Investigating the Need to Embrace Native English Speaking Culture to Enhance the ESL Experience as Expressed by Pakistani Learners

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Abstract

Language portrays the cultural values of the people who utilize it on daily basis, language and culture are inextricable, and thus learning a second language can require the learner to attain its cultural perspectives. This study endeavors to comprehend to what extent does the current Native English Speaking Culture (NESC) need to be included in the Pakistani English textbook? English textbooks can be one of the major and easily accessible

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sources for the Pakistani ESL (English as Second Language) learners to explore native English speaking culture.

This study investigated how do ESL teachers in Pakistan explore the NESC in their classroom when Pakistani English and culture seems like getting firm grip in the classroom milieu. This study also probed; can the juxtaposition of local and NESC meet the need of Pakistani ESL experience? And, this study disseminated the voice of Pakistani ESL learners who urge to embrace current NESC with the amalgamation of rich Pakistani culture to meet their needs, and enhance their ESL experience.

Key Words

Native English Speaking Culture, Pakistani Culture, Pakistani English, Obsolete language, English as Second Language, English Language Learning

Introduction

Learning English as a second language has high demand among the Pakistani students in Lahore, Pakistan. To learn English as second language can some ways necessitate the learner to obtain or assimilate its culture. According to Kramsch (1998), "Language is a principal means whereby we conduct our social life". Therefore, language is a way to depict or convey the cultural identity where it belongs, "language and culture are not isomorphic" (Cheng, 2008). Therefore, Seeyle (1984) emphasized that language learning should not be isolated from its society that uses it on daily basis. In addition, Scrivener (1994) states that English language teaching is not only simply learning the language, but also learning the culture of that country. But, on the other hand, Pakistani ESL experience seems to avoid the target culture in their textbooks and classroom milieu. Pakistani students and teachers may not be much interested to learn about festivities (e.g. Christmas, Easter, and Thanksgiving), movies, music and entertainment of native English speakers, because of difference between their own Pakistani cultural values and English ways of living. Yet Pakistani learners can possibly be interested to explore native English speakers' cultural values like attitudes, behaviors, beliefs, values, and free time activities which may be similar to Pakistani culture, because it can help them to learn the English language at the neutral or middle ground.

According to David (2008), "knowledge and awareness of cultural variation in speech will make the learner communicative competent". Thus, lack of current target culture cognizance can be one of the reasons why Pakistani ESL students may be reluctant to carry on conversation using English language. Aliakbari (2004) illustrates that native English speaking culture in ESL experience is not helping the Iranian ESL learners to improve their intercultural communication and understanding.

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Now, this study investigates the Pakistani ESL experience which may have lack of opportunity for learners to explore NESC. But, every year numbers of Pakistanis are moving to Native English speaking countries for employment, education and business, etc. Therefore, there appears to be a need to embrace current NESC in Pakistani ESL experience, in order to enhance and prepare the learners for their future plans.

The main goal of this study was to understand the students' and teachers' opinions, belief and attitudes towards the inclusion of native English speaking culture in their ESL experience. Therefore, this study endeavored :1) to investigate what extent the NESC need to be included in the English textbook, 2) to comprehend how do ESL teachers in Pakistan explore the native English speaking culture in their classrooms, 3) to figure out if the juxtaposition of local and native English speaking culture could meet the need of Pakistani ESL experience.

Literature Review

Language and Culture

Language and culture are embedded with each other. Learning a foreign language involves learning its culture as well. Moran (2001) illustrates that language and culture clearly reflect each other. Culture can be a very arduous topic to put it into words; culture consists of all the shared products of human society (Deng 1989). In addition, Kramsch (1998) stresses that culture is the membership in the community where we share the common social space, history and standards to conduct our lives. Pennycook (1995:47) views culture "as the process by which people make sense of their lives". Moreover, Swiderski (1993) states that "Culture is not learned as language, yet language is not learned until culture is". According to Bachman (1990), competence in a language must include competence in the culture of the target language. 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 (Brown 2001; Syed 2008). Hence, the L2 learner may have to develop the cultural cognizance in order to learn and communicate in the English language.

Communicative Approach and Target Culture

Clark and Ivanic (1991, 170) described the connection between language and culture in communication: language forms cannot be considered independently of the ways they are used to communicate in context. Therefore, language teaching may need to realize the imperativeness of the target culture. According to David (2008), "Raising students' awareness of these cultural differences resulting in varying responses to compliments will

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help to improve the communicative competence of language learners". Marek (2009) highlighted in his study that the target language culture is an essential element in the process of effective communicative language learning and teachers are strongly recommended to cover more of the target language culture in the classroom. Hao and Zhang (2009) pinpointed in their research that in spite of twelve years of English language learning Chinese college students' could not do well in intercultural communication context, due to lack of target cultural awareness. Hence, teachers and students may need to explore target culture in their classroom milieu in order to ameliorate their communicative skills.

English Textbook Evaluation and Culture

Textbook evaluation is a significant process because textbook selection can have a massive impact on English language teaching and learning experience. English textbooks have a substantial role when it comes to impart the knowledge about the target language culture. According to (Cortazzi and Jin 1999), English textbook is potentially a teacher, a map, a resource, a trainer, an authority, and an ideology. ESL teachers make references to the textbook (Cunningsworth 1995; Harmer 1991; McGrath 2002) and construct their whole syllabus based on particular textbook (Garinger 2002; Harmer 1991). Some studies pinpointed that ESL textbooks are constructed for commercial purpose and may not rely on the core principles of language acquisition and theories introduced by educators and scholars (Tomlinson 2010). Moreover according to Tomlinson (2008), ESL textbook writing depends on teachers, administrators, and in some cases parents' liking. In addition, these textbooks emphasize on language items rather than providing students opportunity to acquire the target culture.

Yuen Ka-Ming (2011) investigated the representation of foreign cultures in English textbook in Hong Kong, and exposed the dominance of the English speaking countries. Ahmed and Narcy-combes (2011) conducted an English book evaluation from cultural vantage point; and discovered unbalanced representation of target culture and local culture. Furthermore, Alakbari (2004) evaluated the Iranian English textbook, and discovered inadequacy of western culture, and proposed to augment western culture in the Iranian ESL experience. However, the present study focuses also on the extent the NESC needs to be included in the Pakistani English textbook.

Target Culture and Language Teaching

Teaching second language and its culture can have paramount significance in the ESL (English as second language) classroom. Khuwaileh (2000) claimed that one way or another culture always manages to become a part of the language classroom. Thanasoulas (2001) goes to the extent of stating that learning foreign language essentially entails learning its

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culture. Ilter & Guzeller (2005) highlights the positive effect of using culture on the cognitive attitude of learners. Ho Meng-Ching (1998) claims that target language and culture teaching can increase the motivation level of ESL students. But, on the other hand, Alptekin (1993) argues that teaching target culture may hinder learners' ability to attain the understanding about the language because learning unfamiliar vocabulary with alienated culture can be arduous and laborious for ESL learners. Duenas (2002) proposed the approach of "de-culture" in which language teaching has nothing to do with local and western culture. Al-Abed al Haq & Smadi (1996) advocated the same viewpoint and aver that English language teaching may need to be neutral from any sort of culture.

Some of the ESL teachers and linguists favor the amalgamation of both local and target language cultures, and therefore advocate for "re-culturing" teaching because it can enhance the communicative aptitude and comprehension of L2. Ariffin (2006) suggested that this juxtaposition of local and target culture is the best way to teach those ESL learners who are going to be ESL teachers or planning to move to western countries for educational or employment purpose. Robatjazi & Mohanlal (2007) recommended that teachers may take the context into account and create an amalgamation of target and local language cultures, according to the need and demands of ESL learners. This study urges the need to embrace the amalgamation of NESC and local culture.

Methodology

Research Method

This research utilized the mixed method (qualitative & quantitative) to probe the need to embrace the NESC so as to enhance the ESL experience in Lahore, Pakistan. The subjects of this study were 69 sixth grade ESL students (section A & B) and 2 teachers from St. Anthony High School, Lahore, Pakistan. Moreover, this research used well-known form of data triangulation in which the researcher drew data from multiple sources, e.g., teachers, students and English textbooks (Denzin, 1970; Bailey and Nunan, 1996). Due to the complexity and rigmarole of the cultural learning in ESL experience, this study also utilized "methodological triangulation." Thus, this study used more than one method for gathering data such as interviews, questionnaires, observations and textbook evaluation to figure out the cultural aspects.

The methodology of this research study endeavored to answer three salient questions set by the researcher.

1. To what extent does the current NESC need to be included in the English textbook?
2. How does an ESL teacher in Pakistan explore the NESC in their classrooms?

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3. Can the juxtaposition of local and NESC meet the need of Pakistani ESL experience?

Instruments

The instruments used in this study were 1) four set of questionnaires from students and teachers 2) Interviews from two teachers 3) two classroom observations 4) Text Analysis of 6th grade 'New Oxford English' textbook and 5) Proposed lesson plan which contained the amalgamation of local and native English Speaking culture. The quantitative data was analyzed by utilizing the Word Excel program, and interpreted in arithmetic mean, percentage and standard deviation. The qualitative data (textbook evaluation, interviews, open-ended questions, and observation notes) was analyzed by employing the grounded theory which is comprised on codes, concepts, categories and theories.

Results

Research Question 1

With the purpose to draw meaning from the first research question - *To What extent does the current NESC need to include in the English textbook?* This research commenced with the evaluation of 'New Oxford Modern English' textbook (Horsburgh, 2009), in which there were 581 (100%) occurrences of cultural words and phrases wherein 91(15.67%) portrayed International culture (Egyptian & Native American Indian), 186 (32.01%) illustrated NESC, and 304 (52.32%) depicted the Pakistani culture (as shown in table 1).

Table 1 Various Cultural Aspects

	Total Cultural Words & Phrases	NESC (Native English Speaking Culture)	PKC (Pakistani Culture)	IC (International Culture)
Frequency	581	186	304	91
Percentage	100%	32.01%	52.32%	15.67%

This English textbook contained 186 (100%) NESC words wherein 46 (24.73%) words and phrases out of 186 (100%) are being used in everyday life and the rest are 89 (47.85%) poetic and 35 obsolete (18.82%) words and phrases (as shown in Table 2).

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Moreover, NESC identities were only mentioned 16 times (8.60%) compared to Pakistani identities which were revealed 189 times in this textbook. In order to examine the reliability and validity of this book evaluation content, three Native English Speakers with different age (20's, 30's & 50's) groups and nationalities (UK, US & Australia) evaluated the list of NESC words and phrases. All of them mentioned that it is arduous for them to entirely comprehend the obsolete and abstruse English language. In addition, they corroborated with the themes, concepts, categories and results of these native English speaking cultural words and phrases (as shown in table 2).

Table 2 NESC (Native English Speaking Cultural) Aspects

	Current NESC	Poetic words & phrases	NESC Identity	Obsolete
Frequency	46	89	16	35
Percentage	24.73%	47.85%	8.60%	18.82%

The findings of the students' (set1) questionnaire clearly depicted that this group of students ($\bar{x}$ 4.26) strongly agreed that they have arduous time understanding the NESC values etc. But on the other hand, they can easily understand the Pakistani cultural values from their English textbook ($\bar{x}$ 4. 72). The Results portrayed that students are interested in and enjoyed (Accumulated $\bar{x}$ 4.4) exploring the NESC from their textbook evaluation as shown in (table 3). The ESL learners strongly agreed ($\bar{x}$ 4.4) that English language teaching is one of the main sources, and they ($\bar{x}$ 4.3) strongly agreed watching TV in Hindi, Urdu and Punjabi rather than English ($\bar{x}$ 4.2). In addition, ESL students expressed their opinions by agreeing ($\bar{x}$4.1) regarding barely using the internet.

Table 3 Questionnaire (set 1) Results from Students

	Mean	
Interpretation		
Comprehension		
In my English textbook, I don't understand native English speakers' behavior, attitudes, jokes and values in our textbook.	4.26	Strongly agreed
I can understand the Pakistani cultural values in my English textbook.	4.72	Strongly agreed
Zeal		
I am interested to learn the native English speakers'	4.4	Strongly

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attitudes, relationships, behavior and free time activities.		agreed
I enjoy learning English language and explore NESC.	4.4	Strongly agreed

Available Resources

English textbook is one of the main sources to learn English language and NESC.	4.4	Strongly agreed
Most of the time, I watch TV shows in Hindi, Punjabi and Urdu.	4.3	Strongly agreed
I hardly watch any English TV channels and movies	4.2	Agreed
I barely use the internet at home	4.1	Agreed

NESC Presentation

Our English textbook presents some current NESC which is not enough.	4.3	Strongly agreed
Our English textbook has some international culture, but mostly Pakistani culture.	4.4	Strongly agreed

Goals and Objectives

I like to study in English speaking country (UK, USA, Canada & Australia etc.) for higher education.	4.7	Strongly agreed
Learning English with native English speaking cultural values help to improve my communicative English language skill.	4.7	Strongly agreed
Learning English language with NESC in our Oxford English textbook can also help me to learn other subjects like social studies, science, history, and geography.	4.5	Strongly agreed

Need to Include NESC

Our English textbook need to include current native English speaking culture.	4.6	Strongly agreed
Oxford English textbook need to include 50% of everyday native English speaking culture.	4.6	Strongly agreed

Interpretive Key: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain
1.81-2.60 = Disagree
1.00-1.80 = Strongly Disagree

Furthermore, according the ESL students' point of view ($\bar{x}$ 4.3) strongly agreed about the lack of current NESC in their English textbook, but they believed it has majority of

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Pakistani culture ($\bar{x}$ 4.4) as shown under the theme of NESC presentation (table 3). In this questionnaire, students ($\bar{x}$ 4.7) urged to study in English speaking countries, enhanced their communicative English aptitude ($\bar{x}$ 4.7), and thought exploring NESC can help them in tertiary education ($\bar{x}$ 4.5). In the end, students strongly agreed (Accumulated $\bar{x}$=4.6) that their English textbook needs to include 50% of current NESC culture.

The questionnaire results from couple of ESL teachers (as shown in table 4) depicted that they strongly agreed ($\bar{x}$ 4.5) about the significance of exploring the NESC culture, and in their opinion NESC cannot be neglected ($\bar{x}$ 5.0) in their classroom. But, on the other hand, these teachers were tentative regarding to NESC as fifth skill ($\bar{x}$ 3.5), Both teachers strongly agreed that 'New Oxford Modern English' textbook has lack of current NESC ($\bar{x}$ 5.5) behaviors, attitudes, values and social rules, etc. However, it presented NESC in the form of old poems and moral stories which contain plethora or ample of obsolete English language (Accumulated $\bar{x}$ 5.0). The ESL teachers agreed ($\bar{x}$ 4.0) that 'New Oxford Modern English' mostly presented Pakistani culture, but in their opinion ($\bar{x}$ 5.0), this Pakistani English textbook need to include 50% of current NESC because it can augment the ESL learner's comprehension and communicative aptitude.

Table 4 Questionnaire (set 4) Results from Teachers

	Mean	Interpretation
Significance of NESC:		
I need to explore English Language with native English speaking culture.	4.5	Strongly Agreed
In English language teaching, I cannot completely neglect the NESC.	5.0	Strongly Agreed
In my opinion, NESC is essential as fifth skill (addition to macro skills) to learn the English language.	3.5	Uncertain
It is very hard to explore the NESC through the poems and moral stories.	5.0	Strongly Agreed
Cultural Aspects:		
At this present time, our English textbook often uses obsolete English language.	5.0	Strongly Agreed
At this time, this English textbook has lack of NESC behaviors, attitudes, values, social rules and expectations etc.	5.0	Strongly Agreed
In our English textbook, NESC has presented in the form	5.0	Strongly Agreed

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of poems and moral stories.

Need to include NESC:

Mostly our English text book presents Pakistani culture.	4.0	Agreed
New Oxford Modern English textbook need to include 50% of current NESC.	5.0	Strongly Agreed
In my opinion, inclusion of NESC can help my ESL learners to enhance their communicative English.	5.0	Strongly Agreed

Interpretive Key: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain
1.81-2.60 = Disagree
1.00-1.80 = Strongly Disagree

In the open-ended questions, both teachers concurred that this textbook illustrated the relationship amid language and culture, but mostly showed Pakistani culture; first teacher said that "we do have western cultural values in this textbook, anyhow it's mostly present Pakistani culture". And, second teacher expressed that "there is a relationship between English language and culture in 'New Oxford Modern English' but majority of cultural aspects show local culture". The two ESL teachers also harmonized with each other in second question, basically both of them said that exploring culture from old or obsolete English language seems like not helping the students to improve their communicative skills.

The findings of this interview provided good insight and reasons concerning to what extent NESC need to be included in the English textbook. Teachers emphasized that English textbooks are one of the main sources to explore the NESC. In the teacher's view point, most of the ESL "learners do not have access to internet or sometimes their parents don't allow them to use internet". Teachers also believed that "most of the time their students watch TV dramas and movies in Hindi, Urdu and Punjabi". But on the other hand, first teacher mentioned that "this English textbook cannot fulfill students' intercultural communicative needs".

The ESL teachers agreed that 'New Oxford Modern English' textbook need to include current NESC instead of 18th and 19th century poems and moral stories. Teachers described that "the vocabulary used in this textbook is very difficult for the 6th grade ESL students; they do not understand the content and meaning of the poems and moral stories, and they cannot relate it with their lives". Both teachers stated that this English textbook presented plenty of Pakistani culture which cannot help the ESL learners to fulfill their present needs (tertiary education) and future goals like further education and employment in English speaking countries. One teacher thought that "the English textbook needs to include 50% of present-day NESC in their textbook", although in the second teacher's point of view, "the

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English textbook needs to entail 75% of up-to-date NESC in their textbook". The second teacher expressed that "it can give students more opportunity to explore the NESC, prepare them for their future goals; in addition the students already know their cultural values."

Research Question 2

In order to capture the reality about *how does an ESL teacher in Pakistan explore the NESC in their classrooms?,* the results of student's questionnaire clearly depicted that according to student's opinion ($\bar{x}$ 4.6) their ESL teacher mostly utilized 'New Oxford Modern English' textbook, and scarcely employed authentic material such as magazines and newspapers, etc. ($\bar{x}$ 4.7). In the ESL learners' view point ($\bar{x}$ 4.7) their English textbook mostly has Pakistani culture. The ESL students strongly agreed ($\bar{x}$ 4.6) that their ESL teachers mostly explored the NESC from old poems and moral stories which made it grueling ($\bar{x}$ 4.6) for them to understand the English language. The learners voiced ($\bar{x}$ 4.8) that their ESL teacher didn't use role plays, and video clips ($\bar{x}$ 4.5) to explore the NESC in their classroom. In addition, the Pakistani ESL learners expressed vehemently ($\bar{x}$ 4.8) that teachers didn't elucidate the discrepancies between NESC and PKC, and this lack of NESC exploration built up exertion for them to learn the English language.

Table 5 Questionnaire Results from Students

	Mean	Interpretation
Exploration of NESC:		
My ESL Teacher explores NESC from New Oxford Modern English textbook.	4.6	Strongly Agreed
New Oxford Modern English textbook mostly have local & Pakistani culture.	4.7	Strongly Agreed
My ESL teacher rarely uses English magazine, video clips, newspapers and travel brochure etc. to explore NESC.	4.7	Strongly Agreed
My Teacher usually explores the NESC from poems and moral stories which are included in our English textbook.	4.6	Strongly Agreed
It is very difficult for me understand the English language when my teacher explores NESC through poems and moral	4..6	Strongly Agreed

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stories.

My ESL teacher seldom uses English proverbs or phrases to explore the NESC.	4.7	Strongly Agreed

Activities:

My ESL teacher doesn't use role play activities in our classroom to explore the NESC.	4.8	Strongly Agreed
My ESL Teacher doesn't explore the NESC by using the video clips which show the behaviors, attitude, manners of interacting, values and customs etc.	4.5	Strongly Agreed

Cultural Differences:

My ESL teacher doesn't describe us the difference between Pakistani culture and NESC.	4.8	Strongly Agreed
In my opinion, Lack of exploration about the NESC makes it difficult for me to learn the English language.	4.8	Strongly Agreed

Interpretive Key: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain
1.81-2.60 = Disagree
1.00-1.80 = Strongly Disagree

During interview, the ESL teachers told that typically they utilized 'New Oxford Modern English' to explore NESC, because school administration emphasized the use of this textbook, and they prepared their students for Examination. According to one teachers' point of view, "this textbook didn't entirely fulfill the ESL leaner's need because they have a hard time explaining the poems, moral stories and difficult words [vocabulary]". One selected teacher reluctantly said that "sometimes I use authentic material, role play, debates and discussion in my classroom". Other teacher said "rarely" she uses authentic material. In addition, they expressed that they just have 45 min English period, and have 35 students in their class and these activities require time. During the interview, the ESL teachers shared that sometimes they explain the discrepancies between Pakistani culture and NESC behaviors, attitude and beliefs, etc. Moreover, they believed that exploration of current NESC can definitely improve the ESL learners' communicative skill, because students can easily understand and relate it to their daily life. However, in the interview session, teachers showed hesitation and reticence when they were answering some of the significant questions regarding exploring cultures in their classroom settings.

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The results of observation (6th Grade section A) captured by checklist showed that 33 (100%) instances were related to cultural aspects. However, NESC aspects were only explored by the teacher 2 times (6.06%) compared to the PKC (Pakistani Culture) which were explored by teacher 5 times (15.15%), and AL (Abstract language) was also used 5 times (15.15%) in the classroom. Nevertheless, ESL teachers spent quite a bit of time on defining the obsolete language from the English textbook which were 8 times (24.25%). In another classroom observation (6th Grade section B), 40 (100%) cultural instances were explored by the ESL teacher in the classroom. The NESC culture was only explored 3 times (7.5%), but on the other hand PKC (Pakistani culture) 7 times (17.5%), PKE (Pakistani English) 7 times (17.5%) and AL (Abstract Language) 5 times (12.5%). In this classroom observation, the teacher was teaching from the English textbook which had a lot of obsolete language, and therefore the teacher spent a lot of time on DOL (defining obsolete language) which was recorded 9 times (22.5%) by the researcher in the observation.

Researcher Question 3

This section depicts the results of research question C*an the juxtaposition of local and native English speaking culture meet the need of Pakistani ESL experience?* In this endeavor, the researcher constructed a lesson material and plan according to the students' and teachers' opinions which they expressed through questionnaires, interviews, result of book evaluation, and observations. The proposed lesson 'Manners' included the amalgamation of NESC and local culture, because the ESL students (accumulated $\bar{x}$ 4.6) and teachers (accumulated $\bar{x}$ 4.7) strongly agreed that their English textbook needs to include 50% of current NESC. Moreover, the students depicted the interest (accumulated $\bar{x}$ 4.4) to explore native English speakers' attitudes, behaviors and relationships, etc., and thereby the proposed lesson entailed all current NESC aspects.

Both teachers strongly agreed that the proposed lesson helped their students to comprehend the English language, because it gave the students opportunity to use communicative English language rather than abstract language. One teacher said that "students were participating in the activities". One teacher also described that "the learners were discussing with each other's about 'manner statements' in NESC, and later write the do's and don'ts about their local culture". According to teachers' viewpoint, exploring the difference between local and NESC gave them knowledge and understanding to relate the English language with their daily lives. One teacher mentioned that "the juxtaposition of PKC and NESC can definitely amplify their understanding in tertiary education" because the students struggle to understand the content in social science and history, etc. Other teachers said that "indeed amalgamation of local and NESC prepare them for their future goals [employment and study, etc.] in Native English speaking countries".

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The findings of the students' questionnaire demonstrated that ESL learners enjoyed ($\bar{x}$ 4.6), liked ($\bar{x}$ 4.7) and interested ($\bar{x}$ 4.7) to explore the current NESC (as shown in table 6) through this lesson which contained authentic material (newspapers and magazines, etc.) in their ESL experience.

Table 6 Questionnaire (set 3) Results from Students

	Mean	Interpretation
Interested to explore NESC		
I enjoy exploring NESC in my classroom setting.	4.6	Strongly agreed
I liked to explore Pakistani culture & current NESC in this lesson.	4.7	Strongly agreed
I am interested to know more about NESC through authentic material like newspaper, magazines and travel brochures.	4.7	Strongly agreed
It was interesting to explore and compare the current Native English speakers beliefs, values, customs and attitudes etc. with my own cultural values as mentioned in this lesson.	4.6	Strongly agreed
Juxtaposition of local and NESC		
In my opinion, combination of local and NESC can help me improve my English language skills (Reading, writing, listening & speaking).	4.6	Strongly agreed
I enjoyed exploring the differences between my culture and NESC with role play.	4.7	Strongly agreed
In my opinion, exploring local and NESC in ESL experience can also improve my understanding of other subjects like history, social studies and geography etc.	4.8	Strongly agreed
Exploring NESC and local culture helped us to relate the English language with our daily lives.	4.5	Strongly agreed
Need to Embrace NESC and Local Culture		
Learning the English language with Pakistani culture doesn't help us for our future goals like employment at call center and study in native English speaking countries etc.	4.8	Strongly agreed
Learning English language with exploration of NESC and PKC is	4.8	Strongly agreed

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need to be the part of my ESL experience.

Interpretive Key: 4.21-5.00 = Strongly Agree, 3.41-4.20 = Agree, 2.61-3.40 = Uncertain
1.81-2.60 = Disagree
1.00-1.80 = Strongly Disagree

The students strongly agreed that the merger of PKC and NESC is helping them to relate the English language to their daily lives ($\bar{x}$ 4.5). Moreover, the ESL students voiced vehemently ($\bar{x}$ 4.8) to embrace NESC and local culture in their ESL experience.

Discussion

This study revealed the need to embrace the native English speaking culture, in order to enhance the ESL experience in Pakistan. This study was able to highlight the dearth of current NESC in 'New Oxford Modern English' textbook, although this English textbook contained the poems and moral stories, but the English language was obsolete, and it was not an everyday language. As a result, the ESL students could not explore the current NESC and improve their intercultural communicative aptitude and comprehension of the English language.

The ESL students and teachers urged that their textbook include at least 50% of current NESC in their English textbook, because English textbook is the easily accessible source for the ESL students to explore the NESC (Native English Speaking Culture). The researcher observed that both the ESL teachers were spending majority of their time exploring the cultural aspects from the English textbook. During the interview, the teacher explained that one of the reason they utilize English textbook was because they needed to prepare students for the examination. In addition, one of the ESL teachers said that "it is hard to explore the target cultural aspects in 45 minutes classroom session with approximately 35 to 40 students". Definitely, it can be challenging to explore NESC aspects in limited time, but the teachers may not need to do everything by themselves. Instead they may try to facilitate and guide the learners in their classroom milieu.

Therefore, this study suggests the ESL teachers use the authentic material, pair work, small group activities, explore discrepancies between PKC and NESC, and relate the cultural aspects with their daily life. In addition, the ESL teacher needs to meet their present cultural needs in tertiary education, communicative aptitude, and comprehend the English language. The ESL teacher also needs to look for creative ways to prepare the Pakistani learners for their future goals like further education, employment and migration to native English speaking countries, etc.

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The amalgamation of PKC and NESC was strongly accepted by the ESL students and teachers, because it helps the leaners to embrace the NESC, and also cling on to their rich and precious Pakistani cultural values. This study concurred with the researchers who promulgates the notion to merge local and NESC in the ESL teaching (Jabeen, F., Zahid, S. & Satta, A. 2013; Alakbari 2004; Ariffin 2006; Duenas, 2002, and Robatjazi & Mohanlal 2007), to enhance the ESL experience.

Conclusion

Without a shadow of doubt, Pakistani English textbooks need to include the current NESC aspects in order to enhance the ESL experience. And, according to ESL students' and teachers' view point at least 50% of current NESC needs to be included in the English textbook. ESL teachers need to revamp their teaching method in lieu of expounding or elucidating the definition of arcane and esoteric vocabulary of poems and moral stories. They need to introduce the acceptable authentic material (approved by Pakistani society) and explore the NESC by showing the discrepancies between NESC and PKC in their classroom milieu. According to the ESL students' and teachers' opinion, the juxtaposition of local and current NESC can help them to meet their present and future needs (study or employment in Native English Speaking Countries), and enhance or enrich their ESL experience in Lahore, Pakistan.

Recommendations for Further Study

- Further study can be done with different sets of ESL students and teachers at different locations.
- Further study can investigate the measure of English language comprehension due to the inclusion of the current NESC.
- Further study can also fathom or gauge the improvement in the ESL learner's communicative skill.

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