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**RESEARCH PAPER**

## **Pakistani Cultural Representation through Linguistics Features in the PTB English Textbook**

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**ABSTRACT**

The present study investigates Pakistani cultural representation through linguistic features in the PTB English textbook for grade 5. This work aims to describe two linguistic features (Phonological and semantic with their subcategories) and how curriculum development is necessary at the primary level for students. This research is an attempt to highlight the importance of English as a second language for students at the primary level. To achieve the purpose of the study, the researcher adopts textbook analysis and selects 1 English textbook of 5th grade from Punjab textbook as a sample. The researcher explores Pakistani cultural aspects by using the theories of Cortazi & Jin, Ager, and Risager. The cultural aspects have been categorized in the book in three ways, source culture, target culture, and international target culture. The researcher implements Byram's model of ICC (intercultural communicative competence as an instrument to analyze social interactions, knowledge of social identity and groups, beliefs and behaviors through various linguistic features. Moreover, the researcher tries to get authentic results by using the steps of Krippendorff's content analysis. The researcher examines various Pakistani cultural aspects in textbooks in terms of names, pictures, addressing people, women, celebrations, and social events in addition to general situations. The study highlights the depiction of Pakistani culture, traditions and beliefs through linguistic representation in the PTB English textbook.

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**KEYWORDS** Cultural Representation, Curriculum Development, English as a Second Language, Linguistics Features

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**Introduction**

A significant figure Culture is defined as a group of "values, traditions, social and political relationships, and world view created and shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class or religion" (Nieto, 1996: pg138). In the context of the present work, various cultural aspects and linguistic elements are explored, along with the role of curriculum development and the significance of textbooks. Since language and culture are closely interrelated, textbooks play a crucial role in providing learners with valuable insights into both language and cultural expression. By incorporating cultural content in ESL/EFL classrooms, students' awareness of cultural diversity and expression is heightened, fostering a deeper understanding of different cultures and their communication patterns (Sheldon, 1988).

This symbiotic relationship between language and culture is so profound that no human society has ever existed without it Understanding the position of Pakistan in the 'outer circle' Kachru (1992) highlights the significance of English in the country's

educational and institutional settings, making it an integral part of Pakistan's linguistic landscape. Three-circle Model provides valuable insights into the global spread and usage of English and acknowledges the diverse roles and functions it serves in different linguistic and cultural contexts. When Pakistan was established as its nation in 1947, the country had a weak administrative infrastructure and meager financial resources (Ali & Farah 2007). In Pakistan, the English language holds the status of an official language according to the constitution of 1973 (Rahman, 1998, pg. 2). The constitution of Pakistan, which was enacted on April 12, 1973, designates both English and Urdu as the official languages of the country. Pakistan's literacy rate is nearly 58.7% which is even lower than the literacy rates of Bangladesh 61.5% and Nepal 64.7% respectively.

### **Importance of linguistics and its features**

Linguistics plays a multifaceted role in education and various professions, facilitating effective communication and fostering cultural exchange. Its study helps in understanding the complexities of language, both spoken and written, making it an essential element in our globalized world. Its contributions extend to various fields, making it a valuable discipline in enhancing human interaction and understanding. Linguistics includes several features like Phonology, Semantics, Morphology, Syntax, Phonetics, Pragmatics, Lexicography, and Lexicology. In this study, two linguistic features have been chosen Phonology, (silent letters, initial consonants, long and short vowels, trigraphs, digraphs, consonant clusters,) and Semantics with the elaboration of their subcategories' (homophones, speech bubbles, homonyms, compound words, model words)

### **Importance of English as a Second Language**

Language learning is an inevitable process in childhood. The learning of a second language is creditable rather than an accomplishment. Although millions of people in the world every year, start learning a language. To learn a second language, it is necessary to know the correct grammatical rules used in that language. English as a global language has acquired official status in Pakistan but still, learners feel hindrances while adopting it.

English is also taught as a compulsory subject from Grades 1 to 14. This ensures that students have continuous exposure to the language and develop their English language skills throughout their schooling years. But still, that subject is underrated as frail because of learners' different linguistic backgrounds. Most students speak their mother tongue at homes home Urdu, Sindhi, Punjabi, etc.

### **Overview of PTB English textbook for 5th grade**

The PTB English textbook for grade 5 contains 14 chapters. This book is based on single national curriculum (SNC) and is enriched variety of linguistic descriptions. Each chapter is looking glance of Pakistani society and clearly emphasizes on vocabulary with various interesting themes and sub themes.

### **Literature Review**

Culture is a complex and multifaceted concept that is shaped by various factors, including individual experiences, collective learning, and the transmission of beliefs and values from past generations. It encompasses a wide range of images, symbols, and

interpretations that are learned, organized, or even created by individuals within a population.

Moran's (2001) five dimensions of culture further expand on the complexity of cultural elements. He emphasizes products, practices, perspectives, values, beliefs, communities, and individuals as integral parts of culture. Moran also highlights the evolving nature of culture and its connection to specific social contexts.

Risager (2006) highlights that culture is an inherent part of human life and language. Language cannot be understood without considering its cultural context. When teaching language, it is vital to include an anthropological perspective, understanding language as a social practice within its cultural setting.

(Turk Škraba, 2005) emphasized the divergences in textbooks, which are influenced by different interpretations of the curriculum, pedagogical purposes, and educational traditions. He measured textbook quality from three perspectives: the country's perspective (the education provider defining goals), the mediators' perspective (teachers transferring educational content), and the users' perspective (students for whom the textbooks are intended).

(Olive 1997, pg.4) puts forth multiple characteristics of the curriculum: That which is taught in schools:

- A set of subjects, Content
- A set of materials
- A sequence of courses.
- A set of performance objectives
- Everything that is planned by school personnel.
- A series of experiences undergone by learners in a school.

### **Material and Methods**

The theoretical construction of the current study is based on the theory of Linguaculture by Michael Agar & Risager. Cortazii&Jin's concept of culture in textbooks has also been intertwined. Byram's model of ICC (1997) has also been used to investigate cultural aspects presented in the PTB English textbook of 5th grade. Both Qualitative and quantitative research methods have been used to analyze the PTB English textbook for 5th-grade

### **Byram's Model of ICC**

Over the past ten years, there has been plenty of research that has scrutinized Byram's hugely famous model of intercultural communication competence (ICC, 1997). Particularly in the realm of second or foreign languages, this concept has gained popularity in second language education, and it has influenced the curriculum structure and instructional methods in a wide range of countries. In intercultural communication, individuals must navigate through potential barriers, such as language differences, cultural misunderstandings, and differing communication styles. In addition, the model of ICC was one of the competency frameworks that had already been developed and served as a foundation for the conceptual model that served as the basis for the recently published Reference Framework of Competencies for Democratic Culture (RFCDC 2018). (cf. CoE, 2016). Byram 1997) created ICC by combining communicative competence (CC) and intercultural competence (IC).

According to (Risager 2013), the English term *lingua culture* was coined by the American anthropological linguist Paul Friedrich in an article (Friedrich, 1989). Risager, an educational linguist, developed a transnational viewpoint to rethink the relationship between languages and culture by including the cultural components into language education and fusing sociolinguistics with cultural and social anthropology (Risager, pg. 185:196). Risager's research is mostly theoretical and is based on Friedrich and Agar (Risager 2003 pg.107). Risager analyzed three dimensions to discuss the language system to capture the whole range of language culture, Communication techniques, and variety of skills

### **Linguistic semantics and pragmatics**

Linguistic poetics

Linguistic identity

Linguistics semantics and pragmatics:

Semantically, Culture and foreign language acquisition are closely linked. It is about the interpretations we make on words, expressions, and discourses. Sometimes, learners may actively react to specific vocabularies with *lingua-cultural* components tailored to their local cultural community while deviating from the standards of native speakers of the target language. For instance, in Pakistan and all Muslim populations around the world, the word "Eid" is a sign of happiness and joy, yet no English word has a relationship to or meaning that is comparable.

### **Linguistics poetics**

Linguistic poetics, particularly in the tradition founded on (Jacobson 1960) tends to focus on the interaction between the expression and content sides of language. Examples of this interaction include the use of rhythm, rhyme, and alliteration, the manipulation of the relationship between speech and writing, and other techniques.

Examples of Linguistic poetics, i.e. rhyme, rhythm in PTB 5th grade English textbook are quite understandable in Chapter 2 "Be Grateful" subtitle "Allah loves me" in which rhyme and rhythm in the ending words of the lines of the poem, stars/spark/queue/dew/smiles/miles, etc.

### **Linguistics identity**

Identity can be described as a person's perception of their place in the world and how they interpret the possibilities of the future in terms of time and space when used in the context of language education. The linguistic identity in the PTB English textbook of 5th grade is intertwined in the textual fabric of the book through social relations, religious festivals, and cultural events. For instance, in chapter 5 "Unforgettable Moments of My Life" a family revived a fading farmhouse of their grandparents with mutual efforts.

### **The Notion of Langua Culture**

Michael Agar introduced the famous fictional phrase "language culture" in (1994) to describe the crucial connection between language and culture. Agar makes a distinction between the LC2 target language culture and the LC1 source language culture.

There are two main objectives of Langua culture

## Translation

### Rich Point

The translation is the process through which it becomes clear that a verbal or nonverbal statement cannot be explained simply and is related to multiple interconnected concepts, allowing for the emergence of rich points. A rich point is presented in different forms, actions, and styles by providing analysis to create the so-called translation between different cultures and languages.

### Cortazzi & Jin's Concept of Culture

Cortazzi and Jin (1999) divided the cultural information in textbooks into three different categories.

Source Culture

Target culture

International target culture

The source culture material refers to the learners' native culture. This research refers to the learner's own culture, to which he/she fits in. For example, the history, geography, social identity, and festivals of the country Pakistan.

The target culture materials suggest materials presenting the culture of English native speakers countries or the culture of the country that uses English as a first language, it refers to American, Australian, and British culture.

The International culture material refers to various cultures where the target language is used as a global language. It relates to the culture except for source culture and target culture. It refers to global cultures such as China, Brazil, Japan, France, and other countries.

The researcher followed Krippendorff's steps of content analysis (1981) and explored above mentioned linguistic features. These steps are as follows

Target of content analysis or real phenomenon (Data)

Unitizing scheme

Sampling plan

The target of content analysis in this research study is the PTB English textbook for grade 5 or it is a real phenomenon or (data) of analysis that has been chosen for analysis. Unitizing scheme emerged in the form of 14 units of the book, each unit of the book is detailed and enriched with themes and sub-themes. The sampling plan is also the same. i.e. PTB English textbook of 5th grade. Only one textbook for grade 5 has been selected as a sample to explore cultural Contents and linguistics features the text is transformed into numerical data according to defined units. The validation and results of the textbook are authentic

## Results and Discussion

In this portion, the presentation of data is divided into several sections. First of all, the results of the cultural presentation were obtained from the implementation of Byram's model of ICC. This chapter contains the results concerning the PTB English textbook for 5th grade. The researcher investigates cultural representation through linguistic features in content, reading passages, pictures, exercises, and dialogues of the textbook by consuming Cortazii&jin's concept of source culture, target culture, and international target culture. The researcher has used statistical data collection techniques via Krippendroff's content analysis.

**Table 1**  
**Cultural contents of Byram's model of ICC in PTB English textbook for 5<sup>th</sup> grade:**

Cultural Contents	Total words 30,116	Cultural words 2000	% 7.11%	Neutral words 28,116	% 92.88%
Skills/Social Interactions	45	35	77%	15%	33%
Knowledge/Social identity and groups	19%	19%	100%		
Attitudes Beliefs and behaviors	360	150	41%		
Social and political institutions	06	02	33%		
Skills of socialization and life cycle	24	12	50%		
Awareness of history and geography	08	06	75%		
Stereotypes	03				

In this table, seven categories of Byram's model (1997) have been used to analyze cultural representations unified in the PTB English textbook for grade 5. The culture of Pakistani society has been presented in various ways in the textbook.

**Social Interactions:** social interaction is a fundamental aspect of human life, as it allows individuals to connect, communicate, and form meaningful relationships with others in their social environment. In the PTB English textbook for grade 5, the researcher made conversational analysis of the book in many ways like, (Aslam o Aliekum, Thank you, ALLAH Hafiz).

**Knowledge of Social identity and groups:** According to Byram (2004) social identity and social group play significant roles in shaping an individual's sense of self, their relationships with others, and their experiences within society.

**Attitudes, beliefs, and behaviors:** Beliefs and behavior dimensions are presented in the form of religious beliefs, moral beliefs, rituals, festivals, etc. The religious description is quite evident in the very first chapter of the book (Patience). In this chapter, the students make a project about the personality of Hazrat Muhammad (PBUH).

**Social and Political Institutions:** There is a less robust representation of social and political institutions in the PTB English textbook for grade 5. This area is not prominent in the first half of the book, while in the second half, it gains clear prominence. The text describes in the poem (Patriotism, pg.86) with sub-theme (A nation's strength) tells about the secret of a nation's success which is its manpower.. The background picture of the poem is decorated with Pakistani flags.

**Skills of interpreting socialization and life cycle:** In the context of language learning materials, the representations of these institutions play a crucial role in providing learners with insights into the cultural contexts of schools and families. In the PTB English textbook for grade 5, unit 4 (Unforgettable moments of my life) the goals of the family are shown in how they come back to their village near Swat to get rid of hustle and bustle of the city life.

**Awareness of history and geography:** The beginning page of the book contains a picture of Quaid e Azam and the Pakistani flag. In unit 3 (Women as role models) Geographical features (hills, forests, mountains) have been emphasized by explaining the story of mountaineer Samina Khayal Baig who is the first Muslim lady to climb all Seven Summits. The date of 23rd March and the description of Faisal mosque, the Indus River, and Sat Para) Lake is another important example of national history.

**Stereotypes:** All the characters in this book are not stereotypes, but rather both individuals and stereotypes. The book is an amalgamation of stereotypes i.e. doctors, teachers, gardeners, and students as well as individual personalities, i.e. Hazrat Muhammad (PBUH), Hazrat Zaid bin Haritah. Women are not stereotypically presented rather with their traits as Miss Fatima Jinnah, as a social and political figure, Arfa Karim Randhawa as a software engineer, etc.

### **Cultural categories according to Cortazzi and Jin in the PTB English textbook for grade 5**

Cortazzi & Jin's concepts of source culture, target culture, and international target culture are quite obvious in the PTB English textbook for grade 5 as follows.

#### **Source Culture**

Source culture in the PTB English textbook has been observed through the following categories names, Places pictures, and it secured 85% of the text.

**Names:** Being an Islamic republic, in Pakistan having Islamic names is a symbol of Muslim identity, in this book Islamic names of both males and females are mentioned. For example, Ayesha, Azlan, Meerab, and Ali (Chapter 1: Patience) The names of Raza and Touqeer at the end of the poem (Chapter 5: Allah Loves Me) Lubna, Haroon, Maryam, Sara, Maham, and Sidra in (chapter 6: A Fit and Healthy Life) are also mentioned as examples of source culture.

**Places:** The places mentioned in the PTB English textbook are a vivid illustration of the source culture. For instance, Faisal mosque, Rawal lake, Islamabad, K2 on (pg:8). The references about Indus river on pg. 22, Koh-i-Brober, Shimshal village, Gojal, Gilgit, Hunza, (pg.27)

**Pictures:** This category is also observed many times as pictures of the Pakistani flag and Mohammad Ali Jinnah depicted by the publishers at the beginning page of the book. The pictures of Miss Fatima Jinnah (pg.26) Arfa Karim, and Samina Khayal Baig (pg.27) are worth seeing to judge the place of source culture.

#### **Target culture**

Unlike, source culture and international culture, there is no prominent position given to the target culture in the PTB English textbook for 5th grade and 5% of the book. The target culture is presented in only 5%. It is mentioned in two poems (A Nation's

Strength) and (Two Little Kittens). The first poem (A Nation's Strength) was written by famous American poet, essayist, and lecturer Ralph Waldo Emerson. He was the representative poet of the United States where English is spoken as a first language.

### International/Foreign Culture

The international culture which is also known as foreign or global culture is 10% and presented many times in the PTB English textbook of 5th grade. The percentage of that type is 10%. The following examples are strong evidence of international culture:

**Example 1:** International culture is presented in the names of Arabic people, Hazrat Zaid-bin-Harithah, Prophet Muhammad (PBUH) who is equally beloved and respectable by Muslims across the world in chapter 1 (Patience).

**Example 2:** Dr. Ruth Pafu an internationally recognized German doctor of Leprosy in Pakistan in chapter 3 (Women as role model) is another example of international culture. She is devoted to her profession and established 150 leprosy clinics across the country. She was awarded by German Stauffer Medal.

### Presence of Linguistics features in PTB English textbook for 5th grade

In this section of the research study, the researcher keenly investigated two types of linguistic features as mentioned in preceding chapters in the PTB English textbook for grade 5. i.e. phonological and Semantic. To illustrate the findings of both features, the researcher has used Klaus Krippendorff's content analysis to identify these features in the text as well as their importance in the language of each unit of the book. The first feature, the researcher tried to find out in the book is the Phonological one with its following subcategories

Silent Letters

Initial consonants

Long and short vowels

Digraph

Trigraph

Consonant cluster

### Diphthongs

The existence of above mentioned phonological features in the PTB English textbook may allow the researcher to examine the accurate percentage of each feature. The first phonological feature is silent letters; silent letters are an intriguing aspect of English words, and recognizing them is an important part of language learning and understanding the phonetic and historical aspects of the language. They can be found at the beginning, middle, or end of a word with 17 types of silent letters with a maximum percentage of (40%) that have existed on different pages of the PTB English textbook for grade 5.

The second Phonological feature is **initial consonants**, which contain 12% in the book. These are (w)(K) are beginning consonants, (h)(g)(t) is middle, and € sounds are ending consonants there are three types of consonants,

**Initial two consonants:** In the PTB English textbook the types of consonants are in chapter 2 (Be grateful) weep/wi; sleep/sli; p/



**Initial three consonants:** This type of consonant can be found in the poem (I am the earth) on pg.48, straw/str: aw/strong/str: ong/ spring/spr: ing

The third category selected by the researcher in phonological features is long and short vowels. These vowels can be perceived at the end of chapter 3 (women as role models). Vowels can make long and short sounds in words. The percentage of that feature is 10% in the book.

Long Vowels	Short Vowels
Note.	Not
Site	Sit
Neat	Net

### Digraphs

The feature that comes with the number 4 in the PTB English textbook is a digraph, which is a combination of two letters that make a single sound for example; Digraphs can include a combination of vowels and consonants. It contains 20% of the book. The digraphs are repeatedly used in the book but here there are only two examples in the following sentences.

- 1: The farmer is cutting wheat.
- 2: The children are playing in the park.

In above sentences (wh) (ch)(sh)(th) are digraphs

**Trigraph:** This feature is number 5 in the list. A Trigraph is a sound made by the combination of three letters. This feature is 5% out of 100%. The following sentences are vivid examples of Trigraph.

1. The boys are playing in the match.
- 2: Do not fight with each other.

In these sentences (tch)(ght)(sch) are Trigraph which is repeated gradually in the book.

**Consonant Cluster:** Consonant cluster comes at number 6 in the list. It means a consonant cluster indicates a group of two or three letters in a word. Each consonant keeps its sound in the word. The main two types of consonant clusters are mentioned in the book, Initial consonant clusters and final consonant clusters. They are less in quantity than others. i.e. 03%.

Initial Consonant clusters: (sp) (sh) (th)

Final Consonant clusters: (nts) (uts) (fts)

**Diphthong:** The last category is the diphthong; it is a combination of two vowel sounds or letters in a single syllable. The sound begins with one vowel and moves towards another. i.e. soil, flying, plain, a cow, bought in chapter 4, pg.38.

### Semantic features in PTB English textbook for Grade 5:

Five semantic features have been selected to analyze by researchers in the PTB English textbook. These features show semantic presence in the text of the book.

**Homophones.** Homophones are words that sound the same when pronounced, but they have different spellings, meanings, and sometimes, different origins. This category in the PTB English textbook for grade 5 got 20%. The following sentences on pg.60 are relevant examples of homophones.

(Right) You gave the right answer.

(Write) He had to write a report on healthy food.

**Speech Bubbles:** Traditionally, semantics in linguistics focuses on the study of linguistic meaning, analyzing how words and sentences convey meaning in a language. However, in recent years, there has been a movement called Super Linguistics that seeks to broaden the scope of inquiry beyond just language. Pictures, like linguistic utterances, can convey meaning and express propositions. Speech bubbles have been perceived many times in the PTB English textbook for grade 5 with 30% and are evident in pictures of the book

**Homonyms:** Homonyms are words that sound the same and have the same spelling but different meanings. This feature got 20% in the book. The following examples have been taken from the PTB English textbook for grade 5 and are clear examples of homonyms.

Sink: There are some plates in the kitchen sink.

Sink: The ship sinks to the bottom of the sea.

**Compound words:** A compound word is a combination of two or more words that produce a word with a new meaning. This category contains 20% of the semantic features of the book. The following examples from the book pg.58 justify the presence of compound words.

Word 1	Word 2	Compound Words
Sun	Light	Sunlight
Head	Ache	Headache

**Model Verbs:** Model verbs add to the meaning of main verbs. They are used to express ability, and possibility, ask permission, express doubt, and for prohibition. There are ten types of model verbs, can, could, may, might, will, would, shall, should, must, and ought to.

### Discussion

In this portion of the research, several points still need to be evaluated. These points are offshoots of previous discussions and are closely intertwined. , Pakistan has a parallel education system with different objectives. The first system prepares students for local board examinations known as matriculation examinations. This system is adopted by both public and many private sector schools. However, there has been

confusion over the medium of instruction, with successive governments opting for either Urdu or English as the medium of instruction, or in some cases, local or provincial languages like Sindhi, Balochi, or Punjabi. The Punjab textbook board is responsible for designing the curriculum and textbooks for public schools. It ensures that the curriculum aligns with the educational policies and objectives of the government. The syllabus of public schools typically includes subjects such as English, Urdu, mathematics, science, social studies/ ethics, and additional optional subjects

The second education system in Pakistan follows the British educational scheme and leads to the O' level examination. In this system, the medium of instruction is English, and schools generally use imported textbooks. This system is mainly adopted by private sector schools, especially those located in affluent urban areas, as well as some public elite institutions. It's important to note that the specific content and structure of PTB English textbooks may have undergone revisions or updates after September 2021.

To cater to the importance of English as a second language, English language learning is typically included in the curriculum of Pakistani schools. Proficiency in English allows students to access a wide range of resources i.e. opportunities to get admissions and jobs in foreign institutes, including online books and journals that are often available in English. English acts as a bridge between different cultures and communities.

To achieve this, the researcher typically organizes the discussion into three key points, each addressing the research questions or objectives. First, the aspect cultures from Cortazzi and Jin's framework were presented through pictures, names of people, names of places, words, readings, conversation, and others. In the PTB English textbook source culture was almost on every page. Target culture appeared 5% in the form of two poems written by British and American writers. The international culture was 10% and it is higher than the target culture. There are 5 vivid examples of international culture in the book and the researcher has already explained them in the finding section.

The second point of discussion In the PTB English textbook is the use of language and linguistic features. The researcher has selected two linguistic features. i.e. Phonological and semantic with their subcategories. The phonological feature holds (Silent letters, initial consonants, long and short vowels, digraphs, trigraphs, consonant clusters, and diphthongs The semantic feature contains subcategories (Speech bubbles, homophones, homonyms, compound words, and model verbs). The researcher analyzed all above mentioned linguistic categories one by one and observed evidence about all these features in the PTB English textbook.

The third point examined by the researcher is the role of English as a second language in curriculum development at the primary level in Pakistan. Grammatical contents, and vocabulary presented in the book are beneficial for students to enhance the intellectual abilities of students to learn a foreign language. The researcher also tried to highlight the importance of English as an international language in Pakistan.

## **Conclusion**

The researcher examined cultural representation through linguistic features in the PTB English textbook for grade 5. As Brown (2007) explains, "A language is a part of culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either culture". Culture is a fundamental component of any language, and, learning any language is not fairly

accomplished without learning culture and putting the language in a cultural context. And PTB English textbook is a relatively true model of a strong nexus between language, culture, and education. To show the close relationship between language and culture, the two linguistic features. i.e. Phonological and semantic features with their subcategories have been applied to discuss the role of English as a second language in curriculum development

Phonological Feature: (Silent letters, Initial consonants, long and short vowels, digraph, trigraph, consonant cluster, diphthongs)

Semantic Feature: (Homophones, speech bubbles, Homonyms, compound words, model verbs)

The researcher formed three questions to construct the basic line of that study. The first question sheds light on the concept that to what extent the PTB English textbook for grade 5 is a true representation of culture. The book comprises 14 chapters and each chapter has obtained evident examples of culture. The second question consists of the fact that how cultural ideologies are presented through language use and linguistic features and more specifically phonological and semantic features. The third and last question highlights the importance of the English language in curriculum development. To support and define these above-mentioned questions researcher implemented Byram's model of ICC (Intercultural communicative competence) to find social interactions, attitudes, knowledge skills, etc. The researcher tried to evaluate cultural elements embedded in almost all 154 pages of the book. The linguistic part of the research question has been explored through a deep investigation of the textual properties of the book through the basic steps of Krippendorff's content analysis.

The textbook covers a wide range of language components, including grammar, vocabulary, reading comprehension, writing skills, and speaking/listening exercises. The topics are thoughtfully selected, catering to the interests and experiences of fifth-grade students while aligning with the curriculum guidelines. The PTB English textbook for grade 5 provides a well-rounded curriculum for students to develop their English language skills. With its comprehensive content, engaging presentation, and thoughtful progression, it serves as an effective tool in enabling students to become proficient communicators in English. However, supplementing it with additional resources and activities will further enrich the learning experience.

The cultural aspects of the book have been analyzed by Cortazzi & Jin's categories of source culture, target culture, and The integration of theoretical and empirical literature in the current research not only enriched the knowledge, but also provided a valuable context for understanding the significance of cultural aspects in language education. The results of the present study expose that in Pakistan, learning English as a second language at the primary level is a difficult task both for teachers and students. Thus, an ESL instructor must have wide knowledge about foreign/native culture or English language teaching (ELT). As (Zhao, 2011 p.850) states second language learning is often second culture learning, and cultural competence is an integral part of language competence.

The data analysis of the research exposed that there is a significant connection between all three variables. The main distinction of the current study lies in its focus on curriculum development and the evaluation of new English textbooks for primary-level students in Pakistan. Unlike the reviewed studies, which may have focused on existing textbooks or different educational settings, this research specifically assesses the content

and cultural aspects of newly developed textbooks intended for English language learning in Pakistani primary schools.

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