded the analysis of genre analysis, particularly reading texts.

For the analysis of cultural representation of Pulse 2 textbook's reading texts, the researcher will use two frameworks, designed by [13] and [14], as shown in Figure 1 and 2 respectively below.

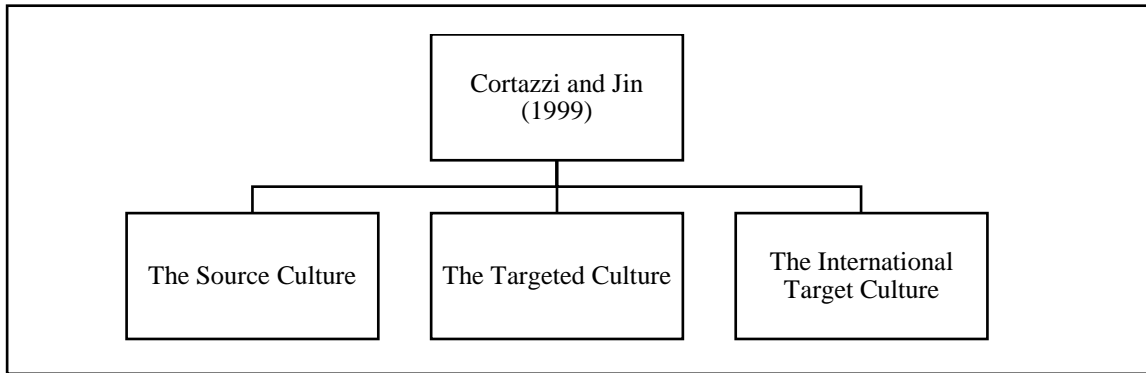


Figure 1: Types of culture

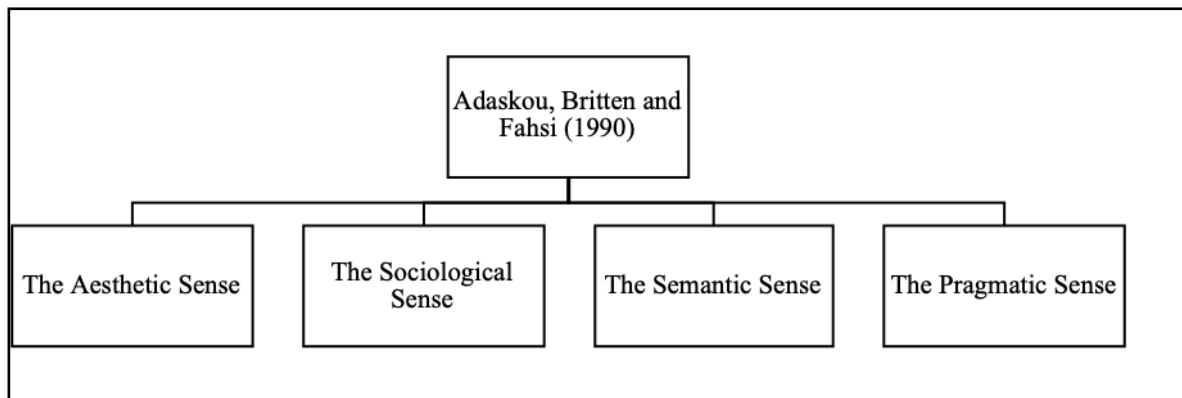


Figure 2: The cultural dimensions

The reading texts in the Pulse 2 textbook is analysed to conform to the cultural elements proposed in the conceptual framework, as shown in Figure 1 and Figure 2 above. Adapted from Adaskou, Britten and Fahsi (1990), text analysis is conducted to draw attention to the aspects of:

1. Texts portraying foreign behaviour or beliefs
2. Descriptive or informative reading materials
3. Lexis such as idioms or unfamiliar comparison
4. Human-interest reading texts including dialogues, fictional or nonfictional

5. Communicative functions

Types of culture and cultural dimensions can be realized through this comprehensive analysis. Hence, both frameworks will be employed to facilitate the current research. For this study, the analysis of cultural information only covers the cultural awareness reading text under reading section and neglects other skills. The steps are explained as follows:

1. The data that has been converted to editable text format will be classified into three categories namely local culture which refers to Malaysian culture, target culture and international target culture [13].
2. After examining the types of culture, the categorised culture is perceived into four aspects of culture, i.e. aesthetic sense, sociological sense, semantic sense and pragmatic sense [14].
3. For comparison purposes, the frequency of occurrence of cultural elements in each reading text will be recorded in the form of percentages.
4. The findings will be presented in table form and justified qualitatively to retort the research questions.

3. RESULTS

The findings from this research will be synthesized and discussed according to the major themes. These themes are (3.1) generic structure of Pulse 2 textbook’s reading texts and (3.2) cultural representation of Pulse 2 textbook’s reading texts. As mentioned in the previous headings, this study employed the frameworks from [12] to answer the first research question and [13] and [14] to answer the second research question. Therefore, this research was intended to shed light on the linguistic strategies used by the author to realize the communicative purposes and cultural dimensions employed in Pulse 2 textbook’s reading materials.

3.1 Theme One: Generic Structure of Reading Texts

Table 2: Frequency of genre in Pulse 2 textbook across nine reading texts

<i>Interview</i>	<i>Expository</i>	<i>Narrative</i>	<i>Descriptive</i>	<i>Argumentative</i>	<i>Total</i>
1 (11.1%)	4 (44.4%)	1 (11.1%)	2 (22.2%)	1 (11.1%)	100%

Based on Table 2 above, it can be concluded that the genres in Pulse 2 textbook were varied in term of frequency. Expository text was regarded to be the most dominant genre in the Pulse 2 textbook with 4 occurrences (44.4%), followed by descriptive with 2 occurrences (22.2%) and interview, argumentative and narrative with 1 occurrence (11.1%) respectively. The hortatory-exposition, report and recount text

were not incorporated in Pulse 2 textbook's reading texts. The expository text is quite dominant because the reading texts in Pulse 2 textbook are mainly nonfictional-based, in which factual information is highlighted and conveyed to the readers.

3.2 Theme Two: Cultural Representation of Pulse 2 Reading Texts

This section presents the analysis of cultural representation of Pulse 2 textbook's reading texts. For the first subtheme, the researcher categorised the data into types of culture in reference to framework proposed by [13], namely source culture, target culture and international target culture. After analysing the types of culture, the researcher categorised the dissemination of culture according to the cultural dimensions proposed by [14]. The findings will be presented in two subthemes according to the respective frameworks as mentioned above.

3.2.1 Types of Culture (Cortazzi & Jin 1999)

The result of the analysis revealed that the treatment of source, target and international target culture in Pulse 2 textbook's reading texts is remarkably dissimilar to one another. Table 3 and 4 below shows the frequency of types of culture representing nine units of Pulse 2 textbook's reading texts.

Table 3: Frequency of types of culture across reading units

<i>Unit</i>	<i>Topic</i>	<i>Type of culture</i>	<i>Origin</i>
1	Four Teen Days Out in the UK	Target culture	United Kingdom
2	A Quick Guide to the Edinburgh Fringe Festival	Target culture	Scotland
3	A Natural Disaster in New Zealand	Target culture	New Zealand
4	Thula Thula Wildlife Reserve	International target culture	Africa
5	A Day in the Life on an Astronaut	Target culture	United States of America
6	A Quick Guide to Second-hand Shopping	Target culture	United Kingdom
7	Route 66	Target culture	United States of America
8	Irish Beliefs and Superstitions	Target culture	Ireland
9	The Outback Survival Guide	Target culture	Australia

Table 4: Frequency of types of cultural representation across reading units

<i>Source Culture</i>	<i>Target Culture</i>	<i>International Target Culture</i>	<i>Total</i>
0	8 (88.8%)	1 (11.1%)	100%

In light of Table 3 and Table 4 above, it is clearly indicated that the frequency of types of culture across reading units is in vivid imbalance proportion. The author has put more weight on the target culture from the inner circle countries with 8 occurrences or 88.8% of the total frequency. The inner circle countries are made up of countries that speak English as the first language, or also known as the core English-speaking countries. Following the target culture, the international target culture falls second with only one occurrence or 11.1% of the total occurrences. The international target culture is represented in Unit 4, featuring the country of Africa. No source culture or Malaysian culture was reported to be featured in the reading texts of Pulse 2 textbook. Based on the given frequency, it can be inferred that the target culture outnumbered the source culture and international target culture in Pulse 2 textbook’s reading texts.

The cultural content is mostly dedicated to the target culture, highlighted in eight units out of nine. Target culture spends 88.8% on the reading texts. The target culture is represented by the name of people, i.e. Jack, Daisy, Jay Watson, Serena Hughes, etc.; Name of places, i.e. Cardiff, Christchurch, Houston, Durham, Herman's Gas Station in Thoreau, New Mexico, etc.; Name of tourist attractions, i.e. Blue Planet Aquarium, Beamish Museum, Magic Unicorn Theme Park, etc.; Currency, i.e. Euro, pound; Name of festival, i.e. Edinburgh Fringe Festival, Edinburgh International Festival; Name of artist, i.e. Rowan Atkinson, Bobby Troup; Natural disaster, i.e. earthquake; Customs, i.e. car boot sales, swap shops, charity shops; Name of film/sitcom, i.e. Mr Bean; People, i.e. Celts, Irish, Stone Age people.

International target culture spends 11.1% of the total representation on the types of culture of the reading texts. In this context, international target culture material refers to myriad of culture in English-speaking countries or countries that do not utilise English as first or second language. The reading unit has minimally embedded international target culture by featuring the country of Africa in Unit 4. The representation of international target culture is portrayed through the name of people, i.e. Lawrence Anthony; Name of holiday attractions, i.e. Thula Thula Wildlife Reserve and Hotel; Name of places, i.e. South Africa, Kwazulu Natal province; Language, i.e. Zulu; Tribe, i.e. Zulu tribe; Food, i.e. African ‘braai; Season, i.e. winter, summer. Lawrence Anthony, the owner of Thula Thula, represents a White South African ethnic, descended from ethnic groups from Europe and Middle East in 1990s.

3.2.2 Cultural Dimensions (Adaskou, Britten & Fahsi 1990)

This section presents the key findings based on the framework proposed by [14] in light of the second research question. The four cultural senses namely aesthetic, semantic, sociological and pragmatic were highlighted across nine units of the reading texts. The selected reading texts were analysed for embedded cultural representation and the frequency of culture distinctiveness occurrences was calculated and tabulated.

Table 5: Distribution of culture distinctiveness across nine reading units

<i>Aesthetic Sense</i>	<i>Semantic Sense</i>	<i>Sociological Sense</i>	<i>Pragmatic Sense</i>
3 units	6 units	9 units	9 units

Table 5 above points out the representation of occurrences of cultural senses that appeared across nine reading texts in the textbook. The particular number has clearly showed that all four types of culture were embedded to various degrees. Both sociolinguistic and pragmatic sense were highlighted in all nine units. The semantic sense was found in six units. Aesthetic sense ranked last with only 3 units. Therefore, the sociolinguistic and pragmatic sense of culture spread over all nine units followed by semantic sense and aesthetic sense.

Table 6: Frequency of culture distinctiveness occurrences across reading texts

<i>Aesthetic Sense</i>	<i>Semantic Sense</i>	<i>Sociological Sense</i>	<i>Pragmatic Sense</i>	<i>Total</i>
6 (9.2%)	8 (12.3%)	37 (57%)	14 (21.5%)	100%

In term of the frequency of culture distinctiveness occurrences across reading texts as shown in Table 6, the author has put more weight on sociological sense with 37 occurrences or 57% of total frequency. Following the sociological sense is pragmatic sense, with 14 occurrences or 21.5% of total frequency. Semantic sense falls on third place with 8 occurrences or 12.3% of total frequency and lastly, aesthetic sense with 6 occurrences or 9.2% of total frequency.

Table 7: Frequency of cultural representation in Pulse 2 textbook's reading texts

<i>Category of Culture</i>	<i>Aesthetic Sense</i>	<i>Semantic Sense</i>	<i>Sociological Sense</i>	<i>Pragmatic Sense</i>	<i>Total</i>
Source	0	0	0	0	0

Culture					
Target Culture	5	5	29	12	51 (78%)
International Target Culture	1	3	8	2	14 (22%)
Total	6 (9.2%)	8 (12.3%)	37 (57%)	14 (21.5%)	65 (100%)

According to the data shown in Table 7 above, the distribution of culture dimensions distinctiveness across nine reading units is in huge disproportion. Culture wise, the representation of all four senses in target culture or Western culture is the most dominant in the reading texts with 51 occurrences or 78% of the total frequency, followed by international target culture with 14 occurrences or 22% of the total frequency. With regard to source or local culture, there is no representation of any cultural senses presented in the textbook.

It is apparent that the sociological sense dominates the rank for both target culture and international target culture with 29 and 8 occurrences respectively, which tops the rank with 57% of the total frequency. The sociological sense is mainly related to people naming, holidays and travel and name of city. In other words, sociological sense can be perceived as “the way of life” where culture is displayed on the surface level. The representation of sociologically-oriented cultural materials is in accordance with the concept that most culturally distinctive elements belongs to sociological sense. This is followed by pragmatic sense, with 12 occurrences in target culture and 2 occurrences in international target culture, making it 21.5% of the total percentage. According to [14], the pragmatic sense includes the ability to utilise distinctive elements of communicative functions. The pragmatic sense were presented in all nine units because it conforms to the forms and function of language namely ‘to offer’, ‘to clarify’ and ‘to request’. The rhetorical conventions in various reading genres were introduced in every unit. It was explicitly stated throughout the speech acts and functions of the text, namely stating information, cause and effect, offers/suggestions and giving opinions/thoughts.

The semantic sense falls third, with 5 occurrences in target culture and 3 occurrence in international target culture, which equals to 12.3% of the total frequency. The semantic sense is closely related to the concept of perspectives or “way of thinking”. Most of the semantic sense in the reading texts are represented by cultural concepts and beliefs. For instance, the concept of charity shop, car boot sale and swap shops in Britain and the concept of survival in Australia. Nevertheless, local students might not encounter contextual learning as some concepts are alien to them. With regard to aesthetic sense, 5 occurrences in target culture and 1 occurrence in international target culture were reported, making it the fewest number

of cultural dimensions highlighted in the reading texts which is 9.2% of the total frequency. Aesthetic sense refers to the big 'C' culture such as cinema, novel, literature and music. The elements of aesthetic sense were highlighted from novel such as *The Elephant Whisperer*, film/sitcom such as *Mr. Bean*, actor such as Rowan Atkinson singer such as Bobby Troup, listening to songs (not stated) and musical festival. It was through these products of civilization that students were enlightened to the Western culture in the textbook.

4. DISCUSSIONS

4.1 Theme One: Generic Structure of Reading Texts

After analysing the generic structure of the reading texts contained in Pulse 2 textbook, it was found that the author has not utilised all the genres provided in Anderson, M. & Anderson, K's framework. The most dominant genre is expository with 4 occurrences or 44.4% of the total frequency, followed by descriptive with 2 occurrences or 22.2% of the total frequency and interview, argumentative and narrative with one occurrence (11.1%) respectively.

The findings are correspondent with Freahat and Al-Faoury's study [15] who claimed that expository is the most commonly utilised types of genre in the ESL textbooks. Expository text is featured by the author in Unit 2, Unit 3, Unit 7 and Unit 8 of Pulse 2 textbook's reading texts. The main communicative purpose of an expository text is to communicate or convey fact-based information. The author has extracted two types of exposition text, i.e. cause/effect structural type for Unit 2, Unit 3 and Unit 7 and problem/solution structural type for Unit 8. Expository text does not have any specific organisational structure. It may vary to description, persuasive or narrative, but the major purpose of the text is to explain something. In order to explain something, the author must have valid facts and provides directions to the readers.

Contradictorily, [16] believed that narrative text is more significant in the early grades as children need to be exposed with simple and fiction text before progressing to a more complicated and factual information like expository texts (e.g. newspaper and magazine articles). However, looking at the level of the language and the length of texts in the reading units, the researcher agreed that the author has done a critical investigation before promoting young students to expository text. As mentioned in the earlier chapter of this paper, Unit 2 and Unit 3 is aimed for Form 1 level; thus, the introduction of explicit expository texts in the early units signifies that the author is concerned with the transition period of the students from primary to secondary school. A study conducted by [17] on the impacts of teaching expository text at the early age ascertained that students who are more exposed to exposition text can obtain the conceptual framework of compare/contrast and write better summaries.

The findings of this study are also inconsistent with Duke's statement, where he ascertained that many young students are overexposed to narrative text [18]. In fact, the author of Pulse 2 textbook is aware that neglecting expository text in the early age may be the major cause to the declining in reading proficiency. At this stage, basic texts and ideas are presented before advancing to multiple facts and ideas in acquiring information. In developing critical reading from multiple perspectives portrayed in the text, students must first master the early development of reading process in order to assimilate with the idea acquisition, factual reading and diverse theories [19]. Besides, [20] claimed that most of the academic texts are expository in nature, so it is crucial to ensure that students are aware with the structural organisation of expository text. [21] opined that most expository texts are constructed to gauge the reading process of prospective students. Research conducted by RAND Reading Study Group revealed that students can boost their reading comprehension skills when they obtain knowledge of different types of structural organisational of expository text. The concept of rhetorical connection between ideas-main concept, core ideas and supporting details help readers to grasp the information in the text. The identification and usage of text organisation are vital process underlying comprehension and retention. Thus, reading scholars have agreed that introducing students to expository text is an essential cause for text comprehension [17], [22].

Revising the related literature of reading genre, the current findings of this study are quite similar with the study done by [15], where descriptive and expository types of text monopolised the textbooks under study. The predominant appearance of expository text in this study, however, is inconsistent with Siti's study [23], who claimed that students are more exposed to report text, followed by narrative and procedure type of genre. As students develop their cognitive level, improved proficiency in reading comprehensions is required in order to accommodate with the increasing demands of the syllabus. Albeit the language of the text is regarded to be the main variable to evaluate the difficulty of the reading process, there are many factors to be considered such as the type of genre, text organisation, sentences structure and the content. For instance, most of the people perceived abstract text is harder to read as compared to the texts that describe a more imaginable and concrete content [15]. This indicates that certain types of texts are designed for particular grades to achieve its communicative purposes effectively.

The findings also indicate that the treatment of all genre is imbalance in the reading section. No genre of report, recount and hortatory-exposition are included in the reading texts. The researcher justified author's choice of genre as a way of enabling students to focus solely on the reading techniques development without putting extra demands on students. On the other hand, teachers would be able to evaluate the students' reading abilities without any other skills interceding. Concerning the length of texts, all nine reading comprehensions have suitable length of texts to accommodate with students' level. Most of the texts have proper number of paragraphs and word count. The key ideas presented in one particular text are also appropriate to ensure students are not overloaded with too much information.

4.2 Theme Two: Cultural Representation of Pulse 2 Reading Texts

Based on the analysis on the types of culture from the reading texts, it is prominent that the gist of English language is portrayed through the Anglo-Saxon countries or the core English-speaking countries namely The United Kingdom, The United States of America, New Zealand, Scotland, Australia and Ireland. The distribution between the countries is fairly even; two reading texts represented British and American culture accordingly and one country each for the remaining five texts. The results were contradicted with the study conducted by [24], in which he claimed that there is a superiority of American and British culture in the ESL classrooms. The recent findings were also dissimilar with Lund's study [25], where she ascertained that Britain culture tends to overshadow the cultural orientation in ELT textbooks. The results from the current study has proven that the textbook is in fact not superior to the British culture even it is originated from the United Kingdom, but rather the author has portrayed a huge dominance of Eurocentric or European culture. This gesture brings to the point that English language is no longer under possession of British and American nations.

The current study revealed that no reference was made to the Malaysian culture regardless of the findings. Nonetheless, considering the study is restricted to the cultural representation of reading texts, the analysis of other elements in the textbook is limited. Pulse 2 does provide a certain degree to reflect on students' own culture through self- awareness raising tasks, which allows them to make comparison between their culture and other targeted cultures. The exclusion of the source culture materials in Pulse 2 textbook corresponds with previous research findings on international textbooks [26]-[30]. Pulse 2 pays decent amount of values to other cultures, which correlates with previous research [31]-[33] that highlight some international textbooks do give fair attention to other cultures as well.

Acknowledging the fact that Malaysia belongs to The Outer Circle country and does not perceive English as the native language, the absence of culturally local materials is acceptable. One explanation, as [29] and [34] contended, might be from business considerations, since any direction towards one single local culture would keep other communities from utilising the materials being referred to. To ensure sustainability in the international context, publishers opt to preclude specific source cultures in the textbooks. In addition, it is generally hard for the local-speaker textbook author to accumulate significant and precise information about different societies. In addition, incorporating more target culture materials in the textbook can uncover new perspectives [35] and expose myriad of cultural backgrounds to local students [36].

While others were in favour with the exclusive ownership of Western culture in ELT textbooks, some scholars [14], [37], [38] opposed this viewpoint. Excluding non-English speaking countries therefore

indicates the insensitivity of the textbooks to promote students' understanding of the specific positions of English in the world today. The primary goal of cultural education in English language teaching should build students' awareness of their identity and diverse cultures where English is spoken [37]. In other words, different backgrounds from various English speakers should be deliberately incorporated in English textbooks.

Besides, the emphasis of target culture in the textbooks would reinforce an attitude to cultural materials that marginalise students in the English world [38]. In fact, the culture presented in ELT textbooks should connect the outside world with the students, enabling the two-way travel of cultural interaction. [14] pointed out that cultural content should be in line with the curriculum guidelines in which students should be motivated to engage with the language more meaningfully. Thus, by merging materials that are culturally relevant, students are able to interpret and evaluate the cultural patterns and practices they encounter [36].

Another thing worth discussing here is the variety of cultural dimensions loaded in the reading texts. Based on the analysis of data, the realisation of culture was primarily introduced by sociological sense featuring target culture. The inclusion of more materials linked to sociologically-oriented cultural items is in accordance with Abdullah and Chandran's study [39], in which the researchers asserted that most cultural elements belong to sociological notion. Due to its wide concept that covers small 'c' culture such as organisation and nature of family, interactions, job and leisure, economy, material condition and institutions, the cultural items in sociological sense could be the most basic ground for cultural learning as they are particularly relevant to everyday life and can act as a platform for comparing and contrasting cultures [14], [40]. Presenting culture at the surface level, the dominance of sociological sense in Pulse 2 textbook' reading texts were in line with studies conducted by [41], [42], [14], [39]. [43] believed that the portrayal of culture in sociological manner at the early phase of language learning can fulfil the requirement of students as it brings real life to the classroom. [36] further added that by integrating sociological sense as the main concept of culture in the textbook, the authors are trying to encourage the students to make comparisons between local and foreign culture. Consequently, the students will have better appreciation of their culture. Apart from that, [44] pointed out that ELT classroom should emphasise on sociologically-realized content as it can equip students with the traditions and values of other society.

Judging from the monopolisation of Anglo-Saxon countries in the reading texts, it is notable that the sociological elements are mainly held by the Western culture. The items are mostly reflected through people naming, name of city and holidays and travel. For instance, the first reading unit in the textbook displays an explicit portrayal of local attractions in the cities of United Kingdom. Some non-local leisure activities such as taking a giant swing at Adrenaline Quarry in Cardiff and riding rollercoasters at Magic

Unicorn Theme Park, Glasgow signified that the text is purposely constructed to promote places of interest in the UK. However, for L2 students who reside in a remote area, the situation given in the text might hinder contextual learning since they are not familiar with these kinds of tourist destinations and leisure activities.

Meanwhile, another example of alien culture to local students is the portrayal of musical and dance celebration known as Edinburgh Festival in Scotland. The portrayal of name of film/sitcom like Mr. Bean and actor like Rowan Atkinson brings uncommon connotation to students who never watch the shows especially for those who live in rural areas and do not have access to the Internet. Thus, this contradicts with what [45] ascertained that young students need familiarity in cultural learning to understand the whole context. However, the festival is visualised through an image of people participating in the festival juxtaposed next to the reading passage. Remarkably, the current study limits the analysis to the reading passages only. It is hoped that the visual of people playing drums and riding a single-tyre bicycle can bring some insights about the particular festival.

Another exposure to the non-local culture is the concept of swap shops, carries the nuance of semantic sense. For people living in Malaysia, it is difficult for the students to visualise the idea of swapping clothes without spending any money. Another instances are the concept of charity shop and car boot sale. Some Malaysian people might become unfamiliar with these kind of shops. Unlike the Britain, they usually go to car boot sale every Sunday and Saturday for their weekly shopping or buying daily necessities. Apart from that, the semantic sense is portrayed through the old beliefs of Irish people such as fairies, leprechauns and lucky stones. This kind of culture might lead to misunderstandings in the language classrooms due to lack of cross-cultural awareness. To illustrate this, it is well-known that superstitions are undesirable in the Islamic context. The Muslim students might be upbraided for breaching the old beliefs of other cultures. This lack of understanding has serious consequences as it may affect the teaching and learning process. This is where teachers should play a huge role in providing clear instructions and adjusting the students' perspectives to overcome cultural judgements. Teachers should localise some elements of the culture to suit the target culture. It is significant for the teachers to comprehend the attitudes and values of the students before transmitting any foreign culture to them [46].

Authentic sense falls last with 6 occurrences which equals to 6.5% of the total frequency. This finding is consistent with study conducted by [41], where aesthetic sense does not seem to be taken into consideration in the textbook under study in Indonesia. This is probably because most of the reading texts in Pulse 2 textbook are focusing on factual-based genre and seem lacking in literature genre. In contrast, Faris's study [47] in West Java reported that aesthetic sense tops the rank due to the dominant presence of literature such as songs and poems, arts and cinemas.

Thus, it can be summed up that the level of cultural richness seems inadequate in Pulse 2 textbook's reading texts. The author fails to present the glocal culture (amalgamating both local and foreign culture) in a dynamic manner which hinders the opportunity for students to explore and evaluate cultural understandings from different perspectives.

5. RECOMMENDATIONS

Based on the analysis of the study, this research dedicates further recommendations to be properly proposed in the field of language teaching. Further researchers could examine a larger corpus by analysing all genre and cultural representation in the textbook under study. By enlarging the scope of this study, it is possible that different results would be obtained. The current study is an exploratory study of content analysis on Pulse 2 textbook's reading texts; hence, future researchers can make a comparative analysis with this research for better comprehension of the whole findings. For instance, a visual analysis of cultural representation can be conducted to determine a larger scale of cultural dissemination in Pulse 2 textbook.

Another recommendation would be to make comparison of generic structure and cultural representation of international published textbooks with the locally developed textbooks. Given the glocal cultural materials do not seem evident in Pulse 2 textbook, it is best to compare and contrast to see whether the cultural spectrum of local textbook meet local students' needs. The choice of larger sample would improve the reliability of the study. There is always a room for conducting a similar research with a bigger sample and a larger corpus to detect any loopholes in data analysis which might be useful for future researchers. Likewise, [48] also mirror the same recommendation.

Apart from that, the study recommends that the publishers, editors and authors of the global ELT textbook be attentive to the actual requirements of local students. It is unconditionally ascertained that ELT textbooks stand as the leading components in any language classrooms all over the world; hence, ELT professionals need to choose what kind of culture and whose culture should be incorporated in the textbooks. It is suggested that teachers or lecturers from local universities and non-natives students should be included to engage in the textbook construct, writing and editing process. One possible way is to make a clear reference to the source culture of students with the presence of target culture and international target culture. The publishers in particular, need to pay attention to the cultural nature other than Anglo-American in order to redefine the meaning of English learning in today's world.

6. CONCLUSION

Consequently, the present study acts as a kind of filling to the existing gap aimed at analysing the generic structure and exploring the cultural representation of Pulse 2 textbook, particularly reading texts. In

general, the current study revealed that the most dominant genre in the reading texts is expository. Apart from that, there is a vivid imbalance of cultural dissemination presented in the textbook. Out of three types of culture, the source or local culture was nowhere to be seen in Pulse 2 textbook's reading texts while the materials mainly revolved around target cultures. English has become the world's lingua franca hence it is not only bound up to its native speakers. The swift localisation of English has ascertained that English need not always be connected to the values of its native speakers [49] but rather a language to explain one's own culture [50].

As regards Pulse 2 textbook, it can be argued that the types of genre and cultural spectrum are arguably limited. [51] asserted that glocal culture content should not be neglected as it provides students with the opportunity to explore and evaluate social, political and economic understanding, both from local and foreign perspectives. In a nutshell, the teaching of English as a universal language must be culturally neutral to prevent any consequences of cultural hegemony which would threaten the cultural and ethnic identity of language learners. Thus, there is an urgent call for a critical scrutiny of adopting CEFR-aligned textbook as general textbook in the Malaysian English classrooms.

REFERENCES

1. The Star Online. 2017. English proficiency still a big problem for many M'sian grads, January 21. <https://www.thestar.com.my/news/nation/2017/01/21/english-proficiency-still-a-big-problem-for-many-msian-grads/> [1 October 2019].
2. Ministry of Education Malaysia Blueprint. 2015. Malaysia Education Blueprint 2013-2025.
3. Aina Al Mardhia Ismail. 2018. Content analysis on CEFR English textbooks for Advanced Malaysian ESL learners. Project paper 5th International Research Management & Innovation Conference (5th IRMIC 2018), Palm Garden Hotel. Putrajaya, 7 August.
4. The Star Online. 2018. Let's have our own textbooks, February 4. <https://www.thestar.com.my/news/education/2018/02/04/lets-have-our-own-textbooks/> [3 November 2018].
5. Richards, J. C. 2011. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
6. Ling, Kwan 2017. 2018 English Textbooks Imported by MOE Are Meant for Spanish Students, Not Malaysians. <https://www.worldofbuzz.com/2018-english-textbooks-imported-meant-spanish-students-not-malaysians/> [2 October 2019].
7. Barfield, S.C. & Uzarski, J. 2009. Integrating indigenous cultures into English language. English Teaching Forum.
8. EF English Proficiency Index. 2020. <https://www.ef.com/wwen/epi/regions/asia/malaysia/> [1 July 2020].

9. Malay Mail. 2017, December 11. How will teachers utilise 'imported' English textbooks without proper guidelines? MP asks. <https://www.malaymail.com/s/1529913/how-will-teachers-utilise-imported-english-textbooks-without-proper-guideline> [1 October 2019].
10. Nurul Azwa Aris 2017. Imported textbooks: 'Issue is relevance of content, not Spanish words'<https://www.freemalaysiatoday.com/category/nation/2017/12/02/imported-textbooks-issue-is-relevance-of-content-not-spanish-words/> [3 October 2019].
11. Ary, D., Jacobs, L.C., Irvine, C.K.S. & Walker, D. 2018. *Introduction to Research in Education*. Cengage Learning.
12. Anderson, M. & Anderson, K. 2003. *Text Types in English 3*. South Yarra: Macmillan Education.
13. Cortazzi, M. & Jin, L. 1999. Cultural mirrors. *Materials and methods in the EFL classroom. Culture in second language teaching and learning*. In Hinkel, E. (ed.) *Culture in Second Language Teaching and Learning*, pp. 196–221. Cambridge: University Press.
14. Adaskou, K., Britten, D. & Fahsi, B. 1990. Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal* 44(1): 3-10.
15. Freahat, Nasser M. & Al-Faoury, Oraib Hmoud. 2015. Reading passages and skills in 97 Jordanian high school and university EFL textbooks: A comparative analytical study. *Theory and Practice in Language Studies* 5(1): 16-27. <http://dx.doi.org/10.17507/tpls.0501.03> [12 October 2019].
16. Barton, M. 1997. Addressing the literary crisis: Teaching reading in the content areas. *National Association of Secondary School Principals* 81(587): 22-30.
17. Hall, K.M., Sabey, B.L. & McClellan, M. 2005. *Expository text comprehension: 98 Gagne*. E. 2003. *Kulturispråkundervisningen: med fokus på engelska*. PhD Thesis, University of Karlstad. Helping primary-grade teachers use expository texts to full advantage. *Reading Psychology* 26(3): 211-234.
18. Duke, N.K. 2000. 3.6 minutes per day: The scarcity of informational texts in the first grade. *Reading Research Quarterly* 35: 202-224.
19. Alkhalidi, Ali Ata. 2010. Developing a principled framework for materials evaluation: Some considerations. *Advances in Language and Literary Studies* 1(2): 281- 298. doi:10.7575/aiac.all.v.1n.2p.281 [22 December 2018].
20. Nambiar, R.M.K. 2005. *Language learning and language use strategies for tertiary learners for academic literacy: Towards a theoretical and pedagogical model of language processing*. PhD Thesis, Universiti Kebangsaan Malaysia, Bangi.
21. Akhondi, M., Malayeri, F.A. & Samad, A.A. 2011. How to teach expository text structure to facilitate reading comprehension. *The Reading Teacher* 64: 368- 372.
22. Snyder, Lynn & Caccamise, D. 2010. Comprehension processes for expository text: Building meaning and making sense. 10.4324/9780203848821 [7 June 2020].
23. Siti Sholichatun. 2011. *Content analysis of reading materials in English on Sky textbook for junior*

- high school. Degree Thesis, Walisongo State Institute For Islamic Studies Semarang.
24. Nault, D. 2006. Going global: Rethinking culture teaching in ELT contexts. *Language, Culture and Curriculum* 19(3): 314-328. doi: 10.1080/07908310608668770 [4 May 2020].
 25. Lund, R. 2006. Questions of culture and context in English language textbooks: A study of textbooks for the teaching of English in Norway. Unpublished Thesis Dissertation, University of Bergen.
 26. Khodadady, E. & Shayesteh, S. 2016. Cultural and linguistic imperialism and the EIL movement: Evidence from a textbook analysis. *Issues in Educational Research* 26(4): 604.
 27. Doró, K. 2013. On the move: Target vs. source culture representation in two EFL course books. In Witalisz, A. (Ed.), *Papers on Language, Culture and Literature* 4, pp. 281-291. Kronso: Panstwowa Wyzsza.
 28. Pashmforoosh, R. & Babaii, E. 2015. Whose culture and how far? Culture presentation in current business English textbook series. *Journal of Teaching in International Business* 26(3): 216-236.
 29. Tajeddin, Z. & Teimournezhad, S. 2015. Exploring the hidden agenda in the representation of culture in international and localised ELT textbooks. *The Language Learning Journal* 43(2): 180-193.
 30. Shin, J., Eslami, Z.R. & Chen, W.C. 2011. Presentation of local and international culture in current international English- language teaching textbooks. *Language, Culture and Curriculum* 24(3): 253-268.
 31. Elyas, T. 2011. Diverging identities: A ‘contextualised’ exploration of the interplay of competing discourses in two Saudi university classrooms. Doctoral Dissertation, University of Adelaide, Australia.
 32. Shah, S.K., Ahmed, M. & Mahmood, R. 2014. Representation of target culture in the ELT textbooks in Pakistan: Evaluation of “Oxford Progressive English” for cultural relevance. *Journal of Education and Practice* 5(13): 89-101.
 33. Arslan, S. 2016. An analysis of two Turkish EFL books in terms of cultural aspects. *Procedia-Social and Behavioral Sciences* 232: 217-225.
 34. Alptekin, C. 1993. Target-language culture in EFL materials. *ELT Journal* 47(2): 136- 143.
 35. Dat, B. 2008. ELT materials used in Southeast Asia. In B. Tomlinson (Ed.), *English Language Learning Materials: A Critical Review*, pp. 263-280. London: Continuum.
 36. Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
 37. Suemasa, M. 2004. Middle School ELT as a Vehicle for Intercultural Education in Japan: An Evaluation of Textbooks. *Global English and Primary Schools: Challenges for Elementary Education*. Melbourne: CAE Press.
 38. Gray, J. 2002. The global coursebook in English language teaching. In D. Block & D. Cameron

- (Eds.), *Globalization and language teaching*, pp. 151-167. London: Routledge.
39. Abdullah, N. & Chandran, S.K. 2009. Cultural elements in a Malaysian English language textbook. ddms.usim.edu.my/bitstream/handle [4 April 2020].
 40. Tajeddin, Z. & Bahrebar, S. 2017. Sociological and aesthetic senses of culture represented in global and localized ELT textbooks, *Journal of Teaching Language Skills (JTLS)* 36(3): 119-143. [10.22099/jtls.2017.25995.2299](https://doi.org/10.22099/jtls.2017.25995.2299) [25 April 2020].
 41. Hermawan, B. & Noerkhasanah, L. 2012. Traces of cultures in English textbooks for primary education. *Indonesian Journal of Applied Linguistics* 1(2): 49-61.
 42. Gagnestam, E. 2003. *Kultur i språkundervisningen: med fokus på engelska*. PhD Thesis, University of Karlstad.
 43. Paige, R.M. 1999. *Training Design for International and Multicultural Programs*. Portland: Oregon Intercultural Communication.
 44. Xiao, J. 2010. Cultural contents of an in- use EFL textbooks and English major students' attitude and perceptions towards culture learning at Jiangxi University of Science and Technology, China. Unpublished Thesis, Graduate School Prince Songkhla University.
 45. Olajide, S.B. 2010. A critical assessment of the cultural content of two primary English textbooks used in Nigeria. *Journal of Language Teaching and Research* 1(5): 656-661.
 46. McLeod, B. 1985. The relevance of anthropology to language teaching: In Croft, K. (ed). *Readings on English as a Second Language: For Teachers and Trainee Teachers* (2nd ed). Boston: Kittle, Brown and Company.
 47. Faris, I.N.I. 2014. Cultural content analysis of an English textbook for senior high school grade three in Cianjur, West Java. *Journal of English and Education* 2(2): 14-25.
 48. Precintha Rubini James & Azlina Abdul Aziz. 2020. Perceptions and expectancies of Malaysian students on cultural elements in foreign textbooks. *International Journal of Academic Research in Business and Social Sciences* 10(4): 214– 231.
 49. Yano, Y. 2001. World Englishes in 2000 and beyond. *World English* 20(2): 119
 50. McKay, S.L. 2004. Western culture and the teaching of English as an international language. *English Teaching Forum Online* 42(2).
 51. Hajar, A.R. & Shakila, A.M. 2013. Towards transformative English language education: Evolving glocalization in textbooks used in Malaysia. In Cortazzi, M. & Jin, L. (eds.). *Researching Cultures of Learning*, pp. 155–175. London: Palgrave Macmillan.

Author's Profile

Wan Alia Athira Wan Nazari is currently pursuing master's degree program in TESL in National University of Malaysia.

Azlina Abdul Aziz is a senior lecturer at Faculty of Education, National University of Malaysia.