INTERCULTURAL COMMUNICATION AT PLAY IN LOCAL ENGLISH TEXTBOOKS

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ABSTRACT

Language is considered as the carrier of cultural traditions and practices of the target language community. Thus, language and culture are intrinsically linked to each other. According to Hua (2014), while learning another language, the learners are exposed to facts, traditions and practices of the target language or second language culture. At the same time when teaching all the core language skills as Listening, Speaking, Reading and Writing, "culture is used as a pedagogic device to capture the learners' interest or to contextualize language teaching" (Hua, 2014, p.4). The place of culture in English as Lingua Franca is a conflicting issue because of the different contexts in which English is being used. More people use it as a Lingua France, for intercultural communication, which entails knowledge of not just the British or American culture but also a recognition and awareness of all the other cultures where English has been used and modified. Henceforth, there is a need to develop an international socio-cultural perspective while learning the English language, British and American culture awareness is no longer sufficient and appropriate in the present time. In Pakistan textbooks are the major resource for learning and teaching. This calls for a careful designing of English language textbooks by keeping the dynamic usage of English. Building on this intercultural perspective, this paper aims to explore/analyze/examine the contents of two locally produced English language textbooks for class IX and X to look at their role in enhancing a wide international vision and awareness of global cultures along with the local culture. For this purpose, the study adopted content analysis framework from Byrem et. al, (1994) since it covers all aspects of culture. The framework has been subsequently used by Mahmood et, al. (2012), Khajavi & Abbasian (2011), Juan (2010). The findings of the present study revealed that content related to the local context dominated in local textbooks. Majority of the cultural aspects symbolize Pakistani culture. The most celebrated and central part of culture is the aspect of Beliefs and & Behaviors. Moreover a very constrained vision of indigenous social life is being provided without a provision for intercultural competence and awareness. Hence it is argued that the contents of English language textbooks produced locally should reflect this diverse international socio-cultural perspective. The findings of the study are valuable in highlighting the inadequacies that need to be addressed by course and curriculum developers, material developers, ELTS, teachers and students of intercultural communication and educational policy makers.

Keywords: Intercultural Communication, Global culture, Culture, Source culture, Target culture, ELT.

INTRODUCTION

A widely accepted definition of intercultural communication is the study of how people from different cultures interact with each other. Intercultural communication is used an umbrella term to refer to both the study of communication among people from different cultural backgrounds and it is also a comparative study of communication patterns across cultures.

Language and culture are intertwined. Language is considered as the carrier of cultural traditions and practices of the target language community. Thus, language and culture are intrinsically linked to each other. According to Hua (2014), while learning another language, the learners are exposed to facts, traditions and practices of the target language or second language culture. Similarly when teaching all the core language skills as Listening, Speaking, Reading and Writing, "Culture is used as a pedagogic device to capture the learners' interest or to contextualize language teaching" (Hua 2014, p.4).

English is now a globalized phenomenon and the number of English speakers around the globe have risen dramatically (Galloway & Rose 2015). It is widely used as a Lingua Franca in different cultural settings among diverse interlocutors. Moreover, along with the growing acceptance of "World Englishes" the idea of "Glocalization" is also gaining attention. This has implications for English language learning and English language teaching as illustrated by several researchers namely Seidlhofer (2003), Kachru (1992), Dendrinos (2001), Modiano (2001), Cook (2005), Altepkin (2002).Thus in ELT a 'Glocalized Approach' and intercultural harmony has been emphasized so that learners may have a wide international vision and awareness of local and global culture (Mahmood et, al. 2012).

Corbett (2003) believes that written Genre and depiction of target or second language culture are two indispensable things. ESL learners are exposed to the culture of second or target language through written genres. Thus, the final goal of an intercultural approach to language education is not to achieve 'native speaker competence' but rather an 'intercultural communicative competence' (e.g. Byram, 1997b; Guilherme, 2002). According to Corbett (2003), intercultural communicative competence encompasses the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community. Hence, the language teachers should also be trained in order to groom their students in such a way that they will be able to utilize their intercultural competence for understanding the language and behavior of the target language community.

Zu Hua (2014) analyses intercultural communication by categorizing it into five major domains: Language classrooms, at the workplace, Business, Family and study abroad and Tourism. The present study investigates intercultural communication in language classrooms through textbooks, since textbooks are the most widely used teaching/learning material in a language classroom. In fact, in Pakistan textbooks are the only /resource used for language teaching (Govt. of Pakistan, 2006, p.2; Majeed,

2012).   However, there is a scarcity of textbooks that promote a global cultural perspective in language learning. The textbooks tend to be representative of either local or target cultures. Therefore, there is a need of textbooks that incorporate diverse cultural contexts so that learners may be empowered to use English language in multi-cultural settings. (Shin,et. al., 2011; Khajavi & Abbasian, 2011). Numerous studies have evaluated textbooks' contents for the presentation of local and international or global culture through it. For example, Biber and Reppen,2002; Conrad, 2004; Holmes, 1988; Lee,2006; Littlejohn, 2011; & Miller, 2011. Pakistani educational institutes especially government schools and colleges use locally designed textbooks as a core teaching material. These textbooks also serve as the foundation for learning and assessment. Research works on textbook evaluation are common in the International arena but in Pakistan this area remains limited to evaluation of books published by private and international authors. This paper, therefore, aims to analyze the content and cultural aspects of textbooks produced and written locally for class IX & X with particular reference to representation of local and global cultures. The books of these classes were chosen because in Pakistan Class IX and X are crucial in the academic life of the students. From these classes the students branch off in their specialized areas (National Curriculum for English 2006). At this stage the language needs of the students are of utmost importance and demand special pedagogy and resources for success in facing upcoming challenges. It is hoped that this paper will provide an informative and useful insight to teachers in terms of intercultural pedagogy and textbooks writers for developing materials for Pakistani students.

LITERATURE REVIEW:

English Today

As the world became a global village the use of English also expanded. Today more people use it as a Lingua Franca than as a mother tongue. English is regarded as a contact and bridge language used in diverse contexts. There is a rapid growth in the number of interactions in English Language between native-nonnative as well as nonnative-nonnative speakers in diverse contexts. According to Canagarajah (2007) there are interactions between "virtual speech community" or a group of speakers without a singular geographic boundary. The ownership of English Language has been scrutinized since the interactions are not limited to native speakers in native contexts. Canagarajah (2007), Seidlhofer (2003), Jenkins (2005), Penny Ur (2009, 2010), have emphasized on the awareness of multiple cultures for successful intercultural communication/interaction. Moreover Galloway & Rose (2015) have stressed on the importance of developing students' intercultural competence in ESL/EFL classrooms. For Penny Ur (2009, 2010) The advent of English as a lingua franca implies several changes ;(a) a change in the concept of what 'English' is - an internationally comprehensible variety of the language rather than a single 'native ' model,(b) a change in the goal of English teaching- to produce fully competent English knowing bilinguals rather than imitation native speakers, a change in the image of the English teacher- 'native-speaker-ness' less important than linguistic competence, teaching competence, intercultural competence,(c) a change in the cultural background to English courses: 'home' and 'international' culture predominate, (d) A change in materials and test design, relating to both content and language. Hence the present status of English as an International Language, and Lingua Franca has brought a shift in cultural understandings in language teaching.

Culture in ELT

The term culture has been defined by Cortazzi & Jin (1999) as 'the framework of assumptions, ideas, and beliefs that are used to interpret other people's actions, words, and patterns of thinking' They have defined three types of culture which can be presented in ESL/EFL textbooks as; Source culture i.e. native culture of the learner, Target culture i.e. culture of the countries where English is spoken as first language, and International culture i. e. the culture amalgamation of English and non-English speaking countries. (Mahmood et, al. 2012). Under the present circumstances, Penny Ur (2009) has also emphasized on the importance of using English as a vehicle to raise awareness of three types of culture; The 'home' culture, International culture(s), The culture of the (native) English speaking people. Learners of English need also to be helped to develop intercultural competence: the sensitivity to other cultural norms and the ability to adapt and function appropriately when interacting with people from other cultures (Alptekin, 2002).

Language and culture are inter-related and inter-dependent aspects of social life and cultural competence is an integral part of foreign language learning. Languages are the most comprehensive reflections of the complex cultures of societies, the teaching of culture is considered to be an important part of modern foreign language learning and teaching.(Mahmood et, al. 2012) Culture provides grounds for contents, materials and class-discussion and also creates the practical situation in language learning and teaching (McKay, 2003)

In present era Globalization has questioned the limited utility of incorporating one single culture in ELT. (Zafar & Mehmood, 2016). We therefore see in language planning and education policy discourse, monoculturalism, monolingualism, monomodal and monocentric are substituted by multiculturalism, multilingualism, polymodal and pluricentrism (cf. Bamgbose, Bonjo & Thomas 1995; Bhatia 1997; Kachru 1992; McArthur 1998; Smith & Forman 1997 cited in LiWei, (2011)

In their book Byram et al. (1991) observe that foreign language teaching includes cultural aspects to prepare the learners for better and well informed national and international life as one major aim of language teaching is to increase the understanding and tolerance between cultures (Corbett, 2003). This aim of language learning and teaching will become even more important in the future since the world is constantly becoming more global. The importance of the teaching of culture is also stated in the Common European Framework of Reference for language as there is a strong relationship between teaching and learning of ESL/EFL textbooks and culture (Council of Europe, 2001)

Culture in textbooks

There is a strong relationship between teaching and learning of ESL/EFL textbooks and culture. Recently several studies have examined the cultural content in textbooks. These research findings have shown that both internationally distributed and locally produced ELT textbooks contained deficiencies in terms of cultural representation. Analyses of internationally distributed ELT textbooks revealed that the contents in the books were dominated by American and British viewpoints (Ilieva, 2000; Ndura, 2004). Ilieva (2000) argues that such domination acts as a hindrance in learner's acculturation because it does not help students to expand their own cultural awareness. On the contrary, Majdzadeh (2002) found that ELT textbooks locally produced in Iran focused exclusively on Iranian culture and religion. According to his research this lack of target culture perspectives can create a barrier for students' culture and religion. In the similar vein Khajavi & Abbasian (2011) reported on the avoidance of cultural matters of foreign countries in the books produced by Iranian Ministry of Education. The books were declared as unsuitable in this era of globalization. While reflecting on ESL textbooks in US Ndura (2004) highlights the stereotypical presentation of the characters and consequent lack of dynamic representation of the natives of the target culture. According to Straub (1999), educators should always 'cultivate a degree of intellectual objectivity essential in cross-cultural analyses.

Some researchers have also pointed towards the need of inter-cultural harmony in ESL/EFL textbooks. They are of the view that textbooks should contain at least some of the contents of native's own culture and the target culture. Kramsch (1993) studied the relatedness between target culture and learner's source. He observed that communication with the natives of the target culture an understanding on the part of the learners is required.

Pakistani Context

The introduction of English langauge in the region of Pakistan came through the British rule (Rehman, 1991, 1998; Mahboob, 2002; Arshad, 2009). Today English "remains a passport for
entry into high governmental, beaurocratic, military and social positions" (Mahboob, 2002, p. 16). It is the language of every sphere of life and is taught as a compulsory subject from primary to tertiary level. In Pakistan the basic materials used in ELT are textbooks. "[T]he textbook is the only available Learning Material in most schools. Additional materials like teaching aids, supplementary reading materials and school libraries are virtually non-existent" (Govt. of
Pakistan, 2006, p.2).

The National Curriculum for English Language 2006 (p.144) emphasizes on the understanding of culture around the world, learning to live together in an extended society, at both intercultural and national levels. The document proposes themes and sub-themes for selection of topics and content of teaching material. "… Themes should primarily nurture ethical and social attitudes relevant to Pakistani context, and also create an awareness, tolerance and understanding of global audiences (NC 2006 p.144). The Curriculum also stresses on the inclusion of themes of technology in everyday life, role and impact of media, life skills, change and environmental and population issues as part of English language teaching materials.

Research studies (Shah, Ahmed, & Mahmood, 2014; Majeed, 2012) pointed out that there is a wide gap between the need of students & textbooks and since teachers rely heavily on textbooks for language teaching in Pakistani class rooms, there is a dire need to establish a wide and contextually relevant criteria to evaluate the textbooks. It should be ensured "that careful selection is made and that the materials selected closely reflect the aims, objectives, methods and values of the teaching program" (Cunningswoth, 1995, p. 7).

Similarly Shah & Pathan (2016) pointed out the difference between books produced locally and privately or books written by local writers of the source country and books written by British or American writers. As Taki (2008) noted in Iranian context internationally produced EFL textbooks represent a certain discourse very much similar to western economy and consumerism whereas the locally produced EFL textbooks reflect the culture of local people. This case is same in almost all parts of the colonized world.

Pakistani researchers' findings showed similar results where books produced locally emphasized local culture while in privately/ internationally produced books western culture dominated.

Following table illustrates a summary of Pakistani research works on textbook evaluation.

Table 1.1 Summary of Pakistani research studies on textbook evaluation

Study	Purpose	Analysis	Texts	Findings
Mahmood,et,al (2012)	Cutural representation in textbook taught to class VI	Content analysis Byram et,al. checklist	Step Ahead 1	Domination of non-native culture
Ali,et. al. (2015)	Analyze overall impression of textbooks with activities, organization	Content analysis	Class VI-VIII Punjab Board textbook	VI & VII textbooks are up to the standard, VIII lacks rudiments necessary for learning

	of contents, topics and course work			
Zafar & Mehmood (2016)	aspects of culture regarding the incorporation of international culture in Intermediate textbooks	Checklist	Book I, II & III, goodbye Mr. chips	International culture has not been given been given required representation in all textbooks
Yaqoob & Zubair (2012)	Explore theme and messages related to Pakistani & Western culture	Critical discourse analysis	PTB & OUP textbooks for class IX & X	Locally produced books represent indigenous culture whereas OUP book represent western culture
Shah&Pathan (2016)	Investigate the cultural messages	Critical discourse analysis	Oxford English Language textbooks for 'O' level.	English language textbooks carry hidden agenda, to westernize the learners while the indigenous culture is neglected
Shah,et,al. 2014)	Comparison of the contents with the learners' needs	Content analysis	Oxford Progressive English	Cultural values do not match with needs of Pakistani learners.

Researchers such as Majdzadeh (2002) and Victor (1999) have suggested that textbooks need to be localized, but should also include target and global culture to facilitate learners' intercultural competence. This contention is in line with the ELF paradigm which emphasizes on hybrid cultures. In order to be successful in intercultural communication a student needs to have awareness of not only the culture of countries where English is the native language but also of all the countries where it is used as a second or foreign language. Cultural awareness of either source or target culture alone is not enough for acquiring intercultural communicative competence.

As summarized in the table above, most of the previous research studies (Ali, et, al 2015; Mahmood, et, al, 2012; Shah & Pathan, 2016; Shah, et, al, 2014; Zafar & Mahmood, 2016) examined internationally produced textbooks. These studies identified the domination of non-native culture and marginalization of local culture with no provision for intercultural communication. Therefore there is a need to examine locally produced textbooks to investigate   this cultural harmony.

METHODOLOGY:

The study used primarily qualitative research approach in which the content analysis of textbooks was carried out to examine intercultural elements. Content analysis "defines a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data" (Cohen et al, 2007, p.475). The major purpose of content analysis is to locate certain concepts within the texts of textbooks, to identify pattern in the texts, to quantify and analyze the presence, meanings and relationships between such words and concepts and then make inferences about messages in the texts. This method was adopted as it suits best in the content analysis for the evaluative purposes of any teaching material. The quantitative method was also used in the form of graphs, frequencies and percentages. So, the present study may be called mixed method research in which some elements of both qualitative and quantitative research methods have been applied to analyze the data. In the procedure of content analysis, Byram's (1993) checklist was used. This checklist evaluates the extent and manner in which a textbook includes a focus on cultural content. It includes the following categories;

a) Social identity and social group (social class, regional identity, ethnic minorities)
b) Social interaction (differing levels of formality; as outsider and insider)
 c) Belief and behavior (moral, religious beliefs; daily routines)
 d) Social and political institutions (state institutions, health care, law and order, social security, local government)
e) Socialization and the life cycle (families, schools, employment, rites of passage)
f) National history (historical and contemporary events seen as markers of national identity)
g) National geography (geographical factors seen as being significant by members)
 h) Stereotypes and national identity (what are "typical" symbol of national stereotypes)

For each textbook, researchers identified and explored indicators that fit into each category mentioned in the checklist. For the sake of reliability two raters analyzed the material and degree of their agreement on clustering one part of the book to an especial category was determined.

Research Questions

The main objective of this research is to examine the role of Class IX & X textbooks of English in enhancing an international vision and awareness of global and local cultures. To achieve this objective, the study employs content analysis framework from Byrem et, al. (1994) since it covers all aspects of culture. This checklist has been subsequently used by Mahmood et, al. (2012), Khajavi & Abbasian (2011), Juan (2010).

Through this analysis we aim to answer the following research questions.

(1) Do Class IX & X textbooks reflect the aspects of local and international culture?
(2) How comprehensively do these textbooks represent the cultural perspective?

Sample

The sample consists of English textbooks for class IX and X. These books are used as the core teaching and assessment material in the province of Sindh, Pakistan. The books of these classes were chosen because in Pakistan Class IX and X are crucial in the academic life of the students. From these classes the students branch off in their specialized areas. At this stage the language needs of the students are of utmost importance and demand special pedagogy and resources for success in facing upcoming challenges.

Data collection and data analysis

The present study is a qualitative research. Data is analyzed through content analysis and follows the framework presented by Byram et, al. (1994) to explore the cultural contents in the textbook. This model comprises the categories that determine the culture related aspects such as social identity, beliefs & behaviors, sociopolitical institutes, socialization & life cycle, national history, geography and stereotypes. The qualitative aspect explores the cultural elements and determines whether the culture presented is local culture or international culture or both.

Analysis of cultural contents:

Social Identity

Social class, regional identity, national identity, professional identity, and personal identity based on gender are a part of this category. The chapter 'Village life' is portrayed in several chapters whereas people in cities and children at school belong to the middle class. However, a clear distinction has not been made to highlight upper, middle or lower class. Regional identity of Pakistan is focused through the chapter 'Shah Abdul Latif Bhitai', "The Customs of Various regions of Pakistan". National Identity of Pakistan is illustrated through "Allama Iqbal", "What the Quaid-i- Azam said", "The great war hero," "Major Aziz Bhatti." Professional identity is depicted through nursing, and teaching.

Social Interaction

The oral communication norms of Pakistani society are illustrated through a number of interactional instances. There are conversations between children, teachers, friends and family members. The attitude is that of respect towards elders and affection towards children. Even a poem "Speak gently" conveys the message of speaking politely to young and old. Over all the conversation, in different chapters, highlights use of Standard English.

Beliefs and Behaviors

Age group, moral belief, religious belief, sports, eating habits, dressing, greetings, language, currency, shopping, festivals, and gender behaviors fall under this category. The teenage and youth are the nexus of both books. This shows that the major focus of both books is the age group for which it is written.
Moral beliefs embedded in religion and nationalism, which are the focus of majority of the poems and chapters. Pakistani youth is expected to be loyal to their motherland and respectful to their parents. Most of the chapters and poems emphasize on ethical development of character.
Religion is also one of the main focus of the book, Islamic philosophy is reflected through the sayings of the Holy Prophet (peace be upon him. Beliefs of humanism, justice, truth, perseverance, piety, generosity, mercy, brotherhood, simplicity and nobility have been given prominence. The poems though written by Christian poets reflect the religious perception common to both Islam and Christianity. The poetry section endorses the importance of ethical behaviors including perseverance, humanism, sacrifice, and steadfastness. There is a glimpse of Pakistani food items; Tikkas, Chapli Kababs, fruit-chat, and Samosas, and other edibles like sandwiches and cake.
We do not find description of any major sports except Tent-pegging being played at a village fair but there is a reference to party games played by children on birthdays, like, 'passing the parcel', 'treasure hunt' and 'musical chairs'.
Festivals and ceremonies of all the four provinces of Pakistan are mentioned which are both religious and social in nature.

Social and Political Institutions

Healthcare, tourism, education, transportation, state institutions and other non-governmental organizations come under this category. Importance of cleanliness is emphasized through a small dialogue between a mother and son on shopping. Means of transportation for travelling short distances in Pakistani are mentioned comprising motorcars, buses, and taxis.

Socialization and life cycle
The book presents school life of Pakistani children going on an excursion and involved in projects at school to understand the dignity of work. Family life is shown in the book through going to shopping and arranging a birthday party. Village life of

Pakistan has been given prominence as simple, pure and tranquil with people working with their hands. There is also a detailed narrative of a village fair giving information about the different activities. A description of Model agricultural farm in Pakistan introduces the reader to different processes related to crops threshing and seeding. Life style of Pakistani people living in the four provinces is also being depicted. Teaching, nursing and fishing are discussed signifying the importance of these two professions for Pakistan.

There's a glimpse of Scottish country side in "From a railway carriage" and Nigerian life in "An African village".

History & Geography

Pakistan's History & Geography has been given prominence in both books. Role of historical figures in Pakistan's independence movement is being mentioned. Islamic history and historical figures are mentioned in various chapters ranging from noble Kings, warriors and scholars of the past to present day King Shah Faisal. Moen-jo-daro, Guddu Barrage and Khyber Pass add into the category of Pakistan's geography.

Stereotypes

There are both individuals and stereotypes presented in the two books. Islamic Caliph are depicted as wise and just. The books maintain sanctity for Motherhood and women are described with reverence. There's a balance between male and female characters. Women are treated as men's equal and we do not find any element of male dominance.

DISCUSSION:

Most of the aspects of local culture i.e. Pakistani culture are being emphasized throughout both books. There is a dearth of global cultures. Neither native English-speaking countries nor any other countries are mentioned in these books. Though all the poems are written by American, British, Scottish and Irish poets but the themes are of neutral nature and do not relate to any particular culture.

The goal of the study was to investigate whether Class IX & X textbooks reflect the local and global culture. The content analysis reveals that content related to the local context dominated in Class IX & X textbooks. Majority of the cultural aspects symbolize Pakistani culture. The most celebrated and central part of culture is the aspect of Beliefs and & Behaviors. Both books inculcate great reverence for Pakistani religion, national identity, history, behavior & beliefs, and social life. The study also revealed that contemporary culture of Pakistani is being ignored in both the books. For instance, aspects of 'social life' ("Shopping" textbook for class X pg.69) are no longer prevalent in the present time. Prices of eatables are obsolete. Mode of shopping has also changed in the urban areas. The lesson seems to reflect the time period before the millennium. Skills such as "Mending a puncture" (textbook for class X pg. 122) are no longer required. The village life depicted in both the books is not a true reflection of modern villages of Pakistan. There is not a single reference of present day uses of technology. The area of sports has been neglected. The environmental issues are also being ignored. Only one aspect of culture i.e. 'social behavior' is consistently emphasized in both books. Students are expected to behave morally in a particular manner. Language is used as a tool to propagate a particular behavior towards country and elders. A very constrained vision of social life is being provided without a provision for international and global awareness.

The textbook developers seem to be oblivious of these guidelines suggested by the ministry of education in National curriculum. So, there is a need to incorporate contemporary local cultural aspects along with global culture. In this way English language learning will become an informative and enjoyable experience instead of being reduced to a subject for passing the exam.

An examination of the exercises given after the chapters and poems of the two textbooks revealed that both books emphasize only on Knowledge orientated level. In all the exercises accompanying each chapter and poem the structural aspects of language are emphasized. All exercises are based on the text with no chance of enhancing creativity and independent thinking. There is only one 'Oral Exercise' (class X p.26) but that also is of Knowledge level. On the whole there is no provision for enhancing communicative or pragmatic competence in written or oral form locally or internationally.

The following table and figure show the frequencies and percentages of the particular item under the particular category set by Byram et al. (1994).

Table 1.2: Aspects of Culture in textbooks

Culture Aspects	Frequency	Percentage
Social Identity	5	5.4%
Beliefs & Behaviours	48	55.2 %
Sociopolitical Institutes	5	5.4%
Socialization & Life cycle	8	8.7%
National History & Geography	18	19.8%
Stereotypes	0	-
Social Interaction	4	5.4%
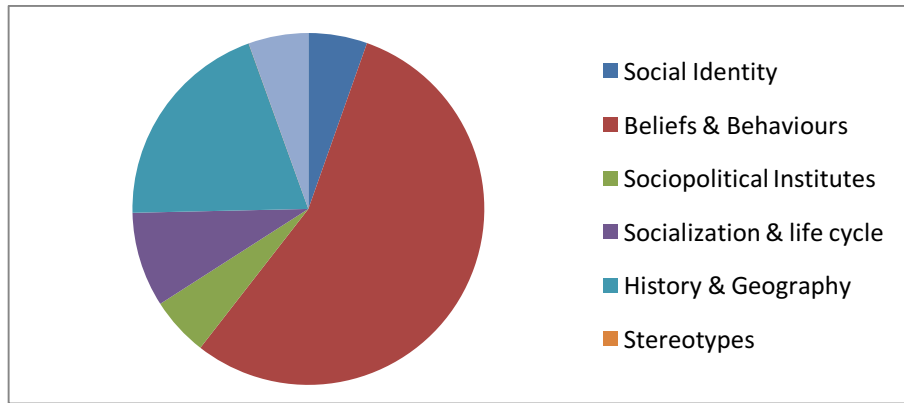
CONCLUSION:

The paradigm shift in the status and function of English as a medium for international communication has emphasized on adopting an intercultural approach to language education. Conversely textbooks, being a major resource of language learning and teaching, play a major role in empowering learners in using English language for intercultural communication effectively.

Pakistani educational institutes especially government schools and colleges use locally designed textbooks as a core teaching material. These textbooks also serve as the foundation for learning and assessment. Research works on textbook evaluation are common in the International arena but in Pakistan this area remains limited to evaluation of books published by private and international authors. This paper, therefore, aims to analyze the content and cultural aspects of textbooks produced and written locally for class IX & X with particular reference to representation of local and global cultures.

The present research study establishes the significance of evaluating textbooks to delineate their role in promoting intercultural communication. The findings revealed that content related to the local context dominated in local textbooks. Majority of the cultural aspects symbolize Pakistani culture. The most celebrated and central part of culture is the aspect of Beliefs and & Behaviors. Moreover a very constrained vision of indigenous social life is being provided without a provision for intercultural competence and awareness. Hence it is argued that the contents of English Language Textbooks produced locally should reflect this diverse international socio-cultural perspective.

Implications:

The findings of the study are valuable in highlighting the inadequacies that need to be addressed by course and curriculum developers, material developers, ELTS, teachers and students of intercultural communication and educational policy makers. The present research study leads us to many questions such as

- Which cultures should be included in the textbooks?

- How to harmonize the cultural content?
- how much national, international and target culturally familiar content is included in this book

Therefore it is significant to evaluate textbooks in order to modify them according to the needs of the learners.

Recommendations:

By way of conclusion, the following points are suggested.

1. Intercultural education in secondary school ESL/EFL classes should be introduced from Class VI onwards.
2. English should be taken as a skill and not as a subject like Science, History or Geography.
3. As English is an International language, used as a Lingua Franca a balanced cultural representation is required to be included in local textbooks.
4. Specialists of intercultural education should be involved as editors of textbooks.
5. The present research concludes by suggesting an analysis of the need to teach our learners about universal/global and international morals and happenings, a concept of a 'cultura franca' (Prodromou, 2001).
6. In order to enhance intercultural communicative competence of ESL learners in the local context, the English language teachers (who teach class 9th and 10th English books) should also be trained for effective teaching and they must be made able to understand the Glocalised approach to language teaching.
7. Another way of presenting an intercultural point of view, textbooks should smooth the way to assess and compare foreign cultures to balance them by incorporating the students' own cultures as a fundamental basis. (Khajavi & Abbasian, 2011)

Based on the above-mentioned points, the inclusion of the cultural elements in EFL/ESL Syllabus is necessary. It is hoped such type of changes will develop an awareness of diverse cultures and better language learning abilities among our students and support them in becoming successful and efficient in intercultural and international communication.

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