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## **Analyzing Intercultural Communicative Competence in Grade Eleven English Textbook**

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### **Abstract**

This study aims to explore the cultural contents and activities in the English textbook of grade eleven to identify how the textbook can contribute to the development of intercultural communicative competence (ICC) in secondary level students of Nepal. I selected this book purposefully for data collection to find the answers of my research questions about the cultural contents presented in the book and their potential to enhance ICC in English language learners from school level. Similarly, I analyzed the contents through the qualitative content analysis method collecting data from the book by following the framework of Byram's ICC Model, Kramsch's cultural perspective, and Cortazzi and Jin's sources of cultures. I found extensive inclusion of target and international cultural contents in the textbook which can ensure the open space to practise and foster the intercultural communicative activities. Additionally, the match of cultural contents with Byram's ICC model and Cortazzi & Jin's sources of culture indicate the potentiality of textbook to enhance ICC in students. This study can be useful for the English language teachers and learners guiding them how this textbook can contribute to develop intercultural communicative competence.

**Keywords:** Symbolic competence, cultural contents, critical thinking, intercultural awareness

### **Introduction**

Alexandra's story portrays the significance of intercultural communicative competence in multicultural and multilingual society. As mentioned in the article "The link between linguistic subordination and linguistic inferiority complexes" (Tankosic



et al., 2021), Alexandra was a non-native speaker of English having doctorate qualification in sociology but she had to face challenges in social interactions due to the lack of ICC. When she migrated to Australia from Ukraine, she had to work in different companies being socially and economically marginalized. As a result, she was compelled to feel inferiority complexes towards her language and got into anxiety due to communication barriers in Australian context (Tankosic et al., 2021). Therefore, this story provoked me to explore how the textbooks and teachers are playing role to develop intercultural awareness in students from school level and then I planned to analyze English textbooks delving into how they have incorporated and addressed the cultural contents to develop intercultural communicative competence (ICC) in secondary level students of Nepal.

After reading the cultural perspective of Kramsch (2013), Byram's ICC model, and the article of Tankosic et al., I realized that the English language learners of Nepalese schools should also be able to communicate in English at functional level when they live in multicultural society at global context for which the secondary level English textbooks along with teachers can play significant role to develop fundamental skills of ICC in them from school level. Likewise, the secondary level English curriculum (2078 B.S.) and national curriculum framework (2076 B.S.) also aim to develop communicative competence in secondary level students for enabling them to live in global village successfully using English as a global lingua franca (Jenkins, 2009). Thus, it is essential to investigate the cultural aspects in the textbooks to make them useful course books for developing ICC in students from school level. In this study, I have immersed into the textbook of grade eleven to find out its potential for enhancing ICC in secondary level students and I have analyzed the book using the framework of Cortazzi and Jin (1999)'s sources of culture, ICC model of Byram (2021), and cultural perspectives of Kramsch (2013).

According to my experience, in the context of Nepal, English language teaching is highly focused on developing linguistic competence and English as a medium of instruction to learn both English as a subject and the contents of other subjects to get higher education in any discipline. Similar to this, Giri (2010) argues that Nepalese education policies promote English for linguistic competence and academic success but the globalized society needs the individuals with intercultural awareness in the process of social interaction. Therefore, the English textbooks are supposed to have the potential to develop competency as the demand of the global community (Byram, 2021; Cortazzi & Jin, 1999; Kramsch, 2013).

The Government of Nepal has determined national objectives of education related to global manpower. The seventh national objective of education aims to develop competent human resources who can compete at national and international level and are suitable for global context with required digital competency (National

Curriculum Framework, 2076 B.S.). Similarly, Secondary level curriculum of English (2077 B.S.) accepts English as a lingua franca and cultural diversity as a resource to be connected with global community and aims to create meaningful learning context for language learning through texts of language functions, fictions, and non-fictions to prepare students for university education and to work in national and international settings. Moreover, the English curriculum has set up sixteen themes to be included in the textbook of grade eleven and twelve where the themes related to globalization and cultural diversity are also given space. On the basis of these evidences, this study is required to explore how the English textbook of grade eleven has incorporated cultural perspectives and designed the activities to prepare global human resources equipped with ICC.

This qualitative content analysis aims to analyze the secondary level English textbook of grade eleven designed for Nepalese public schools. Additionally, this study intends to explore how the textbook can contribute to developing ICC in the students of grade eleven to make them ready for interaction in the global community. I have analyzed the textbook answering the research question: ‘What cultural contents and activities are there in the textbook and how can they contribute to developing ICC in secondary level students of Nepalese schools?’. This study will be useful for English teachers to be focused on developing ICC going beyond linguistic competence. Similarly, it can provide input as feedback to course designers to make the balance of cultural contents in English textbooks.

## **Literature Review**

### **Intercultural Communicative Competence and Language Textbooks**

ICC is a capability of an individual to communicate effectively and appropriately with people from other cultures, understanding and respecting cultural diversity (Byram, 1997). Byram further asserts that the individuals with ICC possess the five qualities, such as a positive attitude towards cultural diversity, knowledge of how intercultural interactions function, the skill of interpreting and relating cultural phenomena, the skill of discovering new culture and real-life communication, and critical cultural awareness. Byram emphasizes that the language teaching and learning should go beyond linguistic competence and include cultural understanding, critical thinking, and successful communication in intercultural settings. To develop this competence, the English textbooks play a vital role for which the balanced representation of cultural contents is necessary (Byram, 1993; Cortazzi & Jin, 1999).

Intercultural awareness, sensitivity, and effectiveness are the core aspects of ICC; intercultural awareness helps individuals to understand their own and others’ culture. Likewise, with the help of intercultural sensitivity, the interlocutors recognize,

appreciate, and respect behaviors, perceptions, and feelings of the people from different cultures. Similarly, intercultural effectiveness is useful for accomplishing the goal of communication in diverse cultural settings (Chen & Starosta, 1997). Furthermore, Ramanowski (2017) claims that when learners face problems in possessing language and use it in the context, ICC helps them to communicate according to the varied contexts. In my opinion, the ICC is required for all persons who live in a multicultural society whether they communicate in English or in another language.

### **Framework of Cultural Content Analysis in Language Textbook**

The structured approach of textbook analysis is required to ensure the appropriate analysis of textbook and to look into the categories, sources, and perspectives of cultural contents in the textbook for which Byram (2021) provides eight cultural contents to be included in the language textbooks for the balanced analysis of textbook to see whether it can foster intercultural communicative competence and promote diverse cultural perspectives,. The criteria include social identity and social groups (social class, regional identity, ethnic minorities), social interaction (differing levels of formality), belief and behavior (moral, religious beliefs, daily routines), social and political institutions (state institutions, health care, law and order, social security, local government), socialization and the life cycle (families, schools, employment, rites of passages), national history (historical and contemporary events seen as markers of national identity), national geography (geographic factors seen as being significant by members), and stereotypes and national identity (what is “typical,” symbols of national stereotypes).

Similarly, Cortazzi and Jin (1999) believe that if the textbooks make the balance of three sources of cultures in the textbooks, the language learners can develop intercultural communicative competence well. They denote that source culture helps learners to understand their own culture including a specific symbol or sign of national stereotypes, national identity, famous people, famous monuments, and famous folktales. Similarly, the target culture related to English language includes the countries United Kingdom, United States, Canada, Australia, New-Zealand, and Ireland. Additionally, international sources of culture refer to the cultures of those countries where English is not used as a first language. Similar to this, Kachru (1990) presents three circles of English speaking countries. The first inner circle where English is used as first language, the second outer circle where English is widely used as second language, and the third expanding circle where English is used as foreign language or language of education, media, technology and beyond. Furthermore, there are other categories as well to look into the cultural contents in language textbooks. The textbook should cover the aesthetic, sociological, semantic, and pragmatic aspects for successful language learning context (Adaskou et al., 1990).

Moreover, while analyzing any textbook, we need a lens to see the aspects of a book for which there are numerous perspectives developed by different scholars. Under the cultural perspective, Byram (2021) discusses how the textbook should promote intercultural communicative competence. Similarly, Cortazzi and Jin (1999) focus on making balance of three sources of cultures in the textbook, and Kramsch (2013) talks about big culture and small culture in relation with language teaching and textbook designing.

For the linguistic perspective to textbook analysis, Richard (2001) emphasizes the role of textbook in providing structured syllabus for language learning which covers grammar, vocabulary, phonetics, and syntax and aligns with language acquisition theories. Littlejohn (1998) provides a framework for textbook analysis based on pedagogical perspective which guides to identify whether the textbook is aligned with teaching methodologies and engages learners with supportive and effective activities. Mishra and Koehler (2006) talks about how the textbooks balance technological, pedagogical, and content knowledge. Here in this study, I have employed the framework of Cortazzi and Jin, Byram, and Kramsch to analyze the textbook in relation to ICC to look into the English textbook of grade eleven through the eyes of cultural perspective.

Different studies conducted in Nepal, China, Japan, Indonesia, United States, Bangladesh and beyond have focused on the analysis of cultural contents in the English textbooks and some of the studies have looked into the textbooks from the perspectives of World Englishes and intercultural competence perspectives. Subedi (2024) analyzed English textbook from a cultural perspective in Nepal. Similarly, Siddique (2011) studied English textbook in Bangladesh to identify intercultural exposure in ELT and Riadini and Cahyono (2021) explored cultural contents in English textbook in Indonesian context. Likewise, Kong and Kiwan (2020) studied cultural activities in different English textbooks and Dianhu Hu (2021) analyzed two English textbooks in Finland and China. Moreover, Soy and Syafrudin (2023) delved into the foreign culture in Cambodian English textbook and Yamada (2010) examined how the Japanese diversity and foreign culture have been balanced in the textbook of English. Furthermore, Yamanka (2006) studied English textbook in relation to World Englishes and cultural representation. Keles and Yazan (2020) investigated the World Englishes and the representation of cultures and communities in the English textbooks, and Bhandari (2019) explored the representation of World Englishes and cultural contents in relation to ICC in the textbook of grade five. However, I did not find the studies on analysis of grade eleven English textbook from the perspective of ICC.

## Methods and Procedures

I employed qualitative content analysis research method to describe textual contents, identifying patterns, themes, and meanings within English textbook of grade eleven to see how it can contribute for the development of ICC in secondary level students (Chelimsky, 1989; Krippendorff, 2019; Schreier, 2012) by following the framework of Byram, and Cortazzi and Jin through the lens of cultural perspective to make fundamental inference about the book. The sources of qualitative content analysis are books, newspapers, journal articles, reports, interviews, speeches, videos, images, and field notes (Krippendorff, 2019; Schreier, 2012). Therefore, the primary source of data for my study is the secondary level English textbook of grade eleven developed by Curriculum Development Center (2077 B.S.), Ministry of Education, Science and Technology, Government of Nepal that follows the spirit of national curriculum framework (NCF) 2076 B.S. and secondary level English curriculum 2076 B.S. intending to develop language skills and aspects in two sections: language development and literature. I selected this book purposefully for analysis as it is a new secondary level textbook which is supposed to have potential to develop ICC. I focused on the cultural contents and related activities to find out to what extent they can contribute for ICC.

For data collection, I studied the book thoroughly, focused on Byrm, and Cortazzi and Jin's framework. Furthermore, I looked into the textbook closely again and identified and categorized the cultural contents. After the formation of a table of cultural contents and activities, I interpreted the data comparing the categories and themes within and across the framework. I not only analyzed the textbook in relation to predetermined categories and new themes but also interpreted other cultural aspects whether they contribute for ICC or something is missing there. Similarly, to maintain trustworthiness and credibility of the study, I studied the textbook multiple times and I got my comparison of cultural contents reviewed from English teachers. Along with this, I interpreted the textbook on the basis of my research questions through the eyes of neutral researcher (Krippendorff, 2004/2019; Schreier, 2012; Chelimsky, 1989), and from the cultural perspectives stepping on the theory of Byram (1993), Kramsch (2013), and Cortazzi and Jin (1999).

## Results

Although the textbook is divided into two parts: language development and literature, both parts are useful for developing ICC as they contain a varied array of cultural contents. Likewise, I found an impressive beginning of the textbook initiated with quotations which represent the theme of the text and motivate students for

learning. The textbook provides rich contents of target and international culture which can develop the intercultural awareness if they are presented in the class being focused on ICC.

### **Source Culture Contents in the Textbook**

Among forty chapters, I found four chapters; a story about family culture entitled *The Tattered Blanket* by Kamala Das, an interview with Mahabir Pun entitled *Mahabir Pun: A Visionary Social Entrepreneur*, a travelogue entitled *Discovering West Nepal-the Wild Frontier* by Philippine writer Megan Leung, and a story entitled *An Astrologer's Day* by Indian writer RK Narayan describes the selling of cosmic insights to gullible villagers as the cultural contents in the textbook which represents the Nepalese cultures. Although the contents are written by foreign writers and some contents in Indian context, they are similar to Nepalese culture. That's why, I included them in this category. Similarly, I found two chapters; an essay on *Free Writing* by Peter Elbow and a blog on *Social Media* by Aulia Maharani Karli that portray writing culture and social media culture which are more relevant for the Nepalese context. Now the question is how they can contribute to the ICC. Although there are limited chapters of source culture, they can develop a positive attitude, provide information about Nepalese culture, and help to interpret the contextual meaning of cultural events.

### **International Culture Contents in the Textbook**

The cultural themes that I found under this category reflect not only the general culture that suit across the globe but also beyond the Nepalese context. In language development section, I found a speech by Malala given in UN youth assembly, an essay on *Qin Dynasty* in Chinese history and culture, a Russian story about dream entitled *The Looking Glass* by Anton Chekhov, an essay on health and exercise practices entitled *You may Scoff* by Emma Young, an autobiographical essay of Green belt champion Wangari Maathai in Kenya on *Foresters without Diplomas*, an article on superstition entitled *A Few Kind Words for Superstition* by Robertson Davies, an inaugural speech of Nelson Mandela (the first black president of South Africa), an article entitled *What Lost Identity, the Diaspora and Globalization* by Abdalhadi Alijla, and an article on *Power of Napoleon Bonaparte in Politics* by Milada Broukal.

Similarly, in literature section, I found a story entitled *God Sees the Truth but Waits* by Russian writer Leo Tolstoy shows false conviction, a story called *Civil Peace* by Nigerian writer Chinua Achebe describes effects of Nigerian civil war, a story entitled *Two Little Soldiers* by French writer Guy de Maupassant presents romantic and conflicted love, the poem on *Corona Says* by Nepali poet Vishnu S. Rai portrays corona pandemic, the poem on *A red, red rose* by Scottish poet Robert Burns describes deep love for the beloved one, the poem on the *Gift in Wartime* by Vietnamese poet Tran

Mong Tu shows bitter feeling of dead soldier's wife, the essay on *Sharing Tradition* by American essayist Frank LaPena describes the modes of sharing traditions, the essay on *What I Require from Life* by British-Indian writer J.B.S. Haldane reflects the essentials of human life, the essay on *Scientific Research is a Token of Human Kind's Survival* by Russian writer Vladimir Keilis Borok suggests for using scientific inventions for humankind not against nature, the one act play entitled *A sunny morning* by Spanish dramatist S. A. Quintero narrates the reunion of two lovers in their 70s, and the one act play entitled *Refund* by a Hungarian satirical writer shows the condition of unqualified human resources across the globe. Altogether, there are twenty chapters among forty which prominently represent international cultures. According to my understanding, these contents are useful for both intercultural and transcultural communicative competence.

### **Target Culture Contents in the Textbook**

As target culture represents the culture where English is used as native language, I noticed, in the language development section; an article on *Why is the Renaissance Important?* by Broukal Milada, an extract from the novel Alice's adventures in wonderland entitled *Down the Rabbit Hole* by Lewis Carroll, an essay on *Shall there be peace about war in the hope of peace* by Hermann Hesse, an essay on *What is the soul* by Bertrand Russell representing scientific and philosophical perspectives on soul, a review of novel entitled *Half a life talks about identity crisis in migrants* published in Washington Post by Jonathan Yardley, an essay on *Taking my son to college, and where technology has replaced Serendipity* by Christina Baker Cline shows the effects of technology on education.

Similarly, in literature section, I found a story entitled *The selfish giant* by Irish writer Oscar Wilde which presents the garden and children, a story entitled *The oval portrait* by American writer Edgar Allan Poe depicts art and life, a story entitled *The wish* by British writer Roald Dahl portrays the imagination three types of snakes, the poem on *All the world's a stage* by English poet William Shakespeare explains stages of human life, the poem *Who are you, little i?* by American poet talks about childhood memories connected with nature, the transcript of speech of American businessman Steve Jobs shows his struggles for apple computer, the essay on *What is poverty* by American writer depicts the whole nine yards of poverty, and the one act play entitled *Trifles* by American novelist Susan Glaspell shows the contemporary status of women in American society. There are fifteen texts which centrally represent varied cultural practices of native speaking countries or the cultures of inner circle; United Kingdom, United States, Canada, Australia, New-Zealand, and Ireland (Kachru, 1990). Although

I placed these contents in this section, they are beyond the boundary of certain cultures and communities. They try to develop a broad concept of culture and neutral use of language which can contribute to guide English language learners to be open to all cultures.

### **Alignment of English Textbook with Byram's ICC Model**

I pointed out that the themes mentioned in the textbook: education and humanity, communication, media and society, science and technology, and history and culture align with Byram's themes, such as, social identity and social groups (social class, regional identity, ethnic minorities) and social interaction (differing levels of formality). Similarly, life and love, health and exercise, humor and satire, home life and family relationship match with the themes; belief and behavior (moral, religious beliefs, daily routines) and socialization and the life cycle (families, schools, employment, rites of passages).

Additionally, the theme social and political institutions (state institutions, health care, law and order, social security, local government) and national history (historical and contemporary events seen as markers of national identity) are touched with health and exercise, democracy and human rights, career and entrepreneurship, power and politics, and globalization and diaspora. Moreover, the textbook covers the themes; national geography (geographic factors seen as being significant by members) and stereotypes and national identity (typical symbols of national stereotypes) with travel and tourism, arts and creation, immigrants and identity but I could not find the texts related to culture of local governments and a typical stereotypes related to any country and ethnicity. The contents represent all as a whole although they are constructed in certain cultural contexts. Thus, the textbook has the potential to develop ICC in secondary level students if the teachers incorporate the activities of ICC.

### **Potential of Activities in the Textbook for Intercultural Communicative Competence**

The style of activities in the textbook in both sections is almost the same in relation with cultural contents to enhance ICC but the activities in language development section are multi-purposive as they are focused on developing linguistic competence as well. As I have already mentioned, the textbook has sufficient cultural contents to develop ICC. The format of activities and exercises in the book are managed into the categories; ways with words, comprehension, critical thinking, writing segment, grammar, listening skill, speaking skill, and project work which are closely connected

with the text provided for the reading skill. Mainly, the activities are intended to teach core ideas of the texts relating them with local context, providing space for the critical and creative skills.

Similarly, in both sections, students can develop ICC by learning vocabularies for core concepts in pre-reading activities. Similarly, for while reading activities, there are scanning and skimming activities along with critical thinking, creative writing, and project work to explore more about certain cultural practices. Additionally, in the literature section, there are segments; before reading, literal comprehension, reference to the context, and reference beyond the text which can help students to be clear about the certain cultural practice. Table 1 presents the activities mentioned in unit one of the English textbook of grade eleven as a sample illustration.

**Table 1**

*Language Development: Unit: One-Education and Humanity*

<b>Skills</b>	<b>Activities</b>
<b>Reading</b>	<p>Pre-reading activities (before you read): Pictures and questions related to the text, for example, who are these people? What are they known for?</p> <p>While-reading Activities: ways with words; finding a similar single word based on given explanation, matching opposite words, and learning words by using a dictionary; literal comprehension question based on scanning and skimming, for instance, What is Malala calling upon all governments?</p> <p>Post-reading activities: critical thinking; contextualizing the text; that is, how can we ensure the right to education of every child?</p>
<b>Writing</b>	<p>Writing activities related to the text to elaborate the statement with personal experiences “Education empowers the person”.</p> <p>Contextualization of grammar; learning word classes by reading texts and newspapers.</p>
<b>Listening</b>	<p>Activities based on a conversation of two students talking about deciding about a major subject. Scanning, skimming and group discussion type of activities.</p>
<b>Speaking</b>	<p>Learning to express good wishes; the activities to develop speaking skill based on a dialogue composed in Nepalese context and different situations of Nepalese and international context. For example, your sister is taking an IELTS test; it’s your friend’s birthday etc.</p>
<b>Project Work</b>	<p>Inquiry based questions to enhance all language skills and aspects. The textbook provides a task to prepare a poster of a local famous woman including her success story of life.</p>

If we go through the activities of this textbook, there are pre-learning activities of the language skills and aspects and then while and post from which the textbook aims to elicit the ideas of the learners first, then getting them to be engaged in understanding the text, and then helping them to contextualize the core ideas of the text. It means the textbook has designed the activities from anticipation to consolidation process. In the aforementioned activities based on unit one, there is a speech of Malala from which the textbook exposed the education hazards of Pakistan but the issue raised in the speech is global. Therefore, the contents are beyond the fixed patterns of intercultural awareness and are able to create open space for intercultural communicative competence.

## **Discussion**

The interesting thing about the cultural contents is that they are related to certain countries; the countries of inner, outer, and expanding circles (Kachru, 1990) but they are beyond the ethnocentrism and they represent global context. Although the textbook has included a few contents of source culture, the contents of target and international culture are neutral and embrace the value of transculturation. The speech and experiences of Steve Jobs, for example, represents the target culture but the vocabulary, theme, narrative style is suitable across the globe and the message that he wants to give is not only useful for the people of the US but also for the individuals of the global community.

Now, the question is how the contents can contribute to the enhancement of intercultural communicative competence. As I have comprehended, the cultural contents are somehow contributing for ICC and more for linguistic and communicative competence as they provide context for learning language in general cultural contexts. That is. The essay on taking my son to college where technology has replaced Serendipity by Christina Baker Cline shows the transitions and shifts of the educational system due to extensive use of technology. This cultural content definitely represents the educational culture of American society from past to present but more it shows the global representation of change in schooling and education due to technology.

Even though the vocabularies, illustrations, and contents do not touch any specific ethnic community, they represent the global ways of thoughts, social practices, and life styles from which the learners can develop communicative competence more but can have limited intercultural awareness of specific cultures. Here, I don't mean the textbook cannot develop the ICC, it has created a good environment for multicultural context for ICC but it depends on how effectively it is implemented at the learners' level. Similarly, as it is closely connected with the framework of Cortazzi and Jin and Byram's ICC model, there is more chance of enhancing ICC in learners with the help of this book. Let's see from different perspectives how this book can contribute to the ICC.

My findings contrast with previous studies in terms of the number of sources of culture because (Riadini & Cahyono (2021) found source, international, and target cultures fifty eight, thirty five, and seven percent respectively in Indonesian English textbook. Similarly, Siddiqie (2011) pointed out twenty six percent local, twenty two international, thirty six both local and international, and sixteen percent neutral cultural contents in the English language textbook of Bangladesh. But there are five, twenty, and fifteen out of forty source, international, and target cultural contents respectively in the textbook through which I went. Additionally, Cortazzi and Jin (1999) revealed that there is to be prime focus on source cultures too along with international and target language cultures. I believe that learning English is definitely enhanced with target and international cultures but the source culture of learners also plays a vital role to get the picture of others' culture based on the experience of their own culture. Therefore, while teaching English, similar cultural contents of learners can be integrated with target culture. Furthermore, after looking into this book I came to know that we should see the cultural contents from humanistic perspectives for learning underlying beliefs of global cultures rather than specific cultural contents.

As the cultural perspective guides researchers to analyze textbooks on the basis of how different cultural contents are presented and how they contribute for language learning, I also intend to see the English textbook from this lens to identify how it can enhance intercultural communicative competence (ICC) (Byram, 1997; Cortazzi & Jin, 1999; Kramsch, 1993). Byram (2021) has provided five sub-components; knowledge, skill of interpretation and integration, skill of discovery and interaction, positive attitude, and critical cultural awareness as the abilities for ICC, the textbook attempts to create the context for this. The first capability is to have knowledge of local and others' cultures, for this, the textbook has provided a wide range of international and target cultural contents. Although the book has limited contents of source cultures, it has tried to develop knowledge of local cultures through activities, exercises, and project works encouraging students to contextualize the contents.

Similarly, the skill of interpreting, relating, and discovering cultures has been enhanced through the segment critical thinking and project work providing different types of questions to interpret, relate, and explore them in Nepalese context. Under the speaking skill, the textbook has mentioned language functions in limited international contexts and extensively Nepalese context which can hinder the skill of real-life communication and interaction in diversified cultural contexts but the book has provided required activities for ICC under reading and writing skills. Regarding positive attitude or openness to the cultural context, the textbook can work better as it has provided global cultural contents. To develop the critical awareness in students, the textbook has designed the segment entitled reference beyond the text where the attitude developing and critical thinking activities have been presented.

Language learning should emphasize on culture as discourse, intercultural reflection, critical awareness, symbolic competence, dynamic and hybrid cultural contents, and dialogism and then the textbook can contribute well for most of them Kramersch (2013). The story selfish giant, wish, and many other texts reflect the symbolic meanings and students can have a chance to discuss the story from multiple perspectives. Similarly, a wide array of target, international, and global contents create the context for learning with dynamic and diversified cultural contents. But the book lacks to create context for intercultural dialogues as it has limited context for target culture and limited contents from source culture. This textbook is related to ideas of Hall (1976) as he has talked about the surface and deep level of culture. The textbook prominently reflects less surface culture (visible aspects like food, festivals and clothing) and more deep cultures (invisible aspects like values, beliefs, and norms) which can help learners to develop ICC going beyond certain cultural beliefs.

### **Conclusion**

This study has attempted to fill the gap in existing knowledge by exploring ICC in the English textbook of Nepalese secondary school education because there is no analysis of the English textbook of grade eleven in relation to ICC in Nepalese context. Likewise, as my purpose was to explore the cultural contents and activities in English textbooks in relation to ICC, I found varied sources of cultural contents extensively accompanied with international, target, and global cultural contents and balanced activities to enhance ICC. The textbook matches Byram's five abilities of ICC and Hall's deep culture model as it covers communication styles and rules; facial expression, gestures, eye contact, personal space, conversational patterns in different social situations, empathy, sympathy, and beyond. Therefore, it can contribute to ICC. In the one act play "Trifles", for example, the language and behavior of males show the hidden meaning of male dominated society and the story oval portrait shows the sacrifice of the true lovers, first towards husband and second towards painting. According to my experience of implementing this textbook in the class, I expect multicultural contexts too for practice under speaking skills.

The findings of this study can be useful, first of all, for the English language teachers of secondary level in Nepal who are teaching English in grade eleven and twelve guiding them to focus on developing intercultural communicative competence. Secondly, it can provide guidelines to use cultural contents making balance of diversified cultural contexts. At last but not least, this study can provide feedback to course designers to review the cultural contents, redesign the activities, and revise the course

in further editions. Although I have been teaching this course since its publication, I have not thought in this way what I have realized after this study. I believe that English language teachers including me can go beyond linguistic competence and embrace the value of ICC in language teaching and learning. Mainly, I could focus on analyzing this textbook from a cultural perspective although there are more aspects of research; linguistic and pedagogical aspects, teachers' practices of using these cultural contents, and students' perspectives towards this textbook which can be the guidelines for further researchers. Finally, this textbook provides varied contents of different cultures and has the potential to develop ICC in English language learners if the teachers focus on the aspects of ICC while conducting language learning activities.

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