

## Representation of Cultural Load in English Textbooks Taught at Intermediate Level in the Province Punjab, Pakistan

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### Abstract

*The study aims to investigate the representation of native, target, and international cultures in the English textbooks taught at the intermediate level in the province of Punjab, Pakistan. Textbooks are an important source of disseminating knowledge and for language learning, it is deemed vital to get familiarity with the culture of that country. The current study uses Byram's (1993) checklist as the theoretical model to analyze the cultural load in the textbooks. The study is qualitative descriptive and uses theory-based content analysis as the main method of analysis. The two English textbooks of the first year and second year of intermediate, English – Book 1 (Short Stories) and English – Book 2 (Modern Pros and Heroes), have been chosen as the sample of the study using a purposive sampling technique. The results revealed that in the textbook of the first year, there are 15 reading texts, of which 07 texts represent target culture, 03 represent native culture, and 05 represent international culture. The results reveal that the number of texts regarding different cultures is not balanced. There are 17 reading texts in the second year's textbook, of which 04 texts represent target culture, 02 represent native culture, and 10 represent international culture. Besides, 01 text does not belong to any category. Likewise, in the second-year textbook, there is a lack of balance regarding different cultures. It is, therefore, suggested to improve the textbooks and add an appropriate number of reading texts representing all cultures to achieve the target of intercultural competence.*

**Keywords:** Native, Target, Culture, Balance, Intercultural, Competence

### Introduction

#### 1) The Importance of Textbooks

The textbook is a significant source of educational practice. It portrays the norms, thinking patterns, and values of people (Hinkel, 2005). The textbook is an effective medium for teachers to conduct and perform a variety of activities in class (Ellis, 1982, as cited in Pratiwi, 2017). Besides, it is helpful for novice teachers to produce new ideas and activities (Cunnings, W., 1995). Textbooks play various roles in terms of culture because it is an ideology representing a complete cultural and social system (Lund, 2006). Textbooks are the hub of cultural competence as they provide information about native, target, and international cultures. The textbook is an effective source for garnering intercultural information and knowledge.

The textbook presents three categories of culture. These three categories are target culture, native culture, and international culture. Target culture material usually focuses on the cultures of the United Kingdom and the United States. These materials include the beliefs, values, and traditions of the country. Native culture material represents the local culture that is the culture of its own country. This category gives an insight into native culture to foreigners. International target culture materials include a variety of cultures from English-speaking countries or where English is being spoken as an international language. (Cortazzi & Jin, 1999).

The fundamental goal of education is to inculcate virtues like tolerance, enlightenment, and most importantly, harmony between individuals of all sects, cultures, and religions. If properly written and assembled, textbooks can play a significant part in fostering world harmony, peace, and stability. Without first becoming familiar with the culture of the speakers of the target language, a person cannot learn that language. As Kramsch (1998, p. 63) claims one cannot learn to utilize a language without being familiar with the culture of the people who speak it. The current dissertation probes into the investigation of employment of native, target, and international cultures in the textbooks of English taught at the intermediate level in Punjab, Pakistan.

## 2) The Relationship between Language and Culture

The interconnected, entangled, and reliant nature of language and culture as components of social life is now generally acknowledged. One of the most accurate and complete representations of the complexity of every culture on the planet may be found in languages. Languages are, in a sense, naturally imbued with a cultural code that makes learning them more challenging. Imai, Kanero, and Masuda (2016) provide an overview of the most recent findings in cognitive linguistic and cultural psychology. According to the research, a person's language use affects the following mental processes: Knowledge representation, memorization, ecological reasoning, and higher order semantic processing are the first four processes. (Imai, Kanero & Masuda, *ibid*: 71).

According to Liu (2016), there is no set standard for how culture should be portrayed and introduced in EFL classrooms, despite the great range of EFL curricula, textbooks, and other learning resources. The issue of conceptualizing culture itself is the first one that could come up. Delaney (2017) demonstrates that the term "culture" is a general one that covers a broad variety of ideas, such as artistic and intellectual expression as well as social norms and values. Depending on how broad the category is, it might not be obvious which factors are more important than others.

The three essential elements of intercultural competence are knowledge, abilities, and attitude, according to Byram et al. (2002). According to Byram et al. (2002), knowledge is factual information about a specific culture or nation; knowledge is usually objective and devoid of any overtly ideological undertone. The ability of an English learner to process and apply cultural knowledge when needed is referred to as skills. A person's attitude is more closely related to their capacity to respect others, maintain their individuality, and interact with others from different cultural backgrounds.

According to Murphy (1988), there are four methods for teaching culture in language classrooms: As a result, linguistic objectives are given priority in audio-visual methods, and culture is integrated into language instruction rather having its own space. In terms of the communicative strategy, culture serves as an additional tool to facilitate effective communication. On the other hand, language and culture are combined in civilization modules, but culture is thoroughly examined. The intercultural approach emphasizes empathy between individuals and views language as an essential component of culture.

The fundamental goal of education is to inculcate virtues like tolerance, enlightenment, and most importantly, harmony between individuals of all sects, cultures, and religions. If properly written and assembled, textbooks can play a significant part in fostering world harmony, peace, and stability. Without first becoming familiar with the culture of the speakers of the target language, a person cannot learn that language. As Kramersch (1998, p. 63) claims that one cannot learn to utilize a language without being familiar with the culture of the people who speak it. The current dissertation probes into the investigation of employment of native, target, and international cultures in the textbooks of English taught at the intermediate level in Punjab, Pakistan.

### 3) Research Questions

1. To what extent is the load of native, target, and international cultures employed in English – Book 1 (Short Stories)?
2. To what extent is the load of native, target, and international cultures employed in English – Book 2 (Modern Pros and Heroes)?

### 4) Research Objectives

- To explore the extent of the employment of native, target, and international culture load in English textbooks taught in the first year of intermediate level in the province of Punjab, Pakistan
- To explore the extent of the employment of native, target, and international culture load in English textbooks taught in the second year of intermediate level in the province of Punjab, Pakistan

## Literature Review

### 1) The Importance of Textbooks

Textbooks help students develop their intercultural competency in many ways. Books are seen as ideological vehicles that convey the perspectives of societies and cultures. (Lund, 2006). A textbook is essential to EFL instruction. The teaching and learning process may be determined by the EFL content choices. Therefore, before choosing which materials to use for instruction, the EFL teaching materials must be reviewed. According to Silvia, textbooks equip students with knowledge and information about both the local and global target cultures and demonstrate cultural competence. Nonetheless, intercultural textbooks might be obtained through these textbooks. (Silvia, 2014).

Culture and language are inextricably linked and interdependent. It is impossible to have one without the other. It becomes meaningless if one is isolated from the other. Thus, culture is a part of language, and language is a component of culture. (Brown, 1994). Since language and culture are intertwined, teaching and learning context requires an awareness of both. As a result, teaching language is teaching culture, and learning language is learning language.

(Gao, 2006). Cultural integration is emphasized by Kramersch, who does not consider culture to be a fifth ability, similar to reading, writing, speaking, and listening. Culture has always been there, but in the background. Thus, without anticipating it, the student begins studying a language and challenging competency. (Kramersch, 1993). Culture must be included into language learning and instruction. The only way to acquire a language is to be familiar with its target culture. One needs to be culturally competent to comprehend language. (Kramersch, 1998). Ramzan et al. (2023) have claimed that there is an autonomous semantic level in the language of Pakistani English where there are non-local assortments. Persuasion modifies viewpoint and language skills helps get out of trauma (Ramzan et al., 2023).

Cortazzi & Jin (1999) have recommended three categories for examining culture in textbooks. The first category is source culture, that represents the native culture of learners. The second category is the target culture, the culture of people where the target language is used as the first language, like British and American culture. The last category is international target culture which refers to the variety of target language speakers like France and Spain, including English and non-English speakers.

## **2) Inclusion of Culture in the Textbooks**

There are numerous methods for including culture in language instruction and acquisition. Among those strategies is the intercultural approach, which seeks to help students develop intercultural communicative skills. (Corbett, 2003).

It has been stated that intercultural attitude, knowledge, and skills are the three components of intercultural competence. The term "intercultural attitude" describes a curiosity and understanding of other cultures. It takes more than one's attitude to comprehend the world. Understanding the roles and functions of social groups, other cultures, and identities is known as intercultural knowledge. The ability to relate, evaluate, and compare one's own and other cultures is known as intercultural abilities. The students need to be taught these abilities. Furthermore, as teachers are unable to predict what material will be needed in the future, pupils must learn how to conduct independent research. (Byram, 2001).

## **3) Cultural Load in English Textbooks**

This study examined the cultural elements of a junior high school English textbook called BRIGHT. A worksheet with a checklist served as the research tool. For data analysis, this study used a predefined category that was taken from Pratiwi (2017). The findings showed that source, target, foreign, and global cultures were all represented in the BRIGHT textbook. The preset theory's findings demonstrated that the representation of the source culture outweighs that of the target and foreign cultures. It was included in five categories; the other three did not include this culture. Nevertheless, only a few categories showed the source culture's dominance.

Conversely, there were four groups in which the target and foreign cultures were present. These cultures did not represent the social behavior category. Five categories were used to depict the world's cultures, which included cuisine, beverages, places, arts, beliefs, values, and people. Social conduct, ceremonies, or historical categories were not portrayed in this

society. Furthermore, because the source culture is represented as dominant in the BRIGHT textbook, it is large in several areas. Pratiwi (2017)

Mckay stated acquisition of language affects culture and cultural impacts on language acquisition. Culture influences language teaching in terms of two aspects: linguistically and pedagogically. As far as linguistics impact is concerned, it affects language at several levels. These levels are semantic, pragmatic, and discourse. Besides, pedagogical impact refers to the choice and selection of language content. Moreover, for the selection of language materials, cultural content included in language materials and the teaching methodology of culture are considered (Mckay, 2003).

This article states that the English textbook includes the cultural context that helps get acquainted with Indonesian culture. At the same time, teachers must be competent in cultures in textbooks. Moreover, the teacher should be cautious that the culture is performing its role and providing for students' needs. In Indonesia, the English textbook contains cultural content that helps comprehend Indonesian culture and how to apply this English language in daily life (Mulfianti, 2013).

### **Methodology**

This study used a qualitative design and analyzed the written text of textbooks. This research focused on analyzing cultural representation and to which extent different cultures are portrayed in the textbooks. The two books taught at the intermediate level in Punjab have been selected as the sample of the study using a purposive sampling technique. This technique was used to identify the culture in the short stories and essays that are written in these two books. There are two textbooks taught in Punjab province at higher secondary grades; a textbook of English Grade 11 and a textbook of English Grade 12. Different authors write these reading texts. Some are Pakistani, and some are foreigners. In grade 11, there are 15 chapters; in grade 12, there are 17 chapters. In this analysis, all the reading texts are examined using Byram's list and then categorized under the headings that are native culture, target culture, and international culture. The method used for the study was content analysis. This method matches the purposes of the study as it uses text as the sample, and the chapters in the books are read thoroughly to find the culture represented in the chapter. If the chapter's content relates to the target language culture, it was added to the category of the target culture. Moreover, if the theme of the chapter refers to the country where it is taught, it was added to the class of native culture. Lastly, if the contents of the chapter match the culture other than the native and target cultures, it was assigned the category of international culture.

### **Theoretical Framework**

Byram's (1993) checklist of intercultural language teaching and learning is used to conduct research. This checklist includes eight categories.

1. First is a social identity and cultural group. It refers to the social class, ethnicity, and regional identification within a state.
2. Social interaction states how people interact at different levels, e.g., outside and inside different social groups.
3. Beliefs and Behaviours of the people.



4. Social and political institutions. Institutions include healthcare, law and order, local government, etc.
5. Socialization and life cycle include family system, schools, and employment.
6. National history includes historical and contemporary events seen as markers of national identity. 7. National Geography includes geographic factors seen as being significant by members.
8. Stereotypes and national identity include what is typical or a symbol of national identity, e.g., famous people or monuments (Byram, 1993, cited in Alkatheery,2011).

## Analysis and Discussion

**Table 1**

*Book 1 – Short Stories*

| Sr. No | Name of Reading Texts            | Target Culture | Native Culture | International Culture | Culture Neutral |
|--------|----------------------------------|----------------|----------------|-----------------------|-----------------|
| 1      | Button Button                    | ×              |                |                       |                 |
| 2      | Clearing in the Sky              | ×              |                |                       |                 |
| 3      | Dark They were, and Golden- Eyed | ×              |                |                       |                 |
| 4      | Thank you, Mam                   | ×              |                |                       |                 |
| 5      | The Piece of String              |                |                | ×                     |                 |
| 6      | The Reward                       |                |                | ×                     |                 |
| 7      | The Use of Force                 | ×              |                |                       |                 |
| 8      | The Gulistan of Sadi             |                |                | ×                     |                 |
| 9      | The Foolish Quack                |                | ×              |                       |                 |
| 10     | A Mild Attack of Locusts         |                |                | ×                     |                 |
| 11     | I Have a Dream                   | ×              |                |                       |                 |
| 12     | The Gift of the Magi             | ×              |                |                       |                 |
| 13     | God be Praised                   |                | ×              |                       |                 |
| 14     | Overcoat                         |                | ×              |                       |                 |

|             |                                     |      |    |      |   |
|-------------|-------------------------------------|------|----|------|---|
| 15          | The Angel and the Author-and Others |      |    | ×    |   |
|             | No. Of Readings                     | 7    | 3  | 5    | 0 |
| Grand Total | Percentage                          | 46.6 | 20 | 33.3 | 0 |

As the table indicates there are 15 reading texts in the textbook of 1<sup>st</sup> year, out of which 07(46.6%) are related to the target culture, 03(20%) are related to native culture, and 05(33.3%) are related to international culture.

### Short Stories Representing Target Culture

The reading text "Button, Button" is written by Richard Matheson, who was an American author. This is related to the target culture. In this text, places like New York and Lenox Hill Hospital are depicted, and cash in dollars is mentioned in Project America.

The reading text "Clearing in the Sky" is written by Jesse Stuart, an American writer.

The reading text "Dark They Were, and Golden Eyed" is written by an American writer Ray Bradbury in which American places like New York, American-built towns of cottages, peach trees, and theatres are mentioned. Moreover, American currency dollars and names like Harry, Cora, and David are mentioned.

The reading text "Thankyou Ma'am" is about the target culture in which American names such as Mrs. Luella Bates Washington Jones and Roger are depicted and American currency dollars are mentioned.

The reading text " The Use of Force" is written by William Carlos Williams, an American writer. This text mentions names like Mathilda and American currency dollars, which depicts the target culture.

The reading text" I Have a Dream" written by Martin Luther King is related to American culture in which American places names like Alabama, Mississippi, South Carolina, Louisiana, New York, Pennsylvania, and social classes of America, like Black and White, have been projected.

The reading text" The Gift of Magi" written by O. Henry belongs to the target culture category, American culture. In the text, American names like Jim and Dells and the currency of the American dollar are repeatedly mentioned.

The reading text " A Visit to a Small Planet" was written by an American writer Gora Vidal, in which American places like Washington and Maryland are depicted.

### Short Stories Representing Native Culture

The reading text " The Foolish Quack" is a folk tale. A folk tale is a story that represents culture and is told orally by people. This folk tale represents native culture.

The reading text " God be praised" is written by Ahmad Nadeem Qasmi, a Pakistan writer in which Pakistan named Maulvi Abu Barkat, Mehrunnisa, and Pakistani currency, rupees, and annas are mentioned. This story represents native culture.

The reading text" Overcoat" is written by Ghulam Abbas. Pakistani names like Shehnaz and Gill and Pakistani currency rupees are mentioned in the text.

### Short Stories Representing International Culture

The representation of international culture is depicted in this reading text. This reading text, "The Piece of String," is written by Guy de Maupassant, who was a French author. This reading text includes names like Mr. James. Mr. Hubert, George and Mr. Manana.

The text "The Reward" is written by Lord Dunsany, an Irish author. This story depicts names like Terbut, Torkens, and Gorgios.

The reading text " The Gulistan of S'adi" is written by a Persian poet and prose writer Sheikh Sa'di in which the experiences and values of the Persian king are depicted.

The reading text" A Mild Attack of Locusts" is written by Doris Lessing, who is a British Zimbabwean writer.

The reading text" The Angel and the Author-and Others" is written by Jerome K. Jerome, an English writer in which currency shillings and place names like Johannesburg are depicted.

### Table 2

*English – Book 2 (Modern Pros and Heroes)*

| Sr. No | Name of reading texts           | Target Culture | Native Culture | International Culture | Culture Neutral |
|--------|---------------------------------|----------------|----------------|-----------------------|-----------------|
| 1      | The Dying Sun                   |                |                |                       | ×               |
| 2      | Using The Scientific Method     | ×              |                |                       |                 |
| 3      | Why Boys Fail in College        | ×              |                |                       |                 |
| 4      | End of Term                     |                | ×              |                       |                 |
| 5      | Destroying Books                |                | ×              |                       |                 |
| 6      | The Man Who Was a hospital      |                | ×              |                       |                 |
| 7      | My Financial Career             | ×              |                |                       |                 |
| 8      | China's Way to Progress         |                | ×              |                       |                 |
| 9      | Hunger and Population Explosion |                | ×              |                       |                 |



|             |                                 |      |      |      |     |
|-------------|---------------------------------|------|------|------|-----|
| 10          | The Jewel of the World          | ×    |      |      |     |
| 11          | First Year at Harrow            |      |      | ×    |     |
| 12          | Hitch-Hiking Across the Sahara  |      |      | ×    |     |
| 13          | Sir Alexander Fleming           |      |      | ×    |     |
| 14          | Louis Pasteur                   |      |      | ×    |     |
| 15          | Mustafa Kamal                   |      |      | ×    |     |
| 16          | A Dialogue                      |      | ×    |      |     |
| 17          | Dengue Fever Awareness Campaign |      | ×    |      |     |
| Grand Total | No. of Readings                 | 4    | 2    | 10   | 1   |
|             | Percentage                      | 23.5 | 11.7 | 58.8 | 5.8 |

There are 17 reading texts in the textbook of 1st year, of which 04(23.5%) are related to target culture. In the same way, 02(11.7%) are related to native culture, whereas 10 (58.8%) are related to international culture. Nevertheless, 01(5.8%) reading text does not belong to any cultural category; therefore, it is culturally neutral.

### Modern Essays Representing Target Culture

The reading text "Using the Scientific Method" by Darrel Barnard and Con Edward relates to American culture in which American places names like Los Angeles are depicted. The reading text "Why Boys Fail in College" is related to American culture, written by Herbert E Hawkes, an American Mathematician and writer. The reading text "My Financial Career" is written by Canadian writer Stephen Leacock. In this text, the currency dollars are mentioned several times. Moreover, in this text, Perkinton is said, a detective agency in the United States. Therefore, the short story represents the target culture.

### Modern Essays Representing Native Culture

The text "The Jewel Of The World" is written by Philip K.Hitti. This essay is about Muslims' remarkable history and splendid rule in Spain. As it is about the Muslims, it represents the native culture.

The reading text " A Dialogue" written by Usman Naveed in which Pakistani person names like Farasat and Saleem are depicted, which shows it is related to Native Culture.

The reading text " Dengue Fever Awareness Campaign" is related to the native culture in which places like Lahore and Karachi are mentioned and measures taken by the Government of Pakistan to avert the diseases caused by Dengue.

## Modern Essays Representing International Culture

The text "End of Term" is written by David Daiches, the Scottish literary historian and writer. This is related to international culture because Scottish places names like Edinburgh University, Miler Field place, and currency pence are mentioned. In the text, events like Christmas and Easter are also projected.

The text "Destroying Books" by J.C. Squire is of international culture. In these London places, names like Chelsea, Battersea, and one person were mentioned as a London constable.

The text "The Man Who Was a Hospital" written by Jerome K. Jerome in place British Museum is depicted which is in London. This refers to international culture.

The reading text "China's Way to Progress" is written by Galeazzo Santini and is related to international culture. As it is about China, therefore it is associated with international culture.

The reading text "Hunger and Population Explosion" is written by Anna Mckenzie, in which names of several places are depicted like Ceylon, U.K, Russia, China, Bombay, Bengal, and Egypt. This is related to international culture.

The reading text "First Year at Harrow" is written by Winston S. Churchill, in which names like Welldon and Somervell and names of England's places like Harrow are depicted, which shows international culture.

The reading text "Hitch-Hiking Across Sahara" is written by G.F Lamb. The text references different places: Boussaada (a town in Algeria), Ghardia, El-Golea, Tammanrasset, and the Sahara Desert, which is in Africa. Moreover, currency dollars are mentioned.

This reading text, "Sir Alexander Fleming," is about the famous scientist Alexander Fleming. In this text, there are different references to the places of London.

The reading text "Louis Pasteur" is written by American actress and singer Margaret Avery, mentioning names of places in France like Dole, Jura, Strasburg, and Paris. In the text, the currency Franc is depicted; in earlier times, it was the currency of France.

The reading text "Mustafa Kamal" is written by Wilfrid F. Castle, in which names of Turkish places like Istanbul, Anatolia, Bosphorus, Ankara, and other sites like Asia and Africa are observed.

## Conclusion

The current study aimed to investigate the representation of the 3 types of cultures: native, target, and international culture in the textbooks of English taught at the intermediate level in the province of Punjab, Pakistan. The study's theoretical framework was Byram's (1993) checklist. The chapters of the books were analyzed using a descriptive qualitative design, and the method used was content analysis. The two English textbooks of the first and second year of intermediate, English – Book 1 (Short Stories) and English – Book 2 (Modern Pros and Heroes), were chosen as the sample of the article through a purposive sampling technique. The results of the analysis revealed that the textbook of 1st year includes a disproportionate amount of material regarding three different cultures already mentioned. Therefore, this book needs to give more knowledge that enables the students to achieve the goal of intercultural

competence. There are 15 reading texts in the textbook of which 46.6% of the chapters represent the target culture, 20% represent Pakistani native culture, and 33.3% show international culture.

Regarding the textbook of 2nd year, there needs to be more balance regarding cultural load. There are 17 reading texts, most of which are about international culture. International culture is 58.8%, target culture is about 23.5%, and native culture is about 11.7%. Moreover, the percentage of native culture is low among another cultural loads reveals native culture is neglected in this book. The results show that books do not have the potential to project native culture and enable learners to achieve the goal of intercultural communicative competence. Therefore, these textbooks should be improved by adding representation from different cultures that facilitate learners to meet the target of intercultural communicative competence.

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