Evaluating How Rural and Urban English School Teachers Accommodating International Textbooks to Malaysian Context

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Abstract: This qualitative research study explored the effectiveness of the English Language Textbook, Pulse 2 on the students' motivation and accommodation to the learning needs based on Gardner's Motivation Theory. 6 selected participants from rural and urban schools were involved and interviewed purposely. Research findings indicated that English school teachers and students were having difficulties to use the textbook due to requirement of higher-order thinking skills (HOTS) for teachers and students, having loaded Western content and context in the syllabus, and insufficient technology provided in urban and rural schools impending smooth teaching and learning. This research is significant to the Malaysian Ministry of Education to find an alternative textbook to fulfil the gaps in developing motivation to learn English language among Malaysian students. The research findings also recommend that Pulse 2 textbook should be modified according to students' need and interest to suit Malaysian's contexts.

Keywords: *Curriculum, Diversity, Pedagogy, Pulse 2, Textbook Analysis*

1.0 Introduction

Accommodating international English textbook to suit the need and suitability of local Malaysian students are challenging. The difficulties arise due to the lack of proper local standard textbooks that could lead and connect English textbooks to fun, learning English classes. Mithans [1] emphasizes further that the textbook can adapt/integrate students' needs, interests, and abilities. Furthermore, Sugunabalan & Ahmed [2] believe that an excellent textbook must have 5 appropriate elements which are, a) proper and valid materials, b) organized content and the language content, c) reflecting on social and cultural context, d) language skills and lastly, e) students' activities. Having these core elements is necessary to ensure easy and meaningful interaction between the English textbook and

the students. However, in most cases, the challenge deepens when the textbook writers must conform to the standardized national public examination requirement, rather than limitedly adhering to the syllabus.   Vanha [3] added further by believing a variety of task structures is more important to be included in the textbook rather than sticking to examination standards. This requires the textbook writer to add contents that addressed learning by linking to meaningful context and engagement of the students. Hickman & Profilio [4] believe that little research on the textbook is still minimal. This happens due to the highly political nature of textbook selection that contends with a variety of influences and perspectives. Due to this reason, a more engaging and critical analysis of textbooks needs to be done to understand the effect of using and applying them to

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any education system of a country. Hickman & Pofilio [4] further emphasized this issue by saying that the implication of textbook analysis can be understood after looking at how the aftermath effect of using the textbook affluence social issues.

The English textbook that was discussed in this research is Pulse 2, an international Cambridge-certified textbook that was approved by the Ministry of Education (MOE), Malaysia. The English textbook was printed and bound in Spain by Edelvives. The first publication date was in 2014. Before that time, English textbook for the secondary level had their local contexts and was written by Malaysian authors. However, directives from MOE required Malaysian National Schools to use Pulse 2 textbook, to accommodate the reform of English education in Malaysia through the Common European Framework of Reference (CEFR) for Languages (CEFR). Thus, different textbooks are used for Form 1 and Form 2 separately. Previously, Kurikulum Standard Sekolah Rendah (KSSR) has been implemented in our curriculum. The MOE initiated international textbooks in our education system to give deeper exposure to British culture to Malaysian students. Based on the physical appearance of the Pulse 2 book, it has a nice concept with blue and white colors for the front and back cover. The publisher designated the book with many colorful pictures and a good layout on every page instead of using too many words. The researchers also found that the content of the book has a major focus on Britishness and Western context with their daily lifestyles, celebration, accessible facilities, and outstanding achievements of its people.

In general, the researchers believe that the objective of utilizing Pulse 2 in Malaysian schools is to provide teaching and learning materials that have closer exposure to westerners' routines which could portray the nature of the English language itself. Besides, the level of language type difficulty used in the Pulse 2 is quite high where the vocabulary, structure of sentences and grammar in the book require students to have good prior knowledge of the English language. Besides reading and writing, another important skill that is aimed from the Pulse 2 is communication skills. Overall, the book provides numerous activities that promote students to interact with their classmates and teacher. It focuses more on collaborative work rather than individual tasks.

Gardner's motivation theory (GTM) is linked with the research because it has three major variables that are interrelated to students' motivation. They are learning situations, integrative and instrumentality. According to Gardner & Lambert [5], attitude towards the learning situation refers to any aspects of the classroom situations in which the targeted language is learned through teachers, instructions, curriculum, lesson plans and evaluation processes. All the factors mentioned influence students' learning situation. The attitude can be positive or negative depending on some factors. Secondly, the Integrative variable of this research refers to an individual who has an interest to learn the English language to communicate with native speakers of the targeted language which indirectly

encourages them to learn the English language from the targeted speakers of that language and its culture [5]. Lastly, instrumentality means students learn a language for practical reasons or pragmatic objectives, for instance, to improve future career opportunities [6]. In short, integrative motivation focuses on a person's ability to learn the English language through other people and surroundings while instrumentality describes a person's ability to learn the English language because of their effort to succeed in the forthcoming. Besides, the attitude towards the learning situation plays a significant role as the medium to acquire a second language because it will give a big impact on individuals' achievement in learning the language which determines whether people perceive it positively or negatively. These variables are reciprocal to one another towards the motivation in English language learning which contributes to language achievement because each of them has its function. Gardner & Lambert [5] also mentioned that in integration, people can learn a second language when they start to get along with the native speakers of a particular language to understand the language better. The characteristics of certain norms, behavior and cultures from the native speakers will eventually make people absorb the language, and be able to speak and acquire the language well. In contrast with the instrumentality factor, it describes individuals who have an interest and are willing to learn the English language as one of the initiatives to take great opportunities as much as they can either in academic or job performances. All factors mentioned above such as attitude to the learning situation, integrative and instrumentality will influence the perceptions, challenges and teaching strategies used by the teachers. All of these will undergo a motivation process that contributes to possible outcomes in language achievement.

2.0 Materials and Methods

This study's research design involved semi-structured interviews of six selected English teachers from various schools in Malaysia. They were identified through a snowball sampling method from a Twitter group of Malaysian English teachers. They teach the English language for form 1 and form 2 in secondary schools, using Pulse 2 textbooks. Snowball sampling was used because it gives credibility to the case study. After all, before this study, they discussed the concerns and issues related to the use of Pulse 2 book in a telegram group, among interested members. Interviews were conducted in English, and they chose a suitable time to have online interviews via google meet because of the distance. Participants were informed of the research objectives and agenda, as well as the description of the study, was sent to them via email. As the interviews proceed, the first participant, Bella was asked if she knew anyone that have similar views or concerns related to the topic which she shared and mentioned other teachers in that Telegram group. We obtained the responses that we want from this interaction initiated by Bella. Later the rest of them were contacted and agreed to be part of the

research.

A semi-structured, open-ended interview helped the discussions by fortifying and clarifying questions or answers. The interviewees interviewed each person at one time with a duration of one hour for each session. The interview sessions were recorded for future reference. After that, the researcher transcribed the conversations from the interviews and the supervisor checked and examined them. Themes were identified based on the framework that was developed above. Key ideas from the literature review need to be synchronized with participants' experiences, ideas and concerns. The interviews got full permission and consent from participants to record them visually and auditorily. They were reminded throughout the study that at any time they could leave the research if they feel uncomfortable.

Table 1: Respondents' demographic background

Teachers	Name	Age	School region	School name
1	Bella	25	Urban area	Sekolah Kiblah, Jenderam Hulu
2	Helen	40	Urban area	SMK Sri Tebrau, Johor Bharu
3	Khaleeda	25	Urban area	SMK Dato' Abdul Razak, Seremban
4	Ummu	25	Rural area	SMK Rahmat, Masjid Tanah Malacca
5	Kiera	29	Rural area	SMK Abdul Jalil, Hulu Langat
6	Athirah	27	Rural area	SMK Ulu Kinta, Ipoh Perak

Table 1 shows our participants' demographic background and their locality. Our participants have served as English Teachers for more than 2 years. None of them hold any administration positions at their respective schools. All of them have at least an undergraduate degree in Teaching English as a Secondary Language (TESL).

There were 20 open-ended interview questions about the methods of teaching English by using Pulse 2. The first five questions are based on the first research questions. The first five questions addressed (explain the nature of the interview questions) Then, followed by another five interview questions which were based on the second research question, and the last 10 questions were based on a third research question. The transcribed words had been verified by the respondents through email or WhatsApp because it was very important to test the validity of the transcribed data.

3.0 Results

3.1 Research question 1: What are the problems and challenges in using the Pulse 2 textbook for teaching the English language?

3.1.1 Adaptation of Westerners' perspectives and lead to affecting negatively students' learning and motivation

It couldn't be denied that the textbook provides new perspectives to Malaysian students, however, Indigenous students have a problem digesting the content due to difficulties in understanding Western perspectives/ way of life portrayed there. The difficulties cause them to feel demotivated to engage in their learning due to the lack of exposure to Western narratives and context. The lifestyles presented in the textbook are alien to them. Athirah said:

"The first thing first is that I want to inform you that my school is we do have indigenous students. So, it makes it harder for us as a teacher to make them more interested in learning the language. So, the challenges could be the lack of exposure to the English language so much because they are like a trap in their situation, environment, circumstances and all."

When Athirah said, "they are trapped in their situation." it means the life of the Indigenous students of that school mostly revolved around their hunting lifestyles and living in the forest, which relate to their indigenous culture. When the textbook showed the Western context of living, it was very difficult for Athirah to make them understand it.

The respondents said that their students did not have the proper English education at home to understand the content and the context of the book. They also believed that their students have no interest to focus on the lessons which makes it more difficult to adapt the textbooks for English language learning. Furthermore, the word choice that is being used in the textbook is slightly higher level than what the students are used to. This was reiterated by Athirah:

"Once we are using the English language, we ask the students to answer the questions, they would always use the Malay language compared to English. And also, since the Pulse using the CEFR, we are using very high level of words which makes them feel difficult to cope."

On top of that, Madam Helen from SMK Sri Tebrau, Johor Bharu mentioned that:

"If the content can be changed to our culture, then the Pulse 2 textbook is perfect already."

Based on Madam Helen's thought, it was implied that Pulse 2 needs to integrate more local context/ culture. Learning English becomes more difficult because the content itself is foreign. Kiera said:

"So, to teach pulse 2 is quite challenging because the content of the book is based on foreign culture. So, they said it quite challenging for them to adapt to the pulse".

Bella also said,

"Okay. From what I understand, I think maybe they do not understand English. As you can see, the book itself from British, so the content, the text and the people in this

textbook are from a UK point of view like the festival and everything which are very unfamiliar to the students, like they don't know Halloween, they don't know Easter". She emphasized this further by adding:

> "For instance, as stated in Unit 2: Fact or Fiction, page 23 - a lesson about people who changed the world like Mo Farah, Carmen Amaya, Amy Johnson, Pablo Picasso, J.K Rowling and so forth. The students in Malaysian schools especially in rural areas do not recognize these people well. They need to search on google who they are". The contents are difficult because a lot of characters in the textbooks are unrecognizable, and being unfamiliar with this international textbook makes them feel exhausted to proceed.

Kiera added that it demotivates students learning because they can't establish a good connection with the learning materials and their daily life. This lead to unmeaningful learning when the students could not make sense of the textbook's content and it's not realistic to their daily life. She said:

> "They seem to be disconnected and have problems relating to the western lifestyle highlighted in the textbook. So, I need to compare and contrast the local culture to the foreign lifestyle and culture to ensure my students could understand better."

3.1.2 Need ample time to teach further about a new curriculum

In addition, Kiera from SMK Abdul Jalil, Hulu Langat emphasized one of the most challenging routines that she needed to endure was to get familiar with the new assessment and materials related to the new curriculum (CEFR). Kiera said,

> "Since CEFR has been introduced and implemented, teachers need extra time to revise the materials and curriculum including this textbook". Due to this problem, she has difficulties concentrating fully on the teaching part, and she feels bad because couldn't fully focus on students' learning and their well-being of them. She also said, "when I'm spending too much time studying CEFR, I felt like I have abandoned my students in the classroom".

3.2 Research Question 2: How could the use of the textbook affect English language acquisition mastery among students?

3.2.1 Challenging word choices for low proficiency students

The assignments and tasks of the textbook are difficult and they give problems for low-proficiency students to enjoy their learning.
Madam Athirah has mentioned this,

> "Also, since Pulse using the CEFR nowadays, we are using a very high level of words which makes them feel difficult to cope. For example, hamburgers but we only called a burger. We did not call it hamburger. They cannot imagine the word 'hamburger'. They feel confused between

hamburger and burger".

3.2.2 Teachers' lack of integration skills to adopt the textbook affects students' learning.

Furthermore, Miss Ummu from SMK Rahmat Masjid Tanah, Malacca also stated that:

"I always feel like why we need to use this textbook when the teachers usually replace the international content with Malaysian context. Why don't we just use the local textbook? Okay, I would feel very happy if there is someone or a training program under the Ministry of Education that can organize a sharing session on how to adapt this textbook. From there, we can share more ideas on how to use this book and refer to any resources that are suitable to enhance the learning in using this book. For example, a topic about route 66. I would feel really happy if there is a good railway that I can use to allow my students to imagine the route in our country. So, it is very good for the teachers who have a time constraint to search for more information to use the guideline given by KPM apart from the Pulse 2 teacher's book. It is quite challenging to teach using this book without extra sources."

3.2.3 Initiative to adopt a new approach

Some of the respondents agree that the textbook provided an opportunity for the teachers to be creative and adapt the content to suit with local (Malaysian) context. Madam Helen mentioned,

> "Okay my answer would be yes, it is suitable for Malaysian students (in a) technical aspect, but I was hoping that the cultural awareness components should be based on Malaysian culture".

3.3 Research question 3: What are the strategies used by English Language Teaching (ELT) to address the challenges and problems in using the textbook?

3.3.1 Supplementing technology and gadgets in ELT

It is crucial to supplement English language teaching (ELT) with/by having proper technology support. Technology and gadgets can be used to utilize lessons from the textbook. to address the challenges and problems in using international textbooks. Two urban schools provide tablets and Ipads to the teachers and students. Bella indicated:

> "But for PdPR (Remote Teaching and Learning at Home), all students need to use technological devices. But if I want to show them videos, I will use the library because the library is the only place that has a television and can be connected to a laptop. So, they can watch videos on television."

(Khaleeda) asserted that

> "The internet connection is strong. Thus, they have no problems exploring the internet. Research had proven that there are highly significant effects between students and teachers. Sometimes, it is easier for me to teach because when they ask any questions, we can immediately search on the internet using the iPad. I just say to them 'Now, we can

google this and that. Then, what can you find out based on this lesson?' If they are not familiar with certain words, they can either check on a dictionary or they can also check on Google."

Bella said:

"I always use padlet when I teach grammar. I ask them to construct sentences and I give the link. Then, everyone can open the link and they can type the sentence. I can share the screen, and everyone can see what their friends are writing. We will discuss the sentence together to see. So, I try to make them engage together in the classroom. I want it to be a two-way communication."

3.3.2 Living in the new norm needs creative pedagogy in ELT (Teaching barrier in Urban schools)

Urban school teachers stated that they have problems teaching students using LCD projectors during the Covid-19 pandemic. This is because they need to be aware of social distances from one another and space is very limited. Thus, they could not utilize the computers in the computer lab for educational purposes. This is one of the most common barriers during this tough period. Khaleeda scrutinized an educator should be able to adapt to the current situation. For example, during Covid-19, she conducted a variety of online activities for English lessons to encourage students' participation. She invited students to play E-learning games, such as word wall, Kahoot, quizzis, quizwhizzer and hangman games.

"For the PdPR class, it's quite fun for me because I can make slides. I can show them the knowledge. I can introduce the topic through slides because I love doing slides for my lesson. Because my handwriting is not that good. *laughing*. So, I like it when they get to see proper writing. And then we can use interactive games like quizzes, and Kahoot! But in school, that's quite hard to do because like I said my school is not that advance yet. We are still lacking in terms of facilities here and because of the pandemic, we have to follow strict SOP, so we cannot use the lab yet"

Secondly, Athirah emphasized that she likes to use flipped classroom method although the school is in a rural area. She said:

"I use flipped classroom because I want them to use the Pulse 2 textbook without realizing that they use the textbook in their daily life. For example, when I enter the class, I will ask them to open the page to read at home. Then, they will close it and I will simply show them on the whiteboard. The next day, we will discuss it further in detail and during the discussion, they will need to look at the points in front of the whiteboard. They don't need to look at the textbook."

They are referring to the content in the textbook. It is just that the teacher is very creative to ensure her students can get the main idea in the lesson. Even though the students are not completely participating in the learning process, it is better than not having any interaction from the students in class.

Thirdly, it is crucial to ensure students have good motivations to acquire a second language that is not their mother tongue. Ummu played a significant role to convince her students that learning the English language is not difficult by using the direct translation method in a class. It is good for students who are still in the early stage of learning the English language in secondary schools. She portrayed:

"I translate from English to Malay for difficult words to ensure they understand better. Understand the content or the questions better. Somehow, I don't like to translate the entire questions and content to them. But I like to prepare a vocabulary list for certain words that I am sure they didn't know about. I will ask them to write the translation on top of the words. They need to read and try to comprehend the text using the vocabulary list given. I think it somehow can successfully make my students learn better in my class."

Furthermore, one of the respondents said she will always follow up on the latest trend and interesting discussions among teenagers nowadays as one way to attract students' attention to master the basic knowledge of the English language. In other words, Khaleeda tackled students' interest in seeking knowledge by knowing their interest in daily routines. By doing this approach in English class, students will feel motivated to participate in the lesson because they are comfortable and happy to express their ideas with the teacher and classmates. She has illustrated that:

"So, when I know that, I can stalk and explore trending topics to ensure I can know what are the things that they currently follow or do. For example, 'Among Us' has become viral previously. So, at that moment, I learned how to play the game, and I played with them in class. At that time, the kids enjoyed themselves and had fun with my lesson. Indirectly, they gave 100% attention to me at that moment."

Besides, Kiera emphasized that she would always use real-life situations to teach in class. However, it is quite challenging for students with very low proficiency where they are unable to relate the lesson to real-life situations. Hence, Kiera also encouraged them to play many interesting and beneficial English games that accommodate lots of speech elements. The goal is to make the students feel excited and enjoy English language learning. She mentioned that:

"Okay, sometimes I ask them to imagine, let's say they encounter a foreigner, asking them how to go to Kuala Lumpur. So, how are they going to say it? I ask them to practice how they could use English words when they talk with foreigners in real-life situations."

For poor-performance students, Kiera asserted that she would conduct a small-scale competition to enhance their English skills. They will feel if they need to win the competition, they need to understand the language. So, next time when the teacher conducts a game, they need to learn English to ensure they can play the games well. Indeed, the students are willing to learn English because they have the motivations to win the game which enables them to boost

their communication skills.

Moreover, Helen portrayed two main approaches to teaching students in English class which are differentiation and students-based learning. These two approaches are very common in schools and easy to manage. She said:

"First is differentiation. That means different students have different capabilities. I will use different approaches for those students. For the very weak students, the moment I start, I already start guiding them. Because there's no point for them to do it first. They will be in a blur and keep on blinking while looking at the fan. So, for good students, we need to let them do it on their own. I also use student-based learning. You do. Okay. You read what you understand, and you do it first. I will let them do it first. Because they need to read and understand on their own. We cannot explain to them every time."

3.3.3 Discussing current issues in class

The respondent said that asking students about some of arisen latest issues in the world could enhance their communication skills which could also explore their interests. For example, trending issues that appear on social media like the Tiktok application. In Tiktok, there are many videos about the rules of basic language skills that could be practiced by the students. For example, short videos on how to pronounce English words and how to spell the words correctly. By doing this method, students feel convenient to perceive new information without realizing that they are referring to the content in the Pulse 2 textbook. Most importantly, they enjoyed the learning session.

Discussing current issues in the classroom should be implemented and initiated by the teachers either in urban schools or rural schools to ensure students can get involved actively. Athirah mentioned that: "We need to put our level in line with their lives for a while. So that they can relate current issues with the lesson that we learn at that time".

4.0 Discussion

4.1 Question 1: What Are the Problems and Challenges in Using Pulse 2 Book for Teaching English Language

4.1.1 Adaptation of Westerners' perspectives and lead to demotivating students and not meaningful learning

Adaptation to Westerners' points of view to understand text needs continuous motivation to ensure students keep learning and viewing materials related to the enrichment of their understanding. According to Dornyei [7], students will be demotivated to learn the English language because of difficult grammar or vocabulary words, and irrelevant or unintriguing materials. Al-Khairy [8] also presented that the cause of demotivation to learn the English language as a foreign language occurred when they were having some issues related to textbooks, inadequate modern teaching aids, peer influence, burdensome English vocabulary and grammar, teaching approach used in class, etc. Research has been reported by Abaunza, Abad, and Conde [9], lack of

school facilities, excessive focus grammar, poor self-confidence and challenging learning content materials were the axes to demotivate students. Meanwhile, Cankaya [10] proved the Learning Contents, and Materials Test Scores factors in her studies ranked as the highest demotivating factors in foreign language learning for many Japanese high school students. About the Gardner [11], the lack of adaptation process of Western perspectives in the classroom could lead to disempowering students' motivation in general, especially since "language learning orientation depends on the quality and frequency of intercultural relations." (p.13). The result of the investigation of the textbook, there is none of the instances of intercultural relations related to Malaysia's political socio-economic environment available in the textbook. It is alien and strange. When the Pulse2 textbook was written, we don't think it was intended by the writer to cater to the needs of Malaysian students. Furthermore, Gardner stated that the ability and differences in learning language are also influenced by the cultural background that the individual should have [12]. In this scenario, the students feel alienated by the text itself. By looking at other contexts that could influence language learning, definitely Pulse 2 could trigger anxiety. According to Gardner [11], "the construct of ability is directly connected to language achievement, which is greatly affected by language anxiety" (p.13). It simply means the content and the distance it created the Malaysian students create high affective barriers or anxiety. Thus, the learning is not effective and inclusive to the students.

4.1.2 Need ample time to teach further about a new curriculum

As most English teachers in Malaysian schools are non-native English speakers, teachers need ample time to teach further about the new curriculum and master the language better, hence teachers and students should be allowed to adopt the textbook according to the local context. The content of the syllabus/curriculum should not be watered down, thus to accommodate that, teachers need ample time to suit their lessons according to the students' proper English level. That, Goh & Blake [13] reported teachers should be given more time for teaching preparation in class because the student population in Malaysian classrooms becoming more diverse in both aspects, students' abilities and needs. Teachers needed to prepare a variety of classroom activities. The authors added teachers also need to provide suitable teaching aids with effective teaching strategies and techniques according to students' mastery level where times are an important concern for successful teaching to accomplish positive learning outcomes. Farbman [14] implied the benefit of providing abundant time for teaching preparation would contribute to extra time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school. However, it became worst when the content of the textbook itself was complicated for teachers to prepare the lesson. Therefore, MOE had to consider the

needs and the capabilities of students before choosing a proper English textbook because it affects not just students' quality in acquiring knowledge, but the teachers' performance as well.

4.2 Research Question 2: How could the use of the textbook affect English language acquisition mastery among students?

4.2.1 Challenging word choices for low proficiency students

The implementation of international textbooks in Malaysian schools made low English language proficiency students hustle to explore countless English word choices because of their limited exposure to the English language. Even though it allowed this group of students to broaden their English vocabulary which they can use in their daily conversation, they still struggle working on it. Furthermore, a failure to fulfill students' needs in a language study will lead to bad English conversation skills which was very important for an individual to talk confidently. The inability to perform and succeed in having proper and fluent English conversations can also lead to poor self-esteem among students.

Ayu [15] highlighted that self-esteem could affect students' psychology in learning. Students with low self-esteem were distracted by their daily routines, and this could lead to psychological distress, and later become depressed Wagan, Darvik & Pedersen [16]. Ayu [15] also asserted this psychological hindrance would affect teachers' goals to educate students accordingly. When they felt the level of difficulties in the English language enforced in the Pulse 2 textbook was too high, they would just ignore the English lesson in class eventually. This situation was closely related to Gardner's motivation theory where Hernandez [17] mentioned an integrative motivation factor, a person willing to learn English as a second language which enables them to interact with native speakers of the second language and have the tendency to evaluate the learning situation positively. Additionally, Noels & Clement [18] claimed that it was the most influential element in identifying a student's performance in the language learning process as it involved a student's desire to learn the English language through cultural groups and communities of a particular place. Otherwise, people who had no desire to learn a new language would neglect the importance of learning it.

4.2.2 Teachers' lack of integration skills to adopt the textbook affects students' learning.

English teachers play a significant role to educate students in school and thus they need to be prepared with the Communicative Language Teaching methodology which focuses on four main English skills; reading, writing, speaking, and listening. Failure to do so would affect students' learning performance. Athirah shared her experience where she created a pocket notebook with easy language grammar formulas and vocabulary. Later, she would share on WhatsApp and Telegram that could be

viewed by English teachers from different schools. However, they still got a problem with the English words used in Pulse 2 that required high-order thinking skills (HOTS) and need to explain well to students. The teachers admit that they still have limited vocabulary and need ample time to do some revision enabling them to explore more information regarding westerner's context.

According to Alaye & Tegegne, [19], a teacher's effectiveness in the classroom is very dependent on how well they can adopt and adapt the content of the book to ensure the lesson could be meaningful and students can apply the knowledge in the real world. As mentioned by Bella, the kids would feel less interested to learn English anymore because they believe the teachers also were not experts in ELT through the Pulse 2 textbook. Then, she argued why they needed to struggle using Pulse 2 even more. Helen and Kiera added the fact that the difficulty levels of the English words used in Pulse 2 were too high for Malaysian students because they rarely practice in daily conversation just like British people spoke among them every day. When the students could not understand the content of the textbook and failed to practice integration skills in class, student's awareness of English language learning would be abandoned. Hence, teachers should master the integration skills adequately beforehand.

4.2.3 Initiative to adopt a new approach

Meanwhile, Helen said the Pulse 2 book was relevant in the beginning when the British educators were instructed to come to Malaysia every month to guide and share knowledge about the content of the Pulse 2 book. At that point, every plan was running smoothly and the teachers have a plethora of ideas to teach students. Unfortunately, the program was suspended and the Malaysian teachers need to work independently. It had been terminated because the MOE had a financial aids problem. Most of the respondents strongly believe that the MOE had enacted a new syllabus within a short period without considering the pros and cons for students, teachers, and future generations which caused a lot of complaints from various perspectives. The textbook itself is costly. Syafiq, Norasyikin, Ain, & Haniff [20] stated that Pulse 2 was far more expensive than the existing textbook which costs RM 38.00 for each copy while the copy for the local textbook can only cost RM 10. Therefore, the MOE should consider the needs for an English training program provided by British Councils that have been implemented before to secure the need of using Pulse 2 in English Language Teaching.

As a suggestion, the Pulse 2 book must fulfill cultural awareness components that are solely based on Malaysian culture at a reasonable price. The respondents also mentioned that if the Pulse 2 textbook is fulfilled with Malaysian elements, students will be able to immerse themselves in situations they are familiar with. Then, they can contribute a lot of ideas and think critically because they can experience life even better. It could also develop positive vibes in them as they know the textbook is describing Malaysian achievement. It is hoped that they will

appreciate their country even more. Apart from that, one of the initiatives that could be done if there is no choice, except for accepting the Pulse 2 textbook at this moment, is the teachers need to prepare extra teaching materials which the school should support 100% for the cost involved. This is because we could see many teachers sacrifice their own money just to make sure the students got the privilege to gain knowledge in schools. Whether people realize it or not, it is not a good norm that should be normalized by the authority. We should do something about this as teachers have the responsibility and financial plans for their own families as well. Sometimes, we did not know where the money allocated for the education system in Malaysia goes. Hence, the MOE should take further action to improve the quality of our education system in Malaysia to ensure teachers and students could perform well in teaching and learning the English language.

The adaptation of a new approach to teaching the Pulse 2 textbook is necessary to initiate purposeful interaction which can be exactly similar to what's being proposed in the textbook. This adaptation idea is to convey the intended learnings that the students should have mastered to fit into curriculum implementation.

4.3 Question 3: What Are the Strategies Used by English Language Teaching (ELT) to Address the Challenges and Problems in Using the Textbook?

4.3.1 Supplementing technology and gadgets in ELT
Issham, Siti & Nizuwan [21] reported that ICT uses in education help students to understand the lessons better which allows them to express their ideas clearly. The authors asserted that when teachers were confident to use ICT in their ELT, the students also enjoyed the learning process. It shows that technology is essential to everyone so that people can have unlimited access to knowledge. Students might feel motivated to learn when they notice everyone around them is supportive and they could be rewarded because of their excellent participation in English class. Leveraging the use of ICT in education can lessen the burden to explain the content of the lesson in a textbook precisely and make challenging tasks much easier Harris, Al- Bataineh & Adel [22].

According to Naeeini, Aminlari & Mousavi [23], students who learn the English language will have good motivation to interact with native speakers of the targeted language if the students are allowed to utilize maximum technology devices and possess appropriate teaching materials at schools. The lesson would be more significant if the students and schools have good infrastructure as well. Unfortunately, the students still could not accept the English language lesson wholeheartedly. Perhaps, the Pulse 2 textbook is interesting and can be organized well for well-equipped schools, yet it is not relevant for all Malaysian schools at this moment.

When the respondents voice their opinion about the

need for good technology and gadgets in schools to the Ministry of Education Malaysia, they always say there is no sufficient budget to provide those advanced teaching and learning facilities in large quantities to all schools in Malaysia. The number of gadgets that they have allocated in every school could not accommodate all students at the same time and the learning objective of the lesson could not be achieved very well.

Sometimes, the authority urges teachers to find alternatives to educating students when the fact is that there are no well-equipped education facilities provided in schools where teachers' mental health could be affected. This is because the teachers have been instructed to ensure every student gets excellent results. However, the teachers and students are not granted better needs for the teaching and learning process which makes them fail to fully cooperate in achieving the education goals.

Khadija [24] disclosed that one of the main concerns in using modern technology for education purposes in class is social inequalities which could appear between students who can and cannot get exposure to knowledge through advanced devices. This is because the rural schools still could not accommodate sufficient education facilities for them. Thus, it could be differentiated among them whether their parents can afford to provide technology devices for them at home or not.

In some schools, the teachers required the students to have a tablet so that the tablet can be an assisting tool to search for information related to the content of the textbook because of this however within that the tablet itself can be a financial burden to some of the students. The use of the tablet in the school also has been included in their education fees which are quite expensive since the school is a private school. According to Raja & Nagasubramani [25], technology in education emboldens students to perform their tasks instantly and competently as the use of modern technology is very interactive which can stimulate their minds. They also asserted that students would have strong memory when they can visualize teaching aids on screen rather than looking and reading in words alone.

Visual teaching and learning materials would be more effective for students because they could absorb the ideas compared to learning in class through the reading method using textbooks and written assessments [25]. On top of that, she can use a variety of online applications such as Nearpod to visualize real situations in western countries. Thus, the students can understand the content better.

The textbook does provide learning materials such as audio and videos for students to learn aside from just reading. This audio & video can be shown to a student by using a liquid-crystal display (LCD) projector at schools. However, the teachers have difficulties using LCD projectors regularly as they should book earlier if they plan to use them in class because they only possess one projector for the English panel. So, every English teacher needs to take turns. Unless they have their projector, which is quite expensive. That is one of the main factors why English teachers believe the Pulse 2 textbook is not relevant even in

urban schools. They hope some innovations could be done to the Pulse 2 textbook. Aside from that, Millington [26] agreed that learning English through songs or interesting audio can enhance their listening skills, pronunciations, speaking skills, vocabulary, sentence patterns and sentence structures which are also related to this study. This is because Helen loved using portable speakers to teach and watch educational videos with their students. She would play the audio and encourage the students to pronounce each word correctly.

According to Issham, Siti Norbaya & Nizuwan [22], teachers who have good skills in using the internet and technology are more confident in their teaching, especially when they apply ICT skills in the lesson. This is because the teachers feel comfortable teaching as they know they could manage the class efficiently. The Ministry of Education from different countries urges teachers and students to use various kinds of ICT as teaching and learning tools in education Dzanic & Pejic [27] which is in line with the 21st-century learning strategy in Malaysia. Hence, the classroom activity would be more interesting as it connects the students to participate in the lesson actively because they enjoy learning in a lively class with the teacher [28].

4.3.2 Living in the new norm needs creative pedagogy in ELT (Teaching barrier in Urban schools)

Aside from that, the teachers need to be creative in creating new pedagogy to teach using the international textbook to ensure it can attract students' interest in gaining knowledge. Khaleeda has shed light that an educator should be able to adapt to the current situation. For example, during Covid-19, she conducted a variety of online activities for English lessons to encourage students' participation. She invited students to play E-learning games, such as word wall, Kahoot, quizzis, quizwhizzer and hangman games. The English language is not our mother tongue; hence we need to put extra effort to master the language.

Hyndman [29] believed that insufficient school facilities including ICT support and infrastructure could weaken students and teachers to learn English, especially in using international textbooks. However, if they want to use LCD projectors to illustrate their ideas from western countries, the teachers will bring them to the library because it has a bigger space. Other than that, the teachers need to figure out more ideas to solve the problems regarding the barriers that occurred during the Covid-19 pandemic. Indeed, an effective teacher should be able to provide a better ambiance for students to gain knowledge in any condition. That is one of the main important criteria in selecting a teacher in the first place.

Khalijah, Masliza, Nashrah, Nurbarirah, Siti & Wan Aisyah [30] stressed the importance of students expressing their thoughts so that teachers can make necessary arrangements and changes to suit students' competency with the teaching activities. The authors added the fact that some English movies and documentaries such as The National Geographic and Discovery, also Oh! My English program has contributed to improving students' pronunciation, sentence structure construction, usage of words in appropriate contexts and vocabulary range development. Therefore, teachers could use the latest trends on high-rank television programs or through social media during the teaching and learning process in English lessons.

4.3.3 Discussing current issues in class

Current issues highlighted in the television program and social media could also give some exposure to new areas or inputs to students. It encourages them to contribute their opinion for a better solution to any issues, especially those related to education matters. When they manage to convey their discussion meaningfully, it helps them to boost their self-esteem and self-confidence in performing their routines. Hence, having discussions of current issues in a classroom should be implemented and initiated by the teachers either in urban schools or rural schools to ensure students can get involved actively.

Besides, the respondents said teachers could modify the situation stated in Pulse 2 book that makes no sense to Malaysian students with relevant current issues or scenarios occurred in Malaysia by encouraging students to discuss it in groups. For instance, there is one page from the Form 1 textbook that talks about an Amish teenager from Mississippi, USA who went on a visit to London and there was a question that required students to refer to a British Channel program to answer the questions in the textbook. We could see the use of such content was not compatible with Malaysian students who have no idea about them. The respondents said one of the best solutions that teachers could do is to ask students' opinions about it by giving their interpretation that is closely linked to their life.

For example, Bella asked students whether they have experienced going on a trip with their friends to any interesting places and what they feel. Along the way, what would be the best memories and worst incidents they have experienced that are related to arisen current issues in Malaysia, also how did they overcome them? Only then, they could slowly improve their communication skills by learning English through the Pulse 2 book unconsciously. Schleicher [31] believed that when people could expand their ideas by communicating with people regularly, it would enable people to create new knowledge that helps them to underpin the competency of adaptability, creativity, curiosity and open-mindedness.

5.0 Implications

The implications are summarized as follows:
   i. Training programs under the Ministry of Education can provide monthly English workshops on how to adapt this Pulse 2 book attractively and effectively. From there, teachers can share more ideas on how to use this book and refer to any reliable resources that are suitable to enhance learning using this book. Also, the teachers can share their ideas and look at which practices would be best for their students.

ii. The teachers should focus on improving teaching strategies that are suitable to the Malaysian context to teach students efficiently due to ineffective Western content in the syllabus and insufficient technology facilities in urban and rural schools that significantly affect their academic performance in the English language.

iii. The content of the Pulse 2 book should be modified according to the Malaysian context because Malaysian students were not capable of understanding the content of the Pulse 2 book entirely.

iv. The Ministry of Education or policymakers should find an alternative textbook to fulfill the gaps in developing motivation to learn the English language among Malaysian students. Referring to the textbook in classroom activity is essential because it acts as the main guideline which is aligned with the Scheme of Work in each subject as instructed by KPM.

6.0 Conclusion

To conclude, the study has discovered that imported English textbooks were not suitable for Malaysian students in both rural and urban areas. The findings also revealed that the content of the Pulse 2 made students difficult to understand especially rural students. Hence, all respondents agreed that the Pulse 2 textbook should be modified according to student's needs and interests in Malaysia.

Not only that, but the respondents also raised concerns that teachers had to put extra effort to prepare teaching material due to high-level content in the textbook and higher-order thinking skills (HOTS). Furthermore, the teachers were having excessive workloads to be completed which could also affect their physical and mental health.

Last but not least, this study should be conducted face-to-face to witness the real situation and learning process in the classroom between English teachers and students. The data collected would be more reliable and authentic.

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