

Exploring Social Stratification Ideologies In Pakistani Secondary English Textbooks

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Abstract

This research focuses on analyzing secondary English textbooks that are rich in various ideological themes. Extensive research has been conducted on gender biases in textbooks, yet there has been limited attention given to the representation of social stratification in English textbooks. The present study addresses a gap in literature by examining the diverse ideologies portrayed in these books. This study encompasses three categories of private schools in Lahore: lower English medium school (The West bridge School), non-elite English medium school (Syed School System), and elite English medium school (Lahore Grammar School). The textbooks used in these schools are published by different publishers, namely Oxford, Afaq Sun Series, and the National Curriculum of the U.K. and Ireland. For this purpose, qualitative and quantitative data are employed using Van Dijk's (1980) model,¹ specifically at the microstructure and macrostructure levels. It analyzes different ideological themes; from English Textbooks of Grade 6 and Grade 7 according to different school levels. The findings of the research show unequal representation of themes in these three strata of English textbooks. The textbooks of lower middle schools show Pakistani culture while non-elite and elite private schools impart Western culture for liberal worldview, ideology, a society without moral values, religion, and social practices.

Key Terms: Social Stratification; Ideologies; Microstructure; Macrostructure.

1. INTRODUCTION

Education system plays a vital role in the production and representation of social biasness and injustices. Children learn new things and sock up every sort of material and ideas which are presented in the textbooks. It shapes their thoughts and ideas. Students learn their own cultural values unconsciously but for foreign culture, they consciously learn through textbooks. The whole system of education relies on curriculum as it aims to build certain kind of ideologies, values and belief systems within students. Turner-Bowker (1996) observes that the textbooks are tools to teach the learners about certain manners or behaviors. Rehman (2002) describes textbook as an artifact that create an effect on a person's world view.

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Lower-middle schools are the private schools whose standard of education is relatively low as compared to non-elite and elite schools. Such type of schools are: Kaps School, Naya Din School, The Westbridge School, etc. The lessons are written by Pakistan authors who tend to focus mostly on topics like Nationalism, Islam and moral values. In short, these types of schools stick to their values and instill their students with Pakistani culture.

Non-elite schools are the private schools where people who belong to middle class family admit their children. Their fee ranges from 5000-6000 per month. Such schools are The Trust School, The Educators, Allied school, Sir Syed School System etc. The textbooks are written by both foreign as well as Pakistani authors. Therefore, students are exposed to both western and their local ideologies.

Elite schools are the most expensive schools in Pakistan. Their fee ranges from 20000-28000 per month. Such types of schools are: Beaconhouse School System, The International School of Choueifat, Lahore Grammar School, Future World School, City school etc. All their subjects are taught in English language. They are provided with Oxford and Cambridge books which instill western ideologies and beliefs into them.

This study examines the representation of cultural and ideological themes depicted in English Textbooks. The textbooks of Grades 6 and 7 were taken which are used in three standards of private schools of Lahore, Punjab. Different types of English textbooks i.e. published Oxford, Afaq Sun Series and National curriculum of U.K and Ireland were taken to analyze the ideological themes depicted in these books.

2. LITERATURE REVIEW

Teun A. van Dijk's CDA explains two levels of analysis i.e., microstructure and macrostructure which forms a bridge between text and the context. By doing the critical discourse analysis, the formation of power relations and ideology are observed to be embedded within the textbooks discourse.

2.1. An Overview of CDA

Critical Discourse analysis is an emerging approach that explores and studies various discourses. According to Van Dijk, this interdisciplinary approach focuses on how social relations, identity, ideologies and power relations produced written and spoken discourses in societies. This approach was first constructed in the early 1990s, but it became prominent in 1991. There are well known proponents of this approach such as Van Dijk, Norman Fairclough, Kress, Theo van Leeuwen and Wodak who came up with different theories.

The main objective of critical discourse analysis is to unveil the implicit ideological and power relations that are embedded in the text. Text or discourse cannot be seen in isolation but can be observed through social settings in which it is used. From Van Dijk's (1998) perspective, discourse has a common meaning that consists of communicative acts such as conversation, text, any kind of discourse, gestures, a picture and semiotic features of multimedia as well.

CDA approach is used to study discourses and culture because it aims to discover social issues such as discrimination, stratification of social class and inequality (Renkema, 2004). Fairclough & Wodak, (1997) proposes that Critical discourse analysis (CDA) approach can be of assistance in unveiling social discursive patterns which are linked with language and social practices in textbooks. Hence, the significance of CDA is to reveal the hidden meanings in the text which are both explicit as well as implicit.

2.2. Power Relations

The definition of "power" is highly controversial in the studies of social sciences and critical discourse analysis. Many theorists such as Foucault (1972,1976/1978), Giddens (1984), Morris (1987) came up with their own notions about power in well-mannered ways. One of the

significant ideas in the work of discourse is that of power and most importantly the institutions or social groups who are in power. One can define social power on the basis of control. It is easier to said that those social groups have more advantage in controlling the minds of people who are not in power. Fairclough (1992) and van Dijk (1993) see power as a social practice which is linked and shaped by the role of institutions, their socio-economic status, gender, and ethnicity identities.

An individual A possesses power if s/he has the freedom of action to achieve the goals s/he has set her/himself, regardless of whether or not this involves the potential to impose A's will on others to carry out actions that are in A's interests. (1991, p.60)

Wodak (1996) claims that language is a tool that makes a huge contribution in producing and reproducing culture and society which encompasses power relations as well. Therefore, by taking account the viewpoints of Van Dijk (1988) and Fairclough (1992 a) who observed that in order to analyze cultural and discourse practices, one should not isolate the text from the context in which it is used.

The educational system of Pakistan is based upon class stratification i.e. schools are divided on the basis of upper, middle and lower classes. Social class can be defined in a way where people are categorized into groups based on their social-economic status, occupational, and academic statuses.

2.3. Ideology

Another concept which has great importance and contributed to the study of critical social theory is to view language as an ideology. The term 'idéologie' was first formulated by a philosopher, Antoine Destutt de Tracy (1754-1836), written as a consequence of French Revolution. He proposed to form a new branch of study which deals with ideas. Therefore, it is also referred to as "a science of science". McLellan (1986) states an 'ideology' as a science of ideas, which is meant to be the ground of all other sciences. There has been skepticism regarding the definition of ideology (Hawkins, 2001). Critical discourse analysis argues that any text cannot be neutral. They are ideologically driven. The term 'Ideology' can be found from various sources i.e. dictionaries or thesaurus but there is no appropriate definition for it. It is one of the main concepts in CDA. It discloses the dominance and power enacted by discourses. Ideology is mainly the idea created by the ruling class or dominating people living in the society to control the weak and powerless people of the society.

2.4. CDA Framework by Teun A. Van Dijk

Van Dijk is an eminent proponent in the CDA approach whose focus of analysis was on media discourse. The analysis was both textual and structural. It can be said that Van Dijk is a media analyst. He did an analysis of ideologies on three levels i.e., discourse or text, cognition with relation to society. Van Dijk (2001) presented an analysis through cognition which differs his approach from others in CDA. In this approach, socio-cognition acts as a mediator between discourse and society. According to Meyers (2001), Van Dijk defined CDA as a type of discourse that mainly studies how social power relations, discrimination and injustices are constructed and reproduced by text and talk according to socio-political setting in which it occurs. Firstly, he stressed upon the idea that text needs to be understood at semantic, syntactic and rhetorical levels. Secondly, he elaborated that it needs to be understood in terms of the interlocutor's understanding and the way he processes the knowledge. Lastly, he discussed that discourse can be interpreted by tracing the ideologies and beliefs in relation to different views of the world in which they are situated. As cited by Jahedi (2014), Van Dijk's approach of CDA is based on ideological structures and social power, abuse and dominance found in discourse. According to him, social power can be defined in terms of control (Van Dijk, 2003) and regards ideologies as "the basis of the social representations of groups" (Van Dijk,

2006:131). It means that social groups who are in power have more control over the minds of the people.

2.4.1. Micro Vs Macrostructure

Van Dijk attempts to demonstrate that in order to find link between a text and context, there are two levels of analysis i.e., microstructure and macrostructure. According to him, interpretation is constructed through explicit semantics or hearer/reader can assign meaning to a text subjectively. Language is such a means of communication whose goal is to demonstrate the function, outcome and social environment through the perspective of writers and readers in which they exist in a society. (Van Dijk, 1979). Micro-level structure deals with the analysis at immediate lexical, syntactic and rhetorical level embedded within any sort of discourse (van Dijk, 1972:17). It analyzes linguistic elements such as all the content and function words are taken into account. It is used to reveal the hidden ideology of the discourse maker which is constructed by the authors. On the other hand, macrostructure deals with the analysis of topic or theme of the text, i.e., it is concerned with what the overall text says. Hamburger (1981) states that the relation between the macro and micro structures forms the coherence of a text, i.e., the features of micro structure can be filled into the related components of the macro structure of that text. The reader consciously establishes a conceptual representation of a text in his/her memory, so the story can easily be understood. Once a discourse is understood through microstructure, then there is no need to focus on the surface structure of the text. In general, long term memory stores the macrostructure of a story.

2.5. Formation of Ideology in Textbooks discourse

Richards (2001) states that textbooks are the major part in most language learning programs. They assist students in learning the language as well as practicing in the classroom. They not only help students but also teachers in providing them insights of how to form and teach students according to the curriculum that is provided by the institution. English was introduced to institutes when British colonized the sub-continent. Haider (2019) explains that English was considered as a prestigious language even after the independence of the country. The bridge was formed between elite class and lower class where the elite prefers English medium schools and local language for lower class. Elite people were more competent in English which resisted them to speak their local language. Writers impart their viewpoint, beliefs, attitudes (consciously and unconsciously) of themselves and their society into their books (Goldstein, 1997; Alptekin, 1993). Sleeter & Grant (1991) put emphasis on author biases and questioned how the textbooks were predominant with the knowledge of American racial, ethnicity, social class and gender. They further elaborated that educators impart and convey their students with their own sort of reality through textbooks. It depends on students that they may accept or refuse such worldviews presented to them. Unfortunately, the lessons in the textbooks remain there as they enact some sort of control on their minds. The textbooks are such a social artifact that authors and publishers have power to distort ideologies by determining what to select in some knowledge and what to exclude.

3. METHODOLOGY

This study uses Van Dijk's model i.e micro-macrostructure (1980).

3.1. Microstructure level

Microstructure analysis deals with semantic relations between semantics, propositions, syntactic, and other rhetorical features that aim in providing unity in the text. Within microstructures level, all the structures are described and organized at the local level i.e words, phrases, clauses or sentences level and connections between the sentences). According to Van

Dijk (1980), microstructures are the directly ‘communicated or expressed’ structures of the text. Van Dijk divided elements of the discourse into three parts: text, social cognition and social context.

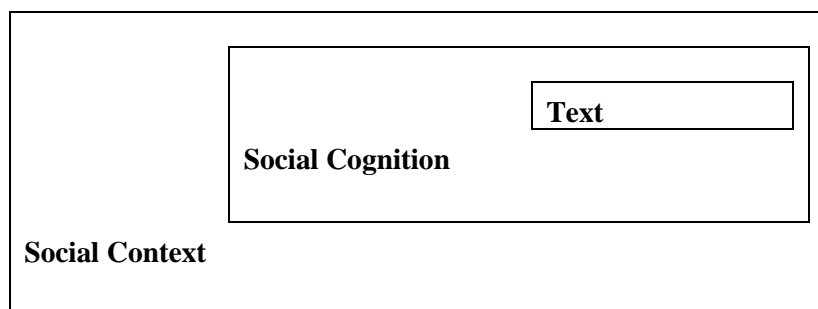


Fig. 1. Van Dijk’s concept of Discourse Analysis

The text is analyzed on the basis of three levels: macro-structures, microstructure, and superstructure. Social cognition builds the bridge between the text and the context. Van Dijk emphasized on the role of cognition that plays as a mediator between discourse structures and social structure. Social cognition refers to the social representations which consist of knowledge, attitudes, ideologies and values which are shared by a group of people. Discourse is incomplete without cognitive interface. This explains how language users construct and comprehend discourse and how their shared beliefs and values influence discourse production and are in turn shaped by discourse. (Van Dijk 2009). Social context can be analyzed through the study of intertextuality. The notion of intertextuality refers to the link between the texts with previous texts and with the later text.

The use of language, discourse, and verbal communication comes under micro-level. Glowalla and Colonius (1982) claims that the microstructure is in relation with the study of sentences alone as well as forms link among words, clauses or sentences. The analysis is not only on sentence-level such as the use of active or passive voice, semantic, syntax, rhetorical means (metaphors, similes, hyperbole, etc.), but on word-level as well i.e. nouns, verb, modal verb choices, choice of words, capitalization, quotation marks and so on. Microstructure approach provides assistance to the readers in understanding text that comprises semantic or syntactic elements. Thus, the metaphor, similes and other devices help the readers to comprehend what the writer means whatever he/she describes in the text.

3.2. Macrostructure level

Van Dijk put forward a framework for examining the structures of news discourse. In his analytical framework, he recognizes the intricacies of textual structures in the news discourse. Therefore, the proposed framework was not only limited to word or sentence level but it is beyond the micro-level. He states that his analysis also deals with macro-phenomena, instead of the micro-level approach of news discourse. Based on such theory, Van Dijk (1988) aims in emphasizing precisely on journalistic material.

Van Dijk also elaborated two terms for macrostructure i.e., semantic macrostructure and pragmatic macrostructure in the same book mentioned above. Semantic macrostructure refers to the global meaning of any topic or theme. While, the pragmatic macrostructure deals with the global function of a theme. Abushihab (2015) mentioned that according to Dijk (1980), pragmatic macrostructures entail semantic macrostructures which means that it is included in

semantic macrostructure. To simply put by Renkema (2004), semantic macrostructure is a macrostructure itself.

According to Esfeni (2013), macrostructure helps the reader in linking different structures and makes the text united into their minds. It aims at assisting readers to understand highly complex information during input and also helps to arrange the information in memory. He further elucidates that macrostructure could be viewed as a plot or summary of a text. Van Dijk (1988) states that for instance, news headlines contain critical information of specific topic which is manifested highest in the macrostructure hierarchy. Macrostructures not only play a vital role to deal complicated information in the construction of discourse but also to grasp and recollect important information. In simple words, the long and short term memory of the reader gives more meaning and understanding towards the text.

3.3. Data sources and data collection procedure

The current research deals with the analysis of English textbooks of Grade 6 and Grade 7 i.e. published in Oxford, Afaq Sun Series and National curriculum of U.K and Ireland. These textbooks were written by different publishers. Oxford books of English are taught in Elite schools i.e. Lahore Grammar Schools. English book of National Curriculum of U.K and Ireland is taught in Syed School System and English textbook of Afaq Sun Series is taught in The West-bridge School. A total number of 39 units are included in English textbook of Afaq Sun Series, 44 units in the National Curriculum of U.K and Ireland and 20 lessons of Oxford books from Grade 6 and 7 are included. Each lesson is divided into poems, biographies and autobiographies, news reports, etc. All these lessons depict different ideological themes. The themes are analyzed by adopting the analytical framework of Van Dijk (1980) model i.e. microstructure and macrostructure. Each textbook is investigated individually from which random sentences were selected and some of the linguistic features were found in order to analyze themes from the content. As plenty of material was available in the form of themes in long passages, therefore, selection of sentences was limited which can easily demonstrate ideologies within the texts.

Lessons from the selected textbooks were taken and obtained data was tabulated as shown above. With the help of this table, content analysis of Grade 6 and 7 has been done which further assist in the analysis of data qualitatively.

4. DATA ANALYSIS

The aim of this present research was to explore how three standards of schools attempt to teach and influence certain ideologies which are embedded in the English textbooks of Grade 6 and 7. The CDA framework envisioned by Van Dijk (1980) has been employed in this research. Microstructure level enhances the understanding of the text by analyzing linguistic features that depict ideologies within the textbooks.

The analysis is conducted by both qualitative and quantitative approach.

The data selection procedure started by selecting reading English textbooks of Grade 6 and 7 from different publishers.

The textbooks were re-read twice and explored relevant themes. The following themes which were found and analyzed are as follows: Moral Values, Patriotism, Love and care, Religion, Famous Personalities, Technology, Geography, and Socialization (Family, Religion, Peers). The major cultural themes are depicting ideologies and as a result they are unconsciously integrated into the mind of learners.

Table 1. Content Analysis of Grade 6 and 7 English Textbooks

Sr No	Themes	Afaq sun series			National Curriculum of UK and Ireland			Oxford		
		Total items	Pakistani culture	Western	Total items	Pakistani Culture	Western	Total items	Pakistani culture	Western
1	Moral Values	5	5	0	0	0	0	0	0	0
2	Patriotism	1	1	0	0	0	0	0	0	0
3	Love and care	2	2	0	1	1	0	0	0	0
4	Religion	2	2	0	0	0	0	3	0	3
5	Famous Personalities	5	4	1	6	0	6	4	2	2
6	Technology	0	0	0	1	0	1	4	1	3
7	Geography	4	2	2	6	0	6	6	2	4
8	Socialization (Family, Religion, Peers)	2	2	0	3	0	3	1	0	1

4.1. Textbooks analysis

4.2.1. Theme of Moral values, love and care

The provided text discusses the presence of moral values and themes of love, care, friendship, and kindness in local Pakistani culture as reflected in textbooks. It highlights the importance of moral values in building strong bonds between people and shaping one's character. The text gives examples from specific textbooks to illustrate these themes, emphasizing how they distinguish themselves from textbooks provided by non-elite and elite schools.

One example is a chapter from the English textbook "Afaq Sun Series" for grade 6, which focuses on the theme of true friendship. It tells the story of four friends who spend time together in a forest, highlighting the values of gathering, sharing, and discussing, which convey love and care for one another. The text emphasizes the moral duty of providing assistance and standing by one another, and it includes the idea of gratitude as an essential virtue in relationships.

Another chapter called "The Day of Conquest" teaches kindness through a story where a boy helps an old man despite being late for an exam. The text uses past tense and strong modal verbs to emphasize the importance of providing assistance and being helpful.

In a chapter titled "The Goodness of Heart," the text focuses on the moral virtue of humbleness and forgiveness through the character of Akbar, who is known for helping others in the village. The text uses the transitive verb "loved" and passive constructions to emphasize the importance of serving mankind.

In the English textbook for grade 7, one chapter explores moral values, love, and care, with characters from Lahore and Islamabad. The story revolves around two cousins who communicate through letters, sharing and discussing everything with each other. The text emphasizes love, care, and helping nature as key values.

The text also mentions a poem called "Where did you come from?" that expresses the theme of love and affection between a mother and her child. The frequent use of first and second person pronouns and rhetorical questions creates a strong and intimate connection between the speaker and the receiver.

In contrast, the text points out that the textbooks of Oxford and the UK and Ireland curriculum lack such thematic content related to moral values, love, and care. The text suggests that these themes are not encouraged in those textbooks due to disassociation from religion and the perceived lack of ethical and moral values in Western culture.

Finally, the text briefly mentions the lack of chapters dedicated to moral values or expressions of love and care in OUP textbooks, while highlighting a role-play activity in a chapter of the UK and Ireland national curriculum textbook that focuses on being a good neighbor. The use of strong modal auxiliary verbs like should, must, and ought emphasizes the speaker's opinion and the moral duty of being polite and considerate as a neighbor.

Overall, the text emphasizes the presence of moral values and themes of love, care, friendship, and kindness in Pakistani textbooks, particularly in comparison to textbooks from other educational systems.

4.2.2. Theme of Patriotism

The text highlights the ideological pride in heritage, culture, history, religion, language, and identity among the people of Pakistan. It mentions that textbooks provided by low-middle schools in Pakistan focus on themes such as religion, patriotism, and gender, while the presence of such ideological messages is lacking in non-elite and elite textbooks.

To promote harmony and patriotism, a chapter in the English textbook of the Afaq Sun series introduces the theme of nationalism. The poem "Our Duty to our Flag" aims to instill patriotism

in students. The poem emphasizes the need for less hate, greed, boasting, and talk of war machines, and more service, love for the flag, faith, self-respect, and less focus on external conflicts. It emphasizes the responsibility of individuals to maintain the honor and integrity of the flag.

The poem uses pronouns, particularly first-person pronouns like "I" and "we," to establish a connection between the speaker and the listener, creating a sense of unity and shared identity. This linguistic choice aims to engage the readers and invite them to be part of a community.

The text also discusses the use of modal auxiliary verbs, such as "must" and "shall," which express duty, obligation, and intention. The poem employs the modal verb "must" to convey the obligation to love and be loyal to one's country. Additionally, the use of "shall" in the poem suggests that the nation will fight to defend the flag from disrespect.

In contrast, the text notes that textbooks from Oxford University Press (OUP) and the national curriculum of the UK and Ireland do not focus on the theme of nationalism. It suggests that textbooks that promote patriotic values and remind students of the sacrifices made by their ancestors are typically provided by lower middle schools in Pakistan.

4.2.3. Theme of Religion

The text discusses the presence of various religions and faiths worldwide, with most people following the religion of their ancestors. In Pakistan, the country was established on the basis of Islam, and while low-middle school textbooks extensively cover Islam, non-elite and elite English textbooks have limited or no content related to Islam due to their inclination towards foreign culture.

The inclusion or exclusion of themes in textbooks reflects ideological values and caters to students from different social backgrounds. The Afaq Sun series textbooks have two lessons focused on Islamic values, specifically regarding Islamic religious personalities. These lessons use adjectives to describe the notable qualities of these personalities, presenting a positive representation and promoting respect for them.

Islamic lexical items, such as prophet, Allah, oneness, Surah-An-Naml, are used in the lessons to draw attention to Islamic beliefs and instill a strong belief in Allah. References from Surah-An-Naml, which narrates the incident of Hazrat Sulayman and Queen Saba, are quoted to emphasize the strong belief of Hazrat Sulayman in the oneness of God.

Similarly, a grade 7 textbook of the Afaq SNN series describes the personality traits and life of Hazrat Umar Farooq. Strong adjectives are used to highlight his leadership qualities, bravery, and justice, presenting him as an excellent administrator and the founder of the political system of Islam.

These lessons aim to reinforce religious values and encourage students to develop a strong belief and love for Islam, aligning them with Islamic principles and customs. However, it should be noted that these textbooks are also read by minorities, creating a notion that only Muslims belong to Pakistan and are in the right direction.

In contrast, Oxford textbooks allocate three lessons related to Christianity, such as "A Christmas Story" and "The Treason and Gunpowder Plot, 1605." These lessons depict Christian events and practices, which may not align with Islamic values and are not practiced by the Muslim society in Pakistan.

The text points out that the textbooks of the National Curriculum of Ireland, UK, and Oxford University Press (OUP) do not allocate any chapters related to Islam. Instead, they promote religions like Buddhism and Christianity, which are not practiced by Muslims.

4.2.4. Theme of Famous Personalities

The text discusses the inclusion of famous personalities and role models in textbooks, which serve as inspiration for students. These personalities are portrayed in a positive light, encouraging students to adopt their traits and make a positive impact on the world. Textbooks

play a significant role in internalizing these traits and shaping students' perception of famous personalities.

In the Afaq SNN textbook, six famous personalities are included, with five of them being role models from the local culture and one from Western culture. The religious personalities presented as role models are Hazrat Umar Farooq and Prophet Sulayman, with strong adjectives used to describe their positive traits and contributions to Islam.

In the chapter "Vision without Sight," an interview with Yousaf Saleem, the first blind jurist of Pakistan, aims to inspire students that nothing is impossible. The use of personal pronouns such as "You," "I," "We," and "Us" creates a sense of collaboration and collective opinion between the interviewer, interviewee, and students.

The chapter "Our Rising Stars" focuses on inspirational figures like Haris, a game developer, and Hamza, a Certified Microsoft Professional, who represent Pakistan despite living in foreign countries. The use of personal pronouns "We" and "Us" indicates the collective belief that these personalities are a source of motivation and inspiration for the people of Pakistan.

In the Afaq SNN Grade 7 textbook, there is a lesson on the biography of William Wordsworth, known as the "poet of nature." The text is written in the past tense and emphasizes his connection to nature and the soul.

The National Curriculum of the UK and Ireland includes six lessons on personality traits of figures from Western culture. The lessons often focus on male figures and highlight traits such as intellect and bravery. For example, the lesson "Baby on Board" discusses Millvina Dean, the youngest passenger on the Titanic, and highlights her father's quick reaction and bravery.

Oxford textbooks contain four lessons, two of which are devoted to famous Pakistani figures like Nazir Sabir and Sarah Francis, who are considered achievers and a source of motivation. The other lessons discuss non-Pakistani figures like Dalai Lama and Amy Johnson, providing information on their biographies.

Overall, textbooks aim to present role models and famous personalities that inspire students to learn from their positive traits and accomplishments. The selection of these personalities varies between textbooks, with some focusing more on local culture and religious figures, while others include figures from Western and international backgrounds.

4.2.5. Theme of Technology

The text highlights the revolution in science and technology, particularly in the West, and how it has influenced Asian countries. Technology is developed based on societal demands and becomes an integral part of people's lives, impacting their culture and lifestyle. When technology from one culture is introduced into another, it brings about changes in lifestyle and outlook.

In the Afaq SNN English textbooks, content related to technological advancement is lacking. However, the National Curriculum of the UK and Ireland includes a lesson on "The Bubble Car," invented by Ernst Heinkel. The text describes the car in the past tense and provides information about its features and speed. The writer's use of modal verbs like "maybe" and "could" indicates uncertainty and the writer's opinion on the car's speed.

The Oxford book for Grade 6 focuses more on technological advancements in foreign countries, with only one lesson dedicated to Pakistan's progress in the lesson "Pakistan's New Moon." The text mentions Pakistani scientists who studied at the University of Surrey in England, emphasizing the influence of foreign education and the need for innovative thinking. The mention of Lahore and Karachi adds a local setting, highlighting the efforts of graduates in building Pakistan's first satellite, named Badr-1.

Overall, the text suggests that English textbooks in Afaq SNN lack emphasis on technological advancement, while the Oxford book highlights advancements made in foreign countries, indicating a perception that Pakistan lags behind in technological innovation compared to other nations.

4.2.6. Theme of Geography

The text discusses the representation of different cultures and areas in textbooks, highlighting the differences between low-middle, non-elite, and elite schools. In Afaq SNN English textbooks, two lessons focus on local areas in Pakistan, while the other two lessons cover foreign areas. The grade 6 textbook includes a chapter on Fairy Meadows, describing its beauty and features in the present tense. The use of strong adjectives and religious references creates a positive image of Pakistan.

Another chapter in grade 7 discusses Gawadar Port, providing details about its location and characteristics. The remaining lessons in Afaq SNN textbooks focus on western culture, describing various countries and structures. The present tense is used to depict these places and create fascination among students.

In contrast, English textbooks of the National Curriculum of the UK and Ireland taught in Syed School System primarily focus on foreign places, with no lessons dedicated to Pakistani places or culture. Oxford books include two lessons on Pakistani areas and four lessons on foreign areas. The portrayal of foreign places in Oxford textbooks emphasizes their cultural interest and may generate curiosity among students to visit these places.

However, a poem titled "Across the Indus" in the Oxford book depicts a negative image of the atmosphere and poverty in a Pakistani city, using negative adjectives to describe the environment. The text suggests that the depiction of local culture in textbooks brings pride and appreciation for one's own country, while the focus on foreign places and negative portrayals of Pakistani culture can lead students to deviate from their own lifestyle and adopt other cultures.

4.2.7. Theme of Socialization (Family, Religion, Peers)

The text discusses the concept of socialization and how it differs between Eastern and Western cultures. It highlights that various agents of socialization, such as family, schooling, and peer groups, shape behavior and transmit norms and values. Eastern societies tend to prioritize collectivism, while Western societies emphasize individualism.

In Afaq SNN textbooks, the focus is on family life as an important agent of socialization. Examples from the textbooks illustrate this, such as conversations between family members and activities centered around family interactions. Eastern cultures, like Pakistan, are depicted as family-oriented, where going to grandparents' houses and caring for older relatives are common practices.

In contrast, textbooks from the National Curriculum of the UK and Ireland and Oxford books have a stronger focus on Western culture and individualistic values. They depict experiences like studying abroad, exploring the world, and living independently. These depictions may create an allure for students to adopt foreign cultures and values, potentially leading to a disconnection from their own culture.

The examples from the textbooks show how Eastern cultures prioritize family and communal values, while Western cultures promote individual exploration and independence. The differences in socialization practices between the two cultures can influence students' perceptions and values, potentially leading them to adopt foreign cultures and view foreign education as superior.

5. DISCUSSION AND CONCLUSION

In this chapter, the results of the current research study with reference to the objectives of the study and research questions has been discussed. Moreover, research limitations were acknowledged, which can become beneficial contributions for further study. Lastly, it reflects the suggestions which were provided for future research.

The purpose of the current research was to explore the major cultural themes and ideologies embedded within the English discourses of Grade 6 and 7 that are being taught in lower middle

English Medium, non-elite English medium schools and elite medium schools in Lahore. The study has used the analytical framework of Van Dijk's (1980) micro-macrostructure by randomly selecting the texts that show beliefs, values, norms, and cultural artefacts of Pakistani and western culture. The aim of Microstructure level was to explore linguistic features in order to understand and reveal the hidden ideologies and cultural themes depicted within the textbooks. Whereas, Macrostructure level aimed at demonstrating global coherence i.e topics or themes of discourse. This approach was used to know whether ideological forces are different in English textbooks taken from three standards of private schools. Through the use of this model, the result shows that English textbook of Afaq sun series depicts themes that is a clear reflection of Pakistani society consisting of morality, patriotism, concept of love and care, religion, famous personalities, advancement in technology, geographical areas, and socialization in relation to local and western culture as compared to National curriculum of UK and Ireland and OUP textbooks. The textbooks show different cultures to a great extent.

As far as the themes are concerned, the contents of moral values are higher in Afaq sun series as compared to other textbooks mentioned earlier. It has focused and imparted important life ethics like kindness, helping, humility, loyalty, care, truthfulness, honesty etc so that students are able to shape their own character. These notions mold them into a person they should be for a society. The choice of verbs such as gather, spend, sharing, discussing are used which demonstrates the theme of love and care. The texts in Afaq sun series uses past tense, modal verbs, personal pronouns and static verbs are used which state an emotion and make strong bonds among people. It is sad to observe that not a single lesson depicted any sort of moral value which can have a deep impact on young learners.

Other than moral values, love and care, the theme of religion is depicted differently in these strata textbooks. It can be observed that Afaq sun series English textbook which is taught in The Westbridge School has more lessons regarding religion- Islam but the English textbooks of non-elite and elite schools have little or not content related to the Islam and portray more about Christianity. The table shows two lessons which are related to Islamic values while OUP textbooks has a total number of three contents which are related to Christmas eve. The greetings such as "Happy Christmas" have been observed in lessons as well as in exercises that show the most important religious event of Christians i.e Christmas. The texts reinforced the practice of Christianity in western society. The textbooks of Afaq sun series contains the description of the distinguished Islamic figures such as Hazrat Sulayman (R.A) and uses strong adjectives such as wise, humble and strong believer to describe him. Another Islamic figure has also been discussed about Hazrat Umar Farooq (R.A). Some of the ideological religious (Islamic) lexical words are used in the text such as: Islam, masjid, caliph, Salah, Kaabah, Makkah, martyrdom, Hazrat Abu Bakr, Hazrat Umar, Hazrat Muhammad (S.A.W), Holy Quran, Quraish tribe, Al-Farooq, Khattab Ibn Nufayl so that students would not forget their Islamic heroes and revive true spirit of Islam.

Further, the theme of patriotism has only been discussed in one lesson of Afaq sun series and not a single lesson has been devoted to patriotism in English textbooks of National curriculum of UK and Ireland and OUP textbooks. The poem "Our Duty to our Flag" gives a strong message of being patriotic. The frequent use of pronouns such as "I", "We", "Our", "Us" creates a link between poet and the readers. Modal auxiliary verb "must" is also used throughout this poem which expresses the duty of an individual to show love and devotion to one's own country.

The theme of famous personalities depicts a total number of six famous personalities in Afaq SNN textbook. Five of them represented known figures from Islamic and as well as local culture while only one includes the personality from western culture. Apart from religious figures discussed earlier, Pakistani figures are also highlighted which has been shown as an embodiment of courage and inspiration for others such as Yousaf Saleem, the first blind jurist of Pakistan. The use of personal pronouns like "You", "I", "We", "Us" shows positive relation

and collective opinion between the interviewee, and interviewer which also engages students as well. The achievements of Haris, a game developer and Hamza, a Certified Microsoft Professional show a positive image of Pakistan and make their country proud. Afaq SNN textbook of Grade 7 contains only one lesson on biography of William Wordsworth. The whole text is in past tense. The English textbook of National curriculum of UK and Ireland contains six lessons of well-known personalities that belong to western culture such as youngest passenger on Titanic, Millvina Dean, biography of William Shakespeare, “Hero on the Hudson” lesson describes about Captain Sully and many others. Surprisingly, OUP English textbook contains an equal number of personalities from local Pakistani. Four lessons have been discussed, out of which two lessons are about famous Pakistani figures, Nazir Sabir: the Pakistani Mountain-conqueror, The Young Philanthropist (Sarah Francis) while the other lessons give information on biography of Dalai lama and Amy Johnson-a solo flyer. Students are exposed to such type of theme so that they would consider them as role models and learn from their lives.

From the theme of technology, the table shows that English textbooks of Afaq SNN ignored the content related to technology while the textbook of National curriculum of UK and Ireland contains one lesson i.e “The Bubble Car”. The whole text is discussed in past tense. There is use of modal auxiliary verbs “maybe” and “could” that depict weaker proposition. These modal verbs show the writer's uncertainty about the facts of the car. Oxford book of Grade 6 greatly focused on technological advancement made by western society. Out of four lessons, three lessons portray new innovations made by western countries. Only one lesson has been devoted to technological advancements made by Pakistan which is mentioned in the lesson “Pakistan’s new moon”. The less exposure to the students on technological innovations makes an image about Pakistan that it is less innovative and falls behind in technological advancement

In the thematic analysis of Geography, there is a difference of representation of geographical areas in the textbooks provided by low-middle, non-elite and elite schools. In Afaq SNN English textbook, out of four lessons, two lessons are allocated to local areas of Pakistan such as “Fairy Meadows” and “Gawadar Port” which uses high number of positive adjectives and present tense to show the current situation of the port. The other two lessons are allocated for foreign areas such as in “Zaid’s Scrapbook” lesson, the facts about different countries are discussed such as Singapore, Malaysia, Indonesia, Morocco, Turkey, Egypt, and Jordan which forms interest about the lifestyle of west among students. Same case has been observed in chapter “The Marvellous Structures” which elaborated famous buildings of the world. In English textbooks of National curriculum of UK and Ireland which is taught in Syed School System, has allocated a total number of six chapters which are related to foreign places and did not focus on Pakistani places.

Out of six lessons, two lessons are assigned to Pakistani local areas while the other four lessons are related to foreign areas in OUP English textbooks.

The notion of Socialization greatly varies in eastern and western society. It is to be noticed that in individualism-collectivism theory, eastern society tends to emphasize collectivism whereas western parents deal with individualism. Afaq SNN textbooks have discussed two lessons related to family-oriented life within the local Pakistani setting. There are higher use linguistic elements such as modal auxiliary verb “will”, “can” to show the speaker's willingness. A total number of three lessons has been based on the social life of western society. Same elements have been observed in the Grade 6 textbook of National curriculum of UK and Ireland that shows how western society is independent and is permitted to explore the world without any restrictions. In the Oxford book of Grade 6, only one lesson i.e a poem on “My House” demonstrates a complete family life. High usage of metaphors are used to form imagery within the reader's mind.

The present research has observed the unequal representation of themes in the English textbooks of Grade 6 and 7. The textbooks of lower-middle school depict Pakistani culture

while non-elite and elite private schools are giving the opportunities to the students to observe and learn western atmosphere consisting of liberal worldview, ideology, society without moral values, religion, and social practices.

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