

Exploring the Construal of Identity in Pakistani Textbooks: An EFL perspective

Abstract

This paper focuses on the language of school textbooks as a medium of construing learners' identities and reinforces the fact that in the name of multicultural education, the curriculum is designed to affect learners' ideologies. It deals with the content included in the English textbooks adopted by the private schools in Pakistan. Data has been collected from textbooks of classes 6-8 published by Oxford University Press. Identity Management framework devised on the basis of the relationship between genre and SFL has been employed to consider users and uses of the language. It draws our attention towards the implicit efforts made by these elite class schools to affect the minds of the students to adopt the ways of developed non-Muslim countries. It is significant in the area of research on school curriculum to design textbooks free of such prejudices, cultural conflicts, and politics of identity.

Keywords: *Identity, identity management, ideology, multicultural education and textbooks*

INTRODUCTION

It is usually said that in the EFL pedagogy, students need to minimize their ethnic (L1) identities to achieve native-like L2 competence. However, learners' L1 culture is part and parcel of their identities and cannot simply be replaced (Zacharias, 2010). Culture, specifically in education, is the most significant feature and multicultural education in schools not only affects students, parents, communities but also the entire society (Peterson & Deal, 1998; Attinasi, 2008). Learning a foreign language is rather a reconstruction of selves than merely acquiring L2 competence (Pavlenko & Lantolf, 2000). If English is the lingua franca of the world, the language of the people who speak it (Jenkins, 2007; Norton, 1997), and not only of the native speakers, then the question that arises is to what extent methodologies and techniques accommodate EFL learners' identities (Zacharias, 2010)?

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English language was retained as an official language of the country because of the economic and social importance attached to it. Power and culture are not separate and static entities but are related to each other through the economy. An economically strong group is considered to be powerful (Deutsch, 2010) and possessing a superior culture. The study further reinforces the idea of gaining power through influencing cultures of various societies. Schools legitimate certain cultures due to being the agency of distributing legitimate knowledge (Apple, 1978) and serve to reproduce the distribution of power within society. This study analyses the language used in the textbooks to show how multicultural education helps the elite class to maintain its identity and power relations.

LITERATURE REVIEW

Multicultural education based on content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering social structure is an effort to abolish strong pillars of inequality (Banks & Banks, 2004). It can only be successful in attaining its goal if it is being provided to students from different racial, cultural, and social-class groups with equal educational opportunities in schools so that students having unequal status can experience equal status schooling (Sleeter, 2005). In addition, it is a notion based on the idea of reforming educational strategies that aim at changing educational institutions for eliminating gender inequality, racial segregation, and inequity among students of diverse cultural groups (Banks & Banks, 2009).

Shardakova and Pavlenko's (2004) work on classroom textbooks relates that texts possess an authority to construct and project alternative cultural and linguistic identities. Miller (2003), while discussing the role of textbooks in promoting certain cultures, argues that "school culture is reflected in teaching materials, texts, assessment strategies, teaching discourses..." With the modern concept of globalization and multiculturalism, insights into constructing identities through discourse have been developed (Luke, 1998) which are rooted in pedagogy, curriculum, and educational policies. Milner (2010) argues that culture is especially shaped by the social context of education. Canagarajah's (1993) study on US-published ESL textbooks used in Sri Lankan classrooms also emphasizes the importance of textbooks to construct L2 learners' identities and reveals the role of dialogs and narratives in the textbooks to portray racial and gender-biased values. Pierce (1995) recommends teachers to incorporate personal narratives illustrating the experience of their own societies and social identities. Linguistic choices can either be in accord with the global ways of using language or can be different (Mehboob, 2015). According to Shardakova and Pavlenko (2004), the portrayal of English communities as glamorous and problem-free in the textbooks may deprive students of linguistic choices they need to position in a particular situation such as when talking

about gender, racial, or cultural identities. Pennycook (1998) pointed out that English is a language with which colonial discourses are associated and it is still being related with the inferiority of the speakers in the East and superiority of the speakers in the West. While discussing Pakistani English, Mahboob (2009) argues that Pakistani English has been developed to convey Islamic values through English textbooks in Pakistani schools. Mahboob's research (ibid) is based on the data collected from English textbooks of government schools while the present study is based on the data selected from private elite class schools. While conducting this research, Mahboob's (2009) work has been kept in mind and the selection of data is done on the basis of the fact that certain linguistic choices have been made to promote '*nonwhite people's inferiority.*'

RESEARCH METHODOLOGY

Genre theory and Systemic Functional Linguistics (SFL) (Martin, 1998) have been used to examine how English language textbooks used in Pakistani schools are written to project, shape, and normalize particular sociocultural positioning of the students (Mahboob, 2015). One of the aspects of this work is to focus on style as semiotic action – actions that are responsible for constructing certain meanings and projecting certain ideologies. These actions can be both linguistic and non-linguistic and therefore, multimodal discourse analysis makes it clear how language makes meaning in a particular context. Since SFL considers language to be a seismogenic system; that is, as a meaning-making system, this approach as my conceptual framework is, therefore, justified and helpful to a study on identity management (Mahboob, 2015). This study, based on Mahboob's (2015) Identity management framework devised on the basis of the relationship between genre and SFL (Martin, 2008) approach, would show how texts included in the school curricula can use the language to project particular ideological positions. In doing so, the present study focuses on the point that these texts shape and influence students' identities and reinforce dominant sociocultural positions to control and gain access to semiotic resources in order to maintain hierarchy (Mahboob, 2015).

Research Questions

1. What linguistic patterns are used in the selected textbooks to construct certain identities?
2. How are the selected EFL textbooks disseminating a particular ideology and world-view to the learners in Pakistan?

Identity Management Framework.

Identity management is defined as any institutionalized or localized effort to shape individual or group identities (Mahboob, 2015). An individual's sociocultural

positioning is shaped through discourse and is done either locally (micro-level), by individuals or groups of people that a person interacts with, or through institutionalized (macro-level) processes. These sociocultural positions can be norm-conforming or contesting. Figure 1 shows the sociocultural positioning projected on the x-axis and the levels at which these identities are constructed are placed along the y-axis.

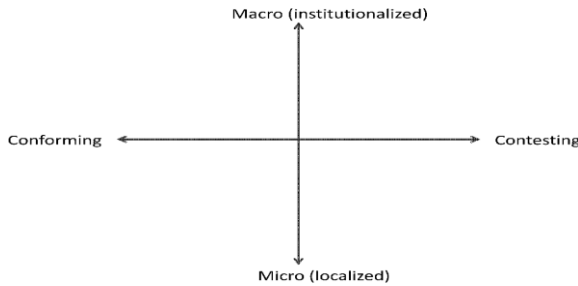


Figure. 1 Socio-cultural positioning of the Individuals (Mahboob, 2015)

This figure shows that identity construction can occur at any level; either local through sources present in the natural environment or at an institutional level by making formal arrangements. At the macro level, institutions adopt policies, design curricula, use educational material and resources, as well as teaching approaches to promote a conformist position (Mahboob, 2015). According to Ahmar Mahboob (2015) “conformist” means that “*the students’ identities are shaped in relation to the dominant and powerful socio-cultural beliefs and practices.*”

Figure 2 given below shows how language relates to the above-given concept of identity construction and it also illustrates how language varies across contexts.

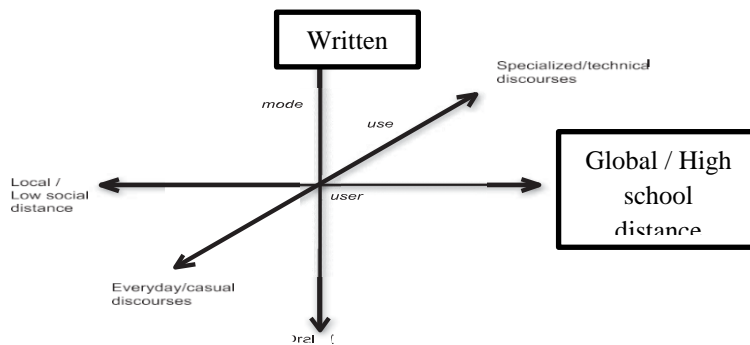


Figure 2 Language Variation Framework (Mahboob, 2015)

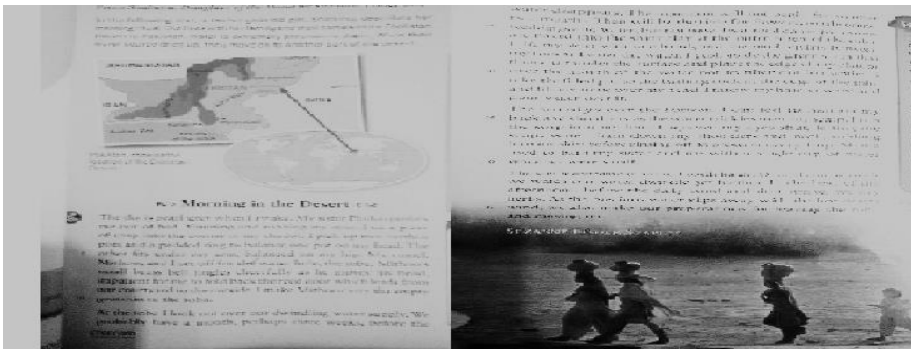
Language variation depends on users of the language, uses of the language, and modes of communication (Mahboob, 2015). Each of those factors can be studied individually as well as collectively. A second dimension of variation in language is

due to the purpose or “use” of the language and is studied in research on genres. The third one is due to “mode” (Martin, 1985; Mahboob, 2015). Modes of communication include aural, visual, and mixed channels of communication. Keeping in view the variation in linguistic choices, the present study deals with the intensification and saturation of feelings and expressions through evaluative, attitudinal, and descriptive lexis in the texts selected. These lexes are used to express feelings as well as connoting positive and negative qualities and thus have a strong effect in intensifying the feelings and aligning the reader’s mind towards construed identities (Martin and Rose, 2008).

RESULTS & DISCUSSION:

Data for the present study has been taken from English language textbooks titled, *English, An International Approach*, Book-1 and Book-3 in a series of four Books published by Oxford University Press for students aged 11-16. In total, 10 texts have been selected which are considered representative. The selection of the data has been done on the basis of genre type and texts selected for the data include both prose fiction and non-fiction.

4.1 Text 1



Text 1 ‘Morning in the Desert’, Book-1, p. 7-8 (Oxford English: An international approach, 2011)

Morning in the Desert is an extraction from *Shabanu, Daughter of the Wind* a novel by Suzanne Fisher Staples (1989) and is included in Book-1, Lesson-1 that is titled *Water, Water. Morning of the Desert*. It is about the routine of a woman, named, *Shabanu*, living in Pakistan’s desert ‘*Cholistan*’.

Examples of Prosodic Intensification

The following lexical choices made by the writer in the text show how these choices have a cumulative negative effect on the readers.

1. Mithoo's small bell jingles *cheerfully* as he moves his head, *impatient* for me to fold back the reed door which leads from our courtyard to the outside.
2. At the toba, I look out over the *dwindling water supply*.
3. ...letting the soap water drain down. Rubbing into my skin before rinsing off to preserve *every* drop.
4. Mama used to bathe my sister and me with *a single cup of water*.
5. The sun is *extremely hot* as I walk back.
6. As the *precious water* slips away with the *hot desert wind*, we also make our preparations for leaving...

Attitudinal lexis are underlined and descriptive lexis have been written in bold. Both types of lexis in the above-given examples have a negative effect on the readers if read individually, except in one instance, in which the word '*cheerfully*' is used which again is for animals and not for human beings or surroundings. It shows that the people of Pakistan are not happy with their living conditions. The traces of lexis expressing negative feelings and connoting negative qualities also cumulatively color the whole text negatively. While reading the text we build a negative image of the people and Pakistani culture presented through the text. The use of words with negative connotations or presenting unacceptable living conditions confirm the hardships they face while living in Pakistan. Desert life is difficult in any part of the world but here it is presented in the manner that it is more difficult to lead a life in this part of Pakistan than in any other desert in the world. Unconsciously, '*national identity*' has been distorted and students are misled by presenting this scenario of Pakistan in which the country is lagging behind in every aspect, and students are manipulated to accept the reality that Pakistan is not the dream place to live in. It also confirms that people living here have to pass through a lot of trials to get the basic necessities of life.

4.2 Text 2

The screenshot shows a reading comprehension exercise. On the left, there are several numbered questions (1-5) with corresponding answers. The main text is in the center, with words like 'cheerfully', 'impatient', 'dwindling', 'every', 'single cup', 'extremely', and 'precious' highlighted. On the right, there are boxes for 'Comprehension' and 'Vocabulary' with questions and answers.

Questions and Answers:

1. Mithoo's small bell jingles cheerfully as he moves his head, **impatient** for me to fold back the reed door which leads from our courtyard to the outside.
2. At the toba, I look out over the **dwindling water supply**.
3. ...letting the soap water drain down. Rubbing into my skin before rinsing off to preserve **every** drop.
4. Mama used to bathe my sister and me with **a single cup of water**.
5. The sun is **extremely hot** as I walk back.
6. As the **precious water** slips away with the **hot desert wind**, we also make our preparations for leaving...

Comprehension:

1. What does the monkey do when it is happy?
2. What does the monkey do when it is angry?
3. What does the monkey do when it is sad?
4. What does the monkey do when it is tired?
5. What does the monkey do when it is hungry?

Vocabulary:

1. What does 'cheerfully' mean?
2. What does 'impatient' mean?
3. What does 'dwindling' mean?
4. What does 'every' mean?
5. What does 'single cup' mean?
6. What does 'extremely' mean?
7. What does 'precious' mean?

Text 2 *Something in the Air* Book-1, p.54-56 (Oxford English: An international approach, 2011)

The following extract *Something in the Air* is taken from Book-1, Lesson 3 *Air*. This narrative is about a Muslim man Suleiman who lives in Zanzibar, Tanzania, and sells mangoes.

Examples of Prosodic Intensification

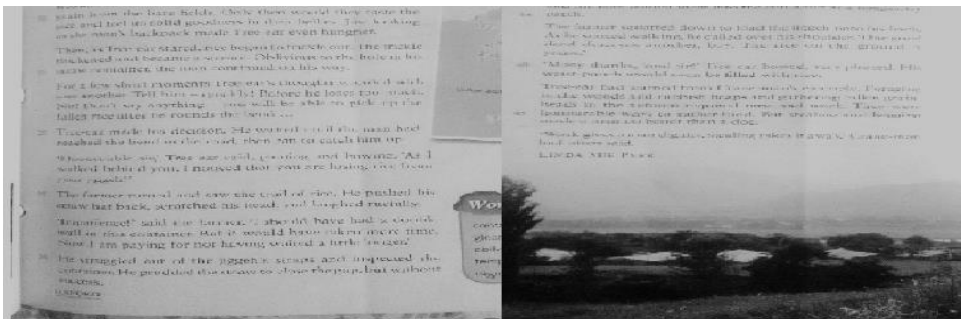
1. Suleiman was feeling *happy* but *little anxious*
2. The man was wearing *long, Arab dress and neat white cap*
3. Suleiman stood *dumbfounded*
4. Suleiman stood *motionless* for a few minutes.
5. The man smiled and greeted *politely*, as before
6. . . .He was overwhelmed by *intense perfume*
7. ..he found himself in the *greenest and most beautiful orchard of mango..*
8. They were *wonderfully ripe*.
9. They smelled *more sweetly* and were *succulent* than any mango he had seen..
10. By sunset he had made *a huge pile*. There were *more* mangoes than he could possibly count..
11. With *trembling hands* he took off his pouch, unsure whether the money, too, would prove to be some kind of dream

If we carefully analyze the lexical choices in the above-mentioned example, we can clearly notice the difference in the attitude of two characters i-e Suleiman and the Ghost. We find Suleiman confused, frightened, and unsure about everything as shown by the use of words like *little anxious, dumbfounded, trembling hands, and motionless*. On the other hand, the ghost has everything extraordinary like *intense perfume, having orchard full of mangoes wonderfully ripe, smelled sweetly, and succulent*. This difference in possessing certain qualities by the two characters creates an unequal relationship between them. The ghost is in the position of ordering as he is rich and Suleiman is in the position of obeying as he is poor.

All the lexis in the above-given examples from Text 2 refer to an Islamic country and culture. Islamic names and ways of greeting confirm that this narrative is about Islamic practices and beliefs. A man in white Arab dress comes to help Suleiman who believes that he can get something better if he would follow the man's instructions. This shows that to be a Muslim is equal to be poor and that Muslims always wait for

help from some outside source which is a nonscientific practice. Furthermore, the description of a man wearing a white Arab dress and a neat white cap shows that here the writer has referred to the concept of the presence of angels in Islam, and the word ‘*Ghost*’ has been used by the writer before the text starts. ‘*Ghost*’ word is used for the supernatural beings who possess wicked qualities whereas the alternative word ‘*Angel*’ in English vocabulary denotes a supernatural being that is considered to be a pious entity. Thus a deliberate effort has been made to show Islamic culture as something unscientific and people as unreasonable, depending upon the supernatural wicked beings who are good to Muslims only.

4.3 Text 3



Text 3 A *Lucky Day* Book-1, p. 77-78 (Oxford English: An international approach, 2011)

A Lucky Day is an extract from *A Single Shard* by Lid Sue Park and is included in Book-1, Lesson-5 titled *Feeding The World*. It is a story about a twelve-year-old boy Tree-ear who lives in a village on the West Coast of Korea. Tree-ear is an orphan and shares a shelter with a Crane-man. They both depend on forage for their survival.

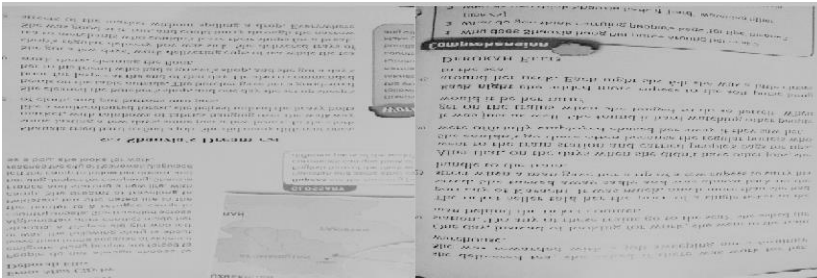
Examples of Prosodic Intensification

1. He pushed his *straw hat* back, scratched his head, and *laughed ruefully*
2. ‘*Impatient!*’ said farmer.
3. ‘*Many thanks, kind sir!*’
4. Tree-ear bowed, *very pleased*.
5. They were *honorable ways* to gather food
6. *One good deed* deserves another, boy.

The above-given examples of the attitudinal and descriptive lexis show that both characters deal with each other on an equal level and we don’t find anyone on the receiving or delivering end, rather the act of give and take takes place. There is no prejudice against anyone and both characters possess a positive attitude towards each other. The last sentence of the text shows cause and effect which means that both the characters of the story have good nature and they also believe in goodness. Here, this

act of goodness represents the goodness of their whole community. So, in this text, there is no effort to deform or destroy *cultural and national identities* but these are constructed positively and deliberately.

4.4 Text 4



Text 4 *Shauzia's Dream* Book-1, p. 126-127 (Oxford English: An international approach, 2011) *Shauzia's Dream* is extracted from the novel *Mud City* by Deborah Ellis. This text is from Book-1, Lesson-8 with the title 'Changing Places'. Shauzia was a twelve-year-old girl who left Afghanistan due to unsafe conditions in her country and traveled to Pakistan for a refugee camp.

Examples of Prosodic Intensification

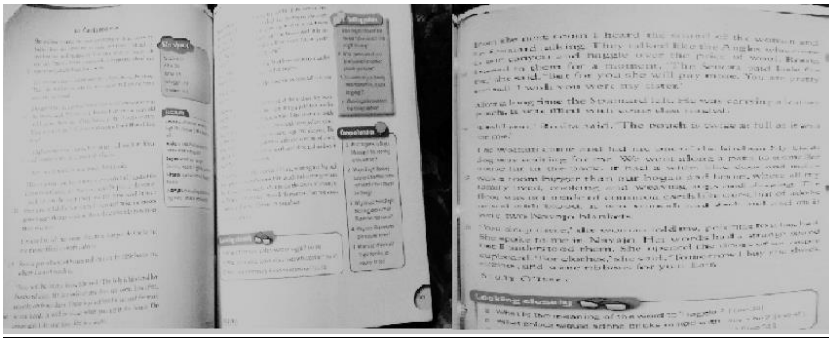
1. Shauzia tried *hard* to find a job
2. She helped unload *the heavy bolts* of cloth
3. Ticket seller told her the price of single ticket...It was *much much more than* she had saved
4. She turned away *sadly*...
5. She found *it hard watching* other people get on the trains when she longed to do so herself

The use of words *hard*, *sadly*, and *hard watching* show that Shauzia is living in very tough circumstances in Pakistan. It has become difficult to find any job to get as much money as required for going abroad. The use of words *much much* consecutively shows the intensity of the emotions and the magnitude of the difficulty Shauzia was facing while living in Pakistan. The tough condition is further amplified through describing difficulty at the job place. For instance, the use of the word *heavy bolts* in the above-given example shows that Shauzia has to lift heavy weight that is usually unbearable or difficult for women. So throughout the text, by using such lexis, it has been foregrounded that Pakistan is not a suitable place to earn a living.

Through the lexical choices made in the text, we have come to know that Pakistan has been presented as a poor country with limited resources and opportunities to earn. It has also been conveyed that most of the people living here do laborious jobs to earn money. Shauzia's dejection, dissatisfied behavior, and wish for going abroad show

that no one from outside the country would like to visit Pakistan as there is nothing attractive in Pakistan.

4.5 Text 5



Text 5 *Captured* Book-1, p, 142-143 (Oxford English: An international approach, 2011)

This text is an extract from *Sing Down The Moon* by Scott O' Dell and is included in Book-1, Lesson-9 with the title *Identity*. It is the story of a young Navajo girl 'Bright Morning' who is captured by Spanish slavers who fix her price with a white landowner.

Examples of Prosodic Intensification

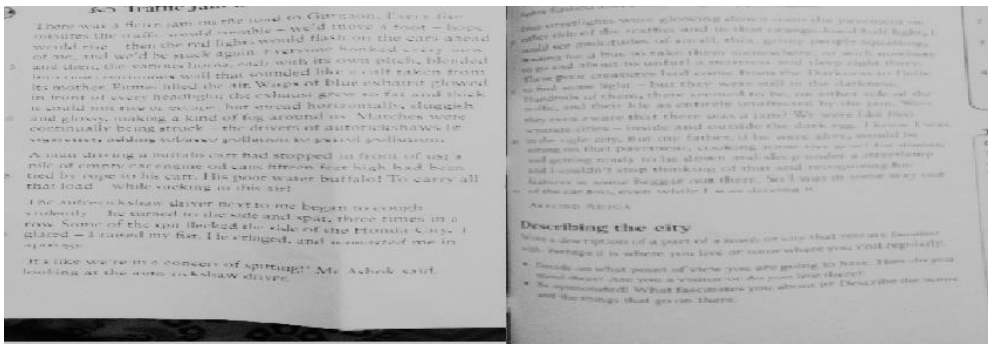
1. She walked around me gently running her hand across my back.
2. On one side, I have **broken tooth**, which happened when I was very young and fell against a stone.
3. 'It is **the most beautiful place** in the world' I said.
4. It has the **most sheep and the finest wool**...It has a river and **tall cliffs**..
5. 'You will be happy here,' she said. 'The lady is kind and her husband also'
6. 'There is **good food** to eat and the **work is not hard**'..
7. We went along a path to a **smaller house** far in the back. It had **a wide, blue door** and inside was a **room bigger than our Hogan** and home..
8. The floor was not made of **common earth like ours**, but of **adobe mixed with blood**.

From the above-mentioned lexis in bold font and underlined lexis showing the attitude of the characters in the text, we are forced to compare the living conditions of the two places. Bright Morning imagines her native land and regards it as the most beautiful place in the world. The noteworthy thing is that there is no mention of basic needs of life. On the other hand, *Bright Morning* finds the lady kind and well-mannered. She starts comparing her living place in Navajo land with the living place provided by the lady and finds this new place far better and luxurious with *wide*,

large doors and floors made of adobe mixed with blood than her Hogan and its earthen floor. The white lady is a rich woman who can fulfill the basic needs of the girl and has the right to buy anything she wants to.

Selling a business is not presented as a wrong act in the text and if rich people can provide better living conditions to the poor people, there is no harm in being sold to them. The lady is presented as a kind lady who is not bad but good-natured and does not harm human beings. These linguistic choices are deliberately made to represent white and rich people as gentle and powerful.

4.6 Text 6



Text 6 *Traffic Jam in New Delhi* Book-3, p. 158-159 (Oxford English: An international approach, 2011) *Traffic Jam in New Delhi* is extracted from *The White Tiger* by Aravind Adiga and is included in Book-3, lesson-9 that is titled as *Cities*.

Examples of Prosodic Intensification

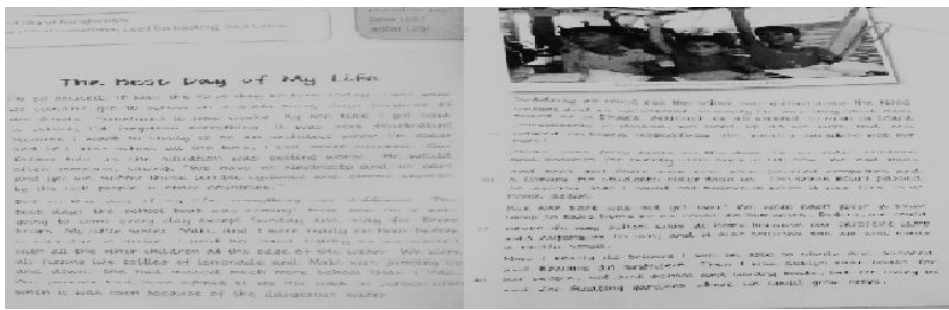
- There was a **fierce jam** on the road to Gurgaon. Every five minutes the **traffic would tremble** – we'd move a foot - hope would rise - then the red lights would flash on the cars ahead of me and we'd be stuck again.
- Some of the spit flecked the side of the **Honda city**, I glared - raised my fist.
- 'Well, if you were out there breathing that **acid air**, you'd be spitting like him too,' I thought
- **Dim lights** were glowing down onto the pavement on either side of the traffic;
- These poor creatures had come from the **Darkness** to Delhi to find some light - but they were still in the darkness...
- So I was in **some way out of the car** too, even while I was driving it.

Examples of attitudinal and descriptive lexis show that though Delhi has pollution due to traffic but the same traffic is a blessing for the people living there as these vehicles carry them comfortably across the city. Those who sit along the road are considered to be in darkness as they don't have good conditions for living but the

writer states that these people are attracted to Delhi in the same way that people of poor countries feel for rich countries. Lexis like Honda city, lights, and acid air shows that India is well on her way to progress and is a technologically advanced country. It has also been conveyed through the writer's comparison of his time with that of his father's, that India was an underdeveloped country but has become a developing country.

Prose Non-Fiction

4.7 Text 7



Text 7 ‘The Best Day of My Life’ Book-1, p. 34-35 (Oxford English: An international approach, 2011)

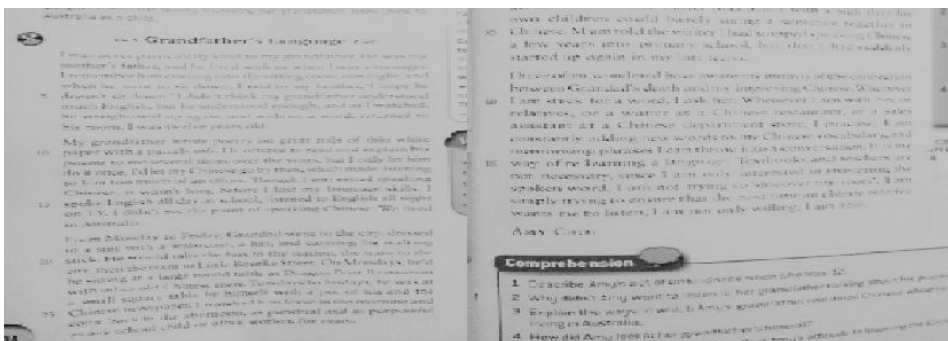
This text is an autobiographical recount of a man living in Bangladesh. It is included in Book-1, lesson-2 titled ‘Climate’. It is an account of a boy named ‘Abdul’ living in Bangladesh, who shared his experience of continuing his studies after a year’s break due to severe climatic changes in his country.

Examples of Prosodic Intensification

- The *best day*: the school boat was coming! We were all fizzing like a lemonade bottle...
- I’m so excited
- We have no electricity and no cars and yet we suffer these *terrible cyclones* and storms caused by the *rich people* in other countries
- We all cheered so loudly I’m sure they could have heard us in Dhaka! Although we all wanted to rush on board immediately it docked, we lined up as we were told and walked on the boat respectfully.
- Oh, what a paradise met our eyes!
- The three hours passed so quickly that I could not believe it when it was time to go home again.

These examples show that the writer and all the children around are very happy at the arrival of the school boat. These children compare the school boat with *paradise* and follow the instructions respectfully. There has been a conscious effort made to make the school boat appear as something extraordinary and emphasize the fact that children living in Dhaka, Bangladesh are deprived of such attractive things. They are also obliged for being provided with this facility that is going to change their lives. The writer at the same time talks about *terrible cyclones* of the country and regards them as created by rich people living in other countries. It means that the common psychology of the people about developed countries and people living in these countries is portrayed here. People of the poor countries regard people of rich countries as being responsible for their miseries. There is a presentation of the unequal statuses of the two countries. Bangladesh is placed at the receiving end and presented as a poor country and the aid providing country is at the delivering end but is not mentioned in the text.

4.8 Text 8



Text 8 *Grandfather's Language* Book-1, p. 134-135 (Oxford English: An international approach, 2011)

Grandfather's Language is an autobiographical essay from *The Relative Advantages of Learning My Language* by Amy Choi. This extract is included in Book-1, lesson-9 titled *Changing Places*. This text is about Amy's grandfather and her relationship with him in her childhood.

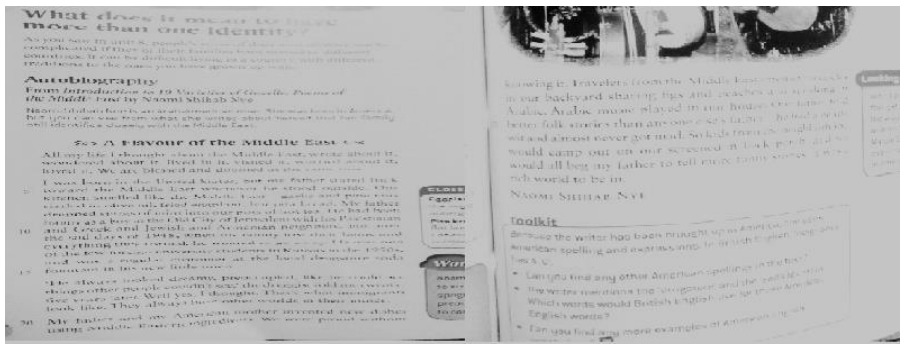
Examples of Prosodic Intensification

- I didn't think my grandfather understood ***much*** English, but he understood ***enough***
- I'd let my Chinese go by then, which made him listening to him ***too much*** of an effort.
- I watch him leave in the morning and come back in the afternoon, ***as punctual*** and ***as purposeful*** as any school child or office work for years
- At the funeral ***my sadness*** was ***overwhelmed*** by a ***sense of regret***

- I'd denied my grandfather the commonest of kindness
- I am not trying to discover my roots

Through these attitudinal and descriptive lexes, it has been inferred that the writer was not so conscious about learning Chinese in her childhood but she realizes the importance of learning a language after her grandfather's death. She feels regret at considering her granddad's kindness and feels responsibility to respect what her grandfather likes. She is not trying to discover her roots as most immigrants do. So, the text is not simply about learning the language but it is also about affection for the language resulting from affection for her grandfather. China is also an advanced and developed country so her language also has the same status as English. This involves two countries of almost equal status implying that their languages also enjoy the same privileges.

4.9 Text 9



Text 9 *A Flavor of the Middle East* Book-1, p. 144-145 (Oxford English: An international approach, 2011)

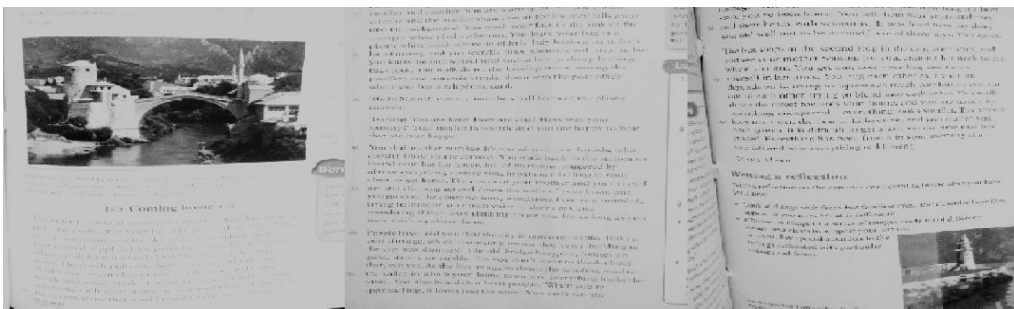
A Flavor of the Middle East is an extract from *Introduction to 19 Varieties of Gazelle: Poems of the Middle East* by Naomi Shihab Nye and is included in Book-1, lesson- 9 which is titled *Identity*. The writer tells about her parents how they use to live in America and recall the days when they were in Jerusalem.

Examples of Prosodic Intensification

- He looked like *dreamy, preoccupied...*
- They always have *other worlds* in their mind...
- Our father told *better folk stories*
- He had *gentle wit* and almost *never got mad*
- We would all beg my father to tell more *funny stories*
- It was *a rich world* to be in...
- He was one of *the few foreign university* students in Kansas

The above-mentioned examples of attitudinal and descriptive lexis show that the writer's father was a sensible man having literary taste but the subject of his degree is not mentioned. He is presented as the luckiest one who holds a foreign degree. Therefore, a man who moves to America and possesses a foreign degree needs nothing else. So, the writer's parents have no problem while living in America but their memories of Jerusalem make them sad. The writer adores her parent's culture and regards it as the rich world. The writer's parents move to America due to unsafe conditions in their country and America provides them safety. This part of the Textbook is included by the publishers to convey the idea of immigrants' too much dependence on their memories of the past.

4.10 Text 10



Text 10 *Coming Home* Book-3, p. 177-179 (Oxford English: An international approach, 2011)

Coming Home is an extract from *Bluebird: A Memoir, An Autobiography* by Vesna Maric. It is included in Book-3, Lesson 10 with the title '*Finding your Place*'. Vesna Maric left her home in 1992 during wartime in Bosnia at the age of sixteen and took refuge in England.

Examples of Prosodic Intensification

- It feels like the *most beautiful moment* in your life
- The *air is deep bruise-blue*, a *round moon* hangs in the sky and the *sea reflects its white light in small ripples*
- That part of the coast is *your favorite*
- You are *taking everything in slowly*, *separating each scent strand* in your nostrils, savouring all of them.
- The *air is warm*, the *sun is shining* and the *sky is an endless spread of blue*, blending with the sea.
- You walk back to the station to board your bus for home, *full of memories triggered by almost everything around you*, *impatience boiling in your chest* to get home
- 'It was *hard here* my dear, you did well not to be around,' one of them says

- You walk down the street towards your home, and *you are struck* by *something unexpected - everything looks smaller*. The street look *narrower*, the *houses Lilliputian*, and you realize you have grown.
- Everything has been *frozen* in your memory since you left and now *everything is different*.

Attitudinal lexis and descriptive lexis as highlighted above show that the writer is very optimistic at the start of the text and feels very pleasant about her journey home. The place from where she departs is beautiful and her *favorite* place. Lexis used for the weather and climatic conditions show the beauty of the place where she lives in England. For instance, *air is deep bruise-blue, a round moon hangs in the sky, and the sea reflects its white light in small ripples*. These lexis show that the writer expects her homeland to be as pleasant as the place she is leaving but she finds everything altogether different and *smaller*. So, we find a comparison in the text that the writer draws between two places. She finds England to be a more peaceful, beautiful and developed country than her homeland Bosnia that is still a backward and underdeveloped country and not a suitable place to live. Among other things, she finds the streets to be *narrower* and the *houses Lilliputian*. Here, readers are left to infer that after counting the differences between two places realistically, England is a more suitable place to live in than Bosnia.

The analysis shows that English language textbooks include texts that implicitly distort national as well as religious identities of Pakistani students. In section 4.1, we come to know that Pakistan is presented as a poor country that lags behind in every aspect. In section 4.2, we reach the conclusion that Muslims are presented as non-scientific people who take help from supernatural beings; the people of the Muslim countries are presented as poor and are always in search of an outside source for help. Section 4.4 shows that Pakistan is presented as a place that is not fit for living and earning. Shauzia travels from Afghanistan to Pakistan as a refugee but does not find Pakistan to be a dream place and instead she wishes to settle somewhere else.

In section 4.3, we find that a non-Muslim country, Korea, is presented as a place where members of the society are treated equally. The old man and Tree-ear, both are thankful to each other and acknowledge each other's act of goodness. Section 4.5 of the study also presents people of non-Muslim countries, especially white people as rich, kind and people who stand at the giving end, just as the white lady, though involved in human trafficking, is presented as a kind lady.

In section 4.6, India has been presented as a technologically advanced country as she has roads full of advanced vehicles and sky high buildings. In section 4.7, an implicit effort has been made to distort the *national identity* of Bangladesh. It is presented as an underdeveloped country that lags behind in every aspect with no educational facilities. Children want to study but they are unable due to unstable climatic

conditions. In section 4.8, China is reported as an advanced and developed country so its language also enjoys prestige. In section 4.9, Iran is reported to have no ability or potential to maintain peace in the country and in section 4.10, Bosnia is implicitly presented as a place of unrest and chaos with prevailing poverty whereas, England is identified as a beautiful country with favorable living conditions.

According to Miller (2003), language plays an important role in building power relations and construing identities of the individuals in a society. After comparing the selected texts it can be deduced that the language employed is highly influential for Pakistani students and the texts affect the young minds.

CONCLUSION

The present study aims at dissecting the language employed in the English textbooks of private schools in Pakistan. It has been concluded that the language of the selected texts is not only affecting Pakistani students' identities but also distorting the religious identity of Muslims in one way or the other. The language used in the text presents the inhabitants of Muslim countries as hopeless and dissatisfied people who want to get rid of their poor living conditions. It is confirmed from the data analysis that, textbooks designed in the name of multicultural education are affecting EFL learners of Pakistan. The present study is very significant in the perspective of EFL, as it suggests the flaws and negative impact of English language textbooks designed by foreign publishers on Pakistani students and refers to the need of having deep insight into the content of English language textbooks included in their curriculum. It also instigates the entities involved in the selection of content of the curriculum to be vigilant enough to keep in view all the possible consequences.

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