

AN ANALYSIS OF NATIONAL IDEOLOGICAL CONSTRUCTS IN ENGLISH LANGUAGE TEXTBOOKS OF THE SINGLE NATIONAL CURRICULUM IN PAKISTAN

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ABSTRACT

Current study is anticipated at to explore assorted layers of national ideological constructs, by means of Fairclough's three dimensional (3D) model (2001), projected through the contents, thematic patterns and discourse of ELT (English Language Teaching) textbooks which are taught to the students of 9th and 10th grade under Single National Curriculum (SNC 2023). In order to scrutinize the data to accomplish the objectives of the study, a qualitative method of analysis has been utilized by the researcher. Data has been collected from ELT textbooks of 9th and 10th grade (SNC 2023). With the aim to delimit the data for focused analysis, a purposive sampling technique has been made use of to extract "Patriotism" and "Quaid's Vision and Pakistan" as sampled texts. Content and thematic analysis have been kept in view to examine the data and pencil in the findings. The findings of the study designate that ELT textbooks in Pakistan are loaded with national ideological constructs apart from serving academic purposes. Historiographic representation, glorification of wars' heroes, iconic projection of Quaid's speeches and themes of the texts are the outfits which are being exploited to enterprise national ideology in ELT textbooks. Unity, devotion, nationhood, loyalty and to keep the interests, sovereignty and integrity of the nation above all are the conspicuous national ideological constructs proliferated through discourse of the texts. The study is indicative of the fact that ELT textbooks of Pakistan have acted as an influencing agent to persuade the mind of the secondary level young minds by infusing the fortitude of patriotism and Islamic values of Pakistani national ideology.

Keywords: National Ideology, ELT Textbooks, SNC, Textbook Discourse, Fairclough 3D Model, Ideological Constructs

INTRODUCTION

Textbook is the fundamental component of education. It is concerned not because it endows with contents for instruction but also because it is one of the most influencing tools to outline the ideological constructs of the students. The ideologies being transmitted through textbooks are of diverse nature and are frequently embedded deep-rooted in students' mind implicitly. The students are capable to grasp social, cultural and national events through the lens of ideological constructs being transferred to them via textbook (Curdt-Christiansen & Weninger, 2015). The choices of words and sentences are based on purposive configurations that are intended to flaunt specific connotations and ideas which are pertinent to socio cultural patterns of the society. The

discourse of the textbooks is hence meant to exhibit the perception about social, historical and cultural ideologies of the society in which they are being trained to influence the psyche of students and infuse multi layers of ideological constructs (Fromkin et al., 2018).

In Pakistan, textbooks are by and large deemed as a sheer instructional instrument to inculcate contents to the students by enabling them to transmit wisdom and bump up their mental and intellectual upbringing. For academic rationale, students have to be intimately associated with textbooks, especially at school level (Shah & Pathan, 2016). That is why, textbooks are being devoted all over the world and exclusively in Pakistani context to transmit certain

ideological constructs to young minds who are at the age when they are tend to be inclined with what is anticipated in the textbooks. So, textbooks are being operated not only to expand the world-view and perception of the students at school level, but furthermore as denote to transfer and instil ideologies. In this way, textbooks' role is pivot in constructing and transforming society, keeping in view the ideological constructs or basis of the nation. Despite the fact that students are from diverse background, ELT textbooks are designed to transport national and cultural plans through them (Mohammed, 2015).

In Pakistan, bring into play textbook to inspire ideological constructs of the nation is not a novel conception as ideological manifestation was there in the textbooks, especially PTB right from the world go as there was abundance of religious, cultural and national agenda to promulgate. It was exceptional in the sense as to pervade the young mind towards one's own national ideology instead of being predisposed from others' ideology (SDPI, 2002-03). But nowadays textbooks, especially ELT in SNC 2023, are poles apart in the sense that along with national ideological constructs there are erstwhile formations which are supposed to disseminate ideologies such as brotherhood with non-Muslims, reception of people with dissimilar religious, social and cultural identities. The notion of brotherhood and companionship with China has also been celebrated in the textbook, such as the inculcation of a text "*Chinese New Year*" in the ELT textbook of grade 10th in Pakistan. It is designed to construct the ideology of the students to fortify ties with China.

Statement of the Problem

Textbooks discourse is an influential tool to manifest and formulate diverse ideologies as these are implanted with multi-faceted layers of ideologies. These ideologies have a specific intent to broadcast, and the students are more prone to be influenced by those ideological constructs as they have to read it again and again for academic reason. Hence, these ideologies manoeuvre and sway the mind of the young learners towards a desired direction. In this way, an investigation of textbook, chiefly ELT, are indispensable to signify how ideologies are constructed through textbooks and how these manipulate the mind of the students as an influencing agent. Current study is anticipated to unearth diverse layers of national ideology being embedded in ELT

textbooks of SNC 2023, how it is transmitted and what special impacts it has on the students of 9th and 10th grade in Pakistan.

Research Objectives

Present study is expected to attain the subsequent research objectives

- To figure out the prime facets of national ideology inculcated in ELT textbooks of Pakistan.
- To draw attention to the ways and means through which national ideology is incorporated in ELT textbooks.
- To put into picture the impacts of embedding national ideological constructs among English Language Learners (ELLs) in Pakistan.

Research Questions

This study is anticipated at to figure out the answers of consequent research questions

- What are the prime facets of national ideology proliferated through the discourse of ELT textbooks?
- How are fundamentals of national ideology being embedded in ELT textbooks in Pakistan?
- What special impacts constructs of national ideology loaded in ELT textbook do have on ELLs of Pakistan?

Significance of the Study

As the study is intended to explore diverse layers of national ideological constructs to the students of secondary level in Pakistan, hence it is substantial for the students to be conscious of the practicalities of national ideology which will assist them to reflect in line with the centre of national ideology. It will complement them to be a patriotic Pakistani and a true Muslim. In addition, parents, teachers and other community will demonstrate their assurance towards the contents of the ELT textbooks as content books rather than the transmission of foreign culture and dogma. Even young mind will be ensured to expand their world-view in accordance with national ideological constructs. The study will further exemplify how national ideology is being taken into top priority in ELT textbooks. In this way, this study contains theoretical, empirical and pedagogical significance.

Delimitations of the Study

The study is delimited to only secondary level ELT textbooks. It is further delimited to two units derived from 9th grade ELT textbook.

REVIEW OF THE LITERATURE

The concept of ideology is deeply implanted in the discourse of the textbooks, as the connection of language and ideology is interconnected. Language, principally of textbooks, is the prime spring of projecting assorted structures of ideologies i.e. religious, national, cultural, historical, social and even political. In addition, the exploitation of the term ideology is very recurrent in diverse academic disciplines, sometimes devours implicitly and other times explicitly (Wang, 2016). The conception of ideology is inseparable from the study termed as Critical Discourse Analysis (CDA). Ideology is an organism of ideas, ideals and all the political, economic and even academic policies are constructed on the system of belief called ideology (Simpson, 2009). In broader sense ideology is associated with diverse layers i.e. political, national, religious and societal set up but in this study exclusively it is associated with the ideological constructs of English Language Textbooks where language, thematic progression and contents are inspired to demonstrate national ideology among ELLs.

National Ideology and Textbook

The ideological manifestation of the nation is reflected through the discourse of textbooks, and the prime intent of this study is to explore the various ideological constructs being entrenched in the ELT textbooks to infuse and reform the mind of young students of 9th and 10th grade. Textbooks discourse has been exploited as an instrument to persuade the world-view of the students in the desired direction to instil diverse layers of ideology, especially national ideology (Hamidah, 2017).

Function of Textbook

Textbooks are premeditated to dish up a dual function. At one hand, these are consumed to broaden the students view about societal, cultural, political and other spheres of human activity and on the other hand these are being manoeuvred to impart the desired ideological constructs of the people who are in power. Textbook discourse has been

publicized to manipulate the public view about certain issues and also to infuse a projected world-view to the young mind of the students (Sajid, 2015).

Textbooks in Pakistan

The national curriculum of Pakistan with regard to all subjects not only ELT is always under criticism as it is squabbled to be the one-sided narration of the events specially historical records accessible in the textbooks of Pakistan Studies. It is measured to be based on the theory positive projection of self and negative outcrop of others. In addition, it is accomplished not devoid of rationale and the intent in the wake of this is to construct desired ideological manifestation and inculcate it into the mind of the students (Afzal, 2015). Adding up, the exploitation of fastidious language such as terminology, structure, imagery, themes and illustration in ELT textbooks are designed to enterprise the explicit male dominance and their supremacy over female. This particular management has influential impact on the mind of the learners which eventually be converted into the societal norms and tendency in Pakistani culture and society as a mental sketch (Rasool, Asif & Anwar, 2019). So, the persona of ELT textbooks in Pakistan is profoundly encumbered with assorted layers of ideological constructs.

Correlation between Textbook and Ideology

It is established in the course of above stated review of the literature that textbooks discourse and ideological constructs go hand in hand in all over the world and chiefly in Pakistan. Consequently, a distinguished amount of work has been done to investigate the ideological constructs in ELT textbooks in Pakistan. Yaqoob and Zubair (2012) carried out a study to explore the facade of power, culture and class in ELT textbooks to construct desired ideology in Punjab Text Book Board (PTB) and Oxford University Press, Mahmood et al. (2012) recommended that ESL textbooks should promote inter-cultural harmony, Shah et al. (2013) figured out the essentials of sturdy state fundamentals of democratic vigour accessible in ELT books of PTB, Mohammed (2015) unearthed diverse ideological and cultural campaigns of designers of ELT textbooks, Sajid (2015) brought to light the social, cultural and economic ideological pursuits of ELT textbooks, Zafar and Mahmood (2016) scrutinized the impacts of foreign culture in ELT textbooks at intermediate level in Punjab province, Ali et al.

(2019) glimpsed sight the national and religious arrangement of ideology in textbooks and Afzaal (2020) inspected the religious, racial and cultural ideologies in ELT textbooks.

After the reconsider of literature from both national and international researches conducted formerly it transpires apparent that those studies were supposed to draw attention to or unearthed assorted layers of ideological constructs in ELT textbooks such as religious, political, economic social and above all cultural ideological perspectives. It is also brought into being that primary, elementary, secondary and intermediate level ELT texts were taken into consideration by preceding studies and researchers. The review of literature underlines the scarcity of exploration of national ideological constructs in ELT textbooks, especially with regard to ELT textbooks under SNC 2023, so the researcher in this study has ventured to pack that gap by unearthing the national ideological constructs and its impacts on the ELLs of 9th and 10th grade in Pakistan by employing Fairclough 3D theoretical framework for analysis.

THEORETICAL FRAMEWORK

For theoretical framework, this study relies on Critical Discourse Analysis (CDA) as a broader framework for analysis. So as to specify theoretical underpinning, Fairclough 3D model has been kept in view by the researcher because it is more pertinent for the intents to materialise. In Fairclough (2001) vision, CDA implies that fabrication of discourse is reliant on language, either written or verbal and its comprehension is a substance of social practice. To him, the exploitation of language is a social exercise in a particular context. It is the society that outlines and profiles language, and then it is the language which is inspired to demonstrate a world-view concerning the matter fashioned in the discourse. Keeping in view this notion, Fairclough (2001) sketched out three steps of 3D model. First of these is *description* that is correlated with textual analysis of discourse by means of lexis, vocabulary, grammar and words choices in a discourse.

Second is *interpretation* which is pertinent to the production, utilization and propagation of discourse being fashioned in a particular perspective. It is realized through inter-textuality, i.e. explicit inter-textuality where discourse is reliant on quotation marks and constitutive inter-textuality in which text is incorporated out of discourse order. Three, *explanation* that is relevant to socio cultural dynamic

that is essential for elucidation such as cultural, social and political. To Fairclough (2001) it is not bounded to exemplify discourse at all the three layers. It can be illustrated at one or two levels, bearing in view the target issue being premeditated (Sheyholislami, 2001). Therefore, the researcher in this study has taken into contemplation academic discourse to expound the national ideological constructs being embedded in the ELT textbooks.

METHODOLOGY

The researcher has consumed qualitative method to evaluate the extracted data. The data has been extorted from ELT textbooks of grade 9th and 10th materialised in Pakistan under Single National Curriculum (SNC) 2023. The ELLs at this level are more or less the age of 13 to 15 years. A sample of two units has been selected to examine the data by means of a purposive sampling technique from grade 9th ELT textbook, bearing in mind the objectives of the study. In order to delimit the data for focused analysis, a purposive sampling technique has been made use of to extract “*Patriotism*” and “*Quaid’s Vision and Pakistan*” as sampled texts. Critical Discourse Analysis and Fairclough’s 3D Model has been exploited as a theoretical framework for analysis. Content analysis and thematic evaluation have been kept in view as analysis techniques to examine the data and sketch the findings.

FINDINGS AND DISCUSSION

National Ideological Constructs in *Patriotism*

Textbook discourse is a prime foundation that has the capacity to profile the ideological manifestation of the students’ mind-set. It has even more deep rooted when it approaches to the teenage age, when it is a fertile period to construct multifaceted ideology. ELT textbooks are also operated in order to manoeuvre the ideological upbringing of the young mind, especially the national ideological constructs like unity, loyalty towards the motherland, sense of fondness, duty and sacrifice and the theory of nationhood. It is devised through the unit “*patriotism*” in 9th grade textbook. Patriotism has been accessible as a driving vigour and as an idealized agent to endorse national unity and concept of nationalism. These national ideological constructs can only be evoked among students if they are embedded with the sense of patriotic feelings through the idealized notion of patriotism as “love for

the motherland or devotion to one's country" (TB, p. 13).

Through patriotism, it has been projected that all the citizens including the students must uphold the national interests and esteem towards one's country i.e. Pakistan above one's own, regional or group interests. Sense of sacrifice is also a momentous ideological construct that has been sponsored through the same unit. Sacrifice is not only mandatory to safeguard the geographical boundaries of the country but also required to uphold the sovereignty, honour and integrity of the nation even at the cost of sacrificing one's own interests. It is also accurately anticipated that sense of patriotism leads towards the ideological construct of manufacturing the nation sturdy and united. It is supplemented through Quaid-e-Azam's proclamation, "We must develop a sense of patriotism which galvanizes us all into one united and strong nation" (TB, p.13).

The unit *Patriotism* also instigates the students to expand a sense of duty, devotion and sacrifice for the country. Not only it demands sincerity and faithfulness towards one's nation, but also to safeguard and shield the nation in case of foreign invasion. It is the sense of patriotism which galvanizes the nation to be strong and united at the time of war. This ideological construct has been convincingly embedded through the instances of valiant Pakistani soldiers who laid their life for the solemnity and integrity of the geographical as well as ideological manifestation of the country. It is projected that those who laid their lives are the true heroes and proud of nation. They have been awarded the premier and highest military award of Pakistan i.e. Nishan-e-Haider. So, through glorification of the national heroes, ELLs are stimulated towards the sense of loyalty and sacrifice for national ideological constructs.

Through historiographic events of 1965 and 1971 war, glorification of national heroes i.e. Nishan-e-Haider holders and through citing founder of the nation Quaid-e-Azam's excerpts it is made crystal clear to the young students of secondary level that it is our principal duty to put our national interests over our private and regional interests. It is broadcasted through the discourse of the text that our personal, regional, local, lingual or other interests are only imperative if we have the sovereignty and integrity of the nation, Pakistan. If it is compromised then we are devoid of our territory, dwelling and reverence. This inspirational national ideological construct is

fortified even to an elevated degree through the assertion of S.W. Scott, being a neutral historian as "Breathes there the man with soul so dead, who never to himself hath said, this is my own, my native land" (TB, p.14).

National Ideological Constructs in "Quaid's Vision and Pakistan"

"*Quaid's Vision and Pakistan*", is an additional unit that is encumbered with national ideological manifestation through the depiction of idealized figure of the founder of the nation and his visualization towards national ideology. The first ideological construct in the unit is the ideology of Two Nation Theory, which was a dominant foundation on which the demand of a separate state for the Muslims emerged in the subcontinent. According to this theory, Hindus and Muslims are distinctive in terms of their religious, cultural and social norms. This was afterwards espoused as Ideology of Pakistan. In the vision of Quaid it is indispensable to safeguard the culture, language, literature, social values, moral codes and traditions of Muslims of the subcontinent, and it is simply possible if a separate state for the Muslims is encompassed. Quaid-e-Azam sketched it obvious that it is inevitable for the protection of Muslims' national, social, religious and national ideology.

It is further projected through the insides of the unit that Pakistan is inspired on the ideology that is termed as Islamic ideology, which has a pertinent persona in every feature of life. For the demand of a separate state, it was projected accordingly that Muslims can only execute their religious rituals without restraint if they are liberated from the clutches of Hindus. So, the discourse of the text tips-off that Islamic doctrines are the superlative values in every aspect of Muslims' life. National identity and harmony is also emphasised in the discourse of text for national enlargement. It is exemplified through the inspiration that Quaid-e-Azam instigated towards the people of Pakistan when there were heaps of inconveniences. National, Islamic and motivational ethics have been affirmed through the quote of Quaid-e-Azam as "You are made of sterling material and second to none. Keep up your morals... We should face it bravely to save the honour of Islam and Pakistan. Do your duty and have faith in Pakistan" (TB, p. 63).

The persona of Quaid-e-Azam is portrayed as idealized and historiographic stature through the

discourse of the text, which has a deep influence on the mind of grade 9th ELLs. As a founder and guiding star of the nation, Quaid-e-Azam laid down the foundations of state on the doctrines which are derived from Islamic ideology. When it looms from a personality of the magnitude of a founder, there is no denying the actuality that all facets of life will be steered keeping in view the Islamic ideology, which in turn has also attained an indispensable part of national ideology of Pakistan. This facade of national ideology is culminated through the subsequent saying of Quaid-e-Azam “Islam is a complete code regulating the whole Muslims society, every department of life collectively and individually” (TB, p. 64). “Faith, Unity and Discipline” (TB, p. 64) also steered the nation towards the overall national ideological construct in all aspects of social bustle. The discourse of the text has also underlined the supplementary national ideological manifestation i.e. democracy, brotherhood and social justice and righteousness in the society. Quaid-e-Azam being the founder of the nation laid the practicalities that Pakistan will be an Islamic welfare state footed on the premise of democracy and social justice for all people irrespective of colour, caste and creed. Pakistan is the solitary state which is fashioned on ideological mechanism on purely democratic footing. Quaid-e-Azam’s vision was also to situate democracy in the country where social justice for all people will be the leading nucleus or doctrine. The commencement of brotherhood, unity and hard exertion has also been propagated in the discourse of the text as a denote to advancement and betterment, and it is implanted in text on the advice of Quaid as “It is now up to you to work, work and work, and we are bound to succeed” (TB, p. 64).

Strategies of Embedding National Ideological Constructs

Through analysis of the data, it is ascertained that ELT textbook of 9th grade is encumbered with the discourse as well as contents that are designed to endorse the ideological constructs of the nation, Pakistan. Thematic patterns and stratagems embedded in the contents of the textbooks’ discourse are exploited effectively to construct national ideology. Textbook’s discourse has been efficiently energized to extend the ideological footing of the ELLs. Through unit *Patriotism*, love, devotion, duty and sacrifice for the country has been promulgated. The citations of founder and nation draughtsman

Quaid-e-Azam have also supplied as a slant to endorse national ideological constructs through patriotic feelings of nationhood, unity and strength. Thematic analysis asserts the fact that national integrity, sovereignty and interests are the superlative values that must be upheld even at the cost of personal and regional pursuits.

The special impacts of ideological constructs have been further illustrated through exemplification of valiant soldiers. It has an influencing upshot on the ELLs as these gallant soldiers are reckoned heroes and saviours of national geographical boundaries. Nishan-e-Haider has been utilized as an emblem of national pride being the highest military award for the glorification and to homage the heroes which is a versatile tool to stimulate the young students towards patriotic feelings. This dynamic of national ideology is further illustrated through the exploitation of historiographical demonstration of events such as the wars of 1965 and 1971. Textbook discourse has been consumed through a neutral historian S.W. Scott, to consign prominence on patriotism and sense of nationhood, which is a principal persona to construct and instil national ideology to young students of 9th grade.

The analysis of “*Quaid’s Vision and Pakistan*” has also brought to light multi-faceted layers of national ideology that is formulated through the discourse of text as well as through the themes. The text has amply decorated the essence of national ideology to ELLs of 9th grade by way of diverse thematic patterns and discourse embedded strategies. Distinctively, it is carried out by means of the heroic and iconic portrayal of Quaid-e-Azam as the founder of Pakistan. His guidance and visualization as per motto of unity, discipline, devotion, hard work and commitment to national interests has been portrayed as a considerable tool of construction of national ideology at diverse layers. In the course of Quaid’s Vision, ideology of Pakistan has been disseminated to the students by means of Two Nation Theory, Islamic ideology and social well-being as iconic foundations of nationhood.

Furthermore, Quaid-e-Azam aphorisms and motto have been employed as an attention-grabbing and instigating strategy in the discourse of the text to construct national ideological manifestation such as national unity, social well-being and democratic values. It has been obtainable to ELLs by way of the contents and themes of the text that democracy will be the structure of government in Pakistan. Social

well-being will be the communal configuration of the society of Pakistan. Devotion to state, unity, commitment, disciplines, faith and hard work are the salient national development tools which are propagated through the contents and themes of the discourse embedded in the unit “*Quaid’s Vision and Pakistan.*” It has also been underlined by means of the text of the unit that Quaid-e-Azam operated as a source of underlining the prime persona of national ideological manifestation.

Impacts of National Ideological Constructs on ELLs

The constructs of national ideology embedded in ELT textbooks, especially in the units “*Patriotism*” and “*Quaid’s Vision and Pakistan,*” have profound and multifaceted impacts on ELLs of Pakistan. These ideological constructs have influenced ELL learners’ social, behavioural, emotional, and cognitive domains by shaping their insight, outlook, and conception about national ideology and identity. At the cognitive level, it enhances the comprehension of ELL learners’ sense of pride towards their affluent cultural and national heritage, which has an attention-grabbing impact on the learners. It has moreover urbanized critical thinking among ELLs by making them informed concerning assorted social, political, historical, and national horizons.

At the emotional stratum, the textbook discourse has an internalised sense of self-importance and fostered nous of patriotism among ELLs as a culmination of self-esteem. By way of national ideological constructs, self-esteem, strong emotional connection, social and civic sense of positive contribution towards the motherland is inculcated among ELLs. At the social level, national ideological constructs have enhanced the sense of civic and social engagement of the learners to operate for social renovation as a volunteer. In addition, through patriotic feelings and ethics, such as tolerance, compassion, sincerity, reverence, commitment, and collaboration, have been emphasised, which are idiosyncratic for positive and constructive social conduct and relations of ELLs.

By means of Quaid’s advices, a sense of loyalty, hard work, commitment, and devotion among ELLs have been accentuated, which have embarked ELLs towards social and national responsibilities. It has additionally impacted their language acquisition, cultural knows how’s, historical context, and Islamic values, which have integrated a sense of pride and in-depth connection towards their motherland. Last but

not least, the way national ideological constructs are incorporated in ELT textbooks have brought to light the function of textbooks and pedagogical implications in fostering a national ideological basis among ELLs. ELT textbooks have dished up as a utensil to proliferate and sway the young minds about national ideological constructs.

CONCLUSIONS

Keeping in view the intents of the study, data analysis and findings of the study, it is summed up that ELT textbook has doled out as a tool to transmit national or Pakistani ideology to ELLs of secondary level. Ideological notions are constructed through contents and the themes of nationhood, unity, sacrifice and patriotism. It is elaborated to the students to keep the national interests, sovereignty and integrity above all individual and regional interests. In addition, role of Islam, Two National Theory, democracy and social justice are the prime facets of national ideological constructs that are accessible in the discourse of texts i.e. *Patriotism* and “*Quaid’s Vision and Pakistan.*” These dynamics of national ideology are illustrated through the utilization of historiographic representation of events such as wars of 1965 and 1971, independence movement, Two Nation Theory and by way of vocalizations and dialogues of the founder of the nation. Likewise, speeches and quotes of Quaid-e-Azam and S.W. Scott have been exploited in the discourse of the textbook to forcefully project the diverse layers of national ideological constructs.

Nishan-e-Haider and iconic glorification of martyrdom of brave soldiers are also utilized as a source of inspiration to glorify the heroic deeds of nationhood at one hand and instigate the same patriotic feelings among ELLs of secondary level to serve the nation in identical fashion on the other. Nishan-e-Haider has been publicized as an emblem of national ideological construct, along with the iconic and laudable projection of Quaid-e-Azam as founder of the nation. All these dynamics of national ideology have deep-rooted persuasion on the mind of the ELLs of secondary school who are at the age which can effortlessly be infused with the spirit of nationalism, patriotism and sense of loyalty, devotion and commitment. In addition, Quaid’s motto of unity, discipline, devotion, hard work and commitment to national interests are the most influencing dynamics of national ideological

constructs in the ELT textbook to influence the young students of secondary level in Pakistan.

Implication for Future Aspirants

Present study is advantageous for future aspirants of research as denote to analyse diverse ideological constructs by taking into account different population, sample size and layer of ideology that is embedded in textbooks' discourse in Pakistan. In addition, the persuasion of these ideological constructs on the mind of the students can be the main focus for future researches in this regard. In addition, other discourse analysis dimensions and parameters can also be utilized to conduct studies in future.

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