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Muhammad Ahsan*

Muhammad Naeem[†]Noshaba Younus[‡]

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Reconnoitering the Impact of Hegemonic Practices used in 5th Grade Pakistani and Oxford English Textbooks

Abstract:

The present study is an endeavor to reconnoiter and compare the hegemonic practices used in selected Pakistani and imported English textbooks recommended for students of Punjab (Pakistan). Throughout the research, the subject matter was examined with reference to the relevant theoretical background. The content analysis was employed to find out the percentages of categories and sub-categories of reading passages and exercises of the prescribed English textbooks. For relevant data collection, an eclectic model was devised as some of the major categories with slight modification were taken from Stern, H.H. (1983) model in which he proposed six aspects of culture teaching. While in the formation of sub-categories, the researcher has employed his own teaching experience. Similarly, to situate countries and nations that use English for different purposes Kachru's (1997) model, which divided world nations into IC, EC and OC was employed. Statements that depicted IC, EC and OC countries and nations were analyzed in the two textbooks.

Key Words:

Hegemonic Practices, Foreign Language Education, Inter-Cultural Speaker

Introduction

[Gramsci \(1971\)](#) sufficiently broadened Marxist philosophy about ideology and consciousness. He bestowed ideology, a leading role in history and politics than ancient historical materialism. Some later western Marxists also developed these ideas, but it was Antonio Gramsci who exalted the scope of ideology by using the term hegemony instead of ideology as he argued it presents a limited view (just about bourgeoisie and proletariat). But hegemony goes a step further when it announces that alone the element based on economics is not binding for helping to rule class to maintain their hegemony unless there is a superstructure of ideologies, devised on this basis. Due to this, a consensus culture is developed in which individuals in the working class identify their own good with the good of bourgeoisie, and assists to detain the status quo rather than revolting. Gramsci coined the term hegemony to express the predominance of one social class over others just as bourgeois hegemony. [Grandcolas, B. \(1978\)](#) states that it represents not only economic and political control but also the capability of the dominant class to plan its own way of considering the world; consequently, those who are subjected by it recognize it 'Commonsense' and natural. Geoffrey [Nowell-Smith \(1992\)](#) states 'commonsense' the way subsidiary class lives its subordination. Ahmad, S. (2007) expresses a similar line of thought on the matter of hegemony when she argues that hegemony not only seeks to dominate the subsidiary classes through different ideologies but also wins their willingness by the process of naturalization. The ideologies, which carry discourses, are invisible to subject so subjects are unaware of their position as a subordinate class in their specific social setting. [Fairclough \(1990\)](#) states that it is valid to bear in mind

that ideological discourses may carry covert or implied meanings which remain hidden from the sight of the subject and are usually disclosed only when examined critically. That perspective is reinforced by Gramsci when he declares.

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

[†]Department of English, University of Dera Ghazi Khan, Punjab, Pakistan.

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

“That working class needs to develop a “counter-hegemonic” culture, to over through the view that bourgeoisie values represented “natural” or “normal” values for society”.

In order to fully understand the implications of the idea of hegemony [Fairclough \(1995\)](#) also asserts the same point which is previously raised by [Gramsci \(1988\)](#), when he argues that hegemony is power over society as a whole. It is in an all-inclusive term, which refers to the domination of the powerful or rulers over the ruled or subordinate classes through the combined working of various ideological domains of culture and society such as cultural, religious, economic, and political. Statements of hegemonic contents 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 seventy 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 focus of the present study is to analyze the Oxford English textbook 5 and the PTB English textbook 5 prescribed for Punjab (Pakistan) government, semi-government and private students to identify hegemonic practices contained in them. The extent, to which hegemonic practices of the countries in which the textbooks were written are present, would be analyzed, versus hegemonic practices of the local (Pakistani) community. Contrastive hegemonic practices would be examined for their significance in the teaching process. Statements of hegemonic practices 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 and compare the hegemonic practices used in selected Pakistani and Oxford English textbooks and to explore the impacts of the hegemonic practices used in selected Pakistani and Oxford English textbooks recommended for students of the Punjab Province.

Research Questions

The research questions of the study are listed below:

- What types of hegemonic practices are used in selected Pakistani and imported English textbooks suggested for students of the 5th grade?
- What are the effects of the hegemonic practices used in selected Pakistani and Oxford English textbooks recommended for students of Punjab?

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, hegemonic practices, the socio-cultural and socio-economic conditions of these countries are not reflected in the content and other presentations of the imported books. Imported textbooks also reflect hegemonic 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 hegemonic practices contained in them. To what extent hegemonic practices of the countries in which the texts were written are present, were analyzed, versus hegemonic 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 was employed to find out the percentages of categories and sub-categories 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's \(1983\)](#) 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

Themes and Sub Themes

At the start reading passages of the two books were read and classified based on themes. Themes originally refer to the underlying thought or general impression of a reading passage, providing the reader with its general sense and implications. Hegemonic practices were recognized for analysis, and its sub-themes were identified.

Hegemonic Practices

Representation of Inner Circle (IC), Expanding Circle (EC) and Outer Circle (OC) Nations in the two Examined Textbooks

[Kachru \(1997\)](#) notes that these three circles noted above; offer a unique expansion trace of English. From the historical views, in the Inner Circle, (United States of America, United Kingdom, Australia, New Zealand, Ireland and Canada) English spread because of a migration of English speakers. On the other hand, the spread of English in the Outer Circle, (India, Singapore, Bangladesh, Jamaica, Kenya, South Africa, Philippines, Sri Lanka, Malaysia, Nigeria, Pakistan, Rwanda, Zimbabwe etc.) is mainly the result of colonization by English speaking nations. In the Expanding Circle, (China, Japan, Greece, Poland etc.) English is largely studied as a foreign language because of its significance in foreign exchanges.

Hegemonic practices were exhibited in the Oxford and PTB textbook through the representation of IC, OC and EC nations.

Table 1. Showing Inner Circle (IC) Context

Textbooks	People	Events/expeditions	Location	Discoveries & Inventions	Natural Happening	Products	Total
Oxford textbook	114 70.37%	13 8.02%	13 8.02%	04 02.47%	- 0%	18 11.11%	162
The Punjab textbook	02 14.29%	- 0%	02 14.29%	- 0%	10 71.43%	- 0%	14

Note: statistical figures in columns refer to the analyzed statements and their percentage about Inner Circle (IC) Context

Statements that depicted IC, EC and OC countries and nations were analyzed in the two textbooks. These statements were divided into six sub-themes or categories such as people, events, location, discoveries and inventions, natural happening and products—the context in which these representations take place range from reading text passages to exercises of all types. The representation of IC, EC and OC nations relate to the means and ways in which a nation, a country, its locations, its events were referred to, or its people constituted in a textbook. In the first sub-theme ‘people’ referred to the kings, historical, literary and political personalities and

statements in IC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 114 statements directly or indirectly pointed out people from IC countries which were 70.37% of the total 162 statements referring to IC nations. On the other hand in the PTB textbook, only 02 references indicated literary personalities from IC countries such as 'Laurence' in the poem 'THE ROAD' (PTB textbook 5, p. 07) and 'Christina Rossetti' in the poem 'THE WIND' (PTB textbook 5, p. 31) which was only 14.29% of the total statements regarding IC countries.

In 1953 Major John Hunt decided to try (Oxford textbook 5, p. 52).

Edmund Hillary, with a few companions, climbed over the ice while the others waited in the camp (Oxford textbook 5, p. 56).

Scotland was ruled by a king called Robert Bruce (Oxford textbook 5, p. 68).

England was governed by King Edward 1 (Oxford textbook 5, p. 68).

On the journey north, he [Edward 1] died but sent his son, Edward 11, to continue the fight against the Scots (Oxford textbook 5, p. 68).

The English lost the battle of Bannock Burn because their army was smaller than the Scottish army (Oxford textbook 5, p. 69).

All Boy Scouts and Girl Guides know the name of Lord Baden Powell (Oxford textbook 5, p. 92).

Here in the second sub-category, the 'Events/expeditions' pointed towards those specific historical incidents which occurred in the IC context. In the Oxford textbook, 13 statements were examined, which were 08.02% of the total 162 statements displayed in IC context. While in the PTB textbook, it was hard to find a single historical event statement regarding this sub-category and the percentage remained zero.

They [Edmund Hillary & companions] climbed to 8,370 before night came, and they had to stop climbing (Oxford textbook 5, p. 57).

Early the next morning on May 29th they started out and by 11.30 a.m. they had reached the top____ the highest place in the world (Oxford textbook 5, p. 57).

Once he was a chief soldier of a small number of British soldiers in a town called Mafeking in Africa (Oxford textbook 5, p. 92).

During the Second World War, the 'Queen Elizabeth' was used to carry soldiers (Oxford textbook 5, p. 20).

Locations' in the third sub-theme were exemplified as geographical areas in IC context. In the Oxford textbook, 13 references were found which referred to the historical and geographical locations of the IC nations with 08.02% of 162 statements regarding IC countries. While in the PTB textbook, 02 geographical regions were analyzed, which were 14.29% of the total number of statements representing IC nations.

The two Kings met in the famous battle of Bannock Burn (Oxford textbook 5, p. 68).

It happened hundreds of years ago in Scotland, a country which is joined to England in the north (Oxford textbook 5, p. 68).

Today England and Scotland are one country, but at that time they were two countries (Oxford textbook 5, p. 68).

The story happened in the north part of England (Oxford textbook 5, p. 69).

England is the only country where there are boy Scouts (Oxford textbook 5, p. 93).

I like to go to London (PTB textbook 5, p. 28).

Statements that identified discoveries and inventions (engineering accomplishments) about IC context were present only in the Oxford textbook. In the Oxford textbook, 04 statements indicated such kinds of engineering accomplishments with 02.47% of 162 statements. On the contrary, PTB textbook is devoid of such kinds of references about IC context.

The captain counts: 'six, five, four, three, two, one____ lift off?' there is a sudden roar when the engines are switched on (Oxford textbook 5, p. 84).

Then we reach our highest speed, which is about 40,000 kilometres per hour (Oxford textbook 5, p. 84).
It [Moon] is travelling around the earth at roughly 384,000 kilometres per hours (Oxford textbook 5, p. 80).

Natural happening referred to those incidents or events which are controlled by the unseen force. One thing which was very unusual to find, the Oxford textbook did not display any event in a single time in this regard. While the PTB textbook represented 10 statements carrying this sub-theme with 71.43% of the total number.

*When summer dust or winter snow
 Makes white the road whereon we go,
 We'll tread them gaily to and fro
 Oho! The dust Aha! The snow.*
 (Laurence)

The Oxford textbook also introduced mechanical products in IC context on the other hand; the PTB textbook did not present a single statement in this sub-theme. In the Oxford textbook, 18 statements were analyzed in this regard with 11.11% of 162 statements.

When she was built, in 1940, the 'Queen Elizabeth' was the biggest ship in the world (Oxford textbook 5, p. 20).
Her length was 309 meters, and her width was 35.50 meters (Oxford textbook 5, p. 20).
She used to sail across the Atlantic Ocean from England to America with 3,450 people aboard her (Oxford textbook 5, p. 20).

Table 2. Displaying Outer Circle (OC) Context

Textbooks	People	Events/expeditions	Location	Discoveries and Inventions	Natural Happening	Products	Total
Oxford textbook	50	03	64	03	51	01	172
	29.07%	01.74%	37.21%	01.74%	29.65%	0.58%	
The Punjab	04	06	30	-	04	19	63
textbook	06.35%	09.52%	64.62%	0%	06.35%	30.16%	

Note: statistical figures in columns refer to the analyzed statements and their percentage about Outer Circle (OC) Context

Statements that depict OC countries and nations were examined in the two textbooks. These statements were divided into six sub-themes or categories such as people, events, location, discoveries and inventions, natural happening and products. The context in which these representations take place range from reading text passages to exercises of all types. The representation of Statements that depict OC countries and nations were analyzed in the two textbooks. These statements were divided into six sub-themes or categories such as people, events/expeditions, location, discoveries and inventions, natural happening and products—the context in which these representations take place range from reading text passages to exercises of all types. The representation of OC, EC and IC nations relate to the means and ways in which a nation, a country, its locations, its events were referred to, or its people constituted in a textbook. In the first sub-theme 'people' were referred to the kings, historical, literary and political personalities and statements in OC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 50 statements directly or indirectly pointed out people from OC countries which were 29.07% of the total 172 statements referring to OC communities. On the other hand, in the PTB textbook, only 04 statements were referred to national heroes with 06.35% of 63 statements.

Mr. Tung wanted the 'Queen Elizabeth' to stay in Hong Kong (Oxford textbook 5, p. 21).
At last, she was bought by Mr. C. Y. Tung, whose home is in Hong Kong (Oxford textbook 5, p. 21).
Akbar, who lived from 1542 until 1605, was one of the greatest of all Mughal kings (Oxford textbook 5, p. 40).

His father was Humayun, king of Dehli (Oxford textbook 5, p. 40).

At the time Akbar was with his uncle, Bairam Khan, fighting some rebels in Punjab (Oxford textbook 5, p. 40).

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).

Tipu Sultan was a great king (PTB textbook 5, p. 30).

The second sub-category namely 'Events/expeditions' pointed towards those specific historical incidents which occurred in OC context. In the Oxford textbook, only 03 statements were examined, which were 01.74% of the total 172 statements displayed in OC context. While in the PTB textbook, there were 06 historical events regarding this sub-category and the percentage remained 09.52.

Many times men tried to climb Mount Everest. The first time was in 1922 (Oxford textbook 5, p. 52).

The second time was in 1924, and the climbers reached a height of 8,400 meters (Oxford textbook 5, p. 52).

The next day Edmund Hillary and one of the men from Nepal, called Tenzing, set out (Oxford textbook 5, p. 57).

Yes, sir, it was December 25 (PTB textbook 5, p. 29).

They wanted to buy a few things for the Eid (PTB textbook 5, p. 18).

Eid-ul-Azah is celebrated on the 10th of Ramadan according to the Islamic calendar (PTB textbook 5, p. 06).

How do the people decorate their houses on August 14 every year (PTB textbook 5, p. 02)

'Locations' in the third sub-theme were exemplified as geographical areas in OC context. In the Oxford textbook, 64 references were found which referred to the historical and geographical locations of the OC communities with 37.21% of 172 statements regarding OC nations. While in the PTB textbook, 30 geographical locations were identified, which were 64.62% of the total number of statements representing OC countries.

We have been in Peshawar ... January (Oxford textbook 5, p. 02).

Everyone was afraid that the oil would spread to Hong Kong beaches and spoil them by making them sticky with oil, but this was not allowed to happen (Oxford textbook 5, p. 21).

The River Indus flows from its beginning, in the Kalash range of Himalaya Mountains, to the coast of Sindh, where it reaches the sea (Oxford textbook 5, p. 28).

Karachi, the biggest city in Pakistan, stands on the sea (Oxford textbook 5, p. 29).

The Punjab area has many canals (Oxford textbook 5, p. 28).

They have lived in Islamabad (Oxford textbook 5, p. 39).

I left Peshawar at five o'clock (Oxford textbook 5, p. 38).

I last sat on a train when I went to Quetta (Oxford textbook 5, p. 38).

Pakistan is our dear homeland (PTB textbook 5, p. 01).

Anarkali was full of people (PTB textbook 5, p. 18).

Pakistan in live we (PTB textbook 5, p. 28).

Islamabad is the capital of Pakistan (PTB textbook 5, p. 28).

The Faisal Mosque is in Islamabad (PTB textbook 5, p. 42).

The new airport in Lahore is called Allama Iqbal international airport (PTB textbook 5, p. 42).

Statements that identified discoveries and inventions (engineering and mechanical accomplishments) about OC context were found only in the Oxford textbook. In the Oxford textbook, 03 statements indicated such sorts of engineering and mechanical accomplishments with 01.74% of 172 statements. On the contrary, PTB textbook is devoid of such kinds of references about OC countries.

Natural happening referred to those incidents or events which are controlled by the unseen force. One thing which was very unusual to find, the Oxford textbook displayed more statements as compared to the PTB

textbook as it identified 51 statement with 29.65%. While the PTB textbook represented only 04 statements carrying this sub-theme with 06.35% of the total number.

The floods often do more harm [in Punjab] than good (Oxford textbook 5, p. 28).

The cold is very bitter, and there are often strong storms [at Mount Everest] (Oxford textbook 5, p. 52).

No mountain in the world is higher than Mount Everest (Oxford textbook 5, p. 53).

It is difficult for climbers to breath because the air is very cold (Oxford textbook 5, p. 53).

In the Indo- Pakistan region, the north-east monsoon brings hot, wet weather (Oxford textbook 5, p. 61).

In the Indo-Pakistan region, most rain falls in the winter (Oxford textbook 5, p. 61).

Sometimes cyclones travel north (Oxford textbook 5, p. 62).

The warm season of the year is called summer. In Pakistan, this season is very long (PTB textbook 5, p. 21).

In some parts of Pakistan, there is snowfall (PTB textbook 5, p. 22).

In others, the weather is cloudy, and there is rainfall (PTB textbook 5, p. 22).

There's a flood in the Chenab River (PTB textbook 5, p. 28).

The Oxford textbook also introduced only one product in OC context on the other hand, the PTB textbook presented 19 statements with 30.16% in this sub-theme. In the Oxford textbook, only 01 statement was analyzed in this regard with 0.58% of 172 statements.

Crops like rice and sugar {cane} grow very well in this mud (Oxford textbook 5, p. 29).

She wanted a red Shalwar Kamiz, and Aslam wanted a white Sherwani (PTB textbook 5, p. 18).

One can enjoy oranges, dry fruits and indoor games during winter (PTB textbook 5, p. 22).

Table 3. Screening Expanding Circle (EC) Context

Textbooks	People	Events	Location	Discoveries and Inventions	Natural Happening	Products	Total
Oxford textbook	48	13	09	02	10	09	91
	52.74%	14.29%	09.89%	02.20%	10.99%	09.89%	
The Punjab	03	-	04	-	02	-	09
textbook	33.33%	0%	44.44%	0%	22.23%	0%	

Note: statistical figures in columns refer to the analyzed statements and their percentage about Expanding Circle (EC) Context

Statements that depict EC countries and communities were analyzed in the two English textbooks. These statements were divided into six sub-themes such as people, events, location, discoveries and inventions, natural happening and products. The perspective in which these representations take place ranges from reading text passages to exercises of all types. The depiction of EC, IC and OC nations relate to the means and ways in which a nation, a country, its locations, its events were referred to, or its people constituted in a textbook. In the first sub-category 'people' referred to the kings, historical, literary and political personalities and statements in EC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 48 statements directly or indirectly pointed out people from EC communities or nations, which were 52.74% of the total 91 statements. On the contrary, in the PTB textbook, only 03 references indicated people from EC nations which were only 42.86% of the total statements regarding EC countries.

Sher Shah had a son who was helped by a soldier called Himu (Oxford textbook 5, p. 40).

Himu was killed in a battle (Oxford textbook 5, p. 41).

It was told by a poet Homer (Oxford textbook 5, p. 64).

A Trojan called Paris went to a country called Greece (Oxford textbook 5, p. 64).

He visited king Menelaus, who had a beautiful wife called Helen (Oxford textbook 5, p. 64).

They killed a Greek soldier called Patroclus, who was a friend of Achilles (Oxford textbook 5, p. 64).

Agamemnon was the best Greek soldier (Oxford textbook 5, p. 65).

I have a Chinese friend whose name is Shaan (PTB textbook 5, p. 42).

One night Hazrat Ibrahim had a dream (PTB textbook 5, p. 04).

Hazrat Ismail said that he was ready to lay down his life for Allah (PTB textbook 5, p. 04).

Here in the second sub-theme the 'Events/expeditions' pointed towards those explicit historical incidents which occurred in EC situation. In the Oxford textbook, 13 statements were investigated, which were 14.29% of the total 91 statements in EC context. On the contrary, PTB textbook is devoid of such kinds of references about EC nations.

When Menelaus returned, he was very angry. He was a jealous man and would rather die than lose his wife (Oxford textbook 5, p. 64).

He asked his brother, Agamemnon, to help him to get Helen back, and to punish Paris for his behavior (Oxford textbook 5, p. 64).

Agamemnon and Menelaus, with a collection of a thousand ships and a big army from all over Greece, sailed for Troy (Oxford textbook 5, p. 64).

When they reached Troy, they put up their tents on the seashore and began to attack the city (Oxford textbook 5, p. 64).

The Trojan soldiers fought very bravely, and the walls of the Troy were high and strong (Oxford textbook 5, p. 64).

Agamemnon quarrelled with one of his leaders, Achilles (Oxford textbook 5, p. 64).

'Locations' in the third sub-category were nominated as geographical areas in EC context. In the Oxford textbook, 09 allusions were found which referred to the historical and geographical locations of the EC countries with 09.89% of 91 statements regarding EC communities. While in the PTB textbook, 04 geographical regions were identified, which were 57.14% of the total number of statements representing EC nations.

Many years ago, in old China, a fruit seller took a big basket of pears to the market place (Oxford textbook 5, p. 12).

They went to Japan in 1971 (Oxford textbook 5, p. 37).

Mount Vesuvius is sometimes quiet for many years (Oxford textbook 5, p. 37).

He last went on a ship when he visited Singapore (Oxford textbook 5, p. 38).

Go to Japan (Oxford textbook 5, p. 66).

In Asia, for example, many swallows fly north to Korea when the weather is warm and build their nests there (Oxford textbook 5, p. 127).

When the cold weather comes, they fly south to the warm land of Malaysia (Oxford textbook 5, p. 127).

I visited Saudi Arabia last year (PTB textbook 5, p. 28).

Statements that identified discoveries and inventions (mechanical and engineering accomplishments) about EC framework were present only in the Oxford textbook. In the Oxford textbook, 02 statements indicated such kinds of mechanical accomplishments with 02.20% of 91 statements. On the contrary, PTB textbook is devoid of such kinds of references about EC context.

They [Greeks] built a very big wooden horse (Oxford textbook 5, p. 65).

They [Trojan] did see the door in the side because it was cleverly made (Oxford textbook 5, p. 65).

Natural happening signalled to those incidents or events which are controlled by the covert force. In the Oxford textbook, 10 statements were analyzed, and they 10.99% of 91, while the PTB textbook did not offer a single statement about this sub-category.

A great cloud of smoke shot up into the sky with great burning rocks which fell all around (Oxford textbook 5, p. 36).

Hot lava poured down its sides (Oxford textbook 5, p. 36).

About 3,000 people were killed (Oxford textbook 5, p. 36).

Mount Vesuvius is sometimes quiet for many years (Oxford textbook 5, p. 37).

They quickly stopped laughing when they saw a small green plant push up through the earth (Oxford textbook 5, p. 12).

Leaves appeared on the plant while it grew taller and taller (Oxford textbook 5, p. 12).

While they were watching, it was becoming a large pear tree (Oxford textbook 5, p. 12).

Then, while they were looking, pears began to grow and quickly became ripe and ready to eat (Oxford textbook 5, p. 12).

The Oxford textbook also introduced some products in the EC context; on the other hand, the PTB textbook did not present a single statement in this sub-theme. In the Oxford textbook, 09 statements were analyzed in this regard with 09.89% of 91 statements.

'Come and buy my fine juicy pears,' he shouted (Oxford textbook 5, p. 12).

While he was speaking, people were looking thirsty at his pears; because it was a very hot day, and the pears looked very juicy (Oxford textbook 5, p. 12).

If you have no money, you cannot have a pear (Oxford textbook 5, p. 12).

Discussions on the Findings

One of the evils of colonialism was the defamation of the Sub Continent 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 hegemonic 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 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 1: What types of hegemonic practices are used in selected Pakistani and imported English textbooks suggested for students of the 5th grade?

Statements that represent IC, OC and EC countries and communities are analyzed in the two selected textbooks. These statements are divided into six sub-categories or sub-themes such as people, events, location, discoveries and inventions, natural happening and products. The representation of IC, OC and EC nations relate to the means and ways in which a nation, a country, its locations, its events are referred to, or its people constituted in a textbook. Textbooks are considered the most reliable and effective tool for the promotion of international consciousness and positive attitude towards other communities' young generation. In the two analyzed textbooks, the Oxford textbook performed this job in a realistic way as it not only introduced well-known people from IC perspective but also introduced people from OC and EC context. But the difference is that it introduces famous kings and warriors, philosophers and scientists in IC context while introducing the people from OC and EC nations it selects less famous and magician type people in the contemporary societies. Similarly, the Oxford textbook pictures IC countries as urban and technologically advanced on the other hand, it portrays OC and EC countries as rural and third world countries. On the contrary, the whole world knows that being the EC nations Japan and China, are playing their leading role in engineering and commerce. In this context, the PTB textbook plays a very passive role as it does not open the outer world to its learners, knowing the fact that no nation is an island by itself. We are all the integral part of the wider society regionally and internationally. Therefore, it is much important for the young Pakistani learners to become an inevitable part of this larger community and to value their rights, responsibilities, benefits and obligations and this role can be performed effectively by the direct source of learning, the textbook. It's a law of nature that young people grow older that' why their world and experiences are broadened beyond their nations' boundaries to other communities, and school and textbooks play a role of an agent in this context.

Research Question 2: What are the effects of the hegemonic practices used in selected Pakistani and Oxford English textbooks recommended for students of Punjab?

Statements that depicted IC, EC and OC countries and nations were analyzed in the two textbooks. These statements were divided into six sub-themes or categories such as people, events, location, discoveries and inventions, natural happening and products—the context in which these representations take place range from reading text passages to exercises of all types. The representation of IC, EC and OC nations relate to the means and ways in which a nation, a country, its locations, its events were referred to, or its people constituted in a textbook. In the first sub-theme of ICC ‘people’ referred to the kings, historical, literary and political personalities and statements in IC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 114 statements directly or indirectly pointed out people from IC countries which were 70.37% of the total 162 statements referring to IC nations. On the other hand in the PTB textbook, only 02 references indicated literary personalities from IC countries such as ‘Laurence’ in the poem ‘THE ROAD’ (PTB textbook 5, p. 07) and ‘Christina Rossetti’ in the poem ‘THE WIND’ (PTB textbook 5, p. 31) which was only 14.29% of the total statements regarding IC countries. Similarly, in the first sub-theme of OCC ‘people’ were referred to the kings, historical, literary and political personalities and statements in OC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 50 statements directly or indirectly pointed out people from OC countries which were 29.07% of the total 172 statements referring to OC communities. On the other hand, in the PTB textbook, only 04 statements were referred to national heroes with 06.35% of 63 statements. Likewise to the two previous categories, the first sub-theme of the third category, i.e. ECC ‘people’ referred to the kings, historical, literary and political personalities and statements in EC context, which indicated such kinds of people were included in this sub-theme. In the Oxford textbook, 48 statements directly or indirectly pointed out people from EC communities or nations, which were 52.74% of the total 91 statements. On the contrary, in the PTB textbook, only 03 references indicated people from EC nations which were only 42.86% of the total statements regarding EC countries. In order to resist the global English hegemonic practices, “English as a foreign language for Pakistani learners” Punjab Textbook Board, Curriculum Wing needs a thorough revision in English textbook of 5th grade. In order to do so, it might be more convincing and more helping if, through the English language, we educate our students about the actual contests and problems which face their social development and their future. In this line of action [Giroux \(1997\)](#) has determined that when we educate learners truly about who they are and what is their real history, in fact, we liberate them from the cruel clutches of the powerful nations; the idea of emancipation and autonomy that can impart from being powerfully and really educated.

This can only be attained by encouraging a curriculum that can be achieved by deeply re-thinking the space and content that are indicated to link L2 with students’ countrywide and cultural distinctiveness.

Conclusion

The current study has its starting point to view and compare the hegemonic practices suggested in the two English textbooks in the context of Pakistan. In the two analyzed textbooks, the Oxford textbook performed this job in a realistic way as it not only introduced well-known people from IC perspective but also introduced people from OC and EC context. But the difference is that it introduces famous kings and warriors, philosophers and scientists in IC context while introducing the people from OC and EC nations it selects less famous and magician type people in the contemporary societies. Similarly, the Oxford textbook pictures IC countries as urban and technologically advanced on the other hand, it portrays OC and EC countries as rural and third world countries. On the contrary, the whole world knows that being the EC nations Japan and China, are playing their leading role in engineering and commerce. In this context, the PTB textbook plays a very passive role as it does not open the outer world to its learners, knowing the fact that no nation is an island by itself.

Contribution of the Study

The significance of the present study lies in the fact that through the thorough analysis of hegemonic practices contained in the textbooks, a mechanism in the form recommendations would be developed to identify and evaluate these factors as they are found in a Pakistani EFL context. The current study would 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 the primary school level.

Policy Recommendations

- Teachers, instructors and trainers should be consulted when selecting the textbook material, and they should take part in any kind of improvement or adjustment in these textbooks.
- It is recommended for both the textbooks to promote international consciousness and positive attitudes towards other communities.
- Teachers should equip themselves with a large number of skills, knowledge, concepts, social and cultural values and attitudes so as to be able to compensate for the deficiencies of the two examined English textbooks.
- Teachers ought to provide additional and relevant information about the Inner Circle (IC) Outer Circle (OC) and Expanding Circle (EC) nations and countries.

Limitations of the Study and Research Gaps

- The present research is restricted to explore the hegemonic practices contained in the texts of Oxford English Textbook Grade 5 and the English Textbook 5 published by 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 a diffident view of the said population.
- This study was conducted on Oxford English Textbook Grade 5 and English Textbook 5 published by the Punjab Textbook Board (PTB) and prescribed for the government, semi-government and private schools of the Punjab province. Divergent to this in future studies, the other three provinces of Pakistan can also be contained within for enlarged understanding of the issue.

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