

Cultural Promotion Through Language: A Case Study Of English Textbooks At Secondary Level In Different Provinces Of Pakistan

Rana Abdul Ghaffar¹, Samina Sarwat², Bushra Iqbal³

¹(M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan)

²(HoD Humanities and Arts, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan)

³(M Phil Scholar, Khawaja Fareed University of Engineering and Information Technology, Rahimyar Khan)

Corresponding Author: Syed Khuram Shahzad (PhD Scholar in English, Linguistics University of Sindh, Jamshoro. E Mail: Khuramshahzad83@gmail.com),

Abstract

Textbooks act as the embodiment of educational policy and are very important in the classroom. The content of these discourses reflects the country's existing cultural, religious or social norms and serves as a means of exercising power for ruling groups. This study deals among other things with the evaluation of secondary English textbooks in different provinces of Pakistan. The invisible or implicit ideological assumptions hidden in the content of these textbooks and the culture of language learning and teaching they foster. These textbooks (selected for this study) have been used in ELT in different provinces of Pakistan. The research framework includes a detailed analysis of the entire units of the textbooks. We first analyzed the text of the unit with a focus on genre, content and the hidden curriculum that the content might embody. The second part of the framework is an analysis of the culture of language learning and teaching that these books promote. Current research focuses on revealing the dominant cultural and social ideologies in the literary discourse of secondary school English textbooks in four provinces (Punjab, Sindh, Balochistan and Khyber Pakhtunkhwa) in Pakistan. Analysis is relevant on two levels, content analysis to quantify cultural issues and discourse analysis to validate results and use Byram checklists to gain insight into data. Checklist is used to examine the contents of textbooks and identify their cultural expressions. This survey is qualitative. Narrative research through content analysis theory. The research approach includes a comprehensive analysis of the entire four textbooks units. The results reflect the embodiment of prevailing local ideologies and advocate revision of curricula and educational policies to meet broader educational needs in local and International contexts. Textbooks are the essence of educational policy and play an important role in education. The content of these discourses reflects the country's existing cultural, religious, or social norms and serves as a means for the ruling groups to exercise power. The results show clear differences between the four textbooks in terms of their hidden curricula and the culture of language learning and teaching they represent. This data suggests that English textbooks are more widely read in more foreign cultures than books on her other two cultures, especially native and target languages. This is largely ignored in the textbooks we researched. Therefore, it is suggested that 9th& 10th grade English textbooks in secondary school need to be improved in order to achieve the goal of intercultural communication competence. The results of this study highlight significant discrepancies in cultural representations in the data. Findings reflect the embodiment of dominant local ideologies and advocate revision of curricula and educational policies to meet broader educational needs in local and international contexts.

Keywords: Cultural Contents, Ideology, Secondary level English Textbooks, Contents Analysis.

Introduction:

The research in linguistics explores language use through insights from multiple fields such as psychology, anthropology and sociology. However, the interests of critical discourse analysts lie in scrutinizing language use for the exercise of power by the dominant groups and ways of resistance (Simpson & Mayer, 2010). The current investigation is interested in intersection of language and social and political reflexes of power (Simpson & Mayer, 2010) in the data of English provincial textbooks by uncovering the ideological perspectives and power relations in the curriculum. Textbooks being important classroom educational tools heavily influence social, mental and cultural growth of the students (Kemp, 1977 as cited in Beiki & Gharaguzlu, 2017). *Journal of Innovation in Teaching and Learning (IJITL)* Volume V- Issue II (Dec 2019) 34 textbooks, learners, teachers and the context itself (Razmjoo & Jozaghi, 2010). Furthermore, textbooks as teachers' tools provide learning and teaching context and circumstance (Beiki & Gharaguzlu, 2017). Being an integral part of education policy of any country (Weninger & Kiss, 2013) the content of textbooks reflects and maintains its existing cultural, religious or social norms and values of the powerful groups (Su, 2007). In Pakistani context, more than 70 languages are spoken but people refrain from adopting a fixed national identity. The idea of provincialism has a stronghold and regional languages serve to strengthen ethnic identities and power struggle with textbooks used to interpret Islamic teachings used as a support for nationalism with militarisms being the most desired value (Rehman, 1995; 2003). This study is an innovative attempt to explore whether the curriculum reflects unity among the provinces or the reproduction of the beliefs of autonomous bodies.

Significance of the Study

Textbooks play vital role in the development of curriculum and also very important in teaching at school level as well as. Content of these discourses explain the country's existing educational, conscientious, or public norms and products through the control of well-known groups. This study focuses on clarifying general Enlightenment principles through the use of expressions and common beliefs in Pakistani English literary discourse in subordinate textbooks in various states (Punjab and Sindh). This is a fascinating idea. Cultural unification in textbooks is essential because it helps to achieve cross-cultural information literacy that goes one step further in information literacy. Information literacy includes semantics, sociolinguistics, discourse, and important skills, but they do not work. This is also acknowledged by Hinkel (1999), who emphasizes cross-cultural competencies. A variety of complicated information not only allows learners to communicate with others from different countries but these kinds of information re-expand the thinking process. Learners can volatily evaluate and implement different ideas and even if they can do so economically, they will find vulnerabilities in their culture. According to Tomlinson and Masuhara (2004), various sophisticated information and knowledge have multiple uses. It broadens the horizons and allows learners to gain an understanding of ideas and sensibilities. In addition, it helps to nurture immovable. A balanced amount of textbook educational content is paramount, as we know that teachers and students share a common belief that textbooks are of credible value and authenticity. The spread of false or inappropriate news in textbooks not only disillusion students, but also unknowingly misunderstands the basic facts. Analysts say that regardless of caste, color, country, creed, territory, the only panacea in terms of harmony, cohesion and harmony within the territory is for extended immobility, moderation, enlightenment and anything else. I believe it's a quest for a sense

of understanding, and textbooks are some of the beginnings we can talk about.

Objectives of Study

1. To explore what cultural contents/messages along with the existence of national and target cultural elements are presented in English textbooks at Secondary School level in different provinces of Pakistan.
2. To extract what cultural representations are made by comparative analysis of cultural contents of secondary level English textbooks in different provinces of Pakistan.

Research Questions

The researcher aims to investigate:

1. What type of culture is promoted in English textbooks at secondary school level in the different provinces of Pakistan?
2. How these cultural representations are made by comparative analysis of cultural contents of secondary level English textbooks in different provinces of Pakistan.

Delimitation of Study

This study is delimited to only two Provinces of Pakistan (Sindh&Punjab) Secondary level English Text Books excluding other teaching materials and curriculum items. The method of analysis is delimited to content and text analysis based on research goals.

Literature Review

Halliday's notion of functional linguistics (1973) emphasizes the role of culture and its impact on English language learners' competence (as cited in Ping, 2011). Along with imparting information (Gee, 2014), culture also predetermines our world view and vision to perceive reality (Edward Sapir in Lyons,

2011). This inculcates that language and culture are tied together. Three types of culture through which the cultural elements in the English textbooks could be explored (Cortazzi & Jin, 1999 as cited in Kirkgoz & Agcam, 2011) include source culture (learner's own culture), target culture (target language International Journal of Innovation in Teaching and Learning (IJITL) Volume V- Issue II (Dec 2019) 35 spoken as first language or mother tongue) and international target culture in English or non-English speaking countries which use English as an international language (as cited in Hermawan & Noerkhasanah, 2012). Discourse usually means language in use, that is, how people act, interact, feel, and think in a context (Gee, 2000). Gee's agrees with Michel Foucault's (1977) in viewing discourse that considers language as embodiment of knowledge and power (Rogers, Malancharuvi-Berkes, Mosley, Hui & Joseph, 2005). Foucault's approach towards discourse as a means to transmit and produce power (1998) has been utilized in many of educational debates and policies to uncover how educational discourses including textbooks serve as a tool to exercise power for the powerful groups. Language serves as a vehicle for the exercise of power (Corson, 1995; Bourdieu, 1977) as well as an instrument for deconstructing dominant discourse (as cited in Pitsoe & Letseka, 2013). The interconnectedness of language and the social structures (Wodak, 2002) entails discourse as a kind of social action/power (van Dijk, 2001) that is "socially constitutive" and "socially determined" (Fairclough, 1996; 2015). The notion of power as force or coercive power is graspable (Ball & Goodson, 2007), but power through consent (see Gramsci's „ideological hegemony“) is difficult to understand. The education system is governed by official discourses reflective of educational policies, such as in curriculum development, school management and assessment system etc. (Ball & Goodson, 2007). Hence, curriculum becomes an ideological instrument through which the educational system practices its hegemony

upon the students through its bureaucratic beliefs and norms as reflected in textbooks" contents and objectives, thus making a pertinent case for conducting this research. In alignment with social and critical theorists, Apple (1996; 2004) emphasizes the role of educational institutes as platforms of control on economic and cultural sources. Thus far from being neutral mediums, curriculum acts as a place for reflection of prevalent ideologies (as cited in Ping, 2011). Therefore, analysis of school textbooks and curriculum can reveal hidden patterns through which certain themes were being included or excluded (Beiki & Gharaguzlu, 2017; Su, 2007). English teaching and learning materials, textbooks in this case, cover hidden patterns that comprises certain values and ideology built into materials by design, such as attitudes toward knowledge, teaching and learning, role and relationship of the teacher and students, and values and attitudes related to gender, society etc. (Hermawan & Noerkhasanah, 2012). Therefore, the uncritical views about loyalty and commitment are achieved through national glorification (as cited in Ping, 2011). In Malaysian context, a need for dissemination of local International Journal of Innovation in Teaching and Learning (IJITL) Volume V- Issue II (Dec 2019) 36 culture in English textbooks is observed (Abdullah, 2009), while little benefit is observed through integration of western culture in Moroccan textbooks (Adaskou, Britten & Fahsi, 1990), which resulted in the tendency of comparison among the learners with their own culture. Contrarily, Suemasa (2004) believes this as an important way of raising awareness of both cultures. In Taiwanese context, Su (2007) investigated the ideological representation in the primary level textbooks for the reflection of ethnic and political connections, nationalism, state"s achievements and trends of cultural experiences. The competing ideologies reflected in textbooks of Republic of China were observed to be the epitome of established discursive systems (You, 2005). The element of target culture, however, in Iranian context was

dominated by local culture and ethnic values in EFL textbooks (Dehbozorgi, Amalsaleh & Kafipour, 2017). Considering these researches, this research aims to analyze the discursive cultural representation in English textbooks of Pakistan at the provincial level.

Research Methodology

The study undertakes the analysis of textbook genre by making use of content analysis and discourse analysis. It is a qualitative research with content-based content analysis. The English textbooks of Punjab and Sindh of class 9th& 10th have been analysed. All the lessons and chapters have been carefully read by the researcher in order to separate the cultural contents. For the purpose of this study, Cortazzi and Jin (1999) categorization of culture and Byram's (1993) study list for teaching and learning about linguistic diversity for analysis were found helpful.

Byram's (1993) check list includes:

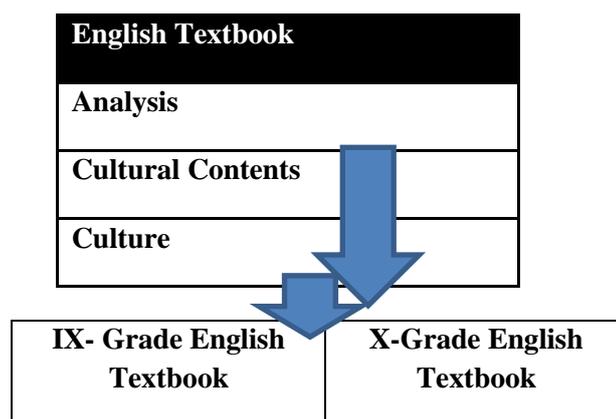
1. Group and community identity (community category, region identity, nationality)
2. Public relations (different legal levels; both external and internal)
3. Faith and conduct (morals, religious philosophies, day-to-day practices)
4. Societal and political organizations (local government, organizations, private institutions, medical, justice and peace, social safety)
5. Social get together and life cycle (families, schools, work, transportation processes)
6. National history (historical and current events are seen as national symbols)
7. National (member areas considered by members to be important)
8. Consistent ideas and land ownership (what is the "common" symbol of land ideas?)

(Byram, 1993, pp. 5-10) The process of analysis is that for the first time in all textbooks in both books it is categorized under the headings; traditional culture, target culture and international culture, cultural neutrality and presented in the form of tables. In addition each text read is discussed in accordance with Byram's checklist.

Data Analysis & Interpretation

The analysis presents descriptive statistical results of the content analysis, followed by discourse analysis. The cultural contents in the English textbooks of classes 9th & 10th taught in Punjab and Sindh session 2021-22 has been selected based on pre-research that the researcher has done in order to collect some data and information. Based on the framework

below, the researcher focused on analyzing some different kinds of cultures that exists in the English textbook for 9th & 10th class taught in two different provinces of Pakistan (Punjab & Sindh) in academic year 2021-22. The class has been chosen and decided by the researcher after investigating the textbook that the school used in different provinces of Pakistan (Punjab & Sindh) in academic year 2021-22. Therefore, to get the data which is suitable to the framework and also the title, the researcher decided to apply the research at classes 9th & 10th English textbooks taught in provinces of Pakistan (Punjab & Sindh). Textbooks which are used in secondary school level contain suitable information related to the problem statements and the research objectives in previous chapter.



This is a qualitative study in which facts are resolved through content analysis. Materials have a look at and understand the framework bestowed through Byram's check list (1994) to survey the educational substances within the text. This model involves the classifications that determine the breeding linked aspects together with public similarity, thoughts & behaviors, sociopolitical institutes, socialization & biological clock, inner reviews, geography and stereotypes. The subjective side investigates the cultural objects and makes a decision either the tradition bestowed is nearby concept or global idea or two collectively or within the shape of Mark way of life. Reasoning of educational divisions: Social

Correspondence Public class, provincial identification, communal correspondence, expert similarity, and private correspondence installed neuter are an element regarding this classification. The episode 'Village boom' is imitated in diverse chapters while society in locations and juveniles at faculty belong to the not unusual people. Still, a clear differentiation has not been usual to climax above, middle or decrease magnificence. Territorial similarity of Pakistan is met through the bankruptcy.

This is a qualitative study in which facts are resolved through content analysis. Materials have a look at and understand the framework bestowed through Byram's check list (1994) to

survey the educational substances within the text. This model involves the classifications that determine the breeding linked aspects together with public similarity, thoughts & behaviors, sociopolitical institutes, socialization & biological clock, inner reviews, geography and stereotypes. The subjective side investigates the cultural objects and makes a decision either the tradition bestowed is nearby concept or global idea or two collectively or within the shape of Mark way of life. Reasoning of educational divisions: Social Correspondence Public class, provincial identification, communal correspondence, expert similarity, and private correspondence installed neuter are an element regarding this classification. The episode 'Village boom' is imitated in diverse chapters while society in locations and juveniles at faculty belong to the not unusual people. Still, a clear differentiation has not been usual to climax above, middle or decrease magnificence. Territorial similarity of Pakistan is met through the bankruptcy. The lesson 'Shah Abdul Latif Bhitai', "The beauties of miscellaneous regions of Pakistan were given withinside the training and the countrywide satisfaction and dreamer of Pakistan "Allama Iqbal", is likewise the part of the book's content. The lesson "What the Quaid-e- Azam Said", states the culture of Muslims before and after getting the independence, "The splendid battle of brave Muslim women is reflected in the lesson the role of women in Pakistan Movement," "the culture of bravery, selflessness and shown in the lesson Major Aziz Bhatti." Local identity is described through suckling, and schooling. Social interplay the speak averages of society of Pakistan are pictorial through any of interactional times. Professional are conversations betwixt youngsters, instructors, buddies and kin appendages. The attitude is that of appreciate in the direction of senior citizens and love closer to babies. A poem "speak kindly" sends the message of speaker thoughtfully to all concerned. Over all the communication, detached chapters, focal points use of English of educated humans. beliefs and

Practices unique casual community, ethical religion, spiritual theory, sports activities, eating dresses, dressing, welcomes, fashion, cash, shopping, celebrations, and not unusual demeanor fall underneath the said classification. The adolescent and youngsters are the center of each book. This suggests that the serious emphasis of these two books is the one of a kind informal network for which its miles inscribed. Ethical ideas entrenched in faith and love of one's United States of America, which might be the center of adulthood of the poems and lessons. Pakistani teens are essential expected loyal to their hometown and courteous to their men and women. Maximum chapters and poems stress on righteous incident of man or woman. Morality is further person of the principle focuses of the book is on Islamic knowledge which is reflected through the proverbs of the Holy man or woman (harmony be upon him. Theories of humanism, lawfulness, loyalty, perseverance, devotion, kindness, kindness, brotherhood, readability and eminence have come about given fantastic. The ballads although inscribed by using Christian poets indicate the scrupulous concept commonplace to 2 together Islam and Christianity. The expressive division endorses the significance of righteous conducts consisting of diligence, thoughts, detriment, and constancy. There is an indication of Pakistani meal parts; Tikkas, Kababs, crop-chat, Samosas, and different food like grinders and loaf. The sports related to culture of Pakistan are missing. There are traces of traditional sports like tent-pegging given in a lesson the village fair however skilled is a reference to frame trick risked via youngsters on birthdays, like, 'passing the piece', 'look for suspects' and 'harmonic chairs'. Gala's and etiquettes relate to Sindh, Punjab, and KPK. And Baluchistan are noticed which can be both scrupulous and friendly in kind. Social and Governmental groups Healthcare, journey, schooling, conveyance, state agencies and extraordinary non-governmental arranging attain underneath this category. Significance of cleanness is careworn thru a small

communicate between a family during shopping. Assets of conveyance for travelling brief distances in Pakistani are observed encompassing motor vehicles, Lorries, and taxis. Socialization and biological clock the book provides faculty history of Pakistani offspring continuing an outing and complex in tasks at faculty to learn the nobility of work. Family lifestyles are proved in process via employ shopping and organizing a date of beginning frame. Village history of Pakistan has existed possibly prominence as undeniable, smooth and quiet with folks occupied accompanying their hands. There may be likewise an itemized narrative of center honest giving information about the various endeavors. An outline of version land farm in Pakistan gives the editor to distinctive methods had reference to plants beating and plant. Existence style of Pakistani folks use the four provinces is simply too being depicted. Schooling, gaining nourishment by suckling and angling are mentioned that means the prominence of such professions and occupations in Pakistan. Professional's a glimpse of Scottish us of a facet in "From a railway carriage" and Nigerian growth in "An

African Village". File & Geology Pakistan's records & Geology has come about possibly prominence in two together books. There is an special reference to the great heroes of independence as well. Islamic reports and ancient records are observed in differing chapters varying from noble Kings, warriors and logician of ancient times to cutting-edge King Prince Faisal. Moen-jo-daro, Guddu Barrage and Khyber bypass growth into the class of Pakistan's earth technological know-how. Stereotypes professional are collectively folks and stereotypes bestowed in two together books. Islamic historically is depicted as clever and just. The books uphold spirituality for motherhood and daughters are special accompanying reverence. Skillet's a balance betwixt male and lady personalities. Ladies are medicated as guys' equal and we do no longer locate some component of male dominance. Normally skilled is not any offering for enhancing informative or sensible capability in written or spoken shape domestically or globally. The following tables and figures display the frequency and percentage of the precise element below the specific class set through Byram's check listing (1994).

Table 1: Textbook Contents of Secondary Stage English Book One For Class 1X of Sindh Textbook Board, Jamshoro.

Sr.#	Name of Unit Reading Texts	Target Culture	Native Culture	International Culture	Neutral Culture
01	The Last Sermon of the Holy Prophet(S.A.W)	✓			
02	Shah Abdul Latif	✓			
03	Chasing Dreams				✓
04	The Great Visionaries				✓
05	Health Problems Caused by Mosquitoes			✓	

06	The Role of Women in Pakistan's Creation and Development	✓			
07	The Secret of Success				✓
08	Ghazi's Diary		✓		
	Grand Total	03	01	01	03
	% weightage	37.50%	12.50%	12.50%	37.50%

According to the table, there is a total number of 08 lessons in the textbook of class 9th of STB in which 01 (12.50 %) are associated with "source or native culture". On the other hand the 03 (37.50%) are associated with "target

culture" and the identical numbers of lessons that is 01 (12.50%) is associated with "international culture". Nevertheless, 03 reading texts (37.50 %) are such which do not come in any category.

Table 2: Textbook Contents of Secondary Stage English Book Two For Class X of Sindh Textbook Board, Jamshoro.

Sr.#	Name of Unit Reading Texts	Target Culture	Native Culture	International Culture	Neutral Culture
01	The Voice of God(Poem)			✓	
02	The Wise Caliph	✓			
03	Professions(a)Teaching (b)Fishing			✓	
04	The Little Things(Poem)			✓	
05	A Visit				✓
06	King Faisal	✓			
07	From a Railway Carriage(Poem)			✓	
08	Dignity of Work				✓
09	A Nation's Strength(Poem)			✓	
10	Beautiful Hands(Poem)			✓	
11	A Village Fair	✓			

12	Speak Gently(Poem)			✓	
13	Shopping				✓
14	The Hand that Rocks the Cradle(Poem)			✓	
15	An African Village			✓	
16	King Bruce and the Spider (Poem)			✓	
17	The Inheritors				✓
18	Casabianca (Poem)			✓	
19	The Khyber Pass	✓			
20	The Minstrel Boy (Poem)			✓	
21	How to do Things (a)Arranging a Party (b) Mending a Puncture				✓
22	The Uses of Adversity (Poem)			✓	
23	Making a Summary				✓
24	There's a Good Times Coming (Poem)			✓	
25	The Customs of Various Regions of Pakistan	✓			
26	The Man Who Wins (Poem)			✓	
	Grand Total	05	0	15	06
	% weightage	19.23%	0	57.70%	23.07%

The 10th class English textbook contains 26 reading texts in the STB Grade-10 textbook in which (0) 0% read texts refer to traditional culture, and (05) 19.23% read texts refer to the target culture. On the other hand, where (15) 57.70% of the readings refer to international culture. However, there are (06) 23.07% non-cultural readings of culture. In STB English Secondary Level Textbooks there is also a

measure of cultural inequality in the 9 English textbooks Ordinary and Neutral cultures prevail while international and Indigenous culture has a small margin on the other hand in English 10th international and Neutral culture is prominent while Indigenous culture is prominent. . Completely ignored and targeted culture about 20%.

For investigating cultural aspects given in textbooks, Cortazzi and Jin (1999) proposed 3 groups. The 1st is associated with “source culture or students' culture, the 2nd is to culture of those people whose language is taught or the target language is employed as the first language as the American and British culture and finally, the international culture represented in language, which means a variety of language speakers targeting both English and non-English, French, French, French, French. . Similarly, McKay (2003) also discussed the material in the literature from the same perspective; traditional culture, target culture and international culture. According to international culture, it mentions to the familiarity of different cultures around the world through the target language.

The current study is done by using qualitative methodology. Byram's (1994) framework of content analysis is used to analyze the data. Related to the cultural contents present in Punjab English textbooks of secondary level. The research model employed in this research contains culture related various categories include socialization, societal identity, dogmas & conducts, sociopolitical organizations, & life cycle, national chronology, earth science and stereotypes. The researcher has then determined the presence of local or international culture or traces of target culture in the textbooks. The table given below suggests the frequency and percentage of specific articles below the specific category set by Byram's (1994) check list

Table 3: Textbook Contents of English Grade-9 of Punjab Textbook Board, Lahore.

Unit No.		Target Culture	Native Culture	International Culture	Neutral Culture
01	The Saviour of Mankind	✓			
02	Patriotism	✓			
03	Media and Its Impacts				✓
04	Hazrat Asma (RA)	✓			
05	Daffodils (Poem)			✓	
06	The Quaid's Vision and Pakistan	✓			
07	Sultan Ahmad Masjid			✓	
08	Stopping by Woods on a Snowy Evening			✓	
09	All is not Lost				✓
10	Drug Addiction			✓	

11	Noise in the Environment			✓	
12	Three Days to See			✓	
	Grand Total	04	00	06	02
	% weightage	33.33%	00	50%	16.67%

According to the table there are 12 units in the textbook of class 9th of PTB out of which 04 (33.33 %) are related to target culture. On the other hand the 0 (0%) are associated with

Native culture and on the other hand number of lessons is 06 (50%) are related to international culture. However, 02 lessons (16.67 %) cannot be categorized to any category.

Table 4: Textbook Contents of English Grade-10 of Punjab Textbook Board, Lahore.

Unit No.	Name of Unit Reading Texts	Target Culture	Native Culture	International Culture	Neutral Culture
01	Hazrat Muhammad (S.A.W)an Embodiment of Justice	✓			
02	Chinese New Year			✓	
03	Try Again (Poem)			✓	
04	First Aid			✓	
05	The Rain (Poem)			✓	
06	Television vs. Newspapers				✓
07	Little by Little One Walks Far!				✓
08	Peace (Poem)			✓	
09	Selecting the Right Career				✓
10	A World Without Books			✓	

11	Great Expectations			✓	
12	Population Growth and World Food Supplies				✓
13	Faithfulness	✓			
	Grand Total	02	0	07	04
	% weightage	8.50%	0	60%	31.50%

According to table indication, there are 13 units in the textbook of class 10th of PTB out of which 02 (8.50 %) are associated with target culture. On the other hand the 0 (0%) have Native culture and on the other number of lessons is 07 (60%) has international culture. Yet, 04 lessons (31.50 %) cannot be categorized as they have Neutral cultural elements.

For investigating culture in textbooks, Cortazzi and Jin (1999) proposed 3 categories. The 1st is associated with culture of the student, the second to the human culture in which the target language is applied as the 1st culture of language as American and British countries have and finally, the universal target language, meaning a variety of language speakers targeting both English and non-English, French, French, French, and French. . Similarly, McKay (2003) also discussed material in literature in a similar way; traditional culture, target culture and international cultures. According to universal culture, it points out to the information of different cultures around world in the target language.

If we want to compare different culture ratio in percentage of both provinces (Punjab & Sindh) English Textbooks by cultural point of view then come to know that as From the given data shows, there are 08 studying texts in the textbook of class 9th of STB out of which 01 (12.50 %) are associated with supply or local subculture. then again the 03 (37.50%) are related to target way of life and the equal

number of studying texts this is 01 (12.50%) are associated with international way of life. though, 03 studying texts (37.50 %) are such which do no longer are available any class. while in the tenth English Textbook of STB, there are 26 reading texts inside the textbook of sophistication 10th of STB wherein 0% analyzing texts are approximately native culture, whereas 19.23% analyzing texts are approximately goal way of life. however, 57.70% studying texts are about worldwide way of life. but, there are 23.07% reading texts which are culturally neutral. This version accommodates the kinds which decide the culture correlated factors inclusive of societal identity, dogmas & manners, sociopolitical organizations, social gatherings, celebrations & life cycle, nationwide chronicle, topography and typecasts. The qualitative issue searches the cultural factors and defines whether the way of lifestyles provided is neighborhood way of lifestyles or worldwide way of life or every within the shape of target culture.

Findings

The evaluation uncovers the ideological nature of subculture unique contents in the four books. The cultural representations are not balanced and mirror dominant ideologies. Punjab, toward the center, is found to embody federal authorities' guidelines. The countrywide ideology is laid low with messages of inventions, ethical lessons of kindness, mercy or love from the target tradition, and negligible illustration of Jap and Islamic ideologies,

hinting at western vested interests of the dominant groups. The national Bureau of Curriculum and Textbooks (NBTC) seems incapable of making countrywide integrity between the provincial forums as meditated through stronghold of western ideologies within the textbook. The state of affairs is distinct in the provinces where in the maintaining of the center is less suggested. KP and Baluchistan textbooks are a success in a way to provide neighborhood/country wide position fashions as contemplated via propagation of nearby, spiritual and cultural ideologies in preference to the goal subculture. The e-book of KP province as an embodiment of local and country wide subculture seems to be in alignment with NBTC's motto. That is accomplished although messages at the countrywide hero, national achievements, Pashtun, valor, delicacies, geographical significance and extra importantly messages on girl's education. Worldwide magazine of Innovation in coaching and getting to know the dominance of religion within the provinces of KP and Baluchistan is contemplated via their use of faith to legitimize the want for culture training and emancipation. Baluchistan textbook additionally incorporates some hard discourse. The absence of spiritual subculture from Sindhi textbook points to the sensitivity connected to religion in the province and consequently avoidance of the subject by using curriculum developers. The inequality in ideological representations of cultures posits warfare in NBCT policy which aims to create concord and decorate national ideology in provincial textbook forums. In this regard, Rehman (1995; 2003) delineates that, "language becomes an identification image beneath present day conditions while exceptional collectivities compete for energy and assets". The possibility of expanded communication enables the manipulation of larger labels for institution identities which include religion or language. Those labels supersede, or push into the heritage, such pre-present day and smaller labels as kinship, tribal, magnificence and occupational labels or

markers of identification. Thus, whilst pre-contemporary Siraiki of South Punjab noticed themselves as Multanies, Riasatis (inhabitants of the nation of Bahawalpur) and so forth, the term Siraiki is used for the complete collectivity now. Hence the textbooks particularly language textbooks are used in Pakistan as a device to talk ideological messages to the scholars (Ahmad, ur Rehman et al. 2013) where propagation of a few ideologies are desired over the others.

Conclusion

The outcomes virtually display that textbooks aren't written by using a single frame but a product of the self-sustaining textbook boards. There's a clean cut disproportion of cultural messages as each e-book represents the dominant ideologies of its province which posits differing outcomes on the ideologies of the newbies. Textbooks are the mirror for the scholars via whom they see Pakistani culture, society and the dominant ideology. The various ratios of cultural representations factor in the direction of differing beliefs and opinions which in some way are unable to foster countrywide concord and reduce provincial tensions and grudges. Despite the fact that NBTC aims to create a balanced illustration, discerning nearby issues are articulated in one-of-a-kind methods in those educational substances. In this regard, the textbook boards of every province are liable for growing the books under the recommendations of countrywide curriculum. A remember of exquisite subject on this regard is the usage of western role models for developing motivation within the neighborhood kids. This is in direct conflict with worldwide magazine of Innovation in teaching and mastering (IJITL) quantity V-trouble II (Dec 2019) 45 the perfect of national harmony and serves neocolonial agenda/pursuits. In this regard, KP (and to a volume Baluchistan) textbook provides a higher running model to maintain this stability. Loads continue to be to be preferred.

Although women schooling is projected as a regional and national precedence, this is not achieved thru the voices of ladies. The projections of such ideologies from a patriarchal lens location a big query mark at the purpose of such discourses. Recommendations within the mild of the findings, this examine questions the concept of equal representation of ideologies should be given in secondary level English textbooks. If the final cause of a curriculum is to meet the desires of the local teens, the form of ideologies pondered within the textbooks spotlight the need to carry out a few paintings closer to policy making thorough educational coverage, documenting cultural illustration, without serving the vested interests of the effective elites is needed. The effects of such ideologies are far-fetched and should be a count number of difficulty for policy makers. Bringing within the dissenting voices and marginalized companies within the provincial textbooks cultural representation is the need of the day. Exceptional care on this regard is to be taken to counter misrepresentation of a few cultures; otherwise such efforts can easily amount to further strengthening the strength groups and their hidden cause.

Recommendations

- Inside the light of exhaustive discussion accomplished on exceptional provincial Secondary English Textbooks in Pakistan with respects to cultural appropriateness it seems reasonably acceptable to place ahead some advices and pedagogical inferences which can prove helpful for course compliers and curriculum setters. These have a look at questions the idea of same representation of ideologies in the secondary stage English textbooks.
- If the last purpose of curriculum is to fulfill the needs of the local kids, the type of ideologies contemplated in the textbooks highlight the need to carry out a few paintings closer to policy making.
- A thorough instructional coverage, documenting cultural illustration, without serving the vested pursuits of the effective steps are needed.
- The consequences of such ideologies are far-fetched and need to be a count of problem for coverage makers.
- Bringing within the dissenting voices and marginalized companies in the provincial textbooks (inclusive of woman gender) is the want of the day. Incredible care in this regard is to be taken to counter misrepresentation of a few cultures; otherwise such efforts can without difficulty amount to in addition strengthening the energy companies and their hidden reason therefore, this look at strongly recommends a revisit through coverage makers of the beliefs and definitions of nationalism; inside the mild of exhaustive discussion completed in exceptional provincial secondary English Textbooks with regards to cultural suitability it seems pretty justified to position forward some pointers and pedagogical implications that may show insightful for course designers and curriculum setters.
- English textbooks aim at giving students a proper information of different cultures as well as language activities to improve students' communicative competence. The researcher has found lack of exercises to improve the communicative competence.
- It has also been seen that the culture represented in the books mostly portrays past cultures, modern cultural aspects are missing in all books. This would pose difficulty for the young learners in better understanding the culture.
- Investigation should be done on other provinces' comparative studies. That will also help in looking at synchronizing the

syllabus for all secondary school level students.

References

1. Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal*, 44(1), 3-10.
2. Ahmad, I., Ur Rehman, S., Ali, S. I. S., Ali, F., & Badshah, R. (2013). Problems of government secondary school system in Pakistan: Critical analysis of literature and finding a way forward. *International Journal of academic research in business and social sciences*, 3(2), 85-96.
3. Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 136-143.
4. Arslan, S. (2016). An analysis of two Turkish EFL books in terms of cultural aspects. *Procedia-Social and Behavioral Sciences*, 232, 217-225.
5. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116.
6. Byram, M. (1994). *Teaching-and-learning language-and-culture* (Vol. 100). *Multilingual Matters*.
7. Byram, M. (1998). Cultural identities in multilingual classrooms. *Multilingual Matters*, 96-116.
8. Byram, M., & Feng, A. (2005). Teaching and researching intercultural competence. *Handbook of research in second language teaching and learning*, Routledge: 935-954.
9. Cohen, A. B., & Hill, P. C. (2007). Religion as culture: Religious individualism and collectivism among American Catholics, Jews, and Protestants. *Journal of Personality*, 75(4), 709-742.
10. Cortazzi, M., & Jin, L. (1996). Cultures of learning: Language classrooms in China. *Society and the language classroom*, 169(206), 42-52.
11. Cortazzi, M., & Jin, L. (1999). Cultural mirrors. *Culture in second language teaching and learning* 196.
12. Dark, K. R. (Ed.). (2000). *Religion and international relations*. Springer.
13. Fauza, N. (2018). *Cultural Content Analysis of English Textbooks for Senior High School Entitled Bahasa Inggris 2017 revised* (Doctoral dissertation, State Islamic University).
14. Jiang, N. (2000). Lexical representation and development in a second language. *Applied linguistics*, 21(1), 47-77.
15. Kahn, J. S. (1995). *Culture, multicultural, polyculture*.
16. Kaikkonen, P. (1997). Learning culture and a foreign language at school— aspects of intercultural learning. *Language Learning Journal*, 15(1), 47-51.
17. Kasih, S. R. (2016). *An analysis of cultural content of an English textbook “English zone” for the tenth-grade students of senior high school* (Doctoral dissertation, University of Muhammadiyah Malang).
18. Kemp, J. (1977). *Perceptions of leader behavior of selected women physical education administrators*. The University of North Carolina at Greensboro.
19. Kramsch, C. (2014). Identity, role, and voice in cross-cultural (mis) communication. *Misunderstanding in social life* (pp. 137-161). Routledge.
20. Lappalainen, T. (2011). *Presentation of the American culture in EFL textbooks: An analysis of the cultural content of Finnish EFL textbooks for secondary and upper secondary education*.

21. McKay, S. L. (2003). EIL curriculum development. *RELC Journal*, 34(1), 31-47.
22. McVey, T. C. (1995). A survey of theological developments in Pakistan. *Yearbook for Contextual Theologies*, 217-231.
23. Moran, P. R., & Lu, Z. (2001). Teaching culture: Perspectives in practice (pp. 34-47). Boston: Heinle & Heinle.
24. Riadini, U. S., & Cahyono, B. Y. (2021). The Analysis of the Culture-Related Contents in an Indonesian English Textbook. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 285-295.
25. Rodgers, T. S. (2001). *Language Teaching Methodology*. ERIC Issue Paper.
26. Syahri, I., & Susanti, R. (2016). An analysis of local and target culture integration in the English textbooks for senior high school in Palembang. *Journal of Education and Human Development*, 5(2), 97-102.
27. Tajeddin, Z., & Bahrebar, S. (2017). Sociological and aesthetic senses of culture are represented in global and localized ELT textbooks. *Journal of Teaching Language Skills* 36(3), 119-143.
28. Tomlinson, B., & Masuhara, H. (2004). *Developing Language Course Materials*. Portfolio Series# 11. Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC). Available from: Market Asia Distributors. 601 Sims Drive# 04-05, Pan-I Complex, Singapore 387382, Singapore.
29. Tum, G. (2021). Turkish Patronymic Surnames Ending with-oğlu 'Son of A Corpus Linguistic Investigation. *Names*, 69(2).
30. Tylor, E. B. (1977). *Primitive Culture* Vol. 1. Research into the Development of Mythology, Philosophy, Religion. Language, Art, and Custom. New York: Gordon Press.
31. Khalil-ur-Rehman, (2006). Islamic governance and theocracy. *The Islamic Culture As-Saqafat-ul Islamia - Research Journal-Sheikh Zayed Islamic Centre, University of Karachi* 09, 51-70.
32. Valdés, G. (1995). The teaching of minority languages as academic subjects: Pedagogical and theoretical challenges. *The Modern Language Journal*, 79(3), 299-328.
33. Weninger, C. (2018). Textbook analysis. *Chapelle CA (a cura di), The Encyclopedia of Applied Linguistics*, Wiley & Sons, Hoboken.
34. Yilmaz, D. (2010). 'Culture' in English language classrooms: what do students think?. Unpublished Research Project Paper, TUBITAK-The Scientific and Technological Research Council of Turkey, Bogaziçi University, Turke