

COMPARATIVE ANALYSIS OF ENGLISH LANGUAGE TEXTBOOKS OF CAMBRIDGE AND PUNJAB TEXTBOOK BOARD OF GRADE V USING BANK'S FIVE DIMENSIONS OF MULTICULTURAL EDUCATION FRAMEWORK

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Abstract

An evaluation of multicultural content in Grade V English language textbooks from Cambridge University Press and the Punjab Curriculum and Textbook Board (PCTB) depends on James A. Banks' Five Dimensions of Multicultural Education Framework. This study conducted a qualitative content analysis to explore the amount of cultural diversity along with critical thinking and inclusive education found in textbooks published by Cambridge University Press and Punjab Curriculum and Textbook Board. The study included interviews with teachers to gain detailed information about how these textbooks actually influence normal classroom teaching practices. The Cambridge textbook delivers an extensive multicultural approach by embracing diverse cultural understandings and stimulating critical thinking while promoting inclusion which supports Banks' developmental model. The PCTB textbook primarily explores Pakistani cultural content while failing to present global ideas or provide deep critical thinking opportunities. Teachers who use PCTB textbooks voiced two main issues regarding limited minority inclusion alongside rote memorization practices. Research evidence shows students need national identity education but textbook content should integrate global perspectives for preparing students to interact in the diverse global world. Multiple authors suggest that PCTB textbooks should receive updates that use culturally diverse stories along with interactive methods and analytical discussions which would support students in understanding multiculturalism better.

Keywords: Multicultural education, English language textbooks, James A. Banks, Cambridge, Punjab Textbook Board, Curriculum analysis

Introduction

As education becomes even more global, it is more urgent than ever for schools to prepare their students to be able to work and interact in a culturally diverse environment. As one of the important approaches, multicultural education attempts to create an inclusive, fair, and diverse cultural backgrounds appreciation environment. Therefore, textbooks constitute primary educational tool that play a fundamental role in developing images and understanding of multiculturalism in students during their whole period of studies. This research optically analyzes Grade V English language textbooks published by Cambridge University Press and Punjab Curriculum and Textbook Board (PCTB) on the basis of James A. Banks' Five Dimension of Multicultural Education Framework to evaluate the extent of integration of multicultural education.

Banks further establishes that sincere implementation of multicultural education requires five interrelated dimensions known as: Content Integration; Knowledge Construction Process; Prejudice Reduction; Equity Pedagogy; and Empowering School Culture and Social Structure (Banks 1993). These dimensions, taken together, form a comprehensive guide that can be used both to assess the multicultural responsiveness of educational materials and practices and to improve it.

Content Integration refers to the amount of time teachers and educational materials use examples and materials from different cultural groups and their cultures to represent key concepts and principles as contained in different subjects (Banks, 1993). The addition of literary works, narratives and examples set in a variety of cultural worlds would mean that in

English language textbooks. Many Cambridge University Press textbooks offer a wide range of global content; students are introduced to stories and situations set in different cultures which create a more inclusive worldview. On the other hand, PTB textbooks have been accused of limited representation of cultural diversity, with a majority of the content representing only local or national cultural information, thereby ignoring other cultural diversity (Eisha-tur-Razia & Khan, 2024).

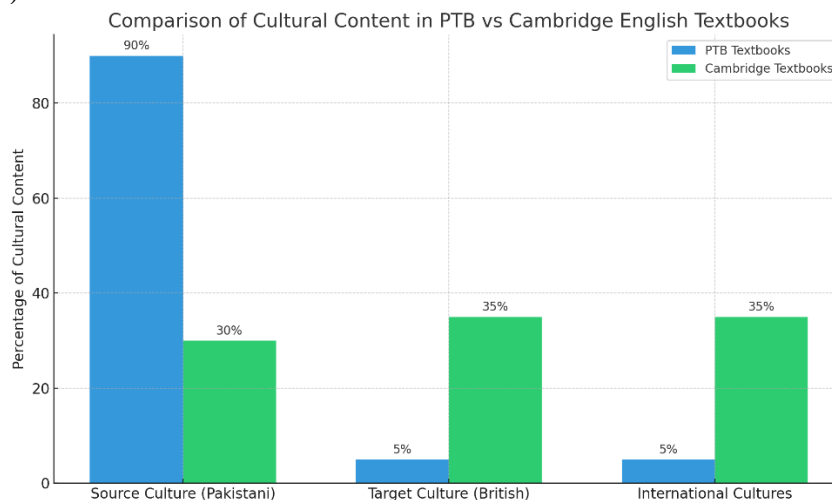


Figure 1: Comparison Between The Cultural Content Included In The Used PTB And In The Cambridge Grade V English Textbooks.

This figure indicates the kind of cultural representation in the identified cultural elements in relation to: Source Culture (Pakistani), Target Culture (for instance, British), and International Cultures within English language books in PTB and Cambridge University press. The PTB textbooks have a strong bias towards the local culture and there is not much reference to the target or international culture. On the other hand, the Cambridge textbooks had a more appropriate manner of presenting cultural content in aligning with the principles of multicultural education by integrating different cultural practices and perspectives.

With respect to the dimension The Knowledge Construction Process, it is essential to assist students in understanding how knowledge is being formed and shaped by cultural assumptions and viewpoints. It entails inspiring critical thinking and perception of the biases which may influence information and narratives. Those Kyoto textbooks that are Cambridge adaptations tend to have activities and conversations that force students to examine multiple points of view, to question the sources and contexts of information presented. On the contrary, by Paying more attention in presenting information in such a way that students are not allowed to critically go into it, PCTB textbooks tends to be didactic and hence restricted students' to critically assess and construct knowledge (Eisha-tur-Razia & Khan, 2024).

Prejudice Reduction involves strategies and content promoting students' developing favorable attitudes to racial, ethnic, and cultural groups among them. Among those, we find presenting diverse groups in a respectful and accurate way and dealing with stereotypes and prejudices. Cambridge textbooks usually incorporate stories and characters of students from a variety of settings, informing students to be more understanding and empathic. Nevertheless, examples where content of PCTB textbooks may reinforce stereotypes or fail to include significant cultural groups have been criticized for failing to offer opportunities to challenge prejudices and promote inclusivity (Eisha-tur-Razia & Khan, 2024).

Equity Pedagogy is the pedagogy of teaching when adapted to lead to the academic achievement of students of diverse cultural background. This involves understanding and verifying different learning styles and the cultural experiences. Textbooks are only a small part of pedagogy, but their content either can facilitate or impede equitable teaching. In Cambridge

textbooks there are a variety of activities that", to appeal to different learning styles, and as well an encouragement of incorporating students' cultural experiences into learning. However, PCTB textbooks can be acclaimed as more uniform in approach, this approach might not be sufficient for all the students (Eisha-tur-Razia & Khan, 2024).

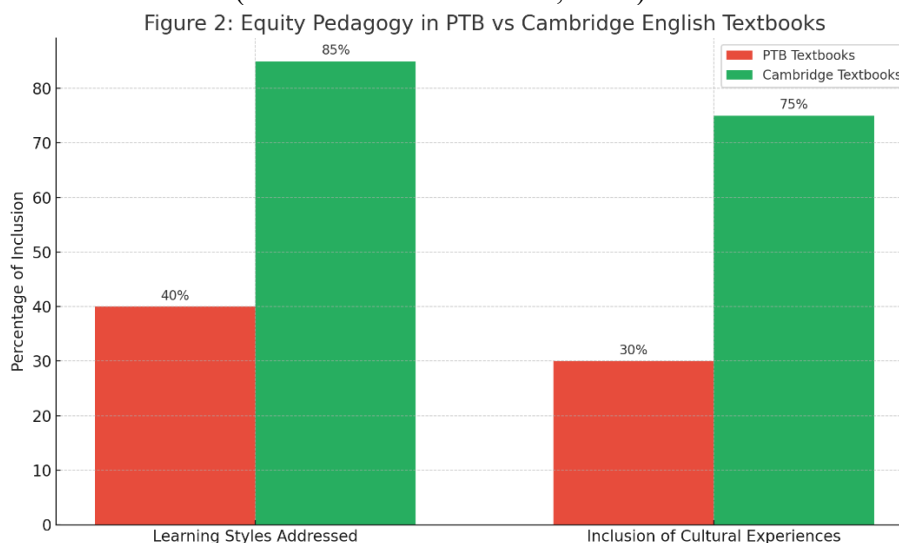


Figure 2: Equity pedagogy which are featured in PTB and Cambridge English Textbooks.

This figure shows an overview of equity pedagogy to learning preferences and cultural relevance of students as presented in Cambridge PTB and Grade V English textbooks. The Cambridge textbooks are more diverse oriented, presenting various kinds of activities and encouraging the student to use his culture background to learn. On the other hand, PTB textbooks are much more conventional and less culturally sensitive, thereby may cause a decrease in achievement motivation of students from different cultural backgrounds (Eisha-tur-Razia, & Khan, 2024).

Empowering School Culture and Social Structure: The broader school environment and its function in advancing equity and respect for amongst diversity. This is supported by textbooks in setting the tone of what is considered to be valued and recognized in the school culture. Inclusive content in Cambridge textbooks might allow for the positive development of a school culture in which diversity is valued and all cultures can be celebrated. On the other hand, the lack of a broad and culturally represented content in PCTB textbooks may not be equally effective in sustaining a powerful and communal school culture as Bahsoun (2014) argues. (Eishat-ur-Razia & Khan 2024).

The comparative analysis of Grade V English language textbooks from Cambridge University Press and the Punjab Curriculum and Textbook Board, through the lens of Banks' Five Dimensions of Multicultural Education, reveals significant differences in the integration and promotion of multicultural education. Cambridge textbooks offer a more integrated perspective on multicultural education, including integration of cultural content, the fostering of critical thinking, the confronting of bias, supportiveness of efforts at equitable teaching, and contribution to a school culture constituted of an inclusive group. On the contrary, PCTB textbooks are limited in these areas and, therefore, PCTB curriculum should be revised to better reflect multiculturalism principles.

The significance of the evaluation lies in the fact that textbooks hold a pivotal role in forming students' appreciation and understanding of cultural diversity. Educational materials need to include multicultural values in order to appropriately prepare the students to participate in an interconnected and diverse world. Textbooks and teaching practices created by curriculum developers, educators, and policymakers must be inclusive, equitable, and be representative of the diverse societies in which students live.

With a world that is becoming more interconnected and plural, education systems cannot help but promote an environment that recognises, and promotes the celebration of cultural differences. This effort is based on multicultural education, which is an educational reform movement designed to develop equitable learning environments that include multiple cultural perspectives and take into consideration, respect, and value many different cultural perspectives. Banks (2020) points out that the ultimate aim of multicultural education lies in creating equal learning opportunities for students of inclined backgrounds with the objective of instilling awareness, mutual respect and shared understanding among them. This is not just a call to add superficial inclusion of ethnic festivals or cultural icons, but it is a call for a change in teaching pedagogy, curriculum content and school culture. Multicultural education's inclusion allows students of all different cultures to have the best chance at academic and social success while learning acceptance and tolerance between cultures.

Curriculum designed and content in the school textbooks are one of the most important aspect in effective implementation of multicultural education. Textbooks are foundational instruction tools that allow the worldviews of students to influence the way they construct knowledge and reinforce or indispose the existing societal narratives. Gay (2021) contends that the inclusion of multicultural content in the curriculum then provides cognitive readiness in students as it calls for a questioning of dominant cultural assumptions, promotes development of multicultural awareness, and development of critical thinking skills needed for a successful pluralistic society. Including diverse cultural experiences, perspectives, and contributions in textbooks can better prepare students to engage meaningfully in democratic societies where people differ by race, ethnicity, or class.

In addition, Sleeter and Carmona (2021) note that the textbooks and other instructional materials that young learners are exposed to play a significant role in forming the attitudes, beliefs, and perceptions of others. They do not have a neutral educational value as they are embedded with certain cultural values and ways of seeing that assist in understanding and interpreting knowledge. Textbooks which fail to include marginalized communities' histories or contributions or which present monocultural perspectives risk reinforcing stereotypes and maintaining the social hierarchies. On the contrary, by introducing the voices of different cultural backgrounds within the books they teach, textbooks give alternative viewpoints that not only build empathy and understanding, but also counteract systemic inequities not only within the education system, but also within society as well.

Therefore, the evaluation of textbook content forms the basis of the amount of content for which educational materials are in accordance with multicultural education principles. This is not an academic exercise; rather it is an evaluative process required in order to bring about equity in education. The study of how a race or ethnic group developed includes the importance of a textbook that in an inclusive manner reflects racial, ethnic, linguistic, and cultural groups, because such a textbook contributes a lot to students' identity building, self-importance as regards to their status, and social reasoning. Materials that reflect learners increase the likelihood of validating and motivating them to partake in the content. Also, when students are exposed to the lived experiences of people, it expands their social consciousness, lives, and helps to break down prejudices.

Banks (2004) target the instructional content that is multicultural responsive as described in his Five Dimensions of Multicultural Education. The guiding principles—Content Integration, Knowledge Construction, Prejudice Reduction, Equity Pedagogy, and Empowering School Culture—are the dimensions of multicultural education which provide framework for curriculum developers, teachers, and policymakers to enact multicultural education effectively. In the field of Content Integration, diverse cultural perspectives are included in the teaching materials. For example, a Grade V English textbook in which stories are taken from various cultures and languages fulfils the measure to a large extent by exposing students to worldviews

other than their own. The dimension of Knowledge Construction Process involves the facilitation of students' critical analysis of the cultural assumptions within information and of how knowledge is socially constructed. Traditional textbooks that treat knowledge as fixed and objective tend to overlook this dimension.

Another critical dimension is Prejudice Reduction in helping students develop positive attitude towards people from different background. Content that includes stereotypes or racial and ethnic bias is prohibited within textbooks, which must actively include stories that foster understanding and respect. Equity Pedagogy aims at changing teachers' methods to ensure every student achieves educationally despite their cultural background. Even though that is more related to instructional strategies, these textbooks make part of equity pedagogy by bringing content that is differentiated and respectful to different learning styles and different linguistic proficiencies. Finally, the Empowering School Culture and Social Structure dimension prompts the schools to institutionalize practices congruent with democratic ethos and cultural inclusiveness. It is when textbooks support the principles how they become instruments not just of a teaching but of a cultural reconstruction.

Although theoretical foundations and intentions of multicultural education exist, actual implementation (and mostly through textbooks) has at times been quite conflictive among educational systems. Textbooks in many regions, especially those with centralized curriculum control, tend to reflect the dominant culture's perspectives and fail to include the contributions of the minority communities. However, this situation is present both in Western and non-Western contexts. As such, a 2023 research paper by Eisha-tur-Razia & Khan on Pakistani middle school textbooks illustrates, as Pakistani middle school local textbooks bear reflection of Pakistan's national identity narratives, their asserted inability to incorporate Pakistan's internal cultural diversity has been observed. Students who are underrepresented, may be alienated from the school or see their culture as less valuable.

As the globalisation advances high requirements arise for making educational systems more inclusively, culturally sensitive and socially responsible. While cultures are becoming diverse and interrelated across the globe, the focus of education and development is not only a formation of the national culture but also the preparation of global citizens. Textbooks as the considered here core instructional tools are highly significant in this revolving change. Cambridge University Press is among the leading international educational publishers that have implemented efforts in finding THE content which can be culturally sensitive and diverse. These textbooks can be based on the current global research and trends in education and thus conformed to the principles of multicultural education. They embrace multiculturalism and multicultural experiences and are designed to assist the students in gaining more inclusive perspectives on the global society. These aspects entail exposure to global issues, intercultural narratives, and other aspects that make such resources better fit in the multicultural education as defined by scholars such as Banks (2020) with increased focus on cultural diversity and improved democratic participation.

The intention of internationally published textbook is normally well-intended, a crucial problem arises when the materials is not fit into the local context. The multicultural educational resources that negate the associations to the regional history, language, or social context of the learners render the students in a position of disconnection and inclusion of a different cultural reality. Multicultural education cannot merely focus on global narratives but must engage and entail the learners' cultural reality. This is more so in culturally diverse nations such as Pakistan that boasts of diverse cultural descriptions. This is especially when the foreign content is incorporated without proper integration and such an approach would be best described by Sleeter (2005) as celebratory multiculturalism. This refers to the mere infusion of cultural icon—food, flag, or festivities, without going deeper into multicultural understanding being defined in terms of systems of oppression, oppression of certain race by others and historical

struggle that defines multiculturalism. In such cases, the content might seem different to represent a fully differentiated material that would disrupt or disrupt the status quo of a society, or bring about a critical thinking process among a group of students.

This critique is highly relevant when it comes to the use of international textbooks in the local learning atmosphere. In this vein, even though there might be numerous global goals and diverse content present in such textbooks like Cambridge, its potential to provide multicultural education change is viable only if approached through the use of learning methods that connect the content with the learners' socio-cultural reality. For instance, knowledge that takes the form of learning about other children from other parts of the world can be taken as an example to learn about curiosity and empathy but if students are not prompted to make connections between that knowledge and their own experiences or to identify the mechanisms through which the former is effected or the latter is limited then the knowledge is not more than skin deep. Sleeter (2018) and Banks (2020) claim that the integration of multicultural education must have a critical aspect: the students must learn what was left out about cultural representation and experiences.

The composition of the larger conception of Global Citizenship Education (GCE) becomes more valuable, as promoted by UNESCO and other analogous organizations. GCE seeks to empower learners who become global citizens possessing the sort of know ledge, skills, and attitudes to enable him/her foster desirable relations among the world's people and contribute positively to the global society (UNESCO, 2015). This captures cultural sensitivity in that it acknowledges the multicultural nature of the world today, responsivity in that it acknowledges that everyone is dependent on one other in this global village and equality in that it fosters fairness and equal treatment of everyone. These competencies are not just concepts but are real and are connected with the kind of education that is offered to students in school starting from the books they use in their classes. Such type of books creates more awareness of other cultures, reconnects students with global contexts, and encourages them to think and act in positive ways when it comes to problem-solving. They help in facilitating the connection between local mindedness and global mindedness to enable students to be citizens of the world.

This ought to become even more important in the developmental stage of learners to express and develop key ideas that relate to identity, acceptance, and social relations. For young learners, such experiences are shaped by the information, which is contained in pictorial and or written texts that learners come across in school. With an appreciation of self-identities and experience of cultural diversities in and outside their setting, learning facilitates positive psychological competence, emotional posture, and positive relationship with the world. On the other hand, when the educational resources do not encompass these identities or they are seen as subordinate, it results in students feeling inferior, left out or indifferent. Thus, it is not surprising that multicultural education, delivered through texts, must be both inclusionary, in terms of the students' own experience, and transformational, in terms of their place in the world. The responsibility now lies on educators to ensure that what is taught in class and what is contained in the books is passed across to the learners. The teachers face the task of firstly, learning to identify areas of multicultural information bias and secondly, to ensure students examine what they learn and read critically. Thus, if there is no proper approach or explicit method of teaching, even if the multicultural text books are properly developed, pupils may not benefit from such text books. Therefore, it is crucial to focus on the CCQAP framework as textbooks, learning-teaching approaches, and testing methods should be aligned and coherent with the goals of multicultural and global education.

They are also equally relevant to comprehend that multicultural and global citizenship education are not two different approaches but actually they are the two faces of the same coin. Multicultural emphasises appreciation and diversity of cultural minority within a society, whereas global citizenship education brings it on a global level, teaching people to respect

everyone all around the world and treat everyone as equal. Together, they set various conditions in which students are able to embrace their individual roots while at the same time fostering the opportunity to embrace global citizenship where they are able to address global issues such as social injustice, environmental degradation and migration challenges. Thus, the concept of an ideal curriculum involves introducing peculiar features of the cultural identity and basic human values and providing learners with the skills necessary for ethical actions in a global society.

It can be stated that books of such well-known publishing companies such as Cambridge University Press represent a great potential for the development of multicultural education; however, this potential should be viewed in connection with proper approaches used in textbook translated adaption and in-class enactment. The risks of “celebratory multiculturalism” still hold this to mean that it is not enough to include images or names of diverse origin. Multicultural education can be described as critical, inclusive and transformative, which involves learners in meaningful reflection of local and global realities of world. Due to the enhancement of UNESCO’s vision for the GCED, educational resources, standards, and teachers being prepared must be responsive to the change. A textbook as an essential educational material should be produced and chosen with an understanding of two purposes: cultural relevance and culture sensitivity to create a positive and progressive source that shape the students to be active and transformable global citizens.

Overall, multicultural education does not remain as a solely theoretical ideal but a real necessity to prepare the students to live and work in the diverse societies. In this process, textbooks are indispensably playing the role of defining how the students perceive themselves and the those around them. Educational materials infused with multicultural content help schools provide environments where diversity is promoted, prejudice is challenged, and critical thinking promoted. Banks’ Five Dimensions are frameworks utilized to assess textbooks of multicultural education, ensuring that the delivery of this education through textbooks is not just rhetorical but reflected in the content that is textually delivered. Inclusive textbook development is a step towards equity, representation, and excellence in education and thus, inclusive textbook development has to be on the priority of policymakers, curriculum developers, and educators. The educational system of Pakistan relies on the Punjab Curriculum and Textbook Board (PCTB) to supply textbooks to public institutions yet numerous private educational institutions select international publishers such as the Cambridge University Press. The split between local and international educational materials about multicultural education creates special conditions for researchers to study the divergent approaches between them.

Textbooks come under study by multiple researchers who analyze their cultural along with ideological content representations. The work of Afzal et al. (2021) examined ideological constructions between the Punjab Textbook Board and Oxford University Press English textbooks to discern variations in cultural aspects together with ideological bases. Mushtaq et al. (2022) evaluated visual photos in Pakistani English educational materials to emphasize the necessity of expanding cultural diversity in textbook imagery.

Previous research investigates textbook ideology and visual content but fails to examine application levels of Banks’ Five Dimensions of Multicultural Education when assessing English language textbooks at the primary level in Pakistan. This research addresses the existing vacant space by performing a detailed evaluation of Grade V textbooks published by Cambridge University Press and PCTB.

Research Objectives

The study seeks to achieve the following main objectives:

1. The evaluation examines how Banks’ Five Dimensions shape the inclusion of multicultural material in Grade V texts published by PCTB and Cambridge University Press.
2. To compare the representation of diverse cultures and perspectives in both textbooks.

Methodology

3.1 Research Design

In this paper, the writer makes use of a qualitative content analysis method to determine the differences and similarities of Grade V English language textbooks from both Cambridge University Press and the Punjab Curriculum and Textbook Board (PCTB). In order to evaluate the multicultural content included in these textbooks, the study employs the Five Dimensions of Multicultural Education Framework developed by James A. Banks. Semi-structured interviews with the teachers supplement the latter by revealing the practical application of these textbooks in practice classrooms. With the help of the analysis of texts and the questionnaire, the representation of the multicultural issue in the selected textbooks can be assessed.

3.2 Research Approach

A qualitative research approach is adopted since this methodology affords understanding the textual content, imagery and teaching methodology in the textbooks in details. This study found that patterns, themes and latent meanings regarding multicultural education can very effectively be found through qualitative content analysis (Creswell & Creswell, 2023). One should note that the present study does not use quantitative statistical analysis techniques, since the main objective of the study is not to quantify multicultural representation but to analyze it qualitatively and in depth.

3.3 Sample Selection

The subject of the study is two Grade V English language textbooks:

- Cambridge University Press Textbook as used in private schools that follow the international curriculum.
- Pakistan also has textbooks of Punjab Curriculum and Textbook Board also used in public schools.
- The choice of Grade V is deliberate as this level of education has the potential to shape the perception of the young learners regarding diversity for quite a long time (Banks, 2020).

Aside from the analysis of textbook, this study employs semi structured interviews on 10 English language teachers (5 from the Cambridge affiliated schools and 5 from the PCTB schools). This also means that there is a fair comparison between the international and regional curricula's positions.

3.4 Data Collection Methods

3.4.1 Textbook Analysis

To examine multicultural content presented in each of the textbooks, qualitative content analysis is conducted according to Banks' Five Dimensions of Multicultural Education Framework:

1. Content Integration – Identifying the inclusion of diverse cultural references, historical figures, and narratives.
2. Knowledge Construction – evaluating the theoretical analysis of cultural implication in the textbooks.
3. Prejudice reduction – to assess whether and how prejudice is dealt with or not.
4. Equity Pedagogy – looking at the ways of teaching that bring out the concept of equity into perspective.
5. Empowering school culture– Concerning messages related to diversity, social justice and inclusion within the context of empowering school culture.

Every textbook is thus coded by hand; this is done according to multicultural elements, diversity, or lack of the same, and didactic strategies. Therefore, thematic analysis is made to compare and contrast patterns in both textbooks.

3.4.2 Semi-Structured Interviews

To go further in understanding how these textbooks contribute to such discussions and how aware students are of cultures, semi structured interviews are conducted with fourteen teachers 7 from Cambridge School and 7 from PCTB schools. The interviews explore:

- Teachers' perceptions of multicultural representation in the textbooks.
- Challenges in delivering multicultural content.
- Recommendations for improving textbook inclusivity.

They can last up to 45 minutes and all of them are taped and transcribed for further analysis based on themes.

3.5 Data Analysis

3.5.1 Content Analysis of Textbooks

Thus, a thematic coding system is adopted with reference to Banks' Five Dimensions in which textual and visual parts are categorized according to a specific dimension. Descriptive and interpretative codes are utilized in the identification and description of how various cultures are portrayed. The quantity and type of multicultural content included in each text copy are determined.

3.5.2 Thematic Analysis of Teacher Interviews

All interviews conducted are transcribed and analyzed thematically according to Braun and Clarke's (2021). The discussion presents key themes related to multicultural content as well as challenges in a set of instruction recommendations. Inter-coder reliability is achieved by two of the coders reviewing the results before an agreement is made.

3.6 Ethical Considerations

- Informed Consent: All the participating teachers are given a brief description of the study purpose and voluntarily withdraw from the study in the next step if they wish.
- Anonymity and Confidentiality: Participants' details and responses will not be revealed to any other party to avoid prejudicing the respondent's opinion or remarks.
- Data protection: Interview recordings and transcripts are kept and only used in research purposes as mentioned in the research proposal.

3.7 Reliability and Validity

For purposes of credibility and rigorous research, the study uses:

- Researcher triangulation: Comparing results from the textual analysis of the textbook with the interviews of teachers.
- Peer Review: The results are approved by another person who have not worked on the study.
- Reflexivity: The researchers adopt this aspect to refrain from influencing the study and analysis of the collected data.

3.8 Limitations of the Study

- Limitation of sampling: Only two textbooks have been used in this research which may not be sufficiently adequate to cover all sorts of multiculturalism.
- Interpretation in Themes: A crucial strength of thematic analysis is that it is an interpretative technique that identifies different themes based on the researcher's perceptions.
- Sample: The study is limited to a single geographical context that is the Pakistan and therefore generalization of the results to other educational settings may not be desirable.

Results and Findings

This chapter is the core and main part of the study, showcasing the findings on the results obtained from the content analysis of selected English language textbooks of Grade V from Cambridge University Press as well as, Punjab Curriculum and Textbook Board (PCTB). The results are classified based on James A. Banks' Five Dimensions of Multicultural Education

Framework. Also, the views of the teachers who participated in semi structured interviews give an idea of the effects these textbooks have on arguments concerning multiculturalism in their classrooms.

4.1 Content Analysis of Textbooks

According to the criterion chosen, the content of the two textbooks was classified using the Five Dimensions framework developed by Banks. This information is given below in tabular form.

4.1.1 Content Integration

Dimension	Cambridge Textbook	PCTB Textbook
Diversity in Examples	Includes content from multiple cultures, featuring global history, culture, and religious literature, historical events, and themes, with minimal global figures.	Focuses primarily on Pakistani culture, and religious representation.
Multicultural Representation	Presents stories, poems, and lessons from diverse ethnic and racial groups.	Overwhelmingly portrays Pakistani culture, with little emphasis on other ethnicities.
Cultural Festivals & Celebrations	Covers a variety of festivals (e.g., Christmas, Eid, Diwali, Chinese New Year).	Focuses mainly on Islamic and national holidays (Eid, Independence Day).

Key Findings:

- Cambridge textbooks incorporate global multiculturalism, while PCTB textbooks focus on local culture and identity.
- Limited representation of non-Muslim communities in PCTB textbooks.

4.1.2 Knowledge Construction Process

Dimension	Cambridge Textbook	PCTB Textbook
Critical Thinking Activities	Includes exercises asking students to analyze cultural perspectives.	Primarily fact-based learning with limited critical discussions.
Alternative Viewpoints	Encourages debates on historical and cultural narratives.	Presents a single perspective on historical events.
Encouragement of Inquiry	Students are prompted to research cultural topics.	Limited opportunities for independent inquiry.

Key Findings:

- Cambridge textbooks foster critical thinking and encourage multiple viewpoints.
- PCTB textbooks provide a factual, one-dimensional narrative with limited knowledge construction opportunities.

4.1.3 Prejudice Reduction

Dimension	Cambridge Textbook	PCTB Textbook
Stereotype Representation	Challenges gender and racial stereotypes through diverse characters.	Gender roles are traditional, with men depicted as leaders and women as caregivers.
Intercultural Interactions	Stories highlight friendships between children of different ethnicities and religions.	Largely focuses on Pakistani society, rarely depicting interactions between diverse ethnic groups.

Dimension	Cambridge Textbook	PCTB Textbook
Social Justice Themes	Includes discussions on discrimination, racism, and human rights.	Limited discussion on social justice issues.

Key Findings:

- Cambridge textbooks actively challenge stereotypes and promote inclusivity.
- PCTB textbooks reinforce traditional gender roles and lack diversity in social justice narratives.

4.1.4 Equity Pedagogy

Dimension	Cambridge Textbook	PCTB Textbook
Inclusive Teaching Strategies	Encourages group discussions and multicultural activities.	Focuses on rote learning rather than interactive discussions .
Student Engagement Methods	Uses role-playing, storytelling, and debates.	Limited active engagement techniques.
Representation of Minority Voices	Voices from various cultural and religious minorities are included.	Marginalized communities are underrepresented .

Key Findings:

- Cambridge textbooks promote inclusive teaching strategies. PCTB textbooks rely on memorization, with limited interactive learning opportunities.

4.1.5 Empowering School Culture and Social Structure

Dimension	Cambridge Textbook	PCTB Textbook
Diversity in Images & Illustrations	Features characters of various ethnic backgrounds .	Images predominantly show Pakistani Muslims , with little ethnic diversity.
Discussion on Inclusion	Encourages open dialogue on race, gender, and inclusivity.	Little emphasis on social inclusion beyond national identity .
Promotion of Global Citizenship	Highlights the importance of global cooperation and cultural awareness .	Primarily emphasizes national identity and patriotism .

Key Findings:

Cambridge textbooks support global awareness. PCTB textbooks focus on national identity, with minimal global context.

4.3 Summary of Key Findings

Aspect	Cambridge Textbook	PCTB Textbook
Multicultural Content	Highly diverse, includes global cultures.	Primarily Pakistan-focused, lacks global diversity.
Critical Thinking	Encourages multiple viewpoints.	Fact-based, lacks alternative perspectives.
Prejudice Reduction	Challenges stereotypes, promotes inclusivity.	Traditional gender roles, minimal social justice themes.

Aspect	Cambridge Textbook	PCTB Textbook
Teaching Methods	Encourages interactive and inclusive learning.	Memorization-based, lacks student engagement.
Global Citizenship	Promotes international awareness.	Focuses on national identity.

The findings suggest that Cambridge textbooks align more closely with Banks' Five Dimensions of Multicultural Education, whereas PCTB textbooks remain nationally focused with limited multicultural inclusivity. Teachers also expressed a need for curriculum reforms to enhance multicultural representation in PCTB textbooks.

Discussion

The findings of this study highlight significant differences in the representation of multicultural content between the Cambridge and Punjab Curriculum and Textbook Board (PCTB) Grade V English language textbooks. The examination using Banks' Five Dimensions of Multicultural Education demonstrates the Cambridge textbook presents multiple cultural views yet the PCTB textbook focuses mainly on Pakistani content alongside few global elements. The contrasting approaches in these educational materials create consequences that affect student attainment of cultural competency together with creative thinking skills which enable participation in diverse communities.

The Cambridge textbook serves multicultural education well through its multicultural content selection and by celebrating a multicultural environment and flexible student perspective exploration. Multiple educational components within the textbook strive to disprove stereotypes by serving diverse narratives that build world citizenship understanding. Students become better at understanding cultural diversity because the textbook shares multiple stories that come from various ethnic and racial and cultural groups. The textbook stimulates thoughtful thinking by showing different historical perspectives alongside dominant historical interpretations then enabling students to debate social justice and equality concerns. The system's teaching methods match all three of Banks' primary attributes which include content integration and knowledge construction together with prejudice reduction.

The PCTB textbook showcases Pakistani culture and history mostly while it includes few representations of world perspectives. Nationalistic emphasis in the PCTB textbook develops Pakistani identity and patriotism yet it fails to demonstrate the multicultural world as it actually exists today. Students in the textbook encounter only one point of view while the content refuses to actively generate dialogue about cultural diversity and fails in confronting existing biases. Men occupy leadership positions more frequently than women in traditional cultural roles that show women as family caretakers. The texts do not contain substantial focus on social justice together with equality and cross-cultural relationship building. The restricted content leads to impaired student development of cross-cultural aptitude along with inadequate skills for diverse community interaction outside of Pakistan.

The assessments with educational staff confirm that PCTB textbooks require enhanced development. Theory of Cambridge materials allowed teachers to observe students expanding their international understanding because students displayed increased interest in learning about different cultural beliefs and different ways of thinking. The PCTB textbook users noted students experienced restricted exposure to multicultural material and critical thinking assignments because both elements were absent from their instructional content. Classroom discussions become difficult because of the strict curriculum structure that teachers encounter. Studies indicate Pakistani developers of curricula should create materials by combining domestic educational beliefs with foreign cultural elements. Preserving cultural identity maintains significance but students will gain a deeper understanding of global perspectives by

incorporating multiple cultural perspectives with alternative viewpoints along with social justice themes. PCTB textbooks should integrate discussion-based and interactive methodologies because these strategies create better student engagement while stimulating critical thinking abilities. The integration of Banks' Five Dimensions in educational materials enables the development of inclusive classrooms that build students for interaction with the global community. The future should see educational leadership along with textbook developers making changes to their current curricula to provide better inclusive multicultural education representation.

Conclusion

The research demonstrates substantial variations between the multicultural content presentation within Cambridge and PCTB Grade V English language textbooks. The analysis which relies on Banks' Five Dimensions of Multicultural Education demonstrates that Cambridge textbooks combine multicultural narratives and worldwide awareness but PCTB textbooks maintain Pakistani heritage-centric approach with restricted global perspectives. Content integration, knowledge construction and prejudice reduction harmonize with Cambridge textbook standards but the PCTB textbook establishes strict fact-based limits for student critical thinking.

Additional information from teacher interviews helps demonstrate these inequalities between the two teaching materials. Students of teachers who used the Cambridge textbook engaged in multicultural discussions about social justice and inclusivity while developing acceptance toward diverse cultures. Teachers who used the PCTB textbooks mentioned that students faced restricted viewpoint diversity because of the restrictive nature of the curriculum which prevented them from introducing multicultural elements to their lessons. The research demonstrates an urgent requirement to change PCTB textbooks because they do not provide adequate and inclusive lessons to students.

The enhancement of multicultural education in Pakistan demands altering the PCTB curriculum through implementation of multiple cultural stories along with interactive student-based learning and mandatory social-critical historical thinking skills. A strong national identity matters but global preparedness of students depends on diverse learning materials and inclusive educational approaches. Research needs to investigate the influence of textbook modifications on student cultural understanding while studying approaches for teaching multicultural subjects through current curricula. A global education system that embraces diversity will create graduates better prepared to deal with the connections forming between nations.

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