



RESEARCH PAPER

Ideological Orientations in Pakistani Primary English Textbooks: A Critical Discourse Analysis

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ABSTRACT

This study inspects the various ideologies embedded within the Oxford University Press (OUP) English textbooks at the elementary level in Pakistan, questioning how pedagogical materials are used as a tool for expressing ideology. Its main aim is to investigate the spectrum of sociocultural, religious, and political discourses that are encoded in both the previous (2018) and the new (2021) Single National Curriculum (SNC) editions, and to identify the similarities and differences between them. Utilizing a qualitative research design, the study applies Fairclough's three-dimensional model of Critical Discourse Analysis to explore the power relations, value CDA model, and ideologies behind the textual and visual stories. The study finds that both of the textbooks deliberately encode multiple dominant ideologies (religious, nationalistic, social and ethical) which aim to shape the moral consciousness and civic identity of the students. Although both editions reproduce the patriarchal structures that shape Pakistani society, the SNC aligned textbook makes a thin attempt to change the narrative by representing women in more participatory and public roles, but only within the conditioned approval of others. The study concludes by offering critical advice to textbook writers, curriculum writers and policy makers in the Punjab Department of Education to consider and understand the ideological implications of curriculum representation.

KEYWORDS Ideology, SNC, OUP, Textbooks, English

Introduction

As a structured communication system, language helps people build their identities and social networks. It is dynamic, changing throughout time to take into account shifts in social and cultural values. Spitulnik (1998) asserts that "language is a marker of ideology" (Baniasad-Azad & Abdollahzadeh, 2010). This claim emphasizes the notion that language serves as a mirror of underlying values, beliefs, and ideologies in addition to being a means of communication. It is undeniable that in today's globalized society, learning and studying English has become fundamental (Naji & Pishghadam, 2012).

English is considered the universal or global language since it is the most extensively used language for international communication and is the official language of the globe (Rao, 2019; Muzaffar, 2016). In many nations, English is the primary language. The nation's progress is significantly influenced by the English language. Nowadays, the majority of instruction in the English language is crucial. English is the official language in certain states, such as Pakistan. It is taught as a required subject starting in primary school in Pakistan. As a way of teaching in many of Pakistan's schools, English textbooks and other instructional resources are a major part of the English language (Muzaffar, et. al.,

2017). It is necessary to have a command of the English language in producing and comprehending writing and reading skills. Therefore, both of these skills are equally important and dependent on each other (Norton & Kamal, 2003). Additionally, the students must know about the English language to apply their linguistic information for reading and writing. The English language assists in developing receptive and productive skills (Norton & Kamal, 2003). Moreover, students need to learn vocabulary and linguistic knowledge for higher studies.

From preschool to secondary education, Oxford University Press (OUP) publishes academic textbooks. In an effort to maximize student involvement in English language acquisition, New Oxford Modern English Book 5 encourages teachers to use interactive tasks and cooperative learning techniques. The revised curriculum is intended to assist students in becoming more competent communicators in both written and oral English. The emphasis of the revised curriculum is to ensure that how students cultivate English language, how it is structured linguistically, and how it can be used. The integration of the English curriculum with math, science, social studies, and other content areas provides students with a more holistic and mindful learning experience.

Moreover, New Oxford Modern English Book 5 is also designed to convey a range of cultural and philosophical beliefs in addition to promoting students' language competence. The overarching objectives of promoting interpersonal skills and fostering an understanding of social and cultural values is emphasized a second language. Teaching English is a mandated part of the curriculum in public institutions. Rather than just focusing on the grammar and technical aspects of English as a school subject, the emphasis is on delivery as a functional language and even more importantly on the application of English on communicative skills. The ideology contained in textbooks can significantly influence how students view and think about the world; particularly textbooks selected at the state level. While the inclusion of ideologies within the OUP textbooks may not be a concern at that particular aspect, the inclusion of ideology in English language textbooks matters when considering the wider dissemination of the English language and global influence.

Literature Review

Ideology is the term that has been the concern of numerous researchers and scholars (Abdollahzadeh & Baniasad, 2010; Dar & Masroor, 2019). Ideology becomes a social practice and is considered natural through language use. It is always difficult to recognize the ideologies, as it is always unrecognizable whenever they are working. Huaco defined ideology as "*ideologies are organized systems of beliefs with ready formulas for the manipulation of the masses*" (Abdollahzadeh & Baniasad, 2010). It is defined as the system of beliefs based on the society's economic, social, and political systems. Education is the most important and basic tool through which the nation enables and maintains the political, social and cultural powers and it also helps to place values and knowledge for their purposes into the curriculum in schools. Education helps to facilitate the society in the pursuit of greater power policies. Moreover, ideology plays an important role in influencing educational institutions, instructors and learners. Ideologies are delivered by textbooks, instructors in schools. Also, teachers play a significant role in the transmission of the diverse belief systems.

One of the most crucial resources for fostering effective teaching is a textbook (Nur & Guldenoglu, 2021). Textbooks are used by the state to give an impact over the beliefs and ideologies of the people living in those areas. According to Valverde et al. (2002), they are described as the fundamental written resource created for structuring and creating systems

to teach a course, with specific requirements (Nur & Guldenoglu, 2021). They appear to be an essential component of effective learning and have a significant impact on instructional strategies. They are designed to operate as intermediaries between the curriculum's instructional objectives and the classroom activities as a result of this characteristic. Although it is generally believed that embedded ideologies in textbooks are not a problem, their presence in English textbooks is problematic because students find this subject to be of global importance and value, and they are greatly influenced by the ideologies that are embedded in their textbooks (Ali et al., 2019). Textbooks are very useful in the classroom and provide an example of instructional planning. The prevailing national, religious, and social values are reflected in them.

Ideologies embedded in the textbooks play a significant role in constructing the mindset of the students. Students are expected to obtain skills and knowledge that enable them to take part in the development and prosperity of the state. In addition, the ideologies embedded in the textbooks encourage the students to be good human beings (Ali et al., 2019). The ideologies embedded in the textbooks is seen as the hidden part of the education system, which also has a side effect that shapes beliefs and values under the umbrella of the content. Chappelle (2009) has found important things about the hidden modules taught at a university, as outlined in the French program area.

Many studies have examined the nexus between ideology and textbooks (Muzaffar, et. al., 2018; Abdollahzadeh & Baniasad, 2010; Afzal et al., 2021; Ali et al., 2019; Dar & Masroor, 2019). These studies recognize the role of dominant ideologies supported by government sponsorship that have been insincerely inserted into national curriculum frameworks that then influenced the textbooks (Ali et al., 2019). Asma et al, (2014) conducted a critical, multi-dimensional exploration of English textbooks. Input from distributors, teachers, students, and education authorities revealed study's critique of shortcomings in present textbook policy and curriculum development.

Previous research shows that textbook material clearly at times men and women while being entirely gender biased against women in Pakistani patriarchal society. As Ali et al. (2019) note, often these materials propagate the stereotypes through selective language and depicted attitudes that reflect bias toward the feminine gender. "Women," "rights," "honor," and "security" are words typically packaged in constrictive and conventional contexts. There is no doubt, however, that textbooks can also facilitate changing society's views on any issue. Designed to fulfill this purpose, they can contribute hugely toward ideals like social justice, peace, and patriotism (Ali et al., 2019).

Likewise, Elaheh et al. (2020) probed the cultural preferentiality of Iranian locally produced textbooks. The cultural linguistics-oriented study revealed that the students were generally discouraged from critically interacting with the textual items and visual materials. Instead, the focus still seems to be on the language skills. However, embedding culture into language teaching seems to be an area of paramount importance. The researchers found that, though often excluded from the textbook writing process, teachers in Iran had to adhere to the curriculum. Such a top-down strategy has further undermined the effectiveness of English Language Teaching (ELT) programs across the country, creating a wedge between curriculum design and what actually transpires in the classroom.

In the discipline, there are still many areas that need to be addressed by next studies. No definite conclusions have been made in this area as of yet (Elaheh et al., 2020), largely owing to the paucity of thorough resources examining social attitudes in English as a Foreign Language (EFL) instruction. Consequently, it is absolutely necessary to rethink the cultural components included into English language instruction, especially in textbooks.

Critical examination of the content is necessary to see if it upholds community values and promotes public engagement. Because language plays a major role in identity development, EFL materials need to be carefully infused with cultural perspectives and moral principles. Learners in public and private schools often share similar views about the material being taught, according to Afzal et al. (2021).

In addition, Malik et al, (2024) compared English and Urdu textbooks from Oxford University Press (OUP) and noted the variety of representations of Pakistani society, especially about gender. This study stated that the newly developed texts based on the Single National Curriculum (SNC) had numerous enhancements that promoted gender equity- a basic human right and a necessary aspect of a tranquil, inclusive society. The visuals used in the new textbooks also reflected an attempt to fairly represent gender. For example, on the cover of the OUP Urdu textbook, equitable representation was demonstrated by two male and two female students working together on academic tasks. Furthermore supporting gender parity (Malik et al., 2024), the cover of the English textbook features two girls.

In March 2021, Pakistan debut an improved English syllabus for 5th grade that corresponded with the SNC guidelines. Among the better components in this version are fresh topics, poetic genres, poetry choices, expanded vocabulary lists, glossaries, and graphical narrative. The OUP curriculum was modified accordingly to ensure adherence with SNC ideas. The updated curriculum seeks to provide every student with a top-notch and just education. Highlighting the need of coherence in textbook content, it aims to foster interprovincial uniformity in learning and results. Along with considering present global trends, the SNC 2020 framework gives great importance to students' physical, mental, social, and spiritual development as well as their capacity to think creatively, analytically, and critically. It also stresses how crucial it is to include religious, national, and cultural information.

Although several researches in Pakistan have examined the ideological elements of books, there remains a significant knowledge gap between the older and revised Oxford University Press (OUP) English books under the Single National Curriculum (SNC). Although past research has investigated issues including as nationalism, gender roles, and religious beliefs inside textbooks, almost no attention has been paid to how the introduction of the SNC in 2021 has changed these ideas. Because its objectives are to foster inclusive ideas and establish uniformity across the educational system, it is crucial to assess the actual impact of the changed curriculum on textbook material. Another way of putting it is that though the general connection between ideology and textbook content has been researched, there is a clear study gap about how the subject has developed both before and after the Single National Curriculum (SNC) was implemented. This is important since the SNC was created to ensure that every student in Pakistan gets the same standard and kind of education regardless of place or school type. The chief objective of this study is to analyze and compare the ideological elements seen in the OUP English textbooks' old and recent editions in order to spot any significant differences or similarities.

Material and Methods

Using a descriptive-qualitative approach, data gathered from OUP's English textbooks is qualitatively examined. A qualitative approach is better suited for gathering data when ingrained ideologies and their effects on students' mental development are thoroughly researched and investigated. The primary level (V class) English textbooks from both the old and current OUP curricula in Pakistan are the source of the data. The old English textbook (third edition) has been published in 2018 and the new English textbook

(first edition of SNC) has been published in 2021. There are fourteen chapters and multiple poems in both textbooks. The narratives, autobiographies, essays, letters, paragraphs, and posters are further subdivided into these chapters. These chapters cover topics such as farming, pollution, moral tales, religion, and the environment. Religious, cultural, and national ideologies are all included under the general word "ideology." For text analysis, the Fairclough 3-D analytical framework is used. Fairclough asserts that language is a social process and that there is an intrinsic connection between society and language. It is proposed by Fairclough that a language is "*a socially conditioned process*," in which the term "*process*" refers to the analysis and interpretation of the text (Figure 1.). Fairclough's CDA model includes the following three stages:

Description: This is about examining the text linguistically; this stage places a primary focus on the specific linguistic properties of the text itself. This is a close examination of grammar, language used, sentence structure, vocabulary, and overall organization.

Interpretation: This stage focuses on discourse practice, or how the text is produced and interpreted. This entails looking at the author or producer of the text, the intentions they have the context in which it is situated and how various listeners or readers may interpret and attach meaning to the text. This stage relates the interaction, the text and the surrounding discursive practice.

Explanation: This is about the relationship between the production and interpretation of the text to socio-culturally specific practices. Furthermore, here the emphasis is on the social context in which the text is produced, as this contextualizes how meaning arises in the text and how the text is realized by larger social, cultural or ideological forces. The aim of this stage is to elucidate the ways in which the discourse is shaped by the particular institutions and powers, societal conventions, and historical contexts, in addition to how the text may support or undermine such systems.

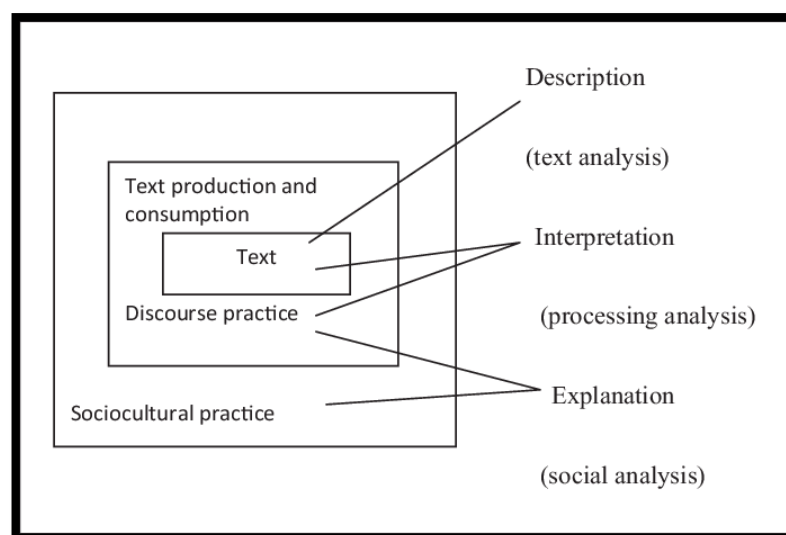


Figure 1. 3-D Analytical Framework of Fairclough for Text Analysis

Results and Discussion

The topic of this research entails the primary school level in Pakistan and it explores and analyzes the possible ideological beliefs that exist in the old and new English textbooks published by Oxford University Press (OUP). The study examines each chapter and poem

in the textbooks in order to identify and analyze the ideological beliefs instantiated through language, themes, and representations in each text. A comparison was carried out to identify in the old and new editions of textbooks some of the different ways that it encoded or instantiated ideologies in the representations. This in turn identifies how ideological views change over time as a direct response to changes in society, to educational policy changes or changes in representations of culture. For simplicity and focus, the analysis in this chapter is organized into four main sections addressing each of the particular aspects of review of ideology in the textbooks. These classifications aid in the organization of the results and offer a thorough comprehension of the underlying ideas that the texts are trying to convey. Following is the detailed analysis of the data:

Organization of Lessons: While exploring the organization of the lessons, it is realized that all the chapters of both textbooks contain certain instances of religious ideology. The old curriculum of the English textbook begins with an autobiography of a young boy who was an avid collector of animals, like scorpions. Whereas, in the new curriculum of the English textbook, the title of the first lesson, *"The Message of Forgiveness,"* indicates that the learners will go through the important religious traits and the merciful nature of Hazrat Muhammad (P.B.U.H.), and also certain religious rules regarding how to behave with others. And that is considered a good initiative. In this lesson, there are many instances that assist learners in learning good deeds and adopting a sympathetic nature. For instance, it is mentioned in the text that *"when he (P.B.U.H.) went to the city of Taif to preach Islam, the residents made fun of him. They threw stones at him till his feet bled. He was upset about the incident. When an angel was sent by Allah to punish the people of Taif for their cruelty, Hazrat Muhammad (P.B.U.H.) told the angel that he had forgiven those people and also blessed them. We can learn this lesson from him: to be kind to the people around us. We should talk to others politely and help them when they are in need."* Three chapters, *"The Black Spot," "My Side of the Mountain,"* and *"The King Keeps His Appointment,"* were included in the old curriculum of the English textbook, which focused on treason, deceit, fortune, and greed. However, in the new curriculum of the English textbook, these lessons are not included, but apart from these, another three lessons are included, i.e., *"The Message of Forgiveness," "Farming in Pakistan,"* and *"The Problem with Plastic,"* which focus on moral deeds, patriotism, and nature.

Representation of Gender: Examining how gender is portrayed in the chosen textbooks reveals that they portray a patriarchal society in which men are continuously in positions of control and power. On the other hand, because of the expectations placed on them by society, women are usually depicted in traditional roles like housewives, caregivers, or passive supporters. Besides, it is considered that women are restricted in their ability to choose jobs as teachers or nurses in patriarchal societies (Malik, 2024). These textbooks frequently perpetuate traditional gender norms by portraying males as decision-makers and leaders and women as followers or restricted to the home. In addition to reflecting dominant cultural standards, this image may have an impact on young learners' conceptions of gender roles and what men and women can or should do. Moreover, these depictions draw attention to the need for more inclusive and balanced information that dispels preconceptions and inspires kids to imagine that both genders should have equal opportunity in all areas of life. In both textbooks, the representation of women represents the patriarchal society. The titles of the lesson in English textbooks represents male gender i.e. *"Does He Remember", Robinson Crusoe", "Bahlol", "Uncle Shams",* and *"The King keeps His Appointment"* (this lesson is not included in the new curriculum) . While, women are depicted as "women" or "housewife" who want their children to be noble being. For instance, in the lesson *"The World in a War"*, it is noted that the mother angrily told the writer that *"you are running wild again. It is high time you received a little more education"*. It is also observed that women are

represented with refer to their male person. For instance, in the lesson "Uncle Shams", male character is represented with his name i.e. Mr. Malik and Uncle Shams, whereas, female character is represented with her husband's reference i.e. Mrs Malik. In the new curriculum of English textbook, the lesson "*The Problem with Plastic*" ascribes female gender as an active being and she has an audacity to do something great. For instance, it is mentioned in the text that "*she wanted to help solve the problem of plastic pollution. When she grew up, Zara hoped to be an engineer, like her older cousin. Engineers found solutions to problems. She would keep working hard at school and become an engineer*".

Presupposition: A presupposition is a background assumption that is not explicitly articulated in communication but is assumed or accepted implicitly. Presupposition is crucial in determining how a reader or listener understands a text whether it comes to reading or discourse analysis. When learners encounter a text's title, they instinctively assume that it will contain certain information. Their expectations, cultural awareness, and past knowledge serve as presuppositions that inform these assumptions. Understanding presupposition is crucial in educational settings because it influences how students interact with texts, what they anticipate learning, and how they grasp meaning. Premises can also be purposefully used by writers and educators to set readers' expectations or to subtly convey ideas and messages. Presupposition is observed in four lessons, i.e., "*The Message of Forgiveness*," "*Farming in Pakistan*," "*The Olympic Games*," and "*Shabbir Sharif and the Nishan-e-Haider*." It is also observed in one poem, i.e., "*A Misspelled Tale*." From the lesson's title, "*The Message of Forgiveness*," the student can assume that this lesson is religious and will contain various instances from the life of Hazrat Muhammad (P.B.U.H.). However, an in-depth study of the lesson depicts that this lesson is about the merciful nature of Hazrat Muhammad (P.B.U.H.) and how he behaves with his family, relatives, children, and enemies. Similarly, from the title of the lesson "*Shabbir Sharif and the Nishan-e-Haider*," the students can assume that this lesson will be about Major Muhammad Shabbir Sharif, and when an in-depth study is done, it is clear that this lesson is about Shabbir Sharif, the Nishan-e-Haider, and the Sitara-e-Jurat, and also, it highlights the facts about the armed forces of Pakistan. The titles of the lessons "*Farming in Pakistan*" and "*The Olympic Games*" are explicit and clear; the readers can assume that these lessons are related to farming and the Olympic Games, respectively. Beyond their superficial content, a more thorough examination of the textbook lessons reveals deeper thematic intentions. For instance, the lesson on "Farming in Pakistan" focuses on the value of agriculture in the nation and examines the different methods used in both conventional and modern agricultural methods. It provides students with information about the agriculture landscape of Pakistan, and outlines farming as the pillar of the national economics as a whole. In a similar fashion, the lesson "The Olympic Games" provides context to the history and international importance of the games and presents it as a metaphor for equity, solidarity and global cooperation, rather than an event in the sporting world. Promoting gender equity is a consistent theme in the lesson. This is because the Olympic Games strive to provide male and female competitors with equal opportunities which further exemplifies equality and inclusiveness. The poetry in "*A Misspelled Tale*," however, successfully plays with language. From the title alone, the reader first assumes it will be a cheerful or humorous story and contain some spelling inaccuracies.

"A little buoy said, 'Mother, deer,

May I go out too play?

The son is bright, the heir is clear,

Owe mother, don't say neigh!"

By showing how language choices may create or obfuscate meaning, this technique not only raises students' linguistic awareness but also promotes critical reading and interpretation.

Foregrounding and Backgrounding: A literary technique, foregrounding, is used to highlight key themes, pictures, or ideas inside a work, attracting the reader's attention to what is regarded most relevant. In contrast, backgrounding entails the discreet display or minimizing of other notions that, while present, are less crucial to the text's immediate focus. Poets and writers help readers reach more complex meanings and nuanced interpretations through this interaction. Both foregrounding and backgrounding are used to enhance the poems' thematic layers in a number of poems found in Oxford University Press (OUP) textbooks.

Robert Frost's "*Stopping by Woods on a Snowy Evening*"

A serene, introspective atmosphere is produced in this poem by the foregrounding of the winter landscape and the serene, snow-covered woodlands. But the underlying concept of death is not explicitly mentioned; rather, it is implied. In the last stanza, for instance:

"The woods are lovely, dark and deep.

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep."

While "sleep" alludes to death metaphorically, the repeating of "miles to go until I sleep" represents life's journey, so evoking the concept of mortality beneath the surface of a serene winter setting.

David L. Harrison's "*This Morning is Our History Test*"

Here, the student's attempts to cheat like making secret notes are highlighted, resulting in a scenario that is both humorous and realistic. However, the poem's surprising conclusion quietly conveys the broader message that "cheaters never prosper":

"I left my glasses back at home."

This last sentence subtly emphasizes the poem's lesson by exposing the student's failure in spite of all preparations.

In Robert Frost's "*The Road Not Taken*"

The act of selecting between two roads, a metaphor for life's decisions, is the main focus of this well-known poem. The speaker concentrates on the decision-making moment and its seeming importance. The deeper meaning of decisions' irreversible nature and their influence on a person's life path, however, is subdued and only fully revealed in the final words:

"I took the one less travelled by,

And that has made all the difference."

The decision itself is emphasized, but the emotional toll and long-term effects of that choice are quietly present beneath the surface.

Therefore, Backgrounding encourages deeper contemplation of more general or abstract subjects, foregrounding aids in bringing readers into the present imagery and happenings in each of these poems. This method promotes many levels of interpretation and enriches the reading experience.

Discussion

The comparative analysis of both textbooks from OUP portrays Pakistani society with various ideologies, including religious, national, moral, ethical, and social. The ideological attributes, such as religious values and peace education, are a good initiative in the new curriculum of OUP. However, the new curriculum of the English textbook of OUP provides the learners ample moments to learn about their religion, the merciful nature of Hazrat Muhammad (P.B.U.H.), Pakistani armed forces, patriotism, and nature and environment. However, textbooks reflect the sexist society, but in the new curriculum of English textbooks, it ascribes the female gender as an active being, and she has the audacity to do something great. It is against the rules and regulations of a patriarchal society that women should follow their traditional roles as set by the male-dominated society. Her appearance in the textbook portrays her determination to win and to achieve something great. This example indicates clearly that the textbooks are steeped in social ideologies that shift the perception of the students. The current investigation looks at interrelated ideologies, all indicating the way textbooks act as a site of influence to shape beliefs and identities. The framing of Major Muhammad Shabbir Sharif's promotion demonstrates the connections with nationalistic ideology, while at the same time establishes a kind of notion that serving one's country and expressing loyalty is a kind of moral enterprise; that is, this ideology is rooted in creating citizens who will be loyal to the nation's identity and who will expend themselves in sacrifice for the benefit of the whole. The framing of Arfa as a heroine is similar; it represents a kind of gender ideology that is responsive to women empowerment, but it also calls women to transcend traditional gender roles and perspective in a positive way. This is debatable too, shaped in a gender equality notion that may selectively represent equality, as there is a tendency to focus on exceptional women and neglect less glamorous structural inequalities. The excerpt indicates an educational ideology that presents an ideology around language education and skill-based education.

Furthermore, the ideologies presented in primary level English books produced by Oxford University Press (OUP) in Pakistan, specifically the 2018 edition and its revised 2021 Single National Curriculum (SNC) edition, carry intrinsic and latent socio-political and cultural aims that go beyond language learning and teaching objectives. The 2018 edition textbook was provided through the endorsement of the piloted curriculum; however, it revealed its own liberal-humanist ideology within the work, attempting to equally balance moral/regional educative knowledge and national pride, combined with a sense of knowledge about the world outside of Pakistan. The lessons reflect values such as hard work, honesty, and respect for everyone & traditions, while extending the learners into a broad dimension of the world, represented internationally in the text, placing the learning of English ultimately as a second language as a passage to globality and modernity (and to identify as global citizens). Moreover, the notions of gender representation are asymmetrical throughout the lessons, depicting male characters as active members of society, while female characters generally depict supportive roles of domesticity. The 2021 SNC version, which was released at the behest of state-related pressures to harmonize ideology, represents a clear trajectory toward a religious nationalist discourse. The 2021 SNC Version centers Islam moral values, civic duty, and patriotism as educational

objectives. Texts are infused with moral didacticism, linking citizenship with devotion to religion and the state, while notably minimizing global or multicultural perspectives.

Conclusion

According to the present study's findings, Pakistan's English curriculum has been revised in March 2021 to better reflect a more comprehensive educational perspective. In keeping with an integrated approach to education, the updated curriculum emphasizes fostering students' physical, mental, spiritual, emotional, social, and artistic development. One of the major findings of this research is the far-reaching influence of ideology in terms of educational systems, responsibilities of institutions, students, and educators. Furthermore, textbook ideologies do not just about content but rather they are paradigms that affect students' perspectives and intellectual development. In regard to instruction, textbook ideas could motivate critical thinking and intellectual activity in students when used as a hypothetical, circumstances notwithstanding; alternatively, when misused or thwarted, such ideas can fortify biases or inhibit overall development. Thus, it is ultimately significant and should be considered with care whatever textbook designers and producers of educational content decide to produce.

Recommendations

The present study provides a list of recommendations for, and relevant to, the teaching English as a foreign language (TEFL) curriculum designers, English textbook developers, and officials of the Punjab, Pakistan's Department of Education, to examine the validity of the issues raised in this study and develop a basis for developing a more socially inclusive, ideologically conscious, pedagogically beneficial, culturally appropriate basis for curriculum content. It also suggests a spring board for scholars interested in studying representation of expressions tied to different socio-political ideologies in educational resources. Curriculum developers and content designers are therefore expected to examine these textbooks, additionally supporting the utility of responses in various forms of an 'asset' or, specifically, an alternative to the notion of 'potential perspective'. Therefore, examining this study illustrates the ways in which educational curriculum content can have a positive influence in such emergent pedagogical values.

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