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World Englishes in English Language Teaching Textbook of Public Primary Schools

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Abstract

There is a dearth of research on English textbook analysis with respect to World Englishes in Punjab, Pakistan. The current study aimed to identify the nouns used in English textbooks at primary level with a major focus on Pakistani English (PakE). The data for this qualitative research was collected from English Textbook of Grade 5, published by PCTB (Punjab Curriculum Textbook Board). The current study employed Kachru's three concentric circle model comprising inner, outer, and expanding circles as a theoretical framework to analyse the data. The findings depicted that most of the vocabulary used in this textbook was derived from common vocabularies of Standard American English (SAmE) and Standard British English (SBrE), which are norm-providing countries. The authors obtained lexemes from these standardised varieties of English. However, the presence of PakE variety equals the use of SAmE which apparently shows that Pakistanis are creating their own vocabulary which they are unaware of. The current study would help the authors of English textbooks and policy-makers to determine which variety of English they should focus on, with the aim of using it consistently.

Keywords: English Textbooks, national language policy, Pakistani English (PakE), SBrE (Standard British English), Standard American English (SAmE), textbook, World Englishes

Introduction

Kachru's model of three concentric circles (Kachru, [1986](#)) elaborates the concept of World Englishes, where Pakistan comes in the outer circle (ESL) akin to India and Singapore. The transformation of Indian English (English) gave rise to South Asian Englishes (SAsE) (Baumgardner, [1993](#); Mahboob,

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[2009](#)). While, Pakistani English (PakE) was introduced by an Indian Linguist Robert J. Baumgardner in 1990s. Like English, it has various innovations, such as hybrid Language (Mahboob, [2009](#); Rahman, [2022](#)). Moreover, it is a non- native variety of English as people use all the words taken from Standard British English (SBrE) in relational patterns (Talaat, [1988](#)). However, with the passage of time, owing to global networking, this perception of people towards English having power has lessened to some extent. They have started using their own Global English, such as Indian English.

Rahman ([2022](#)) proposed four sub-varieties of any non-native variety of English, such as Pakistani English; Anglicised (Native like), Acrolect (used by educated or elite class), Mesolect (used by semi-educated people), and Basilect ('Bazaar Variety'; Market use of English by uneducated people). The anglicised variety of English is native like variety, however, it is only different from British Standard English (BSE) in terms of phonological features (Rahman, [2022](#)). Since, Pakistani writers and editors are aware of only two dominant standard varieties of English: SAmE and SBrE (Irfan, [2017](#)), unaware of the fact that they use their own English (PakE) in textbooks. The focus of this study is to analyse which variety of English is used by authors and reviewers of English Language textbooks of Punjab Curriculum Textbook Boards (PCTB) in public primary schools of Pakistan.

In the context of current Pakistani high-school education, status of English has recently accentuated as a global lingua franca (Hult, [2017](#)). It becomes evident when a researcher analysed the focus and sound emphasis on British English (BrE) in national curricula of English, 2 to 3 decades ago (Skolverket, [1969](#)). He compared it with recently published versions of English Language Teaching (ELT) textbook national curricula (Skolverket, [2011](#)), where the socio-cultural and socio-political aspects of World Englishes are more structurally incorporated (Hult, [2017](#)). However, regardless of these culture-politico social changes, great focus in educational sector is prominently on Kachru's inner circle standard Englishes; specifically SAmE and SBrE. However, this situation not only exists in Pakistan, however, in Europe (Modiano, [2009](#)) and other Asian countries as well (Fang & Ren, [2018](#)).

In the Pakistani context, majority of language instructors are trying new pedagogies in their classrooms for effective language learning. (Batool et

al., [2022a](#)). Additionally, in the context of school and particularly zooming in into the classroom, textbook is one of the core elements of pedagogic activities (Curdt-Christiansen & Weninger, [2015](#)). It has been further stated that textbooks are not merely a source of language learning and teaching. However, these are also discursive elements through which one's ideas, beliefs, and thoughts are shaped with regards to language, culture, and society. Previous literature (Fang & Ren, [2018](#); Galloway & Rose, [2018](#); Matsuda, [2002](#); Ping, [2015](#)) focused on representing English language and culture in ELT textbooks to identify the used medium of instruction in classrooms or how classroom instruction can be planned to integrate different varieties of English. Moreover, the use of textbooks in classrooms largely depends on teachers. Some teachers prefer to read from textbooks, while some do not prefer this practice. Tomlinson ([2012](#)) further stated that confident teachers utilise textbooks as a helping tool for their teaching regardless of the textbook design or curriculum. Whereas, less confident teachers consider textbooks, specifically the internationally distributed textbooks superior and follow them as scripts.

Addressing issues with regards to varieties of English in English textbooks might be considered as a less sensitive issue than the issues regarding sexual identities and gender (Gray, [2013](#)). However, according to Baratta ([2018](#)), “linguistic discrimination has very real and serious consequences for life chances, socioeconomic opportunities, and identity development for speakers of historically prejudiced accents”. Here, it can be said that an analysis of textbooks is not a novel field in ELT, however there are different aspects that can be considered to analyse English textbooks used in the curricula. Very few researches have been conducted on English textbook analysis in the context of Pakistan with the notion of World Englishes. Nevertheless, there are few studies where authors have uncovered the contradictions and discrepancies between the material or content actually used in English textbooks and policy reforms (Curdt-Christiansen, [2015](#)).

There is no denial that English language learning has become an inevitable reality in this global village. As Cook ([2008](#)) posits that it is a ‘hyper central language’ of this whole world and has entered all the cultures and societies. For the sake of good or bad, by force or by choice, English language has moved and spread across the world (Sharifian, [2009](#)). English is the most dominant foreign language along with its use in educational

institutions as a medium of instruction (Chang, [2006](#)). After the independence of Pakistan, this foreign language started to be taught as a medium of instruction in classrooms (Batool et al., [2022](#)) of English medium elite schools of Pakistan.

Rationale

Pakistan is a multilingual country where English is spoken as a Second Language (ESL). Thus, first languages of Pakistanis affect their English learning. Moreover, the use of different varieties of Englishes in English textbooks may cause a perplexed situation for students as to which variety of English is appropriate for specific contexts; speech and academic writing (Irfan, [2017](#)). The rationale behind this investigation was to understand the extent to which English usage in Pakistani educational materials aligns with the expectations set by the educational policies. Moreover, the study also attempted to understand how this potential misalignment might impact language acquisition among students.

Problem Statement

English language, a global lingua franca, exhibits a wide range of linguistic variations in its usage across different regions, thereby leading to distinct English varieties, such as SBrE, SAmE, and PakE. In the context of ELT in Pakistani public primary schools, the textbooks authorised by PCTB are observed to incorporate these diverse English varieties, with a considerable bias towards SBrE and SAmE. However, the presence of PakE, while less dominant, is also evident. This blend of English varieties in teaching materials could lead to potential confusion among students in grasping the nuances of English vocabulary and its usage. Additionally, the influence of global Englishes or standardised varieties within these textbooks might inadvertently downplay the significance of local English variations, hindering the global acceptance of PakE. Therefore, a comprehensive investigation of the representation of these English varieties in English textbooks is essential to understand their impact on the language learning process in Pakistan.

Literature Review

The development of English language textbooks should focus on showcasing the diverse accents and cultures found in various English dialects. In the context of English as an International Language, it is viewed as seeking deterritorialisation (Canagarajah, [2005](#)) and denationalisation

(Smith, 1976). As Brutt-Griffler (2002) posits that English, in its diverse forms, exists globally and locally, blending seamlessly with local languages and their cultures.

English textbooks can significantly shape learners' comprehension of different varieties of Englishes and cultures associated with those varieties. Additionally, they can impact how much emphasis teachers put on activities that enhance students' awareness of English as an International Language (EIL) in their classroom setting. Hence, a textbook analysis, focusing on English varieties, provides critical insights into teaching methods. Several such textbooks have been analysed. For instance, in his 2002 study, Matsuda evaluated seventh-grade Japanese textbooks using Kachru's three concentric circles framework. The study found that in these textbooks, most of the non-Japanese central figures were from inner circle with a dominance of United States, Australia, Canada, and Scotland.

In 2006, in Japan, Yamanaka also employed Kachru's concentric model in his study to examine the representation of different countries in English language textbooks at pre-school and senior high school level. The results uncovered the facts that a strong cultural bias favouring the USA in these textbooks was present. Additionally, the representation of countries in expanding circle was limited, with Japan being a notable exception, as it dominated the cultural content of English textbooks.

In an attempt to explore the Native Speaker (NS) bias in English textbook materials, a research was conducted by Tomlinson and Masuhara (2013). This study was a longitudinal research of textbooks to assess their usefulness in terms of students' learning. Their findings suggested that the evaluated textbooks were mainly oriented towards educated British English standards. Furthermore, instances of English as a Lingua Franca (ELF) were recorded in the textbook, 'The Big Picture', but even then, the depiction of foreign individuals tended to exoticise them, rather than present them as potential ELF users.

Hanashiro (2016) employed Kachru's model in an attempt to understand the depiction of cultural representation in English language textbooks in Japan at high-school level. The analysis centered around the representation of different English language varieties and cultural components in three textbooks. The results indicated that the examined textbooks primarily

emphasised inner circle countries, largely overlooking outer and expanding circle nations.

Rashidi et al. (2016) conducted an analysis of three English textbook series originating from inner, outer, and expanding circle countries. The outcomes of their study highlighted discernable differences among textbooks from three circles. Notably, the inner circle's English textbooks incorporated more L2 cultural content, whereas the textbooks from expanding circle contained more L1 and international cultural content. In contrast, the textbooks selected from the region of outer circle countries included an equal ration of use of 1st language, 2nd language, and cultural content of some other outer circle countries.

Vettorel (2018) embarked on a study that involved evaluating English language textbooks, published by both Italian and international publishers, from a time span of (1990-2015). The textbooks were assessed based on their representation of activities and tasks corresponding to ELF-informed communication strategies. The results suggested that these textbooks generally lacked sustained attention to this significant area, with only a few exceptions.

Complementing this, in Germany, Syrbe and Rose (2018) scrutinised the utilisation of three main series of textbooks. They employed a modified framework displaying a World Englishes approach to teach language. The analysis focused on illustrations of English rights, models, interlocutors, and target speakers. The study discovered an over-dependence on the models of SBrE along with unvarying representations of language users and the relationship of their languages with their cultures.

In parallel, Nguyen et al. (2020) examined the degree of alignment between EIL-informed teaching strategy and English textbooks in Vietnam which were locally written with the goal of preparing learners for intercultural communication by using English. The study disclosed that, while international communication could involve a wide array of global English users, the textbooks had a tendency to equip learners for communicating with English native speakers. This approach only fulfilled the multifaceted communication requirements a person faces in the real world. The research highlighted the significance of adopting an EIL-focused approach.

This summary of prior research demonstrates that the representation of world Englishes in English textbooks from an EIL perspective is an area that still needs to be explored. Though, some studies precisely focused on the Pakistani context as their case for analysis. Mahboob (2014), according to his research conducted in Pakistani context, claimed that authors of Pakistani English textbooks use a local variety of English: the language choices in these textbooks include both variations: lexico-grammatical features and discourse structures. The current research focused on lexical features of Pakistani English PCTB books at public primary-school level by employing Kachru's three concentric circles framework. The current study aimed to determine that nouns of which variety of English (Standard American English, Standard British English, or Pakistani English) are used in PCTB English textbooks being taught to Grade 5 at government schools.

Research Objectives

The objective of the current study is to investigate the extent to which different varieties of English, namely SBrE, SAmE, and PakE are represented in English textbooks of PCTB.

Research Question

The research question of this study is: To what extent do the English textbooks of PCTB in Pakistan incorporate different varieties of English?

Methodology

This qualitative study employed a content analysis approach to explore the representation of different English varieties in the Grade 5 English textbook, published by PCTB. The methodology section is organised into four subsections, that is, data collection, data analysis, and research framework.

Data Collection

The primary data for the current research was obtained from Grade 5 English textbook PCTB. The textbook serves as the curriculum's foundation, aiming to impart English language knowledge to students. It was selected for its relevance, accessibility, and wide use in the local context.

Data Analysis Procedure

The current research was based on a thorough linguistic analysis, focusing on different varieties of nouns within the data. The first step included selecting the book for this research. The next step was to collect all the nouns from this book and for this the researchers used an analysis criterion, inspired by the previous work of Modiano (2009), and Algeo (2010). They established a criteria to differentiate lexical items and spellings of nouns among various English varieties, such as SAmE, SBrE or other varieties. They presented some rules to draw a distinction between these varieties in terms of spellings. The researchers compiled all those rules that were employed in their studies in the form of Table 1.

Table 1

Lexical Differences between Standard British English (SBrE) and Standard American English (SAmE) with Respect to Spellings (Lindqvist & Soler, 2022, p. 5)

Standard British English (SBrE)	Standard American English (SAmE)
ae/-oe: <i>encyclopaedia, aesthetic, diarrhoea</i>	-e: <i>encyclopedia, esthetic, diarrhea</i>
-ou: <i>honour, colour, flavour, humour, labour, neighbour</i>	-o: <i>honor, color, flavor, humor, labor, neighbor</i>
-ise/-ize: <i>apologise or alopogize, organise or organize, recognise or recognize</i>	-ize: <i>apologize, organize, recognize</i>
-yse: <i>analyse, paralyse</i>	-yze: <i>analyze, paralyze</i>
-ence: <i>defence, licence, offence, pretence</i>	-ense: <i>defense, license, offense, pretense</i>
- l (before -ment and -ful): <i>enrolment, fulfilment; skilful, wilful</i>	- ll (before -ment and -ful): <i>enrollment, fulfillment; skillful, willful</i>
-ll (verbs ending with vowel + L): <i>travelled, travelling, traveller</i>	-l (verbs ending with vowel + L): <i>traveled, traveling, traveler</i>
-re: <i>centre, metre, fibre, theatre, litre-</i> retaining	-er: <i>center, meter, fiber, theater, liter</i>
-final vowel e (words ending with -able): <i>likeable, loveable</i>	- dropping final vowel e (words ending with -able): <i>likable, lovable</i>

After selecting the nouns from textbooks by following this criteria mentioned in Table no 1, the data was cross-referenced with 3000 & 5000 British and American vocabulary lists. The vocabulary levels, A, B, and C correspond to the Common European Framework of Reference for Languages (CEFR), indicating beginner, intermediate, and advanced stages, respectively. Since this textbook of Grade 5 was on primary level, therefore only 4 levels were selected from these British and American vocabulary lists and these levels are:

1. A1-B2
2. A1-B2 CEFR
3. B2-C1
4. B2-C1 CEFR

Table 2

English Vocabulary Lists of SBrE and SAmE according to Different Levels of CEFR

English Vocabulary	Level	Description
The Oxford 3000 <i>(British English)</i>	A1 to B2 level	The list of the 3000 most important words
The Oxford 3000 <i>(British English)</i>	A1 to B2 <i>CEFR</i> level	The list of the 3000 most important words
The Oxford 5000 <i>(British English)</i>	B2 to C1 level	The Oxford 5000 is an expanded core word list for advanced learners of English. As well as the Oxford 3000, it includes an additional 2000 words for learners
The Oxford 5000 <i>(British English)</i>	B2 to C1 <i>CEFR</i> level	The Oxford 5000 is an expanded core word list for advanced learners of English. As well as the Oxford 3000, it includes an additional 2000 words for learners
The Oxford 3000 <i>(American English)</i>	A1 to B2 level	The list of the 3000 most important words

English Vocabulary	Level	Description
The Oxford 3000 (<i>American English</i>)	A1 to B2 CEFR level	The list of the 3000 most important words
The Oxford 5000 (<i>American English</i>)	B2 to C1 level	The Oxford 5000 is an expanded core word list for advanced learners of English. As well as the Oxford 3000, it includes an additional 2000 words for learners
The Oxford 5000 (<i>American English</i>)	B2 to C1 CEFR level	The Oxford 5000 is an expanded core word list for advanced learners of English. As well as the Oxford 3000, it includes an additional 2000 words for learners

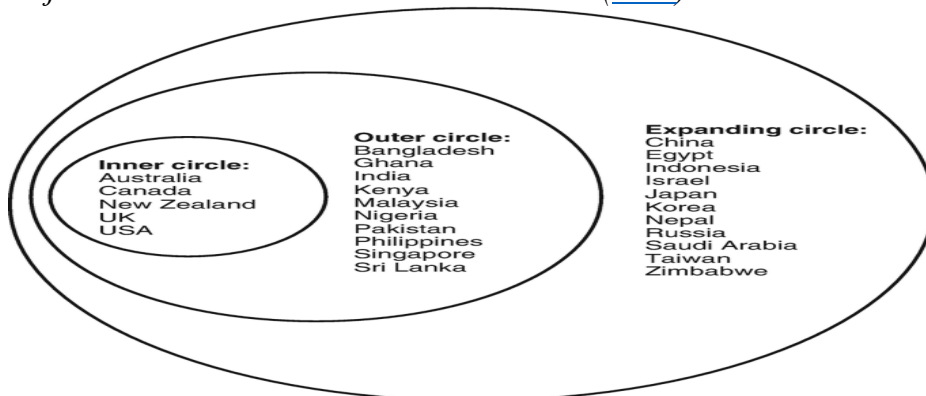
For words not found in these provided vocabulary lists, the third step was taken which included finding the words online in Oxford Learners' Dictionary and Cambridge Dictionary as supplementary resources. The final step was to apply the framework of Kachru to identify the varieties of English used in the selected textbook. All the data was then categorised into four groups: SBrE, SAmE, PakE, and common data in SBrE and SAmE. Here, SBrE after classification, the data underwent a qualitative analysis and the frequencies of nouns from each chapter were manually calculated, quantifying the analysed data.

Theoretical Framework

The current study adopted Kachru's three concentric circles model as its primary research framework. This model provided a useful theoretical lens for understanding the spread and usage of English in different regions. Moreover, it also offered a useful tool for assessing the representation of different English varieties in textbook content. The analysis, guided by this framework, is presented in the subsequent chapter. The model categorised the global spread and use of English into three main circles: the inner circle, the outer circle, and the expanding circle.

Figure 1

Braj Kachru's Three Concentric Circle Model (1986)



Inner Circle

This circle represents the traditional bases of English where language is the native or first language of majority of the population. Countries in this circle include the United States, United Kingdom, Australia, New Zealand, and Canada. English in these regions is termed as "norm-providing," as linguistic standards and norms primarily originate from these areas.

Outer Circle

This circle includes countries where English has been institutionalised and plays an essential role in the country's history due to colonisation or similar historical events. It is spoken as the second language in these regions and used extensively in institutions, administration, judiciary, and education. Countries in the outer circle include India, Pakistan, Nigeria, the Philippines, and Singapore among others. The English spoken in these areas is often termed as "norm-developing," as new norms and standards are established and evolved based on local cultural and linguistic influences.

Expanding Circle

Countries in this circle represent regions where English holds no historical or governmental role, however, it is recognised for its international importance. English is typically learned as a foreign language (EFL) and is "norm-dependent," relying on the standards set by inner circle countries. These countries include China, Russia, Brazil, and several others.

Results

In English textbook of Grade 5 in Pakistan, different varieties of English were employed. SBrE and SAmE were used mostly, however, some other non-standard varieties were also found in nouns, since the focus of this research was to identify nouns in English textbook. Chapter wise analysis is presented in the form of tables.

Table 3

Table Comprising the Total Number of Frequency of Use of Different Varieties of English in Each Chapter

Chapters	Inner Circle			Outer Circle
	SBrE	SAmE	SBrE & SAmE	Pakistani English
1	52%	0	12%	36%
2	7.14 %	0	42.85%	50%
3	0 %	0	50%	50%
4	0 %	33.33%	44.44%	22.22%
5	16 %	20 %	44%	20%
6	0 %	21.43%	57.14%	21.43%
7	0 %	14.29%	57.17%	28.57%
8	0 %	36%	52%	12%
9	0 %	37.50%	46%	16.67%
10	0 %	41.67%	37.50%	21%
11	0 %	50%	41.67%	8.33%
12	0 %	33.33%	66.67%	0 %
13	0 %	70%	10%	20%

After employing Kachru's Three Concentric Circle, the data elicited from chapter no 1 (*Hazrat Muhammad's (PBUH&HP) Kindness and Forgiveness*) shows that most of the words were derived from SBrE which is 52% of the total noun count of this chapter. Since the title of this chapter is Islam oriented, therefore 36% non-standard varieties of English used are from Arabic, Urdu, and PakE. Furthermore, 12% nouns were commonly present in SBrE and SAmE. PakE nouns comprised *Allah* (Muslims' God), *Hazrat* (a title used for a respectable person and specially with pious people), *idols* (representations of different gods used as an object of worship), and *Masjid* (a place of worship for Muslims).

According to the analysis of second chapter (*The Strange Kettle*), the maximum nouns in this chapter belonged to PakE which is 50% of the total

number of nouns used in this chapter. Furthermore, among rest of the 50%, 42.85% is the common use of British and American variety and 7.14% is the use of British variety. No use of just American variety is seen in this chapter. PakE nouns used in this chapter have cultural vocabulary, such as *turban* (a man's head covering with long piece of cloth) and cultural words like *supper* (a light evening meal before going to bed), also the noun used in the title of this chapter "*kettle*" is also a PakE variety.

Chapter 3 (*The Truthful*) of this book also comprises religious content and due to religious and cultural impact the noun vocabulary used in this chapter is again 50% PakE and 50% common SBrE and SAmE. The PakE variety nouns used in this chapter are *Sheikh* (a respectable title to call someone or chief), *caravan* (a group of people travelling together), and some gerunds, such as (*robbing* and *belongings*). Whereas, in the same chapter common SBrE and SAmE variety was employed which carries the same meaning in PakE, for instance, *chief* (*Sheikh* in PakE) and *gang* (*band* in PakE).

The 4th chapter (Little Things) is based on a poem and it also comprises religious content with regards to heaven and sins. Nouns from three varieties of English have been used in this poem, that is, PakE (22.22%), SAmE (33.33%), and common in SBrE & SAmE (44.44%). No noun from pure British variety has been used in this chapter. The common SBrE and SAmE nouns used are, *heaven*, *soul*, and *virtue*, whereas the SAmE nouns are *kindness*, *eternity*, and *ages* and the PakE nouns are *eden* and *sin*.

The analysis of the 5th chapter (Father of the Nation) shows that the most used nouns in this chapter are from common SBrE and SAmE which is 44%, PakE and SAmE weighs equal to (20%) and SBrE is used 16%. This chapter is about founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah. PakE nouns are *working* (gerund) and *subcontinent* (a large, distinguished part of a continent), whereas SAmE nouns are *Hindu*, *Muslim*, *independence*, and *homeland*.

In Chapter 6, SBrE is not used purely, however, the ratio of common SBrE and SAmE is 57% which is more than half of the total percentage of the other data. The use of PakE and SAmE is again equal in this chapter which is 21%. The title of this chapter is 'A Dream Come True'. The nouns used in Pakistani Variety are, *skies* (plural of sky) and *hitch*, SAmE includes *Parachute*, *Burner*, and *line*. The category of nouns used in this unit is solid

objects, for instance, the common SBrE and SAmE nouns are *rope, bike, balloon, seat, and child*.

The title of chapter 7 is ‘The Youngest Genius Arfa Karim’. According to results, the only nouns in PakE found in this chapters are gerunds, such as *returning* and *wasting*. The use of PakE is 29%, whereas the common SBrE and SAmE nouns comprise a major part of this chapter (57%) and pure SAmE nouns are only 14%.

The results of chapter 8 (Invention of glass) represent that this chapter comprises of vast collection of nouns which is 124 in number. The frequency of the use of nouns in common SBrE and SAmE is 52%, SAmE is 36%, and PakE is 12%. The PakE nouns are gerunds (*glassmaking and coverings*) and compound words (*water-glasses, safety-glasses, spaceship, and spacesuit*). Whereas, common SBrE and SAmE consists of nouns (*castles, ash, machine, skyscraper, automobile, building, and road*) and pure SAmE has compound nouns, such as (*fisherman, campfire, sunlight, outer space, and solar system*).

According to the results of nouns in chapter 9 (Wise Decision), nouns of three varieties have been found, that is, common SBrE and SAmE (46%), SAmE (37.50%), and PakE (16.67%). Pakistani English nouns comprise gerunds (*arranging* and *remembering*) and other nouns, such as *customs* and *handkerchief*. SAmE nouns are *classmates, t-shirt, pants, sweater, and playground* whereas, common SBrE and SAmE are *village, advice, goodness, and basket*.

The nouns of chapter 10 (The Invisible Ink) coming under the variety of Pakistani English include compound words (*fountain pen, desk lamp, and downstairs*) and a gerund (*appearing*). The use of nouns from Pakistani English is 21%, SAmE is 41.67%, and that of common SBrE and SAmE is 37.50%. The nouns from SAmE are *pen, lemonade, light bulb, heater, and magnifying glass* and the nouns from common SBrE and SAmE are *homework, notebooks, and gym*. No purely SBrE nouns could be found in this chapter.

Table 4

Table Comprising the Total Number of Frequency of Use of Different Varieties of English in the Whole Textbook

Chapters	Inner Circle			Outer Circle
	SBrE	SAmE	SBrE & SAmE	Pakistani English
1-13	7.56%	26.90%	42.43%	23.11%
Total	76.89%			23.11%

Table 4 represents the overall percentage of use of nouns from three English varieties in English textbook of Grade 5 published by PCTB taught in public schools of Punjab, Pakistan. According to this analysis, 42.43% of common SBrE and SAmE, 26.90% of SAmE, 23.11% of Pakistani English, and 7.56% of SBrE have been employed in this textbook. The percentage of use of Pakistani English is quite close to that of SAmE.

The texts display a significant level of variation in English usage, shaped largely by cultural and religious influences. This reflects Kachru's understanding of the outer and expanding circles where local, cultural, and linguistic contexts strongly influence English usage. This is seen in frequent use of PakeE, illustrating how English adapts to local cultural and religious norms.

All chapters show usage of common SBrE and SAmE varieties, indicative of inner circle norms. However, the simultaneous prevalence of PakeE showcases the outer circle's influence, reflecting a hybrid form of English usage that combines global and local norms. This is a key aspect of Kachru's model, showing the dynamic interaction between different circles. Despite the strong presence of PakeE, the consistent use of SBrE and SAmE across the chapters highlights the enduring influence of inner circle norms. This suggests that while English is being localised, global norms continue playing a significant role in shaping its usage. The analysis also shows English's flexibility and adaptability to diverse linguistic influences, a crucial aspect of its global spread as depicted by Kachru. The analysis shows a complex picture of English in Pakistan, shaped by both global and local influences, as theorised by Kachru. This complexity provides a rich resource for understanding the dynamics of English's global spread and its adaptation to local contexts.

Discussion

The current study attempted to explore the usage and prevalence of different varieties of English in a 5th-grade English textbook in Pakistan, utilising Kachru's Three Concentric Circle Model (Kachru, 1985). The analysis uncovered a diverse array of English varieties present throughout the textbook with a significant blending of SBrE, SAmE, and PakE.

Interestingly, the prevalence of different varieties was influenced by the content and context of chapters. Chapters with Islamic and nationalistic themes were more likely to employ PakE, while others leaned towards a blend of SBrE and SAmE. This observation aligns with Kachru's model, where the 'Expanding Circle' (in this case, Pakistan) utilises a localised form of English to express unique cultural, religious, or national ideas (Kachru, 1986; Crystal, 2004).

However, this linguistic diversity also poses significant challenges for students. Navigating between different English varieties can be confusing, potentially leading to comprehension difficulties and expression problems (Seidlhofer, 2005). Additionally, the existence of biases towards certain varieties might impact the learner's perception of their own English proficiency (Berns, 2019), adding an extra layer of complexity to the learning process.

Moreover, there's a pedagogical concern here. A clear teaching approach for handling these diverse English varieties is not evident which may affect how English is taught and assessed in Pakistani classrooms. Teachers may have differing views about the appropriateness of certain English varieties, leading to inconsistencies in teaching and evaluating students' language skills (Jenkins, 2003).

Nevertheless, the findings provide valuable insights into the complex linguistic landscape of English language education in Pakistan. They call for a more nuanced and inclusive approach to teaching English, one that acknowledges the diversity of English and equips students with the skills to navigate between different English varieties effectively (McKay, 2002).

The usage of varied English forms in textbooks could be seen as a positive step towards recognizing English as a global language, demonstrating its versatility and adaptability (Crystal, 2004). However, to fully harness the benefits of this diversity, it is crucial to ensure that teaching practices and assessments are designed in a way that understands and

respects the multifaceted nature of English, providing students a comprehensive language education that is both globally oriented and locally relevant (Canagarajah, [2005](#)).

Kachru's three concentric circle model proved to be a valuable framework for understanding the use of English in Pakistani textbooks. The current study underscored the importance of continuing research in this field, particularly in exploring how richness of English diversity can be leveraged to enhance English language teaching and learning in Pakistan and other 'Expanding Circle' countries (Seidlhofer, [2005](#); Jenkins, [2003](#)).

Conclusion

The current study focused to identify the nouns from the English textbooks with reference to World Englishes. The outcomes revealed that English textbooks by PCTB, Pakistan used different varieties of Englishes in the English textbook of Grade 5. In fact, the findings depicted that the major portion of vocabulary used in this textbook was from SAmE and common SBrE and SAmE which are norm providing countries and authors get lexemes from these standard varieties of English. However, the presence of PakE variety equals to the use of SAmE apparently depicts that Pakistanis are creating their own vocabulary which they are unaware of.

The possible reasons of this change in English language include firstly, the policy-makers do not talk about the globalised English, rather, they always consider different varieties of English as one English. Secondly, there are no proper guidelines mentioned in the Single National Curricula (SNC) provided to the authors, reviewers, editors, and publishers which result in hotchpotch of different varieties of lexemes within a single textbook. The consequences of such unawareness of different varieties even standard varieties create hesitation for students to use English without flinching. PakE has its own variety of English which needs to be accepted worldwide.

Based on the results, few suggestions were made for future researchers which could not be analysed in this current research. Firstly, more in-depth analysis is needed to be conducted on English textbooks. Secondly, an analysis of other parts of speech other than nouns at various levels of education is also needed. Interviews can be conducted with the policymakers and authors of English textbooks regarding the use of Global Englishes or standardised varieties in English textbooks. Speech analysis of

teachers and students can be conducted to get their accent variety. Finally, the interview of teachers and students with regards to the content analysis of the textbooks must be conducted as well.

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