

**Investigating the Compatibility of ELT Material with Pakistani Culture**

**Saba Zaffar**

RIPHAH International University, Faisalabad, Pakistan

**Dr. Noshaba Younus**

RIPHAH International University, Faisalabad, Pakistan

**Muhammad Amjad**

RIPHAH International University, Faisalabad, Pakistan

**Corresponding Author: \* Muhammad Amjad [mamjadfsd@gmail.com](mailto:mamjadfsd@gmail.com)**

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**ABSTRACT**

*This mixed-methods study explored the role of cultural representation in English Language Teaching (ELT) within the Pakistani context and examined its impacts on language learning. Specifically, it investigates the cultural compatibility of intermediate-level ELT materials to record the impact of ELT texts, the influence of the texts on language learners' perceptions, and to discuss the cultural perspective regarding ELT materials. The study evaluates the textbooks prescribed by the Punjab Textbook Board (PTB) for cultural relevance, highlighting instances of cross-cultural contrasts and elements irrelevant to Pakistani culture. It focused on identifying the cultural relevance in the English textbooks authored by foreigners with limited knowledge about the learners' culture. A Likert-scale questionnaire was administered to learners to collect data, and the learners' responses were analyzed using MS Excel and R. The findings revealed that a significant portion of the content lacked cultural alignment, which may influence learners' engagement and comprehension. These results underscore the need for culturally responsive materials in ELT to enhance relevance and learner motivation in the Pakistani context.*

**Keywords:** ELT, Hidden Curriculum, Cultural Contrast, Content Analysis

**INTRODUCTION**

Textbooks, along with many other factors both within and outside of the classroom, are crucial to the academic success of students. Additional considerations might involve acquaintances, instructors, academic pursuits, extracurricular activities, games, the media, and society, all of which have their importance. However, students spend most of their time studying the prescribed textbooks, particularly in Pakistani society, so they might be seen as being more significant than other factors. Students study the prescribed textbooks, participate in class activities and discussions, and complete the end-of-lesson exercises to prepare themselves for tests and examinations. Instructors teach various lessons from these prescribed textbooks by designing classroom activities and through discussions.

The current study deals with the investigation of cultural compatibility in English language teaching material and its effects on language learners. It also investigates how much ELT material is compatible with the psychological perspective of the intermediate-level learners. It is a fact that language and culture are inseparable parts. Their relationship is so interconnected that they are often considered synonyms. On the one hand, language is used to convey one's cultural feelings, values and interact with others; on the other hand, culture is rooted in the language. Brown (1995) has summarized the interconnectedness of language and culture by saying that a language is a component of culture, and culture is a component of language. A unique demographic is generally highlighted by a specific language. It is hard to comprehend an atmosphere unless you have an intimate contact with it. Both are so intimately associated that they cannot be separated without losing either language or cultural meaning. Learning a new language requires knowing its alphabetic system,

word arrangement, and grammatical rules as well as being familiar with the customs and behaviors of that community. Because language is so established in a society, it is essential to take that culture into account while acquiring or instructing a language. The global usage of the English language has made it worthwhile around the globe and almost all non-native English countries are trying their best to learn and teach the English language in their daily lives, since they have to use English to keep pace with the growing world. Language learning consists of communicative competence that simply means two aspects: first, the components of language that are phonology, vocabulary and grammar, and the second is the use of language in its socio-cultural context.

The countries, including Pakistan, have their own cultural and religious values. When trying to teach or learn the English language, the learners often face confusion between its associated culture and their own traditions. A language brings its culture with it, and nobody can deny this fact, so the issue of compatibility arises here. For the Pakistani learners, it is a major problem to teach the English language and make it compatible with our cultural norms and Islamic ethical values. We teach English literature at college and university level, but that is a part of ELT. Thus, we can consider the English literature taught in our classes as a part of ELT materials, as the study of literature is important to develop the four language skills. The controversy starts here, as most of the language teachers believe that a language must be taught and learnt in its true cultural and social context, as the native speakers do. Some of them argue that there is a gap between the cultural aspects of the English language and Islamic values. That is why, this study investigates all these perspectives faced by many ELT learners.

### **The Statement of the Problem**

Students face challenges because several lessons and units in the textbook are irrelevant and fail to support the development of English-speaking skills. Parents have expressed dissatisfaction with the lesson content, and the students themselves admit their inability to read the English lessons aloud to their parents or provide accurate Urdu translations. This study makes several important contributions: it offers guidance for developing teaching materials, including textbooks that minimize the emphasis on foreign cultures while better reflecting local cultural norms and Islamic values. Furthermore, it seeks to encourage the use of language within its appropriate sociocultural context.

### **Significance and Objectives of Research**

This study investigates the cultural compatibility of English language teaching (ELT) materials used at the intermediate level in Pakistan, focusing on the short story "*The Gift of the Magi*" and the one-act play "*Heat Lightning*." Previous research has examined cultural elements in localized and global ELT textbooks, often through comparative analysis of materials across grade levels. This study narrows its scope to the evaluation of specific texts to explore their alignment with the cultural, social, religious, and psychological needs of Pakistani learners. Unlike earlier studies, the present research emphasizes not only the presence or absence of foreign cultural representation but also the pedagogical and sociocultural appropriateness of ELT content in the local context. It aims to determine whether such materials support learners' cultural identity and psychological development, and whether they enhance or hinder the language learning process. The findings will contribute to the development of culturally relevant ELT materials that minimize the dominance of foreign cultural elements and promote Islamic values and local norms. Thus, the study aspires to bridge the gap between linguistic competence and sociocultural understanding in the English language education. The objectives of the study are to examine the effects of ELT materials on the language development of intermediate-level learners, evaluate how well ELT content aligns with the psychological needs of Pakistani students at the intermediate level, and investigate the cultural compatibility of ELT materials.

### **Research Questions**

The following research questions have been formulated to understand these cultural impacts of the prescribed textbooks.

- How do we measure the effects of ELT texts on language learners?
- To what extent is ELT material compatible with the psychological perspective of the intermediate learners?
- What are the cultural perspectives regarding ELT material compatibility?

### **Delimitation of the Study**

This study aims to explore the effects of ELT texts on language learners and assess their compatibility with learners' psychological perspectives. However, due to the extensive range of textbooks across all subjects and levels in the province of Punjab, many of which reflect foreign cultural values, it is not feasible to evaluate all ELT materials. Therefore, the study is delimited to two samples of texts from the intermediate English textbook: "*The Gift of the Magi*" and "*Heat Lightning*."

### **LITERATURE REVIEW**

The English textbooks that are utilized in educational institutions in Pakistan are permeated with cultural notions. Yaqoob (2011) looked at the influence of hidden and explicit ideological statements connected to culture in secondary English language textbooks. The textbooks published by Oxford University Press (OUP) are used in elite schools, and those published by the Punjab Textbook Board (PTB) are used in government-run educational institutions and were the focus of the study. The cultural elements offered in these textbooks were highlighted by the researcher using Fairclough's (2003) model and a viewpoint of Critical Discourse Analysis (CDA) on the texts. The investigation proved that the English language textbooks by the Punjab Textbook Board (PTB) and Oxford University Press (OUP) contained strong but diverse cultural ideas. These textbooks also included a variety of cultural beliefs that influence the viewpoints of their audience. According to the survey, pupils at elite and non-elite institutions largely have the same opinions. Elite school kids who read OUP novels have varying opinions on most of the subjects stated above. The study found that PTB textbooks were substantially more anchored in native culture as compared to OUP textbooks and subsequently more religious and nationalistic. The research encouraged all major stakeholders—government decision-makers, textbook writers, and ELT practitioners to comprehend the political aspect of English language instruction educational materials and worked towards developing a well-structured and unbiased educational system.

ELT textbooks serve an important role in language instruction; hence, they have been studied for their content as well as at the discursive level (Nguyen, 2011). According to Ndura (2004), the instructional materials substantially affect learners' attitudes toward other people, society, and even oneself. As a result, the English language textbooks are required to cover various cultural viewpoints and cultural voices, allowing students to identify various cultural concepts and beliefs (Shin, Eslami, & Chen, 2011). English language instruction textbooks are regarded as "the visual heart of every ELT programme" (Sheldon, 1988, p. 327); however, they are not a reflection of the content. ELT textbooks include concealed content that conveys various details about cultures. In Pakistan, English language teaching (ELT) is an ideology-driven approach. It spreads specific beliefs through classroom teaching materials. ELT materials, in other words, are more than just content; they enforce a teaching methodology on both teachers and learners. Some ELT materials provide particular exercises on language learning practices to help students become effective learners. They are also the primary source of linguistic input for learners. The scope of ELT materials includes audios, videos, workbooks,

assessment packs, project packs, I-tools, and so on, which all produce a range of texts and tasks and expand language activities both inside and outside of the classroom. To the best of the researcher's knowledge, there have been few studies suggesting and evaluating ELT materials assessment criteria in the new millennium. ELT textbooks have been described as influential tools for self-directedness in language teaching, a source of modelling and ideas and a significant provision for novice instructors.

Some of the researchers employed a qualitative approach to investigate the depiction of cultural material in ELT textbooks. Gracia (2005) studied the global and multicultural content of ELT textbooks in Spain. Gracia attempted to extract cultural information contained in ELT textbooks by evaluating both reading and listening sections. The findings of this study claimed that intercultural and global interactions were not presented in Spanish ELT textbooks. The word culture in ELT has sparked considerable debate among language instructors, educators, and sociolinguists. ELT materials used in schools across the world include more than only practice tasks for syntax, lexicon, and language; for example, Levi's jeans and Coca-Cola, and many other products are loaded with cultural promise. In the case of ELT course materials, the promise of acceptance into a worldwide language group is sometimes expressed in overly romanticized terms. Books may be the most important variable in cultural learning. Textbooks include information that allows and provokes differing perspectives and conversations around cultural stereotyping. According to Jin and Cortazzi (1999), it is commonly assumed that second or foreign language textbooks contain features of the broad culture. Nonetheless, Jin and Cortazzi discovered that a target culture is not consistently represented across a wide range of textbooks worldwide.

## **RESEARCH METHODOLOGY AND DESIGN**

This study adopted a mixed-method design to investigate the ideological constructions embedded in the intermediate-level English textbook by the Punjab Textbook Board (PTB), with a focus on its cultural compatibility and perceived impact on learners. The Punjab Textbook Board produces textbooks for both public and private institutions across Punjab. The selected textbook is prescribed for intermediate-level English courses in Faisalabad where students typically range in age from 14 to 19 years. The research comprised textual analysis of the textbook's content and a survey of perceptions regarding its cultural relevance. Data were collected through a structured, 25-item questionnaire rated on a five-point Likert scale, designed to capture students' responses based on their parents' views of the textbook's cultural alignment. Using random sampling of 150 intermediate-level English learners from two institutions, the Government Institute of Commerce, Samanabad, and Ummah International College, Faisalabad, participated in the study. Quantitative data were analyzed using MS Excel, R and AI tools through descriptive statistics, summary tables, and graphical plots.

### **Data Analysis**

This study employed MS Excel, R and AI tools for statistical analysis to investigate parents' perceptions and the cultural compatibility of ELT materials in intermediate-level English textbooks through a well-structured questionnaire. To examine cultural compatibility, one selected short story "The Gift of the Magi" and one play "Heat Lightning" were analyzed. A questionnaire served as the primary research instrument, enabling the collection of students' responses based on their parents' perceptions regarding the alignment of the textbooks with local cultural values. Both qualitative and quantitative approaches were used for data analysis. The findings revealed that the topics and themes of the textbook are largely incompatible with the Pakistani cultural context.

## RESULTS AND DISCUSSION

At the intermediate level, an analysis was performed for the lesson “The Gift of Magi” and the play “Heat Lightning” from the PTB English textbook. Present research aims to evaluate how far the English textbook being used at the intermediate level in Pakistan provides authentic material for practicing speaking skills and developing learners’ communicative competence. The Punjab Textbook Board chose the English textbook for the intermediate grade based on the following criteria that it is an old textbook and has not been revised recently. Besides, receiving instruction in all of the province's government-run institutions, which have the largest population in the country. This includes a broader impact. The study's objectives include collecting data and evaluating the study's quality of students based on their parents’ perception in terms of their cultural compatibility with their textbook.

The results of over fifty per cent of the pupils expressed disagreement with the claims that planning of the textbook does not guide and is not appropriate for students regarding the use of language. Students and parents were not happy about the textbook's section arrangement or appearance. Moreover, about half of those learners rejected the idea that the topics and themes of the lessons are relevant to students’ needs, realistic or engaging. The themes of the book are less familiar to the learners and represent a different social setup. The themes of the textbook are not related to the learner’s social environment. The following tables and plots present a detailed overview of students’ responses.

**Table 1.** *Responses to the learning motivation statements*

Q.1: The topic and theme of the units are relevant to my needs as an English learner.				
	Frequency	Percent	Valid %	Cumulative %
Strongly Disagree	16.00	10.67	10.67	10.67
Disagree	65.00	43.33	43.33	54.00
Undecided	05.00	03.33	03.33	57.33
Agree	54.00	36.00	54.00	93.33
Strongly Agree	10.00	06.67	10.67	100.0
Total	150.0	100.0	100.0	
Q.2: The topic and theme of the units do not guide me to use language in real-life situations.				
Strongly Disagree	28.00	18.67	18.67	18.67
Disagree	25.00	16.67	16.67	35.33
Undecided	15.00	10.00	10.00	45.33
Agree	58.00	38.67	38.67	84.00
Strongly Agree	24.00	16.00	16.00	100.0

Total	150.0	100.0	100.0	
Q.3: The topic and theme of the units provide me a chance to improve my reading, writing and speaking.				
Strongly Disagree	21.00	14.00	14.00	14.00
Disagree	36.00	24.00	24.00	38.00
Undecided	17.00	11.33	11.33	49.33
Agree	45.00	30.00	30.00	79.33
Strongly Agree	31.00	20.67	20.67	100.0
Total	150.0	100.0	100.0	
Q.4: The units and theme in the textbook are not compatible with my cultural perspective.				
Strongly Disagree	25.00	16.67	16.67	16.67
Disagree	19.00	12.67	12.67	29.33
Undecided	14.00	09.33	9.33	38.67
Agree	31.00	20.67	20.67	59.33
Strongly Agree	61.00	40.67	40.67	100.0
Total	150.0	100.0	100.0	
Q.5: The topic and theme of the textbook are suitable for my objective of language learning.				
Strongly Disagree	31.00	20.67	20.67	20.67
Disagree	57.00	38.00	38.00	58.67
Undecided	22.00	14.67	14.67	73.33
Agree	14.00	09.33	09.33	52.67
Strongly Agree	26.00	17.33	17.33	100.0
Total	150.0	100.0	100.0	
Q.6: The topic and theme of the textbook increases my interest in further English language study.				
Strongly Disagree	12.00	08.00	08.00	08.00
Disagree	70.00	46.67	46.67	54.67

Undecided	09.00	6.00	6.00	60.67
Agree	18.00	12.00	12.00	72.67
Strongly Agree	41.00	27.33	27.33	100.0
Total	150.0	100.0	100.0	

Q.7: Reading passages and examples in the textbook are related to our daily lives.

Strongly Disagree	24.00	16.00	16.00	00.00
Disagree	67.00	44.67	44.67	00.00
Undecided	03.00	02.00	02.00	00.00
Agree	38.00	25.33	25.33	20.00
Strongly Agree	18.00	12.00	12.00	100.0
Total	150.0	100.0	100.0	

Q.8: The activities in the textbook help me use English outside the classroom in our daily life.

Strongly Disagree	11.00	07.33	07.33	00.00
Disagree	81.00	54.00	54.00	00.00
Undecided	13.00	08.67	08.67	00.00
Agree	34.00	22.67	22.67	40.00
Strongly Agree	11.00	07.33	07.33	100.0
Total	150.0	100.0	100.0	

Q.9: Activities do not provide me a chance to use the English language for communication.

Strongly Disagree	25.00	16.67	16.67	16.67
Disagree	22.00	14.67	14.67	31.33
Undecided	17.00	11.33	11.33	42.67
Agree	47.00	31.33	31.33	74.00
Strongly Agree	39.00	26.00	26.00	100.0
Total	150.0	100.0	100.0	



Q.10: The cultural values of native speakers of English are highlighted in the current ELT programs.

Strongly Disagree	12.00	08.00	08.00	08.00
Disagree	14.00	09.33	09.33	17.33
Undecided	24.00	16.00	16.00	33.33
Agree	78.00	52.0	52.0	85.33
Strongly Agree	22.00	14.67	14.67	100.0
Total	150.0	100.0	100.0	

Q.11: I cannot read all my English lessons aloud in front of my parents with Urdu translation.

Strongly Disagree	28.00	18.67	18.67	18.67
Disagree	11.00	07.33	07.33	26.00
Undecided	18.00	12.00	12.00	38.00
Agree	60.00	49.00	49.00	78.00
Strongly Agree	33.00	22.00	22.00	100.0
Total	150.0	100.0	100.0	

Q.12: My parents liked the concepts given in my lessons.

Strongly Disagree	52.00	34.67	34.67	34.67
Disagree	35.00	23.33	23.33	58.00
Undecided	19.00	12.67	12.67	70.67
Agree	22.00	14.67	14.67	85.33
Strongly Agree	22.00	14.67	14.67	100.0
Total	150.0	100.0	100.0	

Q.13: My parents were not happy with the meaning of the lesson I read.

Strongly Disagree	61.00	40.67	40.67	40.67
Disagree	25.00	16.67	16.67	57.33
Undecided	10.00	06.67	06.67	64.33



Agree	33.00	20.67	20.67	87.67
Strongly Agree	23.00	15.33	15.33	100.0
Total	150.0	100.0	100.0	

Q.14: My parents felt the lesson went against my cultural values.

Strongly Disagree	12.00	08.00	08.00	08.00
Disagree	21.00	14.00	14.00	22.00
Undecided	16.00	10.67	10.67	32.67
Agree	29.00	19.33	19.33	52.00
Strongly Agree	72.00	48.00	48.00	100.0
Total	150.0	100.0	100.0	

Q.15: My parents felt fine with the lesson I read aloud in front of them.

Strongly Disagree	39.00	26.00	26.00	26.00
Disagree	45.00	30.00	30.00	56.00
Undecided	13.00	08.67	08.67	64.67
Agree	21.00	14.00	14.00	78.67
Strongly Agree	32.00	21.33	21.33	100.0
Total	150.0	100.0	100.0	

Q.16: My parents were irritated with the meaning of the lesson.

Strongly Disagree	07.00	04.67	04.67	04.67
Disagree	12.00	08.00	08.00	12.67
Undecided	28.00	18.67	18.67	31.33
Agree	59.00	39.33	39.33	70.67
Strongly Agree	44.00	29.33	29.33	100.0
Total	150.0	100.0	100.0	

Q.17: My English textbook did not teach me enough to understand English movies and dramas

Strongly Disagree	21.00	14.00	14.00	14.67
Disagree	18.00	12.00	12.00	26.67
Undecided	15.00	10.00	10.00	36.33
Agree	67.00	44.67	44.67	80.67
Strongly Agree	29.00	19.33	19.33	100.0
Total	150.0	100.0	100.0	

Q.18: My English lessons have not prepared me to communicate with native speakers.

Strongly Disagree	14.00	09.33	09.33	09.33
Disagree	13.00	08.67	08.67	18.00
Undecided	18.00	12.00	12.00	30.00
Agree	23.00	15.33	15.33	45.33
Strongly Agree	82.00	54.67	54.67	100.0
Total	150.0	100.0	100.0	

Q.19: My English class helps me to speak English frequently.

Strongly Disagree	17.00	11.33	11.33	11.33
Disagree	63.00	42.00	42.00	53.33
Undecided	19.00	12.67	12.67	66.00
Agree	29.00	19.33	19.33	85.33
Strongly Agree	22.00	14.67	14.67	100.0
Total	150.0	100.0	100.0	

Q.20: I can speak English with my friends.

Strongly Disagree	23.00	15.33	15.33	15.33
Disagree	31.00	20.67	20.67	36.00
Undecided	08.00	05.33	05.33	41.33
Agree	57.00	38.00	38.00	79.33

Strongly Agree	31.00	20.67	20.67	100.0
Total	150.0	100.0	100.0	
Q.21: My English book must teach me the language for communication purposes.				
Strongly Disagree	21.00	14.00	14.00	14.00
Disagree	17.00	11.33	11.33	25.33
Undecided	01.00	0.670	0.67.0	26.00
Agree	82.00	54.67	54.67	80.67
Strongly Agree	29.00	19.33	19.33	100.0
Total	150.0	100.0	100.0	
Q.22: My English textbook must give me awareness to use language properly.				
Strongly Disagree	22.00	14.67	14.67	14.67
Disagree	13.00	08.67	08.67	23.33
Undecided	05.00	03.33	03.33	26.67
Agree	48.00	32.00	32.00	58.67
Strongly Agree	62.00	41.33	41.33	100.0
Total	150.0	100.0	100.0	
Q.23: My English textbook must teach me conversational ways of using language.				
Strongly Disagree	25.00	16.67	16.67	00.00
Disagree	24.00	16.00	16.00	00.00
Undecided	11.00	07.33	07.33	00.00
Agree	58.00	34.67	34.67	35.00
Strongly Agree	32.00	25.33	25.33	100.0
Total	150.0	100.0	100.0	
Q.24: ELT textbooks and materials should include English language communicative aspects.				
Strongly Disagree	26.00	17.33	17.33	17.33

Disagree	21.00	14.00	14.00	31.33
Undecided	09.00	06.00	06.00	37.33
Agree	76.00	50.67	50.67	88.00
Strongly Agree	18.00	12.00	12.00	100.0
Total	150.0	100.0	100.0	
Q.25: ELT programs should enhance English language learners' understanding and usage of the English language in Practical ways.				
Strongly Disagree	19.00	12.67	12.67	12.67
Disagree	12.00	08.00	08.00	20.67
Undecided	13.00	08.67	08.67	29.33
Agree	59.00	32.67	32.67	62.00
Strongly Agree	57.00	38.00	38.00	100.0
Total	150.0	100.0	100.0	

#### *Interpretation of Table 1*

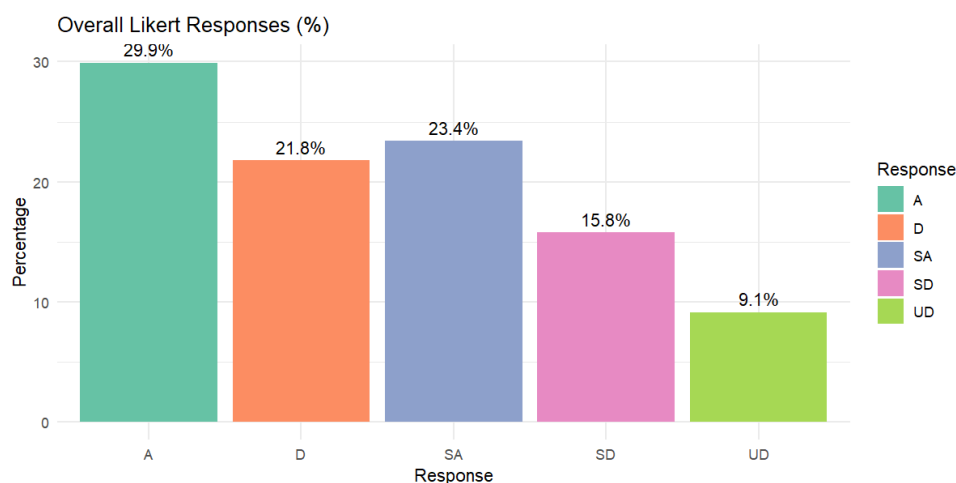
Table 1 presents the frequency, percentage, valid percentage, and cumulative percentage for 25 statements addressing textbook relevance, communicative utility, and cultural appropriateness. The data reveal consistent patterns across multiple items: statements highlighting a lack of real-life communicative support and misalignment with cultural expectations draw substantial agreement, while positively framed claims about the textbook's effectiveness often receive higher disagreement than agreement. For example, learners report that topics do not guide real-life language use (Q2: A+SA = 54.67%) and that activities do not provide opportunities for communication (Q9: A+SA = 57.33%); likewise, they reject the view that activities help English use outside class (Q8: SD+D = 61.33%). Cultural concerns are pronounced: units are perceived as "not compatible" with learners' cultural perspectives (Q4: A+SA = 61.34%) and parents are said to feel that lessons are "against my cultural values" (Q14: A+SA = 67.33%).

When indicating what they want from materials, learners' endorsement is strong: they affirm that the textbook should teach language for communication (Q21: A = 58.67%, SA = 18.00%), raise awareness of proper language use (Q22: A+SA = 73.33%), teach conversational strategies (Q23: A+SA = 60.00%), include communicative aspects (Q24: A+SA = 62.67%), and enhance practical usage (Q25: A+SA = 70.67%). Skill development perceptions are more mixed: while a slight majority agree that the units provide a chance to improve reading, writing, and speaking (Q3: A+SA = 50.67%), learners disagree that the class helps them speak frequently (Q19: SD+D = 53.33%). However, they do report being able to speak with friends (Q20: A+SA = 58.67%), suggesting that practice occurs outside structured classroom activities. They also report limited preparation for authentic communication goals: understanding English media (Q17: A+SA = 64.00%) and communicating with native speakers (Q18: A+SA = 70.00%) are both judged insufficiently supported.

Native-speaker cultural values are seen as highlighted (Q10: A+SA = 66.67%), reinforcing the broader cultural-mismatch pattern.

Parental perspectives amplify these trends. Parents are reported as disliking lesson concepts (Q12: SD+D = 58.00%) and feeling irritated by lesson meanings (Q16: A+SA = 68.66%). Reading passages are viewed as poorly connected to daily life (Q7: SD+D = 60.67%). Some items show internal contradictions, likely due to wording direction: respondents disagree with the statement “My parents were not happy with the meaning” (Q13: SD+D = 57.34%), yet also disagree that “Parents felt fine with the lesson” (Q15: SD+D = 56.00%). Additionally, learners disagree with the claim that “The textbook covers topics relevant to my life” (Q11: SD+D = 59.34%), further confirming perceived thematic irrelevance. Taken together, Table 1 demonstrates a coherent pattern: learners strongly endorse communicative, practical, and culturally relevant aims (Q21–Q25) while indicating that current topics, activities, and lesson content often fail to meet these needs (Q2, Q4, Q7–Q9, Q11, Q16–Q19). The implication is direct: to align with learners’ priorities and reduce parental resistance, textbook content and activities require redesign to integrate everyday communicative practice and local cultural resonance, as the largest response proportions cluster around these unmet expectations.

**Figure 1:** *Overall Likert Responses (percentage)*



#### *Interpretation of Figure 1*

Figure 1 presents the percentage distribution of responses to the statement “*Activities do not provide me a chance to use the English language for communication.*” The plot shows that agreement dominates: 29.9% agree and 23.4% strongly agree, the total 55.3% of participants, while 21.8% disagree and 15.8% strongly disagree, amounting to 37.6%; and 9.1% remain undecided. This pattern reinforces the finding in Table 1 (Q9: A+SA = 57.33%) that most learners perceive classroom activities as insufficient for fostering English communication. The predominance of agreement suggests that a substantial proportion of learners experience a gap between current classroom practices and their communicative needs, underscoring the need for more interactive, language-use-oriented activities within the textbook and lesson design.

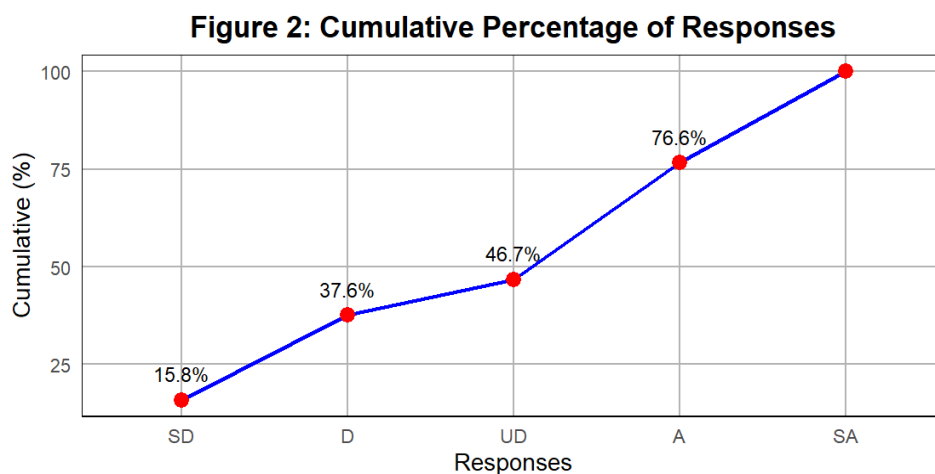
**Table 2:** *Standard Descriptive Table (Counts and Percentages)*

Responses	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid SD	592	15.8	15.8	15.8
D	817	21.8	21.8	37.6
UD	342	09.1	09.1	46.7
A	1122	29.9	29.9	76.6
SA	877	23.4	23.4	100
Total	3750	100	100	

#### *Interpretation of Table 2*

Table 2 presents the distribution of responses to the statement “Activities do not provide me a chance to use the English language for communication”. The data, collected from 3750 responses, indicate that a majority of participants perceive the activities as insufficient for practicing English. Specifically, 1122 responses (29.9%) agreed, and 877 responses (23.4%) strongly agreed, together representing 55.3% of the total responses. In contrast, 592 responses (15.8%) strongly disagreed, and 817 responses (21.8%) disagreed, accounting for 37.6% of responses, while 342 participants (9.1%) were undecided. The cumulative percentages demonstrate that the overall trend of responses leans toward agreement, highlighting that more than half of the participants view the activities as limiting opportunities for English communication. These findings underscore the need for curriculum adjustments and the incorporation of interactive or communicative exercises that provide learners with more practical opportunities to use the language.

**Figure 2:** *Cumulative Percentage of Responses*



#### *Interpretation of Figure 2*

Figure 2 shows the cumulative percentage of responses regarding the textbook activities' support for English communication. The upward blue line illustrates a steady increase from "Strongly Disagree" to "Strongly Agree," with red points marking each response category. Most learners selected "Agree" (29.9%) or "Strongly Agree" (23.4%), totaling 53.3%, indicating that the activities are largely perceived as insufficient for practical language use. Responses of "Strongly Disagree" or "Disagree" comprise 37.6%, while 9.1% remained undecided. The figure clearly emphasizes the predominance of agreement, highlighting the need to enhance communicative and real-life practice in the textbook.

## Findings

The analysis of learners' and parents' responses reveals key patterns regarding the practical and cultural effectiveness of the intermediate-level English textbook, highlighting areas that require attention for improved language learning outcomes:

1. Learners consistently reported that lessons and units in the textbook and classroom activities do not adequately support real-life language use or opportunities for communication, highlighting a gap between current materials and practical language needs.
2. Cultural misalignment emerged as a significant concern, with learners perceiving textbook content as inconsistent with local norms, a perception reinforced by parental feedback regarding lessons conflicting with cultural values.
3. Textbook materials were deemed insufficient for developing essential language skills, including comprehension of English media and communication with native speakers, indicating limited preparation for authentic language use.
4. Parents expressed dissatisfaction with lesson content and its relevance, emphasizing the need for materials that align with both learners' practical requirements and local cultural expectations.
5. Learners strongly endorsed the inclusion of communicative, conversational, and practical elements in textbooks, underscoring the importance of interactive activities, language-for-communication exercises, and culturally relevant content.
6. Collectively, these results indicate an urgent need to redesign textbooks and classroom activities to integrate everyday communicative practice, culturally appropriate materials, and practical skill development, thereby enhancing learners' English proficiency and engagement.

## CONCLUSION

Based on the findings of this study, it can be concluded that the Punjab Textbook Board's English textbook for the intermediate level provides insufficient material to develop learners' language skills effectively. Although the content was thoroughly examined, it was found to be not only incompatible with learners' language-learning needs but, in some cases, contrary to their social and religious values. The activities in the textbook fail to create opportunities for students to use English beyond the classroom in real-life contexts, and the themes are largely misaligned with local cultural perspectives. Parents expressed dissatisfaction with certain lessons' meanings, noting that students could not confidently read all English lessons aloud with Urdu translation at home due to perceived cultural inappropriateness. Many parents reported irritation over lesson content that they felt conflicted with cultural values. Furthermore, the literary texts in the PTB textbooks often neglect themes that contribute to personality development or practical language skills relevant to the learners' cultural environment. To address these shortcomings, the textbooks require substantial revision to incorporate themes and activities directly related to students' daily lives, culturally compatible perspectives,



and authentic communicative needs. Ultimately, English language teaching materials at this level should not only build linguistic competence but also foster cultural relevance, personal growth, and the ability to use the language effectively in everyday situations. Textbook activities should emphasize learners' real-life English use, daily experiences and cultural perspectives, incorporating meaningful content appreciated by learners and parents. Future research may extend this analysis to textbooks from other publishers and educational levels, considering diverse psychological and pedagogical perspectives.

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