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A STUDY OF IDEOLOGICAL ASPECTS IN ENGLISH LANGUAGE TEXTBOOKS

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Abstract

Textbooks reflect the social thought for the collective mentoring of an individual in the social process of life. It might be taken as benchmark for better education system, particularly in the Pakistani educational context as they serve to indigenize the ideas and constructs as presented in then (textbooks). The present research aimed at finding out ideological instances for analysis of various aspects of ideology in English language textbook at primary level. The research is descriptive in nature and the qualitative approach has been applied. The data was collected from the English textbook of Punjab Textbook Board Lahore (PTBL) (2017-18)after analyzing the selected excerpts from the textbooks for the study.This research analyzed religious and national aspects of ideology found in the discourse of the textbook. The study was carried out in the light of socio cognitive model provided by Van Dijk. The research highlights the positive

reflections of national and religious ideological aspects in the discourse ofthe textbook, which are meant to result into positive grooming of the students in religious and national perspectives.

1.   Introduction

Discourse, in linguistics, refers to any unit of speech or writing longer than a sentence. It was first coined by Zellig Harris (1952). It is one of the most powerful communicative tools. It may be in written or spoken form. One of the effective instruments of discourse in communication is through ideology representation.Ideology is a set of ideas on which a nation's systemworks. Ideology has multidimensional ways to express itself in the discourse. It may be reflected in the discourse which incorporates knowledge about the following:

- Ethnicity
- History
- Belief
- Culture
- Language
- Norms and Traditions

Each country strives for the production of valuable textbooks which inculcates such discourse that represents its ideology. As a result, ideological based discourse paves the mindset of the learners to work for the achievement of the objectives of the nation.Like other nations, our country is also working at its best for the development of such textbooks which would fulfill the objectives of the state. The education policy of 1992 of Pakistan has had such instructionswhich ensured the up brining of patriotic and Islamic society. The points in the education policy of 1992 which clearly prove this stance areappended in the following:

(a)   It is mandatory to have Nazira Quran from class I till the terminal year of class VII.

(b)   Such concepts would be updated in the curriculum which would not only develop the sense of awareness about society but also promote and inculcate Islamic ideology.

(c)   A liberal policy would be adopted concerning the medium of instruction, indigenous (mother tongue: Punjabi, Pashto, Sindhi, Balochi etc.), National (national language Urdu) or Foreign (English).

This education policy has had also some important goals to accomplish through the discourse of the textbooks. One of these goals is to spread the national and Islamic teachings among the young learners of Pakistan. These are mentioned in the following:-

(a) The primary education curriculum must possess such discourse which would develop a sense of citizenship among the children.

(b) The discourse would not only enhance the learning in social sciences and literacy in language but it would also inculcate values from Islamiyat textbooks.

This study aims at finding out ideological instances in the discourse of language textbooks especially in the national and religious perspectives. CurrentEnglish language textbook (2017-18) of the fifthgrade byPTBL has beenchosen as a secondary source to find out portrayal of these ideologies. This textbook is considered as a standard book for Pakistani students. In 1962, West Pakistan text board was established under the ordinance XLI of 1962 Constitution of Pakistan. Initially, the publication of books was carried out by private publishers. The board started to develop the books in the late 60's and published17 books till 1970. The nomination

of the publisher of these textbooks was changed from "West Pakistan Board" to "Punjab Textbook Board" under the ordinance V of 1971 Constitution of Pakistan. Following the approved curricula, authors formulated discourse for the textbooks.Written discourse produced in the form of manuscript was sent to the Federal Ministry of Education for approval. After the approval by the Federal Ministry of Education, N.O.C. was given to publish the written discourse produced by the authors. Finally, textbooks were produced. In Pakistan, for the production of the best quality of written discourse, PTBL organizes a competition. Three best texts are selected, and for further investigation and final selection, the selected manuscripts are sent to the Federal Ministry of Education for approval.

2.   Significance of study

It is very significant to have the awareness about other cultures as world has composed into a global village in this age of science and technology with advanced means of transportation and communication. But at the same time we need to be bit careful and should not instill the values of other cultures which are contradictory to our national ideology. This research will be carried out to explore the national and religious ideological instances in English language textbook of 5th grade of the PTBL (2017-18) to analyze the reflection of national and religious ideologies. The beneficiaries of this study will be teaching staff/teachers, authors, researchers, parents and learners as this study would enhance the confidence of these stakeholders in the textbooks of PTBL. In addition, this study will illustrate how Pakistani education system has taken care of its ideological compulsions in the discourse of textbooks.

3.   Research Objective

The main objective of this study is to explore national and religious ideological instances in the discourse of English language 5th grade textbook of the PTBL (2017-18).

4.   Research Question

What are national and religious ideological instances in the discourse of English language 5th grade textbook of the PTBL (2017-18)?

5.   Literature Review

There are multiple definitions of ideology. It is because the ideology is very broad and vast term and it is difficult to narrow down it. However, some of the definitions of ideology may be presented as follows:

- As a thought which voices the properties of a specific group and class of that society.
- Ideology as a tool to propagate fake political ideas and agendas of predominant political power to make them legal in the eye of society.
- As a series which causes the depiction of social life in a way that it exhibits the features of a more real and natural world.
- A handy process in society for the invention and representations of values, believes and meanings.
- Acting as an absolutely very necessary constrain for human beings to get acceptability in society.

Some of these definitions do coincide with each other and some of these acts as opposing bodies to the previous one (Eagleton, 1991).

The term ideology was generated by a French philosopher named as Antoine Louis Claude Destuttdo Tracy. He defined ideology as being one of the parts of Zoology and for this reason he studied this term in the sense of physiology. Under constrains of Zoology he studied that how physiological changes shaped and twisted the silhouette of ideas. On the other hand, Karl Marx has had his own approach to deal with the concept of ideology. He associated ideology not only with the physiological aspect but with the cultural aspect too. He believed that these are the economical and material conditions which influence the formulation of ideas. By doing this Karl Marx thought that he would be able to develop awareness between the real ideas and those ideas which are tainted by society. But in the recent century, the terminology has got multiple perspectives and definitions in accordance with the demands of subjects like humanities and social sciences (Richards, 1993).

According to Hodge & Kress (1979) ideology is nothing more than the efforts which present the reality in a much systematized and well organized way. The truth on its own cannot be represented rather it needs tool and medium to represent it. And it is the language which helps for the depiction and representation of this systematized truth. In language the truth accommodation varies depending upon the choice of the words. For example a news reporter may write either that the demonstrators were the ones who confronted the police or it was thepolice who confronted the demonstrators. While buying a newspaper we prefer one newspaper over other because we think that our chosen one is least mingled with our interests and does not oppose our opinion to a greater extent.

The concept of ideology near to Destutt de Tracy was "science of ideas" something that can be related to the current field of psychology or it can be called as the science which is relevant to the cognition. But this definition of French philosopher seems vague as for as the field of social sciences is concerned. Van Dijk has defined ideology on the bases of his understandings. In order to develop clarity with the definition of ideology proposed by French philosopher Tracy, Van Dijk has replaced word "ideas" with "thought". Van Dijk has defined ideology as "a system of beliefs"(Dijk ,2003) .

Ideology is not merely the set of ideas but it also evokes practical implementation in a society. The believers of a specific concept or of particular thought not only view the world with their perspective but they also act accordingly. For example if a person is of a specific view or belief of ecological ideology then he/she would take such actions which would help to encounter pollution. If a person strictly believes on the raciest theory then he will definitely take such steps to promote class difference, distinction and stratification in the society. In the same way a pacifist ideology follower would voice against the use of nuclear weapons in order to develop peace in society(Dijk ,2003) .

According to Dijk (2003) one of the most important means or medium of practicing ideology is through language use and discourse. With the help of involvement in the discourse one either acquires or adopts an ideology. Listening or reading discourse is one of the most influential medium for prevailing ideology and this process takes its initiation from parents and elders. Following discourse sources act as effectively in establishment of ideology:

- Our exposure to the written text in the textbooks at schools
- through watching channels on television
- by reading novel
- by reading newspapers
- through advertisements
- while making conversation with friends and colleagues

Shah, Tariqand Bilal (2013) have analyzed ideological interpretation of national, religious and strong state democratic elements in the textbook board of Punjab.The study examined the English books of both part I and part II at matriculation level. To identify the hidden ideologies in the content of these books the researcher has used Van Dijk's Socio cognitive model (1989). This model is of the view that there is no direct link between the social structure and discourse structures but they are rather connected through the bridge of social cognition.

Zafar and Dr. Mahmood (2016) have evaluated four textbooks of Punjab board on the bases of the gap between their unsuitability at the cultural grounds and the present need of the learners for the cultural knowledge. Theresearch wascarried at intermediate level including book I, II, III and Mr. Chips. The research has used the tool of checklist to explore the foreigner's cultural incorporation and instances in the course of Pakistani textbooks at the highest level of studies that is intermediate. The checklist is based on the theory of "The Standards Definition of Culture and Culture Instruction in Beginning and Intermediate Spanish Textbooks". The research concluded that Book I & III have focused on US culture while book II and IV on the UK culture. So this study demands the incorporation of national and international cultural representation in the textbooks instead of focusing on the cultures of only limited countries.

Mahmood, Asghar and Hussain (2012) have analyzed the extent of native and target language's cultural instances in the textbook "Step Ahead 1" .The research is based on the theoretical framework of   Byram et al. (1994) model. The results of the study show that the ESL book is inclined towards the non native culture; it lacks inter-cultural harmony along with the least representation of source culture. Therefore, this study suggests that the ESL books should be designed in a way that their contents do not marginalize the source culture and contain intercultural harmony as well.

Jamilet al. (2012) conducted experimental study to evaluate English Step-1 textbook, Lahore. This study has taken a sample of 340 newly admitted students from class I of randomly selected Govt. Primary schools with 17 teachers. The study deals with the critical analysis of the pictures given in the text. For the futuristic formulation of textbooks to make the learning process easy for the students, a few recommendations at the end of study are given including not to add such pictures in the text which are not familiar to students and to avoid the repetition of the concepts as it creates boredom etc.

Noor et al. (2015) have done; quantitative study of the Urdu textbook of Punjab board at 5th, 6th and at matriculation level including both parts 9th and 10th has also been conducted. The study has analyzed code switching from Urdu to English in these textbooks. The study has found its instances at various levels including morpheme, word, phrase, and clause levels. This

research proposes the revision of these Urdu books and proposes the idea that Urdu textbooks should have Urdu version of such English words. Generally, textbooks using national language are adherent to protect the legacy of a nation so it should be pure without the interference of any foreign language. The research follows the Markedness model of Myers Scotton (1983) as theoretical framework for the accomplishment of study.

Bilal et al. (2012) havehighlighted and elaborated that how ideology is constructed and represented in the discourse of the two Pakistani newspapers "the Nation" and "the Dawn" a research was carried out. This research took its aid from the Van Dijk model (1998) that helped the researchers to know the relation between language and ideology. The ideologies in these news papers were expressed and propagated with the help of lexical choices and sentence structures in the text. The researcher followed the guidelines of Van Dijk model (1998) which was first applied for the sake of focusing minorities and ethnic groups. The study concluded after completing the research that 'The Nation' or Nawa-i-Waqat' is more orthodox in expanding thoughts. It follows two nations strictly and it has also a critical approach towards PPP.While this research proved the "Dawn" newspaper is more neutral while expressing the news .This newspaper does not follow any ideological stance and it is objective oriented. It does not show any bias attitude regarding any political or other group. Therefore, one can say that the Dawn newspaper is more reliable and authentic in this scenario.

Ahmed and Biden (2016) formulated a research to overcome the failures of learners in English subject.English subject is taught as a compulsory subject in Pakistan from class I till the completion of Bachelor's degree, even then the English language is not comprehendible by the Pakistani students. This study states that this mishap in ELT in Pakistan is due to the fact of orthodox teaching of English subject by following the PPP (Present, Practice and Production). Therefore, this study voices for the adaptation of learner centered approach i.e. 'task based language teaching (TBLT)' instead of 'present, practice and production (PPP)' approach in ELT by the English teachers. Task Based Language Teaching is one of the most recent and pragmatic approach in ELT.

Yaqoob and Zubair (2012) carried out a doctoral study which examines the critical discourse analysis of the textbooks. The English language textbooks of Punjab textbook board and Oxford University Press have been examined .The textbooks have been scrutinized at 3 levels of schooling including Urdu medium schools, some private non elite English medium schools and the elitist English medium schools. The research was aimed to find out culture, class and power aspects prevalent in the textbooks of English published by Punjab board and Oxford University Press at the secondary level. This study would be helpful for the ELT practitioners, the policy makers and the textbooks authors to understand the politics of the language usage in the textbooks.

Hence, this study will deal with a new dimension as compared to the previous researches regarding textbooks and ideology. This research will explore national and religious ideological instances found in the textbook of Punjab Board at elementary level. This study is additive as it would contribute to previous researches done either on the analysis of variety of textbooks or with the perspective of ideology.

6.   Research Methodology

6.1   Theoretical Framework

The researcherhas employed qualitative methodology for qualitative analysis. For qualitative analysis Van Dijk's socio cognitive model has been used. This study will follow Van Dijk's socio cognitive model to identify national and religious ideological instances in the textbook of Punjab at elementary level. According to Van Dijk socio cognitive model, there is no direct link between social structures and discourse structures but these two bodies are interlinked through personal and social cognition. In this theory Van Dijk is of the view that the connection between the social structures and the discourse structures is linked with the help of the mental cognition of a human being. The individual possesses both the structures that are the discourse structure and the social structures in his mind and he links them through his thought. Here, the social structure may include the individual's approach to the society including his beliefs, ideas, views, culture, norms, ethical values etc. Therefore, while reading the text the readerlinks these social structures with the discourse structures using his mental capability.Thisresearch would be qualitative and descriptive study of the Punjab textbook at elementary level on the basis of Van Dijk's socio cognitive model(1989) to find the national and religious ideological instances.

6.2   Data Analysis Method

The present research would analyze English textbook of elementary level to grasp the national and religious ideological instances transmitted in the discourse of the book. For the accomplishment of the goal, this research will follow Van Dijk's socio cognitive model (1989).The textbook chosen for the study is the English book being taught at elementary level. Elementary level is the level at which a child is at growing stage and she/he has not developed her/his own way of thinking. Fifthstandard children still need finger to hold and they are unaware of the facts of thesociety. These innocent minds can be easily controlled through many ways and one of the ways of capturing is through the text of academic course. The textbooks of a nation are designed in such a way that these not only teach the lesson but also develop a sense of nationalism within the readers. Same is the case with the textbooks of Islamic Republic of Pakistan. There are a great number of ideological elements but this study will particularly analyze those aspects of ideology which promote nationalism and religious believes in the minds of readers. For the fulfillment of the task the study takes aid from the socio cognitive theory of Van Dijk.

7.   Data Analysis

The present research uses the English textbook as source. The textbook isof elementary level and belongs to publications of the PTBL. The aim of the study is to explore the ideological instances in the textbooks of PTBL. Ideology is a broad term which includes multi dimensional perspectives including language, traditions, custom, values, culture, religion, norms, values etc. Main focus of the research is on the presentation of the evidences which promotes the ideology of Pakistan in the textbook. Besides focusing on the religious aspects inculcated in the textbook, this study will also explore the embedded national attributes evidences in the text. This research is an effort to spread a positive notion that Punjab textbook besides teaching the content of the subject also inherits ideology of Pakistan among the learners. To identify the ideological instances the Van Dijk's socio cognitive model 1998 has been applied. The model helps to fulfill the objective of study in targeting the national and religious ideologies. Following the socio cognitive model the categorization of analysis is done into two categories;

one is being carried out to explore the Islamic values being rooted in the textbook and the other dimension highlights the evidences which promote nationalism among our children who are our assets.

7.1   Ideological Religious Aspects in the Discourse of Textbook

After MadinaMunawara, Pakistan isthe second State which came into being in the name of Islam. In order to spread the Islamic teachings in Pakistan, the state has tried its best to embed Islam in every walk of life and so is the case in the formulation of textbooks. The discourse of the textbooks is opted as a way to propagate Islamic ideology. The specific book selected also contains a great number of instances which promote Islamic ideology. These instances are uncovered in the following throughsocio cognitive model of Van Dijk:

7.1.1 Discourse Structures and Islamic ideology

To start with; the verse of the holy Quran has been surfaced right on the top of the content list. The first chapter of the book is on the holy personality of Hazrat Muhammad (S.A.W.W) and titled as **"Hazrat Muhammad's (S.A.W.W) Kindness and Forgiveness".** This discourse structure of the text clearly stresses the importance of the Islamic teachings as evident from the start of the book. Whenever the students come across the subject one thing necessarily embeds in their mind that the beginningof the book is related to Islamic teachings.

7.1.2 Social Cognition and Islamic ideology

Social cognition represents the norms and values of the society which the students acquire from their surroundings. It does not mean one's own subjective point of view but it is the general widespread notion of the society. The students being inhabitant of Pakistanisociety have generally known about the Islamic values and teachings. When a student comes across the lines in the textbook which refer to Islamic vision he/she corresponds this information with his already gainedknowledge or information set in his/her mind. For example asstated in the first chapter of the book:

"Islam teaches love and peace. It teaches kindness and respect."(Salim& Gull, 2017, p.1)

"Hazrat Muhammad (S.A.W.W) spread the word of Allah and changed society positively."(Salim& Gull, 2017, p.1)

Furthermore, before the start of the first chapter that is about the Holy Prophet Hazrat Muhammad (S.A.W.W) a pre-reading activity is designed which questions the social cognition of the learners? One of the questions of this activity is:

"Can you tell any story which shows the forgiving nature of Hazrat Muhammad (S.A.W.W)?"(Salim& Gull, 2017, p. 3)

It means that students must have already known facts from their society with reference to Islam and its last Messenger.

7.1.3   Personal Cognition and Islamic Ideology

Personal cognition refers to one's own personal opinions, believes, likes, and dislikes, thinking, notions and ideas. It is the personal and subjective view of an individual. The learner of the

fifth grade is in the learning process and he /she needs guidelines to follow the appropriate way in his life. The social cognition and the discourse of the text when linkedin his / her mind they develop a thinking that the subject is of great importance that is why it is being voiced in their society and in the learning course of the textbook also. For example as stated in the textbook:

"Tell me who can save you now? "Allah", replied Rasoolullah (S.A.W.W) calmly with confidence."(Salim& Gull, 2017, p.3)

This evidence inculcates firmly the belief of the young learner regarding the oneness of Almighty Allah. When children hear about the belief of Oneness of Almighty Allah not only from the surrounding society but also encounter the same concept in the textbook, they ponder on the importance of the stressed idea and embrace it in their personality.

7.2   Ideological National Aspects in the Discourse of Textbook

Nationalism is the love for one nation and it is expressed in multiple modes including dresses, language, culture, tradition and reviving the prestigious heritage and glorious history. Besides these facts Pakistan's nationalism is associated with Islam also. One of the important medium being opted to spread the nationalism among any nation is through written discourse. The children are future of anycountry so in order to have a nation which is filled with patriotism much exposure is given to them through textbooks. Besides teaching the content of the textbook, such evidences are found which voice nationalism embedded in contemporary 5th grade English of PTBL. The instances are unmasked by applying Van Dijk socio cognitive model.

7.2.1 Discourse structures and nationalism

Inside the cover of the book the very first statement is by the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah along with his picture. Below the statement of Quaid-e-Azam the national anthem of Pakistan is also written. Such type of discourse leads a thrill and an inspiration among young learner to follow the sayings of their great Quaid. The text of the book helps to develop a pro Pakistani thought in the minds of growing youth. This type of exposure through the discourse of the textbook acts as weapon for a state to promote its ideology.

7.2.2 Social Cognition and nationalism

Social cognition refers to the ideas, values, opinions and beliefs what an individual perceives from its society. The textbooks also contain evidences which promote nationalism among youths. In the third chapter of the textbook titled as "The Youngest Genius Arfa Karim" voices patriotism through the young child Arfa Karim. The character of Arfa echoes the themes of devotion and hard work for the learners. Being young learners, the students are readily attracted by her charismatic and captivating personality. After reading this chapter they develop a sense of realization to work hard and earn name for their country like Arfa Karim. One of the names of the medals which Arfa received like " Fatimah Jinnah Gold Medal" revive the learners about the great lady Fatimah Jinnah who participated in the freedom of Pakistan along with her brother Quaid-e-Azam. Through presentation of the great achievements of the young child in the texts of the book inspires the children of fifth grade. For example, one of the most fascinating lines in the text about the extraordinary child are:

"She received a certificate for being the youngest Microsoft Certified Professional (MCP) in the world." (Salim& Gull, 2017, p.17)

"Arfa Karim also represented Pakistan at various international forums."(Salim & Gull, 2017, p.1)

"She was invited by Bill Gates to visit the Microsoft Headquarters in USA." (Salim& Gull, 2017,p.17)

"She was the only Pakistani in that conference." (Salim& Gull, 2017,p.18)

These lines of the text stimulate young learners to put their best efforts in order to win the name of their country in the eyes of the world like the matchless genius girl Arfa Karim.

7.2.3 Personal Cognition

The discourse of the English textbook by PTBL is designed in a way that it forces a child to adopt the ideology of country in his/her roots. Besides exposure to the patriotic society, the child comes across such evidences in the text which voice the importance of the nationalistic views. He/she binds the link in his /her mind between the point of views of society and the readings of the text. This link propels the thinking of the child that the repeatedly stressed notion is of great importance and he/she also needs to follow it in his/her whole life span. For example, the following line taken from the lesson titled as "Wise Decision" stresses Pakistani nationalism in the minds of the young students:

"He was wearing a pure-white casual shalwar-qameez looking handsome."(Salim & Gull, 2017, p.1)

In the present time, people prefer to wear tie along with shirt and pant to look descent. In Pakistan also people in majority prefer the same dressing style instead of wearing shalwarqameezin order to have good look in the eyes of society. In this text we see the negation of preference of western dresses and a positive encouragement for wearing our own national dress. The students after reading such texts in their book develop a notion to incline more towards such aspects which favors their country than adopting foreigner's values. Another example from the same lesson which stresses Pakistani nationalism is as:

"He stood up and spoke in his slow careful Urdu."(Salim & Gull, 2017, p.1)

This statement emphasizes the idea of worthiness of Pakistan's national language that is Urdu in the minds of the young learners. Through such texts the learners generate respect, honour and noble attitude towards their own national tongue.

8.   Conclusion

The analysis reveals that the PTBL (2017-18) inculcates such ideological instances which promote nationalism and spread religious awareness among the young children. Besides teaching the subject the textbook also acts as instrument for the state to propagate its ideology in the young generation who are going to hold the command of the nation in the future. The analysis done by following the Van Dijk Socio cognitive model proves that English textbook of Punjab Board stands as helpful tool for the immature children in order to develop national and

religious ideology among them.This study may help the future researchers to carry out research on ideology with different objectives and on variety of texts. The futuristic researchers may also use the same objectives as well with different data and they would develop novel findings and conclusions. The same theory of Van Dijk can be applied by the researchers for primary research too.

9.   References

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