Cultural Representation In English Textbook For Grade Iv Based On Single National Curriculm 2020

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ABSTRACT

In the contemporary globalized world, culture has attained increased significance as human societies have become closer. The scholars have attempted to unveil how culture plays an intricate role in social productions. The academic discourse too has attracted the researchers to examine how different cultures are reflected. In the development of intercultural communicative competence in learners, depiction of various cultures in English textbooks plays a vital role. However, there is a scarcity of comprehensive research studies concerning the description of various cultures in the English textbooks of Pakistan. The present study aimed at finding out the representation of various cultures in the English textbook for Grade IV based on the Single National Curriculum SNC (2020) used in the government schools of Pakistan at the Primary Level, providing an overall view regarding the state of cultures in the English textbook for Grade IV. It was a mixed-method study in which content analysis was employed. The contents of reading passages of the textbooks were categorized and analyzed both quantitatively and qualitatively using the scheme of Cortazzi and Jin (2013). As regards the load of various cultures, elements of the source culture(s) dominated with 97% instances of mention and 58% instances of depiction. It was followed by neutral and target culture(s), respectively. In connection with the portrayal of cultural variables, the representation of history aspect is more than the aspect of customs and traditions. Target culture(s) was not covered adequately in the textbooks. There is no representation of international target culture(s). In the light of these findings, recommendations have been made for textbook writers and for further research.

Key Words: Single National Curriculum, Source culture(s), Target culture(s), International target culture(s).

INTRODUCTION

The intricate and close relationship between language teaching and culture has been an area of interest for academicians, educationists, and researchers. Cultural representation is an important aspect of education, especially in English textbooks at the primary level. It is generally acknowledged that English is the most important languages in the world.To facilitate communication and globalization, several nations teach their citizens English. In Pakistan, English is learned in many educational institutions to support Pakistanis in this globalization era. English might be learned anywhere: online, in courses, and in schools. Even though English is spoken in numerous nations, each one has its own accent and vocabulary choices. The nation's culture has an impact on the characteristics. Perhaps for this reason, learning a language also teaches us about the culture.

The English language has turned into a worldwide peculiarity that rises above boundaries, societies, and countries. Baker (2011), Li et al. (2021),Hu et al. (2021), and Nault (2006) suggested that the four essential functions of ELT—listening, speaking, reading, and writing—should incorporate the use of textbooks to teach culture.As a result, cultural representation in English textbooks have been the focus of many researchers (Davidson & Liu, 2020; Weninger& Kiss, 2013; Thumvichit, 2018). The significance of English as a global language has increased as the world becomes more interconnected (Crystal, 2003). English use as a universal language also gives voice to the world's cultural diversity. The significance of cultural representation in English-language materials has increased in this context (Kramsch, 1993).

Culture and language are inseparable and cannot exist separately. For effective language learning, understanding of culturally unique situations as well as the linguistic conventions is necessary. A language's evolution is frequently influenced by the culture of the community that speaks it (Ariawan, 2020; Kartika Putra et al., 2020; Yanhong Liu et al., 2021). It should be mentioned that if students and books have strong enough intercultural contact, then good education is anticipated (Kozlova & Ryabichenko, 2021).

Researchers in the discipline have been interested in the relationship between language acquisition and culture. The way that culture is portrayed in materials for teaching and learning English is one of the characteristics that is examined. A number of empirical studies have looked into how educational textbooks from Western or English-speaking countries—also known as the "inner circle"—more frequently incorporate or represent cultural elements, such as literature, as one of the most prominent manifestations of culture, in comparison to those from the outer and expanding circle nations (Andarab, 2019; Baleghizadeh& Amiri Shayesteh, 2020; Lazim Al-Taan, 2020; Lestariyana&Nurkamto, 2022).

Arslan (2016) asserted that individuals need to equip themselves with cultural knowledge to be proficient communicators. Furthermore, certain academics agree that culture and language are intrinsically connected. Risager (2012) described that as culture and language relate to actual society, it is difficult to separate them. This implies that culture is everything that people have accomplished throughout history.

The phenomenon of incorporating culture into textbooks for teaching English as a second language or as a foreign language is widely acknowledged, given the close relationship between language and culture. Teachers prefer to use textbooks as media resources to teach cultural features since they are well-known to play a vital part in classroom instruction. According to (Doro, 2013), selecting a textbook is important as it offers guidance and examples for discussing and interpreting culture. Many textbook authors prefer to include sections with cultural significance to pique the interest of the reader. In addition to piquing learners' interests, cultural information expands their knowledge base.

With the recent implementation of the Single National Curriculum (SNC) 2020 in Pakistan, it has become crucial to analyze how cultural representation is being incorporated into English textbooks at the primary level. English textbooks must be in line with the goals of the SNC 2020, which emphasizes the importance of a balanced representation of cultures and values in education. In this situation, it is worth considering how cultural representation is being communicated in English textbooks for primary level students in Pakistan, and what steps can be taken to further develop it. This topic is significant because it influences students' understanding of their own culture and the world around them, and can help to promote empathy, tolerance, and cultural diversity

The textbook is the primary source of instruction for teachers in Pakistan. Following the curriculum employed, the textbook conforms to the syllabus. Single National Curriculum (SNC), 2020 is the curriculum now in use. Students' character development and well-being are the main goals of the current curriculum. The Ministry of Education in Pakistan advises schools to use textbooks as a tool to help teachers and students meet educational competency. The curriculum has been a guide for educational institutions by the Ministry of Education in Pakistan.

Pakistani education aims to achieve the objectives specified by the government, which are founded on the nation's ideology and cultural characteristics. Recognizing that textbooks play important roles in education, particularly in the teaching of English, it is necessary to arrange the English textbook evaluation process to ensure that the English textbook is appropriate. According to (Faris, 2014), there are a variety of elements that can impact a person's choice of textbook, from financial concerns to the book's cover or appearance. The existence of cultural material is typically not the basis for the textbook selection process; instead, the contents of the textbook are typically not considered. (Cortazzi& Jin, 1999) claim cultural content evaluation is typically not given priority in textbook evaluations. As each learner's cultural background is unique and cannot be equalized, the contents of textbooks are typically not in line with it.

Particularly the context of Pakistan, research studies by Mahmood et al. (2012) and Habib (2014a)emphasized the importance of cultures and their incorporation in teaching materials, but no work is done with reference to English textbooks based on Single National Curriculum 2020 at primary level, whether the new curriculum is in line with it or not. The implementation of Single National Curriculum (SNC) 2020 highlights the need to analyze cultural representation in English textbooks. The present study particularly designed to explore the cultural load and representation in English textbook for Grade IV based on Single National Curriculum 2020. The focal point of the study is to investigate the educational texts with reference to representation of source culture, target culture and international culture.

LANGUAGE COMPETENCES

According to the Oxford Dictionary's 2008 definition, the ability to perform something successfully is competence. So, linguistic competence would be demonstrated by effective use of language. Chomsky (1957), who was primarily interested in the internalized knowledge of native speakers, is credited with developing the phrase "linguistic competence". However, grammatical competence or linguistic competence has remained the key component in both definitions of communicative competence (Hymes, 1972) and intercultural communicative competence. 'The basis for communicative competence was laid by linguistic competence with minimal or no focus on context. It is the ability for precise, suitable, and flexible utilization of L2" (Yule, 2016, p. 216).Grammatical competence is the first component, sociolinguistic competence is the second, and strategic competence is the last. Under the general heading of "Communicative Competence," Canale (1983) has discussed four competencies. These are grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Grammatical competence suggests that one has control over both verbal and nonverbal language code. The rules and characteristics itincludes "vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics." Understanding and accurately communicating the literal meanings of the utterances are made possible by grammatical proficiency "(Canale, 1983, Tahir,T, K. Khan, Aurangzeb,W.(2019).

Discourse competence relates to Understanding "how to combine grammatical forms and meaning to achieve a unified spoken or written text in different genres" is necessary for this skill. The term "genre" simply refers to the type of text; for instance, it may be used to describe an oral or written tale, a business letter, a scientific report, an argumentative essay, or a list of instructions; each of these texts represents a different genre. Coherence in meaning and cohesion in form are two

crucial discourse competency abilities that are employed to create cohesiveness in the text (Canale, 1983, Batool,S. , Tahir. T, Gul .R, Nawaz .H 2022).

Sociolinguistic competence implies social use norms. According to the study, it "addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as participants' status, the interaction's goals, and social norms or conventions" (Canale, 1983, Batool, S., Tahir. T., Gul, R., Ishfaq, U. (2021).). Both the message and the form must be acceptable for anything to be considered appropriate.

Strategic competence refers to understanding of both verbal and nonverbal communication techniques that are used to either enhance or compensate for communication failures caused by a variety of factors.

Some academics are hesitant to use the pedagogic paradigm of communicative competence. According to Alptekin (2002, Khan,K., Aurangzeb,W,Tahir,T.(2020). a lot of educational environments still use the communicative competency model associated with communicative language instruction as a framework for curriculum design and classroom practice. He rejects the pedagogic approach as it predicated on the idea that a native speaker has superior communicating competence.

TEXTBOOKS

Textbooks plays an important part in enhancing the teaching and learning process as well as in the development of several linguistic abilities. Although many new devices are quickly replacing textbooks, textbooks continue to serve as the main guiding concept of many foreign language courses around the world (Davcheva& Sercu, 2005, p. 90). Cortazzi and Jin (2013) listed seven significant functions that textbooks can carry out in terms of culture. They can act as a trainer, an authority, a de-skiller, a resource, a teacher, a map, an ideology. A textbook can serve as a substitute for a teacher because it contains knowledge on the cultures of individuals who speak English. It can also serve as a map since it gives a systematic summary of various linguistic and cultural concepts, guiding teachers and students as to what must be covered and summarizing the steps to be taken during lessons. Most cultural subjects are included in the content outlines of textbooks. It can help as a resource since it contains a variety of contents and activities which teachers and students can select those, that are most beneficial and appropriate, ignoring the rest or only covering it quickly. Many teachers still rely primarily on their textbooks for cultural information since their teaching environments do not readily provide access to supplemental materials related to the target cultures. It provides guidanceas a trainer by giving untrained or inexperienced teachers instructions and explanations by way of pre-made exercises, activities, and concepts. A textbook is regarded as an authority, since it is prepared by subject-matter specialists while considering the most recent theories and research. A textbook can also de-skill teachers since they can become overly dependent on it, which can limit their ability to be creative and think critically. As an ideology textbook contains information that expresses the author(s)' worldview and could unintentionally influence both teachers and students.

MATERIAL EVALUATION AND ITS IMPORTANCE

Materialevaluation is the process of determining the potential worth of a collection of educational resources. It entails making decisions regarding how the material will affect the individuals using them (Tomlinson, 2013, Gul, R., Ahmad, I., Tahir, T., Ishfaq, U. 2022). According to Macdonough and Shaw (2013), evaluation is essential, because choosing the wrong textbooks or resources could waste both time and money. Additionally, making such a poor decision could demotivate both teachers and students. According to the researcher, evaluation must be made a requirement in cases when teachers and students totally rely on instructional materials or textbooks to determine and improve their quality.

SINGLE NATIONAL CURRICULUM 2020 FOR ENGLISH LANGUAGE AND CULTURE

The curriculum specifies five competencies and eight standards for the main learning areas of English language. The fifth competency describes what must be done to impart pupil's personal social, moral, and emotional development through the texts and teachings they are given in class. Through the selection of appropriate materials and activities, this competency is integrated into the other four competencies. Competency 5, "Adequate Ethical and Social Development," is the competency that is most closely related to culture. It only has one standard, in contrast to other competencies. In this connection it is claimed that all pupils will develop ethical and social traits and values appropriate in a multicultural, civilized society. In its rationale, it is stated that textbook content should expose students to realistic diverse learning because the world is increasingly becoming a global village because of people having regular intra- and international contacts with each other having different cultures and languages. Additionally, it will help them to form their own worldview.Texts that depict diverse groups and multiple viewpoints raise knowledge of contemporary concepts, themes, and problems. Additionally, they impart moral principles and social values that are important in a multi-cultural community. The reading texts, writing, and speaking activities in class should set appropriate traits and values to develop this ability. There are three benchmarks for this competency. They are listed below:

Benchmark 1: Students need to understand the significance of choosing a sustainable lifestyle, developing a greater awareness of the environment, and being conscious of safety and security measures.

Benchmark 2: To develop qualities like tolerance, respect, equality, and gender justice in them, which are the fundamental tenants of Islam and other religions, students must understand and experience a feeling of interconnectedness with their society and the larger world.

Benchmark 3: It is important to cultivate in them a sense of social cohesion, harmony, and inclusivity.

To meet the benchmarks established in the syllabus. Twenty-one themes are also listed for the content and topics of instructional materials. Subthemes have also been presented for each grade. According to the text, these themes should foster moral and social values appropriate to the Pakistani setting as well as awareness, tolerance, and understanding of international audiences. The selected content shouldn't be biased or prejudiced and should show gender and cultural

neutrality. A thematic theme and a specific talent have no direct relationship. Any topic can be used to teach a wide variety of skills. Some topics are better suited for imparting fundamental transactional abilities that provide an immediate communicative goal. In one-unit various themes can be blended.

It was observed that the document's Student Learning Outcomes (SLOs) have been grade-by-grade described in great depth for the first four competencies, but not for competency number five, where the same standard and benchmarks are repeated for the same skill. It implies that appropriate instructions on that specific competency are not given to diverse stakeholders.

RESEARCH OBJECTIVE

➢ To find out the load of source culture, target culture, and international target culture in English textbook for Grade IV based on Single National Curriculum 2020.

SIGNIFICANCE OF THE STUDY

The recent study is particularly designed to explore the cultural load and representation in theEnglish textbook for Grade IV based on Single National Curriculum 2020, whether it is in line with the objectives set for cultural harmony in the guidelines set for the newly implemented curriculum.

This study holds importance in terms of multicultural understanding, promoting cultural identity, educational equity, critical thinking, global perspectives, and informing curriculum development for a more inclusive education system. Findings from this study may provide direction to policymakers, curriculum developers, and textbook authors in designing more culturally relevant and culturally inclusive educational materials. It may contribute to the improvement of future editions of English textbooks, ensuring that cultural representation is accurate, diverse, and reflective of the society in which students live.

Overall, the evaluation of cultural representation in English textbook is significant as it influences students' perceptions, attitudes, and understanding of different cultures. By fostering inclusivity, cultural awareness, empathy, and critical thinking, this study can contribute to the development of a more inclusive and culturally responsive education system.

RESEARCH DESIGN

To achieve the study's objectives of determining the cultural load and its representation, the study employed a mixed-method approach, meaning that both qualitative and quantitative techniques were used for data collection and analysis. To fully comprehend the phenomenon, it served to compare the outcomes from the two procedures. Furthermore, by using the mixed method approach the researcher also assessed the validity of the research instruments. Furthermore, it helped to find the reliability and consistency of the data. In this connection, the model of QUAN→qual presented by Creswell (2012) was used, which is an Explanatory sequential is mixed method that comprises a two-phase study where a researcher gathers quantitative data in the first phase, examines the results, and then employs a qualitative phase to assist and explain the quantitative conclusions. According to Creswell (2012) "the main advantage of this method is that the strengths of the qualitative data offset the weaknesses of the quantitative data, and the strengths of quantitative data offset the weaknesses of the qualitative data" (p. 263).

RESEARCH INSTRUMENT

For the collection and analysis of data, the method of Content Analysis was employed.

Content Analysis

According to Krippendorff (2013) "Content analysis is a research technique for making replicable and valid inferences from texts to the context of their use." According to his theory, content analysis helps the researcher to thoroughly comprehend the research subject and gain fresh perspectives on it. There are two types of content analysis: qualitative and quantitative. According to Dörnyei (2007), qualitative content analysis is the latent level analysis since it involves a second-level, interpretative analysis of the underlying deeper meaning of the data, whereas quantitative content analysis is a manifest level analysis that aids in providing a descriptive and objectives overview of the surface meaning of the data (p. 246). Zhang and Wildemuth (2009) state that "Qualitative content analysis "examines meanings, themes, and patterns that may be manifest or latent in a particular text, going beyond merely counting words or extracting objective content from texts." (p. 308).
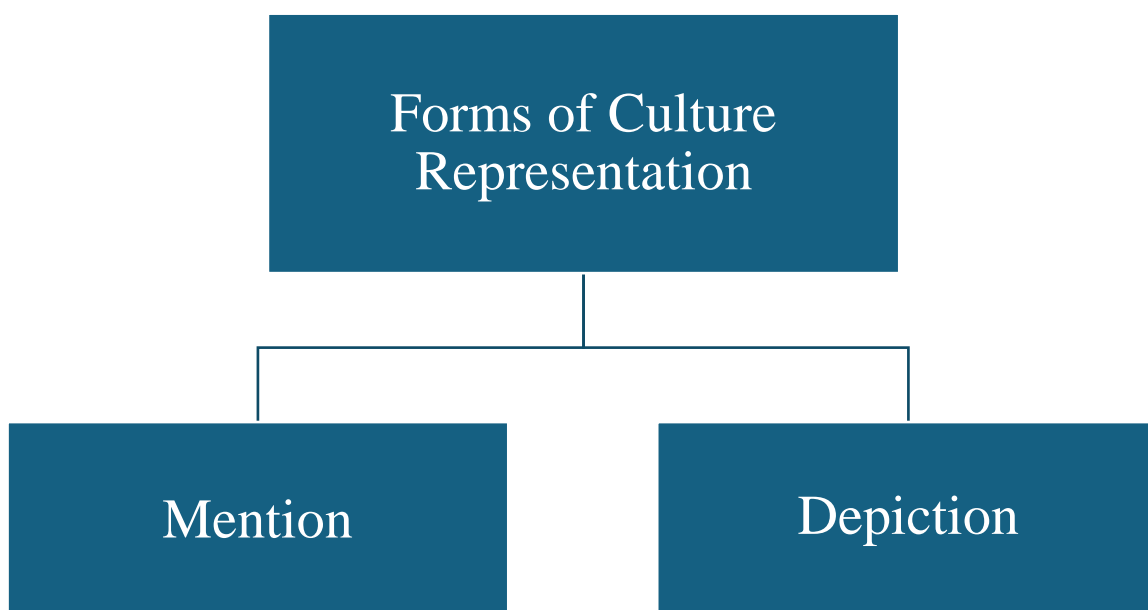
As the primary objective of the research was to understand the variety of cultural aspects and how they were portrayed, it was thought to be essential to use both quantitative and qualitative content analyses to carefully review the content found in the prescribed textbooks. Culture is a very broad term encompassing many things, the study is delimited to the two aspects history, and,customs and traditions.

Different frameworks were employed to analyze selected textbooks at different levels. First, a modified version of Cortazzi and Jin's (2013) framework was used. Course materials related to source, target, and international target cultures are discussed. To accommodate passages that didn't fall within any of the three previously indicated categories, a fourth, neutral category was included as well. As a result, the contents of each reading passage were categorized using this framework. For the second level of analysis, two aspects were used to determine the presence of various cultural elements across cultures: source, target, and international target cultures. These aspects included history and customs and traditions. A third kind of framework was also used to evaluate the load and density of different cultures. It falls into two main categories: mention and depiction. Below is an illustration of them:

➢ **Mention:** A mention is defined as the name of a person, place, or thing is stated without any additional information.

➢ **Depiction:** A depiction is defined as the detailed description of the name of a person, place or thing is stated in multiple sentences.

The study was confined to reading sections, which included dialogue, essays, stories, and poems. As a result, several analytical units were applied in each situation. In essays and short stories, the unit of analysis was regarded as a paragraph. For poems, the unit of analysis was a stanza. A poem contains three instances of depiction if it has three stanzas. One adjacency pair was counted as an instance of depiction in reading sections that contain dialogue. When a paragraph has multiple themes, any depictions that are found are counted in accordance with the number of themes in the paragraph

Categories of Culture

Source Culture

Target Culture

International Target Culture

Forms of Culture Representation

Mention

Depiction

DATA ANALYSIS
The first part presents quantitative content analysis of the textbook, and the second part present qualitative content analysis.

Quantitative Content Analysis
Reading passages of textbook along with the number of instances of *mention* and *depiction* of diverse cultures have been presented in the Table1.

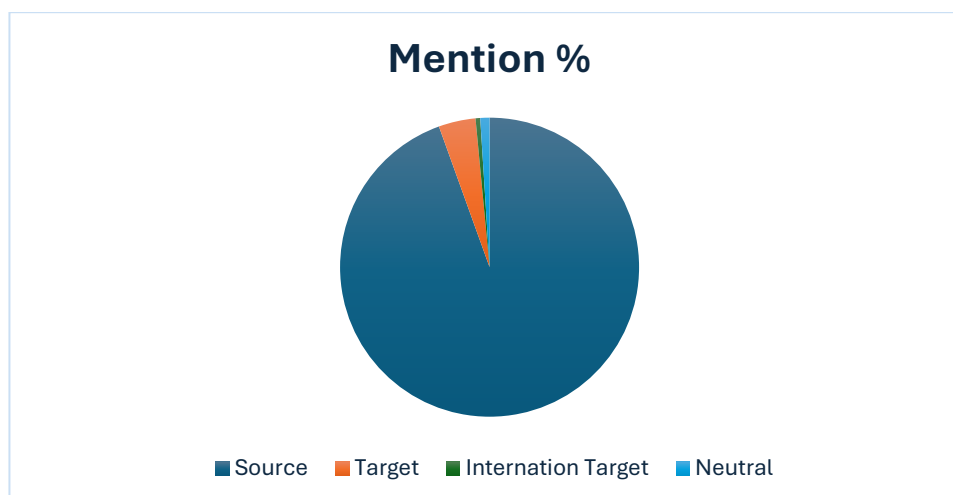**Table 1 Representation of Cultures in the Textbook of Class 4**

S.No.	Reading Passages	Source C		Target C		International C		Neutral	
		M	D	M	D	M	D	M	D
1	Great Caliphs of Islam	50	9	-	-	-	-	-	-
2	Beauty of Nature	-	-	-	-	-	-	-	3
3	The Journey of Chocolate	-	-	4	1	-	-	-	4
4	The Pride of Pakistan	17	7	-	-	-	-	-	-
5	Thank You, Lord	1	4	-	-	-	-	-	-
6	Valuing others	-	3	-	-	-	-	-	-
7	Colours of Pakistan	76	9	-	-	-	-	-	-
8	Good Study Habits	-	5	-	-	-	-	-	5
9	Manners	-	1	-	-	-	-	-	-
10	Be Aware, Be Safe	-	-	-	-	-	-	-	9
11	The Fox and The Stork	-	-	-	-	-	-	1	4
12	Time to Think	-	4	-	-	-	-	-	-
13	Little Things	-	-	-	-	-	-	-	4

Table 2 Representation of Cultures in the Textbook of Class 4

Cultures	Mention		Depiction	
	No.	%	No.	%
Source	144	97	42	58
Target	04	02	01	01
International Target	-	-	-	-
Neutral	01	01	29	41
Total	149	100	72	100

Tables1 indicates the *mention* and *depiction* of source, target, international and neutral culture in English textbook for Grade IV based on SNC 2020 used in Pakistan. The Table indicate that the textbook for class 4 has 13 reading passages.

As to *source culture(s)*, the Table 2 indicates that elements *of source culture(s)* are mentioned 144 times representing 97% of the total cultural elements mentioned in the reading passages. Likewise, the occasions or situations wherein detailed information is provided pertaining to Pakistani cultures are 42 representing 58% of the total occurrences. As for *target culture(s)*, indicates that the total cultural elements mentioned in the reading passages are 4 representing 2% to them. Similarly, the occasions where they are depictedin detail are 1 representing 1%. As regards *international target culture(s)*, Tables indicate that there is no representation of international target culture(s) in the form of mention and detailed description. As for *neutral* passages, the Table indicates they are referred to 1 time in the reading passages representing 1% of total occurrences, wherein 29 situations representing 41% where in detailed information pertaining to it is provided. The results exhibit that as far as the category of *depiction* is concerned, the category of *source culture* dominates with 58%followed by *neutral passages* with 41%. The category of *target culture(s)* is in third with 1% and there is no representation of international target culture. The results indicate that *target* and *international target* cultures have not be given cover considerably. As far as the category of *mention* is concerned, elements of *source culture(s)* dominate with percentage of 97% followed by *target culture(s)* with 2%, *and neutral w*ith 1% of the total occurrences. There is also no representation of international target culture(s) in this category. As for this category, the results indicate that elements of *target culture(s) have* not given sufficient coverage in the textbook and international target culture(s) is absent.

Depiction %
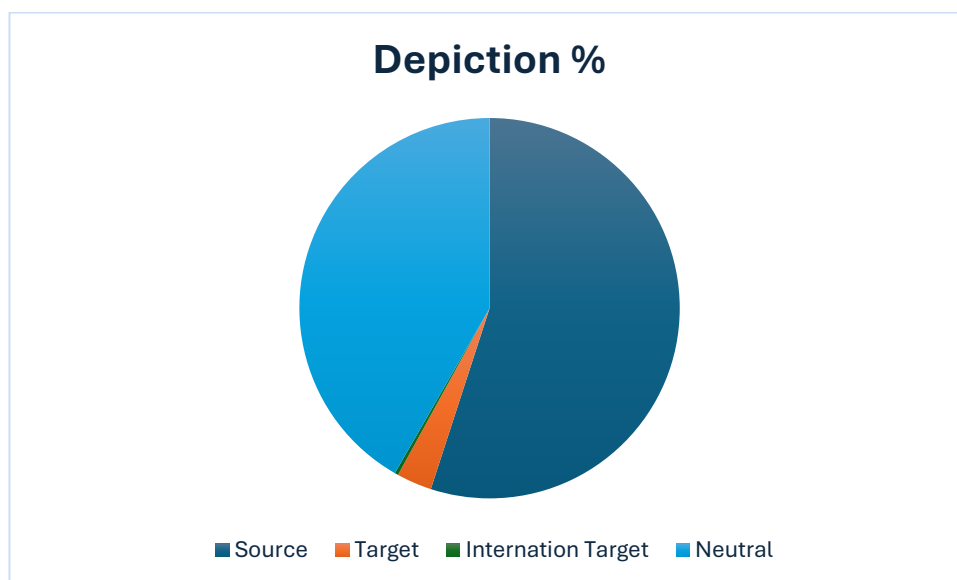
Qualitative Content Analysis

Presentation of cultural variables of *source*, *target* and *international target* cultures qualitatively in terms of History, and, Customs and traditions.

History

Table 3Representation of different cultures in terms of History

Elements of History	Nature	Represented culture	Depth of culture in content
Great Caliphs of Islam	Moral characters	Source culture	The first caliphate, Rashidun Caliphate, was ruled by the four Rashidun (rightly guided) caliphs: Hazrat Abu Bakr رضی اللہ تعالیٰ عنہ, Hazrat Umar رضی اللہ تعالیعنہ, Hazrat Usman رضی اللہ تعالیٰ عنہ and Hazrat Ali رضی اللہ تعالیٰ عنہ.Caliphs were religious and political leaders of the Muslim world. They were close companions of Hazrat Muhammad رسول اللہ خاتم النّبین ﷺ.They ruled under the guidance of the Holy Quran and teachings of Hazrat Muhammad ﷺ رسول اللہ خاتم النّبین.
The journey of Chocolate	Technology	Neutral Target culture	Chocolate came from Central and South America to Spain in 1500c through. Spanish explorers who brought it back with them. It became very popular and soon spread throughout Europe. You would be amazed to know that chocolate comes from cocoa trees in its raw form.
The pride of Pakistan	Patriotism	Source culture	There were many big galleries, huge slabs and walls. These galleries and slabs had different names; Rebirth of a Nation, the Quaid and the Armed Forces, Shuhada Corner, Nishan-e-Haider Gallery, Life at Siachen, Kashmir Corner, etc.Nishan-e-Haider means"Mark of the Lion". The pictures of the martyrs made us so proud. Those were our heroes!

There are three passages representing the culture in terms of history. The passage "Great Caliphs of Islam" describes the history of the source culture by informing the learners about the Rashidun Caliphate, ruled by the four caliphs: Hazrat Abu Bakr, Hazrat Umar, Hazrat Usman, and Hazrat Ali. These caliphs were religious and political leaders of the Muslim world. They were close companions of Hazrat Muhammad. They ruled under the guidance of the Holy Quran and the teachings of Hazrat Muhammad. The passage "The Journey of Chocolate" delves into the history of chocolate in a neutral way and mentions it in the form of the target culture. The passage "The Pride of Pakistan" pointed out the history of source culture by informing the learners about the Pakistan Army Museum in Lahore by giving a detailed description.

Customs and traditions

Table 4 Representation of different cultures in terms of Customs and traditions

Elements of Customs and traditions	Nature	Represented culture	Depth of culture in content
Colours of Pakistan	Culture and festivals	Source culture	Pakistan is a country with a rich cultural heritage. It is comprised of different cultural groups like Punjabis, Sindhis, Balochis, Pakhtuns, Kashmiris and Gilgit-Baltistanis. These cultural groups reflect a range of amazing traditions, dresses, foods and languages. Islamic values and teachings are common factors shared by all cultures of Pakistan. A number of religious and regional festivals are celebrated here. Eid-ul-Fitr and Eid-ul-Azha are two major religious festivals of Pakistan.

The passage "Colours of Pakistan" provides detailed description of source culture in terms of Custom and traditions. The passage accommodates the information about all cultures of Pakistan. The passage also highlighted the different regional and religious festivals. It also points out the festivals of other communities like Christians, Hindu, Sikh and Parisis.

CONCLUSION

The textbook comprises 27% of reading passages with cultural content, predominantly featuring elements of the source culture(s).The representation is overwhelmingly skewed toward source culture(s), which constitute 97% of the mentions and 58% of the depictions. Neutral and target cultures are minimally included, with target cultures being the least represented. There is no depiction of international target cultures. Source culture elements dominate in both forms of representation—mention and depiction—highlighting an imbalanced portrayal of cultural diversity. There is a marked emphasis on historical references, which are significantly higher across both categories of representation (mention and depiction).When comparing forms of representation; depictions are more prevalent than textual mentions, indicating a preference for visual cultural communication over descriptive content

RECOMMENDATIONS
1. The findings of the study indicates that the cultural load of the English textbooks of is 27%. Therefore, it is recommended that efforts may be made for improving the cultural load in the textbook of class 4th.
2. With reference to the load of various cultures, elements of source culture(s) (97%M, 58%D) dominated. They are followed by the Neutral (4%M, 3%D) target (0.5%M, 0.3%D) cultures respectively. There is no representation of international target culture(s). Therefore, it is recommended that a balanced approach should be adopted while delineating local and other cultures. For this purpose, works of Pakistani English writers as well as global literature/world literature in English written by American, British, African, South Asian, Mid-Eastern, African, Russian and other European writers may be very useful.
3. Textbook writers may select culturally loaded literary works, such as poems, short stories and essays written by people from various cultural backgrounds as recommended by various researchers (Mansoor, 2002; Gómez, 2012).
4. The textbook does not have instructions for teachers on teaching of cultures. Teachers may be provided instructions in the textbook for teaching culture(s).
5. It has been observed that instructor manual is not available with the textbook; therefore, it is strongly recommended that the textbook may be accompanied by instructor manualwith detailed guidelines pertaining to both linguistic and cultural aspects.
6. It has also been observed that the purpose of exercises and activities in the textbooks and instructor manuals is to enhance the linguistic skills of the students only. Therefore, it is strongly recommended that the textbook writers may include such activities and tasks in the textbook and instructor manual whose function is not only to enhance linguistic skills and critical thinking of students but also to develop Intercultural Communicative Competence(ICC) in them.

FUTURE RESEARCH
Recommendations for Future Research:
1. The present study was just delimited to reading passages of the English textbook for Grade IV. It is, therefore, suggested that similar studies may be conducted to investigate tasks and exercises in thetextbook.
2. Literature in the field shows that at Primary Level multimodal texts are used. Nevertheless, there are only few studies that have analyzed pictures and images in the textbooks. In Pakistan, same is the situation; therefore, it is suggested that such studies may be conducted that investigate the impact of pictures/images in the meaning making process.
3. Students and teachers consume the texts, and it is generally said that Intercultural Communicative Competence (ICC) can be achieved if we have proper textbooks; it is, therefore, recommended that studies may be conducted to measure the effects of such texts on both students and teachers.

4. Relevant literature in the field also indicates that the textbook writers pay attention to static aspects such as holidays, foods, or dances, etc. and not to the dynamic aspects of cultures (Gómez Rodríguez, 2015; Liddicoat et al., 2003). It is, therefore, recommended that textbook may also be investigated from this perspective.

5. The objective of the present study was to find out the cultural load and representation of various cultures in the English textbook for Grade-IV used in the government schools only. It is also recommended that English textbooks used in private schools/institutions of Pakistan may also be investigated.

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