

Comparative Study of Socio-Ideological Practices in English Textbooks in Pakistani Context

Muhammad Ahsan* Tahira Asgher† Noshaba Younus‡

p- ISSN: 2521-2982

e- ISSN: 2707-4587

L- ISSN: 2521-2982

Headings

- [Introduction](#)
- [Research Questions](#)
- [Statement of the Problem](#)
- [Methods and Materials](#)
- [Ideology \(in Social Context\)](#)
- [Discussions on the Findings](#)
- [References](#)

Abstract

The present study is an effort to examine and compare the way socio-ideological practices are projected in the Oxford English Textbook Grade 5 and the English Textbook 5 published by the Punjab (Pakistan) Textbook Board (PTB) prescribed for the government, semi-government and private schools of the Punjab province. The content analysis was employed to find out the percentages of categories and subcategories of reading passages and exercises of the prescribed English textbooks. Socio-Ideological statements were analyzed through the representation of patriotic values and gender roles in the context of local and foreign EFL textbooks. The research findings and results make it visible from the current instructional materials or prescribed English textbooks that the Oxford English textbook is superficial and shallow with respect to its treatment of the target (Pakistani) culture. The textbook is therefore inadequate to the task of teaching and transmitting socio-ideological practices in the deeper sense. Contrary to it, the PTB English textbook offers a limited ground for learning English at length.

Key Words: Ideological Practices, Oxford Textbook, Punjab Textbook Board

Introduction

The term ideology requires considerable attention because nobody has yet come up with a single adequate definition of it, as an ideology is a term frequently used in a variety of academic disciplines, from linguistics to social theory. Like discourse, the concept of ideology becomes a crucial part of critical discourse analysis, and consequently, it is useful to explain how ideology is projected in this work. The term ideology is primarily some kind of idea to illustrate the shared belief system of a group of people, for instance, a nation, a community, a sect of a religion, or a group of theorists ([Apple, 1990](#)).

The Collins Cobuild English language dictionary (Fourth edition: 1991) writes about ideology:

“An ideology is a belief or a set of beliefs, especially the political beliefs on which people, parties or countries base their actions”.

It is important to bear in mind that same idea about ideology is strengthened by [Olowe J. \(1993\)](#) when the author argues that ideology is an organized arrangement of ideas, most frequently concerning to politics, the social order, the conduct of a class or group, and considered as vindicating actions, particularly one that is believed covertly or assumed as a whole and preserved irrespective of the course of events. [Dijk \(1998a\)](#) expresses a similar line of thought on the matter of ideology that the classical concept of ideology obtains the limited view of it as a situation where the dominant views, beliefs and ideas of upper classes were

* Lecturer, Department of English, Ghazi University Dera Ghazi Khan, Punjab, Pakistan. Email: mahsan@gudgk.edu.pk

† Assistant Professor, Department of English Linguistics, The Islamia University of Bahawalpur, Punjab, Pakistan.

‡ Department of English, Riphah International University Faisalabad Campus, Faisalabad, Punjab, Pakistan.

imposed on the people. At that time ideology was just associated and linked with obvious and overt power and dominance. It is the irony of the fact that ideology is still used to illustrate and discuss these situations even in the twenty-first century, but the idea of hegemony has come to better theorize this relationship and association. During the second half of the 20th century a more feasible, less biased meaning has developed, and [Dijk \(1998b\)](#) clearly assesses this development when he opines:

“Ideologies are usually defined as political or social systems of ideas, values or prescriptions of groups or other collectivities, and have the function of organizing or legitimating the actions of the group”.

This detailed conception presented by [Dijk \(2000\)](#) also extends an overview of how ideologies are established and what they primarily pertain. At this point of the work, it can be argued that Dijk presents that forms of ideologies which have a socio-cognitive foundation in individuals as these are formed, shared and developed by societies and demand a discourse (a communicative event) for their representation and manifestation. It has been previously discussed that ideologies are a social phenomenon which is mentally present in individuals, share social and political beliefs of certain groups within a society that establishes a foundation for that particular group. In this context, it can be deduced that ideologies have the specific function of helping to realize group goals by highlighting group interests and benefits. It is paramount to reference the point that the present work intends to highlight embedded values and attitudes in school textbooks which communicate a message to learners about society.

Educational materials such as textbooks are a reflection of values and norms. Textbooks are written documents which display the curriculum content and provide teachers and learners with guidelines regarding teaching aims and objectives, as well as ideology ([Du Preez, 1983](#)). The way knowledge is selected, distributed and evaluated is intimately related to the principals of social control. [Apple & Christian-Smith \(1991\)](#) are of the view that texts are really messages to and about the future. As part of a curriculum, they participate in no less than the organised knowledge system of society. They participate in creating what society has recognised as legitimate and truthful. [Van de Reede \(1992\)](#) classifies the curriculum in terms of not only content but also intention and process and distinguishes the explicit, implicit and null curricula. [Jansen \(1997\)](#) explains from a critical theory stance: the school curriculum is a political document in three ways: the official curriculum selects formal and explicit knowledge to be taught, the hidden curriculum teaches behaviour, values, stereotypes and expectations of society, while the null curriculum refers to those aspects which are not taught. The core purpose of the current research is to locate ideological statements presented in the two prescribed textbooks. Ideological statements along with religion, arts & crafts, value orientation and hegemonic practices can be analyzed through the use of various textual methods. These methods of textual analysis will be reviewed, and a selection will be prepared according to the specific uniqueness of each and their applicability to the current research condition. [Venezky \(1992\)](#) views the complexity of textbooks and advocates for an eclectic model for the analysis of textbooks. He affirms that “... no single framework can sufficiently cover the different viewpoints, structures, research methodologies and even language sets that exist for the study of this task. Instead, multiple frameworks are required”. In conducting textual analysis, there are various conventional methods that have traditionally been used to carry out an organized analysis. Some of these approaches are as: hermeneutics, structuralism, analytical semantics and content analysis ([Lindkvist, 1981](#)). Characteristics of each are briefly presented. Ideology, religion, arts and crafts, value orientations, and hegemonic practices in IC, OC and EC context are considered constructive to the target students. In the field of EFL, however the use of imported textbooks that are not written with the EFL student in mind is common.

The focus of the present study was to analyze the Oxford English textbook five and the PTB English textbook 5 prescribed for Punjab (Pakistan) government, semi-government and private students to identify ideology in a social context. The extent, to which the ideological practices of the countries in which the textbooks were written are present, would be analyzed, versus ideological practices of the local (Pakistani) community. Contrastive ideological statements would be examined for their significance in the teaching

process. Statements of ideological content usually transmit messages that are more related to international relations than to learning another language. The effect as stated above is that opportunities for strengthening national values may be lost and alternative values may be presented. In this study of imported and local instructional material and their historical aspect is also worth mentioning. In the Pakistani context, historical events of the past sixty or so have involved grave changes in the political and government. Since that time there has been a shuffling from a civilian to military and military to civilian government and elections have been held at all levels including two referendums of the military dictators for presidentship. During this period, schools have had to continually adjust within the political climate. Throughout this period, some contents were dropped, and some were included in the curriculum. The rationale of the study is to identify socio-ideological statements present local and Oxford English textbooks for 5th grade EFL learners of the Punjab Province and to investigate the impact of socio-ideological statements present local and Oxford English textbooks for 5th grade.

Research Questions

The research questions of the study are listed below:

- What types of socio-ideological statements are present in local and Oxford English textbooks for 5th-grade students of the Punjab Province?
- What is the impact of socio-ideological statements present local and Oxford English textbooks for 5th-grade students of the Punjab Province?

Statement of the Problem

The textbooks that are used in primary schools of financially poorer countries for teaching EFL are principally imported from English speaking countries. Understandably, socio-ideological conditions of these countries are not reflected in the content and other presentations of the imported books. Imported textbooks also reflect socio-ideological practices in relation to Inner Circle (IC) or native context. It is viewed that the image of the English speaking countries is primarily positive, on the other hand, the Poorer or “Outer circle” or “Expanding circle” countries may be presented in a negative way.

Methods and Materials

The main purpose of the study was to analyze and compare EFL textbooks (foreign and local) prescribed for primary schools (fifth grade) in Pakistan to identify socio-ideological practices contained in them. To what extent socio-ideological practices of the foreign country in which the texts were written are present, will be analyzed, versus socio-ideological practices of the local community. Data were collected from the two English textbooks 5 (foreign and local) prescribed for the primary schools of the Punjab (Pakistan) province. Units of both textbooks were read in addition to exercises both written and oral as well as activities designed for listening comprehension. Reading passages were categorized by themes and sub-themes. Reading passages that did not fit the previously designed sub-themes were listed as miscellaneous. Content analysis will be employed to find out the percentages of categories and subcategories of reading passages and exercises in these two books. For relevant data collection an eclectic model was devised as some of the main categories were taken from Stern, H.H. (1983) model in which he proposed six aspects of culture teaching, with slight modification while in the formation of sub-categories the researcher has employed his own teaching experience.

Ideology (in Social Context)

Ideological statements were analyzed through the representation of patriotic values and gender roles (male roles and female roles) in the context of local and foreign EFL textbooks. Both the categories as patriotic

values and gender roles were derived from the two analyzed textbooks.

Table 1. Showing Patriotic Values in Oxford and the Punjab Textbooks

Textbooks	Nationalism/unity/sovereignty	Freedom/bravery	Equality	Heroes	Villains	Total
Oxford textbook	1 4.16%	1 4.16%	- 0%	5 20.83%	17 70.83%	24
Punjab textbook	24 75%	3 9.37%	2 6.25%	3 9.37%	- 0%	32

Note: statistical figures in columns refer to the analyzed statements and their percentage about patriotic values.

Patriotic values were examined through the representation of statements about nationalism/unity/sovereignty, freedom/bravery, equality, heroes and villains in the context of local and foreign EFL textbooks. A single statement about nationalism/unity/sovereignty was found in the Oxford textbook five, which is 4.16% of the total number of statements found in the Oxford textbook about patriotic values. On the other hand, in the Punjab textbook, 24 statements regarding nationalism/unity/sovereignty were found, which are 75% of the total number of statements found in the Punjab textbook about patriotic values.

- *The English tried to catch Robert, and he had to leave Scotland (Oxford textbook 5, p.68).*
- *We are Pakistanis (PTB textbook 5, p. 1).*
- *Pakistan is our dear homeland (PTB textbook 5, p. 1).*
- *Our [Pakistani] flag stands for the unity of the people (PTB textbook 5, p. 1).*
- *It [Pakistani flag] is hoisted on all important buildings (PTB textbook 5, p. 1).*
- *On special days, it is hoisted by important persons (PTB textbook 5, p. 1).*
- *Some people fix the national flag on their motorbikes and cars, etc. (PTB textbook 5, p. 1).*
- *It shows their love for their national flag and their country (PTB textbook 5, p. 1).*
- *Every Pakistani loves the national flag (PTB textbook 5, p. 1).*
- *We [Pakistanis] are proud of our national flag (PTB textbook 5, p. 1).*
- *May Allah keep it flying forever! Amen (PTB textbook 5, p. 1).*
- About freedom/bravery, only one statement was found in the Oxford textbook, which is 4.16% of the total number of statements found in the Oxford textbook about patriotic values. In the PTB textbook, the number of statements regarding freedom/bravery was three, which showed 9.37% of the total number of statements found in the PTB textbook about patriotic values.
- *So Edward attacked Scotland with an army (Oxford textbook 5, p. 68).*
- *There were many battles which were won by the English (Oxford textbook 5, p. 68).*
- *We [Pakistanis] decorate our houses with the national flag and bunting on August 14, every year (PTB textbook 5, p. 1).*
- *The whole country looks beautiful on this [August, 14] day (PTB textbook 5, p. 1).*
- *Another instance was found in the exercises "fill in the blanks with the correct options.*
- *We decorate our houses with the national flag and bunting on every year (September 14, August 14, March 14) (PTB textbook 5, p.3).*
- Statements containing equality were zero in the Oxford textbook, so the result remained zero as compared to the Oxford textbook in the PTB textbook two statements regarding equality were

found, which were 6.25% of the total number of statements found in the PTB textbook about patriotic values.

- The white colour represents the non-Muslims (PTB textbook 5, p.1).
- Another instance was found in the exercises “fill in the blanks with the correct options.
- *Our [Pakistani] national flag has colours.*
- *(Two, three, four) (PTB textbook 5, p.3).*

The fourth sub-theme of patriotic values was the representation of heroes, and five statements were analyzed from the Oxford textbook which was 20.83% of the total number of statements found in the Oxford textbook about patriotic values on the other hand in the PTB textbook statements about heroes were repeated three times which were 9.37% of the total number of statements found in the PTB textbook about patriotic values.

- *England was governed by king Edward I (Oxford textbook 5, p.68).*
- *Edward wanted to be king of Scotland, too (Oxford textbook 5, p. 68).*
- *King Edward was in England, but he had left a big army in Scotland (oxford textbook 5, p.68).*
- *When King Edward heard this, he decided to return to Scotland immediately (oxford textbook 5, p.68).*
- *Sir, Quaid-e-Azam was born on this day (PTB textbook 5, p. 29).*
- *Two other examples were deduced from the exercises “write (T) True or (F) False.*
- *Quaid-e-Azam was born on December 25 (PTB textbook 5, p. 30).*
- *Allama Iqbal was born on December 25 (PTB textbook 5, p. 30).*
- Seventeen statements about villains were found in the Oxford textbook which was 70.83% of the total number of statements found in the Oxford textbook about patriotic values on the other hand in the PTB textbook a single statement was not found that was why the result remained zero.
- *Scotland was ruled by a king called Robert Bruce (oxford textbook 5, p.68).*
- *The Scots said that the English were foreigners, and they did not want to be ruled by a foreign king (oxford textbook 5, p.68).*
- *Robert Bruce fought bravely because he was not a coward, but he was beaten by the English (oxford textbook 5, p.68).*
- *Robert Bruce thought: “if a spider can keep trying until it succeeds, I can do the same (oxford textbook 5, p.68).*
- *He [Robert Bruce] went back to Scotland and gathered together his small army (oxford textbook 5, p.68).*
- *The Scots had won their freedom from English rule (oxford textbook 5, p.68).*

Table 2. Displaying Gender Roles in Oxford and the Punjab Textbooks

Sub-Themes	Male Roles in Oxford Textbook	Female Roles in Oxford Textbook	Total	Male Roles in the Punjab Textbook	Female Roles in the Punjab Textbook	Total
Up bringer	10 38.47%	16 61.53%	26	04 26.67%	11 73.33%	15
Affectionate/Caring	04 26.67%	11 73.33%	15	03 42.86%	04 57.14%	07
Rescuer/saviour	08	11	19	-	-	00

	42.10%	57.90%		0%	0%	
Victim	33	10	43	04	-	04
	76.74%	23.26%		100%	0%	
Worker	36	04	40	04	-	04
	90%	10%		100%	0%	
Leisure activities	37	04	41	36	03	39
	90.24%	9.76%		92.31%	7.69%	
Appearance	18	07	25	05	05	10
	72%	28%		50%	50%	
Professions/ Occupations	98	08	106	13	04	17
	92.45%	7.55%		76.47%	23.53%	
School/Intellectual activities	89	31	120	20	17	37
	74.17%	25.83%		54.05%	45.95%	
Interpersonal	12	01	13	03	02	05
	92.30%	7.70%		60%	40%	
Housekeeper	-	01	01	-	09	09
	0%	100%		0%	100%	

Note: statistical figures in columns refer to the analyzed statements and their percentage about gender roles (male & female roles).

Statements containing male and female roles in the Oxford textbook and PTB textbook were examined. Male and female roles were divided into eleven sub-themes or subcategories equally, they were: up bringer, dependant, rescuer, victim, worker, leisure activities, appearance, professions/occupations, school/intellectual activities, interpersonal and housekeeper.

In the Oxford textbook, ten statements were analyzed which were 38.47% of 26 statements regarding male as an up bringer and sixteen statements were found which showed female role as an up bringer which was 61.53% of the total number. In the PTB textbook, this subcategory represented male as an up bringer four times out of fifteen statements which showed 26.67% of the total number. On the other hand, eleven statements were deduced female as an up bringer in the PTB textbook which was 73.33% of the total statements, and it also showed the higher percentage between the two textbooks and categories as well. In this subcategory men were represented as living source generator or the person who offer something or engaged in the kitchen on the other hand women were analyzed as unpaid workers or engaged in kitchen work and busy in taking care of children and in cooking activities.

- *She put the egg into some water (Oxford textbook 5, p. 11).*
- *A mother bought a pear and gave it to her little daughter (Oxford textbook 5, p. 12).*
- *When her mother sews her daughter licking her fingers, she felt thirsty too, and she bought a pear (Oxford textbook 5, p. 12).*
- *She gave one to the old beggar (Oxford textbook 5, p. 13).*
- *The old man thanked her and ate the pear, leaving only the seeds (Oxford textbook 5, p. 13).*
- *'Have one of mine,' she said (Oxford textbook 5, p. 13).*
- *The mother of the little girl bought two pears (Oxford textbook 5, p. 12).*
- *She took it back to the shop (Oxford textbook 5, p. 14).*
- *Mrs Shah finished cooking (Oxford textbook 5, p. 18).*
- *Mrs Jan put the food on the table when all the children had arrived (Oxford textbook 5, p. 18).*
- *Has she cooked the food yet? (Oxford textbook 5, p. 19).*
- *She gave john an orange (Oxford textbook 5, p.63).*

- *That was all he had to eat all day because his mother was very poor (Oxford textbook 5, p.72).*
- *'Come and buy my fine juicy pears,' he shouted (Oxford textbook 5, p.12).*
- *Have you got a thirst? Buy one of my pears! (Oxford textbook 5, p.12).*
- *Little animals came out of the bushes, and Omer gave them a little of his food (Oxford textbook 5, p.73).*
- *He gave one cake to Omer and took the other cake and the onion (Oxford textbook 5, p.11).*
- *Mr Ali was cooking a meal (Oxford textbook 5, p.14).*
- *She prepares our breakfast and lunch for school (PTB textbook 5, p.15).*
- *His mother fetches food for him (PTB textbook 5, p.37).*
- *Cooking food mother is (PTB textbook 5, p.44).*
- *He gives a bowl of water to the crow (PTB textbook 5, p.37).*

Four statements were analyzed male as affectionate or caring in the Oxford textbook with a ratio of 26.67%, and eleven statements out of fifteen represented women as affectionate or caring, which were 73.33%. While PTB textbook portrayed man as affectionate or caring in three statements out of seven with 42.86% on the other hand female as affectionate or caring 57.14% of the total number of statements.

- *Omer liked his teacher and wanted to give him a present, but he had no money (Oxford textbook 5, p.72).*
- *At lunchtime, all the boys gave the teacher their fine presents (Oxford textbook 5, p.72).*
- *The teacher was very pleased (Oxford textbook 5, p.76).*
- *'Sir he said in a low voice, 'please share my little meal with me' (Oxford textbook 5, p.76).*
- *The teacher was a kind man (Oxford textbook 5, p.76).*
- *She greeted Shabnam politely (Oxford textbook 5, p.96).*

Their mother told them to..... their wet clothes.

P. put.

Q. pick.

R. off

S. brings.

T. move.

(Oxford textbook 5, p.134).

- *She had a son called Omer, whom she loved very much (Oxford textbook 5, p.72).*
- *'Omer my darling,' said his mother, 'I wish I could send you to school, but it is seven miles away from Oxford textbook 5, p.72).*
- *She heard Omer, and she was pleased (Oxford textbook 5, p.72).*
- *'You two must be friends now,' said Shabnam (Oxford textbook 5, p.76).*
- *They thanked her for looking after Omer (Oxford textbook 5, p.77).*
- *Hazrat Ibrahim (AS) had a great love for his son (PTB textbook 5, p.o4).*
- *Hazrat Ibrahim (AS) had great (____) for his son (PTB textbook 5, p.o5).*
- *His father loves him (PTB textbook 5, p.37).*
- *She always advises us to do good things (PTB textbook 5, p.15).*
- *She loved her lamb very much (PTB textbook 5, p.36).*
- *She loves her lamb very much (PTB textbook 5, p.37).*

Gender role as rescuer was only judged in the Oxford textbook. Male as rescuer was portrayed in eight statements with 42.10% of the total number; on the other hand, female was granted this role in

- *He put a knife on the throat of his son with great _____ (PTB textbook 5, p.04).*
- *The man feels thirsty (PTB textbook 5, p.36).*

Sub-theme 'worker' was observed in forty statements in the Oxford textbook. Males were referred to as paid, or unpaid workers in thirty-six statements containing 90% of the total number and women as paid or unpaid workers were nominated in four statements attaining 10% of 40. On the other hand, PTB textbook showed man as paid or unpaid worker 100% only with four statements, and this ratio was one-sided because woman as paid or unpaid worker was not found even in a single statement.

- *She was washing the dishes (Oxford textbook 5, p.08).*
- *Has she washed the clothes yet? (Oxford textbook 5, p.19).*
- *Has Jack cleaned the board yet? (Oxford textbook 5, p.19).*
- *I'm going to the shop to buy an exercise book said Zohra (Oxford textbook 5, p.141).*
- *Maruf was working (Oxford textbook 5, p.14).*
- *'I must dig a well near my rice field,' he said (Oxford textbook 5, p.24).*
- *Aslam and Arif dug for three days (Oxford textbook 5, p.25).*
- *The men work hard (Oxford textbook 5, p.30).*
- *The men dug up the road (Oxford textbook 5, p.35).*
- *Mr Ali said that we must do the work again (Oxford textbook 5, p.35).*
- *The workmen had to pull (Oxford textbook 5, p.43).*
- *Coal is (dig) out of the ground by coal miners (Oxford textbook 5, p.a70).*
- *Does he himself clean the window? (Oxford textbook 5, p.94).*
- *Mr Ali has been polishing his car ... ten o'clock (Oxford textbook 5, p.98).*
- *The driver asked for one hundred rupees as fare to the market (PTB textbook 5, p.18).*

Both the textbooks had also depicted 'leisure activities with a little bit diverse percentage. In the Oxford textbook, forty-one statements were marked as signifying leisure activities. In this textbook, thirty-seven statements exhibited male leisure activities with 90.24% of the total statements and only four statements displayed female leisure activities, and this showed only 9.76%. While in the PTB textbook, 39 statements were found regarding male and female leisure activities. Thirty-six statements displayed male leisure activities with 92.31%, and three statements were investigated, which pointed out female leisure activities, with only 7.69% of the total number.

- *Zohra switched off the radio when the last programme had ended (Oxford textbook 5, p.18).*
- *He swims ... (Oxford textbook 5, p.01).*
- *He climbed ... (Oxford textbook 5, p.01).*
- *What was Maruf doing while Uzma was listening to the radio (Oxford textbook 5, p.04)?*
- *The boys were swimming (Oxford textbook 5, p.14).*
- *The children were playing (Oxford textbook 5, p.14).*
- *Mr Ali was watching television (Oxford textbook 5, p.14).*
- *You should not swim in that part of the sea (Oxford textbook 5, p.22).*
- *He could easily swim two hundred yards (Oxford textbook 5, p.43).*
- *We play on Sundays (PTB textbook 5, p.15).*
- *I [Azra] like basketball but my friends like badminton (PTB textbook 5, p.15).*
- *Her father prays five times a day (PTB textbook 5, p.17).*
- *Father is watering the plants (PTB textbook 5, p.26).*

- *Shasheer loves to work in the garden (PTB textbook 5, p.27).*

Statements exposing male and female appearance were scrutinized from the two textbooks with a slight variation. Most of the statements showed the physical appearance of the gender as in the Oxford textbook 18 statements presented male appearance with 72% of 25 statements and seven statements presented female physical appearance with 28% of the total strength. Whereas in the PTB textbook ten statements exhibited male and female physical appearance and the number was equally distributed between the two as five statements displayed male, and five statements pointed out female physical appearance with 50% each.

- *Yes, she is tall enough to reach the window (Oxford textbook 5, p.03).*
- *Can she touch the top of the door? (Oxford textbook 5, p.03).*
- *Uzma is not tall (Oxford textbook 5, p.62).*
- *Zohra's dress is not purple (Oxford textbook 5, p.62).*
- *Helen's dress is not purple (Oxford textbook 5, p.62).*
- *She can have a new dress or a new pair of shoes, but she can't have both (Oxford textbook 5, p.62).*
- *Yes, he is strong enough to leave the box (Oxford textbook 5, p.03).*
- *Mr Ali was pleased with him (Oxford textbook 5, p.11).*
- *Omer is stronger than Zia (Oxford textbook 5, p.15).*
- *Aslam and Arif were lazy men (Oxford textbook 5, p.25).*
- *He's tall (Oxford textbook 5, p.31).*
- *Peter wore a shirt (Oxford textbook 5, p.63).*
- *Omer is not fat (Oxford textbook 5, p.62).*
- *Maruf is not fat (Oxford textbook 5, p.62).*
- *Omer's shirt is not orange (Oxford textbook 5, p.62).*
- *A fat, cheerful man was driving the bus (Oxford textbook 5, p.70).*
- *Omer was very happy when he went home that night (Oxford textbook 5, p.77).*
- *He is about fifty years old (PTB textbook 5, p.15).*
- *My brother Omer is nine years old (PTB textbook 5, p.15).*
- *He is very healthy and active (PTB textbook 5, p.15).*
- *He good health keeps (PTB textbook 5, p.17).*
- *He very is active (PTB textbook 5, p.17).*
- *Her brother is not active (PTB textbook 5, p.17).*
- *She is seven years old (PTB textbook 5, p.15).*
- *Sadia was very happy to see a variety of dresses (PTB textbook 5, p.18).*
- *She wanted a red Shalwar Kamiz, and Aslam wanted a white Sherwani (PTB textbook 5, p.18).*

The two textbooks were also analyzed to determine the professions or occupations in which both males and females were engaged. Occupations marked were based on the gender of the individual performing jobs within a given professional category, and these occupations were defined in Webster's Encyclopedic Dictionary (1989) 'a vocation requiring knowledge of some department of learning or science and that provide legal, economic support for an individual or individuals and must be explicitly stated in the context in which it is used.'

In the Oxford textbook, males were recorded in an occupational capacity 98 times out of 106 statements which are 92.45% of the total number while women were portrayed as professionals in 8

statements with 7.55% as compare to Oxford textbook in PTB textbook only 17 statements were identified which located gender professional capacity. In PTB textbook 13 statements exhibited male professional activities which are 76.47% of 17, and only four statements displayed female professional carrier with 23.53%. And mostly they are portrayed in conventional professions such as housewives, teachers and doctors.

- *She cannot mend the dress until she finds her needle (Oxford textbook 5, p.26).*
- *Uzma didn't have to sew her dress yesterday because her mother did it for her (Oxford textbook 5, p.78).*
- *She has been working in that office ... two years (Oxford textbook 5, p.98).*
- *Uzma's brother works in an office (Oxford textbook 5, p.125).*
- *She sewed on the button (Oxford textbook 5, p.04).*
- *Everyone ran to see the soldiers (Oxford textbook 5, p.27).*
- *The doctor wasn't at home (Oxford textbook 5, p.31).*
- *Men have flown to the moon in rockets (Oxford textbook 5, p.45).*
- *Maruf will win the race (Oxford textbook 5, p.46).*
- *The teacher let him (Oxford textbook 5, p.54).*

The conductor again politely asked him..... step

A. stepped

B. **To Step**

- *The headmaster spoke to all the children (Oxford textbook 5, p.08).*
- *What will the postman do if he cannot find the flat (Oxford textbook 5, p.55)?*
- *The newspaper reporter's work is more interesting than a clerk's work (Oxford textbook 5, p.59).*
- *A judge sends people to prison (Oxford textbook 5, p.63).*
- *A taxi driver drives a taxi (Oxford textbook 5, p.63).*
- *A shopkeeper looks after a shop (Oxford textbook 5, p.63).*
- *A train driver drives a train (Oxford textbook 5, p.63).*
- *A bus driver drives a bus (Oxford textbook 5, p.63).*
- *A nurse works in a hospital (Oxford textbook 5, p.63).*
- *A waiter works in a restaurant (Oxford textbook 5, p.63).*
- *A cook cooks food (Oxford textbook 5, p.63).*
- *A baker bakes bread (Oxford textbook 5, p.63).*
- *A butcher sells meat (Oxford textbook 5, p.63).*
- *Typist types (Oxford textbook 5, p.63).*
- *A pilot flies an aeroplane (Oxford textbook 5, p.63).*
- *A sailor sails a ship (Oxford textbook 5, p.63).*
- *Tom was made captain (Oxford textbook 5, p.10).*
- *Mr Hai was made manager (Oxford textbook 5, p.10).*
- *A policeman found the money (Oxford textbook 5, p.11).*
- *Just then, a poor old beggar man came along (Oxford textbook 5, p.12).*
- *Even the fruit seller was given one (Oxford textbook 5, p.13).*
- *The shopkeeper gave her some more fruit (Oxford textbook 5, p.14).*
- *The fisherman never caught them (Oxford textbook 5, p.17).*

- *Divers in diving clothes cannot go where the water is very deep (Oxford textbook 5, p. 16).*

Male and female participation in intellectual or school-related activities were examined in both textbooks. School-related activities were evident in statements about male and female who read, write, study, do their homework, attend their classes, prepare their exams or direct references to their intellectual activities performed. In the Oxford textbook, 120 statements were analyzed pointing towards school or intellectual activities, 89 referred to the male who was 74.17%, and 31 statements pointed towards female school or intellectual activities about 25.83% of the total number. On the other hand, in PTB textbook 37 statements were found in this regard, 20 statements showed male intellectual or school-related activities which were 54.05%, and 17 statements were analyzed showing female school or intellectual activities which were 45.95% of the total amount of statements.

- *She doesn't have to go to school until nine o'clock (Oxford textbook 5, p.78).*
- *She is leaving school, and I am sorry (Oxford textbook 5, p. 112).*
- *She returned the book to the library when she finished it (Oxford textbook 5, p.09).*
- *She stopped reading when she finished the book (Oxford textbook 5, p.09).*
- *Miss Jan marking their books (Oxford textbook 5, p. 14).*
- *She gave the exercise to the teacher when she had checked it for mistakes (Oxford textbook 5, p. 18).*
- *What was Hussain doing while Skindar was reading (Oxford textbook 5, p. 14)?*
- *Sikander was reading (Oxford textbook 5, p. 14).*
- *He went out to play when he finished his homework (Oxford textbook 5, p.09).*
- *Has Omer written the letter yet? (Oxford textbook 5, p. 19).*
- *Omer Shah cycles to school (Oxford textbook 5, p.22).*
- *Omer arrived at school (Oxford textbook 5, p.27).*
- *He goes to school (Oxford textbook 5, p.30).*
- *The teacher said that Paul's work was more satisfactory than Peter's work (Oxford textbook 5, p.58).*
- *Maruf's composition was not satisfactory (Oxford textbook 5, p.63).*
- *She is in class two (PTB textbook 5, p. 15).*
- *She is fond of studies and has many books (PTB textbook 5, p. 15).*
- *She goes to school daily with her friends (PTB textbook 5, p. 15).*
- *Her school is near our house (PTB textbook 5, p. 15).*
- *I have many friends in school, but Tahira, Shahina and Nida are my best friends (PTB textbook 5, p. 15).*
- *He gets up early in the morning and goes to school (PTB textbook 5, p. 15).*
- *He takes a keen interest in his studies (PTB textbook 5, p. 15).*
- *He is never absent from school (PTB textbook 5, p. 15).*
- *He is in class IV (PTB textbook 5, p. 15).*

The sub-theme 'interpersonal' was devised to show male and female sensitivity regarding their partners present in the statement. In the Oxford textbook, 12 male interpersonal exchanges were found occupying 92.30% of 13 statements, on the other hand, only single statements were found to show female interpersonal activity containing 7.70% of the total number. On the other hand, in the PTB textbook, only five statements were found three represented male and two displayed female interpersonal activities with 60% and 40% respectively.

- *They said that I could go with them (Oxford textbook 5, p.35).*
- *He asked me if I wanted to go home (Oxford textbook 5, p.63).*

- *He has not written to me (Oxford textbook 5, p.39).*
- *Next morning, he shared the dream with his son (PTB textbook 5, p.04).*
- *I quarrelled with my brother (PTB textbook 5, p.24).*
- *We hated each other (PTB textbook 5, p.24)*

The last subcategory against gender-related roles was housekeeper, displaying male and female roles regarding house maintenance. In the Oxford textbook, only one statement was marked, which represented female as a housekeeper who was 100% of the total number. While in the PTB textbook, nine statements were analyzed, male 0% and females were depicted as 100%.

A woman who looks after a home a

A. housewife.

B. wife.

C. Mrs.

D. housewoman.

E. lady.

(Oxford textbook 5, p. 121).

- *The mother paid the money and got the dresses (PTB textbook 5, p. 18).*
- *As the children had done their shopping, the mother moved towards the crockery shop (PTB textbook 5, p. 19).*
- *She bought teacups and some glasses (PTB textbook 5, p. 19).*
- *Then she remembered that she needed a jug and some spoons (PTB textbook 5, p. 19).*
- *She bought these [jug and spoons] as well (PTB textbook 5, p. 19).*
- *Then she went to another shop and bought bed-sheets, towels and a table-cloth (PTB textbook 5, p. 19).*
- *The mother _____ the money and got the dresses (PTB textbook 5, p. 20).*

Discussions on the Findings

One of the evils of colonialism was the defamation of the Subcontinent cultures and traditions. Young people are particularly defenceless when they are bombarded with cultural attributes of other people that are supposed to be superior to their own. The present investigation has reported the research findings of the two English textbooks prescribed by the Provincial Ministry of Education for the Punjab government, semi-government and private schools at level five are examined to identify socio-ideological practices contained in them. For this purpose, these two textbooks are classified into two sections: textbook published by the Punjab Textbook Board (PTB) and the textbook published by the Oxford University Printing Press. These findings are further discussed below in response to the research question, which is devised using the research objective as a cue.

Research Question# 01

What types of socio-ideological statements are present in local and Oxford English textbooks for 5th-grade students of the Punjab Province?

Ideology (in Social Context)

Socio-Ideological statements were analyzed through the representation of patriotic values and gender roles (male roles and female roles) in the context of local and foreign EFL textbooks. Both the categories as patriotic values and gender roles were derived from the two analyzed textbooks.

Patriotic Values

Based on the research findings, patriotic values reported by the two textbooks were classified into four broad groups; i.e. nationalism/unity/sovereignty, freedom/bravery, equality, heroes and villains. If paying close attention to each proposed theme and sub-theme, a vast range of divergence is found from the two textbooks. The overall results of the study indicated that the number of statements about nationalism/unity/sovereignty was less in the Oxford textbook five about patriotic values. On the other hand, in the Punjab textbook, more statements regarding nationalism/ unity/sovereignty were found about patriotic values. It shows that the Punjab textbook is important for education to help the young Pakistani learners to live and interact as one nation. PTB textbook inculcates a sense of nationhood in young learners through the promotion of positive attitudes of mutual respect that contribute to harmony and nationalism.

Similarly, about freedom/bravery only one statement was found in the Oxford textbook about patriotic values. On the other hand, in the PTB textbook, the numbers of statements regarding freedom/bravery were three, which highlighted patriotic values significantly. Statements containing equality were zero in the Oxford textbook, so the result remained zero. As compared to the Oxford textbook in the PTB textbook, two statements regarding equality were found about patriotic values. It clearly indicates that the PTB textbook is developing and fostering national unity and equality among the young learners of Pakistan as compared to the Oxford textbook. The fourth sub-theme of patriotic values was the representation of heroes, and five statements were analyzed from the Oxford textbook, and they were presented in their own context irrespective of the target culture. On the other hand, in the PTB textbook, statements about the national heroes were repeated three times. It showed that the PTB textbook is more helpful while disseminating national heroes and national sovereignty. Seventeen statements regarding villains were found in the Oxford textbook in their own context, leaving the targeted context empty once more. On the other hand, in the PTB textbook, a single statement was not found that was why the result remained zero, which presented the most positive reflection of the outer world.

Gender Roles

Statements containing male and female roles in the Oxford textbook and PTB textbook were examined. Male and female roles were divided into eleven sub-themes or subcategories equally, they were: up bringer, dependant, rescuer, victim, worker, leisure activities, appearance, professions/occupations, school/intellectual activities, interpersonal and housekeeper. The examination of the two textbooks showed that in the Oxford textbook, more statements were analyzed regarding male as an up bringer as compare to the PTB textbook. This subcategory represented male as an up bringer four times out of fifteen statements which clearly presented the male-dominated perspective of Pakistani society. An underlying assumption when presenting male in the PTB textbook was that male was limited to their role of up bringer. Similarly, a significant difference was deduced female as an up bringer in the PTB textbook which was 73.33% of the total statements, and it also showed the higher percentage between the two textbooks and categories as well. In this subcategory men were represented as living source generator or the person who offer something or engaged in the kitchen on the other hand women were analyzed as unpaid workers or engaged in kitchen work and busy in taking care of children and in cooking activities. Gender role as rescuer was only judged in the Oxford textbook. Male as rescuer was portrayed in eight statements of the total number, on the other hand, female was granted this role in eleven statements out of nineteen, which was not the clear reflection of Pakistani society. Contrary to it in the PTB textbook such kinds of statements were not found even in a single time. Statements relative to the victim were also analyzed in the two textbooks. Male and female were presented as emotionally disturbed, injured, exploited and ill within this sub-theme. The Oxford textbook was abundant with this number as compared to the PTB textbook. Oxford textbook signified male as victim in thirty-three statements and female as victim in ten statements out of forty-four. On the other hand, in the PTB textbook only four statements were pinned down, and statements identified male as victim and the percentage grew up to 100% which showed Pakistan as highly

moderate society in this regard as compare to the Oxford textbook. Sub theme 'worker' was observed in forty statements in the Oxford textbook. Males were referred as paid or unpaid workers in thirty-six statements containing 90% of the total number and women as paid or unpaid workers were nominated in four statements attaining 10% of 40. On the other hand, PTB textbook showed man as paid or unpaid worker 100% only with four statements and this ratio was one sided because woman as paid or unpaid worker was not found even in single statement. From this perspective it is easier to trace Pakistani society as traditional patriarchic. Both the textbooks had also depicted 'leisure activities with a little bit diverse percentage. In the Oxford textbook forty-one statements were marked as signifying leisure activities. In these textbook males are shown enjoying leisure activities and females are restricted to their homes which is not the true picture of the target society. Similarly, the PTB textbook also presented the same which is beyond the true picture. Statements exposing male and female appearance were scrutinized from the two textbooks with a slight variation. Most of the statements showed the physical appearance of the gender as in the Oxford textbook gave male physical appearance which even did not show the proper picture of their own society. Whereas in the PTB textbook equally distributed statements were exhibited about male and female physical appearance. It is clear crystal that the PTB textbook presents the true modern picture of Pakistani socio-cultural values in front of its young learners.

Women in contemporary society are a vital part of the public sphere. That is why the presentation of men and women as being active in only one or another sphere constructs both sections in a miner and limited way. The two textbooks were also analyzed to determine the professions or occupations in which both males and females were engaged. Occupations marked were based on the gender of the individual performing jobs within a given professional category and these occupations were defined in Webster's Encyclopedic Dictionary (1989) 'a vocation requiring knowledge of some department of learning or science and that provide legal economic support for an individual or individuals and must be explicitly stated in the context in which it is used.' In the Oxford textbook males were recorded in an occupational capacity 98 times out of 106 statements which is 92.45% of the total number while women were portrayed as professionals in 8 statements with 7.55% as compare to Oxford textbook in PTB textbook only 17 statements were identified which located gender professional capacity. In PTB textbook 13 statements exhibited male professional activities which is 76.47% of 17 and only four statements displayed female professional carrier with 23.53%. And mostly they are portrayed in conventional professions such as housewives, teachers and doctors. The Oxford textbook offers many professional options for both men and women. Which is not only the real picture of their society, but it also recognizes the target society i.e. Pakistani society. The under-representation of women in the PTB textbook in educational context presents a distorted image of them male and female learners. On the other hand, males are offered a range of possible career opportunities. Males are presented as doctors, engineers and scientists while females are only restricted to teachers. Male and female participation in intellectual or school related activities were examined in both the textbooks. School related activities were evident in statements about male and female who read, write, study, do their homework, attend their classes, prepare their exams or direct references to their intellectual activities performed. The Oxford textbook presents the two sections on equal grounds which is true not only in their own context but also in the target context. On the other hand, the PTB textbook restricted females in this sphere also. The sub theme 'interpersonal' was devised to show male and female sensitivity regarding their partners present in the statement. In the Oxford textbook males and female's interaction is presented in so many statements. On the other hand, in the PTB textbook females are shown interacting with females only. This view presents the reverse picture of Pakistani society. The last subcategory against gender related roles was housekeeper, displaying male and female roles regarding house maintenance. In the Oxford textbook only one statement was marked which represented female as a housekeeper which was 100% of the total number. While in the PTB textbook 9 statements were analyzed, male 0% and females were depicted as 100%. In this category both the textbook offer positive picture of the target society.

Research Question# 02

What is the impact of socio-ideological statements present local and Oxford English textbooks for 5th grade students of the Punjab Province?

The instructional materials presented in the Oxford English textbook for grade 5 points out that the key significance is attached to deliver students with miscellaneous perspectives of English-speaking countries and their cultures regardless of the context in which the textbook is printed. The Oxford textbook also shows that the collection of texts, topics and exercises for the development of the target learners' intercultural consciousness and of their religious and national values and their positive outlooks towards other societies, communities and cultures is not a big concern of this textbook. Contrary to it the PTB English textbook for 5th grade projects a more positive rather moderate and reasonable picture of religion and nationalism in local context along with other aspects of culture analyzed. One of the distinguishing features of the Oxford textbook is that it is much helpful for learning English language and culture. Contrary to it the PTB textbook offers a limited ground for learning English language and culture. However, a central element in socio-cultural practices is knowledge about 'everyday life' and gender is the main building block of daily life performance. But both the textbooks have curtailed and underestimated female roles in social life restraining them as mothers and teachers. It can be concluded that there is a lot of potential for improvement in future textbooks and curriculums with respect to socio-cultural practices in local context. In the same time, it can be proposed that the instructional material requires to be presented in a way that delivers clearly what the national objective are.

Conclusion

The research findings and results make it visible from the current instructional materials or prescribed English textbooks that the Oxford English textbook is superficial and shallow with respect to its treatment of the target (Pakistani) culture. The textbook is therefore inadequate to the task of teaching and transmitting socio-ideological practices in the deeper sense such as nationalism/unity/sovereignty, freedom/bravery, equality, heroes and villains in the perspective of Pakistan. While the PTB English textbook satisfies the need of the local students with respect to local socio-ideological but it is inadequate in transforming intercultural understanding. On the other hand, the Oxford English textbook is much helpful for learning English language as it projects four language learning skills comprehensively. Contrary to it the PTB English textbook offers a limited ground for learning English at length. The current study has its starting point to view and compare the socio-ideological practices suggested in the two English textbooks in the context of Pakistan.

Contribution/Originality of the Study

The contribution of the present study lies in the fact that from side to side analysis of socio-ideological practices restricted in the textbooks, a tool in the form of submissions and endorsements will be developed to identify and evaluate these factors as they are found in a Pakistani EFL context. The current study will therefore develop such an instrument and guidelines that will be applicable for researchers, teachers and administrators who deal with the production and use of textbooks at primary school level.

Limitations of the Study and Research Gaps

- The present research is limited to explore ideological practices present in the texts of Oxford English Textbook Grade 5 and the English Textbook 5 published by the Punjab (Pakistan) Textbook Board (PTB). But in future, research on such kind of materials taught in elementary, high and higher schools can be accomplished for diffident view of the said population.
- This work was piloted on Oxford English Textbook Grade 5 and English Textbook 5 published by the Punjab Textbook Board and prescribed for the government, semi government and private

schools of this province. Opposing to this in future studies the other three provinces of Pakistan i.e. KPK, Sindh and Baluchistan can also be added for distended comprehension of the issue.

Policy Recommendations

- Teachers, tutors and mentors and speakers should be accessed when choosing the textbook material and they should participate in any type of enhancement or modification in these textbooks.
- It is recommended for both the textbooks to promote global mindfulness and constructive approaches towards other societies.
- Teachers should equip themselves with a large number of skills, knowledge, concepts, social and cultural values, attitudes and ideological knowledge of different communities so as to be able to compensate the deficiencies of the two examined English textbooks.

References

- Apple, M. (1990). *Ideology and Curriculum*. London: Routledge & Kegan Paul.
- Apple, M & Cristian-Smith, L. (1991). *The Politics of Textbook*. New York: Routledge.
- Du Preez, J. M. (1983). *Africana Afrikaner: Meestersimbole in Suid-Afrikaanse Skoolhandboeke*. Alberton: *Librarius Felicitas*.
- Jansen, J. D. (1997). Critical theory and the school Curriculum. In P. Higgs, (Ed) *Metatheories in educational theory and practice*, 129-139. Sandton: *Heinemann*.
- Lindkvist, K. (1981). Approaches to textual analysis. In K. Rosengren. (Ed), *Advances in Content Analysis*. Beverly Hills: *Sage*.
- Olowe J. (1993). *Language and Ideology in Nigerian Newspapers in the English Medium*. An Unpublished Ph.D. Thesis, Obafemi Awolowo University Ile-Ife.
- Van de Rhee, I. (1992). *Die Skool, Afrikaans en die kurrikulum in webb*, V.N. (red) *Afrikaans na apartheid*. Van Schaik: Pretoria.
- Van Dijk, T. A. (1998a). Critical discourse analysis. <http://www.hum.uva.nl/teun/cda.htm> on 25 January, 2005.
- Van Dijk, T. A. (1998b). *Opinions and Ideologies in the Press*. In *Approaches to Media Discourse*. (Eds. Bell, A. and Garrett, P.) Oxford: *Blackwell*.
- Van Dijk, T. A. (2000). *Ideology and discourse: A multidisciplinary introduction*. Pompeu Fabra University, Barcelona.
- Venezky, R. (1992). Textbooks in school and society. In J Philip (Ed). *Handbook of research on curriculum: A Project of the American Educational Research Association*. New York: *Maxwell Macmillan*.