

Cultural Content Analysis of 'O' Level English text Book in Pakistan

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Abstract

The present research aims to analyze contents of 'O' level English book taught in Pakistani schools. This research investigates the distribution of cultural senses in textbook and what is most dominant cultural sense. The contents of the textbook will be analyzed based on the framework propounded by Adaskou, Britten, and Fahsi (1990). The framework comprises aesthetic sense, sociological sense, semantic sense and pragmatic sense. As for research methods, the study is of qualitative and quantitative nature. Cambridge O level English textbook is the sample of the study. The results of the analysis reveal that the aesthetic sense was devoted 100 % space in the text book. The semantic dimension was allotted 19% space in the text book and followed by semantic dimension was sociological dimension which was devoted 16 % space whereas pragmatic sense was given 0 % space in the text book. Hence, the aesthetic sense found to be the dominant in the textbook. The present study concludes that the contents of analyzed an O level text book are not supportive of intercultural communicative competence for the learners. The majority of the contents of the textbook are culturally neutral, in other words, the contents do not focus or highlight any particular culture. It is suggested that it is highly imperative to develop intercultural communicative competence of learners through ELT textbooks. One cultural dimension must not be preferred over cultural dimension; in other words, there should be a balanced distribution in English text book. Last but not the least, the textbooks should neither be culture free nor should they carry universal culture. Towards the end, it is anticipated that curriculum developers, syllabus designers and text book authors will bring knowledge in terms of local culture and target culture and international culture.

Keyword: language, culture, content analysis, textbook, source culture, target culture

Introduction

English language is used to communicate across the globe. According to Byram (1997) communication does not mean an exchange of information, rather it focuses on embracing the *perspectives* of others. In plain English, as Arslan (2016, pp. 217-218) approves that along with communicative competence, the language user needs to better and foster cultural competence as well. Many specialists contend that language and culture have close affinity with each other.

Harumi, (2002) claim that teaching of second language culture is a self-evident reality. Nonetheless, there has been a permanent and constant debate in terms of teaching cultural material, in other words, which culture(s) should be taught first or which culture should . Question arises which culture must be foregrounded in ELT, for example, local culture, foreign culture or an international culture or the mixtures of all cultures. On the contrary, it is contented by Byram, (2011) and Kumaravadivelu (2008) that it is not required by the learners to be

competent and good enough in local, foreign and international culture, instead the focus of his learning second language should be on international cultural awareness and intercultural citizenship and should be his main purpose of language learning

Wang (2007) holds the same notion about language and culture. He deems culture an obligatory element of language, in addition to this; language performs contributory role fostering culture as well. The growth and nourishment of culture is out of question in the absence of language. Some experts of sociology hold the belief that culture is available because of language as it is naturally and innately set in any language.

It is argued by Risager (2014: PP.7-9) that there is no possibility of separating language from culture because language practices are related to other cultural and social practices in the real world. In the same way

Not only this, it is highly unlikely to think of teaching language exclusive of teaching culture related elements Alptekin, 1993: PP. 136-138) if language is taught without considering cultural facets, in that case, language learners will not be able to understand the foreign language rooted in that culture. As interrelatedness is found between language and culture, as a consequence, inclusion of cultural aspects, into ELT books which are utilized for second language pedagogy, is an extensively acknowledged reality across the world. As a consequence, if teaching of culture is inordinately compulsory, in that case, it should be taught through the medium of textbooks since we can assert with confidence that they contribute a good deal role in EFL pedagogy language.

Dorò (2013, p. 281) argues that it is very much substantial to select a suitable textbook because; they pave the way to or give a sketch to converse and understand culture. Cortazzi and Jin (1999), state that the textbook can be a *teacher*, a *map*, a *resource*, a *trainer*, an *authority*, and an *ideology* (cited in Wen-Ceng et al. 2011 p. 93). Not only this, text books can also work as a model to teach students based on some ideology or philosophy in the textbook. Wen-Cheng et al. believe that the textbook can play the role of supplementary material for teachers in language teaching and learning situation. Apart from that, textbooks are also the source of some extra knowledge for the language learners.

Apple (2001) claims that curriculum is always biased, it is never neutral. The curriculum reflects knowledge of some specific ideologies of the dominant group. Thus, the knowledge offered in the curriculum is considered an authentic one. It is further stated by Apple (2001) that ideology is divided into three distinct features, it deals with *legitimizing*, *power conflict*, and *special style of argument*.

Howatt & Widdowson (2004) argue that culture is an integral factor in seconding language teaching and learning and it has been a very heated topic for discussion in language education (Kramsch, 2013). It has been observed that a good number of researchers are paying heed to understand the nature of the local and international culture in language education. Kumaravadivelu, (2008) and Pennycook (2007) argue that the number of cultural studies in Applied Linguistics show that cultural research has distinguished position of academic debate in language education. McKay (2003, pp. 81-84) stresses that teaching material ought to embody a range of cultural components so as to assist learners develop an interest in learning and to foster *motivation* among the learners.

Abdulllah & Chandra (2009) argue that if the attention is not paid to cross cultural knowledge, it will be impossible to achieve communicative competence, because culture plays key role in language acquirement.

For the above mentioned reasons, O level English textbook entitled "Oxford Progressive" will be investigated. The contents of the textbook will be analyzed by using proposed cultural framework of Adaskoue et al (1990). The cultural framework is divided into four senses :

aesthetic sense , sociological sense ,semantic culture and pragmatic sense . The nature of the study is qualitative as well as quantitative.

Theoretical literature review

Definitions of culture

The word “culture” can be defined in number of ways. Culture is highly intricate and comprehensive subject to be learnt. Valdes (1986:5) it is multifaceted”, (Moram 2000:13) it “lies at the crossroads of a number of fields of study and academic disciplines.” The key disciplines dealing with this topic are sociology, sociolinguistics, and anthropology. (Valdes 1986:5)

According to Weninger and Kiss (2013, p. 696) “language education, including EFL education, must have a transformative goal that can be achieved only through cultural reflection and understanding within a critically oriented pedagogy.” It is in this sense that the pivotal role of ELT textbooks comes into view as a facilitator type of ELT material bearing the responsibility to “promote the development of a reflexive, open, and globally aware language learner.

Language and culture thought to be jelled together; one cannot be separated from other. Cultural values can be seen through language that is used in the social set up. Thiongo (1981) has similar views about language and culture. He states that duality is the distinctive feature of all languages, that is to say, firstly, languages are meant for communication with people in society, at the same time, these languages reflect the specific culture of the specific society. Culture inculcation into young generation is a very sensitive issue. The stakeholders and teachers are to be very careful while recommending or designing books that teach foreign language and consequently foreign culture.

Brown (2000) argues as well that every social group uses language to imparts its ideas, emotions and knowledge, as a result, it proves that language is very crucial device for people in order to communicate with one another.(Richards and Rodgers, 2001).

Moran (2001) describes culture as the way a social group(s) lead their / his lives. It comprises a shared set of *practices* and these *practices* are linked with a shared set of *products*. It also shows a shared set of *perspectives* about the world and it is embedded within a fixed societal situation.

Perspectives give us sense and they provide meaning and establish our point of view. Perspectives cannot be seen; in other words, they are implicit .Perceptions, beliefs, values, and attitudes are the important part of the perspectives. People get guidance about theses perspectives in the practices of the culture. Jiang (2000) uses a metaphor to express relationship between language and culture, he uses *iceberg*, the tangible part is language, whereas, the intangible portion is the culture.

Culture and English Language Pedagogy

One of the most important parts of language learning is acquiring cultural knowledge of the native language. Not only this, it is also obligatory to develop communicative competence. It is claimed by Rivers, (2009) that learners are *culture bound* and they develop their point of view by studying their own source culture. However ,they will face problems when they try to learn target culture ,as a consequence , the language teacher needs to focus on both the source culture and target culture .Brown (2000) states that if learners intend communication and interaction in second language, he should try to get mastery over second language and at the same time ,he must get familiar with beliefs , values and attitudes from the native culture.

It can be seen from the above discussion that language and culture cannot be torn off from each other. A good number of research scholar and language teachers have underlined the vital contribution of culture in second language teaching and learning. According to McKay

(2002, pp. 83-85) the implantation of culture elements into language pedagogy elevate interest and keenness of the students.

Wang (2011) holds the same notion about language and culture. He deems culture an obligatory element of language, in addition to this; language performs contributory role fostering culture as well. The growth and nourishment of culture is out of question in the absence of language. Some experts of sociology hold the belief that culture is available because of language as it is naturally and innately set in any language

The Role of Textbooks in English Language Teaching

Textbooks are considered to be the main components in foreign language teaching and learning situation. In spite of the fact that modern technology has made its niche in language pedagogy and academic sources have developed rapidly, yet textbooks are still the only cornerstone in the language teaching and learning.

Cunningsworth (1995) claim that textbooks are main source to promote *autonomy* among the learners, they are used to present material, thoughts, and tasks. Not only this, they work as a *refence* for the learners and work as a syllabus which shows a pre-decided *learning objective*, they offer supporting role for the new and novice teachers who still need confidence.

Grant (1987) further throws light on the importance of the course books by mentioning that they offer opportunities to the language learners to work out the problems by using the target language in the classroom, as a kind of practice ahead of time, they use it in realistic situations. Some of applied linguists take text book as a magical wand which gives them an idea of structure, unity and growth. In addition, course books also assist language learners to realize stability and persistence (Allwright, 1981; O'Neil, 1982; Littlejohn, 1998). On the contrary some argue that course books are unavoidably shallow in their nature and they tend to reduce their coverage of linguistic components and they put on homogeneity course contents and the teacher cannot make any urgent and necessary change which is effective and productive for the learners. (Hutchinson & Torres, 1994; Tomlinson, 1998; Basturkman, 1999; Byrd, 2001). Therefore, if a most befitting book has to be selected for a particular class or program, it must be carefully put through the process of evaluation.

Sheldon (1987) defines that textbooks are published materials which are tailored to facilitate learners to enhance their linguistic and communication skills. The EFL printed material is much more in use in the present times than it was in the past, because published text books offer techniques to the teachers about their syllabus, offer methods of teaching and new ways to teach the material. The contents of the textbook must provide all the required skills to the student by learning those skills, they could communicate comfortably and confidently. In addition, after reading those contents, they must be able to utilize linguistic elements in real life situations or in a society in which they live.

The material of the textbook should neither be too difficult nor it should be too easy, if it is so, ultimately, the teacher will come across many problems. It proved here that contents of the text should be moderate and balanced.

When a textbook is selected, it is highly imperative to put it through evaluation, just to make sure, if the book is fit / suitable or not. Moreover, no doubt, fundamentally, the textbooks are used as learning tools at the same time; they are also used as supporting tools for teaching purposes, all published material is prepared so that it could afford cohesion to language learning and language teaching (Masuhara and Tomlinson 2008).

Lappalainen, (2011, p. 8), the most important basic function of a school textbook is to transmit information.. English language textbooks are viewed as an indispensable constituent of EFL course. It is

also stated by Richards and Rodgers (2001) that textbooks are inevitable components of the given curriculum. They cannot be ignored. The course books also spell out content of the syllabus and define the coverage of its items.

Theoretical Model Adaskoue (1990)

	Aesthetic Sense	Sociological Sense	Semantic Sense	Pragmatic Sense
1	Media	Nature of family	<u>Perspectives Include</u>	Background Knowledge
2	Literature	Work	Perception	Social and paralinguistic skill
3	Music	Leisure	Beliefs	Communicative functions
4	Cinema	Sports	Values	speech Acts
5	Folklores	Customs	Attitudes	Norms of politeness
6	Fables	Organizations	Viewpoints	Intonation patterns
7	Songs	Material conditions	Taboos	Rhetorical conventions
8	Famous buildings ,people ,places ,food	Home life	Laws	
9		Interpersonal relationships	Time and space relations	
10		Activities	Emotional states	
11		Practices	Colors	
12		Movies	Dresses	
13			<u>Mythologies Include</u>	
			Superstitions	
			Horoscopes	

Literature reviewed on cultural studies

Abdullah, N. (2009). conducted a research to analyze cultural dimension in Malaysian textbook. The researchers found that the local culture was most predominant in the Malaysian English text books. Moreover, the better part local culture was implanted with target culture. The contents of the Malaysian textbooks were prevalent with local people, problems and contexts. In other words, the local culture of the textbook gets the better of the native culture and this also bears out the fact given by Smith (1976) that if English is to be internally accepted, it must weight age to local culture and values.

Hermawan and Noerkhasanah (2012) conducted self-same study in order to investigate the distribution of source culture, target culture and international culture in English language textbooks; it also probed whether the source culture had been implemented and disseminated in the textbooks. The nature of the research was qualitative and descriptive. The data was collected from three English textbooks titled "Grow with English" written for primary schools. The reading passages analyzed based on the framework of cultural four senses proposed by Adaskou, et al (1990). The findings of the research showed that target culture was most dominant in the textbooks the local culture was propagated through sociological sense of culture. Aesthetic sense, semantic

sense and pragmatic sense were absent in the textbooks. As for cultural senses, they were not distributed in the textbooks in an equal proportion. Cited 30 Times

A similar study was conducted by Susanto and Harjanto (2014). The researchers probed the *inner -circle* cultural contents in English textbooks *Interlanguage XII*. Based the cultural model of four senses presented by Adaskou *et al* (1990). The results pointed out that the pragmatic sense was most dominated in the text book, on the other hand, the sociological sense was the least prevalent. Although four cultural senses were present, yet they were not in equal proportion. The study concluded that the textbook was more focused on the language usage instead of knowledge about language.

Santosa (2015) also conducted a study to analyze to investigate culture senses for *Junior high school Electronic Textbook* in Malasia.. The results of the research show that sociological sense was most dominated in the textbook , Thereafter, aesthetic sense was the second dominated. As for cultural categories are concerned, the local category got the better of target culture and international culture. It can be inferred from the results; the book was more focused on interpersonal function and the domination of the local culture shows the successful implementation of the Malaysian government. They also investigated the *inner*, *outer* and the *expanding circle* in the English language textbook series and then they investigated the cultural elements from those books. The findings of this investigation showed the textbooks *inner circle* were more inclined towards the source culture and the target culture, on the other hand, ELT textbooks of the *expanding circle* showed more source culture and the global cultural content. However, the textbooks of the *outer circle* found to be more inclined towards the source, target culture and the international culture.

Ahmed and Shah (2013) carried out a research to evaluate locally published English language textbooks in Pakistani context. They pointed out that the aesthetic culture, target culture-related cinema themes were most dominated as compared to other cultural senses.

Shah, Ahmad and Rashid (2014) carried out a research through an evaluation model for the content analysis of the aspect of sociological sense culture which is the second dimension of culture in the model proposed by Adskou *et al* (1990). The results of the research show that social, cultural, religious and pedagogical contents in these textbooks are not in line with the cultural values and pedagogical needs and objectives written for Pakistani English language learners. The study draws the conclusion Oxford Progressive book lack cultural relevance for the students. The books are loaded with target language culture in lieu of local language culture. The current textbooks of Oxford Progressive need to be replaced target language culture with the local language culture in order that the objectives of English language teaching could be obtained to the full.

Rashidi and Mehimi (2016) too conducted a research to analyze representation of cultural elements and cultural senses in English language textbooks of the inner circle, outer circle and the expanding circle nations. The findings of the research demonstrated that the inner circle textbooks carried more of source culture and target culture, whereas, the expanding circle showed more of source culture and international cultural topics. In addition to this, the textbooks of the outer circle were manifested more inclination towards source language culture and target language culture. As for as cultural senses/ dimension are concerned the inner and the outer circle showed more target culture aesthetic senses ,on the other hand , the English language textbooks of the expanding circle presented cultural sense through the source language aesthetic and pragmatic senses .

Sadeghi and Sepahi (2017) probed the distribution of big "C" and small "c" cultural representation in English language textbooks: Top Notch, Summit and Passages .It was pointed out in Top Notch themes of daily life, food, customs /norms and big C themes were most frequent. The present occurrence analysis indicated that in Top Notch series, small "c" cultural

themes of daily life, food, customs/norms and big "C" on the other hand, Summit and Passages showed themes of small "c" like *values* and *beliefs*. The results of the research pointed out that there were areas of match (mainly in small "c" themes) and cases of mismatch (primarily in big "C" themes) between learners' and teachers' preferred cultural themes and the cultural content of the textbooks analyzed.

Tajeddin and Bahrebar (2017) conducted a study to find out cultural dimensions in global and local English textbook in Iran. Adaskou, Britten, and Fahsi (1990) frame work was used to analyze cultural contents of the books. The results of the investigation showed that sociological dimension was heavily emphasized in both the global and local English text books, on the other hand, after sociological aspect, the aesthetic sense was most dominant in both of the textbooks. The results of the study further reveal the sociological and the aesthetic dimensions of culture should be increased quantitatively in order that students could foster their cultural understanding.

Pasand and Ghasem (2018) also carried out a research on the content analysis of the Iranian English text books taught at the junior level. The study aimed to analyze distribution of the cultural senses in the books. The research also intended to see up to what an extent the textbooks have the ability to foster cross cultural communicative competence among the language learners. The findings of the study indicated the numbers of culture related themes are to the minimum. The findings also showed that the textbooks lack sufficient material in order to develop intercultural communicative competence. The results also point out that the majority of the topics deal with local culture.

Saeedi and Shahrokhi (2019) also carried out research analyze cultural related contents and cultural elements represented in *Vision (I & II)* and *Pre-University English (I & II)*. The research sought to examine if there exist discrepancies between cultural elements and cultural contents. The findings of the studies indicated that there were significant differences between cultural contents and cultural element. With regard to the cultural elements, both series carried more esthetic and semantic cultural elements.

Keeping in view the above studies on the cultural dimensions, the present study was also conducted to analyze the representation of cultural dimension based on Adaskoue model (1990). The present research is unique and different as it analyses all the four senses of, namely, aesthetic sense, sociological sense, semantic sense and the pragmatic sense. It is also different because no previous research in Pakisatni context has applied all four senses / dimensions on English text book. The research will be highly significant to English teachers who want to be familiar with cultural dimensions / senses; moreover, it will also help them to single out culturally suitable English text book.

Statement of the problem

English language text books reflect a diversity of cultures, they are not culture free. They must be showing L1 culture (source culture), L2 culture (target culture) the international culture, in other words, the textbooks will be containing C1, C2 and C3. Apart from language and content related information, the text books are also key channel of cultural aspects. If a language teacher lacks knowledge and understudying about local or target culture, he might snub his student for overstepping the principles of communication successfully. The language teacher must seek or develop cross-cultural information and understanding so that he could manage the classroom in effective manners. As Barker (2003) claims that a number of language teachers lack skill over cultural elements, as a result, they fail to impart those cultural information to their disciples, not only this, they also lack a diversity of entertaining activities to work on cultural

values . The teacher, who is having through knowledge about local and target, will easily manage teaching and learning procedure.

Significance of the study

English text books are thought to be “cultural representative” or “cultural carrier”. These ELT textbooks impart considerable knowledge cultivate cross cultural communicative proficiency among the language learners. The results of the current research will furnish ample awareness to English language teachers regarding cultural load in the textbook .The information about cultural proportion will aid the teacher to select better culturally loaded book which could create “cultural awareness “among the learners. Moreover, the study aims to make teacher “familiar” and “sensitive’ about teaching of intercultural competence. The results of the investigation will also be significant for the education policy makers. The finding will oblige them to judge carefully cultural suitability in the local and international English language textbooks. In addition to this, it will also be helpful for the material development and syllabus designer to give appropriate space to aesthetic sense, sociological sense, semantic and pragmatic sense in the language text book.

Objective of the Study

It is a miniature qualitative and quantitative research on O level English textbook for 9th class taught in Pakistani English medium. The research is being conducted to find out the distribution of cultural sense based on Adaskou et al (1990) model and it will also find out the most prominent cultural dimension found in this textbook..

Research Question

Q1. Based on Adaskoue framework (aesthetic, sociological, semantic or the pragmatic) (1990) how theses cultural dimensions have been represented in O level English text book for 9th class?

Q2. What is most frequent dimension in the English text book?

Research Method

The nature of the present research on quantitative and qualitative .It is qualitative because Anderson (2007) claims that content analysis is also a way to analyze qualitative data.

Sample for this research

The researcher has selected only Cambridge O level English textbook for 9th grade which is taught in Pakistani English medium schools.

Research Instrument(s)

In order to analyze the contents of O level English textbook for 9th grade, the framework suggested by Adaskoue (1990) will be used for cultural analysis.

Data analysis method

The units and the contents under the units will be counted .Afterwards; every chapter will be scrutinized to see whether it falls under the aesthetic, sociological, semantic or pragmatic sense. Finally, the most frequent cultural sense in the text will be calculated.

The present textbook to be investigated

The present study investigates whether the cultural senses/ dimensions of O level English text book are appropriately distributed to gratify the present demands of Pakisatni learners. As a result, the researcher took decision to examine the topics of all units through content analysis.

Discussion and findings

Answering research question 1 and 2

The aesthetic sense found to be the most predominant aspect in the O level English text book. The frequency of the aesthetic sense found to be 100 %. The second most frequent dimension was semantic dimension was allotted 19% space in the text book and followed by semantic dimension was sociological dimension which was devoted 16 % whereas pragmatic sense was given 0 % space in the text book .

The frequency of the media texts was been found 62 % in the book, whereas, the literary texts were second most frequent texts used in the English language teaching showed 38 %. Surprisingly the texts from music genre and the cinema found no space in the textbook. In other words, the music texts and the cinema text found 0 % in the O level book. It can be said that the media texts and literary texts have been main tools of language pedagogy in the language classroom. A good number of reasons can be attributed for using newspaper and literary text. Firstly, using newspaper articles and magazines in the classroom is very easy and hassle free as compared to the movie/ video. Secondly, newspaper and magazines are available at a so very cheap rate. Thirdly, the majority of the newspapers are advanced and updated in terms of language and they have sufficient material to be used for the class room tasks. Fourthly, media texts are highly effective and motivation tool for learners to read more and to busy themselves in the tasks planned. News papers are teaming with real-life incidents and show emotional value to the students, moreover, they also stir up interest. It is argued by Sanderson, (2002) that people normally acquire knowledge by reading fresh things and by reading on their favorite domain, in this way, they feel motivated. Small children like magazines, because they are bursting with colorful pictures. The magazines have the potential to lure the young children especially and in this way, theses magazines are used to enhance reading skills of the learners. As Collie and Slater (1977) depict, "engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

The frequency of the sociological sense found to be 16 % in the text book. The sociological chapters consist of "At Sea", "Early Sea Voyages of Exploration", "Surfing USA" and they are 11.11 % of the total 36 lessons. "Life in an Antarctic Camp" and "The land of Ice and Fire" are two chapters which show material conditions. The second most frequent sub-sense is material conditions Life in an Antarctic camp which is 5.5 % of the total lessons. All other sub-senses have been missed out. It meant only 16 % space was afforded to the sociological sense of culture.

The very low frequency of the sociological senses, for example, organization and nature of family, home life, and work and leisure is inordinately surprising .The high frequency of the sociological dimension would have been a very rich source for enhancing cultural knowledge because they are directly linked to their social lives, as a result, they could have been capitalized to compare and contrast the source culture and target cultures. Among the many reasons one could be that the textbook author was not adequately sensitive to the significance of the role of sociological sense can perform in language teaching and learning situation. One more reason possibly is that the author was focused and intended to use culture free contents in order to ward off cultural bias.

Wintergerst and McVeigh,(2010) and Paige et al., (1999) on the other hand ,high lights the importance of sociological sense . Wintergerst and McVeigh claim that the learners who show competency in the sociological sense of culture, they can proficiently take part in cross-cultural contexts and they also can build up their capability to communicate about their daily way of life to succeed in cross-cultural communication. A similar argument has also been given by Paige et al., (1999) in favor of sociological sense of culture ,they argue that at the earlier stages of

language learning, presentation of culture in its sociological sense can satisfy the needs of learners by making the lessons more fascinating, thereby encouraging them to continue language learning . .

The semantic sense in the text book was 19.14 %, however, this frequency is little higher than the sociological sense but far too smaller than aesthetic sense. Unit 4 “Walking back from School” manifests positive value of scarifying or each others, standing together with each other and saving lives in critical times. “The Garage School”, the unit 4 also lays heavy stress on the positive value of education and human beings. “Vanka” the story shows negative interpersonal relationships between Vanka – a nine year old boy and his teacher who was shoemaker. The young Vanka suffers pains and agonies at the hand of his teacher. The same chapter entitled “EL Sistema” shows the value and importance of music in life. The Unit 10 “Adversity” deals with positive value of helping others in their critical times. The unit 10 titled “The South east Asian Asians” also shed lights on the positive value of rebuilding and reconstructing flood affected areas. They were determined to help one another other to rebuild the communities.

The low frequency of semantic sense supports what Alikbari (2004) argues that the present time material or textbooks are hollow and superficial with regard to their attitude towards culture. In consistence with Mendez (2005) English textbook reflects values since they promote respect and tolerance among social speech community. In other words, English textbooks are rich source to encourage the students to respect, tolerate one another and accept the diversity. Not only this, the cultural themes in the textbook also create ability to behave in a culturally appropriate manner (Moran, 2001). It can be said that low frequency of semantic content will deprived learners of variety of cross cultural notions.

The frequency of the pragmatic sense is 0 % percent in the text book. Surprisingly, O level textbook did not include any pragmatic information at all. The lack of pragmatic information indicates that pragmatic competence was not the guiding principle when the textbooks were designed. The other reason could be that the textbook author lacks pragmatic competency and the same lacks the ways of teaching pragmatics. Horibe (2008), (Schmidt 1993), Diepenbroek and Derwing (2013) laid heavy emphasis on the intercultural pragmatic sense. Horibe (2008) argues that teaching culture in the pragmatic sense is an important part in improving the students’ skills in cross-cultural communication. He further emphasizes that cross-cultural competence is one of the most important reasons for teaching culture and in order to obtain this, he indicates to the teaching of the pragmatic dimension/sense of culture. (Schmidt 1993), if an English language teacher want pragmatic learning to happen ,then ,of course , the attention to the pragmatic information(general pragmatic information , metalangauge style ,speech act , metapragmatic information) is an obligatory condition . The finding of the present research reinforces the argument by Wierzbicka (1991) that the principal notion in cross cultural pragmatic is that members in different cultural societies speak differently and act differently..

Conclusion

The present study has revealed the results of content analysis of cultural senses of O level English text book for 9th grade taught in Pakistani English medium schools. The analysis of the textbook showed that the frequency of aesthetic sense was 100 % of the text book .The semantic sense showed frequency of 19 %, on the other hand, sociological sense showed a low frequency of 16 % of the text book. Surprisingly, the pragmatic sense displayed 0 % of the total English text book. The analysis point out that aesthetic dimension has been given predominance; on the other hand, other cultural dimensions have not been taken into consideration, whereas, the

neglected cultural dimensions play contributory role in enhancing intercultural communicative competence of English language learners. The sociological dimension can be a very rich source to make students familiar with interpersonal relationships and customs of other cultures. Similarly, the semantic dimension can also provide information to learners about perceptions, beliefs, values and attitudes of other cultures. Paralinguistic and social skills can be enhanced through the inclusion of the pragmatic dimension. Hence, these cultural dimensions must also be devoted equal space and importance in English language textbook.

The present study concludes that the contents of analyzed an O level text book are not supportive of intercultural communicative competence for the learners. The majority of the contents of the textbook are culturally neutral, in other words, the contents do not focus or highlight any particular culture.

It is suggested that it is highly imperative to develop intercultural communicative competence of learners through ELT text books. The importance of intercultural communicative cannot be taken for granted. One cultural dimension must not be preferred over cultural dimension, in other words, there should be a balanced distribution in English text book. Last but not the least, the textbooks should not be culture free or they should not contain universal culture. It is anticipated that curriculum designers, syllabus designers and text book authors will bring knowledge about local culture and target culture and international culture.

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