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**TÍTULO:** Representación de la cultura en libros de texto de lengua inglesa en Pakistán.

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**RESUMEN:** Este estudio intenta investigar la "representación cultural" en los libros de texto de ESL. Para el análisis, el modelo de Byrem (1993) se ha utilizado en este estudio. Se ha hecho una comparación de todos estos libros para mostrar que estos libros tienen su consideración central en la representación de la cultura extranjera y con excepción del PTB, todos los libros ignoran el sabor local de la cultura en los libros para estudiantes paquistaníes. Este estudio ilumina los problemas sociales y académicos que tienen lugar en el escenario educativo paquistaní. Concluye con algunas sugerencias, y al adoptarlas, los educadores pueden superar estos problemas.

**PALABRAS CLAVES:** representación cultural, libros de texto, cultura de origen, cultura de destino.

**TITLE:** Representation of culture in English Language Textbooks in Pakistan.

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**ABSTRACT:** This study attempts to investigate the “cultural representation” in ESL textbooks. For analysis, Byrem (1993) model has been used in this study. A comparison has been made of all these books to show that these books have their central consideration in representing the foreign culture; except PTB, all the books ignore to give the local flavour of culture in books for Pakistani students. This study enlightens the societal and academic problems which take place in Pakistani educational scenario. It concludes with some suggestions, and by adopting them, educationists can overwhelm these problems.

**KEY WORDS:** cultural representation, textbooks, source culture, target culture.

**INTRODUCTION.**

For many generations of language learners, culture learning meant to be background information in foreign language learning. This attitude was presented not only in lessons but also in textbooks. This view contrasts with the current situation and it gives great importance to culture learning in curricula and academic publications.

This change in understanding of culture learning is associated with changes in social and political environment as culture learning is part of this complex phenomenon. O’Dowd argues that goals and methodologies of foreign language education “will inevitably reflect certain beliefs in how the world should develop and what role our learners should play in this world” (O’Dowd 2004:11).

Culture inculcation into young generation is a very sensitive issue. The stakeholders are to be very careful while suggesting or designing books that teach foreign language and foreign culture.

As Wesche (2004) remarked that being open to the foreignness or otherness of people requires distancing oneself of one's own cultural assumptions from others and the young learners are well familiar with their own culture that is represented in the ESL books particularly at junior level when students do not have well developed evolutionary awareness.

Course books are considered to be one of the most important tools used especially in an EFL setting. The evidence is so clear and overwhelming that course books and other print materials are a major part of the teaching learning process. Thus, the links between culture, language, course books, and teaching learning process deserve a closer and detailed investigation carried out with a novel and systematic perspective. Though a substantial body of literature on examining the cultural contents of course books exists, the emphasis has mainly been on investigating how these course books are thematically organised.

This study investigates the cultural aspects present in language textbooks recommended in different Pakistani schools. Step Ahead III recommended for grade 8 and Oxford Progressive English for grade 8 at Lahore Grammar School, Stepping Forward III recommended for grade 8 at Angels International College, and PUNJAB textbook for grade 8, which is being taught in government schools of Punjab, Pakistan. The study focuses on cultural aspects present in said books that how much culture is present in books having some objective as: If contents of the book are culture oriented which culture is focused? Is the learners' native culture represented in the book? If yes, to what extent and if no to what extent and what is its effect?

## **DEVELOPMENT.**

### **Literature review.**

Culture is the representation of any nation. Every nation wants to promote its culture among others and tries to improve it.

Culture and language are so interdependent that knowledge of cultural contexts and frames is essential for successful and effective language use in both one's mother tongue and target language.

Generally English is used for teaching culture due to its international fame.

Brooks (1975) points out that the foreign culture be appeared less threatening and more accessible in the local setting. Focus should be on language, but culture should be presented through local instances to the language learners.

Brooks (1960) had offered sixty-four topics regarding culture combined with questions in his seminal work *Language and Language Learning*. He discussed some important elements of culture and called them, *concerned, inter alia*.

Enlightening the crucial aspects of culture, Lessard-Clouston (1997) says, in the past, it was a trend that people learned a foreign language to study its literature. Only those languages were taken in educational scenario which was considered standard and it was the main medium of culture. Through reading the literature in foreign language students learned about the civilization associated with the target language.

Byram (1991) pointed out that language is an attached part of culture which expresses and embodies the values, beliefs and meanings. He said members of any society share these virtues of their socialization and their acceptance and identification with it. The study investigated that language is the only source which refers to objects and phenomena known to a given culture and gives them their original expression to the learners.

Byram, Morgan et al (1994) investigated that only in the 1980s the scholars begin to delve into the dynamics of culture and its vital contribution to ‘successful’ language learning.

Nineteenth-century sociologists were well aware of the interdependence of language and culture. Durkheim (1912) is one of them; he says children become master of their mother tongue by making hypotheses. And it is only possible in circumstances under which it can be used, and by learning probabilities. He points out if child sees something new, he tries to find out its meaning with the help of its referent in the world. So, in the same way children relate the cultures in learning process through language.

Wesche (2004) states “languages are the most comprehensive reflections of the complex cultures of the societies with which we share the world” (p. 279). According to his point of view, languages offer us generous access to the experience of others through which we find ways to express our self among different cultures.

In 1990, Ramirez and Hall analysed culture instruction in high school Spanish textbooks. They indicated that culture was treated in superficial ways in the textbooks. They pointed out that cultural knowledge is conveyed through visual and written texts. They investigated that no captions or explanations were offered to describe the cultural content. Thirty-one percent of the time these high school Spanish textbooks used short narratives, ranging from one sentence to a few paragraphs, to convey culture.

Clark’s (1997) examination of seven widely used science textbooks in grades 9–12 reveals that male scientists are more represented than females. Kaikkonen (2000) also points out the important fact that in intercultural language teaching, it is not necessary for students to achieve competence like native speaker in the target language. Now with the changes in language the main goals are also being changed for students, preference is given to learn to cope with situations of intercultural communication.

Ndura (2004) studied language textbooks in the USA. In her study she discovered three major forms of biasness as stereotyping, behaviours and role, and cultural identity such as race, ethnicity, nationality, religion, social class. She concluded that several analyses of foreign language textbooks are culturally biased.

Giaschi (2000) has applied a critical analysis to images contained in contemporary textbooks to find out if any sort of ideology is incorporated into them. He asserts his purpose is to investigate what “cultural propaganda” is disseminated today, through ESL materials originating from UK. He argues that the images have become an integral component of presentation of language as well as culture and that ESL students may find it difficult or even impossible to challenge the hidden positioning in the materials provided to them for learning English. Moreover, he maintains that it seems opportune to make it clear to ESL teachers how ideologies are being packaged and presented to them.

Laakkonen (2007) conducted a study in the representations of gender in Finnish EFL textbooks. The aim was to discover whether the textbooks follow the principle of gender equality and is it according the Finnish national curriculum. He also tried to find out whether they support the traditional stereotypes as they are found in Finnish society. Evolving the method of critical discourse analysis, he involved both categories as the verbal and non-verbal in the books. Keisala (2010) concentrated a research on relationship values and attitudes in an EFL textbook series. The method used was also critical discourse analysis. The aim of this study was to point out ideological implications, values and attitudes behind the texts.

Textbooks play an important role in culture progression. These are not only used as a tool, but books have become target in this extent. Therefore, it is essential to study the culture in textbooks that what is presented in these books for target culture.

This study aims to investigate different elements of culture representation in textbooks which are being used at different levels in Pakistan. Results have been finalized by Byrem (1994) model.

### **Methodology.**

#### ***Data collection.***

The present study is a mixture of quantitative and qualitative research. Data has been collected from Oxford progressive English, Step Ahead, Stepping Forward, Modern English and Pakistan textbook after the detail study of given themes and activities including verbal and non-verbal categories. Every element of books which showed any reflection of culture (foreign or local) has been put under the relevant category of Byrem (1994) model.

The qualitative portion of this study highlights that which culture is presented in books and quantitative portion shows that results have been gathered via percentage of every element that points out that which culture is promoted, and which is neglected in the books. Comparison shows that which book is close to Pakistani culture.

#### **Results and discussion.**

For finalizing the results, Byrem's (1993) model has been used, to see that how cultural elements have been used in all these books.

For discussion, Pohjanen (2007) is used in this study, first main headings are discussed and then sub sections of these main headings are showed due to which that heading got higher score than others.

This chapter has shown that how all the books see the cultural aspects in different situations.

	<b>PTB</b>	<b>Progressive</b>	<b>Step Ahead 3</b>	<b>Modern English</b>	<b>Stepping Forward 3</b>	<b>Total</b>
<b>Identity</b>	9.05	2.09	4.04	2.05	1.3	<b>18.53</b>
<b>Beliefs</b>	4.64	0.28	2.09	0	2.11	<b>9.12</b>
<b>Institute</b>	2.26	1.05	3.52	5.12	1.21	<b>13.16</b>
<b>Life Cycle</b>	1.7	1.9	3.12	2.74	1.36	<b>10.82</b>
<b>History</b>	2.01	0.51	1.32	1.11	0.06	<b>5.01</b>
<b>Geography</b>	3.61	2.01	3.26	1.02	1.12	<b>11.02</b>
<b>Gender</b>	11.2	3.5	3.8	0.87	1.05	<b>20.42</b>
<b>Food</b>	1.2	0	1.04	1.1	0.9	<b>4.24</b>
<b>Personalities</b>	0.08	0.26	0.46	0.19	0.32	<b>1.31</b>
<b>Games</b>	1.3	1.68	0.56	1.32	0.18	<b>5.04</b>
<b>Culture</b>	1.02	0	0.12	0	0.19	<b>1.33</b>
<b>Total</b>	<b>38.07</b>	<b>13.28</b>	<b>23.33</b>	<b>15.52</b>	<b>9.8</b>	<b>100</b>

In every aspect, results have been shown in comparison of all books in the following:

### **Gender.**

In this section, gender has been analysed through representation way of male, female, animal, and most importantly the dominance of any particular category. Authors of these books are not giving equal status to male and female. In a few instances they gave the dominant character to females but in rest of the book just male dominance is shown even in pictures male is presented in selected books. Another case regarding gender representation is found here that the authors used pronoun for ‘animals’ this study takes such cases under the subsection of gender named ‘animal’.

Some cases of gender deletion have also been analysed for example author used ‘Mrs. Owen’ this introduction of female actually deletes her own identity. Many instances of this sort are found in the books. No difference is found in this element every book is viewing and presenting this aspect in same way.



**Identity.**

This section discusses how the groups in different countries (class, regional and religious identity, ethnic and professional identity) have been presented in the textbooks.

The social classes have been discussed showing the lower-class people for example villagers or folk people, desert people, farmers and herders have been presented. The professional identity has been mostly described by giving examples of professions, but these examples have not been given any elaboration. Some highly appreciated professions such as doctor, schoolteacher, dentist, police or army officer have been given: other than them, some more professions like shoemaker, rose seller, fisherman and bone setter have also been mentioned but not frequently. In religious, identity mostly 'Christianity' is shown and on some places 'Muslim identity' is shown but lesser time than 'Christianity'. In PTB only 'Muslim culture' is presented rather very basic concepts have been given.

**Geography.**

This section discusses the geography (national, international and regional). The names of the countries and cities (Lahore, Karachi, Moscow, Pakistan, America and Russia etc.) have been discussed but not elaborated further. However, there are instances where life of different cities has been mentioned. In conclusion, a huge number of names of places have been seen in the textbooks and statistics shows that names of international places are more than local (Pak) places with not much expansion.

In PTB only in one-chapter geography has been presented that is just by mentioning the names of different countries which are also international, and instances of Pakistani geography have been shown only once by telling the name of 'Punjab district'. So, in this aspect all the books are same, while national and international geography should be presented equally.

### **Social and political institutions.**

This section introduces the institutions of the different states, this heading includes that how (Government, law, professions, institution) have been presented in the books.

In the textbooks, there are a few references of the socio-political institutions and most of them have been mentioned only by names and their meaning for the society have not been discussed further. No law of any state has been introduced in the book rather professions have been discussed more than other subsection in this heading in 'progressive and step ahead'. In PTB no institution, law, profession and government have been shown that is totally opposite to learning progression while source and target culture should be given on parallel basis in the books.

### **Socialization.**

In this section, the examples of institutions of socialization (families, schools, education and greeting) have been found in the textbooks.

The families have been presented mentioning the relation through names but not elaborated further. There are only few instances where the image of joint family has been portrayed. In a family an essence of harmony has been seen and mostly people are helpful and do take care of each other. Relation of mother, grandfather, sister and brother have been found more than father and grandmother. Schools and education have been discussed not from different angles but just mentioning names of the school as institution. Education has not been given much importance in the textbooks. In case of greeting just western greetings have been shown as 'goodbye and good morning' but not a single example of 'Pakistani' culture is found. In PTB, no type of greetings is found neither foreign nor local. But strikingly, joint family system has been promoted in this book.

### **History.**

In this section, different periods and events of different countries both historical and contemporary have been discussed the textbooks especially the earthquake in Pakistan (2005). Another kind of the history is found in the book that to introduce the ‘word origin’ for instance, what is its old history and from which language it has been taken as Latin, Greek and French languages.

To summarize the historical events presented in the textbooks, history of not any specific country have been considered rather different countries have been taken into account though few have been discussed thoroughly and others have been mentioned in the form of years in the textbooks. In PTB, same style of history has been opted that is also specific to a few chapters which involve games. Not any national history is found here.

### **Personalities.**

Most examples of the personalities of different countries like politician, writer, emperor, director and religious characters have been introduced thorough names only and not further elaboration is found. The results point out that there are more examples from international community and very few from national (Pak) community. However, overall the personality issue is given relatively little attention in the textbook. In PTB only ‘Newton’ has been presented in one lesson while all the poets have been taken of Pakistan. Some religious personalities as ‘Holy Prophet (PBUH) and Hazrat Umer (R.A)’ have been introduced that is giving the local touch of culture.

### **Beliefs and behaviour.**

This section presents the examples of routine within a social group, the moral and religious belief as well the routine from daily life found in the textbooks. Holidays and shopping have been included in the criteria by Byram and Risager, but these have not been discussed in the selected textbooks.

Some religious beliefs as Christmas tree, Christmas Eve, worship of Sun-God and recitation of Quran have been discussed in the books. Social beliefs as good luck or bad luck have been discussed very less. However, overall the moral beliefs have been given relatively little attention in the textbooks. In PTB 'Muslim beliefs' have been shown in this book by giving the references of 'Holy Prophet (PBUH) and Hazrat Umer (R.A)'.

### **Food.**

This section is mentioned just by the name of the food items e.g. chicken, eggs, meat, and fish. But not any eating habit of any country has been discussed which present culture of any nation. Only in 'step ahead 3' it has been shown more times as compare to others.

### **Cultural heritage.**

This is the only aspect of culture which is found only in PTB and Modern English otherwise no book gives any flavour of this aspect.

### **Social interaction.**

The examples of verbal and non-verbal behaviour have been observed in the textbooks.

In the verbal behaviour, the text of the textbooks is formal as taken from News report, Fiction, News journal, News article, and Poems. In non-verbal behaviour (pictures in the textbook) it has been noticed that in pictures exclusively males are shown more than females. The authority, power and the one who works (with a working tool) has been shown in the pictures with males. The other pictures in the textbook are of nature, animals, and cars etc. In conclusion, the textbooks include verbal (formal) behaviour. However, non-verbal behaviour has been discussed through pictures but PTB is not using pictures for presenting culture. Other books have given these pictures to show stereotype by presenting more males than females moreover, males have been shown strong and powerful.

### **Stereotypes.**

In this section, various stereotypes have been discussed; for example, gender biasedness as the statistics shows that there are more males in the picture than females, males have shown strong and females as weak who are just confined to house hold works and taking care of the family.

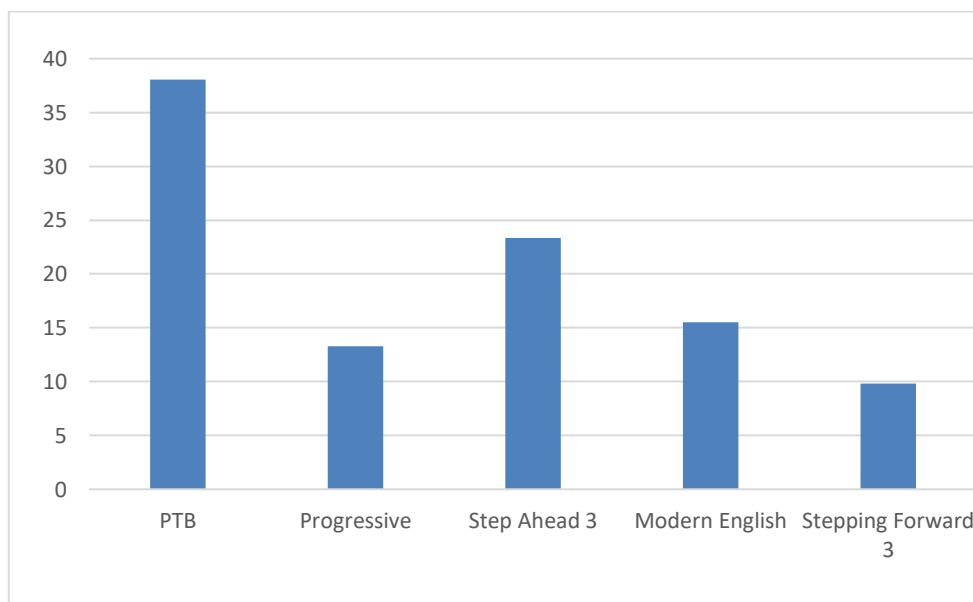
Men have been presented to go outside for doing difficult jobs and they can do courageous and adventurous work. Whereas, as no highly appreciated profession is associated with woman in the textbooks except few instances show that now-a-days women take part in social activities like men.

In all textbooks, women get least presentation in comparison with men.

### **Results on cline.**

It cannot be said that which book is closer to Pakistani culture completely, while all the cultural aspect has been presented in such a way in which a book can be closer to local culture.

Conclusively, it can be seen on the cline the cultural position of all these books in the following:



So, in Pakistani educational scenario, PTB is useable for 8<sup>th</sup> grade students to give them cultural insight. After this book, step ahead 3 is useful in some instances as it is presenting source and target culture which is its plus point and PTB should adapt it because target culture is absent in PTB that creates problems for learners.

Modern English has a slight touch of Pakistani culture which is less than step ahead 3 but its way of presenting local culture can be adapted by PTB to make the local flavour more significant. Stepping forward 3 is far from Pakistani culture which does not give cultural understanding to the Pakistani students, so it is least useful in local context.

## **CONCLUSIONS.**

The research study concludes with the idea that ESL textbook authors should have an awareness of both target and source culture. In this way, the textbook authors can realize the similarities and differences between two cultures.

A curriculum that is filled with bias fails to reflect the diversity of students' lives and cultures and as such delivers an incomplete message about society. In order to understand the cultural differences, the textbook authors, the learners and the teachers in Pakistan should be brought closer to one another. A textbook that is effective in one community or culture may not show that much output in another community due to the difference in culture. It restricts the scope of their future because, as Vitz (1986: 4) explains, 'the facts, interpretations, and values taught today's children will largely determine the character of tomorrow's citizenry'.

Focus on culture may not only encourage the development of identity, but also encourage the awareness of others. Students must be given both target and source culture. They must be aware with both cultures on equal bases.

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