

Representation of Multicultural Values through Images in Educational Textbooks: A Semiotic Analysis

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Abstract

This research focuses on scrutinizing the portrayal of diverse cultural and ethnic groups in society through visual images in Grade 5 textbooks aligned with the Single National Curriculum 2020. The primary objective is to enhance educators' and students' awareness of the importance of multicultural values embedded in these visual elements. Employing a mixed-methods approach, the study employed research instruments adapted from Widodo (2018) and Pusat Kurikulum (2011), utilizing a Grade 5 textbook as the data source. The analysis revealed that the textbook predominantly represents religious aspects, emphasizing social tolerance, and promoting social awareness through visual artifacts. While the images effectively convey multicultural values such as religious diversity and inclusivity, the study identifies a significant gap in representation, particularly the absence of symbols or depictions related to Buddhism, Protestantism, Catholicism, or Hinduism. The findings underscore the textbook's potential in promoting values of tolerance and awareness while highlighting the need for a more inclusive representation of diverse religions. The presence of 84 images featuring female characters in hijab and bearded men as symbols of Islamic religion suggests a predominant focus on this particular faith, warranting a broader representation of religious diversity.

Keywords: Multicultural values, Visual representation, Religious diversity, Social tolerance, Semiotic analysis.

Introduction

The representation of multicultural values in educational materials has become an increasingly important issue in today's globalized and diverse world. The use of textbooks is a fundamental aspect of teaching and learning, as they serve as a primary source of knowledge and information for students in various educational settings. Textbook images, in particular, are a powerful visual tool that can shape and influence students' perceptions and attitudes towards different cultures and ethnic groups. This research endeavors to investigate the nuanced representation of multicultural values within textbook images, employing a dual analytical framework of Critical Discourse Analysis (CDA) and semiotic analysis. Grounded in CDA, the study discerns how language and discourse within these visual representations either uphold or challenge prevailing power structures and societal inequalities. Simultaneously, semiotic analysis delves into the intricate use of signs and symbols, unraveling the visual discourse's communicative depths. By synergizing these methodological approaches, the research aspires to furnish a holistic comprehension of how textbook images delineate multicultural values and their potential influence on the construction of cultural identities and social hierarchies.

The inquiry centers on a selected set of textbook images, dissecting prevailing patterns and themes in the representation of diverse cultures. Integral to the analysis is an exploration of the

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socio-historical contexts surrounding the production of these textbooks, coupled with a nuanced consideration of the intended audience. The implications of the study hold particular relevance for educators, policymakers, and curriculum developers, offering insights into crafting educational materials that authentically reflect and advocate for the principles of multiculturalism and diversity. As the research unveils and critiques instances where textbooks may inadvertently perpetuate stereotypes or reinforce cultural biases, it aspires to establish a foundational framework for the development of more inclusive and equitable educational materials. Ultimately, this scholarly endeavor aligns with broader societal aspirations for justice and equity, endeavoring to foster a milieu where individuals of all cultural backgrounds are esteemed and respected.

Textbooks are essential for implementing curricula, providing educators with structured teaching resources. While recognized for language learning facilitation, concerns arise over biased cultural representations. Scholars like Banks and Banks (2001) note oversimplifications in social studies textbooks, perpetuating stereotypes. Studies by Waring and Evans (2015) advocate for diverse perspectives, addressing the imbalance. Ongoing debates, exemplified by Japan's historical portrayal (Ogawa, 2017), underscore textbooks' role in shaping national identity. Isnaini et al.'s (2019) research delves into cultural representation in written works, offering insights into how cultural values permeate textual media.

In the realm of language learning, images in English textbooks play a crucial role. Research by Erfani (2012) highlights their positive impact on comprehension and intercultural understanding. However, studies on textbooks in China (Aliakbari & Jamalvandi, 2012) and Korea (Song, 2013) reveal imbalances and call for more inclusive cultural portrayals. Bias in English Language Teaching (ELT) textbooks is explored by various scholars (Shin, Eslami, Chen, 2011; Tajeddin, Teimournezhad, 2014; Bahrami, 2015), emphasizing the need for balanced cultural representation. Given the pivotal role of ELT textbooks in shaping cultural awareness, it is crucial to address biases and ensure diverse cultural representation. The ongoing scholarly discourse emphasizes the careful selection and design of ELT textbooks to foster a more inclusive understanding of the world, preparing students for intercultural communication and collaboration as informed global citizens.

Objectives of the Study

The study on the representation of multicultural values in textbooks, employing semiotic analysis in Critical Discourse Analysis (CDA), is designed with the following objectives:

- i To assess the potential of textbooks in fostering positive attitudes towards diversity, challenging stereotypes, and countering prejudices.
- ii To offer recommendations for the development of more inclusive and culturally responsive textbooks that mirror the diverse experiences and perspectives of students from various cultural and linguistic backgrounds.

Research Questions

The research endeavors to address the following questions:

- i What multicultural values are evident in the visual images of the English Punjab Textbook Board Grade 5?

- ii How do the visual images in the English Punjab Textbook Board Grade 5 represent multicultural and religious values?

Significance of the Study

This study holds substantial significance as it offers practical insights into promoting multicultural values in Pakistani primary school textbooks through visual aids. It serves to raise awareness among teachers and students about the vital multicultural values embedded in their educational materials. The study's practical implications are evident in guiding teachers to effectively integrate these values into their teaching methods, fostering a more inclusive and accepting classroom environment. For students, it enhances awareness and understanding of multicultural values, promoting a positive attitude towards diversity. On an empirical level, the study lays the groundwork for future research on cultivating multicultural values through textbook images, contributing to the development of more effective methods for teaching diversity and inclusion. Overall, the study aims to play a role in creating a more inclusive and accepting society through the incorporation of multicultural values in primary education.

Literature Review

The examination of multicultural values within textbook images is a significant area of scholarly inquiry within the realm of education. Textbooks, regarded as indispensable tools for imparting knowledge, wield considerable influence over students' attitudes, values, and cultural perceptions. This literature review delves into the existing research on the representation of multicultural values in textbook images, employing critical tools such as semiotic analysis and critical discourse analysis (CDA). Semiotics, the study of signs and symbols, serves as a pivotal analytical tool for dissecting the visual and textual representations of culture, unraveling the intricate ways in which cultural meanings are constructed and communicated. CDA, an interdisciplinary approach, scrutinizes text and discourse to unearth and challenge embedded power relations and ideologies in language use.

Numerous studies, including the work of Kress and Van Leeuwen (2006), have utilized social semiotics to scrutinize the portrayal of multiculturalism in British primary school textbooks, revealing stereotypical representations reinforcing the dominant culture's power dynamics. Similarly, Reisigl and Wodak (2009) applied CDA to Austrian textbooks, exposing how immigrants were constructed as the "Other," fostering cultural inferiority and exclusion from the national identity. Studies by Beacco and Byram (2003) and others unveil semiotic analyses of intercultural communication representations in French and German textbooks, indicating a tendency to promote superficial and stereotypical understandings. Furthermore, research beyond the educational context, such as that conducted by C.R. Berger (2001) and J. Burgess and J. Matthes (2011), underscores broader challenges in representing diversity, including stereotyping and tokenistic portrayals in media.

Examining the role of textbook images in learning culture, the literature emphasizes the potency of visual aids in promoting cross-cultural understanding. Images contribute to the representation of diverse cultures, fostering cognitive and cultural development. They facilitate multicultural education by offering visual insights into various customs, practices, and beliefs, fostering a positive learning environment supportive of diversity and inclusion. Semiotic analysis within CDA emerges as a potent analytical approach, enabling a nuanced understanding of the complexities embedded in cultural representations. Studies employing semiotic analysis within

CDA, such as those by Kress and Van Leeuwen (1996), Musa and Verney (2010), and O'Connor and Joffe (2014), provide insights into the construction of meanings and ideologies in images, showcasing the potential to perpetuate or challenge dominant cultural norms.

In conclusion, the literature review underscores the critical importance of scrutinizing the representation of multicultural values in textbook images. The reviewed studies illuminate the perpetuation of stereotypes and power dynamics, advocating for a more critical and reflective approach to multicultural representation. Employing semiotics and CDA as analytical tools allows researchers to unveil hidden meanings, ideologies, and power relations within textbook images. The implications extend to educators and policymakers, urging heightened awareness of how textbooks shape students' perceptions of diverse cultures. Multicultural values form the foundation of principles that foster respect, understanding, and appreciation for diversity within society. Embracing differences in culture, ethnicity, race, religion, and language is seen as integral to both social and individual identity. This ethos challenges biases and assumptions, allowing individuals to broaden their perspectives and engage with various cultures. Countries like Canada and Australia have institutionalized multicultural values in their policies, reflecting a commitment to acknowledging and celebrating the contributions of diverse cultural groups. Canada's Multiculturalism Act and Australia's embrace of multiculturalism as a defining national characteristic illustrate the positive impact of such policies on societal wellbeing and cohesion, as observed by Berry (2013).

This commitment to multicultural values is essential for constructing inclusive and harmonious societies. By fostering cultural understanding, respect, and appreciation, these values contribute to improved relationships and enhanced social cohesion, aligning with Berry's insights (2013). Fundamental elements defining multicultural values encompass a deep respect for diversity, active inclusion, advocacy for equality and fairness, the development of cultural competence, and a commitment to social justice. Together, these values play a pivotal role in shaping societies that promote positive intercultural relationships and advance societal harmony.

Textbooks, essential educational materials, guide students through structured learning experiences, containing theoretical concepts, historical perspectives, and practical applications. Developed by experts, their careful selection is crucial for teachers to ensure optimal learning outcomes (Chang & Tseng, 2021). In language teaching, textbooks play a fundamental role, providing a systematic approach to language acquisition and serving as valuable resources for both teachers and students (Tomlinson, 2012). Within Pakistan, English as a Foreign Language (EFL) textbooks holds particular significance, preparing students for academic pursuits and job opportunities. Aligned with government-prescribed curricula, these textbooks cover language skills and cultural aspects of English-speaking countries, fostering effective communication and cultural understanding. Research in Pakistan highlights the effectiveness of EFL textbooks, showcasing their impact on language proficiency and student motivation (Masood & Ahmad, 2015; Kaur, 2015). In summary, textbooks are crucial in guiding students through structured learning experiences, with their careful selection influencing optimal learning outcomes. EFL textbooks in Pakistan, aligned with government curricula, play a pivotal role in preparing students for academic and professional contexts, fostering language proficiency and cultural understanding.

Semiotic analysis serves as a potent tool for scrutinizing cultural values in EFL (English as a foreign language) textbooks. This review delves into various studies utilizing semiotic analysis

to explore how multicultural values are represented in EFL textbooks. Chen's (2012) study on popular EFL textbooks in China revealed a tendency to reinforce dominant cultural values, neglecting alternative perspectives. Li (2018) echoed similar findings in Chinese EFL textbooks, emphasizing the need for a nuanced approach to cultural representation. Shively (2013) applied semiotic analysis to unveil gender role reinforcement in Japanese EFL textbooks, emphasizing the potential perpetuation of stereotypes. Liu and Liu (2021) discovered limited and stereotypical representations of cultural diversity in Chinese EFL textbooks, stressing the importance of presenting a more authentic view.

Visual semiotics, as articulated by Barthes (1977), involves denotation (subject/object description) and connotation (underlying ideas and values). The literature review aims to consolidate findings and trends in the growing exploration of multicultural values in EFL textbooks through semiotic analysis. Alqahtani and Crookes (2010) found varying attention and prominence given to different cultures in popular EFL textbooks. Alemi and Bagheri (2015) highlighted potential cultural bias and prejudice resulting from stereotypical portrayals in Iranian EFL textbooks. Conversely, Hossain and Alam (2018) demonstrated the positive impact of explicit multicultural focus in a Bangladeshi EFL textbook, promoting cultural sensitivity. Mouhanna and Al-Shammari's (2017) study in Kuwait underlined how teachers' beliefs can shape the representation of multiculturalism in EFL textbooks, with some reflecting conservative values.

In conclusion, the complex and nuanced nature of multicultural value representation in EFL textbooks using semiotic analysis emerges from the literature. While some textbooks effectively promote multicultural values, others unintentionally perpetuate biases and stereotypes, underscoring the need for heightened awareness among educators and textbook designers to foster a more inclusive and diverse approach to multiculturalism in language teaching.

Research Methodology

Research Approach

This study adopts a qualitative research approach, specifically employing critical discourse analysis. The qualitative approach is deemed appropriate for the in-depth exploration of how multicultural values are represented in Pakistani EFL textbooks, focusing on visual images. Critical discourse analysis allows for an examination of power dynamics and social structures within the discourse, providing a nuanced understanding of the subject matter.

Research Design

The research design centers on a single-case study, focusing on the PTB English Grade 5 textbook under the Single National Curriculum 2020. This design allows for an in-depth analysis of a specific context, offering valuable insights into how multicultural values are embedded in the textbook's visual representations.

Data Collection

The main source of data is the PTB English Grade 5 textbook published in 2022. The textbook, consisting of 14 units and 147 pages, is reviewed to identify and analyze visual images

representing multicultural values. The selection of this textbook is based on its widespread use and official approval by the Pakistani government, aligning with the 2020 Curriculum guidelines.

Sample Size

As this study focuses on a single-case study design, the entire content of the PTB English Grade 5 textbook serves as the sample. This comprehensive approach allows for a detailed examination of visual images throughout the textbook.

Research Instruments

The research tool is adapted from investigations by Widodo (2018) and Pusat Kurikulum (2011). This tool is designed to code visual elements in the textbook, focusing on three components: religious, social tolerance, and social awareness. It serves as a structured means of systematically analyzing multicultural values portrayed in visual representations.

Table 1

Utilizing pictures, photos, visual artifacts, and other images in Grade 5 textbooks based on the Single National Curriculum.

The Constructor	The Conceptual Definition	The Components	The Visual Checklist
			Visual
Images in textbook grade 5 based on Single National Curriculum	<p>It is necessary to develop a student's character by instilling important values in them. These values can be categorized into three components:</p> <p>Religious values: These values are based on the belief in a higher power and include concepts such as faith, honesty, integrity, and morality.</p> <p>Social tolerance: This component emphasizes the importance of respecting personal differences and others' achievements. It also stresses the need for implementing peacefulness in personal and social interactions.</p>	<p>1. Religious</p> <p>2. Social tolerance</p>	<p>Pictures</p> <p>Photos</p> <p>Visual artifacts and other images</p>

Method of Analysis

The analysis employs the model analysis design from Pusat Kurikulum (2011) and Widodo (2018). This involves recognizing and understanding the values of cultural diversity in Pakistan as portrayed in visual artifacts. Three key components—social tolerance, social awareness, and religious—are assessed by identifying indicators in images, such as respect for personal differences, environmental and nationalistic concerns, and peaceful behavior.

Theoretical Framework

The theoretical framework integrates the Pusat Kurikulum model, emphasizing education's role in promoting social cohesion and diversity appreciation, and the Widodo Model in Critical Discourse Analysis, focusing on power dynamics and social structures in discourse production. This combined framework provides a comprehensive approach to analyzing how multicultural values are represented in primary school textbooks through semiotic analysis.

Data Interpretations

For interpreting the data concerning the investigation into the representation of multicultural values in Pakistani primary school textbook images, the analysis adhered to the Pusat Kurikulum and Widodo model. This analytical framework served as a structured guide for dissecting the images, specifically focusing on components related to religious and social tolerance.

The data analysis uncovered a limited representation of multicultural values in the textbook images of Pakistani primary schools, characterized by a lack of diversity. The dominant focus was on the religious component, predominantly associated with Islam, while the portrayal of other religions was constrained. Notably, images depicting religious rituals and practices exhibited a stereotypical presentation, reflecting a deficiency in providing critical analyses of diverse religious beliefs.

Table: 2

Data collection of religious values in textbook analysis through images

Religious	Description	Tally
	In the textbook religious component is shown as multicultural values through dresses of the actors in the images. Muslim women are wearing Hijab symbolizes their religion. Men are seen in beard and in caps in white color.	14

The social tolerance component was found which was prominent after social awareness in the images. Social tolerance is one of the components of multicultural values that are depicted in the textbook. In analyzing the pictures, social tolerance becomes the second component that frequently occurs in the textbook.

Table: 3

Data collection for social tolerance in textbook images

Social tolerance	Description	Tally
	These components were demonstrated in pictures depicting interactions between figures of different physical appearances and religions, which included variations in skin tone, hair color, hairstyle, and religious beliefs.	31
	The pictures representing cooperation and peacefulness	9
	Total	40

Depictions of Religious Values

The component illustrates the diversity of religious beliefs through physical appearance and depictions in images. Religion is an essential component of multicultural values because it plays a significant role in shaping individual and societal values, beliefs, and behaviors. It is estimated that 84% of the world's population adheres to some form of religious faith or belief, and these beliefs are often transmitted across generations, shaping cultural practices and values.

In multicultural societies, religion can act as a powerful force in promoting interfaith dialogue, mutual respect, and understanding among diverse groups of people. Religious institutions and communities can provide a space for individuals to come together and celebrate their diversity, fostering social cohesion and harmony. For instance, a study by the Pew Research Center found that religiously diverse societies tend to be more tolerant and accepting of other religious groups.

Moreover, religion can also serve as a source of comfort, guidance, and inspiration for individuals, particularly in times of crisis or personal hardship. Studies have shown that religious belief and practice can be beneficial for mental health and wellbeing, providing individuals with a sense of purpose and meaning in life.

However, it is important to note that religion can also be a source of conflict and division in multicultural societies. In some cases, religious beliefs and practices may be used to justify discrimination, violence, or oppression towards other groups. Therefore, it is crucial for individuals and communities to approach religious diversity with a spirit of tolerance, respect, and open-mindedness, and to work towards finding common ground and mutual understanding.

In conclusion, religion is an important component of multicultural values, as it can play a significant role in shaping individual and societal values, promoting interfaith dialogue, and providing individuals with a sense of purpose and meaning. However, it is essential to approach religious diversity with a spirit of tolerance, respect, and open-mindedness, to ensure that it does not become a source of conflict or division in multicultural societies. This is shown through the clothing and behavior of the individuals in the textbook images.

Picture 1

The picture is taken from textbook unit 3; picture portrays a teacher sitting among the students showing the women as role model. The teacher is wearing a hijab, a headscarf that is traditionally worn by Muslim women.



The hijab covers the teacher's hair and neck, leaving only her face visible. Among the teacher, there are five students. Two of the students are also wearing Hijab, while the other three are not. The students are sitting before the teacher with attentive expressions on their faces. The picture portrays religion, social tolerance and social awareness, as it shows individuals from different cultural backgrounds learning and working together in a harmonious environment. The presence of students wearing hijab alongside students who do not wear hijab is a powerful representation of the importance of cultural diversity and inclusion.

Picture 2

The two men, who appear in the below picture shows religious believes.



The picture portrays the multicultural value of religious diversity through the context of a cattle market. The two men, who appear to be from different religious backgrounds one have bearded face and other has no beard, both having different religious believes, ideas and thoughts are discussing their views to purchase a lamb. The fact that they are discussing this purchase together shows social tolerance and acceptance of different religious practices. The presence of the cattle in the market further emphasizes the cultural significance of the religious event, Eid ul Azha.

Picture 3

This Picture shows that on the wall of the classroom Quranic verse is written which symbolizes religion Islam.



This picture portrays a classroom where teacher is standing before the students. On the wall of the classroom Quranic Ayat is written which symbolizes Islam. Students are wearing no Dupatta or Hijab, it seems students belong to different social, cultural backgrounds. The picture promotes multicultural values with a religious element that emphasizes the importance of respecting each other's differences in faith. Isnaini et al. (2019) found that respect for cultural and religious differences is a key component of multicultural values.

Depictions of Social tolerance

Social tolerance refers to the ability of a society to accept and respect diversity, including differences in beliefs, values, lifestyles, and identities. It is the willingness to coexist with those who are different from oneself without discrimination, prejudice, or violence (Huddy, L., & Feldman, S. (2011)). Social tolerance is one of the components of multicultural values that are depicted in the textbook. In analyzing the pictures, social tolerance becomes the second component that frequently occurs in the textbook. Historically, the concept of social tolerance can be traced back to the Enlightenment period in the 17th and 18th centuries, when European philosophers and thinkers began to question the dominant religious and political beliefs of their time. The Enlightenment emphasized the importance of reason, freedom, and individual rights and challenged the dogmas and prejudices that had been the basis of social and political order for centuries. In this context, the concept of tolerance emerged as a response to the sectarian conflicts and religious wars that had plagued Europe for centuries.

The idea of tolerance gained widespread acceptance in the modern era, especially after the Second World War when the horrors of the Holocaust and other genocides raised public awareness of the need for human rights and dignity. The Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1948, explicitly recognizes the importance of tolerance as a fundamental human right. Article 1 of the declaration states that "all human beings are born free and equal in dignity and rights" and calls for "tolerance and friendship among all nations, racial or religious groups."

Today, social tolerance is seen as an essential value in many societies, particularly in liberal democracies that seek to promote equality, diversity, and individual rights. In this context, social tolerance is closely linked to multiculturalism, which recognizes the importance of respecting and valuing different cultural traditions and identities. The aim of multiculturalism is to create a society that is inclusive, respectful, and pluralistic, where people can express their identities and cultures freely without fear of discrimination or persecution.

However, the concept of social tolerance is not without controversy. Some critics argue that tolerance can be a form of indifference or apathy, which may lead to the acceptance of harmful or discriminatory practices. For example, tolerating hate speech or discriminatory behavior may contribute to the normalization of such practices and undermine the rights and dignity of marginalized groups. Therefore, it is important to distinguish between tolerance and acceptance. Tolerance should not mean accepting harmful or discriminatory behavior but rather respecting the rights and dignity of all individuals while promoting diversity and inclusion. Social tolerance is a vital component of multicultural values that promotes diversity, inclusivity, and social harmony. Its historical roots can be traced back to the Enlightenment period, and it has gained widespread acceptance in the modern era as a fundamental human right. While it is not without controversy, it remains a crucial value for creating a society that is respectful, inclusive, and pluralistic. There are 40 instances of social tolerance that are depicted in the textbook. The social tolerance illustration is represented in pictures below:

Picture 4

A few students of different backgrounds sitting nearby for learning



One student, who appears to be visually impaired, is being helped by a classmate holding their hand and guiding them. Another student, sitting around the table, seems lost in thought or perhaps is waiting for someone. A few students of different backgrounds sit nearby, seemingly waiting for the visually impaired student. The scene is filled with a warm and inclusive atmosphere as the students support and wait for each other, despite their differences. This image portrays the values of social tolerance and multiculturalism, highlighting the importance of mutual support, understanding, and respect among individuals from diverse backgrounds.

According to Setyono and Widodo (2019), multicultural values refer to a principle that acknowledges and values the diversity in cultural, ethnic, racial, religious, socio-economic, and geographical backgrounds among members of a community. This definition aligns with the illustration presented in the figure, which depicts the students' values of social tolerance despite their noticeable differences.

Picture 5 and Picture 6

Both Pictures represent social tolerance by helping each other.



In picture 5, a boy is depicted falling from his bicycle, and another boy is assisting him. By helping the fallen boy, the assisting boy demonstrates compassion and concern for others, highlighting an essential aspect of social tolerance. Acts of kindness and empathy, as portrayed in this image, can contribute to the creation of a more inclusive and harmonious society where everyone is respected and valued.

In picture 6, social tolerance is defined as a society's ability to accept and accommodate diversity, encompassing differences in opinions, beliefs, and behaviors. In this scenario, where one girl is helping another with their studies, it exemplifies social tolerance. This act involves individuals supporting and cooperating with each other despite their differences. Through such behavior, these girls contribute to a culture of inclusivity and mutual respect, essential characteristics of socially tolerant communities.

Picture 7

The picture shows teachers and students come together to offer assistance to those in need.



Image 7 encapsulates the essence of social tolerance and compassion within a school setting, where both teachers and students converge to extend aid to those facing adversity. The students are depicted engaging in a benevolent act by offering essential provisions like rice, sugar, grains, and clothes to support the underprivileged members of their community. This portrayal of altruism serves as a poignant representation of the values of empathy, understanding, and social responsibility towards others, especially those who find themselves in less fortunate circumstances. The image underscores the profound significance of cultivating a sense of generosity and compassion within the societal fabric, resonating with the ideals of social tolerance.

Picture 8

The picture depicts social help for orphan people.



In Picture 8, a poignant scene unfolds, portraying a bearded man standing outside an orphanage accompanied by a young boy and girl holding gifts and dresses. The man's gesturing towards the orphanage signifies an urging to go inside and extend assistance. This visual narrative serves as a powerful embodiment of social tolerance and religious multicultural values, advocating for the altruistic act of helping those in need without regard to their background or beliefs. The depiction underscores the profound importance of cultivating kindness and empathy, especially towards individuals who may find themselves in less fortunate circumstances. This poignant tableau resonates with the ideals of compassion and communal support, aligning with the principles of social tolerance and multiculturalism.

Picture 9

The picture 9 depicts a scene of social tolerance where a group of diverse students are walking together to school.

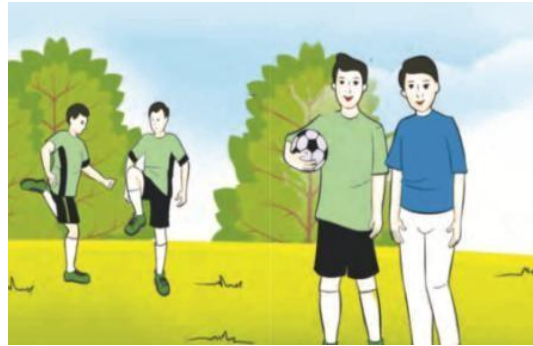


The students, representing diverse cultural backgrounds, ages, and genders, exhibit a comfort with each other's differences in this image, portraying a positive attitude towards diversity and inclusivity in society. As they head towards school, social tolerance is evident in their acceptance and respect for one another's distinctions. Whether it be differences in height, skin color, or attire, individuals walk together, celebrating uniqueness rather than letting diversity become a source of division. Various clothing styles, from traditional to casual to formal, are embraced as expressions of personal style or cultural background. Social tolerance extends to inclusivity, where individuals of all backgrounds are welcomed and incorporated into social groups,

emphasizing the appreciation of contributions from people of different ages and backgrounds in conversations or social gatherings.

Picture 10

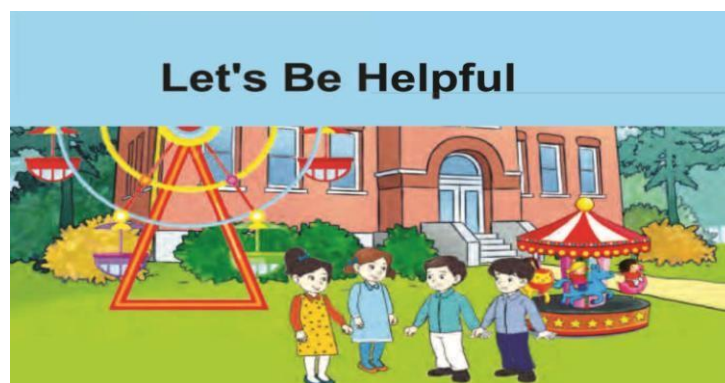
The picture 10 describes that there are four boys standing in the playground, each expressing their unique identity and cultural background.



Three boys wearing the same attire suggest a shared cultural identity, while the fourth boy, dressed differently, may belong to a distinct cultural background. Despite these differences, the boys actively participate in the same activity, whether it's exercising or holding a football, demonstrating their ability to find common ground and unite despite diverse backgrounds. This exemplifies social tolerance, where individuals can accept and appreciate differences, recognizing the value of diversity. Their involvement in a physical activity underscores the role of multiculturalism in promoting healthy lifestyles and fostering a sense of community. Through shared activities, the boys establish relationships and cultivate a sense of belonging, emphasizing the significance of social tolerance and multicultural values in fostering inclusivity, diversity, and community building.

Picture 11

In the picture there is a playground, people from diverse backgrounds stand together



Picture 12 depicts a playground where individuals from diverse backgrounds exhibit various clothing styles and hairstyles. Despite these differences, they are seen holding hands, symbolizing social tolerance as a multicultural value. This signifies their acceptance and respect for each other's cultural backgrounds and beliefs, collectively contributing to the creation of a

more inclusive and harmonious society. The image beautifully captures the essence of unity and cooperation, emphasizing the importance of embracing diversity in fostering social harmony.

Findings and Discussion

In the analysis of the research, a meticulous analysis was conducted on a primary school English textbook, focusing on the identification of multicultural values communicated through visual artifacts. The investigation delved into the nuanced representation of these values by scrutinizing three integral components: religious, social tolerance, and social awareness. The findings disclosed a notable limitation in the portrayal of religious diversity within the textbook images, predominantly centering on a singular religion, namely Islam. Conversely, representations of other religious affiliations were conspicuously absent from the visual narrative. Furthermore, the examination of the component of social tolerance revealed a discernible pattern wherein images tended to depict cultural differences in a stereotypical or oversimplified manner, potentially contributing to the perpetuation of prejudiced perspectives and discriminatory attitudes.

The data collected from the Pakistani primary school textbook has delineated the components of multicultural values along with their corresponding indicators. The first component, Religion, underscores the significance of religious tolerance and respect for diverse beliefs. The indicators for this component include visual depictions featuring actors from various religions such as Islam, Christianity, Hinduism, and Buddhism. Additionally, visual representations portraying actors engaging in religious ceremonies and practices, as well as depicting individuals from different religions interacting harmoniously, serve as key indicators for religious values. The second component, Social Tolerance, accentuates the acceptance and appreciation of cultural diversity across dimensions such as skin tone, hair type, ethnicity, gender, age, and occupation. Indicators for this component encompass visual images featuring actors with distinct skin tones and hair types, portraying individuals from diverse ethnic backgrounds, and illustrating interactions across gender, age, and occupation in the visual narrative.

Conclusion

In conclusion, this research undertakes a comprehensive analysis of multicultural values embedded in a primary school textbook within the Pakistani context, with detailed findings expounded in Data Interpretations. The examination predominantly revolves around the scrutiny of visual artifacts within the textbook, revealing a discernible emphasis on multicultural values through the presented images. The study identifies three pivotal components integral to the cultivation of a student's character. Primarily, the religious component is manifested through the diverse clothing and uniforms worn by the depicted actors, symbolizing variations in faith. Notably, the inclusion of Hijab-clad actors serves as a representation of Islamic symbolism. The second essential component, social tolerance, encompasses the recognition and appreciation of diversity in physical attributes such as skin tone, hairstyle, and hair color, coupled with the promotion of respect for others' achievements and the cultivation of peaceful and understanding interactions. However, a noteworthy observation from the research pertains to the absence of symbols representing religions beyond Islam, such as Buddhism, Protestantism, Catholicism, Hinduism, and Confucianism, barring the portrayal of actors wearing the Hijab as a symbol of Islam. This study, in its entirety, offers valuable insights into the imperative need for the integration of multicultural values within educational curricula, thereby contributing to the nurturing of a society characterized by tolerance and inclusivity.

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