



Propagation of Ideologies through Textbooks: A Study of Khyber Pakhtunkhwa English Textbooks

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Abstract

The main purpose of the study is to highlight the ideological representation of an Islamic state, Pakistan along with leadership mindset in the textbook. It is a discourse study of the prescribed English textbook used as a core teaching material at intermediate level in Khyber Pakhtunkhwa (KP), Pakistan. The researcher has analyzed various extracts and taken different lessons from the textbook of English compulsory taught at second year in the intermediate level. The study has used the Fairclough's Critical Discourse Analysis as a tool for the analysis of the textbook. In this connection the researcher has used the three dimensional model as framework for the analysis of the textbook. After a detailed analysis of the various lessons in the textbook, the researcher has given findings and further recommendations at the end of the study. The findings show that the prescribed textbook taught at intermediate level represents the ideology of the state as well as Islamic ideology along with the leadership qualities for the students.

Key Words: Ideology, Textbooks, Critical Discourse

Introduction

Books play an important role in making and transformation of a society. Books are considered to be superior to human beings because books are immortal while humans are mortal (Milton, 1644). It is undeniable that in every country, the government always focuses on the textbooks that are taught to students. State has the ultimate aim to indoctrinate certain ideologies and beliefs within the mind of its citizens. These have deep impact on coming generations as their minds are indoctrinated with different ideologies.

In the above context, this study deals with the ideological themes in the English textbook published by Khyber Pakhtunkhwa (KP) Textbook Board. The main aim is to find out the major ideologies inculcated in the textbook by Khyber Pakhtunkhwa Textbook Board, which is taught at intermediate level. Ideological contents related to Pakistan and Islam and some other are brought under consideration. There are famous speeches of the different leaders that are known throughout the world. These leaders have been the role models for the young generation. Lessons of these great leaders are very much capable for the injection of leadership qualities in the young Pakistani generation. Muhammad (PBUH), who is our religious leader and gave us right path to follow, is very influential for the young generation to be followed. Quaid-e- Azam Mohammad Ali Jinnah (1948) is the founder of Pakistan. He liberated Muslims from the cruelties of Hindus in the subcontinent. These leaders have liberated their nations from the shackles of the colonizers. These lessons in the English textbook at intermediate level are chosen for ideological analysis through Fairclough CDA.

Significance of the Study

The research studies dealing with the analysis of the textbooks in Pakistan has always neglected the implication of discourse study. The works of Rehman (2004, 2002b), Saigol (1995), Matu (2003), Hussain (2003) and many others either employ content analysis or comparative analysis of the textbooks of different classes (mostly from primary to pre-college textbooks) to find out the ideological biases related to religion, nationalism, regionalism, jihadism, militarism, culture, gender and language politics. These researchers were only concerned with the

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apparent meanings of the ideological contents. They were not concerned with the deep impact/s of the textbooks on the mentality of the learners. On the surface level, the contents may not be appealing but on deep level, it has a lot to do with the ideology of the learners. There are cultural, social, political, racial, religious differences within the states. The purpose of the research is not to raise any regional, national or racial agitation within the state but its main purpose is to highlight the impact/s of the textbooks on the mentality of the learners.

Research Questions

This section introduces the research questions that frame the study. Following are the research questions that would be primarily focused in the research:

1. To what extent English textbooks at Higher Secondary Level carry ideological content?
2. How does English textbooks, at Higher Secondary Level are used for the propagation of religious, national and leadership qualities?

Literature Review

Hidden curriculum is considered to be the other side of education which is called as the side effects of education which becomes a part of social practices concerned with expectations, beliefs and values that is in the form of images and discourses contributing too much to the society (Margolis, 2001, p. 15). Hidden curriculum is the covert part of the education process. Such a process results from sharing dominant values, beliefs and attitude for learners to keep the norms unquestioned for the others. Chappelle (2009) argues that he had exposed interesting materials regarding the hidden curriculum at a university in the US during a French programme.

Oteiza's (2006) analysis deals with the problems of problemization of the very notions of ideology in the textbooks. Her main focus was to hide Pinochet's political paradigm. She believes that Pinochet's political paradigm was against the very notion of ideology and it dealt with the distortion and omission of the facts from the books and curriculum of history. Such a distortion resulted in the biasness of the version of the ideology that was meant to be taught. This idea was supported by government and it had social, political and educational implications. The textbook was influenced by very powerful political messages that were endorsed by government in the textbooks. Such ideologies are always implemented by the government. Hence it shows that Eagleton's (1991) determination is an ideology that has always been focused on the representation of one social group in particular. It is proved that educational institutions always play the role of mediators and always try to legitimize and to depict the ideologies, power relations and power to the students. They are based on the ideological representation which gives all the information related to the social norms, attitudes and beliefs. Luke (1988) argues that such textbooks were sued by the government of North America so that to have influence over the ideologies and beliefs of the citizens living in those particular areas.

It can be claimed that ideology is not a problem necessarily but its presence is problematic in English Language Teaching (ELT) books because of its worldwide value and importance to the instructors as well as students. Selective traditions and ideologies are always considered to be the unquestioned features of the different sources of knowledge and the interpretations that deal with the truth. Gray (2010) is of the opinion that the critical thematic analysis of an ELT textbook was always successful for the British and forced the students into the subjective analysis of the textbook. Students were more treated with the ideology of individualism and it also focused on class that was always a middle one which had no relation with the background of the students who were in need to study ELT as a source for teaching and preparing a curriculum.

The next section of the chapter deals with the operation of an ideology. The theory is offered here because of two reasons. Ideology is considered to be naturalized through a language which becomes a social practice and it is also represented in the form of images. The other reason is that ideology is always difficult to be recognized as it is always unable to be recognized whenever it is in a position to be operated.

According to the CDA practitioners like Fairclough (1998), discourse analysis is not suitable to identify and explore ideology and power relation in a specific discourse, therefore, critical approaches were adopted to analyze such abstract phenomenon in a language.

Scollon (2001) conceptualizes CDA as a programme of social analysis (p. 139) and Blommaert (2005) further points out in this regard that those how practice critical discourse analysis have a keen interest in the theories of

ideology and power relation in the society. Thus, the main focus of the critical approach to a particular discourse is to question the set patterns and assumptions in the society which might be taken as natural by the common individuals in the society (Fairclough, 2001; Wodak (2001); & Meyer (2001). Critical discourse analysis mainly pays attention to those aspects in the society which are ignored in the discourse analysis. In the current study the researcher has followed this critical approach towards the language used in the textbook; the researcher has pointed out how language has been used in the text book to represent what type of ideology and how this particular ideology has been represented. Furthermore, the researcher has shown that language is used in the textbook to represent the rights and duties along with power repetitions in the different lesson of the text book.

Data Collection Sources

The researcher has mainly taken help from the textbook, library and the internet sources to complete this study. The researcher first read and taught the English Compulsory textbook of second year (Intermediate level), thoroughly. During the teaching, the researcher has seen the glimpses of the various social issues in the text in relation to ideology and power relations as well as the representation of the various other aspects of society. The researcher has read other books which was made possible because of the library. In this study, the researcher has also taken much help from the internet and has searched the various websites to understand various concept of curriculum, theories of ideology and power relation and the steps necessary for the completion of the present study. After understanding these relevant aspects to the study through the library and internet, the researcher has read the language of the textbook again deeply keeping in mind these concepts and presented the analysis in the study.

Data Analysis

Lesson (The Farwell Sermon)

Text description (Extract 1)

“The Farwell Sermon” deals with the last address of the Holy Prophet (SAW) where he had delivered his last sermon based on humanism, equality and brotherhood. It has also been the part of the curriculum of Urdu. As Pakistan is an Islamic country and its name is also Islamic Republic of Pakistan that is why there is a dire need for including such lessons where he gives the message of peace. He says:

O' People! Listen to my words, for I do not know whether we shall ever meet again and perform Hajj after this year. O' Ye people! Allah says, O' people. We created you from one male and one female and made you into tribes and nations, so as to be known to one another. Verily in the sight of Allah, the most honored amongst you is the one who is most God-fearing. There is no superiority for an Arab over a non-Arab and for a non-Arab over an Arab, nor for the white over the black nor for the black over the white except in God-consciousness'' people! Verily your blood, your property and your honor are sacred and inviolable until you appear before your Lord, as the sacred inviolability of this day of yours, this month of yours and this very town (of yours). Verily you will soon meet your Lord and you will be held answerable for your actions. (Chap 1, 4)

Interpretation and Analysis

'The most honored amongst you is the one who is most God-fearing. There is no superiority for an Arab over a non-Arab and for a non-Arab over an Arab, nor for the white over the black nor for the black over the white except in God-consciousness' indicates that it is all about Pakistani and Islamic ideology. The first section of the book is based on the vision and mission themes where two of the lessons are of primary importance which include; The Farewell Sermon and Jinnah's Vision of Pakistan. Both of the lessons are closely related with the Islamic ideology of Pakistan and the ideology due to which Pakistan has been achieved. Pakistan has been achieved on the basis of two nation theory where they thought that Hindus and Muslims are two separate nations, cultures and religions which would be difficult for them to live together.

This section of the sermon deals with a very special message which is the message of peace. Before the partition of the subcontinent, Muslims were facing hurdles regarding their worship practices as they were unable to offer prayers in mosques. They were not allowed to practice their customs freely; they had problems regarding

all the aspects of their daily lives. Racial differences were in peak on twentieth century. Majority of the people were giving priorities on the basis of color, race and religion. Discrimination was on the top. Now the independent state of Pakistan wants us to have no discrimination and for this the state wants to inculcate their ideology within the minds of the youth so that they may get aware of their rights and duties.

Extract 2 (Farewell Sermon)

O' people! Verily you have got certain rights over your women and your women have certain rights over you. It is your right upon them to honor their conjugal rights, and not to commit acts of impropriety, which if they do, you are authorized by Allah to separate them from your beds and chastise them, but not severely, and if they refrain, then clothe and feed them properly. Treat the women kindly, since they are your helpers and not in a position to manage their affairs themselves. Fear Allah concerning women, for verily you have taken them on the security of Allah and have made their persons lawful unto you by words of Allah. (Chap 1,p4)

Interpretation and Analysis

Honor, rights, impropriety, refrain, women, unto you by words of Allah, their persons, security are the words that have more to do with the society. There has always been a biased attitude towards females. They are discriminated in every society and culture since the advent of human beings. Patriarchal set up has been a challenge to the equality of gender. Such a society has been the focus of discussion since the birth of human civilization. As nature and civilization divided the two genders, religion- divine and man-made religions has also considered man a superior one. In Islam, Arabs had the prophets who used to guide their nations and to guide them towards the rights path. We have not witnessed any woman as a prophet in the history of the Arabs. Buddhism, Hinduism also lack equal gender concept and patriarchal society has been their main focus. However, Mary; mother of Jesus is a female character who has great value in the history of religion but she was never treated like males. In order to solve this problem, such steps should be taken where all the males and females are treated equally. Females should be given their due rights as per their population. They should be involved in the decision as well as policy making. They should not be treated as inferior but should be treated equally to that of males. Gender inequality and basic and balanced rights for both genders have been the problem since the birth of human civilization. Nature has made them different. Culture and civilization has also differentiated and discriminated them. They should not be treated as handicapped and such a gap will help making this myth into reality.

Pakistan, and specially Khyber Pakhtunkhwa, has been the graveyards of problems. There is terrorism, sectarian violence, gender based violence and violence against transgender. It is the necessity of the time to follow the true principles of Islam and to follow the last sermon of the Holy Prophet Muhammad (SAW). It is all about peace, love and about the fundamental human rights. One cannot ignore the rights of women and they must be treated as true and equal human beings by providing them with their fundamental human rights. The last sermon must be followed in every aspect of human life. As he (SAW) also narrates that everyone is free to go to their mosques and temples, it also gives the message of peace indicating that in Pakistan every citizen of the state is allowed to follow his/her own concept of religion. Hence, there should be no discrimination on the basis of color, race, language and sects which would lead to the solution of all the problems. By practically applying this message in our daily life, it would lead to peace. The government aims to change the mind and psyche of the people and to divert them towards peace.

Jinnah's vision of Pakistan is another lesson in the first section of the book. There have been various speculations against Quaid e Azam but the section consist of his famous speech that he had delivered to the constituent assembly of Pakistan. As it is stated that, ideology is considered to be naturalized through a language which becomes a social practice and it is also represented in the form of images, hence one can say that the state or the government of KP has tried to eliminate all the speculations regarding our great leader. The other reason is that ideology is always difficult to be recognized as it is always unable to be recognized whenever it is in a position to be operated.

Lesson 2 (Jinnah's Vision of Pakistan)

Text description

Mr. President, Ladies and Gentlemen!

You will no doubt agree with me that the first duty of a government is to maintain law and order, so that the life, property and religious beliefs of its subjects are fully protected by the State.

One of the biggest curses from which India is suffering - I do not say that other countries are free from it, but, I think our condition is much worse - is bribery and corruption. That really is a poison.

The first is the very onerous and responsible task of framing the future constitution of Pakistan and the second of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan.

Black-marketing is another curse.

Here again it is a legacy which has been passed on to us. Along with many other things, good and bad, has arrived this great evil, the evil of nepotism and jobbery. I want to make it quite clear that I shall never tolerate any kind of jobbery, nepotism or any influence directly or indirectly brought to bear upon me.

Interpretation and Analysis

Ladies and Gentlemen, to maintain law and order, life, property and religious beliefs, nepotism and jobbery, framing the future constitution of Pakistan, Black-marketing, bribery and corruption are the words that has a lot to do with the political, social, moral, individual and psychological development of the citizens of the state. He opened by saying the Assembly had two tasks: writing a provisional constitution and governing the country meantime. He continued with a list of urgent problems:

1. Law and order, so life, property and religious beliefs are protected for all.
2. Bribery
3. Black-marketing
4. Nepotism

From the lesson included in the textbook about Quaid-e-Azam Muhammad Ali Jinnah, one can say that he has been misinterpreted by the people just for the sake of their own interests and their own political gains. As it is said that the people are always influenced by the discourse and its power, so over here, the youth is given a very basic idea about the leader. He was not a leader for Muslims but he was a leader of all those who were against Hindus atrocities and were struggling for their freedom. It is the reason that he is misinterpreted. He wants to have Pakistan free of nepotism and other demerits that are violating the very basic articles of the fundamental rights. He wants to have all the people, communities, races, nations, religions and all the various ethnicities that are playing a vital role in the machinery of the state, united working with each other. A state or an institution can exercise power in a number of ways. They may exercise power either by force; police or military. It can be also exercised as a soft power that is attached to cultural phenomena which the product of the dominant countries. His speech has been used as a soft power for all those that are against the leader and the state.

The second section of the book deals with the hope and aspirations where two of the well-known and the most popular speeches have been added in the textbook. Great leaders have always been inspiration for the youth. Leaders are always the role models which are later on followed by the young generation. This can be regarded as a hidden curriculum where the purpose and aims of the state are not clear and vivid. While studying these chapters, one can say that it truly deals with patriotism but it is related with imperialism or colonialism on surface level. On deeper level, it is all about patriotism and devotion to one's nation and state. The theme is implied in this chapters while both of the figures have been a role models who did not surrender to the harsh realities of human life while fighting for the rights of their fellow men. Both have sacrificed their lives just for the welfare and love for the state and its nations. Both of the titles of the speeches delivered to the publics are more than patriotic and it truly deals with the love and honor that a person has for his/her country.

Conclusion

The present study was related to the representation of various ideologies in the English compulsory textbook taught at inter level in KP Pakistan. The researcher has shown how the ideology of Pakistan and Islam has been

represented in the textbooks at inter level. The ideology of the government is very obvious in the textbook where they have focused on the various societal problems dealing with the pros and cons of these problems. They are also of the view that if these ideas are inculcated within the minds of the students, it must have a power/effect/influence over the students. It is also obvious that the youth will be diverted more towards peace, equality, patriotism and other social phenomena. It was the dire need to introduce such concepts in the textbook and to influence them through these ideologies where we can have a peaceful and prosperous society. Hence, the ideology represented in the textbook represents the exact ideology of Pakistan which aims at making people more patriotic, peaceful, courteous, civilized, educated and more social than any other state in the region.

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