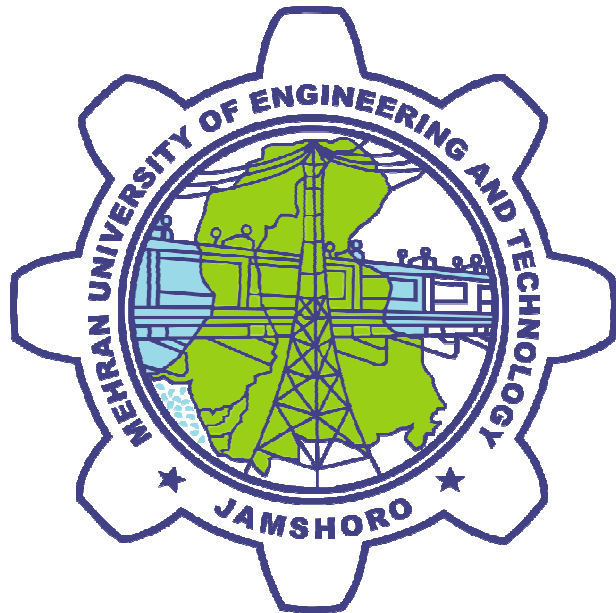


**CULTURAL &  
IDEOLOGICAL DISCOURSES  
PROMOTED IN  
ENGLISH LANGUAGE TEXT BOOKS  
IN PAKISTAN**



**Dr. HABIBULLAH PATHAN**

Director & Associate Professor  
English Language Development Centre  
Mehran University of Engineering and  
Technology Jamshoro, Sindh

# Aim of the Research

**Domestic**

Discourses  
promoted in  
English  
Language  
Textbooks

**Cultural**

By:

**Encoded in the Text**

Oxford University Press  
&

**books**

Sindh Text Book Board

Learner's  
Functional  
Literacy

Learner's  
Social  
Class

# Data Sources



Secondary Stage  
English Textbooks  
(Level 9 & 10)

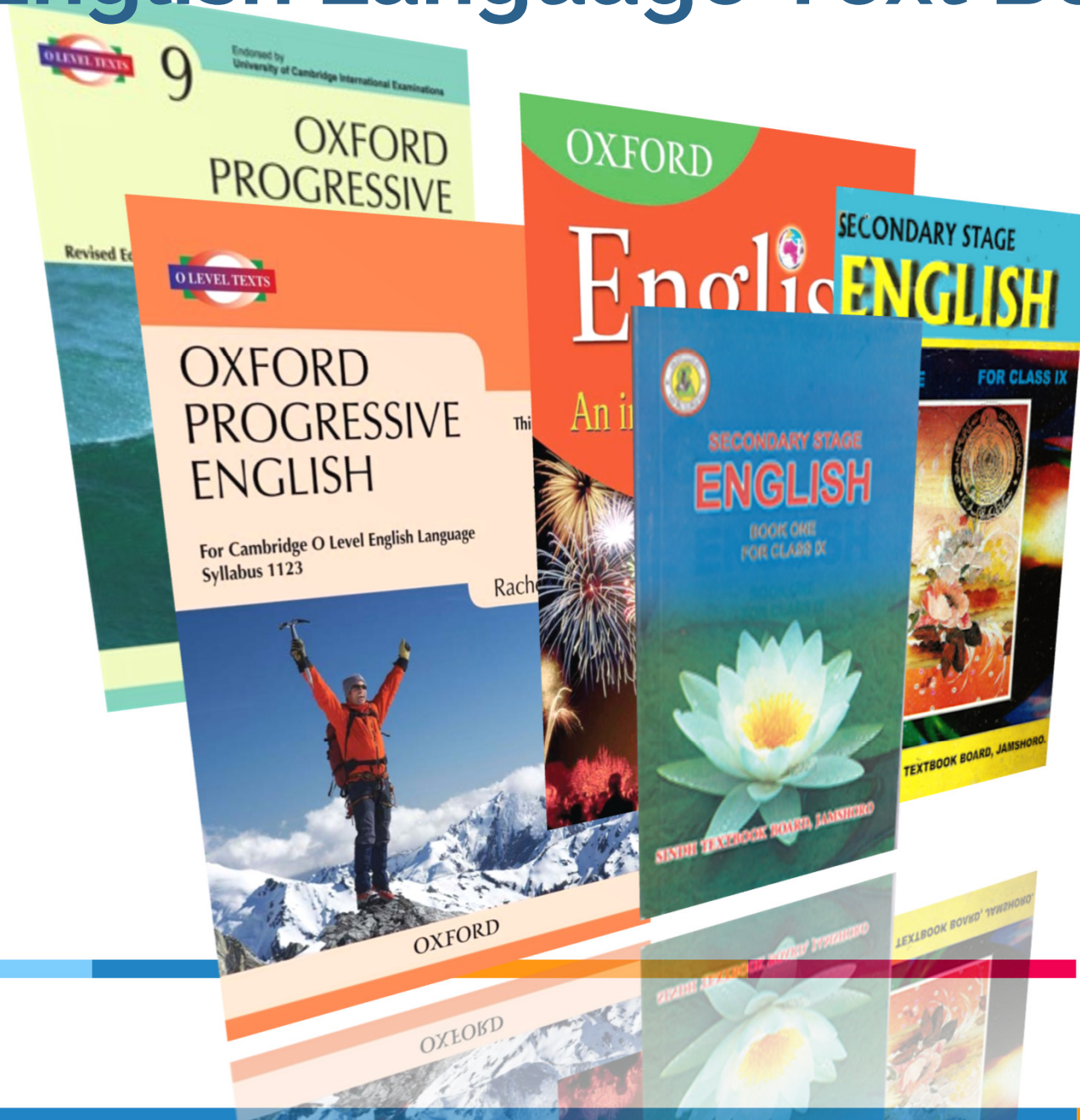


The General Certificate of  
Education- Ordinary Level  
(GCE O' Level)

**OXFORD**  
UNIVERSITY PRESS

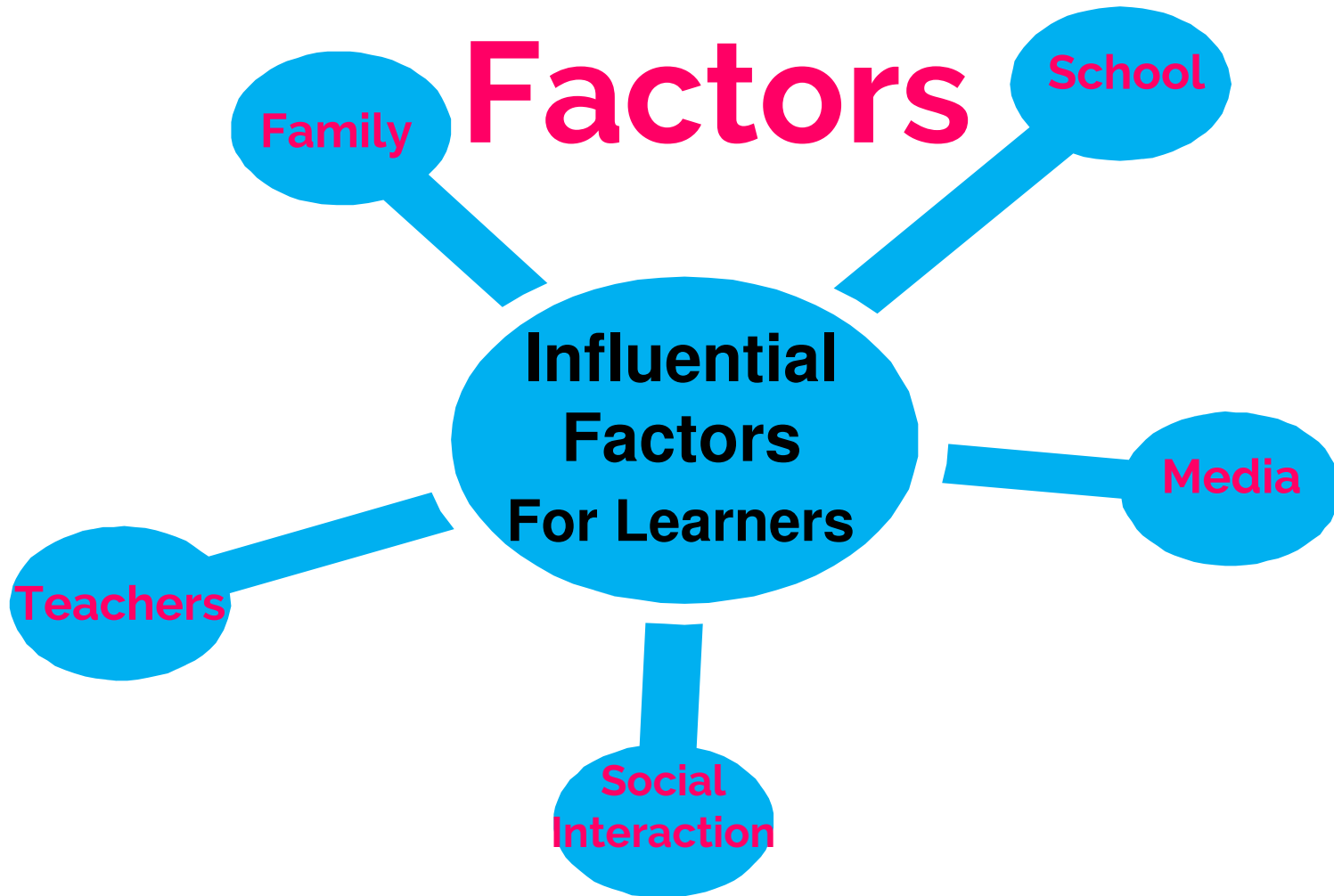


# English Language Text Books



# TEXTBOOKS

Work Like Other



# TEXTBOOKS In Pakistan

As a source of



# CDA

## Critical Discourse Analysis



Model

Theory

Approach

*Proposed by Norman Fairclough (2003)*

---

# FINDINGS



# Lesson Numbers & Content in Textbooks by OUP

---

## OUP Grade 9 Textbook

---

**Western  
Culture**

**45 % (14 Lessons)**

---

**Written by  
English Writers**

**81 % (25 Lessons)**

---

**Total Lessons**

**31**

---



# Lesson Numbers & Content in Textbooks by OUP

---

## OUP Grade 10 Textbook

---

**Western  
Culture**

**50 % (17 Lessons)**

---

**Written by  
English Writers**

**71 % (24 Lessons)**

---

**Total Lessons**

**34**

---



# Lesson Numbers & Content in Textbooks by Sindh Text Book Board

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**Grade 9 Book**

**66 % (17 Lessons)**

**Local Culture**

**Total Lessons: 21**

---

**Grade 10 Book**

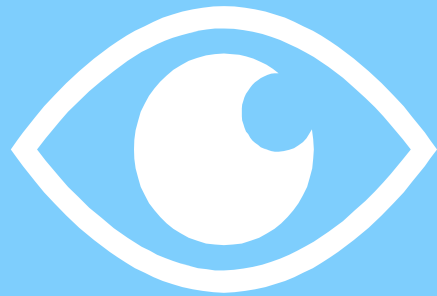
**50 % (13 Lessons)**

**Local Culture**

**Total Lessons: 26**

---





**OXFORD**  
UNIVERSITY PRESS

**IDEOLOGIES & CULTURAL  
REPRESENTATIONS IN  
Text books by:  
Oxford University Press**



# Pottermania hits the global High Street

Rachel Redford reports

## Paragraph 1

At midnight, the first minute of 16 July 2005, came the moment thousands of queuing Harry Potter fans had been waiting for: the doors of hundreds of bookshops throughout the UK opened to sell HP6, *Harry Potter and the Half-Blood Prince*, the sixth book in J. K. Rowling's Harry Potter series. Over the country, 300,000 Potter fans, the most devout dressed in wizard outfits, poured into these midnight-openings, many of them having queued for more than fourteen hours. Outside a London bookstore, excited 17-year-old Liv Lindgren explained, "I have come from Sweden especially for this great event. I've been queuing for ten hours,



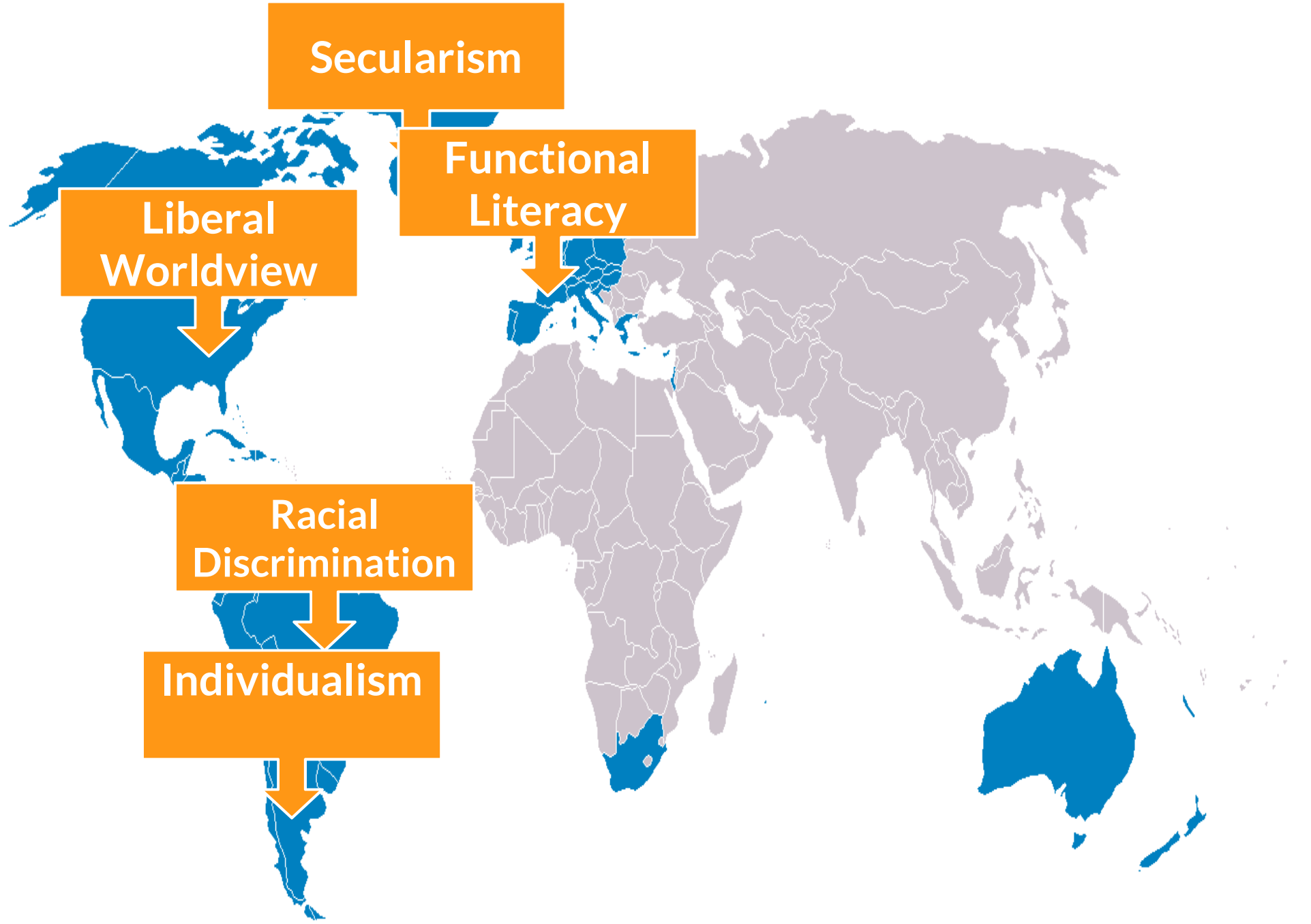
but it was definitely worth the wait.

## Paragraph 2

In the medieval castle in Edinburgh HP6 made an even more dramatic entry. Just before midnight, J. K. Rowling, the creator of Harry Potter, arrived at the castle in a black limousine and disappeared behind ancient portals\*. Meanwhile, a specially selected audience of school children was led up a red carpet by lantern carriers to take their seats in the medieval Great Hall. On the stroke of midnight, J. K. Rowling appeared before her entranced audience by magic through a secret panel and started reading the first chapter of her latest adventure,

*Continued on next page*

Representation of Western Cultural Norms, Liberal  
Worldview & Individualistic Perspectives in the books by OUP



Secularism

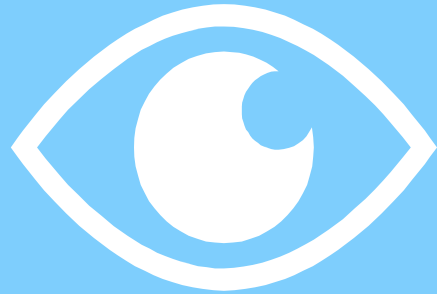
Liberal  
Worldview

Functional  
Literacy

Racial  
Discrimination

Individualism





**IDEOLOGIES & CULTURAL  
REPRESENTATIONS IN  
Text books by:  
Sindh Text Book Board**



accomplish their goal.

Another lady worthy of our admiration is Begum Mohammad Ali. Dressed in a *burqah* she not only attended men's public meetings but was also the first Muslim woman to address them. She spoke in simple words and in a natural tone but very effectively. She also wrote for the Press. Her opinions were highly respected and the Quaid-i-Azam held her in great esteem. When she was to address women's meetings, large crowds would gather to hear her. Men and women honoured her alike.

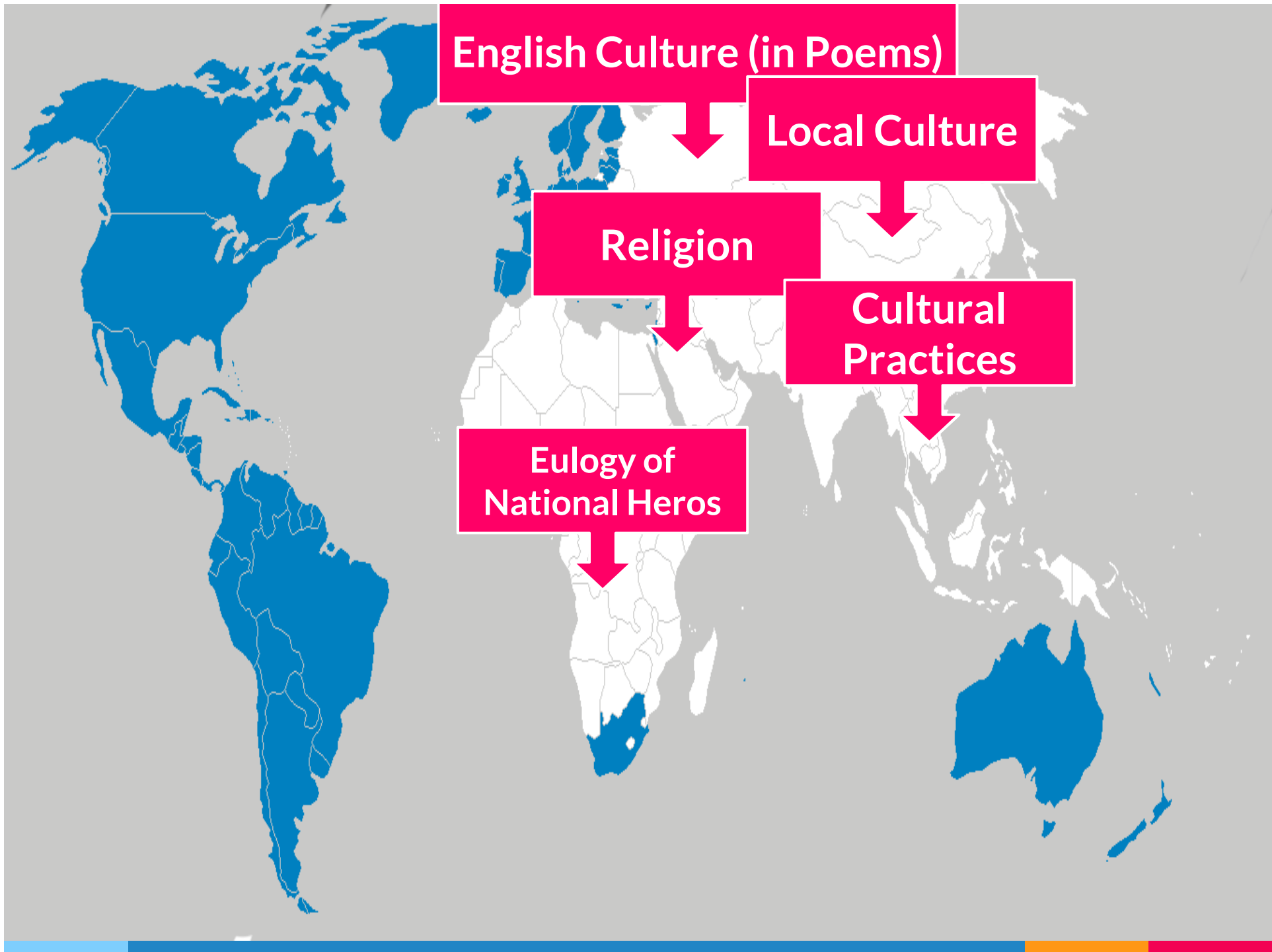
Then there was Miss Fatima Jinnah whom the grateful nation later called Madr-i-Millat (Mother of the nation). She helped her brother in the Struggle for the establishment of Pakistan. It was through her that the Muslim women were able to seek the Quaid-i-Azam's guidance and to have interviews with him. Being more politically informed, she passed on her information to other women. In addition to all this, she looked after her illustrious brother.



Begum Ra'ana Liaquat Ali worked as an honorary secretary and typist to Liaquat Ali Khan (her husband) at a time, when the Muslim League could not afford the salary of a secretary. She arranged parties, where Muslim women could meet the wife and the daughter

Representation of local, religious & cultural aspects in the books by STBB. Content-specific & More ideologically-driven





**CONCLUSION**

# Pakistan & OUP Textbooks

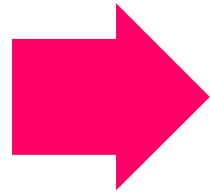
Western Culture,

religion, Literature, &  
Social Practices.

(In Elite Private Schools)

**OUP**

**Ideological Driven**

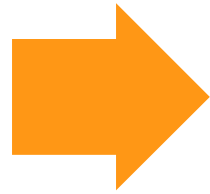


Focus on the  
Development of  
Critical Thinking &  
Functional Literacy

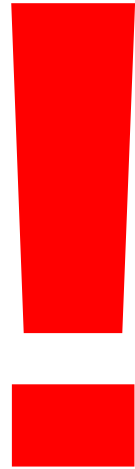


# Pakistan & STB Textbooks

**STB**  
**Ideological Driven**



**Religion, National &  
Cultural values**



**Less focus on the  
development of Critical  
Thinking & Functional  
Literacy**



# SUGGESTIONS & RECOMMENDATIONS

60% Literacy Rate  
(2012-13 Report)

PAKISTAN ECONOMIC  
SURVEY 2014-15

A **big Clash**

58% Literacy Rate

UNESCO's target

88% to be

achieved by 2015



# Economy Survey Report

## Literacy Rate in Pakistan

---

### Literacy in Pakistan

---

**2012-13**

**60 %**

**2014-15**

**58 %**

---

**UNESCO's  
Target by  
2015**

**88 %**

---



# UNESCO's Literacy Def:



*“the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts.”*

**(UNESCO. 2005. Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting, 10-12 June, 2003)**



# Economy Survey Report

## Literacy Rate in SINDH

---

### Literacy in Sindh

---

**2012-13**

**60 %**

**2014-15**

**56 %**

---

**The rate  
dropped by**

---

**4 %**

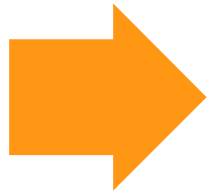


# Literacy & Financial Inclusion

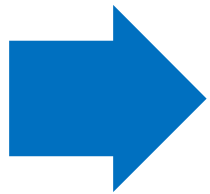


*“...the combination of consumers’/investors’ understanding of financial products and concepts and their ability and confidence to appreciate financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being.”*

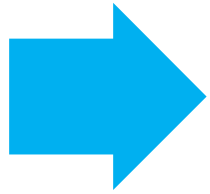
**OECD, 2013**



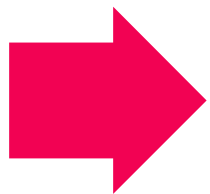
**Need to move from ideologically driven curriculum to economy-based knowledge**



**Functional Literacy should be the main concern**



**Financial Literacy be focused more than being indoctrinated.**



**ELT in Pakistan should be revisited**



# IMPLICATIONS

# **For** Rethinking & Improving Current Conditions of the Poor and Marginalized Section of Sindh

Policy  
Makers

Literacy  
Department

Other  
Stake-holders

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# Thanks!

## Any questions?

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