



RESEARCH PAPER

Portrayal of the 'Other': Tracing the Linguistic Imperialism in English Textbooks of Matric and Intermediate

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ABSTRACT

The notion of linguistic imperialism analyzes the dominance of the language used by the powerful over other languages of the world. This linguistic imperialism endangers the other indigenous languages of the world and promotes the myths about the necessity of learning English language. It also tends to promote Western ideologies and culture. The present study has focused on the ways English language has imperialized the education system of Pakistan and the ideological and cultural objectives of English-speaking countries. The data, for the current study, consists of English text books for Matriculation and Intermediate to evaluate their role in moulding the young minds and also the use of different linguistic devices that are employed in the books to influence the cultural ideologies and lifestyles of Pakistanis. Phillipson's Linguistic Imperialism (1992) serves as a theoretical background for thematic analysis of the texts. The findings reveal that the prevalence of linguistic imperialism in the selected textbooks not only enhances the influence of English speaking people but also promotes their socio-cultural ideologies.

KEYWORDS Cultural Ideologies, English Text Books, Identity, Imperialism, Linguistic Devices

Introduction

The present study focuses the current linguistic position of the world in which English is perceived to be the central and dominant language, and connects it to English language teaching in Pakistan and the consequential impacts on non-native English learners in relation to identity formation. No doubt, language serves for learners as a tool to form their conversations; but they also negotiate their identity and their stance regarding interactions and relations with the world (Norton, 2000). This study aims to explore the current linguistic situation of the world which promotes English language and focuses its effects on culture and identity of non-native English learners in a Pakistani context.

Coelho (2012) observes that the first language, also known as L1, proves to be an integral part of identity and provides the learner with a background to obtain education even in a situation where the school offers various new languages different from those which are spoken at home. He asserts that "the first language is an important component of the learner's identity and a source of cultural pride and self-esteem" (Coelho, 2012, p. 196). This concept of 'identity' and 'self-esteem' is in danger nowadays due to multiculturalism and globalization (Bauman, 1999).

The use of English in the Indo-Pakistan subcontinent dates before the creation of Pakistan. The people of Indo-Pak were initially made acquainted with English language in the 16th century by the British rulers (Mahboob, 2009). Although Urdu is the national and official language of Pakistan, still English language has been a part and parcel of Pakistan in different spheres i.e. official, social, educational and economical (Mahboob, 2009). The prestige given to English language in Pakistan since its creation can be noticed by the inaugural speech of its founder, Muhammad Ali Jinnah, which was delivered in English in

front of the first constituent assembly. In a nutshell, it should be remembered that since the independence of Pakistan, English language had been so entrenched in the social and political system of the country that it was officially given prominent place through constitution (Mahboob 2009; Rahman 1996). There have been a number of researches regarding English language and the notion of identity, however, English is considered and dealt with as an allied topic. The purpose of this study is to trace the teaching of English language and its influence on learners' identity.

Identity, as Norton asserts is "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands the possibilities for the future" (Norton, 2010). Identity can briefly be explained in two ways: "essentially" and "non-essentially" and the contemporary researches approach identity mostly from a non-essentialist stance (Virkkula & Nikula, 2010). The essentialist stance considers identity as something that is crucial to a person's self, something which is singular and unwavering. However, the non-essentialist interprets identity in a fluctuating position. They consider identity as something which is never ending, not singular but multiple and persistently fluctuating across time, space and discourses (Woodward, 1997).

Kachru discusses the homocentric circle model which consists of "the inner circle, the outer circle and the expanding circle". He relates inner circle to native English speaking countries like America, England, Canada, New Zealand and Australia. The outer circle refers to those countries who have gone through prolonged eras of colonization and where English is used as a secondary language e.g. India. The last circle i.e. the expanding circle encompasses those countries like China and Japan where English is given importance merely as a foreign language (Kachru, 1985). This definition includes Pakistan in the outer circle owing to the prestige given to English language as is treated as an official language in consort with Urdu and its importance can be realized through the fact that it is taught in the schools as a compulsory subject. It has acquired a unique status, even more than Urdu in social as well as economic fields (Rahman, 1997).

Keeping in view the notion of linguistic imperialism proposed by Phillipson (1992) with the spread of English language in Pakistan, the present research focuses how the notion of the 'Other' is viewed and promoted through linguistic imperialism at matric and Intermediate level. It has also investigated for the linguistic devices (role labels, recognized names, references and adjectives) which are used in the above-mentioned text books to support the linguistic imperialism.

The study is significant as it evaluates how linguistic imperialism, through English language, has influenced the identities and cultural values of students in Pakistan and the ways West have been propagating the cultural orientation and literary representation through English text books.

Material and Methods

Theoretical Underpinning

Phillipson's (1992) theory of linguistic imperialism serves as a theoretical background for this research to see how it works in Pakistani context where English is taught almost at every level and serves as the official language as well. Thematic analysis has been applied to see the emerging themes from the collected data and to observe the means through which this notion of linguistic imperialism is achieved.

Linguistic Imperialism

Phillipson (1992) asserts that linguistic imperialism refers to a situation where "the dominance of English is asserted and maintained by the establishment and continuous

reconstitution of structural and cultural inequalities between English and other languages" (Phillipson, 1992). He suggests that the language teachers should instruct their students in such a way that English language should not employ a hegemonic power over local cultures. He affirms that the wide spread of English leads to language change which may results in the death of indigenous languages (Phillipson, 1992).

This study has focused how the proficiency in English language has become a need for the students and how the notion of respect and esteem have been associated with fluent English speaking and how the local languages are marginalized in a Pakistani context.

Apart from his book, he also discussed this wide spread phenomenon of English language in an article where he declared that the reports like "Language myth cripples Pakistan's schools" prompted his worries about linguistic imperialism. He further proclaimed that the language policies made by the US and UK for the promotion and advancement of English language teaching skills around the globe are actually undermining and destabilizing education opportunities for multilingualism (Phillipson, 1992).

The study has revealed how linguistic imperialism has crippled the education system of Pakistan, not only at school level but at college level as well. The language policies are made from a political stance, with the intention of getting aid from English speaking countries so their language is given more preference than the regional languages of Pakistan which seems to be an alarming situation.

Phillipson (1992) proclaims that linguistic imperialism gives rise to "structural and cultural inequalities between English and other languages". Galloway and Rose (2015) also affirm his notion by considering linguistic imperialism a kind of linguicism which demonstrates itself by supporting the dominant prevailing language over other languages.

The study is conducted in Punjab province where the mother tongue is mostly Punjabi hence, the study takes into account the dominance of English language over Punjabi language and even Urdu. The study evaluates the impact of linguistic imperialism in English language teaching at Matriculation and Intermediate level. In our context, English has gained dominance over periphery languages and seems to have the right for generating new ideas, principles and practices regarding language teaching and has monopolized the language development process (Isik, 2008).

Data Collection

This research investigates how English language has influenced the cultural ideologies and social identities of people, particularly young generation, in Pakistan. For this purpose, English text books of Punjab Textbook Board for Matriculation and Intermediate level, have been taken as a sample to evaluate the inculcation of Western culture and identities in Pakistani text books. These are six books, two for Matriculation (i.e. English 9 and English 10) and four for Intermediate (i.e. Book I, II, III and Good-bye Mr. Chips). The rationale behind selection of these books is that they are studied by teenagers who are more susceptible to change and are considered to adopt cultural variations more quickly as compared to the adults. A study on teenage brain has proved that teenagers are more susceptible to identity formation as the teenage brain does not expand anymore in size but it extensively reprograms itself (Skerrett, 2011).

Data Analysis

To see how linguistic imperialism is prevailing in the books of Punjab textbook board for Matriculation and Intermediate, thematic analysis has been employed within Phillipson's linguistic imperialism. In addition to linguistic imperialism, the data is divided into different themes i.e. role labels, cultural orientation and literary representations to

evaluate how linguistic imperialism affects not only the language of 'Other' but also different spheres of life. The data is not divided into presupposed themes but the themes are driven from the collected data.

Thematic Analysis

Thematic analysis refers to the identification, analysis and reporting of specific patterns or themes within the data. These themes reflect "some level of patterned response or meaning within the data set" (Braun & Clarke, 2006, p. 82). Thematic analysis not only organizes the data but also describes it elaborately. Nevertheless, it sometimes "interprets various aspects" of the study as well (Braun & Clarke, 2006).

The purpose of taking on thematic analysis is to formulate and generate an inclusive and elaborated understanding of the intangible theoretical expression by creating and analyzing the themes (Braun & Clarke, 2006). However, the themes discussed in this research are not theory driven but they are data driven i.e. they are generated from the collected data. Nonetheless, the themes are subjected to overt and detailed analysis of specific form of data. Moreover, the study explores the latent level of the data and provides with the underlying postulations, conceptions and perspectives (Braun and Clarke, 2006). Therefore, accelerates the prospective of the study and yields and generates new findings and substantial understanding of the topic.

Initially, thematic analysis was applied to transcripts, recordings (audio or visual), different interviews and other sets of data (Joffe & Yardley, 2004). In this study, the data used for analysis comprises of the text books which are studied mainly by youngster and is divided according to different emerging themes.

Braun and Clarke (2006) refer to thematic analysis as an approach that consists of exploring the data, identifying data, construing and explaining themes which leads to the better understanding and comprehension of data. The study takes into consideration the five canons of thematic analysis as proposed by Braun and Clarke (2006) which can be regarded five stages of thematic analysis and they are discussed as under:

Familiarizing with Data

Familiarization with data suggests a better understanding of the data to be dealt with properly. The selected data was carefully read to get familiarized with so that, in general, the notion of linguistic imperialism may be understood and the themes in particular may be extracted out of the data.

Generating Codes

The second canon of thematic analysis decides the codification of the data which denotes the generating of themes which in this study are data driven. After getting familiarized with data, it was divided into different segments and different themes were allocated to those segments.

Thematic Development

The third stage contains the development of themes and identifies those patterns which relate a particular data set to a particular theme (Braun & Clarke, 2006, p. 13). Keeping in mind the impact of linguistic imperialism on different domains of life, the themes are developed. These themes represent different cultural orientations and identity formation.

Reviewing Themes

If during the course of study, new patterns appear so new themes can be generated. Such themes are usually theory driven. There should be internal coherence in a theme. As far as this research is concerned, the themes were data driven and they were selected very carefully after analyzing the whole data.

Naming the Theme

The themes are named in such a way that they reflect the gist of the data coming under it. This last phase is important as it describes the theme. The themes in this research are named according to what the data depicts as a whole.

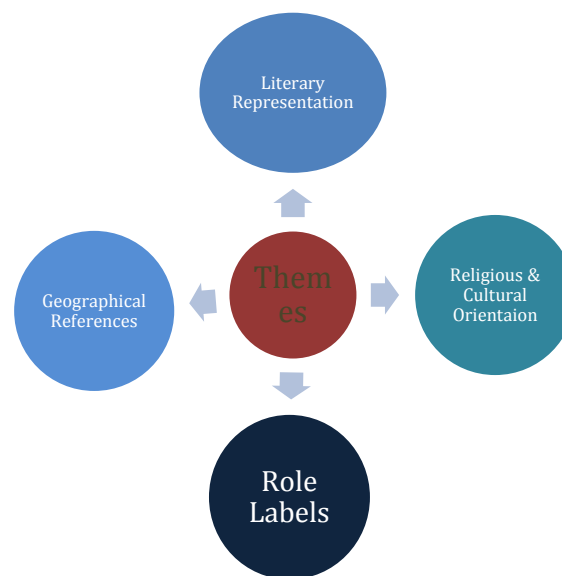


Figure 1: Thematic Analysis.

Linguistic Devices

The four linguistic devices i.e. *referencing*, *role labels*, *recognized names* and *status-indicating adjectives* are employed to trace the linguistic imperialism.

Referencing means referring to or mentioning anything directly or indirectly to emphasize something. In linguistic imperialism, referencing is employed to refer to the people, religion and culture of the powerful whose language is spread and taught.

Role labels refer to denote to people, titles (how they are addressed), their professions and their roles. In case of English linguistic imperialism role labels are used to project the identities of western people, their titles and how they perform their roles.

Recognized names are used to attract the attention of the readers. In the textbooks of Matriculation and Intermediate those recognized names are used which could attract other people. They include both Pakistani and western people but the dominance of one over the other determines linguistic imperialism.

Status-indicating adjectives reflect the status of a person, place or thing. To intensify the impact of linguistic imperialism those adjectives are used which reflect the high or low status. High status refers to the powerful and low status indicates the weak or the one whose language or culture is considered indigenous.

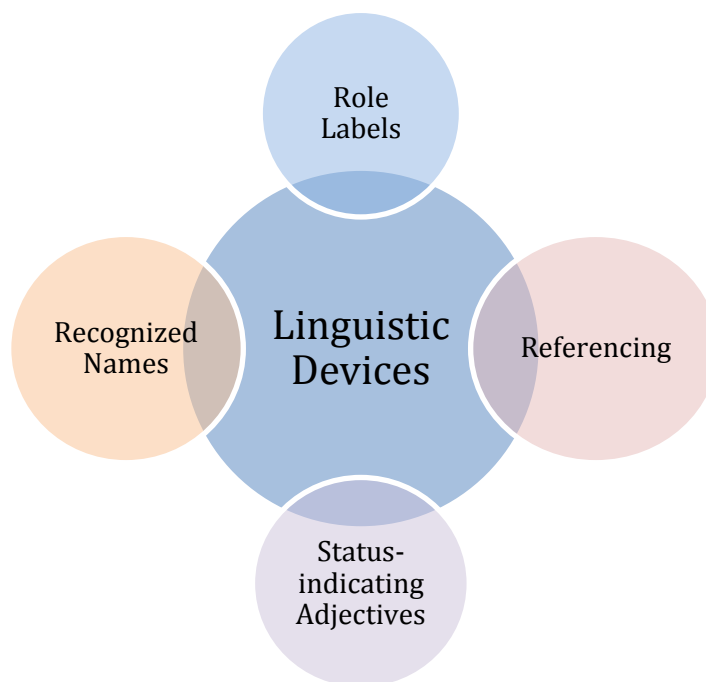


Figure 2 Linguistic Devices

Ethical Consideration

Keeping in mind the ethical issues while studying some phenomenon is significant and mandatory for a researcher. The situations for qualitative studies are quite intricate as they confine the researcher to the narrative descriptions and prevent him to get hold of the natural settings. Considering these points, the present study has taken into consideration the ethical concerns as well. As the data for the study is not something personal but made for the public so it doesn't require any prior consent. I also took considerable concern while interpreting the data keeping in mind the objectivity of the researcher which is essential for any research.

Data Analysis

The data gathered through six English text books (two for Matriculation and four for Intermediate) is analyzed through thematic analysis within the framework of linguistic imperialism by Phillipson (1992). In order to trace the impact of linguistic imperialism in the form of role labels, religious and cultural orientation and literary representation the study has focused how proper nouns and adjectives are used to promote the 'Other' in Pakistani context. The data is analyzed according to each theme which is data driven.

Data Analysis for English Books for Matriculation

For Matriculation the data is collected from two English books one is taught in class 9th and the other in class 10th. Both of the books are analyzed to evaluate the traces of linguistic imperialism in the form of ideology formation and cultural orientation. The collected data can be analyzed under three main themes which are data driven.

Literary Representation

Both of the English textbooks for Matriculation (Class 9th and 10th) have literary writings as a part of the syllabus. However, these literary works have less to do with

Pakistani literature and more with Western literature. Although both of the books are written by Pakistani writers but as far as the literary representation is concerned more focus is set on English literature e.g.

Table 1
Literary Representation

Book 09	Book 10
<i>Stopping by Woods on a Snowy evening</i> by Frost	Charles Dickens' <i>Great Expectations</i>
<i>Daffodils</i> by William Wordsworth	Hickson's <i>Try Again</i>
	Dr. Hartman's <i>Peace</i>
	Davies' <i>The Rain</i>

There is not a single work which is related to Pakistani literature. Rest of the chapters included in both books are not literary works but they are just writings in English on different topics.

Linguistic imperialism here is inculcated through 'recognized names'. Those literary works are included which are of renowned poets or authors. English literature, no doubt, has been promoted through English language.

Religious and Cultural Orientation

Religion plays an important role in forming one's ideologies and culture helps one in the representation of identity. Both of the textbooks have instances where western culture is promoted and western religion is projected which are of course a vivid indication of linguistic imperialism as it diminishes the indigenous cultures.

McDonald is a global food restaurant which obviously represents western culture and their way of living. There is reference to job in McDonald (English 10) which highlights the importance of this food chain. Chinese New Year is introduced in the course (English 10) and New Year's Eve dinner, giving good luck gifts and honouring the animals are the rituals which have both cultural and religious significance. There is no indication to our rituals which reflects the impact of linguistic imperialism in Pakistani context, however, there are two chapters out of thirteen which are based on religious teachings i.e. *Hazrat Muhammad* □ *an Embodiment of Justice and Faithfulness*.

There is a statement in Book 10 which goes like "Parents are unaware of the market trends, educational systems and the scope of any particular discipline" which reflects the difference of western and eastern societies. In a Pakistani culture, parents are given due importance and to undervalue them in any matter becomes a matter of religious teachings. There is no reference to our social or moral values. As far as Book 9 is concerned, there is no cultural representation of east or west, however, there is a chapter based on religion i.e. *Hazrat Asma (R.A.)*.

Linguistic devices of 'role labelling' and 'referencing' are employed which generate linguistic imperialism. References to Hazrat Muhammad ﷺ other Sahabis are given to spread religious knowledge. Similarly references to New Year, the rituals and festivals related to that and then references to parents as being unaware of current system are the linguistic devices that create the impact of linguistic imperialism.

Role Labels

Role labels refer to representation of people, their roles, professions or titles. Both of the books (9 & 10) have many role labels for both the Pakistani context and for the 'Others' e.g.

Table 2
Role Labels Comparison

Book 09	Book 10
Helen Keller	King Bruce
Quaid-e-Azam	William Somerset Maugham
	ColmToibin
	Cantonese man
	Quaid-e-Azam

Apart from the chapters, many role labels are used in the exercises as well which are given at the exercises. But there is one difference that the role labels used there are not for specific or renowned persons but for a common person like: Dennis, Sara, Sheraz. Hassan etc.

The linguistic devices used to reflect linguistic imperialism through role labels are adjectives and proper name (role labels). These role labels are applied for those personalities who were quite influential and are still famous. References to those renowned persons increase interest in knowing more about them and their society.

Geographical References

Geographical descriptions of any country or city make it known to others. In case of English textbooks for matric the description of geography reflects how much value and space is given to the geographical features of Pakistan and how much to west. The data has been evaluated to see the frequency of references to both ours and other's geographical representation.

There are some references to other countries or cities like:

Table 3
Geographical References

Book 09	Book 10
San Francisco	San Francisco
Sultan Ahmad Masjid	D.K. Academy
	Ireland
	China

Two references to United States (San Francisco) reflect the impact of today's super power in our society. There is no mentioning of historical or other places of Pakistan except at one point which has been discussed earlier. The linguistic device is of references to mention certain places in other parts of the world. References to places enhance their importance and interest of others; it attracts others to know more about them especially when any reference is repeated.

Data Analysis for English Books for Intermediate

For Intermediate level, the data has been collected from four books to see how much the notion of linguistic imperialism exists in these books. These four books consist of English Book-I, II & III along with the novel *Good-bye Mr. Chips* by James Hilton. The data has been derived from these four books and divided and analyzed according to the themes generated from the data.

Literary Representation

Book I, comprises of fifteen short stories and most of the stories are from English writers and only a few by Pakistani writers e.g.

Table 4
Literary Representation

English Writers	Pakistani Writers
Button Button by Richard Matheson	The Gulistan of Sa'di by Sheikh Sa'di
Clearing in the Sky by Jesse Stuart	God be Praised by Ahmad Nadeem Qasmi
Dark they were, and Golden – Eyed by Ray Bradbury	Overcoat by Ghulam Abbas
Thank you Ma'am by Langston Hughes	
The Piece of String by Guy de Maupassant	
The Reward by Lord Dunsany	
The Use of Force by William Carlos Williams	
A Mild Attack of Locusts by Doris Lessing	
I have a Dream by Martin Luther King	
The Gift of the Magi by O. Henry	
The Angel and the Author – and Others by Jerome K. Jerome	

Most of these writers are Americans and the rest are English, French or Irish and only three of them are Pakistani. The book is taught in Pakistan but still there is less representation of Pakistani literature. Even in *The Gulistan of Sa'di* references are given to *Homer* and *Shakespeare*. Book-II is named as Modern Prose and Heroes and to achieve this modernity only English writers have been focused and same is the case with heroes. The book has focused none of the Pakistani heroes.

The book is divided into two parts: Part-I consists of modern prose and Part-II contains the life stories of heroes. The data reveals that all the writings are by English writers e.g. *"The Dying Sun by Sir James Jeans"*, *"Using the Scientific Method by Darrel Barnard & Lon Edwards"*, *"Why Boys Fail in College by Herbert E. Hawkes"*, *"End of Term by David Daiches"* etc.

The above mentioned writers belong to English speaking countries i.e. America, Scotland, Canada, France and England etc. as the purpose of these writings is to reflect modernism through syllabus. The heroes discussed do not belong to Pakistan and even the writers are not Pakistanis to give the description of those heroes. Apart from these writings there are references to *"Odes to Diana"*, *Sonnets to Elhel*, *"Dramas on the Love of Lancelot"* and *"Stanzas on the first Glimpse of Venice"* in the popular works of poets cited at the end of chapter.

Book-III is also divided into two parts: the first part comprises of plays whereas the second part consists of poems. The analysis of the data reveals that all the plays were written by English writers only who belonged to America e.g. *"Heat Lightning by Robert F. Carroll"*, *"Visit to a Small Planet by Gore Vidal"* and *"The Oyster and the Pearl by William Saroyan"*.

There is no representation of Pakistani writers in this field. In the poetry section, however, if not equal but a notable representation is given to Pakistani literature as well e.g. *"The Feed by Ahmad Nadeem Qasmi"*, *"Ruba'iyat by Allama Muhammad Iqbal"*, *"My Neighbor Friend Breathing His Last by Bullah Shah"* etc.

The data again reveals the superiority of English literature as all the other poems represent English literature. It is also noteworthy that the above mentioned three poems by Bullah Shah and Jalaluddin Rumi have been even translated by English writers. The remaining thirteen poems are written by English poets and they have been, no doubt, given enough space in Pakistani English textbooks e.g. *"The Rain (W.H. Davies)"*, *"Night Mail (W. H. Auden)"*, *"Loveliest of Trees, the Cherry Now (A. E. Housman)"*, *"O Where Are You Going (W. H. Auden)"*, *"In the Street of the Fruit Stalls (Jan Stallworthy)"*, *"Ozymandias (Percy Bysshe Shelley)"*, *"The Hollow Men (T. S. Eliot)"* etc.

The data also reveals that at the end of most of the plays and poems, a brief introduction to writers and poets has also been provided but it is quite elaborative for

English writers and poets and less elaborative for Pakistani writers and poets which also indicates linguistic imperialism where indigenous languages and cultures are not promoted.

The fourth book for Intermediate consists of a novel *Good-bye Mr. Chips* which is written by James Hilton. The novel depicts the life style, conventional beliefs, values and cultural associations of an Englishman and so provides the readers with an insight into the English culture and lifestyle.

The linguistic devices applied to instill linguistic imperialism are *role labels*; e.g. Louis Pasteur, Sir Alexander Fleming, Mr. Chips, who are represented as models to promote knowledge, discipline and modernity, *recognized names*; as writers and poets e.g. W. H. Auden, Jerome K. Jerome, Sir Winston S. Churchill etc. and even *referencing* has been employed as at the end of some chapters a brief introduction to the author or poet has also been provided. References to English poet Homer and the writer Shakespeare are also a part of the projection of western culture.

Religious and Cultural Orientation

Linguistic imperialism strengthens its roots through promoting culture and religious practices of the powerful. Book-I contains lots of instances where the western culture and their religious beliefs are projected and no place is given to Pakistani culture. Even the story *Overcoat* written by a Pakistani writer also projects western culture i.e. dressing. There are more instances of western culture and religion than ours e.g. *“Christmas”, “Christ-child”, “Charity dinner”, “Easter”, “New year”, “Bibles of the world”, “Tie, coat, corduroy trousers”* and *“Eid”*.

There are few phrases as well which promote the concept of Great America e.g. *“Dark people... yellow eyes... very friendly... they learn English fast”* (*Dark They Were And Golden-eyed*), and another reference: *“If America is to be a great nation...”* (*I Have a Dream*). An English folk tale is also a part of this book.

Book-II again possesses the reference to “Bible” and “Birth of Christ”. Stories of Robin Hood are also mentioned but there is not a single instance of Pakistani culture or religion. As the book has two sections of ‘modern prose’ and ‘heroes’ there is no representation of Pakistan.

Book-III consists of plays and poetry and gives projection to western culture and religious beliefs and once negative image of Karachi (Pakistan) is also mentioned e.g. *“Ecclesiastes (Bible)”, “Ozymandias”* and *“Stones, garbage, excrement and crumbs/ Of glass in the Karachi slums”*. However, in a poem by Allama Iqbal a reference to our religious association is also provided as he mentions Muslims and Makkah.

The fourth book is a novel by English writer so it totally depicts their culture and their religious beliefs: there cannot be any description of Pakistani culture or religion.

Linguistic imperialism in the form of religious and cultural orientation has been projected through the linguistic devices i.e. ‘referencing’ as in the form of *Ecclesiastes (Bible)*, *Bibles of the world*, *Christmas*, *Easter* and *Ozymandias*, and through ‘*status indicating adjectives*’ e.g. *Miss America*.

Role Labels

Another theme derived from the data is role labels where linguistic imperialism can be traced. All the four books have enough instances for this particular theme. Book-I has the role labels like: *“Arthur Lewis”, “Mr. Bittering”, “David”, “Laura”* etc.

These are only a few examples and as there is less projection of Pakistani writings or culture so there are less role label representing Pakistani people.

Book-II reflects the role labels in the form of "*Louis Pasture*", "*Alexander Fleming*", "*Shakespeare*", "*Mr. Welldon*", "*Mr. Montgomery*", "*Prof. Claude Balanguernon*" etc.

As there are only three chapters written by Pakistani writers so there are less role labels for Pakistani people e.g. "*Shahnaz*", "*Mehrun*", "*Zaibunnisa*", "*Shamsun*" and "*Shamim*".

Book-III consists of two parts i.e. plays and poetry. All the three plays are written by English writers so the role labels reflect English names e.g. "*Kreton*", "*Roger Spelding*", "*John Randolph*", "*Ellen*", "*General Powers*", "*Clay*" etc.

There is just one role label used in Pakistani context i.e. "Mansur" which reflects the linguistic imperialism. Much importance is given to English culture and people which is the objective of linguistic imperialism. As far as book 4 is concerned that is purely an English novel so all the role labels reflect English culture and they cannot project Pakistani names.

Geographical References

The four books of Intermediate are replete with geographical descriptions of west; nevertheless, there are not so many of Pakistan. The description of cities or areas of other countries in a positive way enhances the interest of people in that particular country and the culture over there. Linguistic imperialism not only promotes the language of the powerful but also promotes the culture of that language and exhibits control.

In Book-I, more emphasis is on western geographical descriptions than of east as there is just a single chapter in which a few areas of Pakistan are mentioned i.e. "Overcoat". Western descriptions consist of: "*America*", "*New York*", "*Mississippi*", "*South Carolina*", "*Alabama*", "*London*" etc. and a few from Pakistan i.e. "*The Mall*", "*McLeod Road*" and "*General Post office*".

The above mentioned three examples are from the same chapter. Although there were two other chapters written by Pakistani authors but they too have not given any depiction of geographical features of Pakistan.

Linguistic imperialism in the form of geographical referencing can be seen in Book-11 where the description of western society is given in the form of: "*Edinburgh University*", "*British Museum*", "*Sahara*", "*Harrow*" etc. There is not a single reference to Pakistan, however, there are references to Turkey and Spain which are given in "*The Jewel of the World*" and "*Mustafa Kamal*".

Book-III has few geographical references and most of them are still western, nonetheless, few of them are related to Pakistan geographically and culturally i.e. "*California*", "*America*", "*New York*", "*Hollywood*", "*Karachi*" and "*Makkah*". It is noteworthy here that the description of Karachi is made through derogatory comments upon it i.e. "*Stones, garbage excrement and crumbs/ Of glass in the Karachi slums*" (Jan Stallworthy: Book-III).

Book-IV in a purely English novel so there are no references to the geographical references to Pakistan but the whole novel reveals the places in England.

The linguistic imperialism here is projected through referencing, which mainly refer to western society prominently.

Identity construction seems to be an upshot of one's interaction and relationship with the society and in the Pakistani context such relationships with family, friends and co-workers are traditionally cherished and influence one's identity. Blood (1994) also affirms that relationships and family bonding in Pakistan provide a foundation to its social system and offer its people a sense of protection and identity. Today, in Pakistan, English serves as a language for the state affairs, armed forces, the judiciary and higher education. Even the constitution of Pakistan is written in English however, it interlinks Urdu and Pakistan pertaining to the notion of nationalism. It is such a multilingual country where an average student is quite habitual to multilingualism. Identity construction and cultural associations are linked with our educational and societal background.

In Pakistani context English is mainly acquired through formal education so in such a context the syllabus should be designed very carefully. The analysis of the data has revealed that much preference is given to English writers, poets and to their culture as well. Linguistic imperialism imposed through English language has endangered our ideologies and cultural associations.

Although at both levels; Matriculation and Intermediate linguistic imperialism is quite prevalent yet it is more prominent and emphasized at Intermediate level. If we compare the linguistic imperialism at both Matriculation and Intermediate level in the area of literary representation, it becomes obvious that although there is increase at Matriculation level yet there is a drastic increase at Intermediate level

To overcome this linguistic imperialism prevalent in the form of English language, more emphasis should be given to Pakistani writers. Literary works of our writers and poets can be translated and even new can be written keeping in mind the educational purpose. From English literature even the writings of their common writers are a part of our English textbooks whereas our legends are not in the line. This preference of English literature over Urdu literature undermines the Pakistani values and literary works.

Religion and culture form and mold the ideological beliefs and lifestyles of people. At such a tender age when students are more intend towards forming their ideologies, textbooks should be prepared in a way to promote local culture and religious practices. Western culture and other religions should be given less presentation. The following graph reflects that religious and cultural orientation of east and west is given equal projection at matric level but at Intermediate level, quite alarmingly, the ratio of western cultural and religious orientation increased quite prominently.

The data has revealed so many references to Bible, Christ and Christmas: New Year celebrations have also been given prominent place. To some extent, these references have no negative impact but the problem arises when such religious beliefs contradict with our religious practices e.g. there is a reference to the son of Christ which is of course against our religious teaching. Similarly, cultural ideologies which play their part in building character and cherishing values also face a threat when parents are regarded as those who possess less knowledge and experience (Book 10).

Role labels are used to give importance to certain people. They may also be used to elevate or lower the personality of people. Frequent references to English role labels enhance their impact on students and similarly less references to Pakistani role labels decrease their importance and value.

At Matriculation level, although, English role labels are also used but just like two other themes these role labels increase at Intermediate level. It may create a sense of inferiority complex in the minds of the students for their names, roles, titles and they start considering adopting others' names and titles as they are being adopted by younger generation in the form of their nick names.

Linguistic imperialism does not only promote a particular language of the powerful but it also promotes its cultural values and tries to exert power even in the form of geographical representation.

In the case of textbooks for Matriculation and Intermediate, linguistic imperialism propounded by English language gives prominent depiction to English speaking countries. America is considered to be the super power hence there are more references to American cities and places. In Pakistani English textbooks, enough description of Pakistani areas should be a part of syllabus so that the students should know about the geographical features of their country. It may also help in promoting the positive picture of Pakistan in response to western depiction as is mentioned in Book-III where Karachi is negatively portrayed.

Conclusion

It can be concluded that in Pakistan English language has been serving as a weapon of linguistic imperialism and its role as a tool of empowerment and development is of less value. The textbooks of Punjab board are usually not meant for elite class but middle or lower middle class and so they disseminate a state of confusion in the minds of people, especially students. The elite class has a different bend of mind so such things may not hamper their ideological and cultural associations. Its intimidating implementation has also caused many long-term hostile consequences like diversity loss and culmination of indigenous cultures in Pakistan. The language policy of Pakistan also needs to be tweaked so that the language of the powerful i.e. English, should progress and advance by itself and should not be imposed upon the people of Pakistan to change their cultural ideologies and religious beliefs.

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