

**ANALYSIS OF THE SYLLABI OF ENGLISH
TEXTBOOKS REGARDING STUDENTS' CULTURAL
NEEDS AT INTERMEDIATE LEVEL**

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ABSTRACT

An effort has been made by the current research for taking an analytical review of the syllabi of Textbooks prescribed by Punjab Textbook Board, Lahore (Pakistan) between January, 2009 to December, 2012 regarding the fulfillment of students' need of cultural awareness. Assessment of the presence of the aspects of cultural integration, attaining information about the number of contents as the representatives of Pakistani culture in the syllabus of textbooks and making cultural needs analysis as integral part of syllabus were the core aims of this research. After conducting data analysis of the contents of the syllabus of the five textbooks of English (selected after purposive sampling) for Intermediate level (prescribed between January, 2009 to December, 2012 by Punjab Textbook Board, Lahore (Pakistan), researcher found that the number of the contents as the representative of Pakistani culture in the syllabus of the Textbooks of English for the Intermediate level was relatively less with lack of knowledge about cultural aspects (like information about customs, conventions and traditions of Pakistan) for promoting a spirit of cultural identity in Pakistani students. Syllabus designers and content developers also ignored the topics of historical nature for producing familiarity about historical personalities and historical events in syllabus. They designed and compiled the syllabus without considering students' cultural needs in the light of sociocultural aspects of English in Pakistani society. The study may be effective in generating awareness in public about the relatively weak state and inability of the syllabus in producing cultural awareness in students. It also puts a heavy responsibility on syllabus designers and content developers' shoulders for designing and compiling a new syllabus after conducting a proper cultural needs analysis for designing a new syllabus for the students of Intermediate level after considering the recommendations and suggestions presented by this study.

Key words: *Syllabus, Culture*

ABBREVIATIONS & DEFINITIONS OF THE KEY

There was no particular abbreviation associated with this study. Definitions of the key terms related to this research have been stated below.

Syllabus

Hutchinson and Waters have defined syllabus in following words.

“At its simplest level, a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance”. (Hutchinson and Waters, 1987:80)

Yalden (1987) defines syllabus in following words.

“Summary of the content to which students will be exposed” (Yalden, 1987, p, 87).

Culture

Hoebel has defined culture in following words.

“An integrated system of learned behavior patterns which are characteristic of the members of a society and which is not a result of biological inheritance” (Hoebel)

Edward Tylor had defined culture in following words.

“Culture as a diverse set of activities and characteristic of all human societies” (McClenon, 1998, pp.)

Ralph has described culture in following words.

“The imposition of arbitrary form upon the environment” (Ralph, 1969, p. 395)

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