

Cummins (2000) is of the view that reduced performance, poor achievement and imperfect acquisition of a language may be results of socio-cultural variables, group differences and negative feelings. Keeping this in mind the researcher tried to find out the current situation of teaching and learning cultural background of the text in English language classrooms at graduation level in Pakistan. It is an effort to unearth the possibilities of teaching and learning cultural background of the text inside the classrooms, for teaching English as a second language at university level in Pakistan.

Research questions are, how important is it for a language learner to learn cultural background of the text for learning English as a second language? Can proficiency level of second language learners are increased by teaching them cultural background of the text inside the classroom? Can motivation be enhanced in the language learners by introducing cultural background of the text inside the classrooms, especially for teaching English as a second language? The population of this study comprised of all the undergraduate students learning English as a second language and all the teachers of English, teaching English as a second language to the undergraduate students in Islamabad.

Sample for the current study comprised of 400 students and 100 teachers at graduation level. Research instruments developed and utilized are Questionnaire for the Teachers, Questionnaire for the Students and Short achievement test for the students. Data helped a lot in establishing a sound and far-reaching conclusion. There had not been any dependable and logical national language policy. The study methods utilized by English language teachers are not up to date and do not care to address the need of introducing cultural background of the text inside English language classrooms. In terms of teaching material no such material is available which can focus on the cultural background of the text inside English language classrooms. A great number of English language learners in Pakistan have not been able to achieve the competency level which they were required to achieve and a vital reason is the absence of role of culture in English language learning. Maximum number of students, who were introduced with cultural background of the text, not only responded better than their class mates but at the same time scored higher in the achievement test as well.