

## A CORPUS-BASED CRITICAL DISCOURSE ANALYSIS OF RECURRING IDEOLOGICAL THEMES IN PUNJAB CURRICULUM ENGLISH TEXTBOOKS FOR GRADES 1–2

**Allah Dad\***

*PhD Scholar, English Linguistics Department of English Faculty of Humanities and Social Sciences  
University of Sialkot, Punjab, Pakistan.*

**Dr. Ayesha Zafar**

*Associate Professor, Department of English University of Sialkot, Pakistan.*

**\*Corresponding author:** [1230102058@uskt.edu.pk](mailto:1230102058@uskt.edu.pk)

### Article Info



This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license  
<https://creativecommons.org/licenses/by/4.0>

### Abstract

The study uses a quantitative corpus-based Critical Discourse Analysis (CDA) to find out the ideological patterns prevalent in English textbooks Grades 1 and 2 published by the Punjab Curriculum and Textbook Board (PCTB) under the Single National Curriculum (SNC) policy in Pakistan. Based on the three-dimensional model of CDA forwarded by Fairclough, the textual analysis, discursive practice, and social practice, the research takes advantage of corpus linguistic applications, including AntConc, Sketch Engine, and NVivo to identify the ideological presentation and language-based patterns in the texts. The group of four major themes was identified: nationalism, religious beliefs, gender roles, and family constructions. It shows that the same pattern of monolithic Pakistani identity in terms of Islamic religiosity, male-dominated gender roles, and conservative family norms has been replicated with little representation of other pluralistic or progressive variations. With the help of frequency analysis, collocation, keyword extraction and concordance, this paper illustrates how textbook language is an ideological tool of state discourses. The study comes up with empirical findings that outline the necessity of constructive, balanced and intellectually challenging curricular material. It ends with the provision of the policy and pedagogical implications that are relevant to the Vision 2025 of Pakistan and SDG 4, as well as defining the future avenues of the cross-disciplinary research.

### Keywords:

*Corpus Linguistics, Critical Discourse Analysis, Single National Curriculum (SNC), Textbook Ideology, Nationalism and Religion in Education, Gender Representation, Pakistan Curriculum Reform.*

**Chapter 1: Introduction**

- 1.1 Background and Context
- 1.2 Statement of the Problem
- 1.3 Research Objectives
- 1.4 Research Questions
- 1.5 Rationale of the Study
- 1.6 Significance of the Research
- 1.7 Delimitations and Limitations
- 1.8 Structure of the Article

**Chapter 2: Literature Review**

- 2.1 Introduction
- 2.2 Theoretical Underpinnings of Ideological Representation
- 2.3 Textbooks as Sites of Ideological Reproduction in Pakistan
- 2.4 Corpus Linguistics and CDA in Educational Research
- 2.5 Ideological Themes in Curriculum Discourse
- 2.6 Research Gaps
- 2.7 Contribution of the Current Study
- 2.8 Conclusion

**Chapter 3: Methodology**

- 3.1 Research Design
- 3.2 Corpus Compilation
- 3.3 Software Tools Used (AntConc, Sketch Engine, NVivo)
- 3.4 Analytical Framework (Fairclough's CDA Model)
- 3.5 Analytical Procedures:
  - Frequency Analysis
  - Collocation Patterns
  - Concordance Analysis
  - Keyword Extraction
- 3.6 Validity and Reliability Measures
- 3.7 Ethical Considerations

**Chapter 4: Data Analysis and Results**

- 4.1 Overview of Corpus Statistics (e.g., Total Word Count, Tokens per Grade)
- 4.2 Theme 1: Nationalism
  - Frequent Terms: Pakistan, Quaid-e-Azam, Flag, Homeland
  - Patterns: Glorification of national symbols, repeated references to unity
- 4.3 Theme 2: Religion

- Frequent Terms: Allah, Mosque, Eid, Prayer
- Patterns: Predominant Islamic framing, absence of religious plurality 4.4 Theme 3: Gender Roles
- Frequent Terms: Boy, Girl, Father, Mother
- Patterns: Male characters in leadership roles; women as caregivers 4.5 Theme 4: Family Structures
- Frequent Terms: Family, Parents, Home
- Patterns: Traditional nuclear family; absence of alternate family types 4.6 Quantitative Summary Tables and Charts 4.7 Cross-Grade Comparative Trends (Grade 1 to Grade 5)

**Chapter 5: Critical Interpretation and Discussion**

**5.1 Interpreting Nationalist Ideology**

- Discourse of patriotism as moral virtue
- Reinforcement of state-centric identity 5.2 Religious Discourse
- Islam as normative frame for moral behavior
- Other religions invisible or marginalized 5.3 Gender Representations
- Linguistic marginalization of girls in action-oriented verbs
- Boys associated with bravery, leadership 5.4 Family Values and Norms
- Idealization of nuclear, heterosexual family
- Discursive exclusion of diversity (e.g., single-parent households) 5.5 Implications for Critical Literacy
- Early exposure to mono-ideological worldviews
- Need for curriculum democratization

**Chapter 6: Conclusion and Recommendations**

**6.1 Summary of Key Findings**

**6.2 Theoretical and Practical Implications**

**6.3 Recommendations for Policymakers and Curriculum Developers**

**6.4 Suggestions for Future Research**

**Chapter 1: Introduction**

**1.1 Background and Context**

The textbooks set by the state in educational systems such as Pakistan are very vital to the creation of world perceptions of learners. Under the banner of the Single National Curriculum ( SNC ), the Punjab

Curriculum and Textbook Board ( PCTB ) is tasked with four main duties of developing and publishing text books to all state school although, affiliated independent/private schools are also considered. The SNC seeks to harmonize the content that is being taught country-wide so as to have uniformity and harmony of knowledge delivery. This centralized scheme however tends to inculcate ideological values (nationalism, religious orthodoxy and conventional roles) into the curricular contents most specifically the language text books. Considering that English textbooks as a means of systematic education and construction of identities have become a key factor, a corpus-based study of the text is necessary to clarify the distribution of ideological messages expressed quantitatively in English educational texts.1.2

### **Statement of the Problem**

Even though the ideological contents of Pakistani textbooks have been previously critiqued by different authors based on qualitative research, no research has been performed to explain theoretically how ideology is systematically developed by either the lexical or grammatical structures of the corpus. The present study intervenes in the gap by using the corpus-based Critical Discourse Analysis (CDA) to the English 1213 textbooks to find out whether the theme of nationalism, religion, gender, and family are repetitive, prioritized, and collocational.

### **1.3 Research Objectives**

- To develop and examine a representative sample of English textbooks at Grade 1-2 produced under the SNC.
- To objectively determine the apparent ideological themes through the use of corpus linguistic practices.
- To trace the frequency and pre-eminence of keywords, reflecting nationalism, religion, gender, and family.
- To identify the collocations and co-occurrence patterns of words of ideological significance.

### **1.4 Research Questions**

1. Which words most often appear that are ideologically important in PCTB English textbooks Grades 12?
2. In what way do these keywords happen to be spread through grades and themes?
3. How do collocations of keywords associated to nationalism, religion, gender and family look?
4. What are the numbers that confirm the frequent use of certain ideological discourses?

### **1.5 Rationale of the Study**

This research work falls within the boundary between language education, discourse analysis, and educational policy. An examination of ideology patterns in the textbooks by a quantitative method will help in having a more objective picture of the role of ideology in the discourse in curriculum. This method goes beyond anecdotal or interpretive criticism, which is necessary because it bases arguments with quantifiable measurement on what is actually in the textbooks.

## 1.6 The Research Relevance

The research is of importance to curriculum developers, policymakers, educational researchers and linguistic analysts. Using the corpus based CDA, it will bring to the fore:

- Empirical reference on how ideology is constructed in state prescribed text books.
- Understanding on the exposure of early learners on certain socio-political values.
- A quantitative methodological framework to analyse both the textbook material of information.
- A foundation on which one may suggest more coherent and critical curricular contents.

## 1.7 Delimitations and Limitations

The given research will focus on English textbooks published by the PCTB by the SNC framework (Grades 120). It only directs its attention to four ideological themes, including nationalism, religion, gender roles, and family values. Analysis is not inclusive of illustrations, oral activities and any non-verbal resources. Besides, the research fails to cover reception or the effect of these discourses on those who study.

## 1.8 Article Set-up

This paper has six chapters. In chapter 1, the research scope, objectives and problem are introduced. The second chapter is a critical literature review. The following chapter 3 describes the quantitative corpus-based methodology. In chapter 4, the corpus analysis and findings are described. Chapter 5 has quantitative reading of patterns. Chapter 6 provides a discussion of the results and recommends action.

## Chapter 2: Literature Review

### 2.1 Introduction

The literature review focuses on the roots of the mentioned theories and recent empirical research, which applies to the ideological construction within the framework of educational discourse, especially the corpus-based Critical Discourse Analysis (CDA). It presents some of the major views of ideological state apparatus, textbook-based discourse, and correlation of corpus linguistics in educational research, and it highlights large gaps that have been fulfilled by this quantitative research.

### 2.2 Ideology Representation Theoretical Support

Conceptualization of Ideology as integrated in educational systems is based on the idea of Ideological State Apparatuses (ISAs) distinguished by Althusser (1971, p. 127) and consist of how presented in the educational system how schools and textbooks work to naturalize state ideologies. A three-dimensional model of CDA developed by Fairclough (1995, pp. 132 134) which comprises text analysis, discursive practice, and social practice is an effective tool in recognition of power and ideology manifestation in language. According to Van Dijk (1998, p. 45) further points out that discourse is a channel of reproduction of social inequality that is practiced when using various everyday types of language.

### 2.3 Ideologies of Reproduction through Textbooks in Pakistan

The use of textbooks as a means of spreading particular ideologies has been criticized long in terms of Pakistan. Studies conducted by Rahman (2002, pp. 77-80; 2004, pp. 21-23), Hoodbhoy (1998, pp. 143-146) and Nayyar & Salim (2003, pp. 16-19) have resulted in the discovery of an Islam identity over emphasis as well as nationalism and gendered representations. Those works emphasized absence of pluralistic content and discrimination toward minorities. Although there are elements of profound nature in these critiques, they found their root in either qualitative analysis or policy review but not the quantification of language.

### 2.4 Corpus Linguistics and Cda in the Research Related to Education

Corpus linguistics is a technology supporting CDA by helping the researcher identify patterns in data from the large volumes of text. Discourse analysis is given empirical rigor by such techniques as keyword extraction, concordance analysis, collocation mapping and frequency distribution. Some researchers, such as Baker (2006, pp. 2428) and McEnery and Hardie (2012, pp. 4043), believe that the objectivity of using corpus with CDA is achieved by incorporation of corpus techniques.

### 2.5 Ideological Themes in Curriculum Discourse

Some of the ideological patterns which have been found to oftentimes recur in educational texts the world over is nationalism, religious dogmatism, gender norms and family structures (Luke, 1995, pp. 7-9; Pennycook, 1998, p. 112). These themes also take the form of the glorification of historical characters such as Quaid-e-Azam as well as the homogeneity of religion and justification of traditional patriarch role in Pakistani context (Ali & Ullah, 2020, p. 706; Yaqoob, 2021, pp. 120122). Such ideologies have a tendency to become a normal culture through repeated exposure, particularly in elementary texts books.

### 2.6 research gaps

The majority of current research in textbooks in Pakistan have been conducted with the use of a critical or interpretive approach with minimal quantification. A particularly missing element in the large-scale, corpora-based quantitative study of ideological discourse in early-grade English curriculum-supported textbooks exists. Particularly, there is hardly anything done to monitor lexical frequency and keyword clustering as far as grammatical patterns are concerned in each grade level.

### 2.7 Value Addition of the Present Study

**In this research, contributions to existing literature include:**

- Building and processing a special-made corpus of textbooks in English in Grades 122.
- Determining the recurrent tendencies of ideologies with the help of frequency, collocation techniques.
- Measurement of the patterns of ideological discourse using the concept of keywords and concordance.

Providing a repeatable model to textbook scrutiny on the basis of corpus-based CDA.

Applicable research works are the ones that examine textbooks through ideological prism by Nayyar and Salim (2003, pp. 21324) and by Rahman (2004, pp. 3234) who focused on the issue of language and identity in Pakistani educational system respectively. Kinamartey et al. (2022, pp. 7) Perhaps, more recent attempts can be noticed in works such as Imran and Mahmood (2022, pp. 143 147), where the ideological implications of SNC are discussed. In the case of studying texts in primary-level teaching, Yaqoob (2021, pp. 128131) used the CDA approach to explore the national identity.

## **2.9 Final affirmations**

The literature forms the fundament to the present research by defining the extent of ideology in the Pakistani textbooks. It reveals methodological shortcomings of empirical corpus-based CDA studies as well. The current study builds on prior studies because it uses powerful quantitative tools at a cross-book level to identify ideological constructions in early-grade textbooks in English language with statistical-based inferences

## **Chapter 3: Methodology**

### **3.1 Research Design**

This study posts a corpus-based quantitative design framed by the Critical Discourse Analysis (CDA) to report and study any ideological trends in English textbooks of Grade 1 and Grade 2 published by the Punjab Curriculum and Textbook Board (PCTB). It is based on computational methodology to extract and measure the elements of lexical and structural data that represent ideological text, and it uses the frequency, collocation, keyword, and concordance analyses. The quantitative method is selected to guarantee objectivity, replication of the result and empirical generalizability, which have been a weakness of past qualitative research using CDA in Pakistan, many of which had limited the sample size and were deficient in interpretive objectivity. In contrast to approaches of qualitative methods that are rich in interpretation, the corpus-based approach allows detection of patterns across large texts to be detected systematically to enhance transparency and reduce research bias.

### **3.2 Compilation of the corpus**

The research corpus implies the complete texts of English textbooks on Grade 1 and Grade 2 issued by PCTB concerning the Single National Curriculum (SNC). The digital copies of the textbooks were captured and transformed in plain text format, cleaned comprehensively to eliminate metadata information, the headers, and the footers, the page numbers, and lack of non-linguistic materials. In order to maintain similarity in the tokenization process, all words were standardised to lowercase. Also, extraneous punctuations were removed and whitespace uniformized. After the cleaning procedure, the texts were then organized into two sub corpora: according to grade level. The number of words in total amount of compiled corpus is about 25,600 words ( Grade 1: ~12,300 words; Grade 2: ~13,300 words ).



### 3.3 Software Utilised

**The tools mentioned below were used to analyze corpus in order to make the process easier:**

- AntConc (Version 4.1.3): Employed in extracting keywords, generation of concordances, as well as analysis of frequencies. Parameters consisted of a collocation span of -5 words, +5 words and its minimum frequency threshold was set as 5.

Sketch Engine: It is available to use in collocation patterns, statistical dispersion, and word sketch analysis. Statistical filters comprised of log Dice scores were used to generate Word Sketches and keyword-in-context (KWIC) portion of data.

### 3.4 Analytical Framework (Fairclough's CDA Model)

This analysis relies on the three-dimensional model of CDA advanced by Norman Fairclough that takes into consideration:

Textual Analysis: Quantitative elements of language (collocations, the frequency of words, lines of concordance).

- Discursive Practice: The repetition of the ideological meanings through lexical structures and stressing of topics.

Social Practice: Wider sociopolitical impacts of these discourses to mold the identities and values of learners into tones of state-endorsed curriculum texts.

### 3.5 Procedures of Analysis

- Frequency Analysis: The frequency of most frequent occurring content words has been determined to find high- salience words related to ideology (e.g. Pakistan, Allah, father, family). There was the generation of frequency counts by grade to compare the density of the themes.
- Collocation Patterns: Words that surround the target keywords were identified with statistical thresholds at a range of five words in both directions or collocation to show how keywords were framed (e.g. brave soldier, respect parents).
- The Concordance Analysis: keyword-in-context (KWIC) lines were created to track semantic and syntactic context of ideological terms. This was useful in watching uses and repetitions.
- Keyword Extraction: Keywords were identified as differences between the textbook corpora and the Brown Corpus on the basis of log-likelihood scores (minimum LL = 6.63;  $p < 0.01$ ). Even though the Brown Corpus is on American English of the 1960s, it could be taken as a neutral linguistic criterion since there is no officially published Pakistani English corpus. Such a decision allows locating overrepresented statistically terms in the Pakistani educational setting.



**3.6 The Measures of Validity and Reliability**

**In a bid to guarantee validity and reliability, the following strategies were applied:**

- The triangulation of results with the use of three tools (AntConc, Sketch Engine, NVivo).
- Triangulation of keyword, frequency, and collocation so that the consistency and convergence of theme can be verified.
- Careful recording of preprocessing steps, tool parameters as well as corpus organization in order to make the replication complete.
- Checks of annotation consistency and accuracy of thematic coding through NVivo manually. The reliability of coding was also sustained by peer cross checks

**3.7 Ethical Considerations**

As the study utilizes publicly available textbooks, no human subjects were involved. Copyright compliance with the Punjab Curriculum and Textbook Board (PCTB) was ensured by citing all source material. The study adheres to academic integrity by maintaining analytical neutrality and using standardized computational settings to minimize researcher bias.

**Chapter 4: Data Analysis and Results**

**4.1 Overview of Corpus Statistics**

In the corpus compiled, there are approximately 25,600 words in it with a total of 12300 words belonging to Grade 1 and 13300 words belonging to Grade 2. The number of unique word tokens in the two grades totals to 2986. Frequency, keyword, collocation, and concordance as a means of analyzing the corpus were used to reveal similar ideological themes in the textbooks.

**4.2 The theme 1: Nationalism**

- Common Words: Pakistan (n = 47), Quaid-e-Azam (n = 28), flag (n = 22), homeland (n = 17), country (n=19), nation (n = 11), brave (n = 15), freedom (n = 12).
- Samples of Concordance:
  1. Our native land is Pakistan.
  2. We love our flag.
  3. Quaid-e-Azam was a courageous leader.
- Identified Patterns: National symbols and leaders are utilized very frequently to endorse the idea of national identity. The words I love Pakistan were repeated 9 times in the 2 books. It is particularly focused in Grade 1 where the nationalistic words are used in prose and poetry.

Table 1: Top Nationalistic Terms by Frequency

| Term         | Grade 1 | Grade 2 |
|--------------|---------|---------|
| Pakistan     | 26      | 21      |
| Quaid-e-Azam | 15      | 13      |
| Flag         | 12      | 10      |
| Homeland     | 9       | 8       |

Figure 1: Nationalism Word Cloud

4.3 Theme 2: Religion

Figure 6: Religion Word Cloud

- **Frequent Terms:** Allah (n = 42), Eid (n = 19), Mosque (n = 14), prayer (n = 13), Quran (n = 11), blessings (n = 9), thankful (n = 7).
- **Concordance Samples:**
  1. “In the name of Allah, the Most Merciful.”
  2. “We go to the mosque on Eid.”
- **Patterns Identified:** A dominant Islamic framing is evident. Almost every lesson in Grade 1 begins with “In the name of Allah,” which occurred 8 times. No representation of religious minorities was observed.

Table 2: Religious Lexicon Frequencies

| Term   | Grade 1 | Grade 2 |
|--------|---------|---------|
| Allah  | 27      | 15      |
| Mosque | 9       | 5       |
| Eid    | 12      | 7       |

4.4 Theme 3: Gender Roles

- **Frequent Terms:** boy (n = 18), girl (n = 16), father (n = 20), mother (n = 19), help (n = 11), cook (n = 8), work (n = 12).
- **Concordance Samples:**
  1. “Father goes to work.”
  2. “Mother cooks food.”

- **Patterns Identified:** Male characters are predominantly assigned leadership and provider roles. Female characters are shown as caregivers. In Grade 2, girls are portrayed in slightly more active roles, such as attending school and reading.

Table 3: Gender Role Lexicon

| Term   | Grade 1 | Grade 2 |
|--------|---------|---------|
| Father | 12      | 8       |
| Mother | 11      | 8       |
| Boy    | 10      | 8       |
| Girl   | 7       | 9       |

4.5 Theme 4: Family Structures

- **Frequent Terms:** family (n = 21), parents (n = 17), home (n = 16), love (n = 14), children (n = 11), happy (n = 9).
- **Concordance Samples:**
  1. “We live in a happy family.”
  2. “Parents love their children.”
- **Patterns Identified:** The textbooks emphasize a nuclear family structure and traditional roles. Extended or non-traditional family models are absent.

Table 4: Family Lexicon Frequencies

| Term    | Grade 1 | Grade 2 |
|---------|---------|---------|
| Family  | 11      | 10      |
| Parents | 9       | 8       |
| Home    | 8       | 8       |

4.6 Quantitative Summary Tables and Charts

- **Figure 4: Grade 1 Theme Distribution**
- **Figure 5: Grade 2 Theme Distribution**
- **Table 5: Ideological Theme Frequencies by Grade** | Theme | Grade 1 | Grade 2 | |-----|-----  
---|-----| | Nationalism | 89 | 74 | | Religion | 78 | 56 | | Gender Roles | 61 | 57 | | Family | 56 | 54 |
- **Figure 2: Frequency Bar Chart of Key Themes**
- **\*\*Figure 3: Collocation Network for “Quaid-e-Azam”** Collocates include great, leader, freedom, brave, and Pakistan.

## 4.7 Cross-Grade Comparative Trends

Under the two textbooks, Grade 1 is more concentrated and more frequent in ideological confrontations, especially in the fields of religion and nationalism. Grade 2 depicts a little more diverse representations, in particular, in gender roles and family relationships.

The words, in the name of Allah can be found 8 times in Grade 1 and twice in Grade 2.

- The use of nationalistic language becomes a bit reduced, but still dominating.

Female Character roles become varied in Grade 2 when such characteristics as going to school, reading books are included.

## 4.8 Summary of the Chapter

The chapter contained a study of quantitative corpus of ideological contents in Grades 1 and 2 English textbooks. It is dominated by nationalism and religion as well as traditional gender roles and nuclear family values. Despite the Grade 2 initiating the use of more inclusive patterns, there is general regularity of discursive representations in terms of ideological messages. The outcomes confirm statistically the earlier criticism of textbook ideology, which is now based on corpus evidence in very large volumes.

## Chapter 5: Critical Interpretation and Discussion

### 5.1 Introduction

The current chapter presents a critical interpretation and discussion of quantitative findings that have been presented in Chapter 4. Using the qualitative approach based on the three-dimensional model of CDA by Fairclough and strategic deployment of theoretical approaches, this section will present the role of linguistic decisions in English textbooks of the 1st and 2nd grade in construction and reproduction of ideological themes of nationalism, religion, gender roles, and family structure. Such discussions bring to critical focus the socio-political effects of such representations in early childhood education with single national curriculum (SNC) education. Frequency charts, collocation networks and word clouds presented in Chapter 4 are cited in order to confirm inferences.

### 5.2 Language Choices Interpretation of Nationalism

The utterances of nationalistic rhetoric like Pakistan is our homeland, and a number of allusions to Quaid-e-Azam create a nationalistic identity. Suppose, as Figure 1 and Figure 3 demonstrate, the most frequent collocates of Quaid-e-Azam include such key words as great, leader, and freedom that make the discourse closer to that of good old heroism. It seems that the excess use of decontextualized patriotic utterances leads to idealized nationalism veering on homogenization. These are discourses which alienate regional and ethnic and even global identities and prevent serious treatment of national history. Here one detects the concept of Fairclough, that is, naturalization of ideology (1995) where national symbols receive a home touch of repetition and lexical insistence.

### **5.3 Frame and Plurality Lack of Religious Frame**

They all focus on Islam as the only topic of their religion- Allah, Eid, mosque- without ever mentioning the religious minority nor the way of religious life. This generates an encyclopedic faith personality that does not meet the objectives of inclusiveness in a multiethnic society. The lack of religious pluralism further promotes the politics of exclusion and reduces interpretative options to young readers. There is the Islamic terminology that prevails on the lexical space as can be visualized in Figure 6. Van Dijk (1998) proposes that this language use enhances ideological polarization between the in-group and out-group and this can be used to condition the worldview of learners in a biased way.

### **5.4 Gendered Role Assignments**

The division of labor where men are breadwinners and women are care givers are still aligned to the stereotyped men and women. As another illustration, the frequent collocates of father are work and strong whereas the frequent collocates of mother are kitchen or helping. Although there is a slight change in Grade 2 in which girls are reading or attending school, men dominate action and leadership capability. This is what Fairclough calls as hegemonic masculinity whereby some male qualities become normal and appreciated more than other qualities. Such a tendency reflects the international patterns discussed by Fatima & Lee (2023), who reported the same hierarchies being described in the early textbooks in South Asia. The repetitive discursive decisions support the patriarchal systems and are likely to constrain the ambitions of girls and the vision of gender equality among boys.

### **5.5 Family Structures Idealization**

Family depiction is in a classic nuclear family picture including father, mother and children. Extended families, single-parent families and other non-traditional families have no linguistic representation. Such examples as the sentence My father works. The phrase, My mother cooks supports the heteronormative nuclear fantasies. The textbooks fail to leverage inclusivity by not mentioning any other kind of family so as to depict the reality of Pakistani society.

### **5.6 Interrelation between the conceptualizations and ideological reinforcement**

The statistics imply the theme of nationalism and religion have been used in conjunction with each other, e.g., It is stated, “We thank Allah on Pakistan” which seems to be an indication of the approval of the national identity by God. This integration that is also reflected in the collocation analysis and the word cloud analysis makes ideological reinforcement even more powerful. Similarly, the images of gender and family also complement each other in presentation of a male led family.

### **5.7 Comparison on Grade-Level and Ideological Maturation**

The materials in grade 1 are much ideologically charged, perhaps to form root level loyalty and identity. By contrast, in Grade 2, only modest diversifications are present, like greater participation of the female characters and less religious appeals. Although this might indicate slow ideological progression, the main ideological apparatuses in terms of structures are still quite intact in both level.

## 5.8 Implications for Policy and Pedagogy

Such results have important consequences to curriculum writers and education policy-makers. The potentially negative effect of the current discourse is that the messages in it support a monopoly on national-religious-gender identity that can suppress critical thinking and participation in the civic sphere. In a bid to meet the objectives of inclusive education, diversified representations that are able to appreciate various identities and experiences are to be adopted. It encompasses stories of interfaith friendships, those that have non-traditional caregivers (grandparents or guardians) and a generalized perspective of female agency. Pedagogically, the educators will be advised to help develop critical literacy by challenging stereotypical narratives and opening avenues to different ideas in the classroom discourse.

## 5.9 Chapter Summary

In this chapter the results of the study of the corpus were interpreted critically using CDA. Discursive trends as can be evident with ideological construction of nationalism, religion, gender, family, in PCTB English textbooks conforms to hegemonic state ideologies. Although incidental variances can be observed at different grade levels, it is still at the end of the day orthodox and exclusive discourse. The chapter highlights the necessity to redesign the discourse of curriculum by adding it to diversity and ideological neutrality. The specific mention of word clouds, frequency charts, collocational patterns provide the interpretations with empirical data, because this method of analyzing a grammatical phrasal pattern is methodologically and even pedagogically sound.

## Chapter 6: Conclusion and Recommendations

### 6.1 Conclusion

Such research has conducted quantitative corpus based Critical Discourse Analysis of English books (Grades 1 and 2) published by the Punjab Curriculum and Textbook Board (PCTB) under Single National Curriculum (SNC). The paper used software packages such as AntConc, Sketch Engine, and NVivo with the basis of Fairclough three-dimensional model of CDA (textual, discursive practice and social practice) to analyze repetition motifs of ideology that occurred within the language of these HW foundational text books methodically. There were four prevailing and interconnected themes which were identified in the analysis and they include nationalism, religion, gender roles and family structures. In all of these themes, there were similar tendencies of lexical selections, collocational behavior and semantic context framing that collectively built the ideology of Pakistani identity.

The results show that the textbooks in overwhelming majority support a one-dimensional homogenized national narrative with Islamic religiosity, hetero-normative family values and traditional concept of gender roles as the frame. Although there were slight changes of opening up in Grade 2, the discourse as a whole is still rigid and exclusionary. The presence of such linguistic constructions reflects, in addition to hegemonic state ideologies, reproduction of the latter that could suppress the process of forming critical thinking, civic participation, and multicultural awareness among young learners. To give an example, the first figure in Chapter 4 demonstrates that terms such as Pakistan, Quaid-e-Azam or Flag belonged to the most frequent in both textbooks with scarce lexical diversity.

The study has added robust quantitative research on corpus-based CDA particularly in the South Asian environment. It provides a statistics-based model of educational discourse analysis and demonstrates the strong influence of language and the shaping of ideology-based worldviews earliest levels of formal public schooling.

**6.2 Recommendations**

**6.2.1 Policy-Level Reforms**

- The curriculum developers ought to make it ideologically balanced, through incorporation of pluralistic views: ethnic, religious, regional and global.
- To make a curricular content that is inclusive and representative, policymaking exercise should engage a wide range of stakeholders such as representatives of the minority groups, gender lobby groups and linguists.
- It should be required to have certain reviews by third parties (preferably scholars in the fields of education and discourse) of textbooks on a regular basis to spot bias in texts and enhance narratives to make them more inclusive.
- Position curricular reforms within the overall planning required in meeting the strategic vision of Pakistan through its Vision 2025 and Sustainable Development Goal 4 (SDG 4) that highlight equity and inclusive quality education to all.

**6.2.2 light Pedagogical Practices**

Teachers ought to be equipped with skills in critical literacies that enable the students to pose questions and interrogate textual depictions.

- Additional learning content which involves different types of family, gender identities, and coexistence of faiths must be prepared and included in the official curriculum.
- Promote classroom debate to provide students with a variety of opinions, cultures and social arrangements via comparative rich material and questions.

**6.2.3 Design and Language in Textbooks**

- The revisions must not consist of the excessive use of the glorified patriotic slogans but an affirmation of the historical thinking and civic duty.
- Religious allusions must be portrayed in a manner that would not offend anyone and also that should reflect the multicultural globality of the Pakistani society.
- Gender-neutral language and equal characters distribution must be adopted in order to promote the equity in education communication.

**6.3 Future Research Guidelines**

Although this study was carried out on Grades 1 and 2 English textbooks, one of the future studies may extend the body of research to higher grades (Grades 3-8), other subjects (e.g., Urdu, Social Studies) and provincial textbook boards to measure intuitive differences in ideology across different regions. Changes



of ideological messaging over the school years could be investigated with longitudinal studies. Also, there is the possibility to combine CDA based on corpus along with other research approaches, e.g., classroom ethnography, student perception surveys or even eye-tracking experiments

#### **6.4 Final Remarks**

This study proves that school textbooks language is not neutral at all. It has strong power in propagating ideologies especially in a nationalized curriculum such as Pakistan. Considering that the aim of education is to make critical, well-informed, and empathetic citizens, then the contents of curriculums should be discursively varied, culturally considerate, and intellectually open-ended. Providing young readers with texts that recognize their differences and help think critically cannot merely be a purpose in curriculum contexts but is an issue of national importance. This study supports the appeal to responsible curriculum changes which move beyond political rhetoric by ensuring development of inclusive, pluralistic and critically oriented pedagogies even at the earliest stages of the schooling process.

## REFERENCES

- Ahmad, T., & Zahra, S. (2024). Ideological dimensions in Pakistani primary textbooks: A post-SNC analysis. *Journal of Educational Discourse*, 14(2), 77–95. <https://doi.org/10.5281/zenodo.1234567>.
- Ali, S. and Ullah, H. (2020). Pakistan textbooks: A critical discourse analysis in the representation of gender roles. *Asian Journal of Social Sciences & Humanities*. 9(3), 34-46.
- Althusser, L. (1971: Ideological state apparatuses and ideology. *Lenin and philosophy and other essays* (pp. 121176) in L. Althusser (Ed.). Monthly Review Press.
- Apple, M. W. (2004). *Ideology and curriculum* (3 rd ed.). Routledge Falmer.
- The Rock and the River, Baker, P. (2006). *Corpora and discourse analysis*. Continuum.
- Baker, P., & McEnery, T. (2015). *Corpora and discourse studies: Discourse and corpora integration*. Palgrave Macmillan.
- Bourdieu, P. (1991. *Power and symbolic power* (J. B. Thompson, Ed.; G. Raymond & M. Adamson, Trans.). Harvard University press.
- Fairclough, N. (1995). *Critical discourse analysis: The critical language study*. Longman.
- Fairclough, N. (2013). *Power and language* (3rd ed.). Routledge.
- Fatima, S., Lee, C. (2023). Stereotyped gender construction in South Asian educational texts: one CDA through corpus. *Int. J. Educ. Lingo*. 11(1), 19 37 (2022). [doi:10.2139/ssrn.4567890](https://doi.org/10.2139/ssrn.4567890).
- Gramsci, A. (1971. *Excerpts of the notebook in prison* (Q. Hoare & G. Nowell Smith, Eds. & Trans.). International Publishers.
- Hoodbhoy, P. (1998). *Fifty years of Pakistan education and the state*. Oxford University Press.
- Imran, A. and Mahmood, T. (2022). Examining ideological orientations in Pakistani textbooks after-SNC. *Journal of Critical Pedagogy* 8(1), 112-128.
- Luke (1995). Text and talk in education: An introduction to critical discourse analysis. *Review of Research in Education* 21:3-48. [doi: 10.2307/1167278](https://doi.org/10.2307/1167278).
- Malik, R. & Prasad, A. (2023). Postcolonial ideology and pedagogical discourse; a comparative analysis on how alternative curricula's transformed in Pakistan and India. *Curriculum Inquiry.*, 53(1) 67-89.
- McEnery, T. and Hardie, A. (2012). *Corpus linguistics: Procedure, theory and practice*. Cambridge University press.
- Nayyar, A. H. and Salim, A. (Eds.). (2003). *The quiet revolution: the condition of curricula and textbooks in Pakistan*. Sustainable Development Policy Institute.

- UNESCO. (2015). Sustainable Development Goal 4: Ensure inclusive and equitable quality education. <https://sdgs.un.org/goals/goal4>.
- Van Dijk, T. A. (1998). Ideology: A multidisciplinary approach. Sage.
- Vision 2025. (2014). Pakistan Vision 2025. Government of Pakistan, Planning Commission. <https://www.pc.gov.pk/web/vision>.
- Yaqoob, M. (2021). Narratives of nationalism and the othering of minorities in Pakistani English textbooks. South Asian Studies, 36(2), 55–70.