Introducing Foreign Cultural Content from PULSE 2 to Students: Malaysian ESL Teachers' Experiences

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Abstract
Including cultural content in teaching English as a Second Language (ESL) is believed to benefit students learning the language. It is also claimed that Malaysian English language teachers generally use textbooks as the primary resource in their lessons. However, there are concerns about how to introduce foreign cultural content to students, especially with the introduction of imported English language textbooks to be used in Malaysian schools since 2017, in conjunction with the roll-out of a new CEFR-based English language curriculum in the country. Therefore, this study investigated how Malaysian ESL teachers introduced foreign cultural content from one such textbook, PULSE 2, to their Form 1 student. Semi-structured interview sessions with these teachers revealed that they employed various strategies with their students, like collaborative learning, sharing and reflecting, and exploiting multimedia resources. They also utilized authentic reading materials to supplement their lessons on the foreign cultural content in PULSE 2. Some even went the extra mile in adapting suitable materials compatible with their students' varying English proficiency levels. It is recommended that the teacher's style, the needs of the students, and the cultural content being taught should be central to any foreign cultural content introductory strategies being used with the students.
Keywords: CEFR, Culture, PULSE 2, Teachers' Views, Imported English Textbooks

Introduction
Learning about Culture
Learning about culture is integral to any classroom, including language classrooms, because culture profoundly affects community values, day-to-day engagement, speaking and behavioral norms, and an individual's socio-cultural expectations (Hymes, 1996). Incorporating culture into the curriculum is crucial as it helps students understand and

appreciate culture. Once the students understand the concept of culture, they will appreciate, value, and apply it to their daily life routine. Additionally, teaching culture to the students will benefit our future as students will appreciate their own culture, the culture of others, and the culture of the world around them. This will assist students in connecting and finding common ground with their peers, community, and others (Mulholland, 1991). With a deep understanding and appreciation of culture, students must protect themselves. Hence, including culture in the curriculum is vital to develop a sense of identity in the students about their own culture and a sense of commonality with the culture of others.

It is thought that educational institutions, teachers, and materials play crucial roles in cultural creation and change for students' development (Copple & Bredekamp, 2009). Through education, students can learn about social and cultural values. Besides, they will be more prepared to deal with cultural ethics and norms in daily life. They can also engage in classroom activities to understand the cultural differences that could help them reflect upon their home and target cultures simultaneously.

Cultural content and teaching of English as a Second Language (ESL)
Including cultural content in teaching English as a Second Language is believed to help students learn the language. This is because, according to Kramsch (1993), language cannot be separated from culture, and students need to understand the cultural contexts in which the language is used to communicate effectively. Therefore, by including cultural content in language teaching, learners are exposed to authentic language use and can develop their language skills in context.

Apart from that, including foreign cultural content in language learning helps students develop a sense of identity in the language they are learning, which is something they need, as Norton (2013) asserted. The author added that teachers could help learners develop their language skills meaningfully and relevantly by including cultural content in language teaching.

McKay and Wong (1996) earlier shared a similar view. They suggested that cultural content in language teaching can help students develop a sense of identity and belonging in their new environment. They further explained that when learners can connect with the cultural context of the language they are learning, they are more motivated to learn and can engage with the language more effectively.

Meanwhile, Byram (1997) emphasized the importance of intercultural communicative competence in language learning and teaching. Hence, by including cultural content in language teaching, students can develop the ability to understand and communicate effectively with people from different cultures. This is a critical skill in today's globalized world, which could further motivate students to study a language.

Regarding motivation to learn a language, Dörnyei (2015) argued that students are more motivated when they can connect with the cultural context of the language. Thus, by including cultural content in language teaching, teachers can help learners develop a positive attitude toward language learning and motivate them to continue learning.

Culture and English Language Textbooks
It is crucial to discuss English language textbooks and their cultural content since English as Second Language (ESL) education advocates for a cultural infusion, as Abdullah et al. (2009) suggested. According to Cortazzi and Jin (1999), textbooks "can be an instructor, a map, a tool, a trainer, an authority, an ideology, a de-skiller" (p.86). Therefore, textbooks can be a significant source of cultural elements besides providing linguistic and topical content, which is necessary for the ESL context. They also claimed that global English language textbooks are culturally diverse, where these books include source cultures, target cultures, or foreign target cultures. They identified source cultures as students' own culture, target cultures where the target language is used as a first language, and foreign target cultures as the different cultures in English or non-English-speaking countries that use English as an international language.

In Malaysia, in line with the inclusion of the Common European Framework of References for Languages (CEFR) into the nation's English language curriculum, imported English language textbooks were introduced in Malaysian schools to be used in English lessons since 2017. However, introducing such textbooks raised concerns among some segments of the Malaysian education system, particularly relating to the textbooks' foreign cultural content.

One of the main concerns is the stereotypes and prejudices these imported textbooks could promote. For instance, Zainal and Kamarudin (2017) reported that the use of foreign cultural content in these textbooks could sometimes lead to stereotyping and prejudice since they can depict certain cultures as inferior or backward can reinforce negative attitudes and discrimination. Another study by Hashim (2017) supported this notion, where it was found that Malaysian English language teachers generally have a favorable view of the inclusion of cultural content in English textbooks. However, they also expressed concerns about stereotyping and misrepresentation of cultures. The teachers also highlighted the need for textbooks to reflect Malaysia's multicultural society and to provide accurate and relevant cultural information. Ismail et al (2019) agreed with this. They indicated that even though Malaysian English language teachers generally supported including foreign cultural content in English textbooks, they also expressed concerns about stereotyping and misrepresenting cultures.

Another concern is related to the language proficiency level of the Malaysian students who will become the primary users of these imported English Language textbooks. Zaman and Mustafa (2018); Ahmad and Jaafar (2018), for instance, warned that the use of foreign cultural content in textbooks could be challenging for students who need to be proficient in English. For example, they may need help understanding the cultural references and idiomatic expressions used in the texts. Earlier, Yabuki et al (2015) highlighted that students with low English proficiency needed help understanding and engaging with foreign cultural content in their English textbooks, leading to frustration and disengagement. A similar situation was also reported by (Zhang, 2019). It was suggested that cultural differences between the student's culture and the foreign cultural content in English textbooks could confuse and hinder comprehension for students with low English proficiency levels.

PULSE 2's foreign cultural content

One imported English language textbook, PULSE 2, is employed with Form 1 and Form 2 students in Malaysian secondary schools. The textbook has its fair share of controversies surrounding its usage, particularly regarding its foreign cultural content and zero representation of the local Malaysian culture (Shak et al., 2021a; Shak et al., 2021b; Rahim & Daghih, 2019).

After reviewing the literature on imported English language textbooks in Malaysia, it was found that there need to be more studies on analysing how ESL teachers in Malaysian secondary schools introduced foreign cultural content and topics from these textbooks to their students. Most previous studies addressed the cultural issue in general without any practical solutions (Arumugam et al., 2022; Johar & Aziz, 2019; Goh & Aziz, 2020; Nazari & Aziz, 2020; Shak et al., 2021a).

Earlier, some studies attempted to identify strategies teachers may use to introduce foreign cultural content into their English lessons effectively. However, these studies were not explicitly done on imported English language textbooks such as PULSE 2. For example, a study by Mustafa and Ahmad (2019) found that teachers in Malaysia may use various strategies to help students understand and appreciate cultural content in English language textbooks. These strategies included pre-teaching vocabulary and concepts related to the cultural context, using multimedia resources (such as videos or images) to provide visual representations of the culture, and facilitating classroom discussions to encourage students to share their cultural perspectives.

Similarly, a study by Yahya and Zainuddin (2015) found that Malaysian teachers may use various techniques to help students develop intercultural competence. These techniques included incorporating authentic materials (such as news articles or literature) from diverse cultures into their lessons, providing opportunities for students to interact with speakers from different cultures (such as through pen pal programs or online chat sessions), and facilitating reflection and discussion on cultural similarities and differences.

In other countries, several studies have shed some light on how English teachers introduced foreign cultural content in English textbooks to their students. One such study is by Chen and Yang (2016), which examined how three Chinese college English teachers prepared for lessons containing cultural content from an imported English textbook. The authors found that the teachers used a variety of strategies, including pre-reading activities, background research, and discussion with colleagues, to help them understand and prepare to teach the cultural content.

Another study by Uzun (2017) with Turkish English teachers found that many teachers used foreign cultural content from imported English textbooks in their lessons and that they used a range of strategies to prepare, including previewing the material, researching cultural background, and adapting the content to their students' needs.

Thus, to address a lack of investigation that examines how ESL teachers in Malaysian secondary schools introduced foreign cultural content and topics from imported English textbooks to their students, the present study will examine how Form 1 English teachers in

selected secondary schools in Malaysia introduced foreign cultures and topics from the PULSE 2 textbook to Form 1 student. The Form 1 syllabus is selected because it serves as the foundation for employing the use of the PULSE 2 textbook in secondary education in Malaysia.

Moreover, investigating how the Form 1 ESL teachers used the textbook, particularly in introducing its foreign cultural content, will provide inputs to extend the growing body of knowledge on using imported English language textbooks in Malaysia. The findings of this study could also serve as guidance for other ESL teachers to use the textbook in their language classrooms.

This study intends to answer this research question, 'How did the ESL teachers introduce the foreign cultures or topics from the PULSE 2 English language textbook to their Form 1 student?' Based on this research question, three aspects of PULSE 2's usage were explored in this study, which are:
   a) Teaching approaches used by the teachers to expose the cultural elements in PULSE 2 to their students.
   b) How the teachers avoid stereotypes in teaching the cultural elements in PULSE 2.
   c) Supplementary materials used by the teachers in teaching the cultural elements in PULSE 2.

Methodology
Using a qualitative design, semi-structured interview sessions were conducted with five ESL secondary school teachers to collect the data for the study. A semi-structured interview is deemed well-suited for eliciting information about attitudes, values, beliefs, and motivations while allowing the researcher to investigate and expand on the interviewees' responses (Rubin & Rubin, 2005).

In selecting the respondents for this study, purposive and convenience sampling were utilised. Purposive sampling is a methodology commonly used in qualitative research to identify and evaluate rich information cases for the most efficient use of limited resources (Patton, 2002). According to Creswell and Plano (2011), purposive sampling involves identifying and selecting individuals or groups that are exceptionally knowledgeable about or experienced with a phenomenon of interest.

Thus, five Form 1 ESL teachers from five secondary schools in Perak, Malaysia, were selected for this study. The research is purposive as the research participants and sites were selected with the intent of the researcher to collect data on how the foreign cultural content in PULSE 2 was introduced to students. Besides, it is more convenient for the researchers to interview these respondents because it is within the researchers' locality.

Moreover, the five respondents were chosen from rural, semi-urban, and urban schools in different districts of Perak. This was done to get more insightful ideas and techniques on how the teachers introduced foreign cultures and topics from PULSE 2 to their Form 1 student. In addition, these five teachers were selected to get varied and in-depth responses as they worked closely by using PULSE 2 in teaching English to Form 1 student.

With regards to the instrument used to collect the data for the study, which are the semi-structured interview questions, they were prepared by referring to past studies conducted by Johar and Aziz (2019); James and Aziz (2020), who examined instructors' and students' views of the PULSE 2 textbook as a whole and its cultural components in detail. The interview questions were then verified by two experts from a public university in Malaysia to ensure their content and construct validity (Creswell, 2015). The questions for the interview sessions consist of three open-ended questions, which could be further extended based on the respondents' responses

1. What teaching approaches are used to expose the cultural elements in PULSE 2 to Form 1 student?
2. How do you avoid stereotypes in teaching using PULSE 2, which could account for prejudices about foreign cultures among Form 1 students?
3. What supplementary materials did you use with PULSE 2 when teaching the foreign culture content to Form 1 students? Please indicate each type of supplementary material you have used with a reason(s).

All information gathered during the interview was then recorded and transcribed. After that, the information was analysed and reported thematically.

Findings
1. What teaching approaches are used to expose the cultural elements in PULSE 2 to Form 1 students?

The respondents in this study used three different approaches to expose the cultural elements in PULSE 2 to their Form 1 student, which include collaborative learning, multimedia resources, and sharing and discussion in the classroom. First, Teacher A employed collaborative learning activities such as projects, presentations, and hands-on activities related to students' culture. According to this teacher, this method is beneficial because the students come from various ethnic backgrounds. According to Teacher A

> *"We do a lot of collaborative work. Sometimes we do projects and a lot of presentations. Yes, mostly hands-on and mostly relating their own culture because I am teaching in a school with multiracial students, so relating to their own culture to the culture presented in the textbook."*

On the other hand, Teachers B, C, and E used multimedia resources such as videos and internet sources with their Form 1 student. Teacher B for instance, felt that videos could scaffold the students' understanding at the beginning of a cultural topic in PULSE 2

> *"A few examples of scaffolding that I used in language teaching and learning is the use of video. My favorite is using videos. Using videos, students can get a clear picture of what it is all about."*

Additionally, Teacher C also used these materials in the digital learning platform that was created for the class to encourage students to make comparisons between cultures:

> *"I introduced [digital learning platform] in my class, so I used flipped classroom method to teach them. Yes, they can make the comparison [between cultures]."*

Apart from that, Teacher E asked the students to do internet searches about a particular foreign cultural element to expose them to this element:

> *"So, I will get it from the text to make them understand more. I will underline a museum, for example, 'The Living Museum of the North.' I will ask the students to find it on the internet, Google the pictures, cut it out, and paste it into their book to understand better.*

Meanwhile, Teachers D and E utilized sharing and discussion sessions at the beginning of their lessons to expose the cultural elements in PULSE 2 to their Form 1 student. Teacher D, for example, encouraged students to share the cultural knowledge they have already known with the whole class

> *"It is more towards sharing…a sharing session if they have the…like the prior knowledge about that kind of culture."*

Moreover, Teacher E mentioned that the teacher would read the text from PULSE 2 with the students while sharing additional cultural information with them

> *"Okay, when I teach the students, we will definitely read the text before I conduct the class. I need to go and search first. So, while reading, I will give them a bit of information about, for example, this one about 'Teen Days Out in the U.K..' So, I will give the students some information about Blue Planet Aquarium, about the museum, what is the 'Giant Swing."*

2. How do you avoid stereotypes in teaching using PULSE 2, which could account for prejudices about foreign cultures to Form 1 student?
In avoiding cultural stereotypes and prejudices, the respondents in this study employed two common approaches: explaining and comparing. Relating to the explanation, the respondents were primarily focused on respecting and accepting cultural differences. According to Teacher C for example

> *"Yes, they do aware. But, what I will do as a teacher, is it is very important for us to make them understand because they are still kids. So I will teach them to respect other people's cultures. I said that as to how those foreign people accept our culture, we should also accept their culture. And I make them understand that different people have different cultures and we should know about them, but it is up to us whether we want to follow or not. As simple as that."*

In addition, this explanation also centred on the positive aspects of each culture, as stated by Teacher A

"I make sure to explain that there are many positive things, like the one presented in the book. Things that we do, and they do, are normally similar."

Teacher D echoed a similar view focusing on the bright side, mentioning that

"Okay, sometimes what I do in my class normally, I share my experience, sometimes when I ask them to share their own experience. Yes. And then we bring out what we call the good thing and good explanation, what we call a good perspective from that, is it?"

On the other hand, all five respondents also utilized comparative discussions with their Form 1 student to avoid cultural stereotypes and prejudices. They talked about the similarities and differences between foreign cultures and the student's cultures while enlightening their students on the issues of cultural differences and stereotypes. Teacher B for instance, said

"Okay, for this type of situation…I would like to explain to them and sometimes compare the U.K. and Malaysian cultures. So, I would directly tell them that we are Malaysian; we are very diverse, right? We have Indian, Chinese, Malay, and also the Kadazan. We are very rich in culture, and I would say that every race would have different culture, and it is not good to stereotype any culture."

3. What supplementary materials do you use with PULSE 2 when teaching foreign cultural content to Form 1 student?
The respondents in this study used diverse supplementary materials with the PULSE 2 textbook when teaching foreign culture to their Form 1 student. These materials include authentic materials such as newspaper articles and brochures and multimedia resources such as videos, images, and digital learning platforms. Some of them also went the extra mile by adapting materials from PULSE 2 to cater to their students' needs.

Most teachers in this study preferred to use authentic reading materials like research articles, magazine articles, and newspaper articles. Teacher A, for example, believed that such materials are reliable sources of information for the students, explaining that

"We will discuss the thing that we did online in the classroom…and other than that. It would be extra notes and articles, mostly on the research articles, [that will] supplement the one in the textbook. Yes, from the internet. It would be mostly magazine and newspaper articles because I feel it is important to find reliable sources."

Teachers C and E agreed as Teacher C suggested that printed articles, especially from newspapers, are essential because they can cater to students with different language abilities

"So, I need to find materials that can cater to all the levels. So normally, I use printed articles like a newspaper."

Teacher D echoed the views of Teachers A and C by adding that she loved to use brochures, tickets, and maps that are related to foreign places. This is because the teacher has first-hand experience studying in the U.K. and has a collection of valuable supplementary materials to be used in class

> "Because we have been there before. I mean, I have studied there before. I do keep some of the materials from the actual place, like brochures. We can also use those brochures online, right? Find the online version of the brochure itself, and you can try to find the ticket related to that place. Yes, it is authentic, or if I do not have it, I can try to find it online; normally, we have the PDF version."

Most of them also decided that it was best for them to create their supplementary materials by adapting the content of PULSE 2. Teacher B argued that any supplementary materials used with the students must consider the students' different learning needs. This matter compelled the teacher to prepare different supplementary materials to complement the exercises in PULSE 2

> "Sometimes they are advanced. Sometimes they are a bit slow, so [that] I would prepare a different supplementary material. Okay, normally, I find that the exercise prepared in PULSE 2 is insufficient, so I would also design extra materials to help them understand the language element we are learning in that class and the culture".

Teacher E shared the same view, as the teacher is teaching in a rural area. The teacher claimed the students there could be stronger and more experienced with foreign cultures. Thus, there is a need to adapt the content of PULSE 2 and produce materials out of it. These materials include reading comprehension and information transfer questions that are simpler to enhance the students' understanding. Teacher E further explained that

> "Before I get into the class, I definitely I will prepare first, especially using PULSE 2 because the text is very alien to them. My students are very weak because they are rural area students. So I will do my own reading comprehension questions so that the question will be easy to mix because I want them to understand better about the text. Only then can they answer the questions given in the book. I want them to understand more. I will give them reading, and then I will give them information transfer [exercise] that I create on my own."

Besides that, Teacher B also indicated that the students would be given additional short quizzes online as an extended exercise or a task like writing a short reflection of what they have learned in class on a particular day, where the teacher designed all the questions or tasks.

Similarly, Teacher C created questions that are aligned with the examination formats to familiarize students with the type of questions they will face later

> 'I will create questions which are aligned with the exam format because I want to expose [them to] the exam format as well."

Meanwhile, Teachers A and C capitalized on digital learning platforms as supplementary material sources for their students while using PULSE 2. Teacher A, for example, used 'Quizizz' as a platform for the students, as t offers many online quizzes which discuss various cultural elements.

> "Normally, for example, Quizizz, so there are a lot of Quizizz talking about culture or different topics of food and everything, so I assigned to them, and they will answer."

Apart from that, Teacher C employed online blogging through a digital learning platform since all the students enjoyed good access to the internet. According to Teacher C:

> "I expose them to [a digital learning platform]. So all my students have a blog [there], their own blog. For the blog, I will ask them to write a mini journal, a mini post about [what] they have [learned]. That will be their individual task".

Discussion

The PULSE 2 textbook is rich in cultural content. Therefore, as Goh and Aziz (2020) suggested, teachers can only fully exploit an imported language textbook in teaching and assessing local English classes when the textbook's activities are adapted and improvised to suit the local context. This notion is also supported by Cunningsworth (1984), who mentioned that an ideal textbook does not exist, but it is the vital role of the teachers to find a possible fit between what the textbook offers and their students' needs.

Remarkably this notion was applied by the five respondents interviewed in this study to introduce the foreign cultural content from PULSE to their Form 1 student. The common methodology the teachers shared is by relating the target culture to their students' culture. By doing this, students are allowed to make comparisons and identify the similarities and differences between both cultures to develop competence about different cultures while promoting cultural awareness among them (Minoo & Hemaseh, 2013). Park (2018) also agreed with this, as connecting the content to the student's own culture can make the foreign cultural content more relatable to them.

Apart from that, the teachers also believed in producing their materials based on the content of PULSE 2 and other resources to cater to their student's needs, as they felt that the level of some of the materials in the textbook was incompatible with most of their students, who only possessed average or below average proficiency in English. Some teachers prepared task sheets such as simplified articles, quizzes, information transfer, and reading comprehension practices to aid their students' learning. This matter is in line with Ho (2019), who recommended that teachers adapt materials from these imported English language textbooks for their students to suit the needs and interests of their students. For example, they simplify the language, provide additional explanations or examples, or include supplementary materials to build students' understanding of the cultural content.

Besides, these teachers also provided ample explanations about the foreign cultural content being taught to the students. This matter is deemed practical to avoid cultural stereotypes and prejudices related to the foreign cultural content of PULSE 2 while promoting cultural

sensitivity and a positive outlook on cultures. When teachers can provide ample explanations relating to the background information about a particular culture, such as its history, traditions, and values, Skiba (2015) suggested that it can help students better understand and appreciate the cultural content.

Furthermore, the teachers in the study also presented their students with multiple opportunities to discuss and compare the foreign cultural content in PULSE 2. Yang and Li (2018) asserted that students could be encouraged to develop a more nuanced understanding of cultural differences and similarities by comparing and contrasting cultural practices and beliefs. O'Dowd (2018) shared the same view, as the author maintained that encouraging students to think critically about the cultural content they are engaging with can help them develop their intercultural competence and promote more profound understanding.

Other than that, the teachers also utilized multimedia resources such as audio-visual materials and digital learning platforms in introducing the foreign cultural content in PULSE 2 to their Form 1 students. This matter is believed to be the direct result of the effort by the Ministry of Education Malaysia to engage in many projects to promote the comprehensive and effective use of digital technology in Malaysian schools in line with the shift towards a more technologically literate, thinking workforce who can perform in a global working environment by using the tools available in the ICT age (Chitaravelu et al., 2005).

The use of multimedia resources was also recommended by Niveen (2011), who suggested that these resources could activate the students' schemata and prior knowledge since visuals can be used to trigger students' interest in a subject matter. Bensalem and Al-Ansari (2018) echoed this view. Teachers could incorporate multimedia resources, such as videos, images, and audio recordings, to help students visualize and experience the cultural content being taught.

Recommendation
Apart from the strategies suggested by the teachers involved in this study, other approaches can be exploited in introducing the foreign cultural content in the PULSE 2 textbook to students. Jimenez (2019), for example, proposed that ESL teachers teach essential vocabulary and concepts in English textbooks beforehand since it is believed that introducing students to key vocabulary and concepts before reading a text or engaging with cultural content can help build their background knowledge and facilitate their understanding (Jiménez, 2019)

Khoshnood and Hashemian (2018) also encouraged the extensive use of graphic organizers alongside English textbooks. They contended that graphic organizers, such as mind maps and concept maps, can help students visualize and organize the information they are learning, improving their comprehension and retention of the material being taught.

Teachers are also urged to provide more opportunities for discussion and reflection on the different cultural practices and beliefs presented to the students. Giving students opportunities to discuss and reflect on the cultural content they are learning can help them develop their communicative competence and promote intercultural dialogue, as Byram (1997) emphasised earlier.

Future studies on this topic could include additional respondents and be extended to students, as they are the primary users of these imported English language textbooks. Such studies could also be expanded to multiple localities from different states in Malaysia for comparison purposes, for factors that influence how the teachers introduced the foreign cultural content unique to a particular place. Such studies could also investigate other factors that determined how the teachers introduced foreign cultural content in the English textbooks to their students, like teachers' own readiness. It was reported earlier by Wong and Lui (2017); Ahmad and Mustafa (2019) that while Malaysian English teachers mostly recognized and valued the importance and value of teaching foreign culture content, many needed more knowledge and confidence to do so effectively.

Conclusion
Overall, it was discovered that ESL teachers employed various strategies to introduce the foreign cultural content in the PULSE 2 textbook to their Form 1 student. These strategies include providing collaborative learning activities to their students and capitalizing on multimedia resources. They also encouraged sharing and reflecting on cultural practices and beliefs to dispel cultural stereotypes and prejudices. The teachers also utilized authentic reading materials and multimedia resources to supplement their lessons on the foreign cultural content in PULSE 2. Some even went the extra mile in adapting suitable materials compatible with their students' varying English proficiency levels.

This study suggests strategies that Malaysian English teachers can use to introduce foreign cultural content in PULSE and their English lessons in general. However, the specific strategies used may depend on factors such as the needs of their students and the cultural content being taught. At the same time, it is also essential for teachers to be aware of the potential challenges that students with low English proficiency may face when encountering foreign cultural content in English textbooks and to provide appropriate support and scaffolding to facilitate their understanding and engagement with the material.

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