

## **An Analysis of Cultural Load in English Textbooks Taught in Khyber Pakhtunkhwa, Pakistan**

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### **Abstract**

The present study is related to the incorporation of native, target and international culture in the reading texts of the textbooks taught at Secondary School Certificate level in the government schools of Khyber Pakhtunkhwa (henceforth KPK, one of the provinces in the country), Pakistan. In order to explore the contents of the textbooks and to determine their cultural load, help is taken from Byram's (1993) checklist. The present research is a qualitative study with theory based content analysis. The results of the study indicate that a balanced amount of reading texts about native, target and international culture are provided in the textbook of class 9 as far as the number of texts is concerned. There are 14 reading texts in the textbook of class 09 in which 04 texts are related to source culture, 03 texts are about target culture and 03 are related to international culture. Nonetheless, 04 reading texts are such which do not come in any category. However, the cultural load of the reading texts pertaining to native culture has been dealt with more depth than the other two cultures in terms of quantity within the texts. Likewise, in the textbook of class 10, there is a lack of balance regarding cultural load. There are 13 reading texts in the textbook of class 10 in which 07 texts are about native culture, 03 texts are about target culture and only 01 text is about international culture. Nevertheless, 02 texts are culture neutral. The results show that the reading texts pertaining to native culture dominate the other two cultures especially international culture which is almost neglected in the textbook under study. It is, therefore suggested to improve the textbooks of class 9 and 10<sup>in</sup> order to achieve the goal of intercultural communicative competence.

**Key Words:** English, cultural load, textbooks, Khyber Pakhtunkhwa

### **Introduction**

As the world has become a global village and English is an international language, it has become necessary to integrate native, target and international culture in English textbooks. Textbooks have been used to inculcate cultural values in the mind of readers so much so that Cunningsworth (2002) called it a hidden curriculum and the researcher is of the view that hidden curriculum is more significant than the official one.

The basic aim of education is to instill the values like tolerance, enlightenment and more importantly harmony among people having different religion, culture, color and sect. The textbooks if written and compiled appropriately can play a pivotal role in creating harmony, peace and stability in the world. A person cannot learn a language until and unless he/she gets knowledge of the culture of the target language speakers. According to Kramsch (1998, p. 63) "one cannot learn to use a language without knowing the culture of the people who speak that language." The present study is an attempt to analyze the textbooks taught at Khyber Pakhtunkhwa in order to know whether there is a balanced amount of material pertaining to native, target and international culture.

## **Literature Review**

Language and culture are inseparable. According to Council of Europe (2001, p. 6) "language is not only a major aspect of culture, but also a means of access to cultural manifestations." Corbett (2003, p. 20) is of the view that culture includes implicit conventions and norms of a society. Moreover, these norms and conventions are not only transferred historically but are also adaptive ethos. According to Kramsch (1998) culture is

membership in a discourse community that shares a common social space and history, and common imaginings. Even when they have left that community, its members may retain, wherever they are, a common system of standards of perceiving, believing, evaluating, and acting. These standards are what is generally called their "culture." (p. 10)

The integration of culture in language teaching and learning is indispensable and as has been discussed earlier in reference to Kramsch (1998) that language cannot be learnt without having know-how of the culture of the target language speakers. Kramsch (1993) is so much in favor of its inclusion that he did not consider culture as a fifth skill like reading, writing, listening or speaking. Culture is present in the background from first day when a learner starts learning a language and challenging his/her competency in the language when he/she is not expecting it.

There are many approaches regarding culture in language teaching and learning, one of them is intercultural approach, the aim of which is to enable learners to achieve the goal of intercultural communicative competence (Corbett, 2003). The capability to comprehend language and behavior of target culture and to become a mediator between native and target culture is called intercultural communicative competence. In

intercultural approach such ability is considered important than achieving native speaker like proficiency. Corbett (2003) is of the view that in intercultural approach equal importance is given to linguistic and intercultural understanding.

By intercultural competence, Lund (2001) and Sercu (2002, p. 62) mean “to be open for and susceptible to the other no matter whether this other is different from a national, ethnic, social, regional, professional or institutional point of view.” Hinkel (1999) is of the view that communicative competence which consists of grammatical, discourse, sociolinguistic and strategic competences does not seem sufficient in relation to language learning. He emphasizes the need of intercultural competence and views that communicative competence is too wide-ranging.

Byram (2001) has discussed about three components of intercultural competence that is intercultural attitude, knowledge and skills. By intercultural attitude he means to be curious about and accept foreign cultures and to understand the fact that in order to perceive the world, a person’s own attitudes are not the only possible way. Intercultural knowledge is based upon the knowledge of social groups and identities of foreign culture and their function. Intercultural skills include some skills which should be taught to students like comparing, interpreting and relating not only one’s own culture but also foreign cultures. Moreover, it is also necessary to teach learners to search information by themselves because it is not possible for the teachers to foresee about the information that they will be in need of in future. He has also talked about the concept of critical cultural awareness that should be acquired by the learners. By critical cultural awareness Byram (2001, p. 7) means “an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries.”

Another approach pertaining to culture in language teaching and learning in order to achieve the goal of intercultural communicative competence is called Intercultural language learning which according to Liddicoat, Scarino, Papademetre and Kohler (2003), involves the mixing of language, culture and learning into one educative approach. The fundamental idea behind this approach is that language, culture and learning are basically related to one another and in learning process such relationship is of paramount importance. This has not only brought changes in language teaching but has also shown new ways to link languages with other areas of learning. In this approach, the concepts of language, culture and learning play a crucial part in making curriculum as a whole and especially language curriculum. Intercultural language learning helps learners not only understanding their own language and culture but

also another language and culture. According to Liddicoat et al., "It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognized, mediated and accepted" (2003, p. 43).

In order to investigate culture in textbooks, Cortazzi and Jin (1999) have suggested three categories. The first is related to source culture that is the native culture of the learners, the second is about target culture that is the culture of the people where the target language of the learners is used as a first language like American and British culture and lastly, international target culture, which means varieties of the target language speakers' culture both English and non English like France, Spain, etc. In the same vein, McKay (2003) has also discussed materials in the textbooks from the same point of view; native culture, target culture and international culture. By international culture, she means variety of knowledge of different cultures throughout the world by using target language.

### **Target Culture**

Byram (1991) is of the view that the textbooks should portray target culture to the learners in order to enable them to get the language in original setting. It is to be noted that in this regard Kachru's (1992) "World Englishes" is against this view. Nevertheless, Politzer (1959, pp. 100-101) strongly favors the integration of target culture in textbooks and opines that "if we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols to which the students attach the wrong meaning." The researcher agrees with this point and views that as in Pakistan, Urdu is considered lingua Franca and for English second person pronoun *you*, Urdu language has three words *aap*, *tu*, and *tum* اے - تُو - تُوْم and they are used according to the level of familiarity with whom the person is talking to. The word *Aap* is used when talking with elders, teachers, parents, unfamiliar people etc., *tu* is used when talking to those with whom the person is very frank and *tum* is used when talking to those with whom the addressee has a little bit familiarity. If anyone who is learning Urdu as a second or foreign language without focusing on Pakistani culture, he/she will face serious problems.

### **Native Culture**

Cortazzi & Jin (1999) are in favor of introducing native culture in textbooks because it enables the learners to learn language in the social context of their own. Moreover, such learning enables learners to make their culture clear by using target language. Alptekin (1993, p. 140) is of

the view that integrating native culture enhances target language learning, its knowledge “facilitates foreign language acquisition and, in particular, comprehension.” In this context, the researcher has observed that any learning becomes easy whenever the person moves from known to unknown. In the context of culture, it is necessary because if a person does not have knowledge of his own culture how he/she will be able to compare and contrast and critically examines native, target or international culture.

### **International/Other World Cultures**

The integration of international culture or other world cultures in textbooks is also necessary for bringing intercultural harmony. The Common European Frame work of Reference for Languages: Learning, Teaching, Assessment (2001) stresses on the incorporation of world cultures in the textbooks because though a relationship between native and target culture exists, it is not enough for intercultural communication. In the context of Pakistan, the researcher views that the knowledge of other cultures can play a pivotal role. Pakistan is a developing country and lots of people move to different countries for education and jobs, therefore knowledge of other cultures will prove to be an asset.

### **Significance of the Study**

The integration of cultures in textbooks is very important because it helps in acquiring intercultural communicative competence which is a step ahead to communicative competence. Communicative competence includes linguistic, sociolinguistic, discourse and strategic competence but they are not adequate. This is also affirmed by Hinkel (1999) who stresses upon intercultural competence. The world has become a global village, knowledge of different cultures will not only enable the learners to communicate with people of different countries but such knowledge will also broaden their thinking process. The learners will be able to critically evaluate different cultures and even they would be able to find weaknesses in their own cultures. According to Tomlinson and Masuhara (2004) the knowledge and awareness of different cultures have manifold benefits. It broadens the mind and enables the learners to achieve empathy of culture and sensitivity. Moreover, it helps in developing tolerance.

A balanced amount of cultural content in textbooks is of paramount importance because it has been observed that teachers and students both consider textbooks valuable and authentic that can be trusted upon. If wrong or inappropriate information is presented in the textbooks, it will not only de-motivate the students but they will also unknowingly misunderstand the facts. The researcher is of the view that the only panacea in order to bring peace, stability and harmony in the

world is to develop tolerance, moderation, enlightenment and the feeling of empathy for others irrespective of caste, color, country, religion and region, and textbooks is one of the sources which can do something in this regard.

### **Research Question**

To what extent are native, target, and international cultures represented in the reading texts of English textbooks taught at Secondary School Certificate level in Khyber Pakhtunkhwa?

### **Methodology**

It is a qualitative study with theory based content analysis. There are two textbooks taught at Khyber Pakhtunkhwa at Secondary School Certificate level; Textbook of English Grade-9 and English Reading Book Grade-10, having 14 and 13 reading texts respectively. These textbooks are written and compiled by Ruhi Zaka and developed by Khyber Pakhtunkhwa Textbook Board, Peshawar, Pakistan. The writers of the reading texts are varied, Pakistani as well as foreigners. For the purpose of this study, help is taken from Byram's (1993) checklist of intercultural language teaching and learning for analysis. This list includes

1. Social identity and social group (social class, regional identity, ethnic minorities)
2. Social interaction (differing levels of formality; as outsider and insider)
3. Belief and behavior (moral, religious beliefs, daily routines)
4. Social and political institutions (state institutions, health care, law and order, social security, local government)
5. Socialization and the life cycle (families, schools, employment, rites of passage)
6. National history (historical and contemporary events seen as markers of national identity)
7. National geography (geographical factors seen as being significant by members)
8. Stereotypes and national identity (what is "typical" symbol of national stereotypes?) (Byram, 1993, pp. 5-10)

The procedure of analysis is that first of all the reading texts of both the textbooks are categorized under the headings; native culture, target culture and international culture, cultural neutral and presented in the form of tables. In addition each reading text is discussed qualitatively keeping in view Byram's checklist.

## Data Analysis

There are two textbooks of English taught at Khyber Pakhtunkhwa at Secondary School Certificate level. In this section first of all the cultural load of each textbook pertaining to native, target and international culture is shown through tables and later on each category is explained keeping in view Byram's checklist.

Table 1: Textbook of English Grade-9

S.#	Name of Reading Texts	Target Culture	Native Culture	International Culture	Culture Neutral	
1	I Knew a Man Who Was a Giant	x				
2	Three Days to See	x				
3	Quaid – A Great Leader		x			
4	The Medina Charter		x			
5	A Fable				x	
6	The Two Bargains		x			
7	A Visit to Swat Valley		x			
8	Avalanche			x		
9	Damon and Pythias			x		
10	A New Microbe	x				
11	Confessions of a TV Addict			x		
12	Hope is the Thing with Feathers				x	
13	The Old Woman				x	
14	Daffodils				x	
Grand Total		No. of Reading Texts	03	04	03	04
		Percentage %	21.42	28.57	21.42	28.57

As the table indicates, there are 14 reading texts in the textbook of class 9 out of which 04 (28.57 %) are related to source or native culture. In the same way, 03 (21.42%) are related to target culture and the same number of reading texts that is 03 (21.42%) are related to international

culture. Nevertheless, 04 reading texts (28.57 %) are such which do not come in any category.

### **Native Culture**

As far as native culture is concerned, there are four reading texts regarding native culture. The reading text "Quaid- A Great Leader" by John Walton is about the founder of Pakistan, Muhammad Ali Jinnah and the typical features of his character. Moreover, there are some references to the history of Pakistan as well like creation of Pakistan, the troubles that Pakistan faced after her inception. It is told that Pakistan is the greatest of the Muslim states and the 5<sup>th</sup> largest nation in the world having the population of seventy million people. Likewise, some typical words of Urdu language that is the national language of Pakistan have been used by the writer like *sherwani* (a knee-length coat with buttons up to the neck, sometimes worn by the men from south Asia), *zindabad* (a slogan which means may you live long), etc.

The reading text "The Medina Charter" is related to religion, Islam and some points in the text are about historical religious events. The word "Medina" itself is very sacred for Muslims all over the world because it is the city where Holy Prophet (Peace Be Upon Him) spent time and his mausoleum is also in Medina. In this text, it is told that as different communities were living together in the city Medina, Holy Prophet (PBUH) was very farsighted as he knew that in such situation tolerance is very necessary; therefore, he made a charter named as Medina Charter. There are also some words of Arabic and Urdu Languages like *Haram* (things/deeds which are forbidden in Islam), *Muhajireen* (those who migrated from Makkah to Medina in the time of Holy Prophet (Peace Be Upon Him) and now it is used for all those who migrate from one place to another), *Ansars* (those who helped *Muhajireen*). Moreover, there are some points regarding religious beliefs as well.

The text "The Two Bargains" is again related to religion in which there are references to historical events and caliphs, Usman (May Allah be pleased with him) and Umar (May Allah be pleased with him). The themes of the text are strong belief in Almighty Allah and generosity. Umar (May Allah be pleased with him) was the second and Usman (May Allah be pleased with him) was the third caliph of Islamic history, and the writer has given events from their lives to substantiate the themes. Likewise, geographical condition of the place Arabia has also been discussed. It is told that Arabia is a country where water is scarce and even if water is found, it is not always suitable for drinking.

The text "A Visit to Swat Valley," written by H. P. Stewart is about a tourist place Swat situated in KPK (Khyber Pakhtunkhwa ) and the weather

of that place. Furthermore, some place names of KPK like Malakand, Saidu Sharif and the river of Swat are also mentioned. In the same way, Punjab which is one of the provinces of Pakistan is also mentioned in the text.

### **Target Culture**

As far as target culture is concerned, the reading text "I Knew a Man Who Was a Giant" written by Elad Nostaw is related to American culture in which American names, place names and social classes of America like rich and poor, black and white have been projected. It is told that the giant was a large black muscular man. Secondly, he did not have any formal education, probably not even high school and was doing manual work like breaking up metal cast items and his boss was a white man. It is also told that in those days a white child talking to a black man was not common in Louisiana at all.

The reading text "Three Days to See" is about a famous personality of America, Helen Keller, who after an illness was left blind and deaf at the age of two. Despite being blind and deaf, she did her B.A and got rewards and distinctions. In American Foundation for the Blind in New York City, there is a room by the name of "Helen Keller Room." In the text, the writer has remarkably portrayed the feelings of the deprived people. Her physical fitness is a gift which is not appreciated by the people who have it. She emphasizes that we should be thankful to God for His blessings.

The reading text "A New Microbe" by O' Henry is about target culture in which American's names as Dumber who was a geologist, Ellen who was narrator's wife, and place names like Houston, New York Academy of Sciences and the life style of people who live in these cities has been depicted. The man whose name is John is an ardent lover of science and he neglects his business in order to give more time to experiments so much so that he does not participate in any social activity. He is rather interested in reading Pasteur's and Kochi's writings. It is a humorous story having twist in plot and surprise ending which are the hallmarks of O' Henry's stories.

### **International Culture**

The representation of international culture is also depicted in the textbook. The reading text "Avalanche" is written by a Dutch writer Anna Rutgers Van Der Leoff in which the life of Swiss people has been shown and some names like Albert, Bartnel Grutnelli, John, Tom etc. are also present. Avalanche is a story of a group of children from an orphanage who were caught up in heavy snow fall in Switzerland. The theme of the text is crisis awareness and management. The story not only shows the nature of disaster but also another aspect as how people react to these

disasters. Disasters leave people in a difficult situation which requires crises management.

The text “Damon and Pythias” written by William J. Bennet is about international culture. The story is about a famous legend from Greek Mythology in which there are references to Pythias, a young scholar and Damon who were fast friends, Dionysius who was the ruler of Syracuse and place names like Syracuse are given. In the story, the ruler Dionysius was so much impressed by the strong and true love of the Pythias and Damon for each other that he issued order for their release.

The text “Confession of a TV Addict” is written by an Australian writer Jenny Tabakoff who has depicted the influence of TV on her and the people of her time and age. The theme of the story is the role of media especially of TV.

The reading texts in some units do not fall in any category that is they are culture neutral. They are “A fable” written by Mark Twain, “Hope is the Thing with Feathers” is a poem written by Emily Dickinson, “The Old Woman” is a poem written by Joseph Campbell, and “Daffodils” by William Wordsworth. As these texts do not come under the three cultures mentioned earlier, therefore, they have been put under neutral category and have not been discussed in detail.

Table 2: English Reading Book Grade-10

S. #	Name of Reading Texts	Target Culture	Native Culture	International Culture	Culture Neutral
1	Sublime Character of *Hazrat Muhammad *SAW		x		
2	The Caliph and the Gardener		x		
3	After Twenty Years	x			
4	Population Explosion in Pakistan		x		
5	Begum Rana Liaquat Ali Khan		x		
6	The Income Tax Man	x			
7	Hazrat Umar Farooq *RA		x		
8	Tobacco and your Health		x		
9	Muslims of China			x	
10	They have Cut down the Pines				x
11	Stopping by Woods on a Snowy				x

	Evening				
12	It's Plain Hard Work that Does it	x			
13	Kaghan Valley		x		
Grand Total	No. of Reading Texts	03	07	01	02
	Percentage %	23.07	53.84	7.69	15.38

\*Hazrat: A word used in the beginning of name for respect.

\*RA: May Allah be pleased with him.

\*SAW: May Peace Be Upon Him.

There are 13 reading texts in the textbook of class 10 in which 53.84% reading texts are about native culture, whereas 23.07% reading texts are about target culture. Likewise, only 7.69% reading texts are about international culture. However, there are 15.38% reading texts which are culture neutral.

### **Native Culture**

As far as native culture is concerned, more than half of the reading texts of the units are about native culture. The first reading text "The Sublime Character of Hazrat Muhammad SAW," written by Maulana Waheeduddin Khan is about Prophet Muhammad (PBUH) and there are some glimpses of Islamic history. There are Hadiths (sayings of Holy Prophet) regarding religious beliefs and ways of spending ideal life. There are references to his friend and the first caliph of Islam, Abu Bakr (May Allah be pleased with him), Zaid (May Allah be pleased with him) who remained in the service of Holy Prophet. Likewise, the name of Holy Prophet's first wife, Khadija (May Allah be pleased with her) is also mentioned in the text. In the same way, there are some words from the last address of Holy Prophet which he gave on the 9<sup>th</sup> day of Zilhijja (the last month of Islamic calendar). The second text, "The Caliph and the Gardener" is written by James Baldwin. Though the setting is in Cordova, a place in America but the word Caliph goes back to Islamic history. Moreover, there is a name of the caliph Al Mansour, which is also a Muslim name. In addition, there is also a sort of stereotyping like the Caliph is kind hearted and that the gardener is poor but honest.

The reading text "Population Explosion in Pakistan" is an article taken from newspaper *Dawn*. It is about a problem which Pakistan is facing. Each and every aspect of the text is in context of Pakistan. It is told in the text that the population of Pakistan at the time of creation was 33

million, currently it is more than 180 million and it is estimated that by 2035, it will be more than the population of China. The writer of the article has enumerated the disastrous effects of overpopulation on Pakistani society. The reading text "Begum Rana Liaquat Ali Khan," is written by Faisal Abdullah and is about the wife of Liaquat Ali Khan who played a great role in the creation of Pakistan and who later became the prime minister of Pakistan as well. The text has some historical events of the life of Begum Rana Liaquat Ali Khan and Pakistan. This text is actually an article published in a magazine. The aim of the article is to pay tribute to Begum Rana Liaquat Ali Khan who was named as a crusader for the rights of women and for projecting Islam in its true spirit. The article has also a saying of Quaid-e-Azam (The founder of Pakistan) in 1942 in which he instructed Begum Rana to be ready in order to train women because Islam does not force women to confine themselves to home.

The reading text, "Hazrat Umar Farooq RA" written by Khawaja Jamil Ahmad is related to the category of religion. Umar Farooq (May Allah be pleased with him) was the second Caliph of Islamic history and a close companion of the Holy Prophet (PBUH). The text has some glimpses of Islamic history and the events from the Caliph's life are depicted to inculcate Islamic values in the learners. There are also some names like Kulsum (May Allah be pleased with her), the wife of Umar (May Allah be pleased with him), Abdur Rahman Bin Auf (May Allah be pleased with him), a prominent companion of Holy Prophet. Some place names are also present like Medina where Holy Prophet spent considerable amount of his life time.

Although the reading text "Tobacco and your Health" has a neutral theme, the context is of Pakistan. This is an extract from a report published in a Turkish journal. In European countries, smoking is done irrespective of whether the person is man or woman, this is not so in Pakistan. In Pakistan, mostly men smoke and therefore, pronoun and possessive pronouns "he, his" are used throughout the reading text. In addition, the words *naswaar* (grinded tobacco which is placed in mouth as an addiction) and *paan* (a betel leaf, usually folded into a shape with three sides and filled with seeds, nuts and coconut for eating) are used which are the words of Urdu language and mostly used in the subcontinent.

The reading text, "Kaghan Valley" is about a picnic resort, Kaghan which is situated in Khyber Pakhtunkhwa, a province of Pakistan. There are a number of place names of Pakistan especially of Khyber Pakhtunkhwa, like Abbottabad, Shogran, Mansehra, Naran, Balakot, etc. Balakot is important in the sense that it was the center of earthquake in 2005. The earthquake destroyed the whole town of Balakot and thousands of people lost their lives. There is reference to the river Kunhar which flows through

Naran. Mountains of Kaghan are also mentioned. Lake Saiful Muluk is also mentioned in the text which is one of the prominent lakes of Pakistan. There is also a reference to Islamabad, the capital of Pakistan. It is told that Kaghan valley can be reached in less than a day's drive from the capital. The place name Gilgit is also mentioned in the text.

### **Target Culture**

As far as target culture is concerned, the reading text "After Twenty Years" by O' Henry is about American way of life. Like many of his short stories, the setting is of New York. The names and place names are American like Jimmy, Bob, New York, and Chicago etc. There are some stereotypes like of policeman "The policeman on the beat moved up the avenue impressively." The themes of the story are truthfulness, honesty towards duty, sincere friendship and caring for values because in the story the police officer, Jimmy Wells did not let his friendship and love come in his way to fulfill his duty and responsibility.

The reading text "The Income Tax Man" written by Mark Twain is about the life in America, the social classes and names like Willie and place names like the United States are there in the text. Moreover, the currency of America "dollar" is repeatedly mentioned. In this story, there are two main characters representing different social classes; the business man who unknowingly declared about his profit in front of a shrewd government servant, the income tax man. The story reveals the ways used by wealthy people to pretend that their income is not taxable.

The reading text "It's Plain Hard Work that Does it" is about famous American scientist Thomas Alva Edison, the inventor of bulb, phonograph, etc. The text is written by his son Charles Edison. He has depicted the life of his father and the mentality of great Americans. The writer has also mentioned some historical events of early 20<sup>th</sup> century like October 21, 1929, the golden anniversary of the incandescent lamp, when Henry Ford re-created Father's Menlo Park, New Jersey Laboratory to be a permanent shrine in Ford's vast exhibit of American Greenfield Village. In the same way, it is mentioned that Edison in 1928 got many medals and honors in his office at West-Orange Michigan. Moreover, place names like Michigan, the Grand Trunk Railroad, the Detroit Free Library and references to American currency are in the text.

### **International Culture**

The reading text "Muslims of China" by Jane Hill comes both under the category of native culture and international culture. The text has some events related to Islamic history like the Caliph Waleed Bin Abdul Malik. The arrival of Muslims in China is also discussed. It is told that in 8<sup>th</sup>

century, when Islam was rapidly spreading all over the world, the Muslim armies reached the borders of China. Their general called upon the Chinese Emperor to embrace Islam. Just at that moment, in the year 719 A.D., however, Caliph Waleed Bin Abdul Malik died, and the general was assassinated. The Muslim army after losing their leader, made peace with Chinese Emperor, and turned back; but they left behind some Muslim settlers, whom the emperor allowed to live in peace, and to build mosques. It is also told that in 14<sup>th</sup> century, the great Arab traveler and author, Ibne-e-Batuta, reached China and wrote in praise of its fine roads and good government. It is also mentioned in the text that there are about fifty million Muslims in China, and that Ma Chang and his father who are Muslims spread out their prayer-mats and offered prayer. In the same paragraph, it is mentioned that Muslims all over the world pray in the same way, observe the same rules and respect Holy Prophet (May Peace Be Upon Him). The holy book of Muslims *The Holy Quran* is also mentioned at the end of the text. In addition, there are portrayed some features of the Muslims of China and the history of China. It is said that in 1949, a communist government, called the Central People's Republic of China, was set up at Peking. Moreover, it is said that foreign countries have recognized the communists as representing the people of China. In addition, Chinese names like Ma Chang, Yang and place names like Canton, Peking, Tibet are used throughout the reading text. Last but not least, the famous Great Wall of China is also mentioned in the text. It is told that in order to protect from invaders, the emperor of China ordered to build it. The wall is 30 feet high and 13 feet wide. The country of China is said to have been named after this great Emperor, Chin.

There are two reading texts which do not come under any category. "They have Cut down the Pines" is a poem written by Mary Lisle. "Stopping by Woods on a Snowy Evening" is another poem written by Robert Frost. These texts do not fall within the three cultures mentioned earlier. Therefore, the researcher has put them under neutral category and they have not been discussed in detail.

## **Conclusion**

The results of the study reveal that as far as textbook of class 9 is concerned, proportionate amount of material regarding native, target and international culture are included and learners may get familiarity with all types of cultures and therefore, has the potential to enable them to get the goal of intercultural communicative competence. There are 14 reading texts in textbook in which 28.57% of the texts are about native culture, 21.42% are about target culture and the same percentage of reading texts that is 21.42% are about international culture. However, it is clear from analysis that as far as numbers of reading texts pertaining to all types of

cultures are concerned, there is not so much difference but there is a huge difference in the cultural load of different categories. Reading texts categorized under native culture are wholly solely reserved for the projection of native culture but this is not so in the case of two other categories. Though the material related to target and international cultures has been given but a considerable amount of material in them is culture neutral.

As far as textbook of class 10 is concerned, there is lack of balance regarding cultural contents. By and large, most of the reading texts pertain to native culture; there are 13 reading texts in which 53.84% of texts are about native culture, 23.07% of the reading texts are about target culture which is not an adequate amount of material regarding target culture in the textbook. Moreover, international culture is totally neglected which is a very important aspect to be incorporated in the textbooks, there are only 7.69% texts regarding international culture. As is discussed in context of the textbook of class 9, the reading texts regarding native culture have considerable amount of culture load, the same is true about the textbook of class 10. Hence, it is clear from the results that the textbook of class 10 does not have potential to facilitate learners in order to achieve the goal of intercultural communicative competence. It is therefore suggested that these textbooks should be improved by incorporating a balanced amount of material regarding different cultures.

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