

**Representation of Culture in Maharashtra State's Secondary and Higher  
Secondary English Language Textbooks: A Critical Analysis**

**A thesis submitted to the University of Hyderabad in partial fulfilment of the  
requirements for the degree of**

**Doctor of Philosophy**

**in**

**English Language Studies**

**By**

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### **CERTIFICATE**

This is to certify that the thesis entitled **Representation of Culture in Maharashtra State's Secondary and Higher Secondary English Language Textbooks: A Critical Analysis** submitted by **Ms. Nisargandha Anita Abhimanyu** bearing registration number 14HGPH01 in partial fulfilment of the requirements for the award of Doctor of Philosophy in the School of Humanities is a bonafide work carried out by her under my supervision and guidance.

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#### **A Publications**

1. Nisargandha, A. A. (2019). Cultural representation in language textbooks: An analysis. *Language in India*, 19(3), 4–19. (ISSN Number: 1930-2940 )
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I hereby declare that the work embodied in this thesis entitled **Representation of Culture in Maharashtra State's Secondary and Higher Secondary English Language Textbooks: A Critical Analysis** has not been submitted for any degree in part or in full to this University or any other University, and is carried out by me under the supervision of **Professor Pingali Sailaja, Centre for English Language Studies (CELS), School of Humanities, University of Hyderabad, Hyderabad**. I hereby agree that my thesis can be deposited in Shodhganga/INFLIBNET.

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## **Contribution of the Study to the United Nations 17 Sustainable Development Goals (SDGs)**

Thesis Title: Representation of Culture in Maharashtra State's Secondary and Higher Secondary English Language Textbooks: A Critical Analysis

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Among 17 SDG goals of the United Nations (<https://sdgs.un.org/goals>), the SDGs under which the work incorporated in the thesis addresses are: SDG 16 (Peace, Justice and Strong Institutions) and SDG 4 (Quality Education).

### **How the work incorporated in the thesis addresses the above SDGs:**

The 2030 Agenda for Sustainable Development, adopted by the United Nations (UN) in 2015, emphasises inclusive, equitable, and quality education as the foundation for building sustainable societies. In this context, the present study on cultural representation in Maharashtra State English language textbooks, with a focus on Intercultural Communicative Competence (ICC) and stakeholder attitudes, contributes to two Sustainable Development Goals (SDGs): SDG 16 (Peace, Justice and Strong Institutions) and SDG 4 (Quality Education). By assessing how textbooks represent culture, promote intercultural skills, and influence teachers' and students' perceptions, the research underscores the role of education in cultivating intercultural understanding and sustainable peace.

The study's primary contribution lies in advancing SDG 16, which promotes peaceful and inclusive societies. English language textbooks shape learners' perceptions of diversity,

fairness, and inclusion. While inadequate or stereotypical representation risks reinforcing prejudice, inclusive and balanced representation fosters mutual respect, empathy, tolerance, and dialogue. By promoting ICC, textbooks can equip learners to engage constructively across cultural differences, resolve conflicts peacefully, and strengthen inclusive and resilient institutions that are central to sustainable peace and justice.

At the same time, the research supports SDG 4, particularly Target 4.7, which highlights the importance of preparing learners for global citizenship and appreciation of cultural diversity. By analysing Big C, small c, and cultural perspectives (source, target, and international), alongside teachers' and students' attitudes, the study evaluates whether textbooks foster critical, tolerant, and globally minded learners.

In sum, while contributing to quality education (SDG 4), the study advances SDG 16 by preparing future generations to be tolerant, inclusive, open-minded, and respectful towards other cultures and nations. Through the promotion of ICC, it fosters peace and harmony not only among individuals of different cultures but also across nations, thus supporting the UN's vision of peaceful, just, and inclusive societies.

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## **ABSTRACT**

In the era of increasing globalisation, mere linguistic competence is insufficient for explicit communication in multilingual and multicultural contexts. Byram (1997) emphasises the need for Intercultural Communicative Competence (ICC), which involves understanding one's own and others' cultures to reduce misunderstandings and communicate effectively and appropriately across cultural boundaries. In formal language education, language textbooks are used as a primary resource not only for teaching language but also for shaping learners' understanding and perceptions of different cultures, which significantly influence their worldviews and enhance intercultural awareness. Thus, recognising the significance of cultural understanding in intercultural communication and the critical role of language textbooks in shaping it, this study analyses the representation of culture in six English language textbooks of secondary and higher secondary levels prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education, India, and examines their potential to enhance Intercultural Communicative Competence (ICC), additionally studying the teachers' and students' attitudes towards teaching and learning culture through English language textbooks. The textbooks are analysed using Byram's (1997) 'ICC model', Cortazzi and Jin's (1999) 'three types of cultures' and the 'dual categorisation of cultural themes' (Chen, 2004; Lee, 2009; Liu & Laohawiriyanon, 2013a). In order to study the attitudes of teachers and students, the data was collected through questionnaires, and their responses were analysed to obtain the attitudinal score.

The study finds that the English language textbooks have an inadequate representation of cultural content. What is present is predominantly represented through the cultural themes of Big C and source culture, and primarily develops only one dimension of ICC, i.e. knowledge. The study also reveals that the teachers and students have positive attitudes towards teaching

and learning culture through English language textbooks. The findings of the study imply that the inadequate representation of cultural content, the limited representation of small c culture, and target and international target cultures hinder the students' holistic and cross-cultural understanding. Additionally, the predominant focus only on one dimension of knowledge leaves minimal scope for developing other dimensions of ICC. Therefore, the study suggests that the cultural representation in the language textbook should be adequate, balanced, and diverse to equip learners with effective communication in multicultural contexts.

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# **Chapter 1**

## **Introduction**

### **1.1 Introduction**

The present chapter provides an overview of the research. It presents the background and rationale and puts forth the statement of the research. Briefly stating the significance of the study, it gives an overview of the theoretical frameworks and research methodology employed for the research. Finally, it explains the organisation of the thesis.

### **1.2 Background and Rationale of the Study**

Language and culture are inseparable. To know a language, one should also understand the culture of the society. In the era of globalisation, where the frequency of cross-cultural communication is very high, the limitations of linguistic competence in a multicultural context are often realised. Without understanding the culture, just knowledge of the language may cause difficulty or even unintentional misunderstanding among interlocutors. Therefore, according to Byram (1997), what one needs to acquire is Intercultural Communicative Competence (ICC), an ability to communicate effectively, explicitly, yet respectfully across cultures, which essentially requires a holistic understanding of one's own culture as well as the culture of others, in addition to linguistic knowledge. Similarly, Dombi (2013) argues that teaching foreign languages should not just focus on making students speak like native speakers. Instead, it should aim to equip them with the attitudes, knowledge, and skills necessary for functioning in multicultural settings.

Kramsch's (1995) views are quite pertinent to language pedagogy in the ELT context. She expressed a concern that learning only linguistic codes does not ensure peace and real understanding between individuals belonging to different cultural backgrounds, and thus

expressed the necessity of integrated teaching of language and culture. As language is not just a system of grammar and vocabulary but also a carrier of culture, Kramsch (1993) asserts that teaching language is teaching culture. When learning a new language, learners inevitably encounter the cultural values, behaviours, and practices associated with that language. In this sense, language education extends beyond the teaching of linguistic competence to the cultivation of intercultural understanding.

### **1.2.1 Role of the Textbook in Teaching Language and Culture**

In formal language education, textbooks are often the primary source through which both language and cultural content are delivered. Language textbooks play a significant role in teaching a language, its grammatical structures and vocabulary, and enable students to learn and communicate in a particular language. They are also instrumental in shaping learners' understanding and perceptions of the different cultures, significantly influencing their worldview and enhancing intercultural awareness. Thus, textbooks not only shape how learners speak or write but also how they understand, interpret, and interact in culturally diverse contexts.

The importance of integrating culture into ELT has been widely acknowledged. Textbook analyses across various contexts suggest that cultural content is often limited and imbalanced. English textbooks may give more importance to teaching language content, overemphasise or neglect the target or source cultures, and lack international culture. Due to this limited and imbalanced representation, the learners may develop an incomplete, biased and superficial understanding of the cultures and cultural practices, and their ability to conduct themselves and communicate appropriately in a multicultural environment may be hampered. Conversely, adequate and balanced representation may enable them to have a holistic understanding of different cultures, which would help them to be more informed and tolerant

about people and their cultural practices, conduct themselves, and communicate more responsibly and appropriately in the multicultural context. Considering these implications of cultural representation in language textbooks, the way culture is represented in the language textbook is critically important.

### **1.2.2 In the Context of Maharashtra, India**

In multilingual and multicultural contexts like India, English language textbooks, particularly those prescribed by state education boards, are not only tools for linguistic instruction but also vehicles for cultural transmission. In contexts where learners have limited exposure to real-life intercultural experiences with target and international target cultures, textbooks become the primary source through which they engage with representations of their own and other cultures.

The Maharashtra State Board of Secondary and Higher Secondary Education, Pune, prescribes English language textbooks produced by the Maharashtra State Bureau of Textbook Production & Curriculum Research, Pune, also known as *Balbharati*. These textbooks are widely used by millions of students across government and private schools in the state of Maharashtra and play a critical role in shaping students' knowledge of the English language and their exposure to global cultures.

As many students have few opportunities for intercultural experiences, especially with target and international target cultures, the cultural content presented in these textbooks becomes a key source for students from rural and semi-urban areas to develop intercultural competence. Thus, understanding how culture is represented in the textbooks and whether it promotes intercultural awareness is essential for effective language learning. Additionally, while analysing the cultural content in the language textbooks, as the teachers and students are

the end users for whom the textbooks are planned and prepared, understanding their readiness and attitudes towards learning cultural content through language textbooks becomes pertinent.

Despite the growing body of research regarding cultural representation in educational materials and its significance in the development of cross-cultural understanding, there remains a noticeable gap in the literature regarding critically evaluating the English language textbooks in terms of their content and their potential to develop intercultural communicative competence in the Indian context, including Maharashtra.

This study, therefore, aims to go beyond surface-level textbook analysis by critically evaluating the cultural representation and the extent to which textbooks promote intercultural communicative competence, additionally capturing the perceptions of the key stakeholders, such as teachers and students, towards cultural representation in the English language textbooks prescribed in the state of Maharashtra, India.

The following section presents the statement of the research problems.

### **1.3 Statement of the Research Problems**

#### **1.3.1 Research Objectives**

- i. To examine how language and culture are represented in Maharashtra State's English language textbooks.
- ii. To examine whether the cultural representation in the textbooks is balanced in terms of the cultural themes of Big C and small c.
- iii. To examine whether the cultural representation is diverse and represents the source, target and international target cultures.
- iv. To study the teachers' and students' attitudes towards the cultural representation in English language textbooks.

- v. To evaluate the potential of English language textbooks in enhancing the acquisition of intercultural communicative competence.

These research objectives are expressed through the following research questions.

### **1.3.2 Research Questions**

The above-stated objectives are expressed through the following research questions:

- i. How are language and culture represented in Maharashtra state's English language textbooks?
- ii. What are the teachers' and students' attitudes towards the representation of culture in the English language textbooks?
- iii. Do the textbooks promote the acquisition of Intercultural Communicative Competence or not?

## **1.4 Brief Overview of the Theoretical Framework and Research Methodology**

Since the primary focus of research is on analysing the representation of cultural content in English language textbooks and its potential to enhance intercultural communicative competence, the textbook evaluation method has been used for analysis. Six English language textbooks of secondary and higher secondary level prescribed by Maharashtra State Board have been analysed by employing widely used and the most relevant models for cultural content evaluation, such as Byram's (1997) four-dimensional model of Intercultural Communicative Competence, ICC (knowledge, attitude, skills, critical cultural awareness), Cortazzi and Jin's (1999) three categories of culture (source, target and international target cultures) and dual categorisation cultural themes of Big C and small c culture (Chen, 2004; Lee, 2009; Liu & Laohawiriyanon, 2013a).

Moreover, as the research also attempts to study the attitude of teachers and students towards teaching and learning culture and their opinions about the representation of the cultural

content in the prescribed textbooks, the data was collected from 300 students and 66 teachers through bilingual questionnaires using a five-point Likert scale, and their responses were analysed in the light of research questions.

### **1.5 Significance of the Research**

The present study contributes to and holds theoretical, practical, and pedagogical significance in English language teaching in the larger Indian context.

#### **1.5.1 Theoretical Contribution**

The study adds to the growing body of literature on intercultural education, cultural pedagogy, and textbook evaluation. It expands understanding of how the widely used frameworks for cultural content analysis, such as cultural themes (Big C and small c), types of culture (source, target and international target cultures) and Intercultural Communicative Competence (ICC), can be applied to cultural content in English language textbooks in a multicultural educational context like India.

#### **1.5.2 Understanding Stakeholders'/End Users' Opinions**

While many studies on textbook evaluation remain confined to content analysis, this research tries to integrate the voices of those who teach and learn from these prescribed textbooks. By including teacher and student attitudes and opinions on cultural representation in the textbooks, the study offers a more grounded understanding of how cultural content is perceived in actual classroom settings.

#### **1.5.3 Teaching Material and Curriculum Development**

A deeper understanding of cultural representation, its potential for cultural awareness and its perceptions by the teachers and students can inform the development of more balanced and inclusive language textbooks that align with the larger global goal of enabling learners to engage in effective and respectful communication in a multicultural world. Thus, the study is

significant for textbook material development, curriculum design, and policy-making in Maharashtra and other Indian states.

#### **1.5.4 Benefits for Classroom Teaching**

The analysis of cultural content carried out in this study, especially of the pre- and post-lesson tasks, can serve as a guide for teachers to identify the cultural content in the textbooks and help them to deal with it more effectively in their classroom teaching.

#### **1.5.5 Relevance for the Multilingual and Multicultural Indian Context**

Byram's (1997) Intercultural Communicative Competence (ICC) is of paramount importance in carrying out culturally conscious, informed and unbiased communication in multicultural contexts. Additionally, it enables the interlocutors to be aware of their own cultures and be respectful of the cultures and cultural practices of others. Therefore, inculcating ICC among the younger generation will help them conduct themselves well and communicate respectfully and more tolerantly across cultures, which is required to establish harmonious relationships in linguistically and culturally diverse countries like India.

### **1.6 Organisation of the Thesis**

The thesis is organised into six chapters. This section provides brief information about each chapter.

#### **Chapter 1: Introduction**

As it is the first chapter, it attempts to provide an overview of the research. It presents the background and rationale and puts forth the statement of the research. Further, it discusses the significance of the study and briefly provides an overview of the theoretical frameworks and research methodology employed for the research. Towards the end, it explains the organisation of the thesis.

## **Chapter 2: Literature Review and Theoretical Framework**

At the outset, the second chapter discusses the key terms in the present research, i.e., culture and its relationship with language and textbooks and reviews the general criteria and specific criteria for textbook evaluation from a cultural point of view. Further, it introduces the theoretical framework used for the research and reviews the recent studies carried out on intercultural communicative competence and the representation of culture in language textbooks.

## **Chapter 3: Research Methodology**

The third chapter explains the analytical procedures employed for evaluating cultural representation in the English language textbooks. In addition, the chapter also details the questionnaires used for teachers and students and how they are analysed.

## **Chapter 4: Cultural Representation in English Language Textbooks**

This is the first analytical chapter. It analyses Maharashtra state's six English language textbooks of the 9<sup>th</sup> and 10<sup>th</sup> standards of Marathi and English mediums and 11<sup>th</sup> and 12<sup>th</sup> standards. The cultural content found in each lesson is analysed using 'Cultural themes' (BIG-C and Small-c), 'Type of cultures' (Source culture, Target culture, and International target cultures), and 'Dimensions of ICC' (Knowledge, Attitude, Skills, and Critical Cultural Awareness).

## **Chapter 5: Teachers' and Students' Attitudes towards Culture and Opinions on Cultural Representations in English Language Textbooks**

This is the second analytical chapter. It analyses teachers' and students' responses registered in the questionnaires. The aim of this chapter is to understand teachers' and students' attitudes towards teaching and learning culture through English language textbooks.

Additionally, it studies their attitude towards various cultural themes (Big C and small c cultures) and types of culture (source, target, and international target cultures). Moreover, it also analyses teachers' and students' opinions about the cultural representation in the prescribed textbooks.

## **Chapter 6: Discussion and Conclusion**

This is the last chapter of the thesis. It summarises the research findings on cultural representation in English language textbooks and teachers' and students' attitudes towards culture and opinions on cultural representations in English language textbooks. Further, it discusses the implications of the findings and offers suggestions and directions for future research.

The next chapter presents a review of the literature and the theoretical framework.

## **Chapter 2**

### **Literature Review and Theoretical Framework**

#### **2.1 Introduction**

The chapter attempts to discuss the key terms in the present research, i.e., culture and its relationship with language and textbooks. In addition, it introduces the theoretical framework used for the research and reviews the recent studies on intercultural communicative competence and the representation of culture in language textbooks. The chapter is divided into four sections. The first section discusses the notion of culture, its definitions, and how it is viewed in anthropology and sociology. Further, it also throws light on the relationship between language and culture. The second section deals with the concept of the textbook, its definition, significance, and role in teaching and learning. It also reviews the general criteria for textbook evaluation. The third section reviews the criteria and framework used for evaluating cultural representation in the language textbook, i.e. Cortazzi and Jin's model (1999), cultural themes of Big C and small c (Chen, 2004; Lee, 2009; Liu & Laohawiriyanon, 2013a) and Byram's Intercultural Communicative Competence (1997). The fourth and final section reviews the recent studies on ICC and the representation of culture in English language textbooks.

#### **2.2 Culture**

Defining some phenomena is a most herculean task. Culture is one of those few things that has posed a great challenge to the generations of academicians, especially anthropologists and sociologists. Durham (2001) argues that it is very difficult to define terms like culture. However, according to Feldman (2001), more than 150 definitions of culture have been proposed in the literature of anthropology, archaeology, sociology, and other disciplines. Before discussing definitions of culture, we should understand where the word 'culture' comes from.

Etymologically, culture is linked to words such as ‘cultivate’ and ‘cultivation’, ‘agriculture’ and ‘horticulture’. These words have in common the sense of a medium for growth (Barnard & Spencer, 2010). “The word culture in its social, intellectual, and artistic sense is a metaphorical term derived from the act of cultivating the soil” (Passmore, 1972, p. 173).

According to Passmore (1972), the modern development of the concept of culture took place between the late eighteenth century. He also mentions that “early stages are challenging to trace because there is a slight difference between the older use, which refers to a process, and the early modern use, which refers to the condition” (p. 173). Apart from that, from the late eighteenth century onwards, modern use of culture became common in both English and German social thought.

Passmore (1972, p.174) also mentions that “the concept of culture was developed in four ways, and all of which still affect its meaning”. First, “culture came to mean a general state or habit of the mind with close relation to the idea of human perfection”. Second, “it came to mean a general state of intellectual and moral development in a society as a whole.” Third, “it came to mean the general body of the arts and intellectual work” and fourth, “it came to mean the whole way of life, material, intellectual, and spiritual, of a given society”.

### **2.2.1 Culture in Anthropology**

While discussing cultural evolution, Carneiro (2003) states that, from the beginning of the discipline in the mid-nineteenth century, anthropology understands the fact that unravelling cultural evolution is one of its prime concerns. He also mentions the leading figures in the initial period of anthropology, like Tylor (1871), Herbert Spencer (1876-1896), and Lewis Henry Morgan (1877), who were highly concerned about the evolution of culture and the same is reflected in their significant works.

Tyrol's famous definition of culture is defined in his book *Primitive Culture* (1871). He says, "culture or civilisation, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Tylor, 1871, p. 1).

It is considered that the first use of culture in English as a scientific term is credited to Tylor. However, the term culture was known in German ethnology at least a generation earlier. Even the basic term of his definition, 'that complex whole,' was already present in English romantics in the sense of 'a whole way of life' (Passmore, 1972).

Kroeber and Kluckhohn (1952) put Boas's definition under the definitions influenced by Tylor. Boas (1911) has defined culture as follows:

Culture may be defined as the totality of the mental and physical reactions and activities that characterise the behaviour of individuals composing a social group collectively and individually in relation to their natural environment, to other groups, to members of the group itself and of each individual to himself. It also includes the products of these activities and their role in the life of the group. The mere enumeration of these various aspects of life, however, does not constitute culture. It is more, for its elements are not independent, they have a structure (p.149).

Kroeber and Kluckhohn (1952) make the following remarks on the definition of Boas. They think Boas has expanded and refined Taylor's definition without breaking away from it, which is careful, unusually comprehensive and explicit.

### **2.2.2 Sociological View of Culture**

Harouel (2001) says the word culture has a completely different meaning in social sciences. He also mentions that, in the early 1900s, French sociologists were not happy to use the term culture in the sense of Tyrol and preferred to go on using the word civilisation.

Before Alfred Radcliff-Brown, some sociologists had rejected the concept of culture. The German sociologist Wiese (1939) says that the word should be avoided entirely in descriptive sociology, and Lundberg (1939) characterises the concept as vague (Kroeber & Kluckhohn, 1952). Radcliff-Brown, the founder of social anthropology and his followers avoided using the word culture as much as possible. He resists the Tylorian concept of culture and defines it as “the process by which a person acquires, from contact with other persons or from such things as books or works of art, knowledge, skill, beliefs, tastes, and sentiments” (1952, p. 4).

Radcliffe-Brown believes that one can become a cultured person through a process called culture. He seems to have a classical and humanistic conception of culture. Similarly, the French sociologists Raymond Boudon and Francois Bourricaud find Tyrol’s ‘everything is culture’ erroneous. They also felt the use of the term should be limited to artefacts and mental products (Harouel, 2001).

Tyrol uses culture and civilisation as synonyms in his definition, but the sociologists reject his anthropologist view. They consider both concepts to be antithetical to each other. According to sociologists, the civilizational aspects tend to be more accumulative, more readily diffused, more susceptible to agreement in evaluation and more continuous in development than the cultural aspect. They also mention that civilisation is ‘impersonal’ and ‘objective’, whereas culture is ‘personal’ and ‘subjective’. Kroeber and Kluckhohn (1952) note numerous definitions in recent writings by sociologists that revolve around the anthropological concept of culture. This trend dates only to the nineteen twenties. Afterwards, in 1958, American anthropologists and sociologists ended their disagreement and accepted the validity of one another’s field of study.

After collecting and analysing many definitions up to 1952, Kroeber and Kluckhohn (1952) tried to build a general definition of culture. The definition is as follows:

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action (p.181).

In short, culture is shared knowledge about a given community's beliefs, values, customs, and behavioural norms, which may vary from community to community.

### **2.3 Relationship between Language and Culture**

Language and culture are not only very complex concepts but also very wide in their scope. Hall (1976, as cited in Zu & Kong, 2009) states that culture is so broad in its scope that every aspect of human life is touched and shaped by culture. The inevitable relationship between language and culture is deeply rooted in social groups. Thu (2010) acknowledges that language and culture coexist in any society. Kramsch (1998, p. 3) considers language as “the principal means whereby we conduct our social lives” and “when it is used in contexts of communication, it is bound up with culture in multiple and complex ways”.

Brown (2001) has described the relationship between language and culture as follows. “A language is a part of a 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 language or culture” (p.165).

Here, Brown uses both concepts as synonyms of one another; without one, the other will not get a significant meaning.

Language and culture are inseparable. To understand a language, one should understand the culture of that society. Kramsch's (1993, p. 177) view is very significant from the point of view of pedagogy. She asserts that "teaching language is teaching Culture".

Jiang (2000, as cited in Zu & Kong, 2009) explains the relationship between language and culture in a very brief way, using the following three new metaphors, which convey the understanding of language and culture.

From a philosophical view:

Language + culture = a living organism (communication)

Flesh                  blood

If we consider language and culture as living organisms, language is considered flesh, and culture is blood. Without culture, language would be dead. Without language, culture would have no shape.

From a communicative view:

Language                  +                  culture = swimming (communication)

Swimming skill                  water

If we consider communication as swimming, language is considered a swimming skill and culture as water. Without language, communication would remain very limited (in very shallow water), and without culture, there would be no communication at all.

From a pragmatic view:

Language                  +                  culture                  =                  Communication is like transportation

Vehicle                  traffic light

Language is the vehicle, and culture is the traffic light. Language makes communication easier and faster. Culture regulates, sometimes promotes and sometimes hinders communication.

The relationship between language and culture has been mentioned in the linguistic relativity hypothesis, also known as the Sapir-Whorf hypothesis, proposed by Edward Sapir and B. Whorf. They stress the close relationship between language and culture and conclude that “it was not possible to understand or appreciate one without knowledge of the other” (Wardhaugh, 2002, p. 220).

There are many views on the relationship between language and culture, such as language being a mirror of culture. Language is the vehicle of culture. “Language is the carrier of culture, and culture is the content of language.” (Kuang, 2007, p. 75). In that sense, language carries culture from one generation to another. Language and culture are also compared with icebergs. In this sense, language is the small visible part, and the hidden invisible part is culture. In my opinion, Kramsch’s (1998) views on the relationship of language and culture aptly summarise the relationship. She states that language expresses, embodies and symbolises cultural reality.

## **2.4 Textbook**

The textbook is an essential and crucial tool in teaching and learning. It is a teaching material for the teacher and a learning material for the learner (Awasthi, 2006). Sheldon (1988) states that it is the visible heart of any ELT program. Hutchinson and Torres (1994) consider it a universal element of teaching. In addition, Awasthi (2006) believes that it is a guide for a teacher, a memory aid for the pupils, and a permanent record or measure of what has been learnt.

Though textbooks play a vital role in the teaching and learning process, some scholars consider them a burden (Gabrielatos, 2004) and de-skinner (Cortazzi & Jin, 1999) as they restrict the teaching and learning process.

#### **2.4.1 Defining Textbook**

UNESCO Guidebook (Pingel, 2010, p.7) mentions that “Textbooks are one of the most important educational inputs: texts reflect basic ideas about the national culture, and ... are often a flashpoint of cultural struggle and controversy”. Similarly, Sheldon (1987) has defined the textbook. According to him, ‘textbooks are defined as materials particularly designed to assist students in enhancing their linguistic and communicative skills in language learning’ (as cited in Mulyani, 2017). Both definitions explain why textbooks are important, but Cunningsworth’s (1995) definition seems more explicit to define textbooks. He has argued why textbooks are essential and how they help teachers and students.

Cunningsworth (1995, as cited in Awasthi, 2006) convincingly argues that a textbook is an invaluable resource for self-directed learning. Beyond just presenting materials, it serves as a wellspring of ideas and activities, a reference for students, and a syllabus that reflects predetermined language objectives. Additionally, it provides crucial support for teachers who are still gaining confidence.

#### **2.4.2 Roles of the Textbook**

Textbook plays a significant role on several levels. It can be a teacher because, most of the time, the textbook contains material that is intended to instruct students. So, in that sense, the textbook is a teacher. It also gives the overall structure of linguistic and cultural elements, so it plays the role of a map. Though a large amount of supplementary material is available for teachers and students, the textbook is a significant, authentic, and readily available source of

material and activities that are most appropriate and valuable in the teaching and learning process. It is also an excellent trainer; it helps the inexperienced and untrained teacher with explanations. It also guides teachers in giving step-by-step instructions in their teaching. Textbooks play the role of authority because they are valid, reliable, and written by experts. (Awasthi, 2006)

As mentioned above, some scholars hold an utterly opposite view towards the textbook. Gabrielatos (2004) considers textbooks to be a Bible, a guide, a crutch, a necessary evil, or a burden. This statement indicates that a textbook can be beneficial or a burden. However, positive and negative attitudes towards the textbook depend wholly on the person who handles it and how they use it in their teaching and learning process. If the person uses it as source material along with other material, it will help him/her in a more creative way. However, if someone uses it as the only source of teaching or learning, it will restrict their creativity.

Another view is that the textbook also plays the role of a de-skinner (Cortazzi & Jin, 1999). It is because, most often, more experienced teachers can be over-dependent on textbooks. The result is that they are not more creative, more interpretative, and not even critical about using materials as they were trained to do. The last and unrecognised aspect is 'the textbook as an ideology'. It helps to reveal questions like whose interest this textbook is written for and why? Is it a reflection of social construction, cultural system and worldview? Most of the time, the interests and views of decision-makers who choose a textbook are important factors leading to a change in the cultural content. That view may be imposed on teachers and students and indirectly construct their view of culture. Concisely, the textbook embodies multiple roles - it serves as a teacher, a map, a valuable resource, a trainer, an authoritative source, a means of de-skilling, and an ideology (Cortazzi & Jin, 1999, p.199).

## 2.5 Criteria for Textbook Evaluation in General

Several methods/criteria/models are available for textbook evaluation. According to Awasthi (2006) various scholars have proposed these methods as per their way of evaluating textbooks/materials or course books, such as Rivers (1968), Chastain (1971), Tucker (1975), Breen and Candlin (1979), Daoud and Celce-Murcia (1979), Williams (1983), Cunningsworth (1984), Hutchinson and Waters (1987), Sheldon (1988), Skierso (1991), Block (1991), Ur (1996), Littlejohn (1996), Harmer (1996), and McDonough and Shaw (2003). Additionally, Ellis (1997) and McGrath (2002) have contributed to the methods list. The most significant criteria for textbook evaluation in general are presented below in a tabular form.

**Table 1**

*Criteria for Textbook Evaluation in General*

| Scholars             | Textbook Methods                                          | Brief Descriptions                                                                                                                                                                                                                                                                                                                    |
|----------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ellis (1997)         | 1. Predictive<br>2. Retrospective                         | Predictive: This method helps to decide what/<br>which material to use.<br><br>Retrospective: This method helps to examine the<br>material which is actually used.                                                                                                                                                                    |
| Cunningsworth (1995) | 1. Pre-use<br>2. In-use and<br>3. Post-use<br>evaluation. | Pre-use:<br><br>In-use: The in-use method refers to coursebook<br>evaluation while the coursebook is being used<br><br>Post-use:                                                                                                                                                                                                      |
| Tucker (1975)        | 1. Internal criteria<br>and<br>2. External criteria.      | Internal criteria: It deals with language knowledge,<br>which carries three sub-categories, i.e.<br>Pronunciation criteria, Grammar criteria and<br>Content criteria.<br><br>External criteria: It deals with a broader view of<br>textbooks, which consists of authenticity of<br>language, availability of supplementary materials, |

|                           |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                            | durability, quality of editing and publishing, price and value, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| McDonough and Shaw (2003) | 1. External criteria<br>2. Internal criteria                               | <p>Their external criteria: provide the external overview of the textbook, i.e., the organisation of the materials, the ‘blurb’, the introduction, and the table of contents.</p> <p>Internal criteria: consists of the treatment and presentation of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking and writing materials contained in the materials, appropriateness of tests and exercises, self-study provision and teacher-learner ‘balance’ in use of the materials.</p>                                                                                                                                                                                                                                                    |
| McGrath (2002)            | 1. Impressionistic method<br>2. Checklist method and<br>3. In-depth method | <p>Impressionistic method: The impressionistic method is concerned with obtaining a general impression of the material, which is wide in range but relatively superficial. This impressionistic method consists of the publisher’s blurb, content page, and skimming through the book to get a sense of organisation, topics, layout and visuals.</p> <p>Checklist method: It is a systematic, effective and explicit method of textbook evaluation. It is comprised of a list of items which is ‘referred to for comparison, identification or verification’.</p> <p>In-depth method: It deals with careful and close analysis of specific aspects, such as the design of a particular unit or exercise or the treatment of particular language elements in the given textbook.</p> |

Ellis (1997) and Cunningsworth (1995) have categorised textbook evaluation methods similarly. Ellis (1997) talks about two methods, i.e. Predictive and Retrospective evaluation; the former method helps to make a decision regarding what/material to use, which is more difficult, and the latter method helps to examine the material which is actually used.

Cunningsworth (1995, p. 14) classifies textbook evaluation methods into three types, i.e. Pre-use, In-use and Post-use evaluation. He considers the first type, i.e., pre-use evaluation, to be the most elusive method of evaluation, as there is no actual experience of using the course book, and the teacher has to look at the future or potential performance of the course book. The second type, the In-use method, refers to coursebook evaluation while the coursebook is being used. This method helps decide whether the coursebook should be considered for replacement. The third type, Post-use evaluation, retrospectively assesses a coursebook's performance. This kind of evaluation helps to identify the strengths and weaknesses of material that emerge over a period of time.

Conceptually, there seems to be a correspondence between the predictive and pre-use methods and the retrospective and post-use methods. Apart from these two methods, Cunningsworth (1995) place the 'in-use method' between 'pre' and 'post-use' evaluation, which is not found in the categorisation proposed by Ellis (1997).

Tucker (1975, pp. 355-360) proposes two broad criteria for textbook evaluations, i.e. Internal criteria and External criteria. An internal criterion deals with language knowledge, which carries three sub-categories, i.e. Pronunciation criteria, Grammar criteria and Content criteria. External criteria deal with a broader view of textbooks, which consists of authenticity of language, availability of supplementary materials, durability, quality of editing and publishing, price and value, etc. (as cited in Ansary & Babaii, 2002).

After Tucker (1975), almost three decades later, McDonough and Shaw (2003) proposed a two-stage model for textbook evaluations comprising External and Internal evaluation. Although both are categorised similarly, McDonough's and Shaw's textbook evaluation methods provide a more in-depth investigation into materials, which is less complicated and more logical. Their external criteria provide the external overview of the textbook, i.e., the organisation of the materials, the 'blurb', the introduction, and the table of contents. In contrast, Internal evaluation consists of the treatment and presentation of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking and writing materials contained in the materials, appropriateness of tests and exercises, self-study provision and teacher-learner 'balance' in use of the materials (McDonough & Shaw, 2003, pp. 54-60).

Furthermore, McGrath (2002, pp. 25-28) tries to obtain a collective account of textbook evaluation methods. He puts forth three basic methods of textbook evaluation: impressionistic method, checklist method, and in-depth method. The impressionistic method is concerned with obtaining a general impression of the material, which is wide in range but relatively superficial. This impressionistic method consists of the publisher's blurb, content page, and skimming through the book to get a sense of organisation, topics, layout and visuals. Though this method is wide in scope, it is not adequate for textbook analysis when used alone. Thus, it is used in combination with other methods. The second method is the 'checklist method', which is easier and not time-consuming. It is a systematic, effective and explicit method of textbook evaluation. The nomenclature of this term is self-suggestive; it is comprised of a list of items which is 'referred to for comparison, identification or verification' (McGrath, 2002, p.26). Once the presence of an item in the list is confirmed, the item is ticked or checked off. The third method is the 'in-depth method'. It deals with careful and close analysis of specific aspects, such as the design of a particular unit or exercise or the treatment of particular language elements in the given textbook.

Though many methods are available for textbook analysis, there is not a single model framework for material evaluation; the use of a method/framework must depend on the reason, objectives and circumstances of the evaluation (Tomlinson, 1998).

The present study focuses on evaluating cultural aspects in language textbooks, how culture is represented in English language textbooks, and whether textbooks help to develop intercultural communication competence. So, the main focus is on the representation of the culture and cultural aspects. Thus, the researcher tries to find out the specific textbook evaluation/ analysis method for analysing cultural representation in textbooks.

Kilickaya (2004) argues that incorporating cultural content into EFL classrooms is essential for effective language teaching and learning as long as potential challenges are addressed and teaching strategies and materials are selected thoughtfully.

## **2.6 Criteria for Textbook Evaluation from a Cultural Point of View, and Theoretical Framework**

The section aims to review the criteria for textbook evaluation from a cultural point of view. Moreover, it also reviews and examines the suitability of the framework used for evaluating cultural representation in the language textbook. i.e. Cortazzi and Jin's model (1999), cultural themes of Big C and Small C (Chen, 2004; Lee, 2009; Liu & Laohawiriyanon, 2013a), and Byram's Intercultural Communicative Competence (1997).

There are some criteria available for textbook analysis from a cultural point of view. Byram's (1993a) criterion is the most rigorous criterion for textbook evaluation, which focuses on cultural content. Byram (1989) has also cited Huhn's (1978) criteria for evaluating cultural content in language textbooks (as cited in Cortazzi & Jin 1999, p. 203). Huhn's (1978) criterion is as follows.

### **2.6.1 Huhn's (1978) Criteria for Evaluating the Cultural Content in the Textbook**

The criteria are listed below.

- a. Giving factually accurate and up-to-date information
- b. Avoiding stereotypes by raising awareness
- c. Presenting a realistic picture
- d. Being free from ideological tendencies
- e. Presenting phenomena in context rather than as isolated facts
- f. Explicitly relating historical material to contemporary society
- g. Making it clear how personalities are products of their age

### **2.6.2 Byram's (1993a) Criteria for Textbook Evaluation**

The criteria are listed below.

- a. Social identity and social group: Social class, regional identity, ethnic minorities
- b. Social interaction: Differing levels of formality; as an outsider and insider
- c. Belief and behaviour: Moral, religious belief; daily routines
- d. Social and political institutions: State institutions, health care, law and order, social security, local government
- e. Socialisation and the life cycle: Families, schools, employment, rites of passage
- f. National history: Historical and contemporary events seen as markers of national identity
- g. National geography: Geographic factors seen as being significant by members
- h. Stereotypes and national identity: What is "typical", symbols of national stereotypes

### **2.6.3 Sercu's (1998) Checklist for Evaluating Cultural Content in the Textbook**

Sercu (1998) provides a set of questions to evaluate cultural content in textbooks. He believes that representativeness and realism are the most important parts. He suggests that the evaluator should ask the following questions. (as cited in Liu, 2016, p. 843)

- i. What image is represented: a royal or realistic one?
- ii. Are there negative and problematic aspects of the foreign culture trounced upon?
- iii. Does the textbook offer an authentic reflection of the multi-cultural character of the foreign society?
- iv. Do situations occur in which someone with a good mastery of EFL is not understood because of differences in culture-specific reference frames?
- v. Are teachers and learners encouraged to consult additional material on the topics dealt with?
- vi. Do the textbooks include materials/ text /illustrations/ instructions written by members of different nationalities living in the foreign country, or do they mainly present the white male point of view?
- vii. Is a historical perspective presented and used to explain certain present-day mentality or national character features?
- viii. Is the information on foreign culture integrated into the course, or is it added at the end of every chapter or even presented in a separate chapter at the end of the textbook?

### **2.6.4 Hatoss Aniko's (2004) Checklist for Evaluating Cultural Content in the Textbook**

Hatoss Aniko (2004, p.32) provides a checklist of questions for examining cultural content in language textbooks. Like Sercu, Hatoss (2004) has also given a set of questions to check the cultural content in the textbook. The checklist of questions is as follows:

- a. Does the linguistic input cater to sociolinguistic variation (social variation, foreign accents, etc.)?
- b. Is the linguistic input culturally dense (Idioms, expressions, slang)?
- c. Is the textbook successful at developing students' pragmatic competence?
- d. Is there paralinguistic input (e.g. non-verbal communication)?
- e. Is there any non-linguistic semiotic cultural input (pictures, etc.)?
- f. Does the textbook teach high culture (culture with a capital 'C'), such as literature and art?
- g. Does the textbook teach low culture (culture with a small 'c'), such as everyday lifestyle?
- h. Does the material teach surface culture only (i.e. food, dressing, and other visible elements of culture)?
- i. Does the material teach deep culture (Orientation, values, non-visible and non-tangible elements of culture)?
- j. Is culture represented as monolithic?
- k. Is culture represented as dynamic?
- l. Is the cultural input a true reflection of the target culture?
- m. Is the cultural input representative of cultural knowledge that native speaker peers would have?
- n. Does the textbook teach cultural knowledge explicitly?
- o. Is cultural learning experiential (culture is the experience) or cognitive (learning facts)?
- p. Does the textbook lead to stereotype formation?
- q. Does the textbook cater for the atypical individual?
- r. Has the first culture played a role in teaching the second culture?

- s. Does the textbook aim at assimilating learners into a second culture?
- t. Does the textbook encourage reflection?

According to Cortazzi and Jin (1999, pp. 204-210), checklists are not enough for textbook evaluation. They have proposed a model for evaluating culture in textbooks, which is more important from the point of view of cross-cultural understanding and the development of intercultural competence.

## **2.7 Cortazzi and Jin's (1999) Model for Evaluating Cultural Content in the Textbook**

The model categorises culture into three categories.

- a. C1 = Source culture- Learners' own culture (i.e. native culture).
- b. C2 = Target culture - Where the target language is used as a first language (i.e. English) and
- c. C3, C4, C5 = The international target cultures- there are some countries which use English as an international language.

This categorisation shows that not only the target culture but also the source and international target cultures are equally important. It also encourages the development of one's own identity and awareness of others' identities. Cortazzi and Jin (1999, p. 218) consider that cultural mismatches can occur, but knowledge and awareness of different cultural approaches might help to reduce difficulty.

Additionally, Brook (1968) suggests that two domains are very important for language teachers: the first one is Big C, and the second is small c (as cited in Jing Xiao, 2010). The following section explains Big C and small c cultures and their significance for the proposed research.

## **2.8 Concept of Big C and Small/Little c Culture or Surface and Deep Culture:**

For a better understanding of the term culture (Chen, 2004; Hall, 1976; Lee, 2009; Liu & Laohawiriyanon, 2013a; Peterson, 2004 ) categorised it into two categories which are known as Big C culture and small c culture (Chen, 2004; Lee, 2009; Liu & Laohawiriyanon, 2013a) or Big C culture and Little c culture (Peterson, 2004). It is also known as surface and deep cultures (Hall, 1976).

According to Peterson (2004), the culture relating to grand themes is classified under Big C, which includes the following themes: geography, architecture, classical music, literature, political issues, society's norms, legal foundation, core values, history and cognitive processes.

Little c culture involves life together with attitudes and beliefs. Peterson (2004) defines little c culture as a culture focusing on common and minor themes. It includes themes such as opinion, viewpoint, performance or tastes, gesture, body posture, use of space, clothing styles, food, hobbies, popular music, popular issues, and certain knowledge (as cited in Lee, 2009).

Lee (2009, p. 78) refers to the Big C culture as “the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festival and custom of a target speech society. It is, by nature, easily seen and readily apparent to anyone and memorised by learners and has been utilised heavily by many L2/FL/ELT language practitioners to teach a target culture. The small c domain, on the other hand, refers to the invisible and deeper sense of a target culture, i.e. the mainstream socio-cultural values, norms and beliefs, taking into consideration such socio-cultural variables as age, gender and social status.” Lee (2009) designed a set of concrete themes for the examination of how culture was taught in Korean EFL textbooks. Lee's framework consisted of 22 themes for Big C, for

example, arts, agriculture, education, sports, and politics, and 26 themes for Little c, such as freedom, materialism, informality, fairness, competition, etc.

Similarly, Chen (2004) proposed a cultural framework based on the model that Lessard-Clouston (1996) conceptualised. Chen's framework includes seven themes under Big C, i.e. music, social norms, education, economy, politics, history and geography and nine themes under Little c, such as daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs and values, etc. (as cited in Liu & Laohawiriyanon, 2013a, p.31).

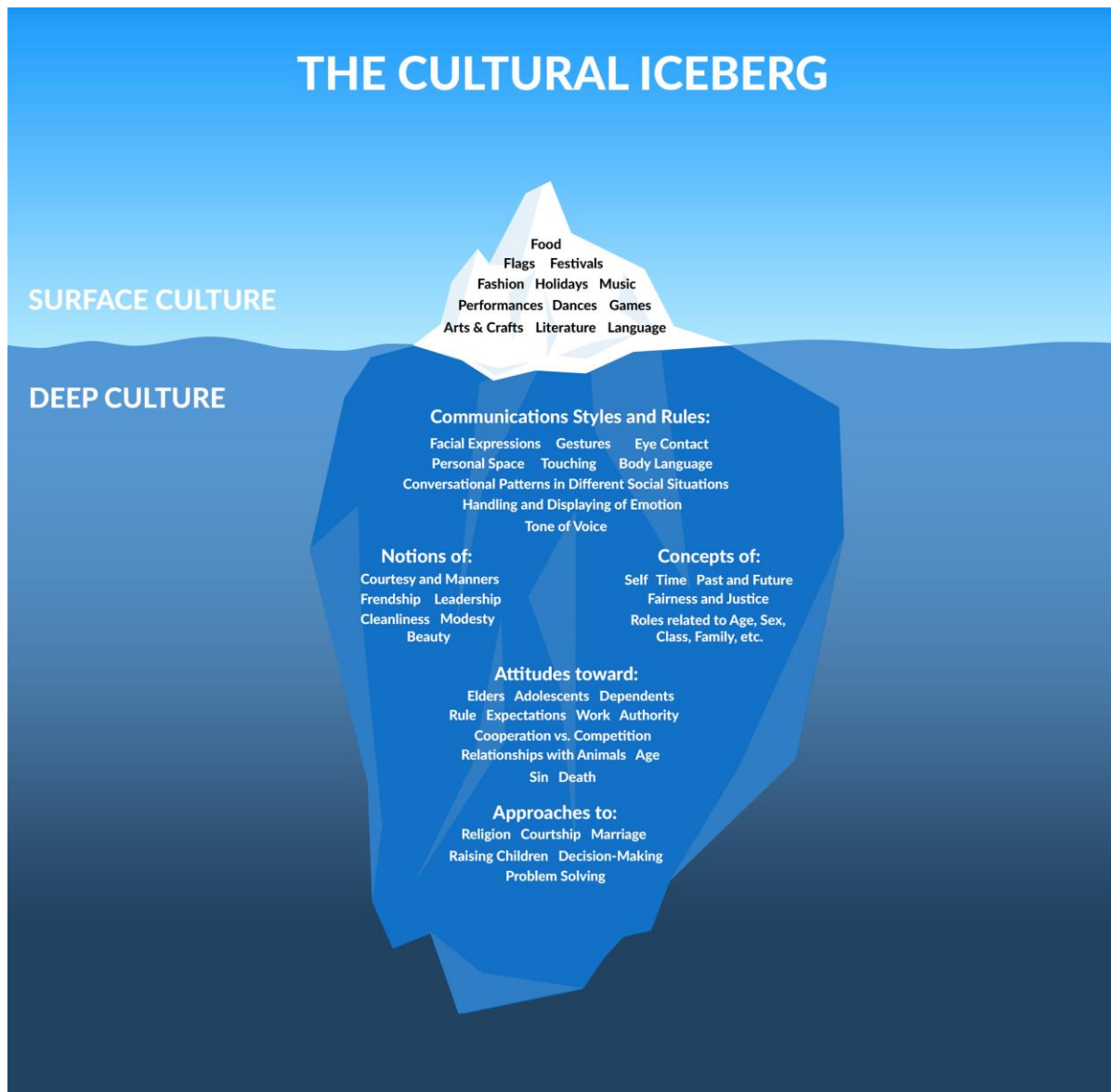
By using Chen's (2004) and Lee's (2009) frameworks, Liu and Laohawiriyanon (2013a) consider the respective merits and weaknesses of both cultural frameworks mentioned above. He has prepared his own framework in which only seventeen cultural themes are used; ten themes for Big C, i.e. geography, science, history, social norms, architecture, economy, education, art/literature, politics, music/sports etc., and seven themes for little c culture, i.e. food, holidays, lifestyles, customs, values, body language, and hobbies etc.

After referring to the three frameworks of Chen (2004), Lee (2009), and Liu and Laohawiriyanon (2013a), there seems to be ambiguity and overlap between the classifications of Big C and small c. Moreover, there is no clear reasoning for the categorisation of the themes under the Big C and small c.

Thus, to get a clear picture of Big C and small c culture, the researcher follows the Iceberg culture model proposed by E. Hall (1976) in his book *Beyond the Culture*. Hall (1976) categorises culture into two parts, i.e., Surface culture and Deep culture.

**Figure 1**

*Culture as an Iceberg*



Source: <https://bccie.bc.ca/wp-content/uploads/2020/09/cultural-iceberg.pdf>

### 2.8.1 Surface Culture

Surface culture refers to the culture which is most visible. This is the part one can see, taste, smell, hear, and touch. It includes food, music, visual arts, language, celebrations, and games. The visible aspects of culture are important parts of how cultures interact and maintain

their sense of unity. However, over time, they change; for example, recipes, games, and arts can all change over time. Even language shifts with each generation. Therefore, we can say that the top part of the culture iceberg has a relatively low emotional load. They matter to people, but they can also be changed and altered without fundamentally challenging the existence of a culture or people's ideas about who they are.

### **2.8.2 Deep Culture**

Deep culture is the invisible type of culture associated with a region, group of people, language, etc. Some examples of deep culture include communication styles (facial expressions, gestures, eye contact, touching, body language, etc.), verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends. We cannot live or communicate without a deep culture. A lot of intercultural communication is based on either Deep culture, Surface culture, or both.

Hall's (1976) Iceberg model is deeper for understanding, but it seems perplexing. When Hall explains deep culture, he mentions that deep culture is the 'invisible type of culture', and he categorises 'facial expressions, gestures, eye contact, touching, body language, etc.', under the visible deep culture. Thus, his terminology, especially 'invisible', seems less appropriate. In my opinion, the term 'less visible culture' would be more appropriate for things like 'facial expressions, gestures, eye contact, touching, body language, etc.

Considering the merits and especially the demerits of the earlier theories, their application to the current investigation will also be limited. Therefore, I suggest using the term 'less visible' for 'invisible'.

The proposed definitions/explanations suitable for the current investigation are as follows:

### 2.8.3 Big C Culture

Big C culture is the most visible part, which deals with grand themes. Grand themes are the ones that one can see, taste, smell, hear, and touch. Thus, Big C includes themes like food, music, visual arts, language, celebrations, games, etc.

### 2.8.4 Small c Culture

The small c culture is a less visible part which deals with minor themes. Though they are less visible, they have a deeper sense of culture. Thus, the small c culture includes themes such as cultural norms (what is proper and improper in social interactions), mannerisms, values, daily routines, gender roles, hobbies, holidays, and communication styles (facial expressions, gestures, eye contact, touching, body language, etc.).

### 2.8.5 The Proposed Categorisation of Themes under Big C and Small c

After examining the categorisation of Big C and Small C put forth by Hall (1976), Peterson (2004), Chen (2004), Lee (2009) and Liu and Laohawiriyanon (2013a), it is found that it is not appropriate or entirely suitable for Indian or, very specifically, for the culture in Maharashtra. They have categorised 'Food and Custom' under small c culture and 'Holiday' in Big C culture, which seems quite inappropriate in Indian or specifically in Maharashtrian culture. Thus, the researcher has proposed some changes in the categorisation by categorising 'Food and Customs' under the Big C culture and 'Holiday' in the small c culture.

The reason behind proposing the above categorisation ('Food and Customs' under the title of Big C culture) is that in India, food and customs are very peculiar things that help to represent the particular identity of society and geographical area. For example, *rasgulla* is associated with Bengal and Odisha, *dal-bati* is associated with Rajasthan, and *varan-bhat*, *puranpoli*, and *bhakari* are associated with Maharashtra. Every food item is an identity of that

particular state and society. Even within the same state, there are different food cultures, which help to differentiate one region from another and one society from another.

The proposed categorisation of themes under Big C and small c is as follows.

**Table 2**

*Proposed Categorisation of Big C and small c Themes.*

| <b>Big C Culture</b> |                        | <b>Small c Culture</b> |
|----------------------|------------------------|------------------------|
| 1.                   | Food                   | Values                 |
| 2.                   | Art, literature, music | Hobbies                |
| 3.                   | Festival               | Gender role            |
| 4.                   | Clothing               | Daily routines         |
| 5.                   | Economy                | Holidays               |
| 6.                   | Religion               | Body language          |
| 7.                   | Custom                 |                        |
| 8.                   | History                |                        |
| 9.                   | Geography              |                        |
| 10.                  | Environment            |                        |
| 11.                  | Sports                 |                        |
| 12                   | Science                |                        |

To clearly understand Big C and small c themes for this study, they are defined as follows.

## 2.8.6 Definitions of Themes under Big C

**Table 3**

*Definitions of Themes under Big C*

| Big C Culture |                        | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.            | Food                   | “Any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life or growth” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                                                                                                                                                                                                |
| 2.            | Art, literature, music | “Art- the expression or application of creative skill and imagination through a visual medium such as painting or sculpture” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).<br><br>“Literature- written works, especially those regarded as having artistic merit” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).<br><br>“Music- The art or science of combining vocal and instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion” (Concise Oxford Dictionary, 11 <sup>th</sup> edition). |
| 3.            | Festival               | “A day or period of celebration, typically for religious reasons” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4.            | Clothing               | “A covering designed to be worn on a person’s body” (WordWeb).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5.            | Economy                | “The organisation or condition of the community or nation with respect to economic factors, especially the production                                                                                                                                                                                                                                                                                                                                                                                                                          |

|     |             |                                                                                                                                                                                                                                                                                                                                                                           |
|-----|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |             | and consumption of goods and services” (Oxford English Dictionary).                                                                                                                                                                                                                                                                                                       |
| 6.  | Religion    | “A pursuit or interest followed with great devotion” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                                                                                               |
| 7.  | Custom      | “A traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                    |
| 8.  | History     | “The whole series of past events connected with someone or something” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                                                                              |
| 9.  | Geography   | “The study of the earth’s surface includes people’s responses to topography and climate, soil and vegetation” (WordWeb).                                                                                                                                                                                                                                                  |
| 10  | Environment | “The surroundings or conditions in which a person, animal, or plant lives or operates” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                                                                             |
| 11. | Sport       | “An activity involving physical exertion or skill in which an individual or team competes against another or others for entertainment” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                                                                                             |
| 12  | Science     | <p>“Study of the physical and natural world using theoretical models and data from experiments or observation” (WordWeb).</p> <p>“The intellectual and practical activity encompasses the systematic study of the structure and behaviour of the physical and natural world through observation and experiment” (Concise Oxford Dictionary, 11<sup>th</sup> edition).</p> |

### 2.8.7 Definitions of Themes under Small c

**Table 4**

*Definitions of Themes under small c*

| Small c culture |                | Definition                                                                                                                                                                                      |
|-----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.              | Values         | “Principles or standards of behaviour” (Concise Oxford Dictionary, 11 <sup>th</sup> edition)<br><br>“Beliefs of a person or social group in which they have an emotional investment” (WordWeb). |
| 2.              | Daily routines | “A regularly followed procedure; an established or prescribed way of doing something; a more or less mechanical or unvarying way of performing certain actions or duties” (WordWeb).            |
| 3.              | Gender Role    | “The overt expression of attitudes that indicate to others the degree of your maleness or femaleness” (WordWeb).                                                                                |
| 4.              | Hobbies        | “An activity done regularly for pleasure” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                                                                                |
| 5.              | Holidays       | “A day on which work is suspended by law or custom. For ex. Diwali holiday, Independence Day holiday, Christmas holiday” (WordWeb).                                                             |
| 6.              | Body language  | “The conscious and unconscious bodily movements and postures by which feelings are communicated” (Concise Oxford Dictionary, 11 <sup>th</sup> edition).                                         |

## **2.9 Intercultural Communicative Competence (ICC)**

The notion of Intercultural Communicative Competence was proposed by Byram (1997). The key concepts in the notion are competence, communicative competence, and intercultural competence. One needs to understand these concepts in order to know how 'Intercultural Communicative Competence' has been developed.

### **2.9.1 Chomsky's Notion of Competence**

The notion of competence (linguistic competence) was introduced by Chomsky (1965) in the generative paradigm. He differentiates competence from performance, as competence is the ideal speaker-hearer's knowledge of his language, whereas performance is the actual use of language in concrete situations. Knowledge of a language involves the implicit ability to generate and comprehend an indefinite number of sentences. It also includes the ability to recognise ambiguous and deviant sentences (Richards & Schmidt, 2002). To add to the difference between competence and performance, Chomsky (1965) states that competence is directly reflected in performance only in idealised situations and not in natural speech, as it deviates from rules.

### **2.9.2 Hymes' Communicative Competence**

Hymes' (1972) communicative competence was a reaction to Chomsky's (1965) linguistic competence and performance. By introducing this concept, Hymes challenges Chomsky's beliefs about what constitutes knowledge of language. For Chomsky, it is only grammatical knowledge, or in other words, the ability to produce and identify grammatical utterances. Hymes accepts the significance of grammatical knowledge but strongly argues that it is not the sole thing that constitutes knowledge of language. He believes that knowledge of the appropriate social norms constitutes knowledge of language. i.e. how something can be said, to whom it can be said and in what contexts it can be said (Lillis, 2006). It is possible that

one's speech can be grammatically correct but socially inappropriate in a particular society. Therefore, Hymes (1972) also expresses the need to pay attention to how grammatical competence and the ability to use language appropriately are acquired.

Hymes emphasises sociolinguistic competence, which is fundamental to the development of communicative language teaching (Byram, 1997, p.7). Sociolinguistic competence deals with the use of appropriate language in different contexts. It also includes understanding the participant's role, social status and information shared in a communicative situation.

Byram (1997) argues that Hymes did not give specific attention to cross-cultural communication as he was interested in analysing social interaction and communication within a social group using one language. The interpretation of the concept of cross-cultural communication in FLT was undertaken by Canale and Swain (1980) in North America and van Ek (1986) in Europe separately. Canale and Swain developed their work from Hymes and others, whereas Van Ek does not make any explicit reference to Hymes.

### **2.9.3 Development of Communicative Competence in America and Europe**

Celce-Murcia et al. (1995) state that the first comprehensive model of communicative competence was proposed by Canale and Swain (1980) in North America. In this model, the broad sociolinguistic dimension has been narrowed down by separating strategic competence from sociolinguistic competence. This was further elaborated by Canale (1983). He added discourse competence, which was intended to serve both instructional and assessment purposes. This model comprises four components of communicative competence: first is grammatical competence, which consists of knowledge of grammatical rules, vocabulary, pronunciation, spelling, etc. Second is sociolinguistic competence, which is the mastery of the appropriate application of vocabulary, register, politeness, and style in a given situation. Third

is discourse competence, the ability to combine language structures into different types of cohesive texts, e.g., political speech and poetry. Fourth is strategic competence, the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur (Celce-Murcia et al., 1995, p.7).

Schachter (1990) critically analyses Canale's (1983) model. According to her, the model has a central problem with the validity of constituent components, specifically the separation of discourse and sociolinguistic competence and the inappropriate categorisation of pragmatics as coextensive with discourse competence. The second issue Schachter pointed out was that the major components of the communicative competence model were not sufficiently defined, which resulted in an ambiguous operationalisation of the theoretical constructs for assessment purposes (as cited in Celce-Murcia et al., 1995, p.7).

#### **2.9.4 Celce-Murcia et al.'s (1995) Communicative Competence**

Celce-Murcia et al. (1995) have proposed actional competence as a part of communicative competence. The actional competence is the ability to comprehend and produce all significant speech acts and speech act sets. These authors also made two significant changes in the terminology. First, they modified Canale and Swain's sociolinguistic competence and referred to it as socio-cultural competence, i.e. the knowledge of cultural background needed to interpret and use a language effectively. Second, grammatical competence is relabelled as linguistic competence, which includes the sound system, lexicon and grammar, i.e. morphology and syntax (Celce-Murcia, 2007, p.42).

Celce-Murcia (2007) acknowledges the contribution of Celce-Murcia et al. (1995), who specify that components of communicative competence are interrelated, and to comprehend

the construct of communicative competence completely, it is crucial to describe the nature of these interrelationships appropriately.

Though Celce-Murcia et al.'s (1995) model was an advanced model of communicative competence with respect to Canale and Swain (1980) and Canale (1983), there were some perceived gaps. Celce-Murcia tried to fill these gaps later during the same year (Celce-Murcia et al., 1995) and attempted to give a more central role to formulaic language (as opposed to language as a system) and the paralinguistic aspects of face-to-face oral communication (Celce-Murcia, 2007, pp. 44-45).

### **2.9.5 Celce-Murcia's (2007) Revised Model of Communicative Competence**

After twelve years (in 2007), Celce-Murcia proposed a revision of the 1995 model. It is considered that the revised model of communicative competence is more comprehensive and accurate. It suggests a number of principles for the design and implementation of language courses. It also provides knowledge and skills to learners for becoming linguistically and culturally competent in a second or foreign language.

Celce-Murcia's (2007) revised model consists of six competencies: socio-cultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence and strategic competence. In this model, she replaced actional competence with interactional competence. This interactional competence has been used in a broad sense. She includes actional, conversational, and non-verbal/paralinguistic competence in this competence.

The crucial contribution of Celce-Murcia's (2007) revised model is that it gives importance to cultural understanding. She says, "Language instruction must be integrated with cultural and cross-cultural instruction" (Celce-Murcia, 2007, p. 51). She also mentions that

literature and art, as well as basic knowledge of the history and geography of the target culture, should be a part of language instruction. As mentioned above, this is a very comprehensive model of communicative competence, but it still has some gaps. In this model, Celce-Murcia has given more importance only to the target language's culture. She does not make any specific reference to learners' own language, culture and identity. Therefore, learners cannot establish a relationship with their interlocutor and fail to relate to their own cultural beliefs, behaviours and meanings. Byram (1997) says that "it is important that the learner be able to see similarities and differences and to establish a relationship between their own and other systems, rather than imitate a native speaker" (p. 14).

## **2.10 Development of Communicative Competence in Europe**

### **2.10.1 Van Ek's (1986) Model of 'Communicative Ability'**

Van Ek's Model of 'Communicative ability' (1986) consists of six competences: linguistic competence, sociolinguistic competence, discourse competence, socio-cultural competence, strategic competence, and social competence. Byram (1997) states that Van Ek's "concepts of 'social competence', 'strategic' and 'socio-cultural competence' are included in [his] model and refined as a consequence of [his] replacing the native speaker by the concept of the intercultural speaker" (p. 48).

### **2.10.2 Van Ek's Model and Modification by Byram**

Byram's (1997) Intercultural Communicative Competence model (ICC) is based on Van Ek's Model of communicative ability (1986). Byram (1997) proposes to take Van Ek's work as a starting point since it is more detailed and is the origin of the model which he develops later. Byram (1997, p. 48), however, expresses the need to modify Van Ek's

definitions of linguistic, sociolinguistic and discourse competence and modifies these competences in his model as follows:

- “Linguistic competence- the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language” (p. 48).
- “Sociolinguistic competence- the ability to give to the language produced by an interlocutor, whether native speaker or not, meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor” (p. 48).
- “Discourse competence- the ability to use, discover, and negotiate strategies for producing and interpreting monologue or dialogue texts that follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for purposes” (p. 48).

### **2.11 Byram’s (1997) Intercultural Communicative Competence (ICC)**

According to Byram (2002), when people communicate with each other, their social identities are unavoidably part of the social interaction. In language teaching, the concept of ‘communicative competence’ takes this fact into account by emphasising that language learners need to acquire not just grammatical competence but also the knowledge of what is appropriate language.

Often, in language teaching, the implicit aim has been to imitate a native speaker in terms of both linguistic competence, knowledge of what ‘appropriate’ language is, and knowledge of a country and its culture. The concept of culture has changed over a period of time, but the idea of imitating native speakers has not changed. Even now, native speakers are considered models for foreign/second language learning.

In contrast, the ‘intercultural dimension’ in language teaching aims to develop learners as intercultural speakers or mediators who can engage with complexity and multiple identities

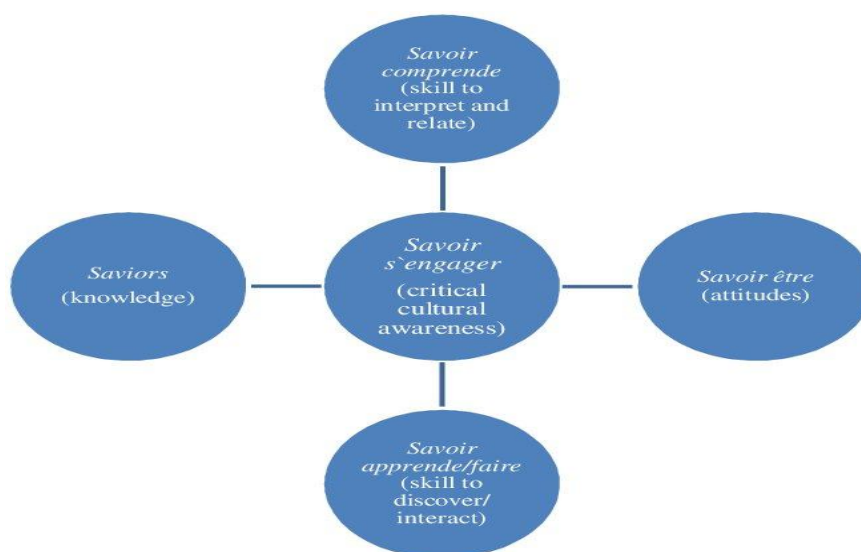
and avoid the stereotyping that accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered rather than as a representative of an externally ascribed identity. Intercultural communication is based on respect for individuals and equality of human rights as the democratic basis for social interaction.

So, language teaching with an intercultural dimension continues to help learners acquire the linguistic competence needed to communicate in speaking or writing and formulate what they want to say/write correctly and appropriately. However, it also develops their intercultural competence, i.e., their ability to ensure a shared understanding by people of different social identities and interact with people as complex human beings with multiple identities and their own individuality.

The following figure illustrates Byram's intercultural communicative competence (ICC), showing its four dimensions.

**Figure 2.**

*Byram's (1997) ICC Model*



(Source: <https://17234751.home.blog/2018/12/09/what-is-intercultural-communicative-competence/>)

Byram (1997, 2002) has discussed these four dimensions as follows:

### **2.11.1 Attitudes (*Savoir être*)**

The attitude of intercultural speakers/mediators is the base for intercultural competence. Usually, it is considered that prejudice, stereotypes, or negative attitudes hinder successful interaction. Byram (1997) mentions that not only negative prejudice or stereotypes but also positive prejudice or stereotypes can hinder successful interaction. Attitudes consist of “curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own” (Byram, 1997, p. 37).

The attitudes of an intercultural speaker include the following: According to Byram, an intercultural speaker should value cultural diversity and pluralism of views and practices and respect people who have different cultural affiliations from one’s own. S/he should be curious

about and willing to learn from and about people who have different cultural orientations and perspectives from one's own. S/he should also be ready to ask questions about what is usually taken for granted as 'normal' according to one's previously acquired knowledge and experience. S/he should be ready to tolerate ambiguity and uncertainty and to seek out opportunities to engage and cooperate with individuals who have different cultural orientations and perspectives from one's own.

The speaker should be ready to see how his own values, beliefs, and behaviours are seen from an outsider's perspective, which is a different cultural set of values, beliefs, and behaviours. This is called the ability to decentre.

### **2.11.2 Knowledge (*Savoirs*)**

Byram considers knowledge as another significant factor. It is "not primarily knowledge about a specific culture, but rather knowledge of how social groups and identities function and what is involved in intercultural interaction" (2002, p. 12).

This intercultural knowledge has been divided into two categories: First, "knowledge about social groups and their cultures in one's own country, and similar knowledge of the interlocutor's country on the one hand; and second, knowledge of the processes of interaction at individual and societal levels" (Byram, 1997, p. 35).

The first category of knowledge is present in the socialisation process, while the second category of knowledge is present in the concept and interaction process. Primary socialisation is done in the family, and secondary socialisation is done in formal education. In the process of socialisation, the individual acquires knowledge consciously and unconsciously and takes it for granted from their own social group or another social group with which they have contact.

In the second category, it is not acquired automatically. It is acquired through a formal education system, which is dominated by national culture and identity (Byram, 1997, p.35).

Intercultural speakers should have knowledge about the historical and contemporary relationships between their own country and the interlocutor's country, types of causes and processes of misunderstanding between interlocutors of different cultural origins, the national memories of one's own country and how these memories are seen from the perspective of others. Similarly, speakers should know the national memory of the interlocutor's country and its perspective from one's own.

Additionally, Intercultural speakers should also have knowledge about the national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries. In the same way, understanding of national definitions of geographical space in one's own interlocutor's country and the perspective on them from one's own country. They should also know about the processes and institutions of socialisation in one's own and one's interlocutor's country and similarly about social distinctions and their principal markers in one's own country and one's interlocutor's. They have to be aware of the institutions and their perceptions that impinge on daily life within one's own country, and one's interlocutor's country and which conduct and influence relationships between them. They have to be conscious of the social interaction processes in one's interlocutor's country.

### **2.11.3 Skills:**

The skills have been divided into the skills of interpreting and relating, and the skills of discovery and interaction.

### **2.11.3.1 Skills of Interpreting and Relating (*Savoir comprendre*)**

The skills of interpreting and relating consist of “The ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one’s own” (2002, p. 13).

Intercultural speakers should understand the reason for misunderstanding and how they can resolve it. For that, they need the attitudes of decentring as well as the skill of comparing. In the skill of interpreting and relating, an intercultural speaker compares, interprets, and relates ideas, events, and documents with other cultures to understand how they might look from the other’s perspective. He also sees how people can misunderstand what is said, written, or done by someone with a different social identity. Therefore, these skills of comparison, interpreting, and relating are highly significant in intercultural competence.

### **2.11.3.2 Skills of Discovery and Interaction (*Savoir apprendre/faire*)**

No one can fulfil the need for knowledge, neither the intercultural speaker nor their teacher. So, acquiring the skill of discovery and interaction is equally important. In this skill, an intercultural speaker can find new knowledge and integrate it with what they already have. The Intercultural speaker needs to know how to ask people from other cultures about their beliefs, values and behaviours.

The skills of discovery and interaction help learners to develop the ability to identify significant references within and across cultures. They also help to identify similar and dissimilar verbal and non-verbal interaction processes and negotiate an appropriate use of them in specific circumstances. Intercultural speakers should be able to identify contemporary and past relationships between one’s own and the other’s culture and country. In brief, skills of discovery and interaction consist of the ability to acquire new knowledge of a culture and

cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

#### **2.11.4 Critical Cultural Awareness (*Savoir s'engager*)**

The last and most important dimension of intercultural competence is critical cultural awareness. Intercultural speakers need a critical awareness of themselves, their values, and those of others. Critical cultural awareness means the ability to critically evaluate based on explicit criteria, perspectives, practices, and products in one's own and other cultures and countries. Intercultural speakers can identify and interpret explicit or implicit values in documents and events in one's own and other cultures. They are also able to make an evaluative analysis of the documents and events, which refer to an explicit perspective and criteria. In this dimension, an intercultural speaker is able to interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating, where necessary, a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes.

#### **2.11.5 Intercultural Speaker**

Byram (2008, 2009) acknowledges that “Byram and Zarate coined the phrase Intercultural speaker in a working paper written for a group preparing what eventually became the Common European Framework of Reference for Languages of the Council of Europe” (CEFR, 2001).

In the same paper, Byram and Zarate (1994) attempted to refine what in Council of Europe papers (e.g., Van Ek, 1986) was called socio-cultural competence by defining four saviours, four dimensions of knowledge, skills, and attitudes. In 1997, Byram published a monograph, *Teaching and Assessing Intercultural Communicative Competence*, which built on but modified substantially the earlier Council of Europe paper. During this process, the

coining of the phrase ‘intercultural speaker’ was accompanied by the introduction of the phrase ‘intercultural competence’ and then, in the monograph, ‘intercultural communicative competence’, and the description of a model of intercultural competence.”

The main development of Byram’s ICC model (1997) from the work of Byram and Zarate (1994) is the fifth saviour, i.e. ‘critical cultural awareness’ (in French as *saviours’ engager*) (Byram, 2008, 2009).

#### **2.11.6 Why ICC?**

The reasons behind choosing Byram’s intercultural communicative competence (ICC) for the present research work can be laid out as follows:

The present research work attempts to seek answers to questions like, how are language and culture represented in Maharashtra State’s English textbooks? What are the teachers’ and students’ attitudes towards culture? And finally, do the textbooks promote the acquisition of Intercultural Communicative Competence?

As discussed above, there are several models, such as Van Ek’s ‘communicative ability’ (1986), Celce-Murcia et al. (1995) and Celce-Murcia’s ‘Communicative competence’ (2007) and Byram’s ICC model (1997), which deal with the acquisition of foreign language and culture, which could answer the research questions asked above. In my opinion, the questions can be best answered by applying Byram’s (1997) Intercultural Communicative Competence (ICC) model, as it is more suitable, detailed and comprehensive in nature.

Byram’s ICC model (1997) has an edge over Van Ek’s (1986), Celce-Murcia et al. (1995) and Celce-Murcia (2007) models as it is broader in scope. For example, Van Ek (1986), Celce-Murcia et al. (1995) and Celce-Murcia (2007) consider language and culture only of the target language and do not speak about the learner’s own culture. On the other hand, Byram’s

ICC model (1997) gives importance to both the learners' language and culture and the target language and culture. Byram replaces 'native speaker' with 'intercultural speaker' as a reference point. Thus, an Intercultural speaker is required to bridge the gap between their own and the target language and culture.

Byram's ICC goes beyond learning communication skills; it tries to establish better human relationships between interlocutors. Byram (1997) claims that his ICC model not only inculcates knowledge in learners but also develops attitudes, skills, and critical cultural awareness. Since the model has only four dimensions, knowledge, attitude, skills, and critical cultural awareness, it is easy to apply.

## **2.12 Research Gap and a Brief Overview of Recent Studies on Cultural Representation and ICC**

As the portrayal of culture in foreign language textbooks shapes students' understanding and perception of other cultures, of late, quite a few studies have attempted to analyse cultural content or cultural representation in English language textbooks from the perspective of intercultural communicative competence. However, there is a significant dearth of studies conducted on cultural representations in language textbooks using Byram's ICC model in the Indian context. The following brief overview of the recent studies clearly exhibits the research gap.

The studies by Dehbozorgi et al. (2014), Hakander (2018), Lee (2009), Rodríguez and Espinar (2015) and Shin et al. (2011) provide insights into the representation of cultural themes in language textbooks.

Lee (2009) examined 11 high school EFL textbooks in South Korea and revealed that the visible elements of culture, i.e. Big C, predominate over the invisible part of the culture, i.e. small c culture. Similarly, Rodríguez and Espinar (2015) found the dominance of Big C

cultural themes and the lower representation of small c themes in the intermediate and upper intermediate levels of the EFL textbooks in Spain.

Dehbozorgi et al. (2014) analysed the cultural content in three intermediate-level EFL textbooks in Iran and found that the frequency of small c cultural themes is higher than big C cultural themes. Similarly, Hakander (2018) examined the Swedish upper secondary school textbooks and found that the representation of small c is higher than Big C. The study further revealed that the textbooks predominantly include content related to target cultures, focusing on British and American culture.

Regardless of the predominance of the cultural themes, Shin et al. (2011) and Rodríguez and Espinar (2015) found the predominance of the knowledge dimension of ICC in the textbooks. Shin et al. (2011) analysed the representation of the local and international cultural content in seven series of internationally distributed ELT textbooks and reported that most of the ELT textbooks they examined reflected only a knowledge-oriented level representation of culture.

The following studies, Alshenqeeti (2019), Bateman and Mattos (2006), Bose and Gao (2022), Dahmardeh and Kim (2020) and Rahim and Daghigh (2020), throw light on the representation of types of culture in the language textbooks.

Bateman and Mattos (2006) analysed six Portuguese textbooks focusing on the representation of a single cultural theme: food. The major generic finding of the study is that the textbooks do not represent the viewpoints of diverse groups that make up society.

Similarly, Alshenqeeti (2019) analysed the representation of types of culture in EFL textbooks used in public universities in Saudi Arabia and learners' preferences. The study found that the textbook content was mostly focused on the target culture, and hardly any

representation of the source culture was found. Moreover, learners showed no significant interest in the source culture and preferred the target and international target cultures.

Bose and Gao (2022) have conducted a study in the Indian context. They studied 10 ELT textbooks from four state boards, such as West Bengal, Gujarat, Punjab, and Kerala, including two from the Central Board of Secondary Education (CBSE) used at the senior secondary level. The study analysed characters represented in the textbook in terms of race, gender, nationality, or the types of culture they represent. The findings revealed the domination of characters belonging to the target culture, mainly British or Irish, gender imbalance in representation and minimal cultural engagement.

Rahim and Daghigh (2020) evaluated and compared the cultural content in imported coursebooks and locally produced English textbooks used in Malaysia to check if they meet local learners' needs. They found that compared to the imported coursebooks, the locally developed textbooks have a wider representation of intercultural content, in addition to the source culture and are more in line with developing intercultural communicative competence. Similarly, Dahmardeh and Kim (2020) analysed the cultural content in the secondary textbooks used in Iran and found that the textbooks have a higher representation of source culture, and significantly under-represent the target and international cultures.

Aijala (2009), Kiss (2017), and Rako (2015) analysed the tasks in the language textbooks to check whether they contribute to developing ICC among the learners. Aijala (2009) analysed the learning tasks in the upper secondary school textbooks of Finland to examine whether the textbook promotes the acquisition of Intercultural Competence. Aijala (2009) also reported similar studies by Maijala (2008) and Sercu (2000) on German course books. While Sercu (2000) checks the promotion of ICC through textbooks, Maijala (2008) examines intercultural content. Surprisingly, both draw similar conclusions, highlighting the

necessity of better representation of cultural content in the course books for enhancing students' knowledge and skills.

Rako (2015) investigated how foreign language textbooks can contribute to developing students' intercultural communicative competence. Rako focused on two textbooks used in Croatian secondary schools. She critically examined the learning tasks in these textbooks to determine their impact on increasing learners' intercultural communicative competence. She found that tasks given in the textbooks predominantly focus on developing linguistic competence rather than intercultural competence.

Kiss (2017) studied the representation in a locally produced English textbook for higher education in China and whether it has the tasks needed to carry out successful intercultural communication. He finds that although the material has potential, it does not provide tasks that would help students to develop intercultural competence.

While Byram and Risager (1999), Han & Song (2011), McGiffert-Sandoval (2025), Osman (2015), and Sercu (2002), studied teachers' perception of Intercultural Communicative Competence and on teaching culture in English language classrooms, Kahraman (2016), in addition to teachers' attitude, also studied students' attitudes towards teaching and learning culture.

Byram and Risager (1999) studied Danish and British teachers' perceptions regarding teaching culture in language teaching. They found that the teachers are more inclined to teach the linguistic dimension of the language than the cultural one. However, they show a willingness to teach about foreign cultures while teaching the foreign language.

Similarly, Sercu (2002) studied Flemish English, French and German teachers' perceptions of the objective of intercultural competence and compared them with the Danish and British teachers' perceptions. The result showed that the teachers favour teaching

intercultural communicative competence, which indicates their positive attitude towards the integrated teaching of language and culture.

Han & Song (2011) have carried out a study on teachers' cognition of intercultural communicative competence (ICC) in the Chinese English language teaching context. Through a questionnaire survey, the authors aimed to determine teachers' cognition status on various aspects of ICC. The results suggest that the Chinese university English teachers' conceptualisation of ICC and its relevance to ELT is not clear. Such results indicate that the intercultural dimension in teachers' English language teaching needs to be enhanced.

Osman (2015) investigated English Teachers' perceptions of intercultural communicative competence in the Kingdom of Saudi Arabia. The author investigated the importance of the 10 ICC objectives adapted from Byram's (1997) and Fantini and Tirmizi's (2006) work. The main implication of this study for the language teaching and learning field is that there is a gap between English teachers' perceptions of ICC objectives and their current practices in the classroom.

Further, Kahraman (2016) studied teachers' and students' attitudes towards teaching and learning culture in Turkey. The results revealed that the teachers and students have positive attitudes towards teaching and learning culture.

McGiffert-Sandoval (2025) examined secondary school teachers' perceptions of cultural teaching and their self-assessed cultural competence in Southern California and found that they recognise the importance of culturally relevant pedagogy. However, the classroom teaching is impacted by different factors such as personal biases, systemic challenges and limited professional development.

The review of the previous studies reveals that the focus is either on tasks or on content, representation of a few cultural themes or only their potential to develop dimensions of ICC.

Moreover, studies on perception and attitudes are only focused on teachers. Therefore, considering this research gap, the current study endeavours to carry out a comprehensive evaluation of the textbook as a whole, including lesson, pre- and post-lesson tasks and analyse it for its cultural representation by using ‘cultural themes’, ‘type of cultures’ and its potential to develop all the ‘dimensions of ICC’, additionally exploring the attitudes of both teachers and students towards teaching and learning culture through English language textbooks.

The next chapter explains the methodology used for the present study.

## **Chapter 3**

### **Research Methodology**

#### **3.1 Introduction**

The main focus of this research is to study how language and culture are represented in Maharashtra state's English language textbooks. Thus, the present chapter intends to explain the analytical procedures employed for the textbook analysis. In addition, the research also attempts to understand the attitudes of teachers and students towards teaching and learning culture, and their opinions about the representation of the cultural content in the prescribed textbooks. For this, the data was collected through questionnaires. Thus, the chapter also explains the questionnaires, followed by the data collection procedure and analysis.

The research employed qualitative and quantitative methods of analysis. The analytical procedures for textbooks and the questionnaires are explained below.

#### **3.2 Textbooks**

Three sets (six textbooks) of English language textbooks of Maharashtra state are analysed. The first set of textbooks is the 9<sup>th</sup> and 10<sup>th</sup> standard English textbooks of the Marathi Medium. The second set of textbooks is 9<sup>th</sup> and 10<sup>th</sup> standard English textbooks of English medium, and the third set of textbooks is 11<sup>th</sup> and 12<sup>th</sup> standard textbooks, which are the same for both mediums.

These six English language textbooks are analysed to check how they represent the cultural content. In addition, they are also evaluated/analysed to examine how much they reflect the four dimensions of intercultural communicative competence and if they help to develop/promote the acquisition of intercultural communicative competence (ICC).

### **3.2.1 Analytical Procedure/ Textbook Analysis**

The main focus of research is on the representation of culture in language textbooks; thus, the textbook evaluation method has been used for analysis. Several methods/criteria/models are available for textbook evaluation from a cultural point of view. Among all these models, the most relevant models, such as Byram's (1997) four dimensions of ICC (knowledge, attitude, skills, critical cultural awareness), Cortazzi and Jin's (1999) three categories of culture (source, target and international target cultures) and categorisation of Big C and Small c culture (Chen, 2004; Lee, 2009; & Liu & Laohawiriyanon, 2013a) have been adopted. These models are discussed in detail in the literature review chapter.

### **3.2.2 Procedure for Textbook Analysis**

The textbook analysis process started with a close reading of every textbook selected for the present research. By considering the similarity of the structure of these textbooks, a common template has been formulated to present them in a uniform manner.

Each textbook has the following structure: Pre-lesson (titled Warming Up in 9<sup>th</sup> and 10<sup>th</sup> standard and Ice Breakers in 11<sup>th</sup> and 12<sup>th</sup> standards, lesson or content section, and the post-lesson /questions section (titled English Workshop in 9<sup>th</sup> and 10<sup>th</sup> standard and brainstorming in 11<sup>th</sup> and 12<sup>th</sup> standard).

Unlike the lesson, which contains prose, poetry, and extracts from novels and drama, the pre-lesson and post-lesson sections contain questions and activities. Thus, the pre-lesson and post-lesson sections are analysed and presented before the content section.

Therefore, the order of analysis and presentation of the sections is as follows.

- a. Pre-lesson (titled as warming up in 9<sup>th</sup> and 10<sup>th</sup> standard and Ice breakers in 11<sup>th</sup> and 12<sup>th</sup> standard)

- b. Post-lesson /questions section (titled as English Workshop in 9<sup>th</sup> and 10<sup>th</sup> standard, and brainstorming in 11<sup>th</sup> and 12<sup>th</sup> standard)
- c. Lesson or content section

While looking for the representation of culture in the English language textbooks, each instance from the sections, the pre-lesson warming up/ice breaker, post-lesson/question section and the lesson sections were checked to see if they had any culturally relevant content. If culturally relevant content was found, it was analysed by applying three criteria, i.e. ‘cultural themes’, ‘type of culture’ and the dimension of ICC.

For example, each instance has been checked to see which ‘cultural themes’ (Big C and small c culture) and what type of culture (i.e. source culture, target culture, international target culture and open culture) it represents, and which dimension of ICC, (i.e., knowledge, attitudes, skills, and critical cultural awareness) it develops.

All the textbooks have been analysed using the above criteria, and the representation of culture from the pre-lesson/ warming up, post-lesson/question section and the lesson sections is represented in tabular form as follows.

**Table 5***Cultural Representation in Tabular Form*

| Unit no.           | Topic/ lessons    | Pre, post- lesson and content section        | Cultural themes                                     |                                                                                                                                  | Type of culture |                |                               |                                                                                                             | ICC Dimensions |           |         |          |                             |
|--------------------|-------------------|----------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|-------------------------------|-------------------------------------------------------------------------------------------------------------|----------------|-----------|---------|----------|-----------------------------|
|                    |                   |                                              | Big C                                               | Small c                                                                                                                          | Source culture  | Target culture | International target cultures | Open                                                                                                        | Knowledge      | Attitudes | Skill 1 | Skills 2 | Critical Cultural awareness |
| Unit 1             | 1.                |                                              |                                                     |                                                                                                                                  |                 |                |                               |                                                                                                             |                |           |         |          |                             |
|                    | 2.                |                                              |                                                     |                                                                                                                                  |                 |                |                               |                                                                                                             |                |           |         |          |                             |
|                    | 3.                |                                              |                                                     |                                                                                                                                  |                 |                |                               |                                                                                                             |                |           |         |          |                             |
|                    | 4.                |                                              |                                                     |                                                                                                                                  |                 |                |                               |                                                                                                             |                |           |         |          |                             |
|                    | 5.                |                                              |                                                     |                                                                                                                                  |                 |                |                               |                                                                                                             |                |           |         |          |                             |
| Total no. of Units | Total no. lessons | Total no. Cultural-related questions/content | Total no. cultural Themes<br>Big C ()<br>Small c () | Type of culture<br>Source Culture ()<br>Target Culture ()<br>International Target Cultures ()<br>Open for all cultural themes () |                 |                |                               | ICC Dimensions<br>Knowledge ()<br>Attitudes ()<br>Skills1()<br>Skills2 ()<br>Critical Cultural Awareness () |                |           |         |          |                             |

Finally, the total number of culture-related instances from all the sections of the textbook were calculated to understand how many instances represent the culture out of the total number.

### 3.2.3 Tabular Presentation

The representation of culture in the textbooks is presented in six major columns. The first column shows the total number of units the textbooks have. Every textbook consists of the same number of units, i.e. four. The second column shows the name of the topic/lessons. Every unit of the textbook consists of a minimum of four or a maximum of six lessons. The third column indicates the culturally relevant content in the concerned pre-lesson /warming up, lesson/content section and post-lesson/question section.

The fourth column represents the cultural themes of Big C and Small c culture. The fifth column has four divisions to note the ‘types of cultures’, i.e. source culture, target culture,

international target culture and open culture. The last column is divided into four more sub-columns to show the cultural dimensions of ICC, i.e. knowledge, attitudes, skills and critical cultural awareness, developed through the content in the concerned warming up or ice breaker section, content section and question section.

### **3.3 Questionnaires**

In addition to the representation of culture in English language textbooks, the research also attempts to check the attitudes of teachers and students towards teaching and learning culture through English language textbooks. Moreover, it also aims to check their attitudes towards various cultural themes and types of culture. Further, the research endeavours to obtain teachers' and students' opinions about the cultural representation in the prescribed textbooks. Therefore, questionnaires were prepared to check their attitudes and opinions, and a pilot study was conducted after necessary approvals from the Institutional Ethics committee. The following section throws light on the pilot study and how it assisted in identifying and resolving the issues in the questionnaire and analysis.

#### **3.3.1 Pilot Study**

The data for the pilot study was collected from five teachers who have been teaching in four different schools in and around Kolhapur, Maharashtra, i.e. Shri Kadsiddheshwar High School, Shripatrao Chougule Art and Science College, M.V. Malwadi High School, and Shri Sai Samarth High School. All these teachers have a minimum of ten years and a maximum of twenty-three years of experience teaching the English language in secondary and higher secondary schools. The data was also collected from 30 students studying in 9<sup>th</sup> standard in R. K Walavarkar High School, a Marathi medium school in Kolhapur, Maharashtra. The data collection process started with five to ten minutes of orientation for the proposed research and questionnaires, which helped to obtain genuine responses. The responses obtained from

teachers and students were analysed in the proposed framework to identify the issues in the questionnaires.

### **3.3.2 Problems in Data Analysis of the Pilot Study**

While analysing the data collected through the questionnaires, it was found that there were insufficient questions on attitude. Apart from that, two questions on Big C and small c were difficult to analyse.

Moreover, a general response tendency towards assent rather than dissent was also observed. Thus, revised questionnaires were prepared considering the above issues and limitations of the questionnaires used in the pilot study.

### **3.3.3 Construction of the Revised Questionnaires after the Pilot Study**

The final questionnaires were prepared after considering the issues witnessed during the analysis of the questionnaires used for the pilot study. For the issues regarding the questions on attitude and cultural themes, a sufficient number of questions were added in the attitude sections, and two questions on Big C and small c were rephrased.

In order to resolve the issue of ‘acquiescence’ (Oppenheim, 2001), a general response tendency towards assent rather than dissent, an almost similar number of positively and negatively worded statements were included in the questionnaires. The negatively worded statements are rather trickier and call for a more careful reading of the statements on the part of the respondents. Thus, the inclusion of such statements controls the general tendency to agree with the given statements and provides genuine responses.

The questionnaires for teachers and students follow the same structure (see Appendix B). The questionnaires have been divided into two parts. The first part deals with personal

information such as name, educational qualification, teaching experience for teachers and name, standard and school name for the students.

The second part of the questionnaires consists of three sections, namely Sections A, B and C. Section A of the questionnaires seeks answers to research question number two, i.e. “What are the teachers’ and students’ attitudes towards the culture?” It has ten culturally related statements with different degrees of agreement, which help to understand teachers’ and students’ attitudes towards cultural teaching/learning through English language textbooks.

Section B of the questionnaires also seeks answers to research question number two. It has three questions that check teachers’ and students’ attitudes towards the ‘cultural themes’ such as Big C and small c, and ‘types of culture’ such as source culture, target culture, international target cultures and the non-specified or open cultures.

Section C, the third and last section, consists of ten questions on teachers’ and students’ opinions about the representation of the cultural content in the prescribed textbooks. It includes questions on the warming up section, content section, and question section in the textbook, ‘Section C’ helps to answer research question number one, i.e., “How are language and culture represented in Maharashtra State’s English language textbooks?”

The data was collected from 300 students (50 from each standard x 6 standards) and 66 teachers (11 from each standard x 6 standards) through online as well as offline questionnaires. The online data was collected by using Google Forms with an extension tool, Formfacade, which assigns points to answer choices and calculates scores.

### **3.4 Analysis of the Questionnaires**

In order to obtain optimal and genuine responses, the Likert scale has been used in the questionnaires. The type of Likert scale used here is a ‘Categorical scale’, which provides the

respondents with five options with different degrees of agreement ranging from Strongly Agree, Agree, Undecided, Disagree to Strongly Disagree.

In order to calculate the attitudinal score of the responses obtained using the ‘Categorical Scale’, each response has been assigned a numerical value ranging from one to five, depending on the nature of the statement. As the questionnaires have positive as well as negatively worded statements, a different numerical value has been assigned to the positive and the negative statements. For the positive statement, the response reflecting the highest degree of agreement, which indicates the most favourable /positive attitude, has been assigned the highest score, and the response reflecting the lowest degree of agreement, which indicates the least favourable /negative attitude, has been assigned the lowest score. The responses in the positive statement have the score as follows.

**Table 6**

*Calculation of the Attitudinal Score for Positively Worded Statements*

| Response          | Score | Attitude                                                  |
|-------------------|-------|-----------------------------------------------------------|
| Strongly Agree    | 5     | (most favourable /most positive attitude)                 |
| Agree             | 4     | (favourable/positive attitude)                            |
| Undecided         | 3     | (Neutral: Neither positive nor negative)                  |
| Disagree          | 2     | (non-favourable /less positive attitude/negative)         |
| Strongly Disagree | 1     | (least favourable /least positive attitude/Most negative) |

For the negatively worded statements, the response reflecting the highest degree of agreement, which indicates the least favourable /least positive/negative attitude, has been assigned the lowest score, and the response reflecting the lowest degree of agreement, which indicates the most favourable /most positive attitude, has been assigned the highest score. The responses in the negatively worded statements have the score as follows.

**Table 7**

*Calculation of the Attitudinal Score for Negatively Worded Statements*

| Response          | Score | Attitude                                                   |
|-------------------|-------|------------------------------------------------------------|
| Strongly Agree    | 1     | (Least favourable / Least positive attitude/Most negative) |
| Agree             | 2     | (Non-favourable / Less positive attitude/Negative)         |
| Undecided         | 3     | (Neutral: Neither positive nor negative)                   |
| Disagree          | 4     | (Favourable/Positive attitude)                             |
| Strongly Disagree | 5     | (Most favourable /Most positive attitude)                  |

Further, the total attitudinal score of each respondent was calculated using the numerical values assigned to each response. For instance, if there are ten questions in section A of the questionnaire, the highest possible attitudinal score of the respondents is  $5 \times 10 = 50$ . Similarly, the lowest possible attitudinal score of the respondents is  $1 \times 10 = 10$ . The mean of these values, i.e. 30, has been considered a central point on the attitudinal scale. A score above the mean value (30) suggests a positive attitude, whereas a score below the mean value (30) indicates a less positive/negative attitude. Similarly, the attitudinal score near the highest

possible score (50) suggests a more positive attitude, whereas the attitudinal score near the lowest possible score (10) suggests the least positive/ most negative attitude.

Apart from the questions regarding attitude, the questionnaires have another set of questions in Section C, which endeavours to obtain teachers' and students' opinions about the cultural representation in the prescribed textbooks. Since the section aims to get teachers' and students' opinions about the textbooks they use, their responses have been categorised standard/class-wise. The responses were collected from eleven teachers (11 x 6 standards = 66) and fifty students (50 x 6 standards = 300) for each standard. Further, the teachers' and students' responses to each textbook were calculated and compared with the researcher's analysis.

The researcher's analysis of the representation of culture in Maharashtra's English language textbooks is presented in the next chapter.

## Chapter 4

### Cultural Representation in English Language Textbooks

#### 4.1 Introduction

This chapter analyses Maharashtra State's six English language textbooks of the 9<sup>th</sup> and 10<sup>th</sup> standards of Marathi and English mediums and 11<sup>th</sup> and 12<sup>th</sup> standards. While the 9<sup>th</sup> and 10<sup>th</sup> standard textbooks are different for the Marathi and English medium, they are common for the 11<sup>th</sup> and 12<sup>th</sup> standards, regardless of their medium. Each lesson in all these textbooks is divided into three sections, i.e., the pre-lesson/the warming up, the lesson/content section, and the post-lesson/question section. These three sections of each lesson have been analysed to find out the cultural content by using 'Cultural themes' (Big-C and Small-c), 'Type of cultures' (Source culture, Target culture, and International target cultures), and 'Dimensions of ICC' (Knowledge, Attitude, Skills, and critical cultural awareness). The qualitative and quantitative analysis of all the instances that appear in the textbooks are presented in the following sections, and a tabular representation of them is given in the appendix (see Appendix A).

Prior to the analysis, brief information about the pre-lesson or warming up section, content, and post-lesson/question sections is given below.

##### 4.1.1 Pre-Lesson/ Warming Up Section

The section 'warming up' (titled 'Preparations' in 11<sup>th</sup> and 12<sup>th</sup> standard textbooks) is included at the beginning of every lesson of the textbooks. The name of the section, i.e., 'Warming Up' itself, is very indicative. It lays the background and prepares the students for the new lesson. It also helps to create curiosity within learners. Most of the activities and tasks in this section relate to the lessons teachers plan to teach.

#### **4.1.2 Content Section/ Lesson**

All English language textbooks invariably have four units/sections. The units/sections have a minimum of four lessons and a maximum of six to eight lessons. The number of lessons in each textbook ranges from twenty to twenty-six. In terms of organisation, the lessons in the secondary level textbook of the 9<sup>th</sup> and 10<sup>th</sup> standards of English and Marathi medium are grouped randomly in the units. However, the lessons in the higher secondary level textbooks of the 11<sup>th</sup> and 12<sup>th</sup> standards have been categorised into four sections: prose, poetry, writing skills, and drama.

#### **4.1.3 Post-Lesson/ Questions Section**

In the prescribed language textbooks, all the questions are asked in a section titled ‘English workshop’. The section has main and sub-questions. All these questions are of different types, such as short answers, matching the words, opposite words, fill in the blanks, completion of the incomplete sentences, completion of a project, writing the answer with the help of given points, and other grammar-related questions, such as the use of phrases, etc. Considering the different types or the heterogeneity of the questions, each question is treated as an individual question for the quantitative analysis. Further, the culture-related questions are considered for qualitative analysis.

The order of the analysis of the six English language textbooks is as follows. As the study has taken up textbooks from Marathi and English mediums, the 9<sup>th</sup> and 10<sup>th</sup> standard textbooks of the Marathi medium are analysed at the beginning. Later, the textbooks on the 9<sup>th</sup> and 10<sup>th</sup> standards of the English medium are analysed. Finally, the textbooks of the 11<sup>th</sup> and 12<sup>th</sup> standards are analysed.

## **4.2 An Analysis of English Textbooks of Marathi Medium (Secondary Level)**

This section analyses two English textbooks designed for secondary-level students who are taught in the Marathi medium. The first is from the 9<sup>th</sup> standard, and the second is from the 10<sup>th</sup>.

### **4.2.1 An Analysis of 9<sup>th</sup> Standard English Textbook (Marathi Medium)**

#### **4.2.1.1 Pre-Lesson Warming/Up Section**

The 9<sup>th</sup> standard English textbook of the Marathi medium has four units. Each unit has five lessons. The total number of lessons in the textbook is twenty. The ‘Warming Up’ sections given at the beginning of each lesson contain a minimum of one or a maximum of five questions/ activities mostly related to the lessons. The total number of questions/ activities in the Warming Up section is fifty-four (54), among which only two (02) questions/ activities represent culture. These two questions/ activities are discussed below.

#### **Instance 1 (Unit 3, Lesson 3.2 ‘The Fall of Troy’)**

In this instance, the students have been asked the following questions.

“Do you know stories from any epics or mythological poems? Who is your favourite mythological character? What do you like about that character? Who is your favourite warrior?” (p. 68).

This set of questions expects the students to recollect information about the epics, characters, and places they already know. It does not impart any new information. Therefore, it just helps to recollect information about history and literature, but does not help to collect any new information about it.

The activity represents Big C culture through the cultural themes of history and literature. Out of the four dimensions of ICC, the examples develop only one dimension, i.e. knowledge. However, it is challenging to state which country's culture the questions represent as it entirely depends on the student's awareness of the history of the world and the history of their own country. For example, when stating their favourite character, they might think of some epics such as the *Ramayana* or the *Mahabharata*. Alternatively, they will choose a mythological character from a famous Greek epic such as the *Iliad* and *Odyssey*. Thus, the type of culture this activity represents can be considered open in nature, as it depends on the student's knowledge.

#### **Instance 2 (Unit 4, Lesson 4.4 'The Tempest')**

“Find out the names of at least 5 Shakespearean plays. Example: *Romeo and Juliet*” (p. 106).

In this activity, the students were asked to find the names of five plays written by William Shakespeare, the greatest playwright of all time. The activity represents the theme of literature, a Big-C culture theme. Moreover, this is a pure example of the target culture. Though Shakespeare is a prominent playwright and his works are well-known in literary circles, students may or may not know all of his literary works. Thus, this activity creates curiosity among learners to know more about the playwright and his plays. When the students attempt to find out the plays, they also gain knowledge, one of the dimensions of ICC.

#### **4.2.1.2 Post Lesson Section/Questions Section**

The Marathi medium's 9<sup>th</sup> standard English textbook has two hundred and thirty-seven (237) questions. However, among them, only three (3) questions represent culture.

**Instance 3** (Unit 3, Lesson 3.2 ‘The Fall of Troy’)

“From either of our two Indian epics, find out which battle/war lasted the longest. Write down its cause, enemy armies, heroes, duration, and outcome” (p. 71).

The lesson, ‘The Fall of Troy’, started with an introduction to India’s most ancient epics, the Ramayana and the Mahabharata. These great epics are part of the students’ own culture, and they have some knowledge of them. Using learners’ knowledge of their own culture (epics Ramayana and Mahabharata), the textbook has introduced new knowledge (The Fall of Troy) of the international target culture. The story, ‘The Fall of Troy’, is a Greek war story. This lesson teaches students about its heroes, duration, cause, enemy armies, and outcome. After providing this knowledge, at the end of the lesson, they ask the same question about their own culture, i.e. “from either of our two Indian epics, find out which battle/war lasted the longest” (p.71). Write down its cause, enemy armies, heroes, duration, and outcome. This question helps to develop two dimensions of ICC, i.e., the skill of interpreting and relating and critical cultural awareness. Moreover, it is an example of Big C culture represented through the cultural theme of history. The instance represents the target and international target cultures.

**Instance 4** (Unit 3, Lesson 3.5 ‘Great Scientists’)

“Find out more about the following scientists with the help of the internet. (a) Michael Faraday, (b) Humphry Davy, (c) Thomas Edison, (d) James Maxwell” (p. 94).

‘A great scientist’ is a lesson about Michael Faraday, one of the most distinguished scientists and inventors of modern times. His work on electricity is still a subject of study. The question asked in this lesson is to obtain more knowledge about the scientists who have worked on electricity worldwide. For example, Michael Faraday was an English scientist who contributed to studying electromagnetism and electrochemistry. Humphry Davy was a Cornish

chemist and inventor best remembered for inventing the Davy lamp. Thomas Edison was best known for creating the electric light bulb. James Maxwell was a Scottish scientist who was known for formulating the classical theory of electromagnetic radiation.

All these examples develop the awareness of scientists and their inventions, which significantly contribute to humanity. Moreover, students will understand the sacrifices and struggles behind the success of those inventions that motivate them. This question represents the international target culture through the knowledge dimension. In terms of cultural themes, it represents Big C culture through the theme of science.

**Instance 5** (Unit 4, Lesson 4.4 ‘The Tempest’)

In this instance, two tourist leaflets (one for Sindhudurg and another for *Tadoba* National Park) are given. This activity provides information about location, history, languages spoken, the best season to visit, nearby sights, and main attractions. A set of questions follows it. A few of the questions from the set are relevant concerning the representation of culture. They are as follows:

“Which places do these leaflets describe? What are the main points given in each leaflet? What is the best season to visit these places, and why?” (pp. 114-115).

This activity exemplifies one’s own culture (source culture). It helps students to learn about their geographical area, i.e., Sindhudurg and Tadoba National Park. Both places are the most famous tourist places in Maharashtra. As this activity provides information about location, history, languages spoken, the best season to visit, nearby sights, and main attractions, it develops the historical and geographical knowledge of the source culture. This instance represents the Big C culture as it deals with themes such as history, geography, and the

environment. It also represents the source culture and develops the knowledge dimension of ICC.

#### **4.2.1.3 Content/ Lesson Section**

The following observations are made after analysing the lessons from the textbook.

Seven cultural themes appear in the lessons. Among them, six themes, such as food, history, literature, science, customs, and art, represent Big C Culture, and only one theme, i.e. values, represents small c culture. Among Big C's themes, history and literature are represented twice; however, food, science, custom, and art are represented once. The only theme of small c, i.e. values, is represented once.

The themes of Big C and small c represent the source culture, target culture, international target culture and non-specific culture or Open culture. In particular, the target culture is represented thrice, and the source and international target cultures are represented twice. Additionally, two cultural themes do not specify the types of culture and are open to all cultures.

Among the twenty lessons, only one lesson, i.e. 'The Story of Tea', has a scope to develop other dimensions of ICC, such as the skill of interpreting and relating and critical cultural awareness along with the knowledge dimension as the lesson compares and contrasts the customs related to tea in different countries such as Japan, China and India. The other seven lessons merely develop the knowledge dimension of ICC. It implies that the focus of the lessons seems to be on developing mainly the knowledge dimension (07 instances) and not the other dimensions like attitudes (0), the skill of interpreting and relating (01), the skill of discovery and interaction (0), and critical cultural awareness (01) which have very little or no representation in the content section.

#### **4.2.1.4 Summary of Cultural Representation and ICC Dimensions in the 9<sup>th</sup> Standard**

##### **English Textbook (Marathi Medium)**

In brief, the representation of cultural themes, types of culture and dimensions of ICC for all the sections, i.e. warming up, question section and the lesson/content section of the 9<sup>th</sup> standard English textbook of Marathi medium, is as follows.

##### **i. Minor Representation of Culture**

The total number of tasks/questions/activities in the textbook from the pre-lesson/warming up (54) and post-lesson (237) sections is 291. However, the total number of tasks/questions/activities which represent the cultural themes of Big C and small c culture in the pre-lesson/ warming up (2) and post-lesson (3) sections are 5. Thus, out of 291 questions, only 5 represent the cultural themes of Big C and small c culture, which is a mere 1.72 % of the total number of questions in the textbook. It implies that the textbook has a very minor representation of culture.

##### **ii. The Cultural Themes Mainly Represent Big C Culture**

Out of nine cultural themes in the textbook, eight, such as history, literature, science, food, custom, art, geography and environment, represent Big C culture. In contrast, only one theme of small c, i.e. values, represents the small c culture. The most occurring themes of Big C are history and literature, which appear five times. The other themes, such as science, appear thrice, and food, custom, art, geography, and environment appear once.

##### **iii. More Representation of Source Culture**

Compared to the target and international target culture, the textbook has more representation of the source culture. The source culture appears six times, whereas the target culture and international target culture appear four times. The culture that is not specified or open in nature also appears thrice.

#### **iv. The Focus is Only on Developing the Knowledge Dimension of ICC**

The textbook mainly develops only one dimension of ICC, i.e., knowledge, and leaves minimal scope for developing other dimensions. The textbook has thirteen instances that merely develop the knowledge dimension. There are two instances where critical cultural awareness and skills of discovery interaction could be developed. However, the textbook does not have any instances through which the other dimensions of ICC, such as attitudes and skills of interpreting and relating could be developed.

The following section analyses the 10<sup>th</sup> standard English Textbook of the Marathi Medium.

#### **4.2.2 An Analysis of 10<sup>th</sup> Standard English Textbook (Marathi Medium)**

##### **4.2.2.1 Pre-Lesson/Warming Up**

The 10<sup>th</sup> standard Marathi medium English Textbook contains four units. Each unit has four to five lessons. The total number of lessons in the textbook is twenty-two. The ‘Warming Up’ section contains a minimum of one or a maximum of five questions/activities. Questions or activities are mostly related to the lessons. Though some general activities are incorporated in this section, they are quantitatively very few. The total number of questions/ activities in this section is sixty-five, of which only four questions/ activities represent culture. These questions/ activities are discussed below.

##### **Instance 6 (Unit 1, Lesson 1.3 ‘Basketful of Moonlight’)**

“Discuss in pairs and write what your father and mother do for your family. For example: Father works hard to earn a living. Mother keeps the house clean” (p. 17).

This task is given with pictures of a father and a mother who appear like Indian parents, or these images are representative of Indian culture. The token examples given here, i.e. ‘Father works hard to earn a living’ and ‘Mother keeps the house clean’, are examples of gender roles.

They also reflect how gender plays a role in Indian society. The role of women in Indian society is shown as limited to the household. Though women are doing as well as men in all fields and are not strictly confined to a domestic domain, the way women's role is represented in the textbook is secondary, inferior compared to men and restricted to the domestic domain.

Though gender stereotypes may be found across cultures, as the activity is presented with the pictures of a mother and father who appear like Indians to contextualise the gender issue, this instance is considered to represent the source culture. As it deals with the concept of gender roles, it can be categorised under an instance which represents small c culture. In other words, this instance deals with the theme of gender roles, which represents small c culture. Further, it can be argued that, though the lesson deals with the theme of gender roles and represents the small c culture, it only represents the source culture, which just adds to the knowledge of the learners' culture.

**Instance 7** (Unit 2, lesson 2.6 'World Heritage')

The culture-related question/activity given here is a group activity, i.e. the students are asked to "Form groups of 6 to 8 students. Each group should select one of the continents and share the information about important cities, sightseeing places of tourist interest, food speciality-cuisine, wildlife, different types of regions, vegetation and human life" (p. 74).

It is a suitable example for developing intercultural communicative competence. In this group activity, every group has to choose one continent. It provides them with an opportunity and space to think about the seven continents in the world, namely, Asia, Africa, North America, South America, Antarctica, Europe, and Australia and their geographical locations and diverse cultural practices they have.

It also allows them to gain some knowledge about the countries, such as their name and the number of countries on each continent. It is also helpful in understanding the existence of many countries on each continent, and it certainly motivates students to think of the world's diversity.

Along with this information, students will be able to acquire information about the cities of significance in every country, the places of sightseeing/ tourist interest, food speciality-cuisine, wildlife, and different types of regions and vegetation. It is not only about the history and geographical places, but students are also likely to learn about human life in different continents and countries. This information would help to develop geographical knowledge and knowledge of the food culture of different continents and countries. This information introduces two Big C cultural themes, i.e., Geography and Food. It also represents the source culture, target culture and international target cultures. Most importantly, it would also be of great help to develop one of the dimensions of ICC, i.e., knowledge of our own culture and other cultures. In addition to that, it will also develop the skills of interpreting and relating, discovery and interaction, and critical cultural awareness.

#### **Instance 8** (Unit 2, lesson 2.6 'World Heritage')

This is an individual activity. The students are asked to “prepare a travel brochure or leaflet about your native place or any town/historical place/hill station to attract tourists using the points such, nearest railway station/nearest airport/nearest bus stand, top five spots to visit and special features of these spots” (p. 74).

This activity provides the students with an opportunity to gain awareness and acquire knowledge about the surroundings they live in. It may motivate them to learn about the historical significance of their native places. This activity deals with the theme of geography,

which represents Big C culture. However, it represents only the source culture, which adds to the knowledge of the learners' culture.

**Instance 9** (Unit 3, Lesson 3.2 'A Lesson in Life from A Beggar')

“Many slang expressions/terms are used for people with positive or negative traits, such as Couch potato, worrywart, fuddy-duddy. Match the expressions in Column A with the type of persons in Column B” (p. 92).

In this question, all the expressions or phrases are given from a target culture. For example, “Couch Potato is an idiomatic expression coined in the 1970s in America by a comic artist who drew two idle and inactive characters and named them Couch Potatoes” ([www.theidioms.com](http://www.theidioms.com)). Following that, the phrase gained popularity to describe people who watch television for excessive time, often leading to weight gain and resembling potatoes on the couch.

This phrase or phrases of this kind help students gain knowledge of one of the dimensions of intercultural communicative competence. Here, the learners gain knowledge about the people and their daily routines from the target culture. Since the phrase deals with the theme of daily routine, it represents small c culture.

**4.2.2.2 Post-Lesson/Questions Section**

A total of 431 questions have been asked in the post-lesson section of the 10<sup>th</sup> standard English textbook of the Marathi Medium. Among them, only four (04) questions are related to culture. These questions are as follows.

**Instance 10** (Unit 2, Lesson 2.6 ‘World Heritage’)

“Make a list of sites from your state that are included in the World Heritage Sites. Try to visit one of them. Write the importance of that World Heritage Site. Also, write your impression of it in your notebook” (p. 82).

While enlisting and writing about the importance of world heritage sites in Maharashtra, the students will learn about the history, geography and significance of the heritage sites. They will understand that there are some places which are unique and irreplaceable in the world, which also include places from our own states, such as Ajanta caves, Ellora caves, Elephanta caves, the Victorian and Art Deco Ensemble, and the Victoria Terminus, currently known as Chhatrapati Shivaji Maharaj Terminus. Thus, they will understand how their protection and preservation are also important.

This activity represents Big C culture through the cultural themes of history and geography, and represents the source culture. Additionally, it helps develop the knowledge dimensions of ICC.

**Instance 11** (Unit 4, Lesson 4.2 ‘Bholi’)

“The story focuses on social problems and evil practices prevailing in society. Read the text carefully and make a list of all social problems and evil practices. Discuss in the class to find some solutions to these problems” (p. 138).

The lesson, ‘Bholi’, highlights social issues such as girl education, matrimonial issues, and the dowry system. These evil practices are still prevalent in society. This question invites the attention of young people and gives them an opportunity to think about the possible solutions to these problems with their new and creative ideas. It makes them think critically about their culture and social practices, which will help them enhance critical cultural

awareness, one of the dimensions of ICC. The activity represents the source culture. As the lesson deals with the issues of gender roles and the customs related to them, the activity respectively represents small c as well as Big C culture.

**Instance 12** (Unit 4, Lesson 4.3 ‘O Captain! My Captain!’)

“The feelings of grief and pain of the speaker in this poem are comparable to those of a great Maratha leader, in spite of winning the battle at a fort in Maharashtra. Guess who the great Maratha leader was, and the captain who was killed in the battle” (p. 145).

Maharashtra has a great history dating back to the period of Shivaji Maharaja. Several great Maratha leaders, such as Tanaji Malusare, Baji Prabhu Deshpande, and others, sacrificed their lives in the battle for forts in Maharashtra. Thus, their life, bravery and loyalty inspire the new generation. This question will encourage students to learn about the great leaders and their lives. Along with that, the students will also be aware of the struggles and pain they have gone through.

The question represents the source culture. It also develops the dimension of skills (i.e., skills of interpreting and relating and skills of discovery and interaction) because students have to discover new information about the Maratha leader and integrate it with what they already know. Moreover, students have to interpret the grief and pain of their own leader and relate it with other leaders (in the poem ‘O Captain! My Captain!’) who belong to other cultures. The question represents the Big C culture as it engages with the theme of history.

**Instance 13** (Unit 4, Lesson 4.5 ‘Joan of Arc’)

“From an Indian history book or the Internet, find information about Indian queens who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad) Write 3 points of similarity and contrast between them and Joan of Arc” (p. 162).

Joan of Arc is called ‘The Maid of Orleans’ and is one of the most extraordinary women in world history. She is known for her bravery and is considered a great heroine in France for her spectacular role in the Hundred Years’ War. Similarly, in Indian history, some brave women have led battles. For example, Rani Laximibai (Rani of Jhansi) was a heroine of the Revolt of 1857. She is still remembered with pride whenever the Indian freedom struggle is mentioned. Moreover, some other Indian queens showed courage in battles, like Rani Karnawati of Mewad, Rani Padmini, Razia Sultana, Ahilyabai Holkar, Tarabai Bhosale, etc.

The question will help to learn about the source culture’s history and the international target culture. Thus, it is an example of source and international target cultures. The instance represents Big C culture as it deals with the theme of history. When students try to discover the similarities between Indian queens and other queens in world history, the activity will help to develop skills of discovery and skills of interpreting and relating.

#### **4.2.2.3 Content / Lesson Section**

Five cultural themes, literature, gender roles, sport, history, and science, appear in the textbook. Among them, the four themes, literature, sport, history, and science, represent Big-C culture, while only one theme, gender roles, represents small c culture. The theme of literature has been represented twice among the themes of Big C; however, themes such as history, science and sport have been represented just once. Gender roles, a theme of small c, have been represented twice.

These cultural themes of Big C and small c primarily represent source culture (03) and international target cultures (02); however, none of them represent the target culture (0). Regarding developing ICC dimensions, the textbook focuses on enhancing only the knowledge dimension (05). Other dimensions of ICC, such as critical cultural awareness (01), have

received less attention. However, the skills of interpreting and relating, the skills of discovery and interaction and attitude have been completely neglected.

In this textbook, only one lesson, ‘Bholi’, can potentially develop other dimensions of ICC, i.e., critical cultural awareness apart from the knowledge dimension. All other lessons develop only the knowledge dimension. The lesson Bholi, which represents the themes of gender roles in Indian society, depicts a story of how women are rejected, especially during the matrimonial process, for their looks and disability, compared to men who are accepted in spite of their looks, disability and age. It helps students to critically understand the differential treatment men and women receive in society and enhances their cultural awareness.

#### **4.2.2.4 Summary of Cultural Representation and ICC Dimensions in 10<sup>th</sup> Standard**

##### **English Textbook (Marathi Medium)**

##### **i. Insufficient Representation of Culture**

The textbook comprises 496 tasks, questions, and activities, with 65 in the pre-lesson/warming up section and 431 in the post-lesson section. However, only 08 tasks, questions, or activities reflect the cultural themes of Big C and small c culture, with 04 in the pre-lesson/warming up section and 04 in the post-lesson section. It suggests that only 1.61% of the total questions in the textbook represent these cultural themes. It shows insufficient cultural representation in the textbook.

##### **ii. More Representation of Big C Cultural Themes, but the Equal Frequency of Small C's Values**

Out of nine cultural themes that appear in the textbook, seven cultural themes, such as history, literature, geography, food, custom, science, and sport, represent Big C culture, and only two themes of small c, i.e., gender roles and daily routine, represent small c culture.

The most occurring theme of Big C is history, which appears four times. The other themes of Big C are geography and literature, which appear three and two times, respectively. Further, themes such as food, custom, science, and sport appear just once.

Though small c's cultural themes are fewer in number, i.e., two, compared to seven themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e., values, is equal to the most occurring theme of Big C, i.e., history, as both of them are represented four times. The other theme of small c, i.e., daily routine, appears once.

### **iii. More Representation of Source Culture**

The textbook represents the source culture more than the target and international target cultures. The source culture appears nine times. The international target appears three times, while the target culture and the culture that is not specified or open in nature appear once.

### **iv. The Focus is on Developing the Knowledge Dimension of the ICC**

The current textbook mainly develops only one dimension of ICC, i.e., knowledge. There are thirteen instances that develop knowledge. While four instances develop skills (1) of interpreting and relating, three develop skills (2) of discovery and interaction and critical cultural awareness. However, only one instance develops the attitude.

The following section analyses the English Medium's 9<sup>th</sup> and 10<sup>th</sup> standard English textbooks.

## **4.3 An Analysis of English Textbooks of the English Medium (Secondary Level)**

### **4.3.1 An Analysis of 9<sup>th</sup> Standard English Textbook (English Medium)**

The 9<sup>th</sup> standard English textbook of the English medium contains four units. Every unit consists of five lessons. The total number of lessons in this textbook are twenty. The warming up section has forty-five activities, questions and tasks. However, only two of them represent culture. They are discussed as follows.

### 4.3.1.1 Pre-Lesson/ Warming Up Section

#### Instance 14 (Unit 2, Lesson 2.5 ‘Autumn’)

“What changes do you see in nature in each of the following seasons? A few sentences are given below as examples. Use these and your own to describe a season appropriately. Name the six seasons according to the Indian calendar. Which of the seasons is equivalent to autumn? (b) What changes do we see in the lives of human beings when the season changes? Write with reference to their (a) clothes, (b) diet, and (c) celebrations” (p. 49).

The seasons play a very significant role in Indian culture. Every season has its own characteristics and effects on people’s lives. In India, four seasons are usually considered according to the climatology, i.e., winter, summer or pre-monsoon season, monsoon or rainy season, and post-monsoon or autumn season. According to Hindu scriptures, these seasons are also categorised into six seasons. They are *Vasant Ritu*: Spring, *Grishma Ritu*: Summer, *Varsha Ritu*: Monsoon, *Sharad Ritu*: Autumn, *Hemant Ritu*: Pre-winter, and *Shishir Ritu*: Winter.

Every season brings a change in the environment, which has various effects on the daily life of people, i.e. food habits (*Bajra roti* in winter, *aam panna*, *kokum sharbat*, buttermilk in summer), clothing style (woollen clothes in winter and cotton clothes in summer), and most importantly, celebrations or festivals. For example, *Basant Panchami* is one of the biggest festivals in northern India. It heralds both the approach of the harvest and the end of winter. The spring festival is celebrated by flying kites, mainly yellow, representing the ripening mustard in the fields and the change in the direction of winds in western states. So, the change in seasons and celebrations is an integrated part of Indian culture.

The question asked above develops the awareness of seasons and their effects on human life. Moreover, it will also help to develop awareness of festivals and the reasons behind the

celebrations of the festivals. It will also make the students aware of the Indian seasons and make them understand that autumn is nothing but the *Sharad Ritu* in India.

The example represents the source culture. In addition, this is an example of Big C culture, which represents the themes of food, clothing style, festivals, and the environment. As it encourages the learner to collect information about the seasons and relate it to their own culture, it will help the students to develop the skills of interpreting and relating, in addition to the dimension of knowledge.

**Instance 15** (Unit 4, Lesson 4.4 ‘Tansen’)

“Indian Classical music consists of many Ragas. Find out from an expert or the internet the names of at least 10 Ragas and the time they are sung to produce a greater effect” (p. 105).

Music is an integral part of culture and can play a significant role in understanding a culture. The different Ragas in Indian classical music are sung according to the appropriate time for a better effect and purpose. The instance/activity provides scope to develop awareness about Indian classical music in general and Ragas in particular, which has, to some degree, been overshadowed by contemporary or Western music in India. Though the question gives scope to develop the awareness of the source culture’s music, it does not encourage the learner to compare or develop a minimal awareness of the target and international target culture music, which is gaining popularity in India. Thus, this question represents only the source culture through the cultural theme of Big C, i.e. music and helps to develop the knowledge dimension of ICC.

**4.3.1.2 Post-Lesson/ Questions Section**

The 9<sup>th</sup> standard English medium textbook contains five culture-related questions.

**Instance 16** (Unit 2, lesson 2.2 ‘A True Story of Sea Turtles’)

“Prepare a poster to illustrate how the turtle eggs were/are protected. Include the following in the poster. Some pictures of sea turtles and their habitat, information about turtle nests and eggs, a picture and information about a ‘protected nest’, appeal to the public to spread awareness about their conservation, some data (figures) regarding the achievements so far” (p. 35).

The lesson is informative and gives information about turtles and their importance in our environment. There are some facts about turtles that students might not be aware of and would know for the first time. For example, there are seven types of sea turtles in the world; five of them are found in India.

The other amazing fact or characteristic of turtles is that when the female turtle reaches maturity, at nearly 15 years, she returns to the shore to lay her eggs at the same place where she was born. The female comes to the shore to make a nest in the sand, lays her eggs, and immediately returns to the sea. After this, surprisingly, she does not return to the nest. The eggs hatch after 45 to 50 days, using natural heat. There are several dangers eggs have to face while hatching, and they have to face them all on their own. Therefore, their survival rate is very low, as there are just one or two turtles out of a thousand eggs.

Another interesting fact is that turtles are important in keeping the sea clean. Thus, they occupy an important place in marine ecology. Considering all these factors, it is vital to undertake their protection on a large scale.

This information helps students develop an interest in the environment and fosters curiosity about marine ecology. This example illustrates Big C culture, which is focused on the cultural theme of the environment. The question is open and not restricted to source culture,

target culture or international target culture. In terms of ICC, the question develops knowledge and critical cultural awareness. It also cultivates interest in marine life, reflecting a developing attitude, another important dimension of ICC.

**Instance 17** (Unit 2, lesson 2.4 ‘The Fall of Troy’)

“From either of our two Indian epics, find out which battle/war lasted the longest. Write down its cause, enemy armies, heroes, duration, and final outcome” (p. 43).

The above question also appears in the Marathi medium’s 9<sup>th</sup> standard English textbook, and has been discussed in detail (see Instance 3).

**Instance 18** (Unit 3, lesson no. 3.2 ‘Reading Works of Art’)

“Gather information on any one of the following by talking to your family members, and other sources from your mother tongue, and write a short note on it in English: special type of embroidery, dishes and decoration during special occasions” (p. 67).

This question allows students to interact with people, read and refer to sources in their mother tongue and collect information about cultural themes such as art, foods, customs and festivals. In Indian culture, there are several special occasions, festivals and customs during which houses are decorated, and special food items are prepared at home. It may include festivals like *Diwali*, *Dussehra*, *Makar Sankranti*, Christmas, and *Eid*, as well as customs like marriages, birthdays, and some *Sanskar*, according to the religion.

This exercise helps students gain insights into different themes of their source culture, such as artwork, food, festivals and customs representing Big C culture. Additionally, carrying out this activity may develop knowledge and skills of discovery and interaction.

**Instance 19** (Unit 3, Lesson 3.4 ‘How the First Letter was Written’)

“Write a short passage/essay on ‘Women Power’ in the Neolithic, Medieval and Present Times” (p. 79).

This question gives an understanding of how women’s role changes over a period of time. In the Neolithic age, women’s roles were limited to household work, such as gathering food, cooking, taking care of children, and cleaning. In the Medieval age, women had the chance to educate themselves, but their role was still limited to household work. Women were not allowed to work and earn money. However, in the present time, women’s roles have changed. Women are educated and empowered. They can work at home and work outside to earn money.

This question is an example of gender roles and history which represent small c and Big C cultures, respectively. It provides insights into the developing role of women in our society. As the learners are only aware of the current/modern role of women, the question provides a historical overview, generates curiosity among learners and helps them to gain knowledge of women’s developing role in our society throughout different times. In terms of the ICC dimension, the question develops knowledge, the skills of interpreting and relating, discovery and interaction and critical cultural awareness. Moreover, the question is open in nature and not restricted to any particular culture.

**Instance 20** (Unit 4, Lesson 4.3 ‘Intellectual Rubbish’)

“Write an imaginary dialogue contesting opposite views on a topic of your choice, e.g., ‘Girls should learn to do all the housework and not boys’” (p. 99).

In this discussion, students will engage in a meaningful exchange of ideas about gender roles. They will have the chance to express their thoughts, experiences, observations, and

expectations. Confronted with the belief that “girls should handle all the housework while boys should not,” students may ask critical questions: Why does society assume girls should bear the burden of housework alone? Why can’t boys share these responsibilities as well? If girls are capable of excelling in any profession, why are they often confined to domestic duties? By exploring these questions, students will be able to enhance critical thinking skills regarding the roles of girls and boys in our society and develop an improved understanding of gender responsibilities.

This is an example of a gender role, which represents small c culture. The question is open and not restricted to any culture. While writing the dialogues, the students are most likely to compare the conventional and evolving gender roles of girls and boys in different societies. Therefore, in addition to understanding gender roles, the question will develop the ICC dimensions, such as knowledge, skills of interpreting and relating, and critical cultural awareness.

#### **4.3.1.3 Content/ Lesson Section**

The textbook contains five themes of Big C culture, such as history, literature, environment, custom and art and does not contain any themes of small c. Literature is represented twice among Big C’s themes; however, history, environment, custom, and art are represented once. These themes represent the source culture, the international target culture, and the open culture. The source culture and international target are represented thrice. However, the textbook does not find themes that represent the target culture.

There are twenty lessons in this textbook. Only two lessons develop other dimensions of ICC, i.e. attitude and skills of interpreting and relating, in addition to knowledge. While ‘A True Story of Sea Turtles’ helps to develop the attitude dimension of ICC, ‘The Fall of Troy’ helps to develop the skill of interpreting and relating. The lesson ‘A True Story of Sea Turtles’

gives information about turtles and their importance in our environment. This information helps students develop an interest in the environment and fosters attitudes and curiosity about marine ecology. The lesson ‘Fall of Troy’ compares Indian epics, such as Ramayana and Mahabharata, with Greek epics like The Iliad and The Odyssey. It allows students to compare and contrast these epics from different cultures and helps them develop the skill of interpreting and relating.

In terms of the frequency of dimensions of ICC, more attention is given only to enhance the knowledge dimension (05), compared to other dimensions, such as attitudes (01) and the skill of interpreting and relating (01). Moreover, there are no instances that help to develop dimensions like the skill of discovery and interaction (0) and critical cultural awareness (0).

#### **4.3.1.4 Summary of Cultural Representation and ICC Dimensions in 9<sup>th</sup> Standard English textbook (English Medium)**

##### **i. Insufficient Cultural Content/Representation**

The textbook has 316 tasks, questions, and activities, with 45 in the pre-lesson/warming up section and 271 in the post-lesson section. However, only 07 tasks, questions, or activities represent the cultural themes of Big C and small c culture, with 02 in the pre-lesson/warming up section and 05 in the post-lesson section. It indicates that a mere 2.22% of the overall questions in the textbook reflect these cultural themes, highlighting a significant lack of cultural content.

##### **ii. More Representation of Big C Culture**

The total number of cultural themes that appear in the textbook are ten. Among them, nine cultural themes, such as environment, history, food, festival, literature, custom, art, clothing style, and music, represent Big C culture and only one theme of small c, i.e. gender role, represents small c culture. The themes of Big C that occur most often are environment and history, which appear thrice. The other themes, such as food, festivals, customs, and art,

appear twice, and literature, clothing style and music appear once. Additionally, gender roles, a theme of small c, appear twice. It shows that the textbook focuses on the representation of Big C culture.

### **iii. More Representations of the Source Culture**

Compared to the target and international target culture, the textbook has more representation of the source culture. While the source culture appears seven times, the international target culture and the culture which is not specified or open appear thrice. However, the textbook does not represent the target culture as the theme of literature, (which usually represents the target culture) represents the international target cultures in the current textbook.

### **iv. The Focus is on Developing the Knowledge Dimension of ICC**

The textbook mainly develops only one dimension of ICC, i.e., knowledge, and leaves some scope for developing other dimensions. Twelve instances help to develop knowledge. While four instances develop the skills of interpreting and relating, and critical cultural awareness, three develop skills of discovery and interaction. Additionally, two instances develop an attitude of openness.

The following section analyses the 10<sup>th</sup> standard English textbook of the English Medium.

## **4.3.2 An Analysis of 10<sup>th</sup> Standard English Textbook (English Medium)**

### **4.3.2.1 Pre-Lesson/Warming Up Section**

**Instance 21** (Unit 1, Lesson 1.1 ‘Where the Mind is Without Fear’)

“Poems in English are of different types, such as a sonnet, epic, limerick, lyric, ballad, humorous, elegy, idyll, and free verse. Using a dictionary/internet, guess and write the type of poem against its description” (p. 2).

The question is on different poetic forms. By reading about it through other sources such as dictionaries and the internet, students will learn about different types of poems and learn to recognise, understand and compare the characteristics of each form, such as sonnets, ballads, limericks, etc. Moreover, learning about various poetic forms may increase curiosity about poems in English literature and may encourage them to read. Overall, this exercise may broaden their literary interest and help to enhance their appreciation for English literature, which will eventually develop their knowledge and attitudes of curiosity and openness, dimensions of ICC. Since this is an instance of different types of poems only in English literature, it is a pure example of the target culture. It represents a cultural theme of literature, part of Big C culture.

**Instance 22** (Unit 2, Lesson 2.6 ‘Science and Spirituality’)

“Do you think that science and faith are both important in our lives? Why? Discuss this in your group and give a short presentation in front of the class” (p. 89).

The question allows students to think about and discover the important place of faith and science. They may try to understand these concepts and find out if science and faith coexist or exist without each other. It may lead them to think that faith teaches us values and morality, and that science without it could be harmful. Similarly, how science teaches rationality, and religion without rationality could be equally harmful. Thus, this instance would provide an opportunity for students to think critically about these two significant aspects of human life.

In terms of ICC dimensions, this instance will help them gain knowledge about science and religion and shape their attitude towards the co-existence of faith and science. Additionally, it will also develop skills of interpreting and relating. This is an example of religion and science, which represent Big C culture. The question is not restricted to any culture but is open in nature.

**Instance 23** (Unit 3, Lesson 3.2 ‘The Night I Met Einstein’)

“Look at the pictures of musical instruments and write their names, what the instrument player is called and a famous player of the instrument” (p. 107).

This is an example of Big C culture, which talks about cultural theme art, i.e. music. In this instance, students have to identify the name of the musical instrument and what their player is called. Moreover, they also have to find the name of the famous instrument player. This instance does not give any additional information about music. Students must recall the previous information and add new information about the musical instrument and their player. So, the instance only emphasises the knowledge dimension of ICC. Since the instance does not talk about any particular type of musical instrument or its origin, it is an example of non-specific or open culture.

**Instance 24** (Unit 3, Lesson 3.5 ‘Unbeatable Super Mom - Mary Kom’)

“Discuss and find out the jobs which were done only by men in the past, but nowadays women too have started doing them” (p. 128).

The instance deals with the theme of gender roles and thus represents small c culture. It requires students to look into the job profiles of men and women in the past and present. Conventionally, men only took up non-domestic jobs, including driving, sport-related jobs, running businesses, defence services, etc. However, the scenario has changed over the years, and women have also started doing non-domestic jobs. As the given task encourages students to compare the conventional and evolving roles of men and women, it helps to develop knowledge and skills (1) of interpreting and relating dimensions of ICC. Further, the instance talks about men and women in general and not from any specific society or country; therefore, this can be considered an example of non-specific/ open culture.

**Instance 25** (Unit 4: Lesson: 4.2 ‘Luncheon’)

“Find out the currency of at least six countries along with their exchange rate in India, with the help of the internet. One is done for you. For example, Switzerland: franc; 1 franc = 66.73 INR” (p. 150).

The instance touches upon the theme of the economy and represents Big C culture. As the students are expected to find out the currency of six countries with their exchange rates in India, it represents the source culture. Moreover, as the exercise is not confined to any specific country, it may represent the target and international target culture. By carrying out this exercise, students will learn about the various currencies used in different countries, which may improve their awareness of the economy. Thus, in terms of the ICC dimension, in addition to knowledge, it may develop their skills of interpreting and relating as they carry out the conversion of other currencies into Indian currency.

**Instance 26** (Unit 4, Lesson 4.3 ‘World Heritage’)

“Do you know the difference between (a) World Heritage and (b) Cultural Heritage? Rank the following Heritage sites with your partner. Great Barrier Reef, Mount Fuji, the Grand Canyon, the Pyramids, Vatican City, and the Great Wall of China” (pp. 157-158).

This task will give the students an opportunity to learn about the differences between World Heritage and Cultural Heritage. This information about the heritage sites will broaden their understanding of worldwide cultures and histories. It will also help students to appreciate diversity and the unique stories behind each heritage site and offer a broader perspective on global issues related to cultural identity and heritage preservation.

As this instance deals with geography and history, it represents Big C culture. The heritage sites mentioned are from across the world and represent the target and international

target culture. The instance not only helps to gain knowledge about the world heritage sites but also generates more curiosity and an open attitude about the world heritage in particular and other cultures in general.

**Instance 27** (Unit 4, Lesson 4.5 ‘The Old Man and The Sea: Book Review’)

“Make a list of famous novels of Ernest Hemingway. Two are given to you. 1. A Farewell to Arms 2. For whom the Bell Tolls. Make a list of other famous American novelists” (p. 174).

This related activity creates curiosity among learners to learn more about the remaining novels by Ernest Hemingway and the novels by other American novelists. When the students attempt to list the novels, they also gain knowledge, which is one of the dimensions of ICC. The activity represents the theme of literature, which is a part of Big C culture, and it is a pure example of the target culture as it refers only to the literature of English.

**4.3.2.2 Post Lesson/Questions Section**

**Instance 28** (Unit 1, Lesson 1.5 ‘Joan of Arc’)

“From an Indian history book or the Internet, find information about Indian queens who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad) Write 3 points of similarity and contrast between them and Joan of Arc” (p. 35).

This question also appears in the 10<sup>th</sup> standard Marathi medium English textbook and has been discussed in detail (see Instance 13).

**Instance 29** (Unit 2, Lesson 2.1 ‘Animals’)

“Read the text again, and complete the web, highlighting the good values/habits which we can learn from animals” (p. 48).

This atypical task encourages students to observe animals closely and intentionally. When they are engaged in the task, it may broaden their understanding of animals' behaviour. They may observe in animals the good habit of accommodation, harmonious co-existence and adaptability to the home/environment they are staying in. The exercise may instil and enhance their empathy and compassion towards the animals.

The exercise aims to inculcate the values which represent small c culture. By carrying out this activity, they will learn about animal behaviour and human-animal relationships and develop a favourable attitude towards co-existence. The activity is not confined to any culture and thus is an example of non-specific/open culture.

**Instance 30** (Unit 3, Lesson 3.2 'The Night I Met Einstein')

"Give two points of difference between: A. Instrumental Music and Vocal Music, B. Light music, Classical music, Folk music" (p. 111).

The tasks require students to discover the differences among various types of music. While understanding the differences between instrumental and vocal music, as well as light music, classical music, and folk music, students will gain knowledge about the diversity of types of music. As the task also requires a comparison, it will also help to develop the skills of interpreting and relating, another dimension of ICC. This task may generate more curiosity about and interest in music among learners. The task represents music, a part of Big C culture. The activity is open to different types of cultures.

**Instance 31** (Unit 3, Lesson 3.2 'The Night I Met Einstein')

"Go to the library or search on the internet for the following names and write a few lines about the personalities given below. (a) Albert Einstein (b) Bing Crosby (c) Johann S. Bach (d) John McCormack" (p. 113).

By carrying out this activity, the students will learn about famous personalities such as Albert Einstein, a great physicist and scientist of the 20<sup>th</sup> century; Bing Crosby, an American singer and actor; Johann S. Bach, a German organist and composer of the 17<sup>th</sup> century, and John McCormack, an Irish American tenor, one of the finest singers of the 20<sup>th</sup> century. The activity represents Big C culture by introducing famous personalities from the fields of science, singing and music. All the people mentioned in the activity are from the target or international target culture. By knowing about their passion, contribution, and significant place in the field of art and science, the students will not only gain knowledge but also develop an attitude of openness.

**Instance 32** (Unit 3, Lesson 3.5 ‘Unbeatable Super Mom - Mary Kom’)

“What men can do, women can do better.’ Divide your class into two groups. Let one group offer points for the topic and the other against the topic. Note down the points in your notebooks and expand the points in two separate write-ups, as views and counterviews. Suggest suitable titles for each” (p. 136).

In society, men’s and women’s roles are often discussed to assess their capabilities and suitability. This question motivates students to check if there are specific jobs that men can perform, but women can do even better. Such tasks may include multitasking, financial management, handling infants, and culinary skills. Though there may not be a specific reason to suggest that men cannot excel in these areas, it is generally observed that women tend to perform them more effectively. Although there are exceptions where men may excel in certain areas, overall, women tend to handle these duties better than men in the general context of society.

Through this activity, students have to think about men’s and women’s roles and see the differences or compare them, leading them to think critically about the issue. Therefore, in

terms of the ICC dimension, this adds to their knowledge and develops critical cultural awareness. This is an example of gender roles and represents a small c culture. The activity does not specify any culture, so it is open in nature.

**Instance 33** (Unit 4, Lesson 4.3 ‘World Heritage’)

“Write a report on any tourist place/historical place/World Heritage Site you recently visited using the points given below. (i) Title (ii) Place/Location (iii) Background/History (iv) Features/Specialities (v) Security policies (vi) Sign boards and discipline (vii) Overall scenario” (p. 165).

The activity is related to the theme of geography and history and represents Big C culture. While preparing a report on a recently visited tourist place, historical place or World Heritage Site, students are expected to gather information on the historical and geographical significance of the places. When they gather information on security policies and disciplines to be maintained at the places, they will get to know the cultural significance of the place and understand why such places need to be preserved. Therefore, the instance not only helps to gain knowledge and generate curiosity about tourist places, historical places, and world heritage sites but also develops an open attitude about different places, people, and cultures. Since the tourist places, historical places, and world heritage sites have not been specified, and students are more likely to visit and relate to the places in their surroundings, the activity may represent the source culture.

**4.3.2.3 Questions on the Themes of Literature**

All of the following questions deal with one single theme, i.e. literature, which represents Big C culture. They invariably suggest reading various literary forms such as short stories, plays, autobiographies, etc.

**Instance 34** (Unit 1, Lesson 1.1 ‘Where the mind is without fear’)

“Read the short story written by Rabindranath Tagore, ‘The Kabuliwala’ or ‘The Home Coming’ (p. 6).

**Instance 35** (Unit 1, lesson 1.4. ‘All the World’s a Stage’)

“Read the summary of the play ‘As You Like It’ by William Shakespeare using the internet. Find out which character has narrated the above poem and on what occasion. Make a list of all the characters of the play” (p. 27).

**Instance 36** (Unit 2, Lesson 2.2 ‘Three Questions’)

“From the library or Internet, read the story ‘How Much Land Does a Man Need?’ by Leo Tolstoy and write a review of the same” (p. 60).

**Instance 37** (Unit 2, Lesson 2.6 ‘Science and Spirituality’)

“Read Dr. A.P.J. Abdul Kalam’s ‘Wings of Fire’ and ‘Ignited Minds’, and find the following:  
(a) Subject of the book, (b) Special features of the book. (c) Teachings/learnings/moral/message from the book. (d) Your own opinion/idea/comment on the book” (p. 99).

Instances 34 and 37, respectively, ask the student to read the short story written by Rabindranath Tagore, ‘The Kabuliwala’ or ‘The Home Coming and Dr. A.P.J. Abdul Kalam’s ‘Wings of Fire’ and ‘Ignited Minds’, which represent the source culture. However, Instances 8 and 9 ask the students to read the summary of the play ‘As You Like It’ by William Shakespeare and the story ‘How Much Land Does a Man Need?’ by Leo Tolstoy, which represent the target culture.

Reading different literary forms, such as stories, plays, autobiographies, etc., may increase students' curiosity about English literature and encourage them to read more. These exercises may broaden their literary interest and help enhance their appreciation for English literature. In terms of the ICC dimension, this eventually develops their knowledge about different cultures whose literature they read.

#### **4.3.2.4 Content/Lesson Section**

Seven cultural themes are identified in the lessons. Among them, five cultural themes, such as literature, history, religion, sport, and science, represent Big C culture and two cultural themes, such as values and gender roles, represent small c culture. Literature is the most occurring theme of Big C, which is represented four times, followed by science, which is represented twice. Other themes, such as history, religion and sports are represented once, and the same is true for two cultural themes of small c, such as gender roles and values.

These cultural themes represent all types of culture, i.e., source, target and international target cultures. However, the international target culture has more representation (6) than the source (2) and target culture (2).

This textbook has twenty-four lessons. Among them, eight lessons mainly focus on developing the knowledge dimension of ICC. However, no other ICC dimensions, such as attitudes, skills, and critical cultural awareness, have been developed.

#### **4.3.2.5 Summary of Cultural Representation and ICC Dimensions in 10<sup>th</sup> Standard Textbook (English Medium)**

##### **i. Significant Lack of Cultural Content in the Textbook**

The textbook contains 726 tasks, questions, and activities, including 79 from the pre-lesson/warming up section and 647 from the post-lesson section. However, only 17 of these

tasks, questions, or activities represent the cultural themes of Big C and small c culture, which includes 07 from the pre-lesson/warming up section and 10 from the post-lesson section. It shows that only 2.34% of the overall questions in the textbook represent cultural themes, indicating a significant lack of cultural content in the textbook.

## **ii. More Representation of Big C Culture**

The total number of cultural themes that appear in the textbook are ten. Among them, eight cultural themes, literature, history, science, music, geography, religion, economy, and sports, represent Big C culture and only two themes, i.e. gender roles and values, represent small c culture. The most occurring theme of Big C is literature, which appears twelve times. The other themes, such as history and science, appear four times, while music appears thrice. Geography and religion appear twice, while economy and sports appear once.

Additionally, gender roles and values, the themes of small c, appear thrice. It shows that the cultural themes of small c are smaller in number and have a lower frequency of occurrence. It reflects that the textbook predominantly represents themes of Big C culture.

## **iii. More Representation of International Target Cultures and Relatively Balanced Representations of Other Types of Culture**

In contrast to the other secondary-level textbooks, which have more representation of the source culture, this textbook has more representation of the international target culture. It appears ten times. It also shows a relatively balanced representation of other types of cultures, such as target and source cultures, which appear eight and seven times, respectively. Further, the textbook also has six instances that are open and not specified for any culture.

## **iv. The Focus is Only on Developing the Knowledge Dimension of ICC**

The examples provided in the textbook primarily focus on one aspect of ICC, i.e. knowledge. This is evident from the twenty-five instances presented in the textbook, which are

the highest among all the textbooks. There are five instances that could enhance skills of interpreting and relating, and develop attitudes. Additionally, three instances can help develop critical cultural awareness and the skill (2) of discovery and interaction.

The following section analyses the English textbooks of the 11<sup>th</sup> and 12<sup>th</sup> standards (Higher secondary level).

#### **4.4 An Analysis of English 11<sup>th</sup> Standard and 12<sup>th</sup> Standard English Textbook: (Higher Secondary Level)**

##### **4.4.1 An Analysis of 11<sup>th</sup> Standard English Textbook**

###### **4.4.1.1 Pre-Lesson/ Ice Breakers**

In the 11<sup>th</sup> and 12<sup>th</sup> standard textbooks, the pre-lesson section is entitled Ice Breakers. For uniformity, it has been referred to as the pre-lesson section in the following sections.

###### **Instance 38 (Unit 1, Lesson 1.3 ‘The Call of the Soil A Scent of Rice’)**

“You might have learnt about organic farming. Make groups and discuss the difference between conventional farming and organic farming, and write it down” (p. 25).

Agriculture is the most important and oldest occupation in India. A significant number of Indian families depend on farming. However, the excessive increase in the Indian population, climate change, and constant uncertainty in the weather have created challenges for conventional farming. To solve this problem, farmers took the help of science and technology to increase their production. However, the excessive use of pesticides, in turn, affected the produce and made it potentially harmful for consumption. Therefore, organic farming was considered another option by the farmers, which reduced the limitations of

conventional farming and increased the production and quality of the product naturally. As a result, organic farming has become more crucial in agriculture.

The instance deals with the theme of (agriculture) environment and represents Big C culture. When students try to understand the difference between conventional and organic farming, they not only understand the difference between them but also get an additional understanding of the factors which impact farming and the traditional and modern methods used in farming. In terms of ICC, it will help them to gain knowledge, increase critical awareness, and develop an open attitude towards agriculture.

The instance does not specify any specific type of culture and is open in nature. However, as the students are more likely to relate the issue to their immediate surroundings, it could also represent the source culture.

**Instance 39** (Unit 1, Lesson no.1.5 ‘Mrs. Adis’)

“Recall your favourite crime story on TV. Discuss with your friend how to prevent the villain/thief from committing the crime/theft” (p. 43).

The questions aim to make the students understand and know about social evils such as crimes and theft. They increase their social awareness and preparedness as individuals and members of society by knowing how to prevent such social evils. By carrying out such activities, students will gain knowledge about these issues and enhance their critical awareness. While the instance tries to make them aware of the issues in the source culture, it also inculcates good values in students to make them responsible citizens and represent the small c culture.

**Instance 40** (Unit 3, Lesson no.3.1 ‘Expansion of Ideas’)

“Select a season of your choice and give the following details: (a) Time of the year, (b) Characteristics- crops, festivals, etc., (c) Features/changes climate/ weather/ temperature, etc., (d) Advantages/Disadvantages” (p. 97).

Every season brings a change in the environment, which has various effects on people’s daily lives, i.e., food habits, clothing style, and, most importantly, celebrations or festivals. India is an agrarian society, and most of its festivals are related to harvest seasons, such as *Lohari*, *Baisakhi*, *Makar Sankranti*, *Onam*, *Pongal*, etc. Besides bringing festivity and prosperity through agricultural production into people’s lives, summer and rainy seasons may also adversely affect their daily lives. In many parts of India, people usually experience extreme heat in summer and extreme rain in the rainy season, which results in floods.

As the instance allows students to establish the correlation and understand the interdependence of the seasons with the agricultural field, festivals, and daily lives, students are more likely to gain knowledge and develop skills of interpreting and relating. When they discuss the seasons’ advantages and disadvantages, they gain a comprehensive view of the climate and its effect on human lives. Eventually, it will help them develop critical cultural awareness. The instance deals with the source culture. It represents Big C culture through the themes of festivals, climate, and agriculture, which are part of the environment theme.

**4.4.1.2 Post-Lesson/ Questions Section**

**Instance 41** (Unit 1, Lesson 1.2 ‘On to The Summit: We Reach the Top’)

“Go to your library or surf the internet for names of various mountaineers who have successfully climbed Mt. Everest. Write in your notebook about their struggles, the interesting

anecdotes they have shared, their failures and the messages that we get from their lives” (p. 24).

Mountaineering is a sport activity that is considered quite challenging. The exercise may encourage students to gain more information about mountaineering as a sport and the mountaineers who have climbed Mount Everest. It will enhance their interest in mountaineering in particular and sports in general. Additionally, by learning about their struggles, failures, successes, and anecdotes they share, the students will learn values such as goal setting, hard work, and perseverance. The instance deals with the theme of sports and represents Big C Culture. As it also deals with the cultural theme of values, it also represents small c culture. In terms of ICC, the students gain only the knowledge dimension of ICC.

**Instance 42** (Unit 1, Lesson 1.4 ‘Pillars of Democracy’)

“Form groups and use the following topics for discussion: i. Need for democracy, Features of the Constitution of India, Freedom of speech, Dictatorship Vs Democracy. ii. Discuss with your partner and make a list of steps that you feel are essential to unite the people of different castes, races, religions and languages in India” (p. 39).

The question aims to familiarise students with democracy as a system of governance in India and the features of the Indian Constitution. While drawing out the differences between democracy and dictatorship, students will understand which government system is more empowering for them as individuals and citizens of the nation. It will also help them to know about their role as a citizen, their fundamental rights, such as freedom of speech and equality before the law, given by the Constitution and the responsibilities that come with it.

While enumerating the steps which are necessary for uniting the people of different castes, race, religions and languages in India, students will understand the religious and

linguistic diversity in India and explore the common links, such as nationality and Indianness, and values, such as deeper understanding and mutual respect, which can unite and bind diverse people together. Overall, this exercise represents a small c culture by inculcating democratic values in the source culture setting. From the perspective of the ICC, it also helps them gain knowledge, create an open attitude, and develop critical cultural awareness among students.

**Instance 43** (Unit 2, Lesson 2.2 ‘The Sower’)

“There are a number of challenges a farmer in India faces. i. Discuss with your friend how it is possible to improve the conditions of farmers. ii. Also, visit your college library and collect information on the ‘Green Revolution’ and ‘White Revolution’ in our country” (pp. 73-74).

The question aims to create awareness about the problems and their solution in the Indian agricultural system. By learning about the challenges farmers face and their solutions, students will learn about the current status of agriculture in India. The question also asked the students to collect information on the Green and White Revolutions, which were agricultural revolutions in India that tried to increase food and milk production. Learning about the green and white agricultural revolutions will make them aware of the solutions experimented with in India. The instance represents Big C culture through the theme of agriculture/environment. It also represents a small culture as the activity tries to inculcate values of hard work, patience, and optimism in students by showing how farmers confront agricultural challenges. Since the question is related to Indian farmers, it is an example of source culture.

**Instance 44** (Unit 4, Lesson 3.2 ‘Blog Writing’)

“Go through the blog given in the text and also refer to different blogs on the internet about various social issues and environmental hazards. i. Now, write blogs on the following topics: Earth with no trees, Say no to tobacco, Man Vs Nature, Child labour: A curse to humanity. ii.

Prepare a word register for writing a blog by choosing a particular topic of your own choice. You can write on: environment, pollution, education, etc. For example, word register for a blog on the environment could be: Trees, mountains, climate, oxygen, ozone layer, biodiversity, coral reefs, green cover, biodegradable, etc” (p. 104).

Many topics have been listed in this question, and students are asked to write a blog post on them. Most of the topics are related to the theme of the environment, which represents Big C culture. It includes Earth with no trees, man vs nature, pollution, mountains, climate, oxygen, ozone layer, biodiversity, coral reefs, green cover, and biodegradability. Other suggested topics are on different social issues and health-related issues, such as child labour and education and the effects of tobacco consumption.

The activity aims to enhance students’ awareness of environmental issues by asking them to get engaged in writing a blog about them. It will encourage them to carefully read, deeply understand and responsibly spread awareness about the issues. Therefore, they will gain knowledge about the issues and develop critical cultural awareness. The activity is open in nature and not confined to any specific culture.

**Instance 45** (Unit 4, lesson 4.1 ‘History of English Drama’)

“Objective test: 1. Name any four periods of the History of British Drama. 2. List the four elements of drama. 3. State a type of drama, each from any four periods of history. 4. Compare the features of a comedy and a tragedy. 5. State the difference between poetry and drama. 6. State the difference between a drama and a novel. 7. Define drama. 8. Explain the term plot. 9. Differentiate between characters and characterization. 10. Enlist [sic] a few reasons for watching a drama live on the stage” (p. 137).

Drama is a literary genre written in verse or prose intended for performance on stage. This activity deals with the target culture and represents Big C culture through the theme of literature. It allows students to gain an in-depth understanding of drama by asking them to know its history, elements, definition, types, and how it differs from other literary forms, such as poetry and novels. It also encourages students to watch a live drama on the stage and prepares them for deeper engagement with theatrical works. Overall, the activity will enhance students' appreciation for different literary forms and help them gain knowledge by comprehensively understanding the drama in relation to the other literary forms.

#### **4.4.1.3 Lesson/Content Section**

The number of themes that appear in the lessons are five. Among them, four themes, such as food, art, music, and literature, represent Big C culture, and one theme, i.e., values, represents small c culture. The cultural theme values, which represent small c culture, is the most prevalent theme in the lessons, appearing seven times. This contrasts with the secondary level textbooks, which often have a higher frequency of the theme of Big C. The other themes of Big C, such as literature, appear twice, whereas food, art, and music appear once. These themes of Big C and small c equally represent the source (4) and target culture (4), followed by open for all cultures (3); however, the international target culture finds only one mention.

In brief, the textbook has twenty-one lessons. The lessons mainly focus on developing the knowledge dimension (11); however, there is no scope for developing other dimensions of the ICC, such as the skills (1) of interpreting and relating, the skills (2) of discovery and interaction, and critical cultural awareness. The following three lessons help to develop the attitude dimension of ICC. The lesson 'Call of Soil and Sower' deals with the theme of agriculture. The former talks about organic farming, and the latter portrays the life of farmers, underlining how they continue to sow and reap regardless of the constant difficulties in

harvesting. The lesson highlights the virtues of patience, hard work, and optimism found in farmers and the process of farming, and thus, helps develop an open attitude towards farmers and farming as a profession. Another lesson, 'The Pillar of Democracy', talks about democratic values and how they help to build a better society. It aims to increase the positive attitude towards democracy as a form of government.

#### **4.4.1.4 Summary of Cultural Representation and ICC Dimensions in 11<sup>th</sup> Standard English Textbook**

##### **i. Significant Lack of Cultural Representation**

The textbook has a total of 322 tasks, questions, and activities. It includes 62 in the pre-lesson/warming up section and 260 in the post-lesson section. However, only 09 of these tasks, questions, or activities represent cultural themes of Big C and small c culture, with 3 in the pre-lesson/warming up section and 6 in the post-lesson section. It reflects that just 2.80% of the overall tasks and activities in the textbook represent these cultural themes, highlighting a significant lack of cultural representation.

##### **ii. More Themes of Big C, but a Higher Frequency of Small c's Values**

The total number of cultural themes that appear in the textbook are nine. Among them, eight cultural themes, such as literature, environment, food, clothing style, festival, art, music and sports, represent Big C culture, and only one theme, i.e. values, represents small c culture.

Compared to the representation of cultural themes in secondary textbooks, this textbook significantly differs in the frequency of the small c cultural theme. Though the small c cultural theme is only one in number, compared to eight themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e. values, is ten, which is quite higher. The Big C's themes environment appears four times while literature appears thrice. Whereas food appears twice, the other themes, such as clothing style, festival, art, music, and sports, appear only once.

### **iii. More Representations of the Source Culture but a Notable Lack of International Target Culture**

Compared to the target and international target culture, the textbook has more representation of the source culture, which is evident from the frequency of their appearances. The source culture appears ten times, which is quite high compared to other types of culture in the textbook. The target culture and the culture that is not specified or open occur five times and have a lesser representation. However, the textbook notably lacks a representation of the international target culture, as it appears only once throughout its content.

### **iv. The Focus is Only on Developing the Knowledge Dimension of ICC**

The examples provided in the textbook primarily focus on one aspect of ICC, i.e. knowledge. This is evident from the nineteen instances presented in the textbook, which is the second highest among all the textbooks. There are five instances that can help develop critical cultural awareness and enhance attitudes. There is merely one instance that helps to develop skills of interpreting and relating. However, there are no instances through which skills of discovery and interaction could be developed.

The following section analyses the 12<sup>th</sup> standard English textbook.

## **4.4.2 An analysis of 12<sup>th</sup> Standard English Textbook**

### **4.4.2.1 Pre-Lesson Section**

#### **Instance 46 (Unit 1, Lesson 1.2 ‘On Saying "Please"')**

“List the words of courtesy that we use in our daily life. Discuss them with your partner and explain the purpose of using each” (p. 13).

In our daily interactions, we use words of courtesy to maintain respectful and polite communication. The most commonly used words are 'please', 'sorry', 'thank you', 'excuse me', 'May I', and 'Would you mind? They also carry virtues such as gratitude, forgiveness, and appreciation. For instance, expressions such as 'Please' and 'Thank you' convey consideration and gratitude and 'Excuse me' and 'Sorry' convey respect for others' space and acknowledge mistakes. Similarly, the courteous inquiries, such as 'May I?' or 'Would you mind?' show respect for autonomy. As a part of the activity, when students try to list the courtesy words and find their purpose, they will realise that the informed and effective use of such words may help them sound more polite and professional, enhance professional communication skills, and prevent misunderstandings.

Thus, in terms of the dimensions of ICC, the activity will not only help students to gain knowledge and discovery and interaction skills but also inculcate values, which is the theme of small c. There are words of courtesy in every language. However, they tend to be different ones. Indian languages rarely use Indian words for please, sorry and thank you. Apparently, it does not seem to represent any specific type of culture. However, this could be considered an example of the target culture, as students will list the words of courtesy from English.

**Instance 47** (Unit 2, Lesson 2.8 ‘Small Towns and Rivers’)

“Divide your class into groups and discuss the changes that might have taken place when the cities grow on the banks of the rivers. And share your views in the class on the topic ‘Conservation of Rivers and Development of Cities’” (p. 129).

This activity provides an opportunity for students to learn about rivers, their significance in human civilisation, and how they are impacted by the cities that grow around them. When students read about rivers, they will gain insights into how, historically, rivers were a crucial

source of essential water and have always been complementary and supported human settlements around them.

While discussing the settlements around rivers, they will know how rivers, such as the Nile in Egypt and the Indus in Asia, have provided the foundation for human civilisation. How many cities across the globe that are on the banks of rivers, such as London and Paris in Europe and Varanasi and Shanghai in Asia, have developed as the centres of culture and commerce? Similarly, when they read about the conservation of the rivers, they will be able to relate the issue of water pollution with concentrated urbanisation and industrialisation and, further, try to find out the means of conservation of the rivers.

In terms of ICC, the activity will not only help them gain knowledge and develop a positive attitude about the significance and conservation of rivers, but also make them understand the link between 'rivers- the development of cities - pollution- conservation'. Therefore, it will enhance the skill of interpreting and relating and develop critical awareness. The instance represents Big C culture through the theme of the environment and is not confined to any specific culture.

#### **4.4.2.2 Post-Lesson/Questions Section**

**Instance 48** (Unit 2, lesson 1.7 ‘Why We Travel’)

“Read the first two paragraphs and discuss the need to travel. Write four sentences with the help of the lesson, conveying the fact that travelling brings together the various cultures of different parts of the world” (p. 74).

The activity encourages students to consider why we must travel and how travelling brings together different cultures of the world. The two paragraphs that students are supposed to read to answer the question have two important statements, which are persuasive in nature.

The first one is, “We travel to open our hearts and eyes and learn more about the world than our newspapers will accommodate”. The second one is “Travelling is simply the luxury of leaving all my beliefs and certainties at home and seeing everything I thought I knew in a different light”. As a part of this activity, these statements again reinforce the significance of travelling and make the students aware of how travelling plays an important role in opening our eyes and hearts and seeing the world with a new perspective. When students carry out this activity, they will understand how travelling provides a window for people to see and experience different cultures, which helps in understanding the diversity and uniqueness of cultures. Similarly, they will also understand how exploring new places allows us to learn about different traditions, cuisines, and languages, which helps us enhance our appreciation for new things we see in other cultures and what we already have in our own cultures. Overall, this activity may help them understand how travelling can broaden their worldview and make them more open, tolerant and accommodating to different people and cultures.

Therefore, in terms of ICC, the students will gain knowledge about travelling and develop an open attitude towards different cultures. This may further assist in developing critical cultural awareness. The activity is open and non-specific to any culture. It tries to develop travelling as a hobby and inculcate values such as openness, tolerance, and accommodativeness, representing small c culture.

**Instance 49** (Unit 2, Lesson 2.2 ‘Indian Weavers’)

“Find out information about the *Mahavastra* of Maharashtra-*Paithani*” (p. 102).

Clothing style is a significant part of the culture, and it reflects the traditions and identity of the society. Sarees are the most famous ethnic wear worn by Indian women, and they carry and showcase the identity of that particular state.

*Paithani*, named after Paithan, a town near Aurangabad in Maharashtra, is one of the most famous and luxurious traditional handwoven sarees, which was part of royal and ceremonial attire. These sarees have been woven for centuries and symbolise Maharashtra's cultural heritage. They are made from fine silk, have gold and silk *zari* work, and are best known for their exquisite craftsmanship and rich, vibrant colours. This traditional attire of Maharashtra is still regarded as a symbol of prestige and wealth and is worn on the most important occasions like weddings, special ceremonies and festivals.

While collecting information about *Paithani*, the students will learn about its history and significance in today's time during special occasions. Students will relate and recall how their mothers and grandmothers wear or wish to wear *Paithani* during festivals or family functions. It will help them gain knowledge about Maharashtra's traditional cultural attire. This is an example of source culture, which represents Big C culture through the theme of clothing.

**Instance 50** (Unit 2, lesson 2.7 ‘She Walks in Beauty’)

“Byron's name is often taken along with his two contemporaries, Shelley and Keats. Go to your college library and read some poems written by P. B. Shelley and John Keats to get a better idea about the Romantic poets” (p. 128).

By asking students to read the poems of two romantic poets, P. B. Shelley and John Keats, the activity aims to introduce students to the period of romantic poetry and enhance students' interest and appreciation for English literature. When students read the poems of Shelley and Keats, they will understand the individual styles and themes they explore and learn about the common characteristics, shared themes, and various literary techniques used in romantic poetry. It will help students to gain knowledge dimension of ICC. As they find different styles and themes explored by the romantic poets, their curiosity about the earlier and later periods of poetry and the poets of that time increases. This will lead to developing the

skill of interpreting and relating. The activity deals with the target culture and represents Big C culture through the theme of literature.

**Instance 51** (Unit 2, Lesson-2.8 ‘Small Towns and Rivers’)

“Discuss the importance of nature in the lives of the people from the Northeastern part of India as expressed in the poem with reference to Flowers, Rivers, Bamboo, and the East” (p. 132).

This question follows a poem that allows students to glance at the life, nature, and culture of the northeastern part of India through the lens of poetry. The poem teaches the students how people are deeply connected to nature. The poem is based on the belief of the tribal people of Northeast India that the souls of their beloved ones continue to exist in the natural elements around them. Therefore, their relationship with the nature around them, such as rivers, flowers, bamboo, and the east, is not merely a physical connection but a cultural and emotional bond.

This instance deals with a source culture and represents Big C culture through the themes of custom and environment. By carrying out this activity, the students will gain knowledge about the belief system and the deep connection with natural elements in the lives of the people from Northeast India.

**Instance 52** (Unit 2, Lesson 2.8 ‘Small Towns and Rivers’)

“Collect information about rivers in Maharashtra” (p. 133).

As the question is generic in nature and gives scope for broader enquiry, the students will try to explore various points such as the number of rivers, where they originated, the region where they flow, their historical and geographical significance, and how they have economically and culturally shaped and impacted the lives of the people. They may also explore the current issues that the rivers of Maharashtra are facing.

As the students collect information on these various topics, they will gain a broader understanding of the rivers and the related issues in Maharashtra, which will help develop a knowledge dimension of ICC. The instance deals with source culture and represents Big C culture through the theme of geography.

#### **4.4.2.3 Lesson/Content Section**

A total of five themes appear in the lessons. Among them, four themes represent Big C culture, including science, environment, history and literature, and one theme represents small c culture, i.e., values. The cultural themes, environment and literature appear twice; however, the other three themes, history, science and values, appear just once.

All these themes of Big C and small c culture mainly represent the source culture. The source culture is represented three times, whereas the target and international target cultures are represented just once. Additionally, two themes are open in nature and do not specify any culture.

In this textbook, twenty-six lessons are given. The seven lessons where cultural themes appear merely represent only one ICC dimension, i.e., knowledge. There is no scope in the lessons to develop the skills of discovery and interaction. However, one lesson (poem), “Small Towns and Rivers”, helps to develop attitude, skills of interpreting and relating, critical cultural awareness, and knowledge. While studying this lesson, the students become familiarised with life, belief systems, cultural practices, and the deep connection with natural elements in the day-to-day lives of the people from Northeast India. It helps them to have an open attitude towards nature and people from Northeast India. While learning about the beliefs, values, and customs associated with nature in Northeast India, students are more likely to compare them with their own beliefs regarding natural elements. Therefore, the instance will also help develop the skills of interpreting and relating, further leading to critical cultural awareness.

#### **4.4.2.4 Summary of Cultural Representation and ICC Dimensions in 12<sup>th</sup> Standard English Textbook**

##### **i. Significant Lack of Cultural Representation**

The textbook has a total of 454 tasks, questions, and activities. It includes 52 from the pre-lesson section and 402 from the post-lesson section. However, only 7 of these tasks, questions, and activities represent cultural themes, specifically 2 from the pre-lesson section and 5 from the post-lesson section. This amounts to just 1.54 % of the overall content, which indicates a significant lack of cultural representation.

##### **ii. More Themes of Big C but the Equal Frequency of Small c's Values**

The total number of cultural themes that appear in the textbook are nine. Among them, seven cultural themes, such as environment, literature, history, science, clothing style, geography, and custom, represent Big C culture and only two themes, i.e. values and hobbies, represent small c culture.

Compared to the representation of cultural themes in secondary textbooks, this textbook also differs in the frequency of small c's cultural themes. Though the small c's cultural themes are fewer in number, i.e. two, compared to seven themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e. values, is equal to the most occurring theme of Big C, i.e. environment, as both of them are represented four times. However, the other themes of small c, i.e. hobbies, appear once. Additionally, among the themes of Big C, literature appears thrice, while history, science, clothing style, geography, and custom appear once. It indicates that, along with the themes of Big C, the textbook also focuses on values which represent small c culture.

**iii. More Representations of the Source Culture but a Notable Lack of International Target Culture**

In contrast to the target and international target culture, the textbook has more representation of the source culture, which is evident from the frequency of its appearance. The source culture appears six times. The target culture and the culture which is not specified or open occur three and four times, respectively, and have a lower representation. However, the textbook notably lacks a representation of the international target culture, appearing only once throughout its content.

**iv. The Focus is Only on Developing the Knowledge Dimension of ICC**

It is evident from the fourteen instances presented in the textbook that the textbook primarily focuses on one aspect of ICC, i.e. knowledge.

Additionally, three instances can help develop an open attitude, the skills (1) of interpreting and relating, and enhance critical cultural awareness. However, there is only one instance through which skill (2) of discovery interaction could be developed. It indicates that though there are instances in which other skills of ICC could be developed, they are very few in number, and the textbook mainly focuses on developing the knowledge dimension of ICC.

The following section presents a textbook-wise summary of the cultural representation and the development of ICC in tabular form. It is followed by the conclusion of the chapter.

**Table 8** Summary of Cultural Representation in the 9<sup>th</sup> Standard English Textbook (Marathi Medium)

| Class                                   | Pre and Post-Lesson Tasks |                       |              | Cultural Themes                                                                                                                 |            | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|-----------------------------------------|---------------------------|-----------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------|------------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
| 9 <sup>th</sup> standard Marathi medium | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                                           | Small c    | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
|                                         | 291                       | 05                    | 1.72%        | <b>History -05</b><br><b>Literature -05</b><br>Science-03<br>Food -01<br>Custom-01<br>Art-01<br>Geography -01<br>Environment-01 | Values -01 | 06               | 04             | 04                           | 03   | 13             | 00        | 02     | 02     | 02                          |
| <b>Total</b>                            | 291                       | 05                    | <b>1.72%</b> | <b>08</b>                                                                                                                       | 01         | <b>06</b>        | 04             | 04                           | 03   | <b>13</b>      | 00        | 02     | 02     | 02                          |

**Table 9** Summary of Cultural Representation in the 10<sup>th</sup> Standard English Textbook (Marathi Medium)

| Class                                    | Pre and Post-Lesson Tasks |                       |              | Cultural Themes                                                                                                 |                                    | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|------------------------------------------|---------------------------|-----------------------|--------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
| 10 <sup>th</sup> standard Marathi medium | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                           | Small c                            | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
|                                          | 496                       | 08                    | 1.61%        | <b>History -04</b><br><b>Geography -03</b><br>Literature -02<br>Food -01<br>Custom-01<br>Science-01<br>Sport-01 | Gender role-04<br>Daily routine-01 | 09               | 01             | 03                           | 01   | 13             | 01        | 04     | 03     | 03                          |
| <b>Total</b>                             | 496                       | 08                    | <b>1.61%</b> | <b>07</b>                                                                                                       | 02                                 | <b>09</b>        | 01             | 03                           | 01   | <b>13</b>      | 01        | 04     | 03     | 03                          |

**Table 10** *Summary of Cultural Representation in the 9<sup>th</sup> Standard English Textbook (English Medium)*

| Class                                   | Pre and Post-Lesson Tasks |                       |              | Cultural Themes                                                                                                                                   |                 | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|-----------------------------------------|---------------------------|-----------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
| 9 <sup>th</sup> standard English medium | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                                                             | Small c         | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
|                                         | 316                       | 07                    | 2.22%        | <b>Environment-03</b><br><b>History -03</b><br>Food-02<br>Festival-02<br>Art -02<br>Custom-02<br>Literature -01<br>Clothing Style -01<br>Music-01 | Gender role -02 | 07               | 01             | 03                           | 03   | 12             | 02        | 04     | 03     | 03                          |
| <b>Total</b>                            | 316                       | 07                    | <b>2.22%</b> | <b>09</b>                                                                                                                                         | 01              | <b>07</b>        | 01             | 03                           | 03   | <b>12</b>      | 02        | 04     | 03     | 03                          |

**Table 11** *Summary of Cultural Representation in the 10<sup>th</sup> Standard English Textbook (English Medium)*

| Class                                    | Pre and Post-lesson Tasks |                       |              | Cultural Themes                                                                                                                        |                              | Types of culture |                |                              |      | ICC dimensions |           |         |         |                             |
|------------------------------------------|---------------------------|-----------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|----------------|------------------------------|------|----------------|-----------|---------|---------|-----------------------------|
| 10 <sup>th</sup> standard English medium | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                                                  | Small c                      | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill 1 | Skill 2 | Critical cultural awareness |
|                                          | 726                       | 17                    | 2.34%        | <b>Literature -12</b><br><b>History -04</b><br><b>Science-04</b><br>Music-03<br>Geography -02<br>Religion -2<br>Economy-01<br>Sport-01 | Gender role -03<br>Values-03 | 07               | 08             | 10                           | 06   | 25             | 05        | 05      | 03      | 03                          |
| <b>Total</b>                             | 726                       | 17                    | <b>2.34%</b> | <b>08</b>                                                                                                                              | 02                           | 07               | 08             | <b>10</b>                    | 06   | <b>25</b>      | 05        | 05      | 03      | 03                          |

**Table 12 Summary of Cultural Representation in the 11<sup>th</sup> Standard English Textbook**

| Class                     | Pre and Post-Lesson Tasks |                       |              | Cultural Themes                                                                                                                 |                    | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|---------------------------|---------------------------|-----------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
| 11 <sup>th</sup> Standard | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                                           | Small c            | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
|                           | 322                       | 09                    | 2.80%        | <b>Environment-04</b><br><b>Literature-03</b><br>Food-02<br>Clothing style-01<br>Festival-01<br>Art-01<br>Music-01<br>Sports-01 | <b>Values - 10</b> | 10               | 05             | 01                           | 05   | 19             | 05        | 01     | 00     | 05                          |
| <b>Total</b>              | 322                       | 09                    | <b>2.80%</b> | <b>08</b>                                                                                                                       | 01                 | <b>10</b>        | 05             | 01                           | 05   | <b>19</b>      | 05        | 01     | 00     | 05                          |

**Table 13 Summary of Cultural Representation in the 12<sup>th</sup> Standard English Textbook**

| Class                     | Pre and Post-Lesson Tasks |                       |              | Cultural Themes                                                                                                               |                               | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|---------------------------|---------------------------|-----------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
| 12 <sup>th</sup> standard | Total Task                | Cultural Related Task | Percentage % | Big C                                                                                                                         | Small c                       | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
|                           | 454                       | 07                    | 1.54         | <b>Environment-04</b><br><b>Literature-03</b><br>History -01<br>Science-01<br>Clothing style-01<br>Geography -01<br>Custom-01 | <b>Values -04</b><br>Hobby-01 | 06               | 03             | 01                           | 04   | 14             | 03        | 03     | 01     | 03                          |
| <b>Total</b>              | 454                       | 07                    | <b>1.54</b>  | <b>07</b>                                                                                                                     | 02                            | <b>06</b>        | 03             | 01                           | 04   | <b>14</b>      | 03        | 03     | 01     | 03                          |

## 4.5 Conclusion

A close examination of all the English textbooks reveals that:

- a. The textbooks have a minor/insufficient representation of cultural content.
- b. The cultural themes that appear in the textbook mainly represent the Big C culture and significantly lack the representation of the small c culture [that could have contributed to a more holistic understanding of culture].
- c. One of the themes of small culture, i.e. values, has more or equal frequency in 11<sup>th</sup> and 12<sup>th</sup> textbooks of Higher Secondary.
- d. The focus of the textbooks is on the representation of the source culture. Though a few instances represent the target culture, the representation of the international target culture is significantly low, which needs to be increased for better cross-cultural understanding.
- e. Only one textbook of the 10<sup>th</sup> standard, English medium, has more representation of international culture and a relatively balanced representation of source and target culture.
- f. The textbook predominantly focuses on developing the knowledge dimension of ICC. It leaves minimal scope for developing other dimensions of ICC, such as attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness, which are essential for developing intercultural communicative competence.

In brief, the inadequate representation of cultural content, the limited representation of small c culture, and target and international target cultures hinder the students' holistic and cross-cultural understanding. Additionally, the predominant focus on only knowledge leaves minimal scope for developing other dimensions of ICC.

Therefore, the cultural representation in English language textbooks must be made more adequate, balanced, and broader in terms of cultural perspective. The representation of culture needs to be balanced in terms of the cultural themes of Big C culture and small c culture. It needs to be broader in terms of cultural perspectives, which represent not only the source culture but also the target and international cultures. Additionally, it needs to be adequate for developing the dimension of ICC. It enhances students' abilities and skills required to interact with the culturally diverse but interconnected world.

The next chapter analyses the students' and teachers' attitudes towards cultural representation in English language textbooks.

## **Chapter 5**

### **Teachers' and Students' Attitudes towards Culture and Opinions on Cultural Representations in English Language Textbooks**

#### **5.1 Introduction**

In addition to the representation of culture in English language textbooks, which was carried out in the last chapter, the research also attempts to understand the attitudes of teachers and students towards teaching and learning culture through English language textbooks. Moreover, it also aims to check the attitudes of teachers and students towards various cultural themes of Big C and small c cultures, and types of culture, such as source, target, and international target cultures. Alongside the researcher's analysis of the language textbooks, the research also endeavours to obtain teachers' and students' opinions about the cultural representation in the prescribed textbooks. Therefore, questionnaires were prepared to check their attitudes towards culture and opinions on cultural representations in English language textbooks. Thus, the current chapter analyses the responses registered in the questionnaires.

The chapter helps us to answer two research questions. As the chapter attempts to understand the attitudes of teachers and students towards teaching and learning culture through English language textbooks, it helps us to answer the research question, "What are the teachers' and students' attitudes towards the culture in English language textbooks"? It also attempts to understand teachers' and students' opinions on cultural representation in English language textbooks and compares them with the research analysis. Therefore, it also helps us to answer another research question, i.e., "How are language and culture represented in Maharashtra State's English language textbooks?"

## **5.2 Analysis of Questionnaires**

The questionnaires consist of three sections: Sections A, B and C (see Appendix B). Section A deals with the teachers' and students' attitudes towards the culture, while Section B checks teachers' and students' attitudes towards the 'cultural themes' and 'types of culture'. Section C checks teachers' and students' opinions about the representation of the cultural content. The data was collected from 66 teachers, 11 from each class, and 300 students, 50 from each class, belonging to the 9<sup>th</sup> and 10<sup>th</sup> standards (Marathi and English mediums) and the 11<sup>th</sup> and 12<sup>th</sup> standards.

### **5.2.1 Section A: The Teachers' and Students' Attitudes towards Teaching and Learning Culture through English Language Textbooks.**

This section has ten culturally related statements with different degrees of agreement, which help to understand teachers' and students' attitudes towards cultural teaching/learning through English language textbooks. It includes the following statements.

1. I think teaching/ learning about culture is essential while teaching/ learning a language.
2. It is impossible to teach/learn language and culture in an integrated way.
3. I think teaching/learning about different cultures develops the feeling of acceptance and tolerance towards other people and their cultures.
4. I think misunderstanding arises equally from cultural as well as language differences.
5. For clear communication, teaching/learning a language is more important than teaching/learning about culture.
6. It is not necessary to spend an equal amount of time on teaching/learning about the culture while teaching/learning the English language.
7. It is necessary to have cultural items like festivals, literature, values and beliefs included in the English language textbooks.

8. If cultural items like festivals, literature, values and beliefs are added to the English language textbook you teach/study, it becomes less effective for language teaching/learning.
9. The sections like “How to teach/learn about different cultures?” should be added to the textbook.
10. I think an additional section on ‘how to teach/learn about cultures’ will be a burden for me as a teacher/student.

#### **5.2.1.1 Calculation and Grouping of Attitudinal Score**

The total score of the responses to these ten questions was calculated to get the final attitudinal score. The calculation of the attitudinal score and the grouping of the informants based on the score is carried out as follows.

There are ten questions in section A of the questionnaires. The highest possible attitudinal score of the respondents is  $5 \times 10 = 50$ . Similarly, the lowest possible attitudinal score of the respondents is  $1 \times 10 = 10$ . The mean of these values, i.e. 30, has been considered as a central point on the attitudinal scale. A score above the mean value (30) suggests a positive attitude, whereas a score below the mean value (30) indicates a less positive attitude. Similarly, the attitudinal score near the highest possible score (50) suggests a most positive attitude, whereas the attitudinal score near the lowest possible score (10) suggests a least positive attitude.

Therefore, the following grouping is based on the teachers’ and students’ attitudinal scores.

**Table 14***Grouping of the Attitudinal Score*

| Grouping of the attitudinal score | Attitude                         |
|-----------------------------------|----------------------------------|
| 10-19                             | Least Favourable/ Least Positive |
| 20-29                             | Less Favourable/Less Positive    |
| 30                                | Neutral                          |
| 31-40                             | Favourable /Positive             |
| 41-50                             | Most favourable/ Most Positive   |

### 5.2.1.2 Teachers' Attitudes towards Teaching Culture through English Language Textbooks

The table below provides an overview of teachers' attitudes towards teaching culture through language textbooks. It categorises their responses into five groups based on attitudinal scores:

**Table 15***Teachers' Attitudinal Score*

| Grouping of the attitudinal score | Attitude                         | Number of teachers' responses | Percentage of teachers' responses |
|-----------------------------------|----------------------------------|-------------------------------|-----------------------------------|
| 10-19                             | Least Favourable/ Least Positive | 00                            | 00 %                              |
| 20-29                             | Less Favourable/Less Positive    | 05                            | 7.57 %                            |
| 30                                | Neutral                          | 01                            | 1.51 %                            |
| 31-40                             | Favourable /Positive             | 56                            | 84.84 %                           |
| 41-50                             | Most favourable/ Most Positive   | 04                            | 6.06 %                            |
|                                   |                                  | 66                            | 100%                              |

Least favourable/least positive attitude (10-19): The data reveals that among the 66 teachers, no teacher (i.e., 0%) shows the least favourable/ least positive attitude towards the teaching culture through language textbooks.

Less favourable/ Less positive attitude (20-29): Only 5 teachers (7.57%) of the 66 exhibit less favourable/ less positive attitudes. This implies that a few teachers hold reservations about the importance of teaching culture.

Neutral (30): The data shows that only one teacher (1.51%) expressed a neutral attitude. This minimal representation of a neutral attitude indicates that most teachers have a definitive opinion, as they have clearly expressed their stand.

Favourable/ Positive attitude (31-40): The majority of teachers (56, or 84.84%) fall into this category, reflecting a strong positive attitude towards incorporating culture in language textbooks. The large number of responses in this category also suggests that most teachers recognise the significance of teaching cultural aspects along with language.

Most favourable/ Most positive attitude (41-50): A small group of teachers, i.e. 4 (6.06%), exhibited the most favourable attitude towards teaching culture. It adds to the overall favourable trend towards teaching cultural content.

Overall, the data show that a significant majority of teachers have positive attitudes towards teaching culture through English language textbooks, with very few expressing less positive or neutral attitudes. This indicates a strong consensus among teachers on integrating cultural content or teaching culture through English language textbooks.

### 5.2.1.3 Students' Attitudes towards Learning Culture through English Language Textbooks

The following table presents an overview of students' attitudes towards learning culture through English language textbooks.

**Table 16**

*Students' Attitudinal Score*

| Grouping of the attitudinal score | Attitude                            | Number of students' responses | Percentage of students' responses |
|-----------------------------------|-------------------------------------|-------------------------------|-----------------------------------|
| 10-19                             | Least favourable/<br>Least positive | 00                            | 00%                               |
| 20-29                             | Less Favourable/Less positive       | 42                            | 14.00 %                           |
| 30                                | Neutral                             | 31                            | 10.33 %                           |
| 31-40                             | Favourable /Positive                | 203                           | 67.66 %                           |
| 41-50                             | Most favourable/ Most positive      | 24                            | 8.00 %                            |
|                                   |                                     | 300                           | 100%                              |

Least favourable/least positive attitude (10-19): The data shows that none of the students (0%) among the 300 expressed the least favourable/ least positive attitude towards learning about culture through language textbooks.

Less favourable/ Less positive attitude (20-29): It was observed that 42 students out of 300 (i.e. 14.00 %) showed less favourable/ less positive attitudes. This indicates that these students are not keen on learning about culture through language textbooks.

Neutral (30): The data shows that 31 students (i.e. 10.33 %) have a neutral attitude. This expression of neutral attitude indicates that these students are unsure of the benefits of learning about culture while learning a language through language textbooks.

Favourable/ Positive attitude (31-40): The majority of students (203, or 67.66 %) fall into this category, reflecting a strong positive attitude towards incorporating culture in language textbooks. The large number of responses in this category also suggests that most students recognise the significance of learning cultural aspects along with language.

Most favourable/ Most positive attitude (41-50): A small group of students, i.e. 24 (8.00 %), exhibited the most favourable attitude towards learning teaching culture. It adds to the overall favourable trend towards learning cultural content.

The data reveals that though few students have shown less positive and neutral attitudes, most of them have positive attitudes towards learning culture through English language textbooks.

The following table presents a comparative statement of teachers' and students' attitudes towards teaching and learning culture through language textbooks.

**Table 17**

*Teachers' and Students' Attitudinal Score*

| Grouping of the attitudinal score | Attitude                           | Number of teachers' responses | Percentage of teachers' responses | Number of students' responses | Percentage of students' responses |
|-----------------------------------|------------------------------------|-------------------------------|-----------------------------------|-------------------------------|-----------------------------------|
| 10-19                             | Least Favourable/<br>Less Positive | 00                            | 00 %                              | 00                            | 00%                               |

|           |                                   |    |         |     |         |
|-----------|-----------------------------------|----|---------|-----|---------|
| 20-29     | Less Favourable/<br>Less Positive | 05 | 7.57 %  | 42  | 14.00 % |
| 30        | Neutral                           | 01 | 1.51 %  | 31  | 10.33 % |
| 31-40     | Favourable<br>/Positive           | 56 | 84.84 % | 203 | 67.66 % |
| 41-50     | Most Favourable/<br>Most Positive | 04 | 6.06 %  | 24  | 8.00 %  |
| Total no. |                                   | 66 | 100%    | 300 | 100%    |

The teachers' and students' attitudes towards teaching and learning culture through language textbooks are as follows:

Least favourable/least positive attitude (10-19): The data reveals that nobody among the 66 teachers and 300 students (i.e., 0%) expressed the least favourable/ least positive attitude towards the teaching culture through language textbooks.

Less favourable/ less positive attitude (20-29): It was observed that 5 among 66 teachers (i.e.7.57%) and 42 among 300 students (i.e.14.00%) exhibit lower positive attitudes towards cultural teaching/learning through language textbooks.

Neutral (30): The data shows that only 1 teacher out of 66 (i.e. 1.51%) and 31 out of 300 students (i.e. 10.33 %) expressed a neutral attitude.

Favourable/ positive attitude (31-40): The majority of teachers (56, or 84.84%) and students (203, or 67.66 %) fall into this category. Both indicate a strong positive attitude towards incorporating culture in language textbooks.

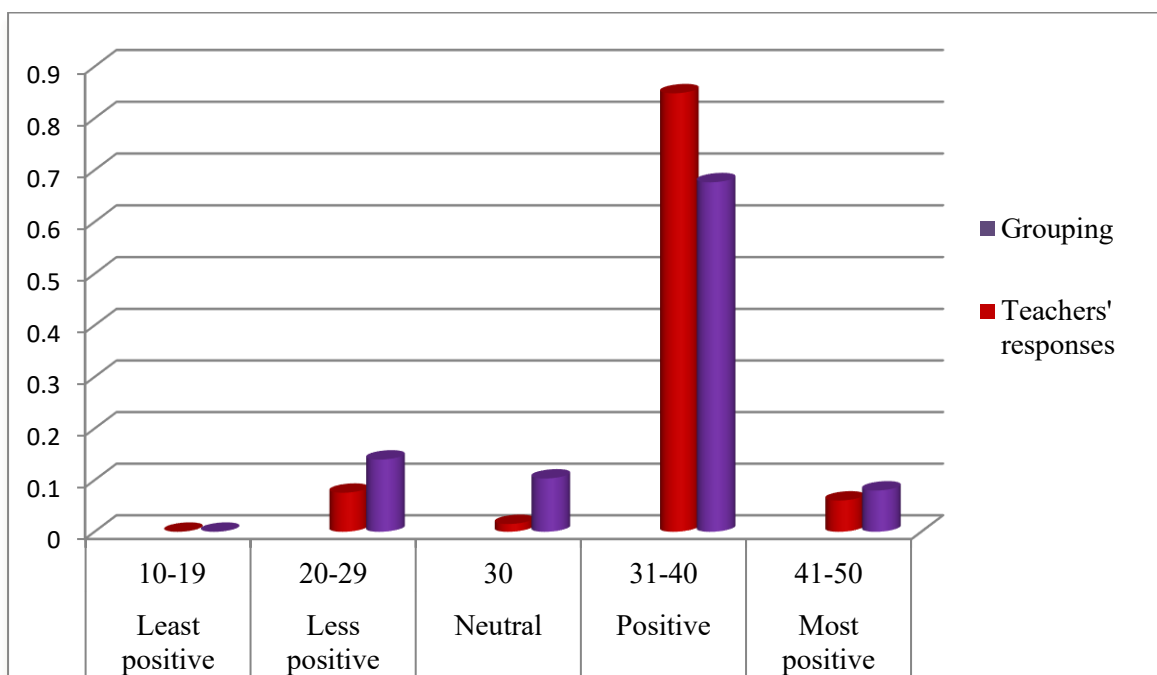
Most favourable/ Most positive attitude (41-50): 4 out of 66 teachers (i.e. 6.06%) and 24 out of 300 students (i.e. 8.00 %) exhibited the most favourable attitude towards teaching/learning culture. It adds to the overall favourable trend towards teaching and learning cultural content.

Overall, this analysis of the attitudinal score helped us answer the research question, “What are teachers’ and students’ attitudes toward cultural teaching and learning through language textbooks? It revealed a strong consensus among teachers and students on integrating cultural content or teaching/learning culture through English language textbooks, and their willingness to teach and learn culture through language textbooks. It implies that a significant majority of teachers and students have positive attitudes towards teaching and learning culture through English language textbooks, with very few expressing less positive or neutral attitudes.

The graph below shows the attitudes of teachers’ and students’ attitudinal scores.

**Figure 3**

*Teachers’ and Students’ Attitudinal Score*



The following section discusses teachers' and students' attitudes towards the 'cultural themes' and 'types of culture'.

### **5.2.2 Section B: Teachers' and Students' Attitudes/ Inclination towards the 'Cultural Themes' and 'Types of Culture'.**

Though section A clearly shows that the majority of teachers and students are positive towards cultural teaching and learning through English language textbooks; to gain a deeper understanding of their interest or inclination, we need to investigate further to obtain a specific answer, such as which cultural themes (Big C Culture or small c Culture) teachers would like to teach and students would like to learn.

Moreover, it is also crucial to understand whose culture (Source culture, Target culture, and International Target culture) teachers would like to teach to their students and whose culture students would like to learn during the teaching and learning process. Therefore, Section B of the questionnaires was devised to obtain the answers to the above-mentioned questions.

Section B consists of three statements. Among them, two, i.e. 11 and 12, seek teachers' and students' responses on cultural themes (i.e. Big C and small c, respectively), whereas 13 seek their responses on types of culture (i.e. Source, Target, and International Target culture). Serial numbers 11 and 12 are individual statements, and 13 has a group of three statements.

The responses to these statements by teachers and students have been analysed as follows. In the following pages, T indicate the statement for teachers and S for students.

#### **5.2.2.1 Attitudes Towards Cultural Themes (Big C Culture and Small c Culture)**

**T- 11. While teaching English language, I would like to teach more about festivals, clothing, history, geography, literature, art, and science.**

**Table 18***Teachers' Responses to the Themes of Big C Culture*

| Teachers responses<br>(Medium-wise)                               | Strongly Agree<br>(SA) | Agree<br>(A)  | Undecided<br>(U) | Disagree<br>(D) | Strongly Disagree<br>(SD) | Total no.<br>of teachers |
|-------------------------------------------------------------------|------------------------|---------------|------------------|-----------------|---------------------------|--------------------------|
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(Marathi medium) | 08                     | 07            | 00               | 07              | 00                        | 22                       |
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(English medium) | 06                     | 12            | 00               | 04              | 00                        | 22                       |
| 11 <sup>th</sup> and 12 <sup>th</sup> standard                    | 14                     | 05            | 02               | 01              | 00                        | 22                       |
| Total no. of responses                                            | <b>28</b>              | <b>24</b>     | <b>02</b>        | <b>12</b>       | <b>00</b>                 | <b>66</b>                |
| Percentage (%)                                                    | <b>42.42%</b>          | <b>36.36%</b> | <b>3.03%</b>     | <b>18.18%</b>   | <b>00%</b>                | <b>100%</b>              |

**S-11 While learning English language, I would like to learn more about festivals, clothing, history, geography, literature, art, and science.**

**Table 19***Students' Responses to the Themes of Big C Culture*

| Students responses<br>(Medium-wise)                               | Strongly Agree<br>(SA) | Agree<br>(A)  | Undecided<br>(U) | Disagree<br>(D) | Strongly Disagree<br>(SD) | Total no.<br>of students |
|-------------------------------------------------------------------|------------------------|---------------|------------------|-----------------|---------------------------|--------------------------|
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(Marathi medium) | 27                     | 56            | 08               | 05              | 04                        | 100                      |
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(English medium) | 28                     | 46            | 11               | 06              | 09                        | 100                      |
| 11 <sup>th</sup> and 12 <sup>th</sup><br>standard                 | 53                     | 37            | 05               | 01              | 04                        | 100                      |
| <b>Total no. of responses</b>                                     | <b>108</b>             | <b>139</b>    | <b>24</b>        | <b>12</b>       | <b>17</b>                 | <b>300</b>               |
| <b>Percentage (%)</b>                                             | <b>36%</b>             | <b>46.33%</b> | <b>08%</b>       | <b>04%</b>      | <b>5.66%</b>              | <b>100%</b>              |

Question number 11 is positively worded and has been asked to teachers and students to understand their interests in teaching and learning about the themes of Big C culture.

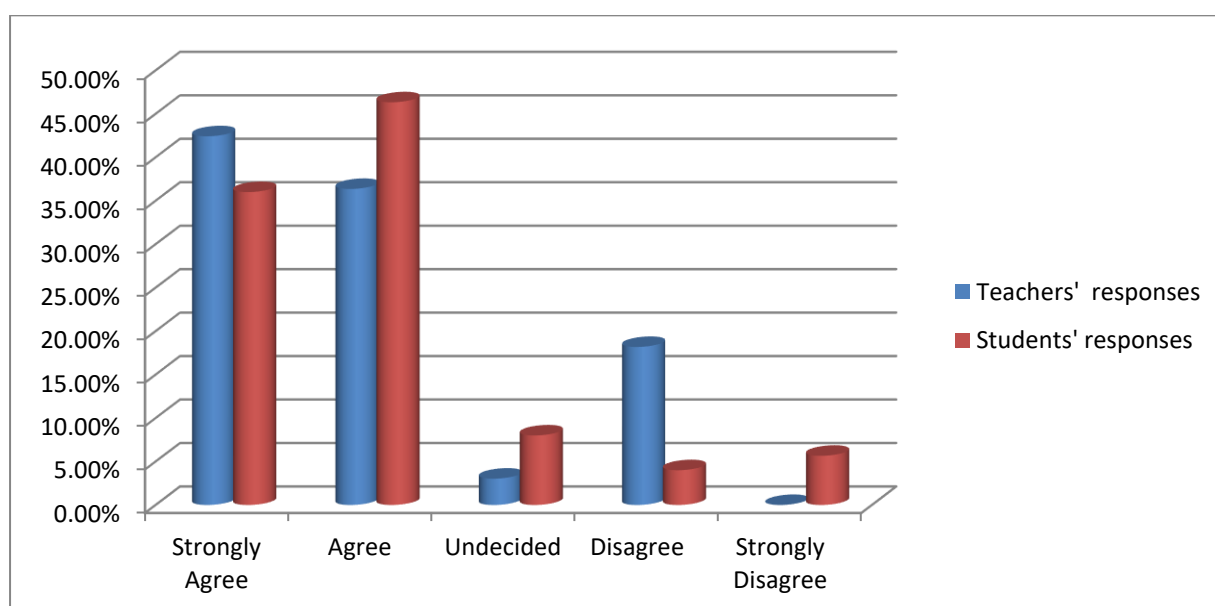
The responses from 66 teachers and 300 students are categorised into three groups, i.e. 9<sup>th</sup> and 10<sup>th</sup> (Marathi medium), 9<sup>th</sup> and 10<sup>th</sup> (English medium) and 11<sup>th</sup> and 12<sup>th</sup> standard. Each group consists of 22 teachers and 100 students. Further, the total number of responses from all mediums is calculated to get an overall view of their attitudes.

The responses reveal that teachers and students show more agreement with the given statement. Among 66 teachers and 300 students, 42.42% of teachers and 36% of students show strong agreement, while 36.36% of teachers and 46.33% of students show agreement towards teaching and learning more about the themes of Big C culture.

The disagreement is very low, with a minimal number of teachers (3.03%) and students (8%) having no definitive stance. The total disagreement rate for teachers is 18.18%, and for students, it is 04%. While the students showed 5.66% strong disagreement, no teachers strongly disagreed with the statement.

The higher number of responses to strongly agree and agree suggests an overall positive attitude and interest towards the teaching and learning of cultural themes of Big C, such as festivals, clothing, history, geography, literature, art, and science through language textbooks.

The graph below shows the higher spectrum of agreement through strongly agreeing and agreeing by both teachers and students.

**Figure 4***Teachers' and Students' Attitudes towards Big C Culture (T-11, S-11)*

**T- 12. While teaching the English language, I would not like to teach more about values, daily routines, and gender roles in different cultures.**

**Table 20***Teachers' Responses to the Themes of small c Culture*

| Teachers' responses<br>(Medium-wise)                              | Strongly Agree<br>(SA) | Agree<br>(A)  | Undecided<br>(U) | Disagree<br>(D) | Strongly Disagree<br>(SD) | Total no.<br>of teachers |
|-------------------------------------------------------------------|------------------------|---------------|------------------|-----------------|---------------------------|--------------------------|
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(Marathi medium) | 02                     | 03            | 02               | 11              | 04                        | 22                       |
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(English medium) | 00                     | 00            | 00               | 18              | 04                        | 22                       |
| 11 <sup>th</sup> and 12 <sup>th</sup> standard                    | 02                     | 03            | 03               | 10              | 04                        | 22                       |
| <b>Total no. of responses</b>                                     | <b>04</b>              | <b>06</b>     | <b>05</b>        | <b>39</b>       | <b>12</b>                 | <b>66</b>                |
| <b>Percentage (%)</b>                                             | <b>6.06 %</b>          | <b>9.09 %</b> | <b>7.57 %</b>    | <b>59.09 %</b>  | <b>18.18 %</b>            | <b>100 %</b>             |

**S-12. While learning English language, I would not like to learn more about values, daily routines, and gender roles in different cultures.**

**Table 21**

*Students' Responses to the Themes of small c Culture*

| Students' responses<br>(Medium-wise)                              | Strongly Agree<br>(SA) | Agree<br>(A)  | Undecided<br>(U) | Disagree<br>(D) | Strongly Disagree<br>(SD) | Total no. of students |
|-------------------------------------------------------------------|------------------------|---------------|------------------|-----------------|---------------------------|-----------------------|
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(Marathi medium) | 06                     | 21            | 14               | 41              | 18                        | 100                   |
| 9 <sup>th</sup> and 10 <sup>th</sup> standard<br>(English medium) | 09                     | 26            | 18               | 39              | 08                        | 100                   |
| 11 <sup>th</sup> and 12 <sup>th</sup> standard                    | 08                     | 17            | 11               | 56              | 08                        | 100                   |
| Total no. of Responses                                            | <b>23</b>              | <b>64</b>     | <b>43</b>        | <b>136</b>      | <b>34</b>                 | <b>300</b>            |
| Percentage (%)                                                    | <b>7.67%</b>           | <b>21.33%</b> | <b>14.33%</b>    | <b>45.33%</b>   | <b>11.33%</b>             | <b>100%</b>           |

Statement 12 is negatively worded and needs more attention to understand. For this statement, the strong disagreement reflects a positive attitude, and the strong agreement reflects the least positive attitude.

The provided data captures the responses of both teachers and students regarding their preferences and attitudes towards cultural themes of small c, such as values and beliefs, daily routines, and gender roles in the context of learning and teaching the English language.

The data shows that among 66 teachers and 300 students, 6.06% of the teachers and 7.67% strongly agree, and 9.09% of teachers and 21.33 % of students agree with the statement. The data also shows that about 7.57% of teachers and 14.33% of students are undecided.

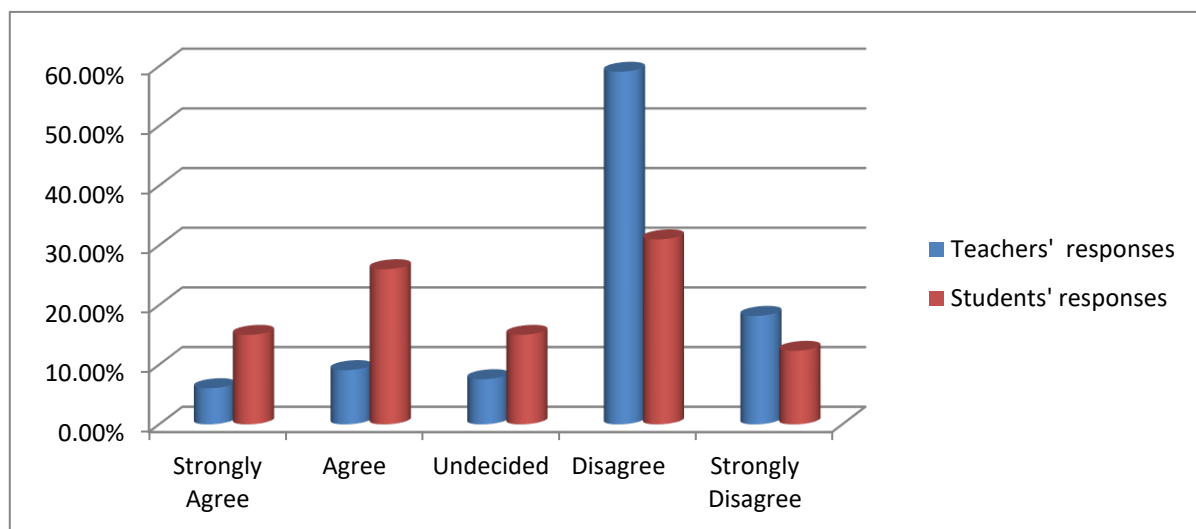
As this is a negatively worded question, the disagreement shows a positive response towards the question. The responses reveal that 18.18% of teachers and 11.33% of students

strongly disagree, and 59.09% of teachers and 45.33% of students disagree with the given statement. Combining the percentage disagreement from both levels of disagreement shows that 77.27 % of teachers (i.e. 18.18 +59.09) and 56.46 % of students (11.33 + 45.33) express disagreement with the statement. This shows a slight variation between teachers' and students' level of interest in studying the themes of small c. Compared to teachers, students show slightly less inclination towards the small c culture. However, the overall responses imply that most teachers and students are interested in and are positive towards teaching and learning about the themes of small culture.

The graph below shows teachers' and students' responses regarding teaching and learning about small c cultural themes.

**Figure 5**

*Teachers' and Students' Attitudes towards small c Culture (T-12, S-12)*



In brief, the data shows that most teachers and students are interested in and positive towards teaching and learning about Big C and small c cultures.

When we compare teachers' and students' responses towards Big C cultural themes and small c cultural themes, we find that teachers show an almost equal inclination towards learning

Big C (78.78%) and small c (77.27%) culture. However, students show more inclination towards learning Big C culture (82.33%) than small c culture (56.56%).

This slight variation between teachers' and students' level of interest in studying the themes of Big C and small c, could be due to students' unawareness of the significance of including small c themes in the learning material and their overall implications for cultural understanding, while teachers may recognise the value of cultural discussions on the themes of small c in the teaching and learning process and its overall implications on cultural understanding.

#### **5.2.2.2 Teachers' and Students' Attitudes toward Types of Culture**

Question number 13 was asked to understand teachers' and students' attitudes (inclination) towards teaching and learning about different types of cultures, i.e. Source culture (The culture of own country), Target culture (The culture of the countries where mostly English is spoken; for instance England, America etc.) and International Target culture (The culture of the countries where English is used as an additional language/ a language of business; for instance Japan, China etc.) while teaching and learning the English language. The questions, teachers' and students' responses to these questions and their discussion are given below.

**T-13 While teaching the English language, I am more interested in teaching about the culture of the source culture, target culture and international target culture.**

The responses to the questions by teachers are as follows.

**Table 22***Teachers' Responses to Types of Culture*

| Types of culture              | Strongly Agree (SA) | Agree (A)       | Undecided (U)  | Disagree (D)   | Strongly Disagree (SD) | Total no. of Teachers |
|-------------------------------|---------------------|-----------------|----------------|----------------|------------------------|-----------------------|
| Source Culture                | 29<br>(43.93%)      | 30<br>(45.45 %) | 06<br>(9.09%)  | 01<br>(1.51 %) | 00<br>(0.00%)          | 66                    |
| Target Language Culture       | 20<br>(30.30%)      | 35<br>(53.03%)  | 06<br>(9.09%)  | 05<br>(7.57%)  | 00<br>(0.00%)          | 66                    |
| International Target Language | 14<br>(21.21%)      | 30<br>(45.45%)  | 12<br>(18.18%) | 08<br>(12.12%) | 02<br>(3.03%)          | 66                    |

The data shows that teachers are more interested in teaching about the source culture compared to the target and international target cultures.

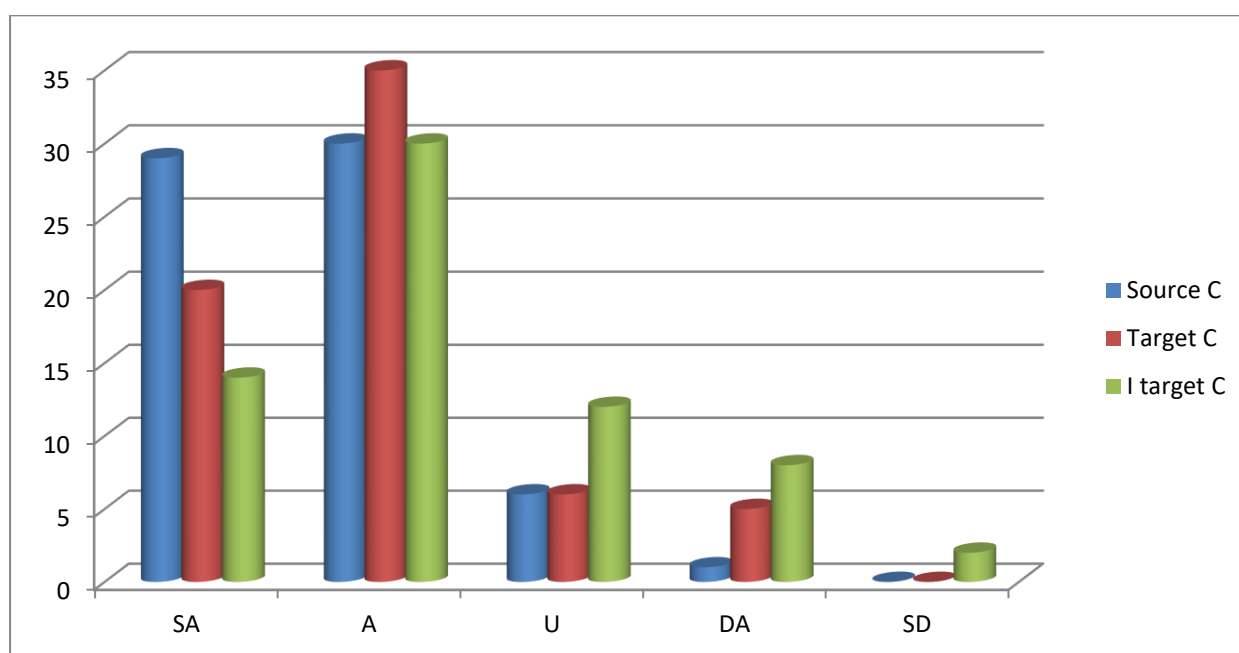
This is evident from their responses to the option strongly agree, indicating their highest preference or choice. The data shows that 29 teachers (43.93%) expressed a stronger degree of agreement for source culture, followed by 20 teachers (30.30%) preferring target culture and 14 teachers (21.21%) preferring international target culture. Overall, the teachers' highest priority was teaching source culture, with target culture as the second preference and international target culture as the third.

Additionally, the overall agreement (strongly agree plus agree) to the statements by the teachers also suggests their first preference for source culture ( $29+30=59$ , i.e. 89.39%), second for target culture ( $20+35=55$ , i.e. 83.33%) and third to the international target culture ( $14+30=44$ , i.e. 66.66%).

The graph below shows teachers' preferences for teaching about different cultures.

**Figure 6**

*Teachers' Attitude towards the Types of Cultures (T-13)*



**S-13. While learning English language, I am more interested in learning about the culture of source culture, target culture and international target culture.**

The responses to the statement by students are as follows.

**Table 23**

*Students' Responses to Types of Culture*

| Types of culture              | Strongly Agree (SA) | Agree (A)       | Undecided (U)  | Disagree (D)   | Strongly Disagree (SD) | Total no. of Teachers |
|-------------------------------|---------------------|-----------------|----------------|----------------|------------------------|-----------------------|
| Source Culture                | 174<br>(58%)        | 104<br>(34.66%) | 18<br>(6%)     | 03<br>(1%)     | 01<br>(0.33%)          | 300                   |
| Target Language Culture       | 84<br>(28%)         | 148<br>(49%)    | 44<br>(14.66%) | 19<br>(6.33%)  | 05<br>(1.66%)          | 300                   |
| International Target Language | 73<br>(24.33%)      | 124<br>(41.33%) | 63<br>(21%)    | 34<br>(11.33%) | 06<br>(2%)             | 300                   |

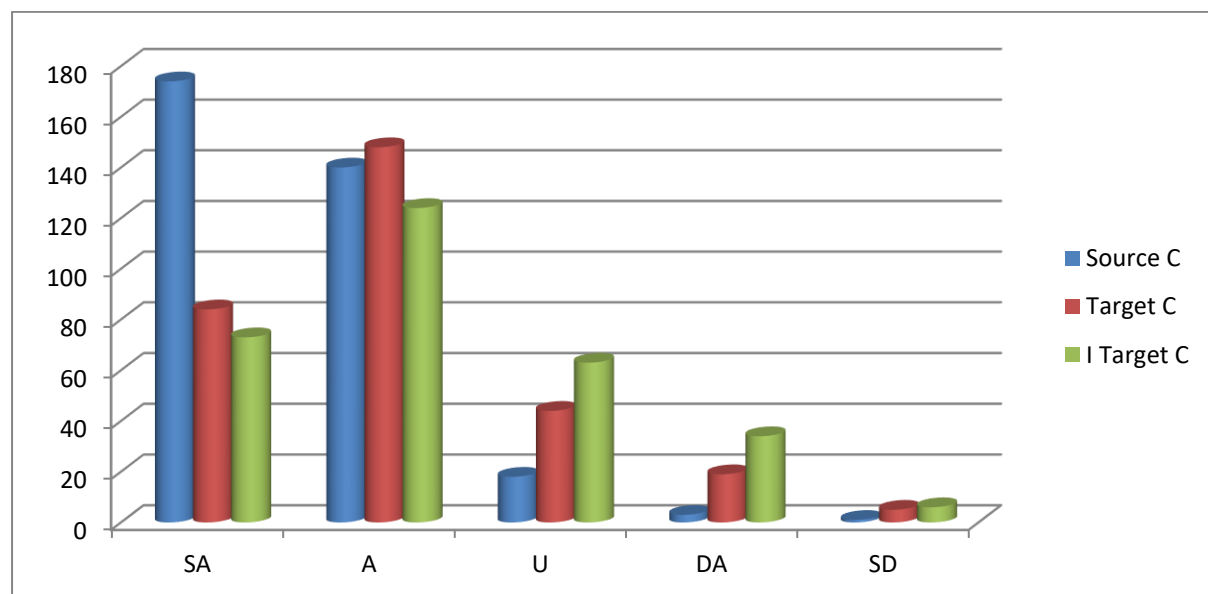
Similar to the teachers' preferences, the students' responses also show that they are more interested in learning about the source culture than the target and international target cultures. The overall agreement (strongly agree plus agree) to the statements by the students reveals their first preference for source culture (174 + 104 = 278, i.e. 92.66%), second for target culture (84 + 148 = 232, i.e. 77.33%) and third for the international target culture (73 + 124 = 198, i.e. 65 %).

However, it is more evident from their responses to the option 'strongly agree', indicating their highest preference. The data shows that 174 students (58%) expressed a stronger degree of agreement for source culture, followed by 84 students (28%) preferring target culture and 73 students (24.33%) preferring international target culture. It shows that students' highest preference is learning source culture, with target culture as the second preference and international target culture as the third.

The graph below shows students' preferences for learning about different cultures.

**Figure 7**

*Students' Attitude towards the Types of Cultures (S-13)*



The above data shows that teachers and students have source culture as their first preference, target culture as second and international target culture as third in teaching and learning. Moreover, the teachers' and students' minimal disagreements and generous agreement with the statements reaffirm that they are positive about teaching and learning about different cultures.

The following section deals with section C of the questionnaires, which aims to obtain teachers' and students' opinions on cultural content in the textbooks.

### **5.2.3 Section C: Teachers' and Students' Opinions on Cultural Representation in English Language Textbooks**

Alongside the researcher's analysis of the language textbooks, the research also endeavours to understand teachers' and students' opinions about the cultural representation in the prescribed textbooks. The opinions of the teachers and students and the researcher's analysis help to answer research question number one, i.e., "How are language and culture represented in Maharashtra State's English language textbooks?"

Section C of the questionnaire was devised to obtain the teachers' and students' opinions about the cultural representations in the language textbooks. The section has eight questions. It includes questions on the pre-lesson/warming up section, post-lesson/ question section and lesson/content section. Moreover, it also includes questions on cultural themes (Big C and small c) and cultural types (source, target and international target cultures) represented in the textbooks.

Since the section aims to get teachers' and students' opinions about the textbooks they use, their responses have been categorised standard/class-wise. The responses were collected from eleven teachers (11 x 6 standards = 66) and fifty students (50 x 6 standards = 300) for each standard. Further, the teachers' and students' responses to each textbook were calculated and compared with the researcher's analysis.

**T-14, S-14. I think the Pre-lesson/warming up/ice breakers section in the English language textbook represents the culture adequately.**

The teachers' and students' responses are given in the following table.

**Table 24**

*Teachers' and Students' Responses to Pre-Lesson Sections*

| Standard and medium                 | Strongly Agree |   | Agree |   | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------------------|----------------|---|-------|---|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                                     | T              | S | T     | S | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9 <sup>th</sup> standard (Marathi)  | 1              | 6 | 1     | 5 | 2         | 9  | 7        | 27 | 0                 | 3 | 11                                | 50 |
| 10 <sup>th</sup> standard (Marathi) | 0              | 6 | 2     | 8 | 2         | 5  | 6        | 30 | 1                 | 1 | 11                                | 50 |
| 9 <sup>th</sup> standard (English)  | 1              | 8 | 2     | 4 | 1         | 5  | 5        | 28 | 2                 | 5 | 11                                | 50 |
| 10 <sup>th</sup> standard (English) | 1              | 7 | 7     | 8 | 1         | 6  | 2        | 26 | 0                 | 3 | 11                                | 50 |
| 11 <sup>th</sup> standard           | 0              | 9 | 2     | 3 | 0         | 5  | 8        | 29 | 1                 | 4 | 11                                | 50 |
| 12 <sup>th</sup> standard           | 3              | 8 | 2     | 3 | 0         | 10 | 6        | 25 | 0                 | 4 | 11                                | 50 |

Considering disagreement from both degrees, i.e., disagree and strongly disagree, the above responses show that the majority of the teachers and students do not agree with the statement that the warming up/ pre-lesson sections in the English language textbook represent the culture adequately.

This is evident from the data that out of 11 teachers, 7 (63.63%) from the 9<sup>th</sup> and 10<sup>th</sup> standard Marathi medium and 9<sup>th</sup> standard English medium showed disagreement. Moreover,

9 (81.81%) teachers from the 11<sup>th</sup> standard and 6 (54.54%) from the 12<sup>th</sup> standard expressed their disagreement. This is true except for the 10<sup>th</sup> standard English medium's 8 teachers (72.72%) who showed their agreement.

Similarly, out of 50 students, 30 (60%) from the 9<sup>th</sup> standard Marathi medium, 31 (62%) from the 10<sup>th</sup> standard Marathi medium, and 33 (66%) from 9<sup>th</sup> standard English medium and 11<sup>th</sup> standard showed their disagreement. Further, 29 (58%) students from the 10<sup>th</sup> standard English medium and 12<sup>th</sup> standards also disagreed with the statement, indicating inadequate representation in the pre-lesson / warming up section.

The researcher's analysis of the cultural representation in the Pre-lesson/warming up sections is given below for comparison.

**Table 25**

*The Researcher's Analysis of Pre-Lesson Sections*

| Standard and medium                 | Total number of questions in warming up/pre-task | Cultural related questions in warming up/pre-task | Percentage % |
|-------------------------------------|--------------------------------------------------|---------------------------------------------------|--------------|
| 9 <sup>th</sup> standard (Marathi)  | 54                                               | 2                                                 | 3.70%        |
| 10 <sup>th</sup> standard (Marathi) | 65                                               | 4                                                 | 6.15%        |
| 9 <sup>th</sup> standard (English)  | 45                                               | 2                                                 | 4.44%        |
| 10 <sup>th</sup> standard (English) | 79                                               | 7                                                 | 8.86%        |
| 11 <sup>th</sup> standard           | 62                                               | 3                                                 | 4.83%        |
| 12 <sup>th</sup> standard           | 52                                               | 2                                                 | 3.84%        |

When we compare the teachers' and students' responses to the researcher's analysis in the above table, it shows that though it is inadequate, the 10<sup>th</sup> standard English medium textbook shows relatively more (i.e. 8.86%) cultural representation than other textbooks. This was also reflected in the responses of the 10<sup>th</sup> standard's English medium teachers. However, the opinions of teachers and students and the analysis of the researcher clearly suggest that the warming up/pre-lesson section does not have adequate cultural representation.

**T15, S-15 I think the 'Question Section' in the English language textbook does not have adequate questions which increase cultural awareness.**

Teachers' and students' responses are given in the following table.

**Table 26**

*Teachers' and Students' Responses to Post-Lesson/ Question Section*

| Standard and medium     | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                         | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9th standard (Marathi)  | 0              | 8  | 10    | 22 | 0         | 6  | 1        | 11 | 0                 | 3 | 11                                | 50 |
| 10th standard (Marathi) | 0              | 6  | 9     | 28 | 0         | 3  | 2        | 12 | 0                 | 1 | 11                                | 50 |
| 9th standard (English)  | 1              | 10 | 7     | 21 | 0         | 4  | 3        | 13 | 0                 | 2 | 11                                | 50 |
| 10th standard (English) | 7              | 24 | 1     | 9  | 0         | 10 | 3        | 7  | 0                 | 1 | 11                                | 50 |
| 11th standard           | 2              | 19 | 6     | 18 | 0         | 6  | 3        | 6  | 0                 | 1 | 11                                | 50 |
| 12th standard           | 4              | 13 | 5     | 17 | 0         | 9  | 1        | 10 | 1                 | 1 | 11                                | 50 |

The above data shows that the majority of the teachers and students from all the classes agree with the statement, i.e., the post-lesson/question section in the English language textbook does not have adequate questions that increase cultural awareness.

By considering the agreement from both degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 10 (90.90%) from 9<sup>th</sup> standard Marathi medium, 9 (81.81%) from 10<sup>th</sup> standard Marathi medium and 8 (72.72%) from 9<sup>th</sup> and 10<sup>th</sup> standard English medium and 11<sup>th</sup> standard showed their agreement.

Moreover, 9 teachers (81.81%) from the 12<sup>th</sup> standard expressed their agreement with the statement. The data also suggests that teachers are definitive in their opinions, as none of them have responded to the undecided options.

Similarly, out of 50 students, 30 (60 %) from the 9<sup>th</sup> standard Marathi medium, 34 (68 %) from the 10<sup>th</sup> standard Marathi medium, 31 (62 %) from the 9<sup>th</sup> standard English medium, and 33 (66%) from the 10<sup>th</sup> standard English medium showed their agreement. Moreover, 37 students (74%) from the 11<sup>th</sup> standard and 30 (60%) from the 12<sup>th</sup> standard also agreed with the statement.

The overall responses of teachers and students suggest inadequate representation in the post-lesson / question section.

The researcher's analysis of the cultural representation in the post-lesson/question section is given below for comparison.

**Table 27***Researcher's analysis of Post-Lesson/ Question Section*

| Standard and Medium                 | Total number of questions in question section/post-lesson task | Cultural-related questions in the question section/post-lesson task | Percentage % |
|-------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|--------------|
| 9 <sup>th</sup> standard (Marathi)  | 237                                                            | 3                                                                   | 1.27%        |
| 10 <sup>th</sup> standard (Marathi) | 431                                                            | 4                                                                   | 0.92%        |
| 9 <sup>th</sup> standard (English)  | 272                                                            | 5                                                                   | 1.83%        |
| 10 <sup>th</sup> standard (English) | 647                                                            | 10                                                                  | 1.54%        |
| 11 <sup>th</sup> standard           | 260                                                            | 6                                                                   | 2.30%        |
| 12 <sup>th</sup> standard           | 402                                                            | 5                                                                   | 1.24%        |

When we compare the teachers' and students' responses to the researcher's analysis in the above table, it shows that not more than 2.30% of cultural representation is found in any language textbooks' post-lesson/question section, which indicates significantly inadequate representation.

Therefore, the opinions of teachers and students and the researcher's analysis clearly suggest that the post-lesson/question section in the prescribed English language textbooks does not have adequate cultural representation.

**T-16, S-16. I think the lessons/content section in the English language textbook represents different cultures.**

**Table 28**

*Teachers' and Students' Responses to Lessons/Content Section*

| Standard and medium                 | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no. of teachers and students |    |
|-------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|------------------------------------|----|
|                                     | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                  | S  |
| 9 <sup>th</sup> standard (Marathi)  | 2              | 13 | 6     | 19 | 1         | 6  | 2        | 10 | 0                 | 2 | 11                                 | 50 |
| 10 <sup>th</sup> standard (Marathi) | 0              | 5  | 8     | 21 | 1         | 6  | 2        | 16 | 0                 | 2 | 11                                 | 50 |
| 9 <sup>th</sup> standard (English)  | 1              | 8  | 5     | 27 | 0         | 8  | 5        | 7  | 0                 | 0 | 11                                 | 50 |
| 10 <sup>th</sup> standard (English) | 1              | 4  | 5     | 25 | 0         | 10 | 5        | 10 | 0                 | 1 | 11                                 | 50 |
| 11 <sup>th</sup> standard           | 0              | 15 | 7     | 18 | 0         | 6  | 3        | 9  | 1                 | 2 | 11                                 | 50 |
| 12 <sup>th</sup> standard           | 3              | 12 | 5     | 19 | 0         | 10 | 2        | 9  | 1                 | 0 | 11                                 | 50 |

The above data shows that most teachers and students from all the classes agree with the statement that the lessons/content section in the English language textbook represents different cultures.

Considering the agreement from both degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 8 (72.72%) from the 9<sup>th</sup> and 10<sup>th</sup> standard Marathi medium showed their agreement. Additionally, 6 (54.54 %) from the 9<sup>th</sup> and 10<sup>th</sup> standard English

medium, 7 (63.63%) from the 11<sup>th</sup> standard, and 8 (72.72 %) from the 12<sup>th</sup> standard expressed their agreement with the statement.

Similarly, out of 50 students, 32 (64 %) from the 9<sup>th</sup> standard Marathi medium, 26 (52%) from the 10<sup>th</sup> standard Marathi medium, 35 (70 %) from the 9<sup>th</sup> standard English medium, and 29 (58 %) from the 10<sup>th</sup> standard English medium showed their agreement. Moreover, 33 (66 %) students from the 11<sup>th</sup> standard and 31 (62%) from the 12<sup>th</sup> standard also expressed their agreement with the statement.

Overall, the responses of the teachers and students from all the classes revealed that the lessons/content section in the English language textbook represents different cultures.

The researcher's analysis of the representation of different cultures in the lesson/content section is given below.

**Table 29**

*Researcher's Analysis of Lessons/Content Section*

| Cultural representation in the lesson /content section | Source culture | Target culture | International Target culture | Non-specific/Open |
|--------------------------------------------------------|----------------|----------------|------------------------------|-------------------|
| 9 <sup>th</sup> standard<br>(Marathi medium)           | 2              | 3              | 3                            | 1                 |
| 10 <sup>th</sup> standard<br>(Marathi medium)          | 2              | 0              | 2                            | 0                 |
| 9 <sup>th</sup> standard<br>(English medium)           | 3              | 0              | 3                            | 0                 |
| 10 <sup>th</sup> standard<br>(English medium)          | 2              | 2              | 6                            | 0                 |
| 11 <sup>th</sup> standard                              | 4              | 4              | 1                            | 3                 |
| 12 <sup>th</sup> standard                              | 3              | 1              | 1                            | 2                 |

The above analysis by the researcher shows that the textbook's lessons represent different cultures. However, it is imbalanced. The 10<sup>th</sup> standard (Marathi medium) and 9<sup>th</sup> standard (English medium) textbooks have no representation of target cultures. Additionally, it shows that the 11<sup>th</sup> and 12<sup>th</sup> standard textbooks have the least representation of the international target culture, which is higher in the 10<sup>th</sup> standard (English medium).

In brief, the teachers' and students' opinions suggest that the lessons in the textbooks represent different cultures. However, the researcher's analysis finds it is imbalanced.

**T-17, S-17: I think the most occurring cultural themes in our English language textbook are literature, history, geography, environment, food, art, music, science, etc.**

The teachers' and students' responses are given in the following table.

**Table 30**

*Teachers' and Students' Responses to the Representation of the Themes of Big C Culture*

| Standard and medium                 | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                                     | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9 <sup>th</sup> standard (Marathi)  | 2              | 4  | 5     | 27 | 1         | 8  | 4        | 3  | 0                 | 8 | 11                                | 50 |
| 10 <sup>th</sup> standard (Marathi) | 1              | 5  | 7     | 23 | 1         | 5  | 2        | 12 | 0                 | 5 | 11                                | 50 |
| 9 <sup>th</sup> standard (English)  | 3              | 6  | 5     | 19 | 0         | 11 | 3        | 10 | 0                 | 4 | 11                                | 50 |
| 10 <sup>th</sup> standard (English) | 2              | 5  | 4     | 20 | 1         | 12 | 4        | 12 | 0                 | 1 | 11                                | 50 |
| 11 <sup>th</sup> standard           | 2              | 18 | 6     | 18 | 0         | 6  | 3        | 7  | 0                 | 7 | 11                                | 50 |
| 12 <sup>th</sup> standard           | 2              | 9  | 8     | 18 | 1         | 10 | 0        | 9  | 0                 | 4 | 11                                | 50 |

The above data shows that the majority of the teachers and students from all the classes agree with the statement that the most occurring cultural themes in their English language textbook are literature, history, geography, environment, food, art, music and science.

Considering the agreement from both the degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 7 (63.63%) from 9<sup>th</sup> standard Marathi medium, and 8 (72.72%) from 10<sup>th</sup> standard Marathi medium, 9<sup>th</sup> standard English medium, and 11<sup>th</sup> standard expressed their agreement to the statement. Additionally, 6 (54.54%) teachers from 10<sup>th</sup> standard English medium and 10 (90.90%) from 12<sup>th</sup> standard expressed their agreement.

Similarly, out of 50 students, 31 (62%) from the 9<sup>th</sup> standard Marathi medium, 28 (56 %) from the 10<sup>th</sup> standard Marathi medium, and 25 (50%) from the 9<sup>th</sup> and 10<sup>th</sup> standard English medium registered their agreement. Moreover, 36 (72%) students from the 11<sup>th</sup> standard and 27 (54 %) from the 12<sup>th</sup> standard expressed their agreement with the statement.

The 25 students (50%) from the 9<sup>th</sup> and 10<sup>th</sup> standards English medium showed agreement, and it is still considered the majority, as only 14 (28%) students from the 9<sup>th</sup> standard and 13 (26%) from the 10<sup>th</sup> standard showed disagreement. The rest of them, i.e. 11 students (22%) from the 9<sup>th</sup> and 12 (24%) from the 10<sup>th</sup> standard, are non-definitive in their opinions and have opted for undecided options.

The themes listed in the statements, i.e. literature, history, geography, environment, food, art, music and science, are the themes of Big C culture. Therefore, the teachers' and students' agreement to the more occurrence of these themes in the textbook implies their agreement for more representation of Big C cultural themes in the textbooks.

**T-18, S-18: I think the less occurring themes in our English language textbook are daily routines, gender roles, values, hobbies, holidays and body language.**

Teachers' and students' responses are given in the following table.

**Table 31**

*Teachers' and Students' Responses to the Representation of the Themes of Small c Culture*

| Standard and medium                 | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                                     | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9 <sup>th</sup> standard (Marathi)  | 3              | 3  | 6     | 27 | 0         | 12 | 2        | 6  | 0                 | 2 | 11                                | 50 |
| 10 <sup>th</sup> standard (Marathi) | 1              | 6  | 6     | 30 | 2         | 8  | 1        | 6  | 1                 | 0 | 11                                | 50 |
| 9 <sup>th</sup> standard (English)  | 2              | 11 | 7     | 24 | 2         | 5  | 0        | 10 | 0                 | 0 | 11                                | 50 |
| 10 <sup>th</sup> standard (English) | 1              | 8  | 5     | 21 | 3         | 8  | 2        | 11 | 0                 | 2 | 11                                | 50 |
| 11 <sup>th</sup> standard           | 2              | 9  | 3     | 18 | 1         | 13 | 4        | 7  | 1                 | 3 | 11                                | 50 |
| 12 <sup>th</sup> standard           | 2              | 11 | 5     | 17 | 2         | 14 | 2        | 5  | 0                 | 3 | 11                                | 50 |

The above data shows that most of the teachers and students from all the classes agree that the themes that occur less in our English language textbook are daily routines, gender roles, values, hobbies, holidays, and body language.

Considering the agreement from both the degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 9 (81.81%) from 9<sup>th</sup> standard Marathi and English medium,

7 (63.63%) from 10<sup>th</sup> standard Marathi medium, and 6 (54.54%) from 10<sup>th</sup> standard English medium expressed their agreement. Additionally, 7 teachers (63.63%) from the 12<sup>th</sup> standard agreed with the statement. However, there is no explicit agreement or disagreement by the teachers of the 11<sup>th</sup> standard, as out of 11 teachers, 5 of them have opted for the agree and disagree option, and one for the undecided option. The researcher's analysis shows that this could be due to the higher frequency (10) of one of the themes of small c culture, i.e. values in the 11<sup>th</sup> standard textbook.

Additionally, out of 50 students, 30 (60%) from the 9<sup>th</sup> standard Marathi medium, 36 (72%) from the 10<sup>th</sup> standard Marathi medium, 35 (70%) from the 9<sup>th</sup> standard English medium, and 29 (58%) from the 10<sup>th</sup> standard English medium registered their agreement. Further, 27 students (54%) from the 11<sup>th</sup> standard and 28 (56%) from the 12<sup>th</sup> standard also agreed with the statement.

The themes listed in the statement, i.e. daily routines, gender roles, values, hobbies, holidays and body language, are the themes of small c culture. Therefore, the teachers' and students' agreement to the less occurrence of these themes in the textbook implies their agreement for less representation of small c cultural themes in the textbooks.

The researcher's analysis regarding the representation of these cultural themes is given below in tabular form for comparison.

**Table 32***Researcher's Analysis of the Representation of the Big C and Small c Cultural Themes*

| English language textbooks                 | Cultural Themes                                                                                      |                                           |
|--------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                            | Big C                                                                                                | small c                                   |
| 9 <sup>th</sup> standard (Marathi medium)  | History<br>Literature<br>Science<br>Food<br>Custom<br>Art<br>Geography<br>Environment                | Gender roles<br>Values                    |
|                                            | <b>Total Themes: 08</b>                                                                              | <b>Total themes: 02</b>                   |
| 10 <sup>th</sup> standard (Marathi medium) | History<br>Geography<br>Literature<br>Food<br>Custom<br>Science<br>Sport                             | Gender roles: (04)<br>Daily routine: (01) |
|                                            | <b>Total themes: 07</b>                                                                              | <b>Total themes: 02</b>                   |
| 9 <sup>th</sup> standard (English medium)  | Environment<br>History<br>Food<br>Festival<br>Art<br>Custom<br>Literature<br>Clothing Style<br>Music | Gender roles                              |
|                                            | <b>Total themes: 09</b>                                                                              | <b>Total themes: 01</b>                   |
| 10 <sup>th</sup> standard (English medium) | Literature<br>History<br>Science<br>Music<br>Geography<br>Religion<br>Economy<br>Sport               | Gender roles<br>Values                    |
|                                            | <b>Total themes: 08</b>                                                                              | <b>Total themes: 02</b>                   |
| 11 <sup>th</sup> standard                  | Environment<br>Literature<br>Food<br>Clothing style<br>Festival<br>Art                               | Values                                    |

|                           |                                                                                           |                         |
|---------------------------|-------------------------------------------------------------------------------------------|-------------------------|
|                           | Music<br>Sports                                                                           |                         |
|                           | <b>Total themes: 08</b>                                                                   | <b>Total themes: 01</b> |
| 12 <sup>th</sup> standard | Environment:<br>Literature<br>History<br>Science<br>Clothing style<br>Geography<br>Custom | Values<br>Hobby         |
|                           | <b>Total themes: 07</b>                                                                   | <b>Total themes: 02</b> |

When we consider teachers' and students' responses to the statements numbered 17 and 18 and compare them with the researcher's analysis in the above table, it is revealed that the teachers and students believe the representation of cultural themes of Big C is more in the textbooks whereas the representation of the themes of small c is less.

Similarly, the researcher's analysis presented in the above table also shows that all the textbooks have more representation of the themes of Big C culture compared to the themes of small c culture.

It is evident from the analysis that the 9<sup>th</sup> standard Marathi medium textbook represents eight themes of Big C culture and two themes of small c culture, and the 10<sup>th</sup> standard Marathi medium textbook represents seven themes of Big C culture and two themes of small c culture.

Similarly, the 9<sup>th</sup> standard English medium textbook represents nine themes of Big C culture and only one theme of small c culture, and the 10<sup>th</sup> standard English medium textbook represents eight themes of Big C culture and two themes of small c culture.

Moreover, the 11<sup>th</sup> standard English textbook represents eight themes of Big C culture and only one theme of small c culture, and the 12<sup>th</sup> standard English textbook represents seven themes of Big C culture and two themes of small c culture.

Thus, the teachers' and students' opinions and the researcher's analysis both highlight the more representation of Big C culture and less representation of small c culture in the prescribed English language textbooks.

The next group of statements tries to understand the teachers' and students' opinions regarding the representation of the types of culture (source, target and international target cultures) in the English language textbook.

**T-19, S-19 I think the English language textbook has less representation of the culture of our own country.**

The teachers' and students' responses are given in the following table.

**Table 33**

*Teachers' and Students' Responses to the Representation of Types of Culture (Source Culture)*

| Standard and medium                 | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                                     | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9 <sup>th</sup> standard (Marathi)  | 1              | 9  | 6     | 19 | 0         | 11 | 3        | 10 | 1                 | 1 | 11                                | 50 |
| 10 <sup>th</sup> standard (Marathi) | 0              | 8  | 6     | 24 | 1         | 3  | 4        | 8  | 0                 | 7 | 11                                | 50 |
| 9 <sup>th</sup> standard (English)  | 1              | 13 | 5     | 22 | 3         | 7  | 1        | 7  | 1                 | 1 | 11                                | 50 |
| 10 <sup>th</sup> standard (English) | 3              | 10 | 5     | 23 | 1         | 6  | 0        | 9  | 2                 | 2 | 11                                | 50 |
| 11th standard                       | 2              | 19 | 6     | 18 | 1         | 4  | 2        | 6  | 0                 | 3 | 11                                | 50 |

|               |   |    |   |    |   |   |   |   |   |   |    |    |
|---------------|---|----|---|----|---|---|---|---|---|---|----|----|
| 12th standard | 4 | 12 | 5 | 24 | 5 | 4 | 2 | 9 | 0 | 1 | 11 | 50 |
|---------------|---|----|---|----|---|---|---|---|---|---|----|----|

The above data shows that most of the teachers and students from all the classes agree that the English language textbook has less representation of the culture of our own country.

When we consider agreement from both degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 7 (63.63%) from 9<sup>th</sup> standard Marathi medium, 6 (54.54%) from 10<sup>th</sup> standard Marathi medium, and 9<sup>th</sup> standard English medium, 8 (72.72%) from 10<sup>th</sup> standard English medium, and 11<sup>th</sup> standard expressed their agreement. Moreover, 9 teachers (81.81%) from the 12th standard agreed with the statement.

Similarly, out of 50 students, 28 (56 %) from the 9<sup>th</sup> standard Marathi medium, 32 (64 %) from the 10<sup>th</sup> standard Marathi medium, 35 (70%) from the 9<sup>th</sup> standard English medium, and 33 (66%) from the 10<sup>th</sup> standard English medium agreed with the statement.

Additionally, 37 students (74%) from the 11<sup>th</sup> standard and 36 (72%) from the 12<sup>th</sup> standard expressed their agreement with the statement, suggesting inadequate representation of the source culture.

**T-20, S-20. I think the English language textbook has more representation of the culture of the countries where English is used as an additional language/ a language of business (For instance, Japan, China, etc.).**

The teachers' and students' responses are given in the following table.

**Table 34**

*Teachers' and Students' Responses to the Representation of Types of Culture (International Target Culture)*

| Standard and medium                    | Strongly Agree |   | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |    | Total no of teachers and students |    |
|----------------------------------------|----------------|---|-------|----|-----------|----|----------|----|-------------------|----|-----------------------------------|----|
|                                        | T              | S | T     | S  | T         | S  | T        | S  | T                 | S  | T                                 | S  |
| 9 <sup>th</sup> standard<br>(Marathi)  | 0              | 7 | 2     | 7  | 2         | 8  | 4        | 15 | 3                 | 13 | 11                                | 50 |
| 10 <sup>th</sup> standard<br>(Marathi) | 1              | 6 | 1     | 6  | 2         | 9  | 6        | 24 | 0                 | 5  | 11                                | 50 |
| 9 <sup>th</sup> standard<br>(English)  | 1              | 9 | 3     | 2  | 0         | 9  | 5        | 28 | 2                 | 2  | 11                                | 50 |
| 10 <sup>th</sup> standard<br>(English) | 1              | 8 | 1     | 5  | 1         | 11 | 4        | 18 | 4                 | 8  | 11                                | 50 |
| 11 <sup>th</sup> standard              | 0              | 4 | 0     | 6  | 3         | 13 | 7        | 26 | 1                 | 1  | 11                                | 50 |
| 12 <sup>th</sup> standard              | 2              | 7 | 1     | 06 | 1         | 6  | 3        | 22 | 4                 | 6  | 11                                | 50 |

When we consider disagreement from both the degrees, i.e. disagree and strongly disagree, the above responses show that the majority of the teachers and students do not agree with the statement that the English language textbook has more representation of the culture of the countries where English is used as an additional language/ a language of business.

This is reflected from the data that out of 11 teachers, 7 (63.63%) from 9<sup>th</sup> standard Marathi and English medium, 6 (54.54%) from 10<sup>th</sup> standard Marathi medium, 8 (72.72%)

from 10<sup>th</sup> standard English medium and 11<sup>th</sup> standard showed their disagreement. Similarly, 7 teachers (63.63%) from the 12<sup>th</sup> standard disagreed with the statement.

Additionally, out of 50 students, 28 (56%) from the 9<sup>th</sup> standard Marathi medium, 29 (58%) from the 10<sup>th</sup> standard Marathi medium, 30 (60%) from 9<sup>th</sup> standard English medium, 26 (52%) from 10<sup>th</sup> standard English medium, 27 (54%) from 11<sup>th</sup> standard, and 28 (56%) from 12<sup>th</sup> standards expressed their disagreement to the statement, indicating inadequate representation of the international target culture.

**T21, S-21 The English language textbook has less representation of the culture of the countries where mostly English is spoken (for instance, England, America, etc.).**

Teachers' and students' responses are given in the following table.

**Table 35**

*Teachers' and Students' Responses to the Representation of Types of Culture (Target Culture)*

| Standard and medium                 | Strongly Agree |    | Agree |    | Undecided |    | Disagree |    | Strongly Disagree |   | Total no of teachers and students |    |
|-------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|-----------------------------------|----|
|                                     | T              | S  | T     | S  | T         | S  | T        | S  | T                 | S | T                                 | S  |
| 9 <sup>th</sup> standard (Marathi)  | 1              | 11 | 6     | 17 | 0         | 11 | 4        | 9  | 0                 | 2 | 11                                | 50 |
| 10 <sup>th</sup> standard (Marathi) | 0              | 7  | 8     | 25 | 0         | 3  | 3        | 10 | 0                 | 5 | 11                                | 50 |
| 9 <sup>th</sup> standard (English)  | 2              | 15 | 5     | 20 | 0         | 7  | 4        | 5  | 0                 | 3 | 11                                | 50 |
| 10 <sup>th</sup> standard (English) | 3              | 12 | 4     | 21 | 2         | 6  | 2        | 9  | 0                 | 2 | 11                                | 50 |

|                           |   |    |   |    |   |   |   |   |   |   |    |    |
|---------------------------|---|----|---|----|---|---|---|---|---|---|----|----|
| 11 <sup>th</sup> standard | 2 | 18 | 7 | 19 | 1 | 4 | 0 | 6 | 1 | 3 | 11 | 50 |
| 12 <sup>th</sup> standard | 4 | 12 | 3 | 24 | 1 | 4 | 2 | 9 | 1 | 1 | 11 | 50 |

The above responses reveal that most teachers and students from all the classes agree that the English language textbook has less representation of the culture of the countries where mostly English is spoken (for instance, England, America, etc.).

By analysing the agreement from both degrees, i.e., agree and strongly agree, the data reflect that out of 11 teachers, 7 (63.63 %) from 9<sup>th</sup> standard Marathi and English medium, 10<sup>th</sup> standard English medium and 12<sup>th</sup> standard show their agreement to the statement. Additionally, 8 teachers (72.72%) from the 10<sup>th</sup> standard Marathi medium and 9 (81.81%) from the 11<sup>th</sup> standard also agreed with the statement.

Similarly, out of 50 students, 28 (56 %) from the 9<sup>th</sup> standard Marathi medium, 32 (64%) from the 10<sup>th</sup> standard Marathi medium, 35 (70 %) from the 9<sup>th</sup> standard English medium, 33 (66%) from the 10<sup>th</sup> standard English medium agreed to the statement. Additionally, 37 students (74%) from the 11<sup>th</sup> standard and 36 (72%) from the 12<sup>th</sup> standard agreed with the given statement.

Overall, the responses from teachers and students clearly indicate inadequate representation of the target culture in the textbook.

The researcher's analysis regarding the representation of these types of culture in English Language textbooks is given below in tabular form.

**Table 36***Researcher's Analysis of the Representation of Types of Culture*

| English language textbooks     | Types of culture |                |                              |
|--------------------------------|------------------|----------------|------------------------------|
|                                | Source Culture   | Target culture | International target culture |
| 9th standard (Marathi medium)  | <b>06</b>        | 04             | 04                           |
| 10th standard (Marathi medium) | <b>09</b>        | 01             | 03                           |
| 9th standard (English medium)  | <b>07</b>        | 01             | 03                           |
| 10th standard (English medium) | 07               | 08             | <b>10</b>                    |
| 11th standard                  | <b>10</b>        | 05             | 01                           |
| 12th standard                  | <b>06</b>        | 03             | 01                           |

Teachers' and students' responses to the statements numbered 19 (source culture), 20 (international target culture), and 21 (target culture) revealed that the teachers and students believe the representation of all the types of cultures, i.e. source, target and international target culture, is inadequate. This could be due to their impression of the overall lower representation of the cultural content in the textbook.

The researcher's analysis shows that though there is an inadequate and imbalanced representation of culture, the textbooks have a distribution of all types of cultures, including source, target, and international target cultures. Additionally, it highlights that the representation of the source culture is relatively higher than that of the target and international target cultures. This is true except for 10<sup>th</sup> standard English medium textbooks, which show a relatively higher representation of international target cultures.

In brief, the teachers' and students' opinions suggest that the representation of source, target and international is inadequate. Additionally, the researcher's analysis finds it imbalanced.

The following section summarises the analysis carried out and concludes the chapter.

### **5.3 Summary and Conclusion:**

#### **5.3.1 Section A: The Teachers' and Students' Attitudes towards Teaching and Learning Culture through English Language Textbooks**

- i. The analysis of the attitudinal score revealed that a significant majority of teachers and students have positive attitudes towards teaching culture through English language textbooks, with very few expressing less positive or neutral attitudes. This indicates a strong consensus among teachers and students on integrating cultural content or teaching culture through English language textbooks.

#### **5.3.2 Section B: Teachers' and Students' Attitudes/ Inclination towards the 'Cultural Themes' of Big C and Small c and 'Types of Culture'.**

##### **5.3.2.1 Big C and small c cultural themes**

- ii. The majority of teachers and students are interested in and are positive towards teaching and learning about Big C culture and small c culture.
- iii. When the teachers' and students' responses towards Big C cultural themes and small c cultural themes were compared, it was found that teachers showed an almost equal inclination towards learning Big C and small c culture. However, students showed more inclination towards learning Big C culture than small c culture.

##### **5.3.2.1 Types of Culture**

- iv. The teachers and students have source culture as their first preference, target culture as second and international target culture as third in teaching and learning.
- v. Moreover, the teachers' and students' minimal disagreements and generous agreement with the statements that 'while teaching/learning the English language, I am more interested in teaching/learning about the culture of source culture, target culture and international target culture' reaffirm that they are positive about teaching and learning about different cultures.

### **5.3.3 Section C: Teachers' and Students' Opinions on Cultural Representation in English Language Textbooks and Researcher's Analysis of Cultural Representation**

- vi. The teachers and students opine that the representation of all the types of cultures, i.e. source, target and international target culture, is inadequate.
- vii. The researcher's analysis shows that though there is an inadequate and imbalanced representation of culture, the textbooks have a distribution of all types of cultures, including source, target, and international target cultures.
- viii. The representation of the source culture is relatively higher than that of the target and international target cultures. This is true except for 10<sup>th</sup> standard English medium textbooks, which show a relatively higher representation of international target cultures.

In brief, both teachers and students show positive attitudes towards teaching and learning culture through English language textbooks. They are also found to be positive and interested in learning about Big C and small c cultural themes and different types of cultures; however, they indicate source culture as their first preference. While students show relatively more inclination towards Big C culture, teachers exhibit almost the same inclination towards both.

The next chapter focuses on the discussion and conclusion.

## **Chapter 6**

### **Discussion and Conclusion**

#### **6.1 Introduction**

The current chapter endeavours to summarise the research findings on cultural representation in English language textbooks and Teachers' and students' attitudes towards culture and opinions on cultural representations in English language textbooks, discuss the implications of the findings and offer suggestions and directions for future research.

#### **6.2 Summary of Findings on Cultural Representation in English Language Textbooks**

The summary of the findings on the representation of 'Cultural themes' (Big-C and small-c), 'Type of cultures' (Source culture, Target culture, and international target cultures), and 'Dimensions of ICC' (Knowledge, Attitude, Skills, and critical cultural awareness) in Maharashtra State's six English language textbooks of the 9<sup>th</sup> and 10<sup>th</sup> standards of Marathi and English mediums and 11<sup>th</sup> and 12<sup>th</sup> standards is given below. The findings help us answer the two research questions: 'How are language and culture represented in Maharashtra State's English language textbooks?' and 'Do the textbooks promote the acquisition of Intercultural Communicative Competence or not?' The key findings of the research are presented below.

- i. The English language textbooks have a minor/insufficient representation of cultural content.
- ii. The cultural themes that appear in the textbook predominantly represent the Big C culture and significantly lack the representation of the small c culture.
- iii. In other words, the cultural content in the English language textbooks is predominantly/mainly represented through the cultural themes of Big C, such as history, literature, geography, and environment.

- iv. In secondary textbooks (9<sup>th</sup> and 10<sup>th</sup>, both mediums), Big C culture is mostly represented through the themes of history, literature, geography, and environment, whereas, in higher secondary textbooks (11<sup>th</sup> and 12<sup>th</sup>), it is represented through environment and literature.
- v. The small c culture is mostly represented through the themes of values and gender roles. In secondary textbooks (9<sup>th</sup> and 10<sup>th</sup>, both mediums), the small c culture is represented through both the themes of values and gender roles. However, higher secondary textbooks (11<sup>th</sup> and 12<sup>th</sup>) represent it mainly through the cultural theme of values with a higher frequency of occurrence.
- vi. The summary of cultural representation of types of cultures shows that the representation of source culture is relatively higher than that of target and international target cultures. This is true except for 10<sup>th</sup> standard English medium textbooks, which show a relatively higher representation of international target cultures and a relatively balanced representation of source and target cultures.
- vii. Though a few instances represent the target culture, the representation of the international target culture is significantly low, which needs to be increased for better cross-cultural understanding.
- viii. The textbooks predominantly focus on developing the knowledge dimension of ICC. It leaves minimal scope for developing other dimensions of ICC, such as attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness, which are essential for developing intercultural communicative competence.

The key findings that English language textbooks have a minor/insufficient representation of cultural content, which is predominantly represented through the cultural themes of Big C, and that they primarily develop the knowledge dimension of ICC are discussed below. The following section presents each key finding of the cultural representation

in language textbooks in tabular form, followed by a detailed, textbook-wise summary and discussion. This is further followed by a few observations and a comprehensive representation of all the textbooks in a tabular form.

### 6.2.1 Minor Representation of Cultural Content

The analysis of all the textbooks reveals a minor representation of the cultural content in all the textbooks. The representation of the cultural content in all the textbooks is represented below in tabular form.

**Table 37**

*Minor Representation of Cultural Content*

| Class/ English language textbooks          | Pre- and Post-Lesson Tasks |                        |              |
|--------------------------------------------|----------------------------|------------------------|--------------|
|                                            | Total Tasks                | Cultural Related Tasks | Percentage % |
| 9 <sup>th</sup> standard (Marathi medium)  | 291                        | 05                     | 1.72%        |
| 10 <sup>th</sup> standard (Marathi medium) | 496                        | 08                     | 1.61%        |
| 9 <sup>th</sup> standard (English medium)  | 316                        | 07                     | 2.22%        |
| 10 <sup>th</sup> standard (English medium) | 726                        | 17                     | 2.34%        |
| 11 <sup>th</sup> standard                  | 322                        | 09                     | 2.80%        |
| 12 <sup>th</sup> standard                  | 454                        | 07                     | 1.54%        |

The analysis of the English textbooks across various standards and mediums highlights a significant lack of cultural representation. A detailed summary and discussion of all the textbooks is presented below.

- i. **9<sup>th</sup> Standard English Textbook (Marathi Medium):** The total number of tasks/questions/activities in the textbook from the pre-lesson/warming up (54) and post-lesson (237) sections is 291. However, the total number of tasks/questions/activities

which represent the cultural themes of Big C and small c culture in the pre-lesson/warming up (2) and post-lesson (3) sections are 5. Thus, out of 291 questions, only 5 represent the cultural themes of Big C and Small c culture, which is a mere 1.72 % of the total number of questions in the textbook. It implies that the textbook has a very minor representation of culture.

- ii. **10<sup>th</sup> Standard English Textbook (Marathi Medium):** The textbook comprises 496 tasks, questions, and activities, with 65 in the pre-lesson/warming up section and 431 in the post-lesson section. However, only 08 tasks, questions, or activities reflect the cultural themes of Big C and small c culture, with 04 in the pre-lesson/warming up section and 04 in the post-lesson section. It suggests that only 1.61% of the total questions in the textbook represent these cultural themes. It shows insufficient cultural representation in the textbook.
- iii. **9<sup>th</sup> Standard English Textbook (English Medium):** The textbook has 316 tasks, questions, and activities, with 45 in the pre-lesson/warming up section and 271 in the post-lesson section. However, only 07 tasks, questions, or activities represent the cultural themes of Big C and small c culture, with 02 in the pre-lesson/warming up section and 05 in the post-lesson section. It indicates that a mere 2.22% of the overall questions in the textbook reflect these cultural themes, highlighting a significant lack of cultural content.
- iv. **10<sup>th</sup> Standard English Textbook (English Medium):** The textbook contains 726 tasks, questions, and activities, including 79 from the pre-lesson/warming up section and 647 from the post-lesson section. However, only 17 of these tasks, questions, or activities represent the cultural themes of Big C and small c culture, which includes 07 from the pre-lesson/warming up section and 10 from the post-lesson section. It shows

that only 2.34% of the overall questions in the textbook represent cultural themes, indicating a significant lack of cultural content.

- v. **11<sup>th</sup> Standard English Textbook:** The textbook has 322 tasks, questions, and activities. It includes 62 in the pre-lesson/warming up section and 260 in the post-lesson section. However, only 09 of these tasks, questions, or activities represent cultural themes of Big C and small c culture, with 3 in the pre-lesson/warming up section and 6 in the post-lesson section. It reflects that just 2.80% of the overall tasks and activities in the textbook represent these cultural themes, highlighting a significant lack of cultural representation.
- vi. **12<sup>th</sup> Standard English Textbook:** The textbook has 454 tasks, questions, and activities. It includes 52 from the pre-lesson section and 402 from the post-lesson section. However, only 7 of these tasks, questions, and activities represent cultural themes, specifically 2 from the pre-lesson and 5 from the post-lesson sections. This amounts to just 1.54 % of the overall content, which indicates a significant lack of cultural representation.

Overall, each English language textbook shows a significant lack of cultural representation, emphasising the need for improvement in cultural representation.

### **6.2.2 The Cultural Themes Mainly Represent Big C Culture**

The cultural content in the English language textbooks is predominantly/mainly represented through the cultural themes of Big C. The representation of Big C and small c cultural themes in all the textbooks is summarised below in tabular form.

**Table 38***Cultural Themes: Predominant Representation of Big C*

| Class                                      | Cultural Themes |         |
|--------------------------------------------|-----------------|---------|
|                                            | Big C           | Small c |
| 9 <sup>th</sup> standard (Marathi medium)  | 08              | 01      |
| 10 <sup>th</sup> standard (Marathi medium) | 07              | 02      |
| 9 <sup>th</sup> standard (English medium)  | 09              | 01      |
| 10 <sup>th</sup> standard (English medium) | 08              | 02      |
| 11 <sup>th</sup> standard                  | 08              | 01      |
| 12 <sup>th</sup> standard                  | 07              | 02      |

A detailed summary and discussion of all the textbooks, showing representations of cultural themes of Big C and small c is presented below.

- i. **9<sup>th</sup> Standard English Textbook (Marathi Medium):** Out of nine cultural themes in the textbook, eight, such as history, literature, science, food, custom, art, geography and environment, represent Big C culture. In contrast, only one theme of Small, i.e. values, represents the small c culture.
- ii. **10<sup>th</sup> standard English textbook (Marathi Medium): More Representation of Big C cultural themes but the Equal Frequency of Small c's Values:** Out of nine cultural themes that appear in the textbook, seven cultural themes, such as history, literature, geography, food, custom, science, and sport, represent Big C culture, and only two themes of small c, i.e., gender roles and daily routine, represent small c culture. Though small c's cultural themes are fewer in number, i.e., two, compared to seven themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e., values, is equal to the most occurring theme of Big C, i.e., history, as both of them are represented four times.

- iii. **9<sup>th</sup> Standard English Textbook (English Medium):** The total number of cultural themes that appear in the textbook are ten. Among them, nine cultural themes, such as environment, history, food, festival, literature, custom, art, clothing style, and music, represent Big C culture and only one theme of small c, i.e. gender role, represents small c culture. It shows that the textbook focuses on the representation of Big C culture.
- iv. **10<sup>th</sup> Standard English Textbook (English Medium):** The total number of cultural themes that appear in the textbook are ten. Among them, eight cultural themes, literature, history, science, music, geography, religion, economy, and sports, represent Big C culture and only two themes, i.e. gender roles and values, represent small c culture. It shows that the cultural themes of small c are smaller in number and have a lower frequency of occurrence. It reflects that the textbook predominantly represents themes of Big C culture.
- v. **11<sup>th</sup> Standard English Textbook: More Themes of Big C, but a Higher Frequency of Small c's Values:** The total number of cultural themes that appear in the textbook are nine. Among them, eight cultural themes, such as literature, environment, food, clothing style, festival, art, music and sports, represent Big C culture, and only one theme, i.e. values, represents small c culture.

Compared to the representation of cultural themes in secondary textbooks, this textbook significantly differs in the frequency of the small c cultural theme. Though the small c cultural theme is only one in number, compared to eight themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e. values, is ten, which is higher than Big C's most occurring theme, i.e. environment, which appears four times.

- vi. **12<sup>th</sup> Standard English Textbook: More themes of Big C but the Equal Frequency of Small c's Values:** The total number of cultural themes that appear in the textbook are nine. Among them, seven cultural themes, such as environment, literature, history,

science, clothing style, geography, and custom, represent Big C culture and only two themes, i.e. values and hobbies, represent small c culture.

Compared to the representation of cultural themes in secondary textbooks, this textbook also differs in the frequency of small c's cultural themes. Though the small c's cultural themes are fewer in number, i.e. two, compared to seven themes of Big C, the frequency of occurrence of one of the cultural themes of small c, i.e. values, is equal to the most occurring theme of Big C, i.e. environment, as both of them are represented four times. It indicates that, along with the themes of Big C, the textbook also focuses on values which represent small c culture.

The summary of all the textbooks clearly shows that the textbooks mainly represent the Big C culture and significantly lack the representation of the small c culture. The cultural content in the English language textbooks is predominantly represented through the cultural themes of Big C, such as history, literature, geography, and environment. Though less in representation, the small c culture is mostly represented through the themes of values and gender roles.

### **6.2.3 More Representation of the Source Culture**

The representation of types of culture in all the English language textbooks shows more representations of the source culture. It has been summarised below in tabular form.

**Table 39**

*Types of Culture: More Representation of the Source Culture*

| English language textbooks                 | Types of culture |                |                              |      |
|--------------------------------------------|------------------|----------------|------------------------------|------|
|                                            | Source Culture   | Target Culture | International Target culture | Open |
| 9 <sup>th</sup> standard (Marathi medium)  | <b>06</b>        | 04             | 04                           | 03   |
| 10 <sup>th</sup> standard (Marathi medium) | <b>09</b>        | 01             | 03                           | 01   |
| 9 <sup>th</sup> standard (English medium)  | <b>07</b>        | 01             | 03                           | 03   |
| 10 <sup>th</sup> standard (English medium) | 07               | 08             | <b>10</b>                    | 06   |
| 11 <sup>th</sup> standard                  | <b>10</b>        | 05             | 01                           | 05   |
| 12 <sup>th</sup> standard                  | <b>06</b>        | 03             | 01                           | 04   |

A detailed summary and discussion of all the textbooks showing representations of different types of culture in the English language textbook is presented below.

- i. **9<sup>th</sup> Standard English Textbook (Marathi Medium):** Compared to the target and international target cultures, the textbook has more representation of the source culture. The source culture appears six times, whereas the target culture and international target culture appear four times. The culture that is not specified or open in nature also appears thrice.
- ii. **10<sup>th</sup> Standard English Textbook (Marathi Medium):** The textbook represents the source culture more than the target and international target culture. The source culture

appears nine times. The international target appears three times, while the target culture and the culture that is not specified or open in nature appear once.

- iii. **9<sup>th</sup> Standard English Textbook (English Medium):** Compared to the target and international target culture, the textbook has more representation of the source culture. While the source culture appears seven times, the international target culture and the culture which is not specified or open appear thrice. However, the textbook does not represent the target culture as the theme of literature (which usually represents the target culture) represents international target cultures in the current textbook.

- iv. **10<sup>th</sup> Standard English Textbook (English Medium): More Representation of International Target Cultures and Relatively Balanced Representations of other Types of Culture**

In contrast to the other secondary-level textbooks, which have more representation of the source culture, this textbook has more representation of the international target culture. It appears ten times. It also shows a relatively balanced representation of other types of cultures, such as target and source culture, which appear eight and seven times, respectively. Further, the textbook also has six instances that are open and not specified for any culture.

- v. **11<sup>th</sup> Standard English Textbook: More Representations of the Source Culture but a Notable Lack of International Target Culture**

Compared to target and international target culture, the textbook has more representation of source culture, which is evident from the frequency of their appearances. The source culture appears ten times, which is quite high compared to other types of culture in the textbook. The target culture and the culture that is not specified or open occur five times and have a lower representation. However, the

textbook notably lacks a representation of the international target culture, as it appears only once.

vi. **12<sup>th</sup> Standard English Textbook: More Representations of the Source Culture but a Notable Lack of International Target Culture**

In contrast to the target and international target culture, the textbook has more representation of the source culture, which is reflected in the frequency of its appearance. The source culture appears six times. The target culture and the not specified or open culture occur three and four times, respectively, and have a lower representation. However, this textbook also notably lacks a representation of the international target culture, appearing only once throughout its content.

The cultural representation of types of cultures in all the textbooks shows that the representation of the source culture is relatively higher than that of the target and international target cultures. This is true except for 10<sup>th</sup> standard English medium textbooks, which show a relatively higher representation of international target cultures and a relatively balanced representation of source and target cultures. Though a few instances represent the target culture, the representation of the international target culture is significantly low, which needs to be increased for better cross-cultural understanding.

#### **6.2.4 The Focus is only on Developing the Knowledge Dimension of ICC**

The cultural content analysis shows that the textbooks predominantly focus on developing the knowledge dimension of ICC. It leaves minimal scope for developing other dimensions of ICC, such as attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness, which are essential for developing intercultural communicative competence.

The representation of the dimensions of ICC in all the English language textbooks is summarised below in tabular form.

**Table 40**

*Developing the Dimension of ICC: Focus on Knowledge*

| Class/<br>English language<br>textbooks       | ICC dimensions |           |        |        |                                   |
|-----------------------------------------------|----------------|-----------|--------|--------|-----------------------------------|
|                                               | Knowledge      | Attitudes | Skill1 | Skill2 | Critical<br>cultural<br>awareness |
| 9 <sup>th</sup> standard<br>(Marathi medium)  | <b>13</b>      | 00        | 02     | 02     | 02                                |
| 10 <sup>th</sup> standard<br>(Marathi medium) | <b>13</b>      | 01        | 04     | 03     | 03                                |
| 9 <sup>th</sup> standard<br>(English medium)  | <b>12</b>      | 02        | 04     | 03     | 03                                |
| 10 <sup>th</sup> standard<br>(English medium) | <b>25</b>      | 05        | 05     | 03     | 03                                |
| 11 <sup>th</sup> standard                     | <b>19</b>      | 05        | 01     | 00     | 05                                |
| 12 <sup>th</sup> standard                     | <b>14</b>      | 03        | 03     | 01     | 03                                |

A detailed summary and discussion of all the textbooks showing the representations of dimensions of ICC in all the English Language Textbooks is presented below.

- i. **9<sup>th</sup> Standard English Textbook (Marathi Medium):** The textbook mainly develops only one dimension of ICC, i.e., knowledge, and leaves minimal scope for developing other dimensions. The textbook has thirteen instances that merely develop the knowledge dimension. There are two instances where critical cultural awareness and skills of discovery interaction could be developed. However, the textbook does not have any instances through

which the other dimensions of ICC, such as attitudes and skills of interpreting and relating could be developed.

- ii. **10<sup>th</sup> Standard English Textbook (Marathi Medium):** Thirteen instances develop knowledge. While four instances develop skills (1) of interpreting and relating, three develop skills (2) of discovery and interaction and critical cultural awareness. However, only one instance develops the attitude. This indicates that the textbook mainly focuses on developing only one dimension of ICC, i.e., knowledge.
- iii. **9<sup>th</sup> Standard English Textbook (English Medium):** The textbook has twelve instances that help to develop knowledge. While four instances develop the skills of interpreting and relating and critical cultural awareness, three develop skills of discovery and interaction. Additionally, two instances develop an attitude of openness. Thus, the textbook mainly develops only one dimension of ICC, i.e., knowledge.
- iv. **10<sup>th</sup> Standard English Textbook (English Medium):** The examples provided in the textbook primarily focus on one aspect of ICC, i.e. knowledge. This is evident from the twenty-five instances presented in the textbook, which are the highest among all the textbooks. There are five instances that could enhance skills of interpreting and relating and develop attitudes. Additionally, three instances can help develop critical cultural awareness and the skill (2) of discovery and interaction.
- v. **11<sup>th</sup> Standard English Textbook:** The examples provided in the textbook primarily focus on one aspect of ICC, i.e. knowledge. This is evident from the nineteen instances presented in the textbook, which is the second highest among all the textbooks. There are five instances that can help develop critical cultural awareness and enhance attitudes. There is merely one instance that helps to develop skills of interpreting and relating. However, there are no instances through which skills of discovery and interaction could be developed.

- vi. **12<sup>th</sup> Standard English Textbook:** It is evident from the fourteen instances presented in the textbook that the textbook primarily focuses on one aspect of ICC, i.e. knowledge. Additionally, three instances can help develop an open attitude, the skills (1) of interpreting and relating, and enhance critical cultural awareness. However, there is only one instance through which skill (2) of discovery interaction could be developed.

The findings of this section help us answer whether the textbooks promote the acquisition of Intercultural communicative competence. The findings reveal that though there are instances in which other skills of ICC could be developed, they are very few in number, and the textbooks mainly focus on developing the knowledge dimension of ICC. Therefore, the textbooks give minimal scope for developing other dimensions of ICC, such as attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness, which are essential for developing intercultural communicative competence. Thus, the textbooks show limited potential to promote intercultural communicative competence.

#### **6.2.5 The Summary of the Findings of Cultural Representation in All English Language Textbooks in Tabular Form**

The representation of ‘Cultural themes’ (Big C and Small c), ‘Type of cultures’ (Source culture, Target culture, and International target cultures), and ‘Dimensions of ICC’ (Knowledge, Attitude, Skills, and critical cultural awareness) in Maharashtra State’s all the six English language textbooks is summarised and presented in the tabular form as below.

**Table 41**

*Summary of representation of cultural representation in Tabular form*

| Class                                          | Pre and Post-Lesson Tasks |                       |              | Cultural Themes |         | Types of culture |                |                              |      | ICC dimensions |           |        |        |                             |
|------------------------------------------------|---------------------------|-----------------------|--------------|-----------------|---------|------------------|----------------|------------------------------|------|----------------|-----------|--------|--------|-----------------------------|
|                                                | Total Task                | Cultural Related Task | Percentage % | Big C           | Small c | Source Culture   | Target Culture | International Target culture | Open | Knowledge      | Attitudes | Skill1 | Skill2 | Critical cultural awareness |
| <b>9<sup>th</sup> standard Marathi medium</b>  | 291                       | 05                    | 1.72         | <b>08</b>       | 01      | 06               | 04             | 04                           | 03   | 13             | 00        | 02     | 02     | 02                          |
| <b>10<sup>th</sup> standard Marathi medium</b> | 496                       | 08                    | <b>1.61</b>  | <b>07</b>       | 02      | <b>09</b>        | 01             | 03                           | 01   | <b>13</b>      | 01        | 04     | 03     | 03                          |
| <b>9<sup>th</sup> standard English medium</b>  | 316                       | 07                    | <b>2.22</b>  | <b>09</b>       | 01      | <b>07</b>        | 01             | 03                           | 03   | <b>12</b>      | 02        | 04     | 03     | 03                          |
| <b>10<sup>th</sup> standard English medium</b> | 726                       | 17                    | <b>2.34</b>  | <b>08</b>       | 02      | 07               | 08             | <b>10</b>                    | 06   | <b>25</b>      | 05        | 05     | 03     | 03                          |
| <b>11<sup>th</sup> standard</b>                | 322                       | 09                    | <b>2.80</b>  | <b>08</b>       | 01      | <b>10</b>        | 05             | 01                           | 05   | <b>19</b>      | 05        | 01     | 00     | 05                          |
| <b>12<sup>th</sup> standard</b>                | 454                       | 07                    | <b>1.54</b>  | <b>07</b>       | 02      | <b>06</b>        | 03             | 01                           | 04   | <b>14</b>      | 03        | 03     | 01     | 03                          |

In addition to the above findings, the following observations have been made on the cultural representation of the textbooks.

#### **6.2.6 Observations and Variations in the Cultural Representation Across Standards, Medium, and Levels**

##### **i. Observation 1: Small Thoughtful Addition Makes a Bigger Impact on Cross-Cultural Understanding**

The 9<sup>th</sup> standard Marathi and English medium textbooks both contain a lesson ‘Fall of Troy’. The only difference in these lessons is that the lesson in the English medium textbook has an additional introduction that provides references to the source culture by mentioning the epics, such as Ramayana and Mahabharata, before introducing the Greek epics, such as *Iliad* and *Odyssey*. It also implies that the reference to the source culture is missing in the Marathi medium textbook. This addition of a small introductory paragraph on Indian epics allows students to relate the Greek epics with the source culture and provides a context for comparison between Greek and Indian epics, which leads to the development of an additional dimension of ICC, i.e., skill (1) of interpreting and relating.

It further implies and also leads us to a suggestion that such small but thoughtful additional changes provide a context for comparison and add cross-cultural references in the textbooks. Eventually, it increases the wider representation of different cultures and enhances the scope for broader cultural understanding. This suggestion has been restated in the suggestions section below.

##### **ii. Observation 2: Missed Opportunities**

The 9<sup>th</sup> standard English medium textbook has recommended readings of novels from English literature in its question/task/activity section. The suggested readings include

‘Robinson Crusoe’ by Daniel Defoe, ‘Gulliver’s Travels’ by Jonathan Swift, ‘Alice in Wonderland’ by Lewis Carroll, ‘The Gift of the Magi’ by O. Henry and ‘Where Lies the Land...’ by A. C. Clough. All these readings encourage students to take an interest in the target language and its literature, i.e. English literature.

However, this kind of reading of novels from English literature is not suggested in the Marathi medium 9<sup>th</sup> Standard English language textbook. By not suggesting such readings, the textbook has reduced the opportunity to introduce the students to the target culture and its literature, which would have increased the students’ knowledge and cross-cultural understanding of the target culture.

Though all the textbooks show the minor representation of the cultural content in the English language textbooks, the following slight variations are observed. It also helps us to gain a comparative overview of the cultural representation in the textbooks.

- English medium textbooks of 9<sup>th</sup> (2.22%) and 10<sup>th</sup> (2.34%) standards have slightly more representation of cultural content compared to Marathi medium English textbooks of 9<sup>th</sup> (1.72%) and 10<sup>th</sup> (1.61%) standards.
- The 11<sup>th</sup> standard (2.80%) English language textbook has slightly more representation than the 12<sup>th</sup> standard (1.54%) English language textbook.
- No notable variation was found in the secondary and higher secondary levels in terms of overall cultural representation.

In terms of representation of cultural themes, i.e. Big C and small c, the following variation was observed in secondary and higher secondary textbooks.

- Compared to the secondary level textbooks (9<sup>th</sup> and 10<sup>th</sup>), the higher secondary textbooks (11<sup>th</sup> and 12<sup>th</sup>) have higher or equal representation of one of the themes of small c, i.e. Values. The theme has a higher frequency in the 11<sup>th</sup> standard (ten times)

textbooks and an equal frequency in the 12<sup>th</sup> standard (for times) textbook compared to the themes of Big C (see Appendix C for the frequency of cultural themes of Big C and small c).

A following variation was observed in terms of representation of types of culture, i.e. source, target, international target cultures and open/non-specific culture.

- In contrast to all six language textbooks, which have more representation of the source culture, the 10<sup>th</sup> standard English medium textbook has more representation of the international target culture (ten times). It also shows a relatively balanced representation of other types of cultures, such as target, source, and open/non-specific cultures, which appear eight, seven and six times, respectively.

The following section summarises findings on Teachers' and students' attitudes towards culture and opinions on cultural representations in English language textbooks.

### **6.3 Summary of Findings on Teachers' and Students' Attitudes towards Culture and Opinions on Cultural Representations in English Language Textbooks**

This chapter helps us to answer two research questions. As the chapter attempts to understand the attitudes of teachers and students towards teaching and learning culture through English language textbooks, it helps us to answer a research question, "What are the teachers' and students' attitudes towards the culture in English language textbooks"? It also attempts to understand teachers' and students' opinions on cultural representation in English language textbooks and compares them with the research analysis. Therefore, it also helps us to answer another research question, i.e., "How are language and culture represented in Maharashtra State's English language textbooks?" The section-wise findings are presented below.

### **6.3.1 Section A: The Teachers' and Students' Attitudes towards Teaching and Learning Culture through English Language Textbooks**

- i. The analysis of the attitudinal score revealed that a significant majority of teachers and students have positive attitudes towards teaching culture through English language textbooks, with very few expressing less positive or neutral attitudes. This indicates a strong consensus among teachers and students on integrating cultural content or teaching and learning culture through English language textbooks.

### **6.3.2 Section B: Teachers' and Students' Attitudes/ Inclination towards the 'Cultural Themes' of Big C and Small c and 'Types of Culture'**

#### **6.3.2.1 Big C and Small c Cultural Themes**

- ii. The majority of teachers and students are interested in and are positive towards teaching and learning about Big C culture and small c culture.
- iii. When the teachers' and students' responses towards Big C cultural themes and small c cultural themes were compared, it was found that teachers showed an almost equal inclination towards learning Big C and small c culture. However, students showed more inclination towards learning Big C culture than small c culture.

#### **6.3.2.2 Types of Culture**

- iv. The teachers and students have source culture as their first preference, target culture as second and international target culture as third in teaching and learning.
- v. Moreover, the teachers' and students' minimal disagreements and generous agreement with the statements that 'while teaching/learning the English language, I am more interested in teaching/learning about the culture of source culture, target culture and international target culture' reaffirm that they are positive about teaching and learning about different cultures.

### **6.3.3 Section C: Teachers' and Students' Opinions on Cultural Representation in English Language Textbooks and Researcher's Analysis of Cultural Representation**

- vi. The opinions of teachers and students and the analysis of the researcher clearly suggest that the warming up/pre-lesson section and question/ post-lesson section do not have adequate cultural representation.
- vii. The teachers' and students' opinions and the researcher's analysis both highlight the greater representation of Big C culture and lower representation of small c culture in the prescribed English language textbooks.
- viii. The teachers and students opine that the representation of all the types of cultures, i.e. source, target and international target culture is inadequate.
- ix. The researcher's analysis shows that though there is an inadequate and imbalanced representation of culture, the textbooks have a distribution of all types of cultures, including source, target, and international target cultures.
- x. The representation of source culture is relatively higher than that of target and international target cultures. This is true except for 10<sup>th</sup> standard English medium textbooks, which show a relatively higher representation of international target cultures.

In brief, both teachers and students show positive attitudes towards teaching and learning culture through English language textbooks. They are also found to be positive and interested in learning about Big C and small c cultural themes and different types of cultures; however, they indicate source culture as their first preference. While students show relatively more inclination towards Big C culture, teachers exhibit almost the same inclination towards both. Additionally, teachers and students seem to have a consensus regarding the inadequate cultural representation, which is reaffirmed by the researcher's analysis.

The following section discusses the findings of the study in the light of previous studies.

## **6.4 Discussion of the Findings**

The findings of the research contribute to the current body of literature on understanding cultural representation and its implications for enhancing ICC. Additionally, it helps to understand the less explored area of attitudes of teachers and students towards cultural representation in English textbooks. This section attempts to relate the findings of this study to previous studies.

### **6.4.1 Inadequacy of Cultural Content and ICC**

The present study's findings reveal that the cultural content in the textbooks is inadequate and insufficient to promote intercultural communication competence. Similar findings were reported by Sercu (2000) and Maijala (2008) while studying the intercultural content and promotion of Intercultural communicative competence through textbooks. Both studies highlight the inadequate representation and further underline the need for adequate representation of cultural aspects in the textbooks to enhance learners' knowledge and skills.

Another finding of the study is that the textbooks predominantly focus on developing only the knowledge dimension of intercultural communicative competence. It is consistent with the Shin et al. (2011) and Rodríguez and Espinar (2015). Shin et al. (2011) reported that most of the ELT textbooks they examined reflected only a knowledge-oriented level representation of culture. Similarly, Rodríguez and Espinar (2015) found the predominance of the knowledge dimension in intermediate and upper intermediate levels of the textbooks they examined.

Regarding the tasks in the textbooks, the present research finds that the pre- and post-lesson tasks are provided in the language textbooks; however, their potential to develop ICC is reduced as they mainly contribute to developing only the knowledge dimension of ICC. Similarly, previous studies on tasks in the textbooks highlighted either the absence of tasks that

could develop ICC (Kiss, 2017) or the focus of the tasks being predominantly on developing linguistic knowledge rather than intercultural competence (Rako, 2015).

#### **6.4.2 On Cultural Themes of Big C and Small c**

The study finds that the cultural themes that appear in the textbooks predominantly represent the Big C culture and significantly lack the representation of the small c culture. This finding reinforces the findings of the previous studies by Lee (2009) and Rodríguez and Espinar (2015). Lee's (2009) study reveals that themes related to Big C Culture, i.e. the visible elements of culture, predominate over small c culture, the invisible part of the culture. Pointing to the dominance of Big C cultural themes in the textbooks, Rodríguez and Espinar (2015) show that the themes of small c, which are invisible aspects of culture, are the most neglected. Similarly, Varón (2009) has pointed out that the treatment of small c culture in textbooks is limited in most cases to anecdotal and peripheral information (as cited in Rodríguez and Espinar, 2015). However, this finding of the study does not align with Dehbozorgi et al. (2014) and Hakander (2018), who found that both Big C and small c were present in the textbooks; however, the representation of small c is higher than Big C.

As far as the findings on the frequency of the cultural themes of Big C and small c are concerned, the present study finds that the Big C culture is mostly represented through the themes of history, literature, geography, and environment. In contrast, the small c culture is mostly represented through the themes of values and gender roles. It is in congruence with the previous studies. Rodríguez and Espinar (2015) noted that the cultural theme of literature is the most frequent among the themes of Big C, in addition to film music and mass media. Among the themes of small c, values is reported as being the highest occurring theme by Lee (2009), Liu and Laohawiriyonons (2013b), and Dehbozorgi et al. (2014).

### **6.4.3 On the Types of Culture**

Regarding the representation of types of culture, differing from Bateman and Mattos' (2006) study, which finds that the textbooks do not represent the viewpoints of diverse groups, the current study reveals that the representation of the source culture, target and international target cultures is found in the textbooks. However, the representation is imbalanced. While studying the characters in terms of nationality in the Indian ELT textbooks, Bose and Gao's (2022) study finds the domination of characters belonging to the target culture. Similarly, Alshenqeeti (2019) found that the textbook content was mostly focused on the target culture, and hardly any representation of the source culture was found.

In contrast, the current study reveals that the representation of the source culture is relatively higher than that of the target and international target cultures. Similar findings were reported by Rahim and Daghigh (2020) and Dahmardeh and Kim (2020). Rahim and Daghigh (2020) revealed that the textbooks emphasise the source culture without neglecting the other culture, whereas Dahmardeh and Kim (2020) found higher representation of source culture significantly under-representing target and international cultures in the textbooks. Regarding the learners' preferences for types of culture, Alshenqeeti (2019) found that the learners did not show any significant interest towards the source culture. Rather, they prioritised the target and international target cultures. However, the current study finds that students have source culture as their first preference, target culture as second and international target culture as third in teaching and learning.

### **6.4.4 On the Teachers' and Students' Attitudes**

The analysis of the attitudinal score revealed that a significant majority of teachers and students have positive attitudes towards teaching culture through English language textbooks. The findings of the study are consistent with the findings of Byram and Risager (1999), Sercu

(2002), Kahraman. (2016), and McGiffert-Sandoval (2025). While checking the willingness of the teachers to teach culture in the language classrooms, Byram and Risager (1999) found a growing awareness of cultural dimensions amongst teachers and a clear willingness to teach both language and culture. Similarly, Sercu (2002) found that the teachers are in favour of teaching intercultural communicative competence, which is indicative of their positive attitude. Further, Kahraman. (2016) found that teachers and students have positive attitudes towards culture and are interested in teaching and learning about it. Moreover, while examining teacher perceptions of cultural proficiency in teaching, McGiffert-Sandoval (2025) found that the teachers recognise the importance of culturally relevant pedagogy, which indicates teachers' positive attitude and aligns with the current study's findings.

Regardless of similarities and differences, all these studies show inadequate and imbalanced representation of culture in the language textbooks. However, on the positive side, there is a growing awareness and acceptance of culture in language teaching.

The following section discusses the implications of the study.

## **6.5 Implications**

There is a direct link between the cultural content in the textbook and the cultural exposure and cultural awareness that learners receive. Therefore, the inadequate cultural content in the textbooks surely results in inadequate exposure or inadequate cultural awareness among learners. As a result, learners may acquire the linguistic skills but fail to grasp the cultural context in which they are used. This limited understanding of the culture may develop a skewed or biased perception of other cultures and hinder learners' ability to communicate across cultures.

The textbooks mainly represent the Big C culture and significantly lack the representation of the small c culture. When the representation of culture is restricted to the Big

C culture, the understanding of the less visible aspects of culture, i.e. small c culture, remains limited. As the aspects of small c culture, such as values and gender roles, provide deeper insights into the practices and perceptions of the culture, their underrepresentation in the language textbooks leads to an incomplete cultural understanding, leading to misunderstandings in intercultural communication.

Representation of diverse cultures enhances the understanding of the similarities and differences among cultures, which broadens the worldview, increases acceptance and tolerance, and further promotes appreciation and a positive attitude towards cultural diversity. The representation of types of cultures in the textbooks shows that the representation of the source culture is higher than that of the target culture, and there is very little representation of the international target culture. Though the representation of the source culture may make the learners well aware of their own cultures, the limited and imbalanced presentation of the target and international target cultures may hinder the development of students' broader and holistic cross-cultural understanding, which is essential for intercultural communication.

The predominant focus only on the knowledge dimension leaves minimal scope for developing other dimensions of ICC. Such predominant knowledge-based representations of culture without other dimensions of ICC limit the potential of the textbooks to promote intercultural communicative competence. Conversely, in addition to knowledge, inclusion of the cultural content which helps to develop other dimensions of ICC, such as attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness, will enhance the potential of the textbook to promote intercultural communicative competence among learners.

Confirming the teachers' and students' positive attitude, the current study reinforces the teachers' and students' readiness and willingness towards teaching and learning cultural content

through language textbooks and suggests to the curriculum developers to integrate adequate cultural content into the language textbooks.

The following suggestions are offered based on the findings of the study.

## **6.6 Suggestions**

- i. As textbooks play a significant role in understanding culture and increasing cultural awareness among learners, the cultural representation in language textbooks should be adequate, balanced and diverse.
- ii. The textbooks should include adequate cultural content and balanced representation of cultural themes, such as Big C and small c, which contribute to a holistic understanding of culture. Additionally, it should be diverse in terms of representation of source, target, and international target cultures, which enhances cross-cultural understanding.
- iii. The textbooks should include sufficient tasks/activities related to culture, which will help to enhance intercultural communicative competence.
- iv. The context for comparison enhances and promotes cross-cultural understanding in students. Therefore, more activities that provide context for comparison should be added to the textbook.
- v. Teacher training programs on teaching cultural content through language textbooks: The research finds that the teachers are positive about teaching cultural content through language textbooks. As language teachers are mainly trained to teach the language content and grammar, additionally, they may be given orientation regarding teaching cultural content through language textbooks during pre-service and in-service training programs. It will help them to identify the cultural content in the textbooks and teach it more effectively. Moreover, it will help them use the textbook to its maximum potential and eventually help the students to gain cultural awareness.

## **6.7 Limitations of the Present Research and Directions for Further Research**

The present research focuses on the representation of cultural content and the potential of the textbooks to develop the dimensions of ICC in the secondary and higher secondary English language textbooks of Maharashtra state.

- i. Other Indian states' secondary and higher secondary English language textbooks can be evaluated for their representation of the cultural content and the potential for developing the ICC dimensions.
- ii. Similarly, the English language textbooks of secondary and higher secondary levels of NCERT can be evaluated for their representation of the cultural content and the potential for developing the dimensions of ICC.

## **6.8 Conclusion**

The study finds that teachers and students have positive attitudes towards teaching and learning culture through English language textbooks and are also positive and interested in learning about Big C and small c cultural themes and different types of cultures. It was also found that the cultural representations in English language textbooks have a minor representation of cultural content, which is predominantly represented through the cultural themes of Big C, and source culture and primarily develops only the knowledge dimension of ICC.

The findings of the study imply that the inadequate representation of cultural content, the limited representation of small c culture, and target and international target cultures hinder the students' holistic and cross-cultural understanding. Additionally, the predominant focus on only knowledge leaves minimal scope for developing other dimensions of ICC.

Therefore, in order to develop a holistic understanding of cultures, the cultural representation in English language textbooks must be adequate in cultural content, balanced in

representation of cultural themes such as Big C and small c, and broader in terms of cultural perspective from source, target, and international target cultures which enhances cross-cultural understanding. Additionally, it needs to be adequate for developing the dimension of ICC, which enhances students' abilities and skills required to interact with the culturally diverse but interconnected world.

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## Appendix A

### *Tabular Representation of the Textbook Analysis*

**Table A-1**

**Tabular Representation of 9<sup>th</sup> Standard English Textbook (Marathi Medium)-Warming Up**

| Unit No.               | Name of lesson            | Warming Up                                                                                                                                                                                                                                                                                                                                                                                                     | Cultural themes                                                                                                           |         | Type of culture |                |                                                                                                                                               |                               | ICC Dimensions                                                                                                           |           |         |         |                             |
|------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------|-----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                        |                           |                                                                                                                                                                                                                                                                                                                                                                                                                | Big C                                                                                                                     | Small c | Source culture  | Target culture | International Target Culture                                                                                                                  | Open for all types of Culture | Knowledge                                                                                                                | Attitudes | Skill 1 | Skill 2 | Critical cultural awareness |
| Unit 3                 | 3.2 The Fall of Troy      | <ul style="list-style-type: none"> <li>• Do you know stories from any epics or mythological poems?</li> <li>• Who is your favourite mythological character? What do you like about that character?</li> <li>• Who is your favourite warrior?</li> <li>• If you could visit a place in the ancient world or the mythological world, which place would you choose? Which event would you like to see?</li> </ul> | History, Literature                                                                                                       |         |                 |                |                                                                                                                                               | <div>✓</div> <div>✓</div>     | <div>✓</div> <div>✓</div>                                                                                                |           |         |         |                             |
| Unit 4                 | 4.4 The Tempest           | 4. Find out the names of at least 5 of Shakespearean plays. Example: Romeo and Juliet                                                                                                                                                                                                                                                                                                                          | Literature                                                                                                                |         |                 | ✓              |                                                                                                                                               |                               | ✓                                                                                                                        |           |         |         |                             |
| Total No. of Units (4) | Total no. of Lessons (20) | Number of Activity/ task/ Sets of questions in Warming Up (54)<br><br><b>Culture-related activity (02)</b>                                                                                                                                                                                                                                                                                                     | <b>Total no. of themes (02)</b><br><b>Big C</b> theme (02)<br>Literature (02)<br>history (01)<br><b>Small c</b> theme (0) |         |                 |                | <b>Type of culture</b><br>Source culture (0)<br>Target Culture (01)<br>International target Culture (0)<br>Open for all types of Culture (02) |                               | <b>ICC Dimensions</b><br>Knowledge (03)<br>Attitudes (0)<br>Skills1(0)<br>Skills2 (0)<br>Critical Cultural awareness (0) |           |         |         |                             |

Note: Skill 1: Skill of Interpreting and relating; Skill 2: Skills of discovery and interaction.

**Table A-2**

**Tabular Representation of 9<sup>th</sup> Standard English Textbook (Marathi Medium)- Content / Lesson section**

| Unit no.                | Topic/ lessons              | Content                          | Cultural themes                                                                                                                                                                           |         | Type of culture                                                                                                                                 |                |                              |                               | ICC Dimensions                                                                                                                |           |         |         |                             |
|-------------------------|-----------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                         |                             |                                  | Big C                                                                                                                                                                                     | Small c | Source culture                                                                                                                                  | Target culture | International target culture | Open for all types of Culture | Knowledge                                                                                                                     | Attitudes | Skills1 | Skills2 | Critical Cultural awareness |
| Unit 1                  | 1.4 The Story of Tea        | Food/ History/ Custom            | Food History Custom                                                                                                                                                                       |         | ✓                                                                                                                                               | ✓              | ✓                            |                               | ✓                                                                                                                             |           | ✓       |         | ✓                           |
|                         | 1.5 The Necklace            | Custom                           | Custom                                                                                                                                                                                    |         |                                                                                                                                                 |                | ✓                            |                               | ✓                                                                                                                             |           |         |         |                             |
| Unit 3                  | 3.2 The Fall of Troy        | Literature / History             | Literature History                                                                                                                                                                        |         |                                                                                                                                                 |                | ✓                            |                               | ✓                                                                                                                             |           |         |         |                             |
|                         | 3.4 Think Before You Speak! | Values                           |                                                                                                                                                                                           | Values  |                                                                                                                                                 |                |                              | ✓                             | ✓                                                                                                                             |           |         |         |                             |
|                         | 3.5 Great Scientists        | Science                          | Science                                                                                                                                                                                   |         |                                                                                                                                                 | ✓              |                              |                               | ✓                                                                                                                             |           |         |         |                             |
| Unit 4                  | 4.2 Reading Works of Art    | Art                              | Art                                                                                                                                                                                       |         | ✓                                                                                                                                               |                |                              |                               | ✓                                                                                                                             |           |         |         |                             |
|                         | 4.4 The Tempest             | Literature                       | Literature                                                                                                                                                                                |         |                                                                                                                                                 | ✓              |                              |                               | ✓                                                                                                                             |           |         |         |                             |
| Total no. of Units (04) | Total no. of lessons (20)   | Total no. Themes in content (07) | <b>Total no. of cultural Themes</b><br><b>Big C (06)</b><br>Literature (02)<br>Art (01)<br>Science (01)<br>Food (01)<br>History (02)<br>Custom (01)<br><b>Small c (01)</b><br>Values (01) |         | <b>Type of culture</b><br>Source Culture (02)<br>Target Culture (03)<br>International Target Cultures (03)<br>Open for all cultural themes (01) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (07)<br>Attitudes (00)<br>Skills1 (01)<br>Skills2 (00)<br>Critical Cultural awareness (01) |           |         |         |                             |

**Table A-3**

**Tabular Representation of 9<sup>th</sup> Standard English Textbook (Marathi Medium)- Question section**

| Unit no.               | Name of the lesson                             | Culture-related questions                                                                                                                                                                                                                                         | Cultural themes                                                                                                             |         | Types of culture                                                                                                                               |                |                               |                               | ICC Dimensions                                                                                                             |           |          |          |                             |
|------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------------------------|
|                        |                                                |                                                                                                                                                                                                                                                                   | Big C                                                                                                                       | Small c | Source culture                                                                                                                                 | Target culture | International Target cultures | Open for all types of Culture | Knowledge                                                                                                                  | Attitudes | Skills 1 | Skills 2 | Critical cultural awareness |
| Unit 3                 | 3.2 The Fall of Troy                           | Q.4. From either of our two Indian epics, find out which battle/war lasted the longest? Write down about its cause, the enemy armies, its heroes, its duration and the final outcome.<br>Cause<br>• The enemy armies<br>• Heroes<br>• Duration<br>• Final outcome | History                                                                                                                     |         | ✓                                                                                                                                              |                |                               |                               | ✓                                                                                                                          |           | ✓        |          | ✓                           |
|                        | 3.5 Great Scientists                           | 4. Find out more about the following scientists with the help of the internet. (a) Michael Faraday (b) Humphry Davy (c) Thomas Edison (d) James Maxwell                                                                                                           | Science                                                                                                                     |         |                                                                                                                                                |                | ✓                             |                               | ✓                                                                                                                          |           |          |          |                             |
| Unit 4                 | 4.4 The Tempest                                | Q.5. Activity: Live English: Tourism                                                                                                                                                                                                                              | History<br>Geography<br>,<br>Environment                                                                                    |         | ✓<br>✓<br>✓                                                                                                                                    |                |                               |                               | ✓                                                                                                                          |           |          |          |                             |
| Total No. of Units (4) | Total no. of questions in whole textbook (237) | <b>Cultural related question (03)</b>                                                                                                                                                                                                                             | <b>Big C Themes (04)</b><br>History (02)<br>Geography (01)<br>Environment (01)<br>Science (01)<br><b>Small c themes (0)</b> |         | <b>Type of culture</b><br>Source Culture (04)<br>Target Culture (0)<br>International Target Cultures (01)<br>Open for all types of culture (0) |                |                               |                               | <b>ICC Dimensions</b><br>Knowledge (03)<br>Attitudes (0)<br>Skills1(01)<br>Skills2 (0)<br>Critical Cultural awareness (01) |           |          |          |                             |

**Table A-4****Tabular Representation of 10<sup>th</sup> Standard English Textbook (Marathi Medium)- Warming Up**

| Unit No. | Name of the lesson        | Warming Up                                                                                                                                                                                                                                                                                                                                                | Cultural themes |             | Type of culture |                |                              |                               | ICC Dimensions |           |          |          |                             |
|----------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------|-----------------|----------------|------------------------------|-------------------------------|----------------|-----------|----------|----------|-----------------------------|
|          |                           |                                                                                                                                                                                                                                                                                                                                                           | Big C           | Small c     | Source Culture  | Target Culture | International Target Culture | Open for all types of Culture | Knowledge      | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 1   | 1.3Basketful of Moonlight | Discuss in pairs and write what your father and mother do for your family<br>Ex-Father -Works hard to earn a living,<br>Mother - keeps the house clean                                                                                                                                                                                                    |                 | Gender role | ✓               |                |                              |                               | ✓              |           |          |          |                             |
| Unit 2   | 2.6 World Heritage        | 1. Chit-Chat: I can talk about the world: Form groups of 6 to 8 students. Each group should select any one Continent and share the following information about each.<br>1. Important cities<br>2. Sight-seeing places of tourist interest<br>3. Food speciality-cuisine<br>4. Wild life<br>5. Different types of regions and vegetation.<br>6. Human life | Food/ Geography |             |                 |                |                              | ✓                             | ✓              | ✓         | ✓        | ✓        | ✓                           |
|          | 2.6 World Heritage        | 2. Prepare a Travel Brochure or Leaflet of your native place or any town/historical place/hill station to attract tourists using the points below<br>Nearest Railway Station<br>Nearest Air Port<br>Nearest Bus Stand<br>Top five spots to visit                                                                                                          | Geography       |             | ✓               |                |                              |                               | ✓              |           |          |          |                             |

|                                            |                                             |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                  |                                                                                                                                                 |  |   |  |  |                                                                                                                              |  |  |  |  |
|--------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|---|--|--|------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                                            |                                             | Special Features of these spots                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                  |                                                                                                                                                 |  |   |  |  |                                                                                                                              |  |  |  |  |
| Unit<br>3                                  | 3.2 A<br>Lesson in<br>Life from<br>A Beggar | <p>“Many slang expressions/terms are used for people having positive or negative traits. Match the expressions in Column A with type of persons in Column B”.</p> <ol style="list-style-type: none"> <li>1. Couch Potato</li> <li>2. Worry Wart</li> <li>3. Fuddy-duddy</li> <li>4. Wet blanket</li> <li>5. Whiz</li> <li>6. Black sheep</li> <li>7. Live wire</li> </ol> |                                                                                                                                                                  | Daily<br>routine<br>s                                                                                                                           |  | ✓ |  |  | ✓                                                                                                                            |  |  |  |  |
| Total<br>No.<br>of<br><b>Units<br/>(4)</b> | Total no.<br>of<br>Lessons<br>(22)          | Number of Activity/ task/ Sets of<br>questions (65)<br><br><b>Culture-related activity (04)</b>                                                                                                                                                                                                                                                                           | <b>Total no. of<br/>cultural Themes</b><br><b>Big C (02)</b><br>Food (01)<br>Geography (02)<br><b>Small c (02)</b><br>Gender role (01)<br>Daily routines<br>(01) | <b>Type of culture</b><br>Source Culture (02)<br>Target Culture (01)<br>International Target Cultures (0)<br>Open for all types of culture (01) |  |   |  |  | <b>ICC Dimensions</b><br>Knowledge (04)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (01)<br>Critical Cultural awareness (01) |  |  |  |  |

**Table A-5**

**Tabular Representation of 10<sup>th</sup> Standard English Textbook (Marathi Medium)- Content / Lesson**

| Unit no.                | Topic/ lessons                                      | Content                             | Cultural themes                                                                                                                                                |             | Type of culture                                                                                                                                  |                |                              |                               | ICC Dimensions                                                                                                              |           |         |         |                             |
|-------------------------|-----------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                         |                                                     |                                     | Big C                                                                                                                                                          | Small c     | Source culture                                                                                                                                   | Target culture | International target culture | Open for all types of Culture | Knowledge                                                                                                                   | Attitudes | Skills1 | Skills2 | Critical Cultural awareness |
| Unit 2                  | 2.5 Book Review - Swami and Friends                 | Literature                          | Literature                                                                                                                                                     |             | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                           |           |         |         |                             |
| Unit 4                  | 4.2 Bholi                                           | Gender Role                         |                                                                                                                                                                | Gender role | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                           |           | ✓       |         | ✓                           |
|                         | 4.4 Unbeatable Super Mom                            | Sports                              | Sports                                                                                                                                                         |             | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                           |           |         |         |                             |
|                         | 4.5 Joan of Arc                                     | Literature/ History/ Gender role    | Literature/ History                                                                                                                                            | Gender role |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                           |           |         |         |                             |
|                         | 4.6 A Brave Heart Dedicated to Science and Humanity | Science                             | Science                                                                                                                                                        |             |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                           |           |         |         |                             |
| Total no. of Units (04) | Total no. of lessons (22)                           | Total no. of Themes in content (05) | <b>Total no. of Cultural Themes</b><br>Big C (04)<br>Literature (02)<br>History (01)<br>Science (01)<br>Sports (01)<br><b>Small c (01)</b><br>Gender role (02) |             | <b>Type of culture</b><br>Source Culture (03)<br>Target Culture (00)<br>International Target Cultures (02)<br>Open for all types of culture (00) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (05)<br>Attitudes (0)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (01) |           |         |         |                             |

**Table A-6*****Tabular Representation of 10<sup>th</sup> Standard English Textbook (Marathi Medium)- Questions Section***

| Unit no. | Topic/<br>lessons             | Culture related<br>questions                                                                                                                                                                                                                                                  | Cultural themes                |                        | Type of culture   |                   |                                        |                                           | ICC Dimensions |               |             |             |                                       |
|----------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------|-------------------|-------------------|----------------------------------------|-------------------------------------------|----------------|---------------|-------------|-------------|---------------------------------------|
|          |                               |                                                                                                                                                                                                                                                                               | Big C                          | Small c                | Source<br>culture | Target<br>culture | Internati<br>onal<br>target<br>culture | Open<br>for all<br>types<br>of<br>Culture | Knowle<br>dge  | Attitud<br>es | Skills<br>1 | Skills<br>2 | Critical<br>Cultural<br>awarenes<br>s |
| Unit 2   | 2.6 World<br>Heritage         | Q.16. (a) Make a list of sites from our State that are included in the World Heritage Sites. Try to visit one of them. Write the importance of that World Heritage Site. Also write your impression of it in your notebook.                                                   | History<br>/<br>Geograp<br>hy/ |                        | ✓                 |                   |                                        |                                           | ✓              |               |             |             |                                       |
| Unit 4   | 4.2 Bholi                     | Q.2. The story focusses on some social problems and evil practices that are prevailing in the society. Read the text carefully and make a list of all social problems and evil practices. Discuss in the class to find some solutions to these problems. One is done for you. | Custom                         | Gen<br>der<br>Rol<br>e | ✓                 |                   |                                        |                                           | ✓              |               |             |             | ✓                                     |
|          | 4.3 O Captain!<br>My Captain! | Q. 9. The feeling of grief and pain of the speaker in this poem are comparable to those of a great Maratha leader, in spite of winning the battle at a fort in Maharashtra. Guess who the great Maratha leader was and the captain who was killed in                          | History                        |                        | ✓                 |                   |                                        |                                           | ✓              |               | ✓           | ✓           |                                       |

|                         |                                                |                                                                                                                                                                                                                                                                                                                            |                                                                                                                             |                                                                                                                                                  |   |  |   |  |                                                                                                                               |  |   |   |  |
|-------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---|--|---|--|-------------------------------------------------------------------------------------------------------------------------------|--|---|---|--|
|                         |                                                | the battle. Write down other basic historical facts of the above.                                                                                                                                                                                                                                                          |                                                                                                                             |                                                                                                                                                  |   |  |   |  |                                                                                                                               |  |   |   |  |
|                         | 4.5 Joan of Arc                                | Q.6. From an Indian history book or internet, find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karna Wati of Mewad). Write out 3 points of similarity and 3 points of contrast between any one of the above Indian Queens and Joan of Arc. Write in your own words. | History/                                                                                                                    |                                                                                                                                                  | ✓ |  | ✓ |  | ✓                                                                                                                             |  | ✓ | ✓ |  |
| Total no. of Units (04) | Total no. of questions in whole textbook (431) | <b>Total no. of Cultural related question (04)</b>                                                                                                                                                                                                                                                                         | <b>Big C themes (03)</b><br>History (03)<br>Geography (01)<br>Custom (01)<br><b>Small c themes (01)</b><br>Gender Role (01) | <b>Type of culture</b><br>Source Culture (04)<br>Target Culture (00)<br>International Target Cultures (01)<br>Open for all types of culture (00) |   |  |   |  | <b>ICC Dimensions</b><br>Knowledge (04)<br>Attitudes (00)<br>Skills1 (02)<br>Skills2 (02)<br>Critical Cultural awareness (01) |  |   |   |  |

**Table A-7**

***Tabular Representation of 9<sup>th</sup> Standard English Textbook (English Medium)- Warming Up***

| Unit No.               | Name of the lesson        | Warming Up                                                                                                                                                                                                                                                                                                                                                                                                                                       | Cultural themes                                                                                                                                        |                 | Type of culture                                                                                                                                          |                |                              |                               | ICC Dimensions                                                                                                               |           |          |          |                             |
|------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------------------------|
|                        |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Big C culture                                                                                                                                          | Small c culture | Source Culture                                                                                                                                           | Target Culture | International Target Culture | Open for all types of Culture | Knowledge                                                                                                                    | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 2                 | 2.5 Autumn                | 1. What changes do you see in nature in each of the following seasons? A few sentences are given below as examples. Use these and your own to describe a season appropriately.<br>(a) Name the six seasons according to the Indian calendar. Which of the seasons is equivalent to Autumn<br>(b) What changes do we see in the life of human beings when the season changes? Write with reference to their (a) clothes (b) diet (c) celebrations | food, clothing Environment and Festival                                                                                                                |                 | ✓                                                                                                                                                        |                |                              |                               | ✓                                                                                                                            |           | ✓        |          |                             |
| Unit4                  | 4.5 Tansen                | 1. Indian Classical music consists of many Ragas. Find out from an expert or the internet, the names of at least 10 Ragas and the time when they are sung to produce greater effect.                                                                                                                                                                                                                                                             | Music                                                                                                                                                  |                 | ✓                                                                                                                                                        |                |                              |                               | ✓                                                                                                                            |           |          |          |                             |
| Total no. of Units (4) | Total No. of lessons (20) | Total number of questions/activities (45)<br><b>Culture-related questions/activities (02)</b>                                                                                                                                                                                                                                                                                                                                                    | <b>Total no. of cultural Themes Big C (05)</b><br>food (01)<br>clothing (01)<br>Environment (01)<br>Festival (01)<br>Music (01)<br><b>Small c (00)</b> |                 | <b>Type of culture</b><br>Source Culture (02)<br>Target Culture (00)<br>International Target Cultures (00)<br>Open for all types of cultural themes (00) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (02)<br>Attitudes (00)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (00) |           |          |          |                             |

**Table A-8**

***Tabular Representation of 9<sup>th</sup> Standard English Textbook (English Medium)- Content/Lesson***

| Unit no.                | Topic/ lessons                             | Content                             | Cultural themes                                                                                                                                                  |         | Type of culture                                                                                                                                  |                |                              |                               | ICC Dimensions                                                                                                               |           |         |         |                             |
|-------------------------|--------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                         |                                            |                                     | Big C                                                                                                                                                            | Small c | Source culture                                                                                                                                   | Target culture | International target culture | Open for all types of Culture | Knowledge                                                                                                                    | Attitudes | Skills1 | Skills2 | Critical Cultural awareness |
| Unit 1                  | 1.2 A Synopsis - The Swiss Family Robinson | literature                          | literature                                                                                                                                                       |         |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
|                         | 1.5 The Necklace                           | Custom                              | Custom                                                                                                                                                           |         |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
| Unit 2                  | 2.2 A True Story of Sea Turtles            | Environment                         | Environment                                                                                                                                                      |         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            | ✓         |         |         |                             |
|                         | 2.4 The Fall of Troy                       | Literature/ History                 | Literature / History                                                                                                                                             |         | ✓                                                                                                                                                |                | ✓                            |                               | ✓                                                                                                                            |           | ✓       |         |                             |
| Unit 3                  | 3.2 Reading Works of Art                   | Art                                 | Art                                                                                                                                                              |         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |         |         |                             |
| Total no. of Units (04) | Total no. of lessons (20)                  | Total no. of Themes in content (05) | <b>Total no. of cultural Themes</b><br><b>Big C (5)</b><br>Literature (01)<br>History (01)<br>Art (01)<br>Environment (01)<br>Custom (01)<br><b>Small c (00)</b> |         | <b>Type of culture</b><br>Source Culture (03)<br>Target Culture (00)<br>International Target Cultures (03)<br>Open for all types of culture (00) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (05)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (00) |           |         |         |                             |

**Table A-9**

***Tabular Representation of 9<sup>th</sup> Standard English Textbook (English Medium)- Question Section***

| Unit no. | Name of the lesson and Total no. of questions | Culture-related questions                                                                                                                                                                                                                                                                                                                                                                   | Cultural themes |         | Types of culture |                |                              |                               | ICC Dimensions |           |         |         |                             |
|----------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------|------------------|----------------|------------------------------|-------------------------------|----------------|-----------|---------|---------|-----------------------------|
|          |                                               |                                                                                                                                                                                                                                                                                                                                                                                             | Big C           | Small c | Source culture   | Target culture | International Target culture | Open for all types of Culture | Knowledge      | Attitudes | Skill 1 | Skill 2 | Critical cultural awareness |
| Unit 2   | 2.2 A True Story of Sea Turtles               | Q3. Prepare a poster to illustrate how the turtle eggs were/are protected. Include the following in the poster. 1 Some pictures of sea turtles and their habitat 1 Information about turtle nests and eggs 1 A picture and information about a 'protected nest' 1 Appeal to the public to spread awareness about their conservation 1 Some data (figures) regarding the achievements so far | Environment     |         |                  |                |                              | ✓                             | ✓              | ✓         |         |         | ✓                           |
|          | 2.4 The Fall of Troy                          | Q.6. From either of our two Indian epics, find out which battle/war lasted the longest? Write down about its cause, the enemy armies, its heroes, its duration and the final outcome.                                                                                                                                                                                                       | History         |         | ✓                |                |                              |                               | ✓              |           |         | ✓       |                             |

|                         |                                                |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                          |             |                                                                                                                                           |  |  |   |                                                                                                                       |  |   |   |   |
|-------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|-----------------------------------------------------------------------------------------------------------------------|--|---|---|---|
| Unit 3                  | 3.2 Reading Works of Art                       | Q.10. Gather information on any one of the following by talking to your elders, family members and from other sources in your mother tongue and write a short note on it in English.<br>1. A special type of embroidery<br>2. A special dish that is prepared on a special occasion at home.<br>3. Something that you use to decorate your home on special occasions. | Art, Food/ Custom /and Festival .                                                                                                                                        |             | ✓                                                                                                                                         |  |  |   | ✓                                                                                                                     |  |   | ✓ |   |
|                         | 3.4 How the First Letter was Written           | Q.11. Write a short passage / essay on ‘Women Power’ in the Neolithic, Medieval and Present Times.                                                                                                                                                                                                                                                                    | History                                                                                                                                                                  | Gender role |                                                                                                                                           |  |  | ✓ | ✓                                                                                                                     |  | ✓ | ✓ | ✓ |
| Unit 4                  | 4.3Intellectual Rubbish                        | Q.10. Write an imaginary dialogue contesting opposite views on a topic of your choice, e.g., ‘Girls should learn to do all the housework and not boys.’                                                                                                                                                                                                               |                                                                                                                                                                          | Gender role |                                                                                                                                           |  |  | ✓ | ✓                                                                                                                     |  | ✓ |   | ✓ |
| Total no. of Units (04) | Total no. of questions in whole textbook (271) | Total no. of culture-related Questions (05)                                                                                                                                                                                                                                                                                                                           | Total no. of cultural Themes Big C (06)<br>History (02)<br>Environment (01)<br>Art (01)<br>Food (01)<br>Custom (01)<br>Festival (01)<br>Small c (01)<br>Gender role (02) |             | Type of culture<br>Source Culture (02)<br>Target Culture (00)<br>International Target Cultures (00)<br>Open for all types of culture (03) |  |  |   | ICC Dimensions<br>Knowledge (05)<br>Attitudes (01)<br>Skills1(02)<br>Skills2 (03)<br>Critical Cultural awareness (03) |  |   |   |   |

**Table A-10**

***Tabular Representation of 10<sup>th</sup> Standard English Textbook (English Medium)-Warming Up***

| Unit No. | Name of the lesson                    | Warming Up                                                                                                                                                                                                                               | Cultural themes   |                 | Type of culture |                |                              |                               | ICC Dimensions |           |          |          |                             |
|----------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|-----------------|----------------|------------------------------|-------------------------------|----------------|-----------|----------|----------|-----------------------------|
|          |                                       |                                                                                                                                                                                                                                          | Big C culture     | Small c culture | Source Culture  | Target Culture | International Target Culture | Open for all types of Culture | Knowledge      | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 1   | 1.1 Where the Mind is Without Fear... | Q. 2 Poems in English are of different types.<br>Ex. Sonnet, Epic, Limerick, Lyric, Ballad, Humorous, Elegy, Idyll and Free verse.<br>Taking the help of a dictionary/internet, guess and write the type of poem against its description | Literature        |                 |                 | ✓              |                              |                               | ✓              | ✓         |          |          |                             |
| Unit 2   | 2.6 Science and Spirituality          | Q.2 Do you think that science and faith are both important in our lives? Why? Discuss in your group and give a small presentation in front of the class.                                                                                 | Science/ Religion |                 |                 |                |                              | ✓                             | ✓              | ✓         | ✓        |          |                             |
| Unit 3   | 3.2 The Night I Met Einstein          | Q. Look at the pictures of musical instruments and write their names; what the player of the instrument is called and a famous player of the instrument.                                                                                 | Music             |                 |                 |                |                              | ✓                             | ✓              |           |          |          |                             |
|          | 3.5 Unbeatable Super Mom - Mary Kom   | Q. Discuss and find out the jobs which were done only by men in the past but nowadays women too have started doing them.                                                                                                                 |                   | Gender role     |                 |                |                              | ✓                             | ✓              |           | ✓        |          |                             |
| Unit 4   | 4.2 The Luncheon                      | Q. As you know, every country has its own currency. Find out the currency of at least 6 countries along with their exchange rate in India, with the help of the internet. One is                                                         | Economy           |                 | ✓               |                |                              | ✓                             | ✓              |           | ✓        |          |                             |

|                      |                                          |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                |                                                                                                                                                  |  |   |   |  |                                                                                                                              |   |  |  |  |
|----------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|--|------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|
|                      |                                          | done for you. For example, Switzerland: franc; 1 franc = 66.73 INR                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                |                                                                                                                                                  |  |   |   |  |                                                                                                                              |   |  |  |  |
|                      | 4.3 World Heritage                       | Q.1.3. Do you know the difference between (a) World Heritage and (b) Cultural Heritage?<br>Rank the following Heritage sites with your partner. Put the best at the top. Great Barrier Reef, Mount Fuji, the Grand Canyon, The Pyramids, Panda Sanctuaries, Machu Picchu, Vatican City, and the Great Wall of China.                | Geography / history                                                                                                                                                                                                            |                                                                                                                                                  |  | ✓ | ✓ |  | ✓                                                                                                                            | ✓ |  |  |  |
|                      | 4.5 The Old Man and The Sea: Book Review | Q.1. Make a list of famous novels of Ernest Hemingway. Two are given to you. EX. (1) A Farewell to Arms. Ernest Miller Hemingway was a famous American novelist, short story writer and journalist. Make a list of other famous American novelists. Complete the web filling the boxes with the names of famous American novelists. | Literature                                                                                                                                                                                                                     |                                                                                                                                                  |  | ✓ |   |  | ✓                                                                                                                            |   |  |  |  |
| Total no. of Units 4 | Total number of lessons (24)             | Total number of activities/ tasks/Questions = (79)<br><b>Culture-related questions/activities (07)</b>                                                                                                                                                                                                                              | <b>Total no. of cultural Themes</b><br><b>Big C (07)</b><br>Science (01)<br>Religion (01)<br>Literature (02)<br>Geography (01)<br>History (01)<br>Economy (01)<br>Music (01)<br><b>Small c Themes (01)</b><br>Gender role (01) | <b>Type of culture</b><br>Source Culture (01)<br>Target Culture (03)<br>International Target Cultures (02)<br>Open for all types of culture (03) |  |   |   |  | <b>ICC Dimensions</b><br>Knowledge (07)<br>Attitudes (02)<br>Skills1(03)<br>Skills2 (02)<br>Critical Cultural awareness (02) |   |  |  |  |

**Table A-11**

***Tabular Representation of 10<sup>th</sup> Standard English Textbook (English Medium)- Content/lesson***

| Unit no.                | Topic/ lessons                           | Content                                    | Cultural themes                                                                                                                                                                                          |                | Type of culture                                                                                                                                  |                |                              |                               | ICC Dimensions                                                                                                               |           |         |         |                             |
|-------------------------|------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                         |                                          |                                            | Big C                                                                                                                                                                                                    | Small c        | Source culture                                                                                                                                   | Target culture | International target culture | Open for all types of culture | Knowledge                                                                                                                    | Attitudes | Skills1 | Skills2 | Critical Cultural awareness |
| Unit 1                  | 1.4 All the World's a Stage              | Literature                                 | Literature                                                                                                                                                                                               |                |                                                                                                                                                  | ✓              |                              |                               | ✓                                                                                                                            |           |         |         |                             |
|                         | 1.5 Joan of Arc                          | Literature/ History/ Role of gender        | Literature History                                                                                                                                                                                       | Role of gender |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
| Unit 2                  | 2.2 Three Questions                      | Literature                                 | Literature                                                                                                                                                                                               |                |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
|                         | 2.4 The Pulley                           | Religion                                   | Religion                                                                                                                                                                                                 |                |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
|                         | 2.6 Science and Spirituality             | Science/ values                            | Science                                                                                                                                                                                                  | values         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |         |         |                             |
| Unit 3                  | 3.3 Stephen Hawking                      | Science                                    | Science                                                                                                                                                                                                  |                |                                                                                                                                                  | ✓              |                              |                               | ✓                                                                                                                            |           |         |         |                             |
|                         | 3.5 Unbeatable Super Mom-Mary Kom        | Sports                                     | Sports                                                                                                                                                                                                   |                | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |         |         |                             |
| Unit 4                  | 4.5 The Old Man and The Sea: Book Review | Literature                                 | Literature                                                                                                                                                                                               |                |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |         |         |                             |
| Total no. of Units (04) | Total no. of lessons (24)                | <b>Total no. of Themes in content (07)</b> | <b>Total no. of cultural Themes</b><br><b>Big C (05)</b><br>Religion (01)<br>History (01)<br>Science (02)<br>Sports (01)<br>Literature (04)<br><b>Small c (02)</b><br>Values (01)<br>Role of gender (01) |                | <b>Type of culture</b><br>Source Culture (02)<br>Target Culture (02)<br>International Target Cultures (06)<br>Open for all types of culture (00) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (08)<br>Attitudes (00)<br>Skills1(00)<br>Skills2 (00)<br>Critical Cultural awareness (00) |           |         |         |                             |

**Table A-12**

***Tabular Representation of 10<sup>th</sup> Standard English Textbook (English Medium)-Question Section***

| Unit no. | Name of the lesson and Total no. of questions | Culture related questions                                                                                                                                                                                                                                                                                             | Cultural themes     |         | Types of culture |                |                              |                               | ICC Dimensions |          |         |         |                             |
|----------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------|------------------|----------------|------------------------------|-------------------------------|----------------|----------|---------|---------|-----------------------------|
|          |                                               |                                                                                                                                                                                                                                                                                                                       | Big C               | Small c | Source culture   | Target culture | International target culture | Open for all types of Culture | Knowledge      | Attitude | Skill 1 | Skill 2 | Critical cultural awareness |
| Unit 1   | 1.1 Where the mind is without fear...         | Q-10. Read the short story written by Rabindranath Tagore 'The Kabuliwala' or 'The Home Coming.'                                                                                                                                                                                                                      | Literature          |         | ✓                |                |                              |                               | ✓              |          |         |         |                             |
|          | 1.4 All the World's a Stage                   | Q. 8. Read the summary of the play 'As You Like It' by William Shakespeare using the internet. Find out which character has narrated the above poem and on what occasion. Also, make a list of all the characters of the play.                                                                                        | Literature          |         |                  | ✓              |                              |                               | ✓              |          |         |         |                             |
|          | 1.5 Joan of Arc                               | Q. 6. From an Indian History Book or Internet find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad). Write 3 points of similarity and 3 points of contrast between any one of the above Indian Queens and Joan of Arc. Write in your own words. | Literature/ History |         | ✓                |                | ✓                            |                               | ✓              |          | ✓       | ✓       |                             |
| Unit 2   | 2.1 Animal                                    | Q. 5. Read the text again, and complete the web, highlighting the good values/habits which we can learn from animals.                                                                                                                                                                                                 |                     | Values  |                  |                |                              | ✓                             | ✓              | ✓        |         |         |                             |

|        |                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                |             |   |   |   |   |   |   |   |  |   |
|--------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|---|---|---|---|---|---|---|--|---|
|        | 2.2Three Questions                  | Q. From the library or internet, read the story 'How much land does a man need?' by Leo Tolstoy and write a review of the same."                                                                                                                                                                                                                                                                           | literature     |             |   | ✓ |   |   | ✓ |   |   |  |   |
|        | 2.6 Science and Spirituality        | Q-13. Project: Read Dr. A.P.J. Abdul Kalam's 'Wings of Fire'; and 'Ignited Minds', very renowned books and find the following: (a) Subject of the book (b) Special features of the book. (c) Teachings/learnings/moral/message from the book. (d) Your own opinion/idea/comment on the book.                                                                                                               | Literature     | values      | ✓ |   |   |   | ✓ |   |   |  |   |
| Unit 3 | 3.2 The Night I Met Einstein        | Q. 5. (A) Give two points of difference between: Instrumental Music, Vocal Music, B. Light music, Classical music, Folk music<br>12. You will come across many famous personalities in the story. Go to library or search on internet the following names and write a few lines about the personalities given below.<br>(a) Albert Einstein<br>(b) Bing Crosby<br>(c) Johann S. Bach<br>(d) John McCormack | Music          |             |   |   |   | ✓ | ✓ |   | ✓ |  |   |
|        |                                     |                                                                                                                                                                                                                                                                                                                                                                                                            | Music /Science |             |   | ✓ | ✓ |   | ✓ | ✓ |   |  |   |
|        | 3.5 Unbeatable Super Mom - Mary Kom | Q-17. 'What men can do, women can do better.' Divide your class in 2 groups. Let one group offer points 'For the topic' and the other, 'Against the topic.' Note down the points in your note books and expand the points in two separate write-ups, as views and counterviews. Suggest suitable titles for each.                                                                                          |                | Gender role |   |   |   | ✓ | ✓ |   |   |  | ✓ |

|                         |                           |                                                                                                                                  |                                                                                                                                                                              |                                                                                                                                                  |   |  |  |  |                                                                                                                              |   |   |  |  |  |
|-------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|--|------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|--|
| Unit 4                  | 4.3 World Heritage        | Q-9. Write a report on any tourist place/historical place/World Heritage Site you recently visited using the points given below. | History/ Geograp hy                                                                                                                                                          |                                                                                                                                                  | ✓ |  |  |  |                                                                                                                              | ✓ | ✓ |  |  |  |
| Total No. of Units (04) | Total no. of lessons (21) | Total number of questions in whole textbook (647)<br><b>Total no. of culture-related questions (10)</b>                          | <b>Big C themes (05)</b><br>Literature (06)<br>History (02)<br>Geography (01)<br>Music (02)<br>Science (01)<br><b>Small c themes (02)</b><br>Values (02)<br>Gender role (01) | <b>Type of culture</b><br>Source Culture (04)<br>Target Culture (03)<br>International Target Cultures (02)<br>Open for all types of culture (03) |   |  |  |  | <b>ICC Dimensions</b><br>Knowledge (10)<br>Attitudes (03)<br>Skills1(02)<br>Skills2 (01)<br>Critical Cultural awareness (01) |   |   |  |  |  |

**Table A-13**

***Tabular Representation of 11<sup>th</sup> Standard English Textbook- Warming Up***

| Unit no.                | Topic/ lessons            | Warming Up                                                                                                                                                                                                          | Cultural themes                                                                                                                                            |         | Type of culture                                                                                                                                  |                |                              |                               | ICC Dimensions                                                                                                               |           |          |          |                             |
|-------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------------------------|
|                         |                           |                                                                                                                                                                                                                     | Big C                                                                                                                                                      | Small c | Source culture                                                                                                                                   | Target culture | International target culture | Open for all types of culture | Knowledge                                                                                                                    | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 1                  | 1.3 The Call of the Soil  | You might have learnt about organic farming. Make groups and discuss the difference between conventional farming and organic farming and write it down.                                                             | Environment                                                                                                                                                |         | ✓                                                                                                                                                |                |                              | ✓                             | ✓                                                                                                                            | ✓         |          |          | ✓                           |
|                         | 1.5 Mrs. Adi              | Recall your favourite crime story on TV. Discuss with your friend how to prevent the villain/thief from committing the crime/theft.                                                                                 |                                                                                                                                                            | Values  | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |          |          | ✓                           |
| Unit 3                  | 3.1 Expansion of Ideas    | Select a season of your choice and give the following details: (a) Time of the year (b) Characteristics- crops, festivals etc. (c) Features/changes - climate/weather/temperature etc. (d) Advantages/Disadvantages | Food/ clothing/ Festival/ Environment                                                                                                                      |         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           | ✓        |          | ✓                           |
| Total no. of Units (04) | Total no. of lessons (21) | Total number of activity (62)<br><b>Culture related (03)</b>                                                                                                                                                        | Total no. of cultural Themes<br><b>Big C (04)</b><br>Food (01)<br>Clothing (01)<br>Festival (01)<br>Environment (02)<br><b>Small c (01)</b><br>Values (01) |         | <b>Type of culture</b><br>Source Culture (03)<br>Target Culture (00)<br>International Target Cultures (00)<br>Open for all types of culture (01) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (03)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (03) |           |          |          |                             |

**Table A-14*****Tabular Representation of 11<sup>th</sup> Standard English Textbook-Content / Lesson***

| Unit no. | Topic/ lessons                                                                         | Content       | Cultural themes |         | Type of culture |                |                              |                               | ICC Dimensions |           |          |          |                             |
|----------|----------------------------------------------------------------------------------------|---------------|-----------------|---------|-----------------|----------------|------------------------------|-------------------------------|----------------|-----------|----------|----------|-----------------------------|
|          |                                                                                        |               | Big C           | Small c | Source culture  | Target culture | International target culture | Open for all types of Culture | Knowledge      | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 1   | 1.2 On to The Summit: We Reach the Top                                                 | Values        |                 | ✓       |                 |                | ✓                            |                               | ✓              |           |          |          |                             |
|          | 1.3 The Call of the Soil                                                               | Food          | ✓               |         | ✓               |                |                              |                               | ✓              | ✓         |          |          |                             |
|          | 1.4 Pillars of Democracy                                                               | Values        |                 | ✓       |                 |                |                              | ✓                             | ✓              | ✓         |          |          |                             |
|          | 1.5 Mrs. Adi                                                                           | Values        |                 | ✓       |                 | ✓              |                              |                               | ✓              |           |          |          |                             |
|          | 1.6 Tiger Hills                                                                        | Values        |                 | ✓       | ✓               |                |                              |                               | ✓              |           |          |          |                             |
| Unit 2   | 2.2 The Sower                                                                          | Values        |                 | ✓       |                 |                |                              | ✓                             | ✓              | ✓         |          |          |                             |
|          | 2.3 There is Another Sky                                                               | values        |                 | ✓       |                 | ✓              |                              |                               | ✓              |           |          |          |                             |
|          | 2.6 The Planners                                                                       | values        |                 | ✓       |                 |                |                              | ✓                             | ✓              |           |          |          |                             |
| Unit 3   | 3.6 The Art of Compering                                                               | Art and music | ✓               |         | ✓               |                |                              |                               | ✓              |           |          |          |                             |
| Unit 4   | 4.1 History of English Drama                                                           | Literature    | ✓               |         | ✓               | ✓              |                              |                               | ✓              |           |          |          |                             |
|          | 4.3 Extracts of Drama<br>(A) A Midsummer - Night's Dream<br>(B) An Enemy of the People | Literature    | ✓               |         |                 | ✓              |                              |                               | ✓              |           |          |          |                             |

|                                            |                           |                                           |                                                                                                                                                            |                                                                                                                                                  |                                                                                                                              |
|--------------------------------------------|---------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Total<br>no.<br>of<br><b>Units</b><br>(04) | Total no. of lessons (21) | Total no. of<br>Themes in<br>content (05) | <b>Total no. of<br/>Cultural<br/>Themes<br/>Big C (04)</b><br>Food (01)<br>Art (01)<br>Music (01)<br>Literature (02)<br><b>Small c (01)</b><br>Values (07) | <b>Type of culture</b><br>Source Culture (04)<br>Target Culture (04)<br>International Target Cultures (01)<br>Open for all types of culture (03) | <b>ICC Dimensions</b><br>Knowledge (11)<br>Attitudes (03)<br>Skills1(00)<br>Skills2 (00)<br>Critical Cultural awareness (00) |
|--------------------------------------------|---------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

**Table A-15**

***Tabular Representation of 11<sup>th</sup> Standard English Textbook- Question section***

| Unit no. | Topic/ lessons                         | Culture-related questions                                                                                                                                                                                                                                                                                                                                                                                                                                  | Cultural themes |         | Type of culture |                |                              |                               | ICC Dimensions |           |          |          |                             |
|----------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------|-----------------|----------------|------------------------------|-------------------------------|----------------|-----------|----------|----------|-----------------------------|
|          |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Big C           | Small c | Source culture  | Target culture | International target culture | Open for all types of Culture | Knowledge      | Attitudes | Skills 1 | Skills 2 | Critical Cultural awareness |
| Unit 1   | 1.2 On to The Summit: We Reach the Top | Go to your college library or surf the internet for names of various mountaineers who have successfully climbed Mt. Everest. Write in your notebook about their struggles, the interesting anecdotes they have shared, their failures and the message that we get from their lives. Submit them to your teacher.                                                                                                                                           | Sports          | Values  |                 |                |                              | ✓                             | ✓              |           |          |          |                             |
|          | 1.4 Pillars of Democracy               | . Form groups and use the following topics for discussion. Take the help of your college library and your teacher. • Need for democracy • Features of the Constitution of India • Freedom of speech • Dictatorship Vs Democracy • Qualities of an ideal politician • Equality before law. Discuss with your partner and make a list of steps that you feel are essential to unite the people of different castes, races, religions and languages in India. |                 | Values  | ✓               |                |                              |                               | ✓              | ✓         |          |          | ✓                           |

|        |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |        |   |   |   |   |   |  |  |  |   |
|--------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|---|---|---|---|---|--|--|--|---|
| Unit 2 | 2.2 The Sower                | There are a number of challenges a farmer in India faces. Discuss with your friend, how it is possible to improve the condition of farmers. ii. Also, visit your college library and collect information on the 'Green Revolution' and 'White Revolution' in our country.                                                                                                                                                                                                                                                                                                                                                 | Environment | Values | ✓ |   |   |   | ✓ |  |  |  |   |
| Unit 3 | 3.2 Blog Writing             | Go through the blog given in the text and also refer to different blogs on the internet about various social issues and environmental hazards. Now write blogs on the following topics. • Earth with no trees • Say no to tobacco • Man Vs Nature • Child labour: A curse to humanity. Prepare a word register for writing a blog, by choosing a particular topic of your own choice. You can write on: environment, pollution, education, etc. For example, word register for a blog on environment could be: Trees, mountains, climate, oxygen, ozone layer, biodiversity, coral reefs, green cover, biodegradable etc. | Environment |        |   |   | ✓ | ✓ |   |  |  |  | ✓ |
| Unit 4 | 4.1 History of English Drama | Objective test<br>1. Name any four periods of History of British Drama.<br>2. List the four elements of drama.<br>3. State a type of drama each from any four periods of history.<br>4. Compare the features of a comedy and tragedy.                                                                                                                                                                                                                                                                                                                                                                                     | Literature  |        |   | ✓ |   | ✓ |   |  |  |  |   |

|                         |                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |                                                                                                                                                 |  |  |  |  |                                                                                                                              |  |  |  |  |
|-------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                         |                           | 5. State the difference between poetry and drama.<br>6. State the difference between drama and novel.<br>7. Define drama.<br>8. Explain the term plot.<br>9. Differentiate between characters and characterization.<br>10. Enlist a few reasons for watching a drama live on the stage. |                                                                                                                                                     |                                                                                                                                                 |  |  |  |  |                                                                                                                              |  |  |  |  |
| Total no. of Units (04) | Total no. of lessons (21) | Total no. of questions (260)<br><b>Cultural related questions (06)</b>                                                                                                                                                                                                                  | <b>Total no. of cultural Themes</b><br><b>Big C (03)</b><br>Sport (01)<br>Environment (02)<br>Literature (01)<br><b>Small c (01)</b><br>Values (02) | <b>Type of culture</b><br>Source Culture (02)<br>Target Culture (01)<br>International Target Cultures (0)<br>Open for all types of culture (02) |  |  |  |  | <b>ICC Dimensions</b><br>Knowledge (05)<br>Attitudes (01)<br>Skills1(00)<br>Skills2 (00)<br>Critical Cultural awareness (02) |  |  |  |  |

**Table A-16**

***Tabular Representation of 12<sup>th</sup> Standard English Textbook-Warming Up***

| Unit no.                | Topic/ lessons             | Warming Up/Ice Breakers                                                                                                                                                                                                                  | Cultural themes                                                                                                    |         | Type of culture                                                                                                                                |                |                              |                               | ICC Dimensions                                                                                                               |           |         |         |                             |
|-------------------------|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-----------------------------|
|                         |                            |                                                                                                                                                                                                                                          | Big C                                                                                                              | Small c | Source culture                                                                                                                                 | Target culture | International target culture | Open for all types of Culture | Knowledge                                                                                                                    | Attitudes | Skills1 | Skills2 | Critical Cultural awareness |
| Unit 1                  | 1.2 On Saying “Please”     | Q. List the words of courtesy that we use in our daily life. Discuss them with your partner and explain the purpose of using each.                                                                                                       |                                                                                                                    | Values  |                                                                                                                                                | ✓              |                              |                               | ✓                                                                                                                            |           |         | ✓       |                             |
| Unit 2                  | 2.8 Small Towns and Rivers | Q. Divide your class into groups and discuss the changes that might have taken place when the cities grow on the banks of the rivers. And share your views in the class on the topic 'Conservation of Rivers and Development of Cities'. | Environment                                                                                                        |         |                                                                                                                                                |                |                              | ✓                             | ✓                                                                                                                            | ✓         | ✓       |         | ✓                           |
| Total no. of Units (04) | Total no. of lessons (26)  | Total no. of questions (52)<br><b>Culture-related questions (02)</b>                                                                                                                                                                     | <b>Total no. of cultural Themes</b><br><b>Big C (01)</b><br>Environment (01)<br><b>Small c (01)</b><br>Values (01) |         | <b>Type of culture</b><br>Source Culture (0)<br>Target Culture (01)<br>International Target Cultures (0)<br>Open for all types of culture (01) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (02)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (01)<br>Critical Cultural awareness (01) |           |         |         |                             |

**Table A-17*****Tabular Representation of 12<sup>th</sup> Standard English Textbook-Content / Lesson***

| Unit no.                | Topic/ lessons                     | Content                             | Cultural themes                                                                                                                                                    |         | Type of culture                                                                                                                                  |                |                              |                               | ICC Dimensions                                                                                                               |           |          |         |                             |
|-------------------------|------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------|----------|---------|-----------------------------|
|                         |                                    |                                     | Big C                                                                                                                                                              | Small c | Source culture                                                                                                                                   | Target culture | International target culture | Open for all types of Culture | Knowledge                                                                                                                    | Attitudes | Skills 1 | Skills2 | Critical Cultural awareness |
| Unit 1                  | 1.2 On Saying “Please”             | Values                              |                                                                                                                                                                    |         |                                                                                                                                                  |                |                              | ✓                             | ✓                                                                                                                            |           |          |         |                             |
|                         | 1.4 Big Data-Big Insights          | Science                             | ✓                                                                                                                                                                  |         |                                                                                                                                                  |                |                              | ✓                             | ✓                                                                                                                            |           |          |         |                             |
|                         | 1.6 Into the Wild                  | Environment                         | ✓                                                                                                                                                                  |         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |          |         |                             |
| Unit 2                  | 2.5 Father Returning Home          | Values                              |                                                                                                                                                                    | ✓       | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            |           |          |         |                             |
|                         | 2.8 Small Towns and Rivers         | Environment /Values                 | ✓                                                                                                                                                                  |         | ✓                                                                                                                                                |                |                              |                               | ✓                                                                                                                            | ✓         | ✓        |         | ✓                           |
| Unit 4                  | 4.1 History of Novel               | History/ Literature                 | ✓                                                                                                                                                                  |         |                                                                                                                                                  | ✓              |                              |                               | ✓                                                                                                                            |           |          |         |                             |
|                         | 4.3 Around the World in Eighty Day | Literature                          |                                                                                                                                                                    | ✓       |                                                                                                                                                  |                | ✓                            |                               | ✓                                                                                                                            |           |          |         |                             |
| Total no. of Units (04) | Total no. of lessons (26)          | Total no. of Themes in content (05) | <b>Total no. cultural Themes</b><br><b>Big C (04)</b><br>Science (01)<br>Environment (02)<br>History (01)<br>Literature (02)<br><b>Small c (01)</b><br>Values (02) |         | <b>Type of culture</b><br>Source Culture (03)<br>Target Culture (01)<br>International Target Cultures (01)<br>Open for all types of culture (02) |                |                              |                               | <b>ICC Dimensions</b><br>Knowledge (07)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (01) |           |          |         |                             |

**Table A-18**

***Tabular Representation of 12<sup>th</sup> Standard English Textbook- Question Section***

| Unit no. | Topic/ lessons             | Culture related Questions                                                                                                                                                                                                       | Cultural themes     |               | Type of culture |                |                              |                               | ICC Dimensions |           |         |          |                             |
|----------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------|-----------------|----------------|------------------------------|-------------------------------|----------------|-----------|---------|----------|-----------------------------|
|          |                            |                                                                                                                                                                                                                                 | Big C               | Small c       | Source culture  | Target culture | International target culture | Open for all types of Culture | Knowledge      | Attitudes | Skills1 | Skills 2 | Critical Cultural awareness |
| Unit 1   | 1.7 Why we Travel          | Q. Read the first two paragraphs and discuss the need to travel. Write four sentences with the help of text conveying the fact that travelling brings together the various cultures of different parts of the world.            |                     | Hobby /values |                 |                |                              | ✓                             | ✓              | ✓         |         |          | ✓                           |
| Unit 2   | 2.2 Indian Weavers         | Find out information about the <i>Mahavastra</i> of Maharashtra-Paithani.                                                                                                                                                       | Clothing            |               | ✓               |                |                              |                               | ✓              |           |         |          |                             |
|          | 2.7 She Walks in Beauty    | Byron's name is often taken along with his two contemporaries – Shelley and Keats. Go to your school/ college library and read some poems written by P. B. Shelley and John Keats to get a better idea about the Romantic poets | Literature          |               |                 | ✓              |                              |                               | ✓              |           | ✓       |          |                             |
|          | 2.8 Small Towns and Rivers | Q. Discuss the importance of nature in the lives of the people from the Northeastern part of India as expressed in the poem with reference to Flowers, Rivers, Bamboo, and East.                                                | Environment/ Custom |               | ✓               |                |                              |                               | ✓              |           |         |          |                             |

|                         |                           |                                                                       |                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                              |  |  |  |   |  |  |  |  |
|-------------------------|---------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--|--|--|---|--|--|--|--|
|                         |                           | Q Collect information about rivers in Maharashtra.                    | Geograp<br>hy                                                                                                                                                                               |                                                                                                                                                 | ✓                                                                                                                            |  |  |  | ✓ |  |  |  |  |
| Total no. of Units (04) | Total no. of lessons (26) | Total no. of questions (402)<br><b>Culture-related Questions (05)</b> | <b>Total no. of cultural Themes Big C (05)</b><br>Environment (01)<br>Custom (01)<br>Geography (01)<br>Clothing (01)<br>Literature (01)<br><b>Small c (02)</b><br>Hobby (01)<br>Values (01) | <b>Type of culture</b><br>Source Culture (03)<br>Target Culture (01)<br>International Target Cultures (0)<br>Open for all types of culture (01) | <b>ICC Dimensions</b><br>Knowledge (05)<br>Attitudes (01)<br>Skills1(01)<br>Skills2 (00)<br>Critical Cultural awareness (01) |  |  |  |   |  |  |  |  |

**Appendix B**  
**Questionnaires for Teachers and Students**

**B-1 Questionnaire for Teachers**

**शिक्षकांसाठी प्रश्नावली**

Date /दिनांक:

**PART I: Personal Information / भाग I: वैयक्तिक माहिती:**

|                                                         |  |
|---------------------------------------------------------|--|
| Name of the teacher:<br>शिक्षकांचे नाव:                 |  |
| Educational qualification:<br>शैक्षणिक पात्रता:         |  |
| Teaching experience:<br>शैक्षणिक अनुभव:                 |  |
| Class taught:<br>शिकविला जाणारा वर्ग:                   |  |
| Medium /माध्यम:                                         |  |
| Name of the school/college:<br>शाळा/महाविद्यालयाचे नाव: |  |

**PART-II/ भाग II:**

**SECTION A:**

**(Questionnaire on attitude towards culture and teaching culture)**

**Instructions:** Please tick (✓) the option that best matches your opinion (tick only one). The abbreviations used for the options are as follows.

**सुचना:** दिलेल्या पर्यायांपैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक(✓) करा. खाली दिलेल्या पर्यायांची संक्षिप्त रूपे:

SA = Strongly Agree/ पूर्णपणे सहमत

A = Agree /सहमत

UD = Undecided /सांगता येणार नाही

D = Disagree /असहमत

SD = Strongly Disagree / पूर्णपणे असहमत

| Sr.no | Statements                                                           | SA | A | UD | D | SD |
|-------|----------------------------------------------------------------------|----|---|----|---|----|
| 1     | I think teaching about culture is essential while teaching language. |    |   |    |   |    |

|   |                                                                                                                                                                                                                                                                                             |  |  |  |  |  |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|   | (मला असे वाटते की भाषेचा अभ्यास करतांना संस्कृतीचाही अभ्यास करणे गरजेचे/आवश्यक आहे.)                                                                                                                                                                                                        |  |  |  |  |  |
| 2 | It is impossible to teach language and culture in an integrated way.<br><br>(भाषा आणि संस्कृती एकत्र शिकवणे अशक्य आहे.)                                                                                                                                                                     |  |  |  |  |  |
| 3 | I think teaching about different cultures develops the feeling of acceptance and tolerance towards other people and their cultures.<br><br>(मला असे वाटते की वेगवेगळ्या संस्कृतींचा अभ्यास केल्यामुळे इतर लोकांना आणि त्यांच्या संस्कृतीला स्विकारण्याची/समजून घेण्याची भावना विकसीत होते.) |  |  |  |  |  |
| 4 | I think misunderstanding arises equally from cultural as well as language differences.<br><br>(मला असे वाटते की भाषिकच नाही तर सांस्कृतिक भिन्नते मुळेही गैरसमज निर्माण होतो.)                                                                                                              |  |  |  |  |  |
| 5 | For clear communication, teaching a language is more important than teaching about culture.<br><br>(सुस्पष्ट संभाषण होण्यासाठी भाषा शिकवणे हे संस्कृती शिकविण्या पेक्षा ही जास्त महत्वाचे आहे.)                                                                                             |  |  |  |  |  |
| 6 | It is not necessary to spend an equal amount of time on teaching about the culture while teaching the English language.<br><br>(भाषा आणि संस्कृती विषयी शिकविण्यासाठी समान वेळ देण्याची/खर्च करण्याची गरज नाही.)                                                                            |  |  |  |  |  |
| 7 | It is necessary to have cultural items like festivals, literature, values and beliefs included in the English language textbooks.<br><br>(इंग्रजी भाषेच्या पाठ्य पुस्तकांमध्ये संस्कृतीक घटकांचा जसे की सण, साहित्य, मुल्ये, श्रद्धा इत्यादींचा समावेश असणे गरजेचे आहे.)                    |  |  |  |  |  |
| 8 | If cultural items like festivals, literature, values and beliefs are added to the English language                                                                                                                                                                                          |  |  |  |  |  |

|    |                                                                                                                                                                                                                                                             |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | textbook you teach, it becomes less effective for language teaching.<br><br>(जर सांस्कृतिक घटकांचा जसे की सण, साहित्य, मुल्ये, श्रद्धा इत्यादींचा समावेश इंग्रजी भाषेच्या पाठ्यपुस्तकामध्ये केला तर भाषा शिकवणे कमी प्रभावशाली होईल/रहिल.)                  |  |  |  |  |  |
| 9  | The sections like “How to teach about different cultures?” should be added to the textbook.<br><br>(पाठ्यपुस्तकामध्ये 'वेगवेगळ्या संस्कृतीं विषयी कसे शिकवावे/शिकविले जावे' असा भाग/घटक असणे गरजेचे आहे.)                                                   |  |  |  |  |  |
| 10 | I think an additional section on ‘how to teach/learn about cultures’ will be a burden for me as a teacher.<br><br>(मला असे वाटते की 'वेगवेगळ्या संस्कृतीं विषयी कसे शिकवावे' ह्या घटकांचा पाठ्यपुस्तकामध्ये समावेश केल्यास शिक्षकांवरती अतिरिक्त भार येईल.) |  |  |  |  |  |

### SECTION B:

#### (Attitude towards Cultural Themes (Big C and Small C), Types of culture and ICC)

**Instructions:** Please tick (✓) the option which best matches with your opinion (tick only one).

**सुचना:** दिलेल्या पर्याया पैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक(✓) करा.

| Cultural Themes (Big C and Small C) |                                                                                                                                                                                                                                                                       |    |   |    |   |    |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| Sr.no                               | Statements                                                                                                                                                                                                                                                            | SA | A | UD | D | SD |
| 11                                  | While teaching English language, I would like to teach more about festivals, clothing, history, geography, literature, art, and science.<br><br>(इंग्रजी भाषा शिकवतांना मला सण समारंभ, वेशभूषा, इतिहास, भूगोल, साहित्य, कला आणि विज्ञाना विषयी जास्त शिकवायला आवडेल.) |    |   |    |   |    |

|                         |                                                                                                                                                                                                                                                                                                            |           |          |           |          |           |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|----------|-----------|
| 12                      | <p>While teaching English language, I would not like to teach more about values, daily routines, and gender roles in different cultures.</p> <p>(इंग्रजी भाषा शिकवतांना मला मूल्ये, दैनंदिन जीवन, शारीरिक हावभाव, लिंगानुसार (स्त्री- पुरुषांची) बदलणारी भूमिका ह्याविषयी फारसे शिकवायला आवडणार नाही.)</p> |           |          |           |          |           |
| <b>Types of culture</b> |                                                                                                                                                                                                                                                                                                            |           |          |           |          |           |
| <b>Sr.no</b>            | <b>Statements</b>                                                                                                                                                                                                                                                                                          | <b>SA</b> | <b>A</b> | <b>UD</b> | <b>D</b> | <b>SD</b> |
| 13                      | <p>While teaching English language, I am more interested in teaching about the culture of:</p> <p>(मला इंग्रजी भाषा शिकवतांना ह्या देशाची/ देशांची संस्कृती शिकवण्यामध्ये जास्त रुची/आवड वाटते.)</p>                                                                                                       |           |          |           |          |           |
| A                       | <p>The culture of our country.</p> <p>आपल्या देशाची संस्कृती</p>                                                                                                                                                                                                                                           |           |          |           |          |           |
| B                       | <p>The culture of the countries where mostly English is spoken. (For instance, England, America, etc.)</p> <p>(अशा देशांची संस्कृती जिथे मोठ्या प्रमाणात इंग्रजी बोलल्या जाते (उदा. इंग्लंड, अमेरिका).</p>                                                                                                 |           |          |           |          |           |
| C                       | <p>The culture of the countries where English is used as an additional language/ a language of business. (For instance, Japan, China, etc.)</p> <p>(अशा देशांची संस्कृती जिथे इंग्रजी ही एक अतिरिक्त भाषा/ आंतरराष्ट्रीय व्यवसायाची भाषा म्हणून वापरली जाते (उदा. चीन, जपान).)</p>                         |           |          |           |          |           |

## SECTION C:

### (Questionnaire on cultural representation in textbook)

**Instructions:** Please tick (✓) the option that best matches your opinion (tick only one).

**सुचना:** दिलेल्या पर्याया पैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक(✓) करा.

| Sr. no | Statements                                                                                                                                                                                                                                                                                                                                      | S A | A | U D | D | S D |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|-----|---|-----|
| 14     | <p>I think the 'warming up' / 'Ice breakers' in the English language textbook represent the culture adequately.</p> <p>मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकात प्रत्येक धड्याच्या सुरुवातीला देण्यात आलेल्या 'Warming up' / 'Preparation' विभागामध्ये संस्कृतीविषयी माहिती पुरेश्या प्रमाणात दर्शविण्यात आलेले आहे.</p>                     |     |   |     |   |     |
| 15     | <p>I think the 'question section' in the English language textbook do not have adequate questions which increase cultural awareness.</p> <p>मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकात प्रत्येक धड्याच्या शेवटी विचारण्यात आलेल्या प्रश्नांमध्ये 'सांस्कृतिक जाणीव निर्माण करणारे प्रश्न' पुरेश्या प्रमाणात दर्शविण्यात आलेले नाहीत.</p>       |     |   |     |   |     |
| 16     | <p>I think the lessons/content section in the English language textbook represents different cultures.</p> <p>मला असे वाटते की, इंग्रजी विषयाच्या पाठ्यपुस्तकामधील पाठ्यांशामध्ये वेगवेगळ्या संस्कृतीं विषयीची माहिती पुरेश्या प्रमाणात दर्शविण्यात आलेले आहे.</p>                                                                              |     |   |     |   |     |
| 17     | <p>I think the most occurring cultural themes in our English language textbook are literature, history, geography, environment, food, art, music, science, etc.</p> <p>(मला असे वाटते की, मी शिकवत असलेल्या इंग्रजी पाठ्यपुस्तकामध्ये इतिहास, भूगोल, कला, साहित्य, आणि विज्ञान या सांस्कृतिक घटकांना जास्त प्रमाणात दर्शविण्यात आलेले आहे.)</p> |     |   |     |   |     |
| 18     | <p>I think the less occurring themes in our English language textbook are daily routines, gender roles, values, hobbies, holidays and body language.</p> <p>(मला असे वाटते की, मी शिकवत असलेल्या इंग्रजी पाठ्यपुस्तका मध्ये दैनंदिन जीवन, लिंगानुसार (स्त्री- पुरुषांची) बदलणारी भूमिका, मूल्ये आणि</p>                                         |     |   |     |   |     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | शारीरिक हावभाव या सांस्कृतिक घटकांना कमी प्रमाणात दर्शविण्यात आलेले आहे.)                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |
| 19 | <p>I think the English language textbook has less representation of the culture of our own country.</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकांमध्ये माझ्या/आपल्या देशाची संस्कृती कमी प्रमाणात दर्शविण्यात आलेली आहे.)</p>                                                                                                                                                                                                    |  |  |  |  |  |
| 20 | <p>I think the English language textbook has more representation of the culture of the countries where English is used as an additional language/ a language of business (For instance, Japan, China, etc.).</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकांमध्ये इंग्रजी जिथे एक अतिरिक्त भाषा/ आंतरराष्ट्रीय व्यवसायाची भाषा म्हणून वापरली जाते अशा देशांची संस्कृती (उदा, चीन, जपान) जास्त प्रमाणात दर्शविण्यात आलेले आहे.)</p> |  |  |  |  |  |
| 21 | <p>The English language textbook has less representation of the culture of the countries where mostly English is spoken. (For instance, England, America, etc.)</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकांमध्ये इंग्रजी जिथे मोठ्या प्रमाणात बोलल्या जाते अशा देशांची (उदा. इंग्लंड, अमेरिका) संस्कृती कमी प्रमाणात दर्शविण्यात आलेली आहे.)</p>                                                                               |  |  |  |  |  |

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## B-2 Questionnaire for Students

### विद्यार्थ्यांसाठी प्रश्नावली

Date /दिनांक:

#### **PART I: Personal Information / भाग I: वैयक्तिक माहिती:**

|                                                         |  |
|---------------------------------------------------------|--|
| Name of the student:<br>विद्यार्थ्याचे नाव:             |  |
| Class/वर्ग:                                             |  |
| Medium /माध्यम:                                         |  |
| Name of the school/college:<br>शाळा/महाविद्यालयाचे नाव: |  |

#### **PART-II/ भाग II:**

##### **SECTION A:**

**(Questions on attitude towards culture and learning about culture)**

**Instructions:** Please tick (✓) the option which best matches with your opinion (tick only one). The abbreviations used for the options are as follows.

**सुचना:** दिलेल्या पर्यायांपैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक (✓) करा. खाली दिलेल्या पर्यायांची संक्षिप्त रूपे:

SA = Strongly Agree/ पूर्णपणे सहमत

A = Agree /सहमत

UD = Undecided /सांगता येणार नाही

D = Disagree / असहमत

SD = Strongly Disagree / पूर्णपणे असहमत

| Sr.no | Statements                                                                                                                                     | SA | A | UD | D | SD |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1     | I think learning about culture is essential while learning a language.<br>(मला असे वाटते की भाषा शिकत असताना संस्कृती विषयी शिकणे आवश्यक आहे.) |    |   |    |   |    |
| 2     | It is impossible to learn language and culture in an integrated way.<br>(भाषा आणि संस्कृती एकत्र शिकणे अशक्य आहे.)                             |    |   |    |   |    |

|   |                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 3 | <p>I think learning about different cultures develops the feeling of acceptance and tolerance towards other people and their cultures.</p> <p>(मला असे वाटते की वेगवेगळ्या संस्कृतींचा अभ्यास केल्यामुळे इतर लोकांना आणि त्यांच्या संस्कृतीला स्विकारण्याची/समजून घेण्याची भावना विकसीत होते.)</p>                                                    |  |  |  |  |  |
| 4 | <p>I think misunderstanding arises equally from cultural as well as language differences.</p> <p>(मला असे वाटते की भाषिकच नाहीतर संस्कृतीक भिन्नते मुळेही गैरसमज निर्माण होतो.)</p>                                                                                                                                                                   |  |  |  |  |  |
| 5 | <p>For clear communication, learning a language is more important than learning about culture.</p> <p>(सुस्पष्ट संभाषण होण्यासाठी भाषा शिकणे हे संस्कृती शिकण्यापेक्षाही जास्त महत्वाचे आहे.)</p>                                                                                                                                                     |  |  |  |  |  |
| 6 | <p>It is not necessary to spend an equal amount of time on learning about the culture while learning the English language.</p> <p>(भाषा आणि संस्कृती शिकण्यासाठी समान वेळ देण्याची/खर्च करण्याची गरज नाही.)</p>                                                                                                                                       |  |  |  |  |  |
| 7 | <p>It is necessary to have cultural items like festivals, literature, values and beliefs included in the English language textbooks.</p> <p>(इंग्रजी भाषेच्या पाठ्यपुस्तकांमध्ये सांस्कृतीक घटकांचा जसे की सण, साहित्य, मुल्ये, श्रद्धा इत्यादींचा समावेश असणे गरजेचे आहे.)</p>                                                                       |  |  |  |  |  |
| 8 | <p>If cultural items like festivals, literature, values and beliefs are added to the English language textbook you study, it becomes less effective for language learning.</p> <p>(जर सांस्कृतीक घटकांचा जसे की सण, साहित्य, मुल्ये, श्रद्धा इत्यादींचा समावेश इंग्रजी भाषेच्या पाठ्य पुस्तका मध्ये केला तर भाषा शिकणे कमी प्रभावशाली होईल/रहिल.)</p> |  |  |  |  |  |

|    |                                                                                                                                                                                                                                                                                     |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 9  | <p>The sections like, “How to learn about different cultures?” should be added to the textbook.</p> <p>(पाठ्यपुस्तकामध्ये वेगवेगळ्या संस्कृतींविषयी कसे शिकावे / जाणुन घ्यावे’ असा भाग/घटक असणे गरजेचे आहे.)</p>                                                                    |  |  |  |  |  |
| 10 | <p>I think an additional section on ‘how to learn about cultures’ will be a burden for me as a student.</p> <p>(मला असे वाटते की ' वेगवेगळ्या संस्कृतींविषयी कसे शिकावे/ जाणुन घ्यावे’ अशा भागांचा/घटकांचा पाठ्यपुस्तकात समावेश केल्यास माझ्यासाठी तो अतिरिक्त भार होईल/ असेल.)</p> |  |  |  |  |  |

#### SECTION B:

(Attitude towards Cultural Themes (Big C and Small C), *Types of culture* and ICC)

**Instructions:** Please tick (✓) the option which best matches with your opinion (tick only one).

**सुचना:** दिलेल्या पर्याया पैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक(✓) करा.

| Cultural Themes (Big C and Small C) |                                                                                                                                                                                                                                                                                                          |    |   |    |   |    |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| Sr.no                               | Statements                                                                                                                                                                                                                                                                                               | SA | A | UD | D | SD |
| 11                                  | <p>While learning English language, I would like to learn more about festivals, clothing, history, geography, literature, art, and science.</p> <p>(इंग्रजी भाषा शिकतांना मला सण समारंभ, वेशभूषा, इतिहास, भूगोल, साहित्य, कला आणि विज्ञाना विषयी जास्त शिकायला आवडेल.)</p>                               |    |   |    |   |    |
| 12                                  | <p>While learning English language, I would not like to learn more about values, daily routines, and gender roles in different cultures.</p> <p>(इंग्रजी भाषा शिकतांना मला मूल्ये, दैनंदिन जीवन, शारीरिक हावभाव, लिंगानुसार (स्त्री- पुरुषांची) बदलणारी भूमिका ह्याविषयी फारसे शिकायला आवडणार नाही.)</p> |    |   |    |   |    |

| Types of culture |                                                                                                                                                                                                                                                                         |    |   |    |   |    |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| Sr.no            | Statements                                                                                                                                                                                                                                                              | SA | A | UD | D | SD |
| 2                | While learning English language, I am more interested in learning about the culture of :<br><br>(मला इंग्रजी भाषा शिकतांना हया देशाची /देशांची संस्कृती शिकण्यामध्ये जास्त रुची /आवड वाटते.)                                                                            |    |   |    |   |    |
| A                | The culture of our country. (आपल्या देशाची संस्कृती.)                                                                                                                                                                                                                   |    |   |    |   |    |
| B                | The culture of the countries where mostly English is spoken. (For instance, England, America, etc.)<br><br>(अशा देशांची संस्कृती जिथे मोठ्या प्रमाणात इंग्रजी बोलल्या जाते (उदा. इंग्लंड, अमेरिका.)                                                                     |    |   |    |   |    |
| C                | The culture of the countries where English is used as an additional language/ a language of business. (For instance, Japan, China, etc.)<br><br>(अशा देशांची संस्कृती जिथे इंग्रजी ही एक अतिरिक्त भाषा/ आंतरराष्ट्रीय व्यवसायाची भाषा म्हणून वापरली जाते (उदा,चीन,जपान) |    |   |    |   |    |

### SECTION C:

#### (Questions on cultural representation in Textbook)

**Instructions:** Please tick (✓) the option which best matches with your opinion (tick only one).

**सुचना:** दिलेल्या पर्याया पैकी तुम्ही सहमत असलेल्या कोणत्याही एका पर्यायावर टिक (✓) करा.

| Sr.no | Statements                                                                                                                                                                                                                                           | SA | A | UD | D | SD |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|----|---|----|
| 14    | I think the 'warming up' / 'Ice breakers' sections in the English language textbook represent the culture adequately.<br><br>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकात प्रत्येक धड्याच्या सुरुवातीला देण्यात आलेल्या 'Warming up' / 'Preparation' |    |   |    |   |    |

|    |                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | विभागामध्ये 'संस्कृतीविषयी माहिती पुरेश्या प्रमाणात दर्शविण्यात आलेली आहे.)                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |
| 15 | <p>I think the 'Question Section' in English language textbook does not have adequate questions which increase cultural awareness.</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकात प्रत्येक धड्याच्या शेवटी विचारण्यात आलेल्या प्रश्नांमध्ये 'सांस्कृतिक जाणीव निर्माण करणारे प्रश्न' पुरेश्या प्रमाणात दर्शविण्यात आलेले नाहीत.)</p>                                         |  |  |  |  |  |
| 16 | <p>I think the lessons/content section in the English language textbook represents different cultures.</p> <p>(मला असे वाटते की, इंग्रजी विषयाच्या पाठ्यपुस्तकामधील पाठ्यांशामध्ये वेगवेगळ्या 'संस्कृतीविषयीची माहिती पुरेश्या प्रमाणात दर्शविण्यात आलेले आहे.)</p>                                                                                                               |  |  |  |  |  |
| 17 | <p>I think the most occurring cultural themes in our English language textbook are literature, history, geography, environment, food, art, music, science, etc.</p> <p>(मला असे वाटते की, मी शिकत असलेल्या इंग्रजी पाठ्यपुस्तका मध्ये इतिहास, भूगोल, कला, साहित्य, आणि विज्ञान या 'सांस्कृतिक घटकांना जास्त प्रमाणात दर्शविण्यात आलेले आहे.)</p>                                  |  |  |  |  |  |
| 18 | <p>I think the less occurring themes in our English language textbook are daily routines, gender roles, values, hobbies, holidays and body language.</p> <p>(मला असे वाटते की, मी शिकत असलेल्या इंग्रजी पाठ्यपुस्तका मध्ये दैनंदिन जीवन, लिंगानुसार (स्त्री- पुरुषांची) बदलणारी भूमिका, मूल्ये आणि शारीरिक हावभाव या 'सांस्कृतिक घटकांना कमी प्रमाणात दर्शविण्यात आलेले आहे.)</p> |  |  |  |  |  |
| 19 | <p>I think the English language textbook has less representation of the culture of our own country.</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकामध्ये आपल्या देशाची संस्कृती कमी प्रमाणात दर्शविण्यात आलेले आहे.)</p>                                                                                                                                                       |  |  |  |  |  |
| 20 | <p>I think the English language textbook has more representation of the culture of the countries where English is used as an additional language/ a language of business (For instance, Japan, China, etc.).</p>                                                                                                                                                                  |  |  |  |  |  |

|    |                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | (मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकांमध्ये इंग्रजी जिथे एक अतिरिक्त भाषा/ आंतरराष्ट्रीय व्यवसायाची भाषा म्हणून वापरली जाते अशा देशांची संस्कृती (उदा, चीन, जपान) जास्त प्रमाणात दर्शविण्यात आलेले आहे.)                                                                                                                                          |  |  |  |  |  |
| 21 | <p>The English language textbook has less representation of the culture of the countries where mostly English is spoken (For instance, England, America etc.).</p> <p>(मला असे वाटते की, इंग्रजीच्या पाठ्यपुस्तकांमध्ये इंग्रजी जिथे मोठ्या प्रमाणात बोलल्या जाते अशा देशांची (उदा. इंग्लंड, अमेरिका) संस्कृती कमी प्रमाणात दर्शविण्यात आलेली आहे.)</p> |  |  |  |  |  |

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### Appendix C

#### *Representation of Big C and small c Cultural Themes in the Textbooks (with Frequency)*

| English language textbooks                 | Cultural Themes                                                                                                                                                       |                                           |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                                            | Big C                                                                                                                                                                 | Small C                                   |
| 9 <sup>th</sup> standard (Marathi medium)  | <b>History: (05)</b><br><b>Literature: (05)</b><br>Science: (03)<br>Food: (0)<br>Custom: (01)<br>Art: (01)<br>Geography: (01)<br>Environment: (01)                    | Gender roles: (03)<br>Values: (03)        |
|                                            | <b>Total Themes: 8</b>                                                                                                                                                | <b>Total themes: 02</b>                   |
| 10 <sup>th</sup> standard (Marathi medium) | <b>History: (04)</b><br><b>Geography: (03)</b><br>Literature: (02)<br>Food: (01)<br>Custom: (01)<br>Science: (01)<br>Sport: (01)                                      | Gender roles: (04)<br>Daily routine: (01) |
|                                            | <b>Total themes: 7</b>                                                                                                                                                | <b>Total themes: 2</b>                    |
| 9 <sup>th</sup> standard (English medium)  | <b>Environment: (03)</b><br><b>History: (03)</b><br>Food: (02)<br>Festival: (02)<br>Art: (02)<br>Custom: (02)<br>Literature: (01)<br>Clothing Style: (01)<br>Music-01 | Gender roles -02                          |
|                                            | <b>Total themes: 09</b>                                                                                                                                               | <b>Total themes: 1</b>                    |
| 10 <sup>th</sup> standard (English medium) | <b>Literature: (12)</b><br><b>History: (04)</b><br><b>Science: (04)</b><br>Music: (03)<br>Geography: (02)<br>Religion: (2)<br>Economy: (01)<br>Sport: (01)            | Gender roles: (03)<br>Values: (03)        |
|                                            | <b>Total themes: 8</b>                                                                                                                                                | <b>Total themes: 2</b>                    |
| 11 <sup>th</sup> standard                  | <b>Environment: (04)</b><br><b>Literature: (03)</b><br>Food: (02)<br>Clothing style: (01)<br>Festival: (01)<br>Art: (01)<br>Music: (01)<br>Sports: (01)               | Values: (10)                              |
|                                            | <b>Total themes: 8</b>                                                                                                                                                | <b>Total themes: 1</b>                    |
| 12 <sup>th</sup> standard                  | <b>Environment: (04)</b><br><b>Literature: (03)</b><br>History: (01)<br>Science: (01)<br>Clothing style: (01)<br>Geography: (01)<br>Custom: (01)                      | <b>Values: (04)</b><br>Hobby: (01)        |
|                                            | <b>Total themes: 7</b>                                                                                                                                                | <b>Total themes: 2</b>                    |

## **Cultural Representation in Language Textbooks: An Analysis**

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### **Abstract**

Mere knowledge of a language doesn't assure explicit communication. Meanings are deeply rooted in the culture and cannot be separated from it. Therefore, knowledge of culture is quite necessary for unambiguous and successful communication. In the classroom context, textbooks in general and language textbooks, in particular, are significant sources to acquaint students with their own culture as well as the culture of others. Moreover, language textbooks do not merely acquaint the students with the cultures but also enhance their cultural awareness by making them understand the plurality of the cultures around them which further leads to enhance intercultural communicative competence. Thus, keeping in view the significance of representation of culture in the textbooks the present study intends to analyse how culture is represented into Maharashtra state's (9<sup>th</sup> and 10<sup>th</sup> standard Marathi and English medium) English textbooks. These textbooks have been analysed by using Cortazzi and Jin's (1999) model for evaluating culture in textbook with the special reference to 'Big C' culture and 'Small c' culture. The result reveals that the textbooks have a very minor representation of culture. However, out of whatever representation textbooks have, the main focus of the textbooks seems to be on teaching international target cultures (comparing to target culture and source culture) through the most occurring themes of Big C such as literature and history.

**Keywords:** Language and culture, Big C culture, Small c culture, Source culture, Target culture, International Target culture and Intercultural communicative competence.

### **1. Introduction**

It has been widely accepted that the knowledge of culture in addition to linguistic knowledge is quite essential to carry out an unambiguous communication. Kramsch (1995) expresses a concern that the mere learning of linguistic codes does not assure peace and real understanding between individuals belonging to different cultural backgrounds. Thus, she emphasises on the need for the integrated teaching of language and culture. In the same vein, Dombi (2013) states, that "foreign language teaching should not aim at making students achieve native-like proficiency, but it should endow students with knowledge, skills and attitudes necessary to function in diverse cultural contexts...". (p.12) Thus, the role of the textbooks becomes very significant in the classroom context. Therefore, the present study tries to answer the following questions.

## 1.1 Research Questions

- How culture is represented in Maharashtra state's English textbooks?
- What are the themes of Big C and Small c culture have been represented in Maharashtra state's English textbooks?
- Which culture (source culture/ target culture and international target cultures) the language textbooks endeavours to teach?

## 1.2 Methodology

The study considers two sets of textbooks for analysis. The first set of textbooks is 9<sup>th</sup> and 10<sup>th</sup> standard English textbooks of English Medium and the second set of textbooks is 9<sup>th</sup> and 10<sup>th</sup> standard English textbook of Marathi Medium. The rationale behind choosing these sets of textbooks is as follows: in English medium, English is taught as a first Language, and in Marathi medium, it is taught as a third Language. Since the aim of the proposed study is to investigate how culture is represented in the Maharashtra state's (9<sup>th</sup> and 10<sup>th</sup> standard Marathi and English medium) English textbooks, the research work employs textual analysis method. These textbooks have been analysed by using Cortazzi and Jin's (1999) model for evaluating culture in textbook with the special reference to 'Big C' culture and 'Small c' culture.

## 2. Literature Review and Theoretical Framework

### 2.1 Research on Textbook Analysis from Cultural Point of View

Here is the account of some previous studies which helps to reveal how cultural representation is important in ESL/EFL textbooks. These studies also reveal that not only source or target culture is important, but both the cultures are important for developing mutual, cultural and intercultural understand in learner. Having studied the relationship between the target culture and learner's native culture Kramsch (1993) observes that in order to establish explicit communication with the natives of the target culture the learner should learn and understand the target culture in relation to one's culture.

Fasih and Marie (2011) have mentioned that there are some cultural views that appear in one culture, but at the same time, they are not adequate in another cultural group. Thus, while writing textbook author should be sensitive not only about one's own culture but also about other's culture(s). This study concludes with that awareness of both cultures should help to overcome the problem of stereotypes or general assumptions about a culture.

Nadura (2004) has given a very significant account of cultural reflection in the ESL textbooks taught in the US. She points out the missing cultural aspect of ESL textbooks and stereotypical representations of character. Her research also underlines the lack of dynamic representation of native and target culture. She concludes her work by giving five strategies for dealing with stereotypes and other cultural biases in ESL textbooks and other instructional materials.

There are very few studies which address the issue of developing Intercultural Communicative Competence (ICC) in a classroom context. Let's look at some of the most recent studies. Heidi Aijala (2009) in the study, *Acquiring Intercultural Competence from Coursebook:*

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*Analysis of Learning Tasks in the Finnish Upper Secondary Schools Course Book Series In Touch* analyses the learning tasks given in the textbooks in order to check if the textbook promotes the acquisition of Intercultural Competence. Similar kind of studies on German course books carried out by Sercu (2000) and Maijala (2008) have been reported in Heidi Aijala (2009). While Sercu (2000) checks the promotion of ICC through textbook, Maijala (2008) examines intercultural content. Surprisingly, both of them draw similar conclusions, i.e. the need for better representation of cultural interaction in course books for enhancing learners' knowledge and skills.

## 2.2 Theoretical Framework

There are numbers of methods/criteria/models available for textbooks evaluation. These methods are proposed by different researchers as per their own way of evaluating textbooks/materials or course books. Awasthi (2006) gives a detailed account of the contributors who have contributed to the methods of textbook analysis. He mentions Rivers (1968), Chastain (1971), Tucker (1975), Breen and Candlin (1979), Daoud and Celce-Murcia (1979), Williams (1983), Cunningsworth (1984), Hutchinson and Walters (1987), Sheldon (1988), Skierso (1991), Block (1991), Ur (1996), Littlejohn (1996), Harmer (1996), and McDonough and Shaw (2003). Additionally, Ellis (1997) and McGrath (2002) have also contributed to the list of methods.

There are some criteria and checklists available for textbook analysis from a cultural point of view such as Sercu's (1998), Hatoss Aniko's (2004) Checklist, Huhn's (1978), Byram's (1993a) criterion and Cortazzi and Jin (1999) Model for evaluating textbook culture. Since I have chosen Cortazzi and Jin (1999) Model for evaluating culture in the textbook, it has been briefly summarized here. According to Cortazzi and Jin (1999, p. 204-210) checklists are not enough for textbook evaluation. So, they have proposed a model for evaluating culture in the textbook. In this model, they have categorised culture in three categories.

1. C1. Source culture- learners' own culture (i.e. native culture),
2. C2. Target culture - Where the target language is used as a first language (i.e. English in this case) and
3. C3, C4, C5... International target cultures- refer to cultures that are neither source culture nor the target culture. (Variety of cultures in English or non-English speaking countries around the world which use English as an international language)

This categorisation reflects to understand not only target culture but also source and international cultures. It also encourages the development of their/one's own identity and awareness of others' identity. Cortazzi and Jin (1999, p.218) consider that cultural mismatches can occur, but knowledge and awareness of different cultural approaches might help to reduced difficulty.

Meanwhile, one should understand that whatever culture is there (i.e. source, target or international cultures) that should be categorised in two categories, i.e. Big C culture and Small c culture. Brook (1968) suggests that two domains are significant for the language teachers; the first

one is Big ‘C’ and the second is Small ‘c’ (cited in Jing Xiao, 2010). The following section endeavours to explain what Big C and Small C is and what is their significance.

### 2.3 Concept of ‘Big C’ and ‘Small c’

For the better understanding of the term culture, Hall (1976), Peterson (2004), Chen (2004), Lee (2009) and Songmei Liu (2013) have categorised it in two categories which is known as ‘Big C culture’ and ‘Small c culture’ (Chen 2004, Lee 2009 and Songmei Liu 2013) or ‘Big C culture’ and ‘Little c culture’ (Peterson 2004). It is also known as ‘surface culture and’ ‘deep culture’ (Hall 1976).

According to Peterson (2004) ‘the culture relating to grand themes, is classified under Big C which includes the following themes such as geography, architecture, classical music, literature, political issue, society’s norms, legal foundation, core values, history and cognitive processes. Little c culture involves the life together with attitudes and beliefs. Peterson (2004) defines ‘little c’ culture as the culture focusing on common and minor themes. It includes themes such as opinion, viewpoint, performance or tastes, gesture, body posture, use of space, clothing styles, food, hobbies, popular music and popular issue and certain knowledge etc. (cited in Lee 2009).

Lee (2009; p.78) refers to the ‘Big C’ culture as “the culture which represents a set of facts and statistics relating to the Arts, History, Geography, Business, Education, Festival and custom of a target speech society. It is, by nature, easily seen and readily apparent to anyone and memorised by learners and has been utilised heavily by many L2/FL/ELT language practitioners to teach a target culture. The ‘Small c’ domain, on the other hand, refers to the invisible and deeper sense of a target culture, i.e. the mainstream socio-cultural values, norms and beliefs, taking into consideration such socio-cultural variables as age, gender and social status”. Lee (2009) designed a set of concrete themes for examination of how culture was taught in Korean EFL textbooks. Lee’s framework consisted of 22 themes for Big “C” for example arts, agriculture, education, sports, and politics etc., and 26 themes for little “c” such as freedom, materialism, informality, fairness, and competition etc.

In a similar way, Chen (2004) has proposed a cultural framework based on the model conceptualised by Lessard-Clouston (1996). Chen’s framework includes seven themes under Big ‘C’ i.e. music, social norms, education, economy, politics, history and geography and nine themes under little ‘c’ such as daily routine, lifestyle, holiday, food, gesture, weather, greeting, customs and values etc. (cited in Songmei Liu 2013 p. 31).

By using Chen’s (2004) and Lee’s (2009) framework Songmei Liu (2013) has considered the respective merits and weaknesses of both cultural frameworks mentioned above. He has prepared his own framework in which only seventeen cultural themes are used; ten themes for Big “C” i.e. Geography, Science, History, Social norms, Architecture, Economy, Education, Art/Literature, Politics, Music/Sports etc., and seven themes for little “c” culture i.e. Food, Holidays, Lifestyles, Customs, Values, Body Language, and Hobbies etc.

After referring to the three frameworks of Chen (2004), Lee (2009), Songmei Liu (2013), there seems to be ambiguity and overlapping between the classifications of Big C and Small c. Moreover, there is no clear reasoning for the categorisation of the themes under the Big C and Small c.

Thus, to get a clear picture of Big 'C' and small 'c' I have tried to check the 'Iceberg model' of culture which was proposed by E. Hall (1997) in his book titled 'Beyond the Culture'. Hall (1997) has categorised culture in two parts, i.e. 'Surface culture' and 'Deep culture'. "Surface culture" refers to that culture which is most visible. This is the part one can see, taste, smell, hear, and touch. It includes things like food, music, visual arts, language, celebrations, and games. The visible aspects of culture are important parts of how cultures interact and maintain their sense of unity. But over the period of time they change, for example, recipes, games and arts can all change over time. Even language shifts with each generation. Therefore, we can say that the top part of the culture iceberg have a relatively low emotional load. They matter to people, but they can also be changed and altered without fundamentally challenging the existence of a culture or people's ideas about who they are. "Deep culture" in contrast, is the invisible type of culture associated with a region, group of people, language, etc. Some examples of little c culture include communication styles (facial expressions, gesture, eye contact, touching, body language etc.), verbal and non-verbal language symbols, cultural norms (what is proper and improper in social interactions), how to behave, myths and legends. Deep culture makes living today absolutely positively possible. We can't live or communicate without deep culture. A lot of intercultural communication is based on either Deep culture or Surface culture, or both.

Hall's (1997) Iceberg model is deeper for understanding but it seems confusing. When Hall explains about deep culture, he mentions that deep culture is the 'invisible type of culture' and he categorises 'facial expressions, gesture, eye contact, touching, body language etc. under the deep culture which is visible. Thus, his terminology, especially 'invisible' seems less appropriate. In my opinion, the term, 'less visible culture' would be more appropriate to use for things like 'facial expressions, gesture, eye contact, touching, body language etc.

By considering the merits and especially the demerits of the earlier theories, their application to the current investigation will also be limited. Therefore, I would like to suggest that the term, 'less visible' to be used for 'invisible'.

The suitable proposed definitions/explanations for the current investigation are as follows:

### 2.3.1 Big C Culture

Big C culture is the most visible culture which deals with grand themes. Grand themes are those themes which one can see, taste, smell, hear, and touch. Thus, Big C includes themes like food, music, visual arts, language, celebrations, and games etc.

### 2.3.2 Small c Culture

The Small c culture is a less visible culture which deals with minor themes. Though they are less visible, they have a deeper sense of culture. Thus, the Small c culture includes themes such as cultural norms (what is proper and improper in social interactions), mannerism, values, daily routines, gender role, hobbies, holidays, communication styles (facial expressions, gesture, eye contact, touching, body language etc.).

### 2.3.3 The Proposed Categorisation of Themes under Big C and Small c:

After examining the categorisation of Big c and Small c put forth by Hall (1976), Peterson (2004), Chen (2004), Lee (2009) and Songmei Liu (2013), it found that it is not appropriate or entirely suitable for Indian or very specifically to the culture in Maharashtra. They have categorised “Food and Custom” under Small c culture and “Holiday” in Big C culture which seems quite inappropriate in Indian or Maharashtrian culture. Thus, the researcher has proposed some changes in the categorisation by categorising “Food and Custom” under the Big C culture and “Holiday” in Small c culture.

The reason behind proposing above categorisation (Food and Custom” under the title of Big C culture) is in India food and customs are very peculiar things which help to represent the particular identity of society and geographical area. For example, *rasgulla* is associated with Bengal and Odisha, *dal-bati* is associated with Rajasthan, *varan-bhat*, *puranpoli* and *bhakari* is associated with Maharashtra. Every food item is an identity of that particular state and society. Even within the same state there are different food cultures which help to differentiate one region from another one, one society from another society and one individual from another individual. The proposed categorisation of themes under Big C and Small c is as follows.

Table1: The proposed categorisation of themes under Big C and Small c is as follows.

| Big C culture |                        | Small c culture |
|---------------|------------------------|-----------------|
| 1.            | Food                   | Values          |
| 2.            | Art, literature, Music | Hobbies         |
| 3.            | Festival               | Role of gender  |
| 4.            | Clothing               | Daily routines  |
| 5.            | Economy                | Holidays        |
| 6.            | Religion               | Body language   |
| 7.            | Custom                 |                 |
| 8.            | History                |                 |
| 9.            | Geography              |                 |
| 10.           | Environment            |                 |
| 11.           | Sports                 |                 |
| 12            | Science                |                 |

### 3. Analysis of Textbooks and Discussion

As mentioned above, Cortazzi and Jin (1999, p. 204-210) argued that checklists are not enough for textbook evaluation. Thus, they have put forth a model for evaluating culture in the textbook. In this model, they have categorised culture in three categories namely, Source culture, target culture and the international target culture. Thus, this model has been adapted for analysing the culture in the textbook.

For the analysis of the culture represented in the textbooks, the cultural content of each of the textbook is examined. Every unit of each textbook is examined to check if it represents themes which can be categorised under Big c or Small c. Further, each theme of Big c and Small c is examined to check which culture(s) (source culture, target culture, and international target culture) it represents.

#### 3.1 My English Coursebook: Standard 9<sup>th</sup> English Textbook for Marathi Medium

The following things are observed after analyzing the textbook.

The textbooks have very minor representation of culture. The textbook contains only the six themes of Big C culture such as food, history, literature, Science, custom and art. Among the themes of Big C, the themes such as history and literature were represented twice. However, food, science, custom, and art were represented once. These themes of Big C mostly represent the international target culture.

In particular, the international target culture has been represented five times in the textbook. However, the source culture has been represented four times, and the target culture has been represented only three times in the textbook.

Table 2: Class 9<sup>th</sup> English Reader: A course book in English (Marathi Medium)

| Unit no. | Topic/ lessons                        | Cultural themes |         | Source culture | Target culture | International target culture |
|----------|---------------------------------------|-----------------|---------|----------------|----------------|------------------------------|
| Unit 1   | 1.1 Walk a little slower              | Big C           |         |                |                |                              |
|          |                                       | Small c         |         |                |                |                              |
|          | 1.2 The Fun they Had                  | Big C           |         |                |                |                              |
|          |                                       | Small c         |         |                |                |                              |
|          | 1.3 'Hope' is the thing with feathers | Big C           |         |                |                |                              |
|          |                                       | Small c         |         |                |                |                              |
|          | 1.4 The Story of Tea                  | Big C           | Food    | √              |                | √                            |
|          |                                       |                 | History | √              | √              | √                            |
|          |                                       |                 | Custom  | √              |                | √                            |
|          |                                       | Small c         |         |                |                |                              |
|          | 1.5 The Necklace                      | Big C           |         |                |                |                              |

|        |                                    |         |            |   |   |   |
|--------|------------------------------------|---------|------------|---|---|---|
|        |                                    | Small c |            |   |   |   |
| Unit 2 | 2.1 Comparisons                    | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 2.2 Helen Keller and Anne Sullivan | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 2.3 Mark Twain                     | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 2.4 Please Listen!                 | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
| Unit 3 | 3.1 Coromandel Fishers             | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 3.2 The Fall of Troy               | Big C   | Literature |   |   | √ |
|        |                                    |         | History    |   |   | √ |
|        |                                    | Small c |            |   |   |   |
|        | 3.3 To a Butterfly                 | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 3.4 Think Before You Speak!        | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
| Unit 4 | 4.1 What is Success?               | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 4.2 Reading Works of Art           | Big C   | Art        | √ |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 4.3 Silver                         | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |
|        | 4.4 The Tempest                    | Big C   | Literature |   | √ |   |
|        |                                    | Small c |            |   |   |   |
|        | 4.5 The Last Lesson                | Big C   |            |   |   |   |
|        |                                    | Small c |            |   |   |   |

### 3.2 Kumar Bharati: Standard 9<sup>th</sup> English Textbook for English Medium

The textbook contains only the three themes of Big C culture such as history, literature, and art. Among the themes of Big C, the theme such as literature was represented twice; however, history and art were represented just once. It has also been observed that through these themes mostly the international target cultures have been represented.

To be particular, the international target cultures have been represented three times in the textbook. However, the source culture has been represented only once, and the target culture does not find any representation in the textbook.

Table 3: Kumarbharti 9<sup>th</sup> Standard English textbook (English medium)

| Unit no. | Topic/ lessons                             | Cultural themes |            | Source culture | Target culture | International target culture |
|----------|--------------------------------------------|-----------------|------------|----------------|----------------|------------------------------|
| Unit 1   | 1.1 Life                                   | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 1.2 A Synopsis - The Swiss Family Robinson | Big C           | Literature |                |                | √                            |
|          |                                            | Small c         |            |                |                |                              |
|          | 1.3 Have you ever seen ... ?               | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 1.4 Have you thought of the verb 'have'    | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 1.5 The Necklace                           | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
| Unit 2   | 2.1 Invictus                               | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 2.2 A True Story of Sea Turtles            | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 2.3 Somebody's Mother                      | Big C           |            |                |                |                              |
|          |                                            | Small c         |            |                |                |                              |
|          | 2.4 The Fall of Troy                       | Big C           | Literature |                |                | √                            |
|          |                                            |                 | History    |                |                | √                            |
|          |                                            | Small c         |            |                |                |                              |
|          | 2.5 Autumn                                 | Big C           |            |                |                |                              |
|          |                                            | Small           |            |                |                |                              |

|        |                                      |         |     |   |  |  |
|--------|--------------------------------------|---------|-----|---|--|--|
|        |                                      | c       |     |   |  |  |
|        | 2.6 The Past in the Present          | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
| Unit 3 | 3.1 Silver                           | Big C   |     |   |  |  |
|        |                                      | Small C |     |   |  |  |
|        | 3.2 Reading Works of Art             | Big C   | Art | √ |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 3.3 The Road Not Taken               | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 3.4 How the First Letter was Written | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
| Unit 4 | 4.1 Please Listen!                   | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 4.2 The Storyteller                  | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 4.3 Intellectual Rubbish             | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 4.4 My Financial Career              | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |
|        | 4.5 Tansen                           | Big C   |     |   |  |  |
|        |                                      | Small c |     |   |  |  |

### 3.3 Comparison of Standard 9<sup>th</sup> English Textbooks for English and Marathi Medium

Both the English textbooks of 9<sup>th</sup> Standard for English and Marathi medium have the same organisation of lessons. The textbooks have 4 units each. Each unit in the textbooks contains 5 lessons. The lessons in each unit are randomly selected unlike the previous textbook of 2016, which had a unit devoted to a particular theme such as sports and adventure, art and culture, science and technology, travel and tourism, people, nature, birds and animals, environment and human relations.

The lessons in both the textbooks are different except three lessons titled, *The Necklace*, *Fall of Troy* and *Reading works of Art*. Among these three lessons, a lesson in the English medium textbook titled, *Fall of Troy* has an additional introduction. This additional introduction provides

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references to the source culture by mentioning the epics such as *Ramayana* and *Mahabharata* before introducing the Greek epics such as *Iliad* and *Odyssey*. It also implies that the reference to source culture is missing in the Marathi medium text book.

Both the textbooks represent very less themes of culture; among the represented themes, prominently they are from Big C culture. However, not even a single theme of Small c culture is represented in these textbooks.

### 3.4 Standard 10<sup>th</sup> English Textbook for Marathi and English Medium

In congruence with the 9<sup>th</sup> standard textbook, both the English textbooks of 10<sup>th</sup> Standard for English and Marathi medium have the same organisation of lessons. The textbooks have 4 units each. Each unit in the textbooks contains 5 to 6 lessons and these lessons in each unit are randomly selected. Here, the lessons in both the textbooks are different except five lessons titled, World Heritage, Let us March, The Alchemy of Nature, Unbeatable Super mom and Jon of Arc. However, there is a very minute difference in the titles of few lessons.

### 3.5 My English Course book: Standard 10<sup>th</sup> English Textbook for Marathi Medium

Five cultural themes such as Literature, Gender role, Sport, History and Science appear in the textbook. Among all the themes four themes such as Literature, Sport History and Science represent Big C culture while, a theme, Role of gender represents Small-c culture. Among the themes of Big C, the themes such literature is represented twice; however, history, Science and sport were represented just once. The Small-c theme, Gender role is represented twice.

Similar to the 9<sup>th</sup> standard textbooks, through these themes mostly the international target culture has been represented. The international target culture has been represented four times in the textbook. However, the source culture has been represented three times, and the target culture does not find any representation in the textbook.

Table 4: 10<sup>th</sup> Standard Marathi Medium English textbook

| Unit no. | Topic/ lessons                     | Cultural themes |  | Source culture | Target culture | International target culture |
|----------|------------------------------------|-----------------|--|----------------|----------------|------------------------------|
| Unit 1   | 1.1 A Teenager's Prayer            | Big C           |  |                |                |                              |
|          |                                    | Small c         |  |                |                |                              |
|          | 1.2 An Encounter of a Special Kind | Big C           |  |                |                |                              |
|          |                                    | Small c         |  |                |                |                              |
|          | 1.3 Basketful of Moonlight         | Big C           |  |                |                |                              |
|          |                                    | Small c         |  |                |                |                              |

|        |                                          |         |            |   |  |  |
|--------|------------------------------------------|---------|------------|---|--|--|
|        | 1.4 Be SMART... !                        | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 1.5 His First Flight                     | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
| Unit 2 | 2.1 You Start Dying Slowly               | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 2.2 The Boy who Broke The Bank           | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 2.3 The Twins Henry                      | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 2.4 An Epitome of Courage                | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 2.5 Book Review - Swami and Friends      | Big C   | Literature | √ |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 2.6 World Heritage                       | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
| Unit 3 | 3.1 If ...                               | Big C   |            |   |  |  |
|        |                                          | Small C |            |   |  |  |
|        | 3.2 A Lesson in Life from a Beggar       | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 3.3 Stopping by Woods on a Snowy Evening | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 3.4 Let us March !                       | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
|        | 3.5 The Alchemy of Nature                | Big C   |            |   |  |  |
|        |                                          | Small c |            |   |  |  |
| Unit 4 | 4.1 The World is Mine                    | Big C   |            |   |  |  |
|        |                                          | Small   |            |   |  |  |

|  |                                                     |         |                |   |  |   |
|--|-----------------------------------------------------|---------|----------------|---|--|---|
|  |                                                     | c       |                |   |  |   |
|  |                                                     | Big C   |                |   |  |   |
|  | 4.2 Bholi                                           | Small c | Role of gender | √ |  |   |
|  |                                                     | Big C   |                |   |  |   |
|  | 4.3 O Captain! My Captain!                          | Small c |                |   |  |   |
|  |                                                     | Big C   | Sports         | √ |  |   |
|  |                                                     | Small c |                |   |  |   |
|  | 4.4 Unbeatable Super Mom                            | Big C   | Literature     |   |  | √ |
|  |                                                     |         | History        |   |  | √ |
|  |                                                     | Small c | Role of gender |   |  | √ |
|  | 4.5 Joan of Arc                                     | Big C   | Science        |   |  | √ |
|  |                                                     | Small c |                |   |  |   |
|  | 4.6 A Brave Heart Dedicated to Science and Humanity | Big C   |                |   |  |   |
|  |                                                     | Small c |                |   |  |   |

### 3.6 Kumar Bharati: Standard 10<sup>th</sup> English Textbook for English Medium

In the textbook, seven cultural themes such as Literature, History, Role of gender, Religion, Sport, Science and Values appear in the textbook. Among all the themes, five themes such as Literature, History, Religion, Sport and Science represent Big C culture while, two themes, such as Role of gender and Values represent Small-c culture. Among the themes of Big C, the theme such as literature is represented four times; however, Science is represented twice and history, religion and sport just once. The Small-c themes, Role of gender and value are represented just once.

Similar to both the 9<sup>th</sup> standard textbooks and Standard 10<sup>th</sup> English textbook for Marathi medium, through the themes mostly the international target culture has been represented. To be particular, the international target cultures have been represented five times in the textbook. However, the source culture and target culture have been represented only three times.

Table 5: Kumarbharti 10<sup>th</sup> Standard English Medium English textbook

| Unit no. | Topic/ lessons                        | Cultural themes |  | Source culture | Target culture | International target culture |
|----------|---------------------------------------|-----------------|--|----------------|----------------|------------------------------|
| Unit 1   | 1.1 Where the mind is without fear... | Big C           |  |                |                |                              |
|          |                                       | Small c         |  |                |                |                              |
|          | 1.2 The Thief's Story                 | Big C           |  |                |                |                              |
|          |                                       | Small c         |  |                |                |                              |
|          | 1.3 On Wings of Courage               | Big C           |  |                |                |                              |
|          |                                       | Small c         |  |                |                |                              |

|        |                                         |         |                |   |   |   |
|--------|-----------------------------------------|---------|----------------|---|---|---|
|        | 1.4 All the World's a Stage             | Big C   | Literature     |   | √ |   |
|        |                                         | Small c |                |   |   |   |
|        | 1.5 Joan of Arc                         | Big C   | Literature     |   |   | √ |
|        |                                         |         | History        |   |   | √ |
|        |                                         | Small c | Role of gender |   |   | √ |
|        | 1.6 The Alchemy of Nature               | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
| Unit 2 | 2.1 Animals                             | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 2.2 Three Questions                     | Big C   | Literature     |   |   | √ |
|        |                                         | Small c |                |   |   |   |
|        | 2.3 Connecting the Dots                 | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 2.4 The Pulley                          | Big C   | Religion       |   | √ |   |
|        |                                         | Small c |                |   |   |   |
|        | 2.5 Let's March                         | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 2.6 Science and Spirituality            | Big C   | Science        | √ |   |   |
|        |                                         | Small c | values         | √ |   |   |
| Unit 3 | 3.1 Night of the Scorpion               | Big C   |                |   |   |   |
|        |                                         | Small C |                |   |   |   |
|        | 3.2 The Night I Met Einstein            | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 3.3 Stephen Hawking                     | Big C   | Science        |   | √ |   |
|        |                                         | Small c |                |   |   |   |
|        | 3.4 The Will to Win                     | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 3.5 Unbeatable Super Mom-Mary Kom       | Big C   | Sports         | √ |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 3.6 The Concert                         | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
| Unit 4 | 4.1 A Thing of Beauty is a Joy For Ever | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 4.2 The Luncheon                        | Big C   |                |   |   |   |
|        |                                         | Small c |                |   |   |   |
|        | 4.3 World Heritage                      | Big C   |                |   |   |   |

|  |                                          |         |            |  |  |   |
|--|------------------------------------------|---------|------------|--|--|---|
|  |                                          | Small c |            |  |  |   |
|  | 4.4 The Height of the Ridiculous         | Big C   |            |  |  |   |
|  |                                          | Small c |            |  |  |   |
|  | 4.5 The Old Man and The Sea: Book Review | Big C   | Literature |  |  | √ |
|  |                                          | Small c |            |  |  |   |
|  | 4.6 The Gift of Magi                     | Big C   |            |  |  |   |
|  |                                          | Small c |            |  |  |   |

#### 4. Conclusion

The close examination of the 9<sup>th</sup> and 10<sup>th</sup> Standard English textbooks for Marathi and English medium reveals that the textbooks have very minor representation of culture. However, out of whatever representation they have, the main focus of the textbooks seems to be on teaching international target cultures (comparing to target culture and source culture) through the most occurring themes of Big C such as literature and history.

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## **Effect of SMS Lingo on Writing Skill: An Investigation**

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### **Abstract**

The present study attempts to investigate a fascinating way of using language for sending a text message to a mobile phone and its effects on writing skill. Using a survey method, the study examines how the non-standard contracted forms are used and avoided according to the context. The data has been collected through a questionnaire from 10 UG students of the University of Hyderabad and then analysed to check the hypothesis put forth. The study reveals that the use of a non-standard contracted form may affect the writing skill. However, the appropriate use of the forms of the words enhances the writing skill.

**Keywords:** SMS language, SMS Lingo, Text messaging and writing skill.

### **1. Introduction:**

Language is species specific, so is the writing. It took the humans many centuries, to evolve the finest writing systems which we are privileged to employ today. In recent times, the use of electronic devices for the purpose of writing has added a new chapter in the history of writing in human species. Not long ago, the world has witnessed the use of electronic devices such as Mobiles to send and receive messages. However, the language used in this messages or popularly abbreviated as SMS (Short Message Service) sent through mobiles drastically depart from the conventional language used for the purpose of communication. Thus, this paper endeavours to explore the characteristics of this language and examine its effect on the writing skill of the young undergraduate students in the Indian context.

*SMS Lingo* is a characteristic language which predominantly uses contracted forms for sending text messages or SMS using mobile phones. Due to the revolution in the telecommunication sector, especially the user-friendly interface of the device has resulted in high use of mobiles across the age group. However, the use of this lingo is very widespread, especially among today's youth. The primary objective of SMS lingo seems to make use of the minimum number of characters to

convey an intelligible message. The need for this minimum number of characters seems to have emerged as the telecommunication companies had set an SMS character limit, allowing only certain number of characters per message. The limitation on the use of characters, further leads to the use of innovative but idiosyncratic and sub-standard contracted forms of words in the SMS.

A study carried out by Solomon (2011) reveals that text messaging does not only involve contracted forms but also much more than that such as the use of pictograms and logograms. His observation in this regard is quite fascinating. He states, words are either shortened through the use of initial alphabets to represent the word or by using both, alphabets as well as numbers. The message, “Bye, take care. I will talk to you later” for instance, could be conveyed or written simply as ‘Bye, tc ttyl’. This instance suggests that the short words such as bye are not contracted and only the initial letters of the words are used to contract the whole sentences such as ‘tc’ for take care and ‘ttyl’ for ‘talk to you later’. In addition to that, it also suggests that the omission of the subject and the tense marker to make the text as short as possible. The following instances show the alphanumeric combination to write the text. For instance, the words such as ‘Great’ is rendered to as ‘gr8’; “To night” as ‘2nit’ “for you”, as 4U; and “before” as b4.

Since nearly unrestricted freedom is taken to convey the message through writing, there emerges the wide concern of the masses who research on linguistics in general and the writing skills in particular. Therefore, the current study endeavours to inquire into the following research questions.

### 1.1 Statement of the Research Problem

The study attempts to answer the following four research questions:

- a) What type of language is used for SMS?
- b) How the language used in the SMS lingo is different from the language used in other conventional written communication?
- c) Why the different type of language is used for SMS?
- d) What is the impact of the SMS chat language on writing skill?

### 1.2 Hypothesis

The study hypothesis that the use of a contracted form of English words for SMS texting affects the writing skill.

## 2. Literature Review

Though the impact of text messaging on language has generated a great deal of debate, not many books have been written on the subject. Solomon (2011) surveys the research done on the texting language. According to him, the first book ever published on texting language is by Hannu Luntiala (2007) followed by a most comprehensive work on the topic by Crystal (2008). In the existing literature, he also observes that the phenomenon has been viewed from three different perspectives. The first perspective believes that text messaging is potentially harmful to the writing

skill of the learners. Researchers like Rosen et al. (2009) as cited in Russell (2010) believes that the regular use of SMS lingo can impact negatively on the everyday language of the learners to exercise it. This perspective is based on the argument that the SMS lingo does not follow the essential mechanism of the writing such as grammar in general and syntax, punctuation, spelling and capitalization in particular in order to bring brevity, concision economy to the SMS.

On the contrary, the other perspective believes that the SMS lingo or the exercise of texting rather enhances the learners writing skill. Crystal (2008) is the major contributor to this perspective. He asserts SMS Lingo is not really a threat as many fear it can. Regardless of the way, the more the learners write, the more they improve their writing skill. Thus, in fact, the increased use of texting rather enhances the literacy among the young learners. O'Connor, (2005) also contributes to this perspective by stating that the more you got students to write, the better is it.

The third perspective doubts the either positive or negative effect of texting on the writing skill. Many researchers in the field like Solomon (2011) posits that it's not the text messaging which is bad in itself but its misuse such as the inconsistent, idiosyncratic and non-standard use of abbreviations, expressions and spellings is.

According to Russel (2010) as cited in Solomon (2011) SMS lingo should be recognised as a different language. He argues that, learning of a new language usually does not affect students' ability to use the grammar of another language, it would be inappropriate to consider the view that the text messaging can affect learners' grammar. However, there seems to be a problem with this view of Russel as it contradicts with the fact that the language learnt first causes the linguistic interferes while learning another language.

## 2.1 Methodology

The data was collected through a questionnaire from 10 UG students of the University of Hyderabad and then analyzed to check the hypothesis put forth.

## 2.2 Limitations of the Study

The questionnaire prepared to check the hypothesis put forth was consisted of ten questions and the data was collected only from ten students which have helped the study to be focused but limited the scope of the study.

### 3. Data for Discussion

The numbers appear on the right side shows the number of students (out of 10) ticked the particular option.

|                                           |   |
|-------------------------------------------|---|
| 1. Which language do you use for texting? |   |
| a) Formal                                 | 1 |
| b) Informal (the short forms)             | 2 |
| c) Both                                   | 7 |

|                                                                                  |   |
|----------------------------------------------------------------------------------|---|
| 2. Why do you use the formal or informal (the short forms) language for texting? |   |
| a) For saving time and space                                                     | 8 |
| b) To hide spelling mistakes                                                     | 1 |
| c) Some other reasons?                                                           | 1 |

|                                                                                     |   |
|-------------------------------------------------------------------------------------|---|
| 3. Have you ever felt that the short forms help us in hiding our spelling mistakes? |   |
| a. Yes Always                                                                       | 0 |
| b. Yes at times                                                                     | 4 |
| c. Not at all                                                                       | 6 |

|                           |   |
|---------------------------|---|
| 4. If so? In which words? |   |
| a. Long words             | 2 |
| b. Newly introduced words | 1 |
| c. Difficult words        | 4 |
| d. No answer              | 3 |

|                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------|--|
| 5. Can you provide a few of such words?                                                                                           |  |
| 5a. procrastination, Czechoslovakia, tomorrow, important                                                                          |  |
| 5b. Palazzo, Squabble                                                                                                             |  |
| 5c. continuous, disheartening, program, conspicuous, programmer, professor, encyclopedia (3 students did not provide any example) |  |
|                                                                                                                                   |  |

|                                                                                   |   |
|-----------------------------------------------------------------------------------|---|
| 6. Have you ever felt that the use of short forms affects your correct spellings? |   |
| a. Yes                                                                            | 3 |
| b. No                                                                             | 2 |

|             |   |
|-------------|---|
| c. At times | 5 |
|-------------|---|

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| 7. If so? In which words?                                                                                |
| a. Privilege, tomorrow(4students), Professor, Programmer, Fellow, people, balloon<br>Saturday, necessary |

|                                                                    |   |
|--------------------------------------------------------------------|---|
| 8. Have you ever used the formal language deliberately in texting? |   |
| a) Yes                                                             | 6 |
| b) No                                                              | 1 |
| c) At times                                                        | 3 |

|                                               |
|-----------------------------------------------|
| 9. If yes/no? Why? Did it help you in anyway? |
|-----------------------------------------------|

|                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|
| 10. How will you write the message? <i>Hi, shall we meet tomorrow for discussion in Shopping Complex?</i> |
|-----------------------------------------------------------------------------------------------------------|

#### 4. Results

Proving the fact that the characteristic language, *SMS lingo* is used extensively in texting by the youngsters; the study also brings out the following interesting facts:

1) The *SMS lingo*, as well as formal language, is employed by most of the subjects according to the context.

2, 3, 4 & 5) The main motivation for the use of *SMS lingo* is *to save space and time*, though it is also at times employed *to hide possible spelling mistake* in long (*procrastination, Czechoslovakia, tomorrow, important*) difficult (*continuous, disheartening, program, conspicuous, programmer, professor, encyclopedia*) and newly introduced words such as *Palazzo* and *Squabble*.

6 & 7) Most of the students felt that the use of short forms affects their correct spellings in words such as *Privilege, tomorrow(4students), Professor, Programmer, Fellow, people, balloon, Saturday, and necessary*.

**8 & 9)** The texting is *context-bound*, the *formal language was deliberately used* with the elderly people and teachers to show respect and maintain the right attitude. The formal language was also used to keep the conversation very realistic and natural. It was at times used because it felt more proper and help to strengthen the knowledge of sentence formation and practice the usage of certain tricky words.

**10)** The SMS lingo is used among/between people who know each others' texting abbreviations and versions well. Texting involves immediate turn taking. So texters opt for abbreviated forms and omit punctuations and ignore capitalization which requires pressing extra keys and consumes more time and effort and costs the recipient extra patience in taking his/her turn and slows down the process of communication.

The following things were observed when the subjects were asked to write the message: *Hi, shall we meet tomorrow for discussion in Shopping Complex?*

- |                                             |                            |
|---------------------------------------------|----------------------------|
| a. Vowels are deleted:                      | <i>fr</i> for 'for'        |
| b. Only Consonants are used:                | <i>tmrw</i> for 'tomorrow' |
| c. A complete word is replaced by a letter: | <i>v</i> for 'we'          |
| d. Use of numerals instead of words:        | <i>4</i> for 'for'         |
| e. Punctuations are avoided:                | no full stop.              |
| f. Unnecessary punctuations are used:       | !!!                        |

## 5. Conclusion

Though the use of *SMS lingo* has been quite useful to save time and space and for other various reasons, the continuous use of nonstandard contracted form of English words affects the writing skill. The study also brings out the fact that if formal language is used for the SMS texting, the texting can be used as an effective tool for improving written communication skill.

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**In association with  
Central Institute of Indian Languages, Mysore  
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# **Certificate**

*This is to certify that Mr/Ms/Dr/Prof Anita Nisargandha has participated in the 41<sup>st</sup> International Conference of Linguistic Society of India held at Indira Gandhi National Tribal University, Amarkantak during 13<sup>th</sup> – 15<sup>th</sup> November, 2019. The title of his/her presentation is **Developing Critical Cultural Awareness through Language Textbook: A Case Study.***

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Convener

**Prof. Panchanan Mohanty**  
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**Prof. T V Kattimani**  
Vice Chancellor, IGNTU

# INSTITUTE OF OIA STUDIES AND RESEARCH, BHUBANESWAR



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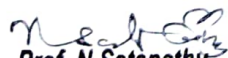
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This is to Certify that Prof./Dr./Ms./Mr. Anita Abhimanyu Nisaragadha has participated/presented paper/chaired session in the 5th National Language Conference organized by Institute of Odia Studies & Research (IOSR), Bhubaneswar held at the Ravenshaw University, Cuttack, Odisha from 04-02-2019 to 05-02-2019.

The title of the Sole/Co-Author(s) paper is: Cultural Representation in Language Textbooks : An Analysis

  
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### Plagiarism-free Statement

This is to certify that the thesis entitled "**Representation of Culture in Maharashtra State's Secondary and Higher Secondary English Language Textbooks: A Critical Analysis**" submitted by my student, Ms. Nisargandha Anita Abhimanyu (Regn No: 14HGPH01) has been screened by the Turnitin software at the Indira Gandhi Memorial Library of the University of Hyderabad.

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02/09/2025

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by Nisargandha Anita Abhimanyu

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