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Promoting Patriotism through Textbooks: A Study into Contents of Pakistani ELT Material

Abstract:

This research paper is about the deconstruction of rooted themes about patriotism in the secondary level English language teaching (Henceforth ELT) syllabus of Pakistan. For accomplishing the objectives, the research was demarcated into two distinctive parts: in part one, patriotism related textbook contents were identified and analyzed by using Fairclough's (1995) three-dimensional framework amplified by Van dijk's (2006) socio-cognitive approach. Part 2 of the study was devoted to attaining readership's conceptions related to patriotism through questionnaire-based surveys all over the country. The findings discovered significant inclusion of patriotism related themes in all four sets of ELT textbooks. The findings of part 2 revealed that patriotism related conceptions were adequately present in readership's minds. The study has suggested a patriotism-based test of all textbooks at national level prior to publication to ensure improved patriotism related contents in syllabus.

Key Words:

Textbook Evaluation, ELT Syllabus, Patriotism, CDA, Readership Conceptions

Introduction

According to (Nunan, 1988; Rabbini, 2002; Richards, 2001, quoted in [Mahmood, Choudhary, & Shakir, 2014](#)) Curriculum is a primary guide of any academic program. In Pakistan, the National Curriculum for English language in grades I through XII, established in 2006, offer extensive guidance on how to teach English in both primary and secondary schools and colleges. Most ELT textbook studies that have been undertaken in the previous few years have neglected the topic of patriotism. Uncovering latent ideologies contained in the texts, as put out by [Widdowson \(2000\)](#), is known as CDA. Because it gets to the ideological bias at work in texts, it illustrates the use of power. This current study utilized CDA as a methodology for disentangling the incorporated themes inside textbooks' discourse. CDA's main purpose is to deconstruct underlying discourses, according to Fairclough and Wodak (1997, cited in [Yaqoob, 2011](#)). [Hameed \(2012\)](#) focused on female representation, however it neglected topics of national and patriotism.

This study aimed to analyze and compare the patriotism found in four provincial textbook boards' textbooks and to document how people from different populations see patriotism. Language should be studied as a social activity by studying discourse in both speaking and writing, according to Fairclough (2001). A majority of female readers in the study had patriotic ideas associated with reading. In order to guarantee that the results were accurate and trustworthy, the research used several approaches to data gathering and analysis. The first effort to explore and compare the patriotic themes found in four provincial education board textbooks used under a common national curriculum is being made in the current study.

According to the study, including patriotism in textbooks is something that must be done, patriotism-related topics must be covered, and in order to meet the need for including patriotism in textbooks, patriotism-related themes will be covered in four sets of textbooks. According to Fairclough (1995) and [van dijk \(2006\)](#), these themes may be analyzed using the CDA framework, which provides in-depth analysis for socio-cultural

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context. Additionally, quantitative data analysis was used to the research results related to patriotism. The interesting part of this study is that the researchers verified the results by surveying readers' perceptions of patriotism. Thus, data collecting, data analysis, and study design have all been accomplished through triangulation. For textbook writers, balancing the many patriotic themes presented in four distinct multicultural provinces while adhering to a unified national curriculum may be aided by suggestions based on the results of the research. One result of this is that the stakeholders are able to write writings on patriotism that reflects the socio-cultural milieu of various provinces of Pakistan.

Research Questions

In order to approach the problem, the research banked on the following research questions:

- 1) How Secondary level ELT textbooks' contents of Pakistan are embedded with patriotism related themes?
- 2) What is the extent of patriotism related contents' alignment with patriotism directed in National Curriculum for English Language (NCEL) 2006?
- 3) What are the readership's conceptions on patriotism?

Literature Review

[Mirza \(2004\)](#) was exclusively focused on gender representations in Pakistan textbooks and did not include any other theme such as patriotism. The majority of the ELT textbook inquiries focused on gender and that female were represented in a biased way, e.g., [Esmaili \(2011\)](#), [Nazeri \(2010\)](#), [Johansson and Malmsj \(2009\)](#) and [Farooq \(1999\)](#). [Aly \(2007\)](#) was also mainly targeted on gender while leaving as cultural, religious and patriotism related themes etc.

Ethno-cultural dichotomies arising from the legacy of nihonjinron, and which are frequently imitated in high school English language textbooks, were highlighted by [David \(2007\)](#). Stereotyping the complications of giving a comprehensive truth was the most commonly exhibited creative/creative+ discourse. It was possible to regard "culture" as just another type of artefact ([Kubota, 2002b, p. 756](#)). [Yaqoob \(2011\)](#) focused on gender, cultural, and national identities in his research, but he didn't include national pride in his topics of study.

[Taki and Shahbazi \(2012\)](#) examined Top Notch movies in Iran to find and highlight the unembedded gender and indigenous cultural themes that were just present in Top-Notch movies. Similar findings emerged throughout the studies, including [Farooq \(1999\)](#), [Sano et al. \(2001\)](#), [Stockdale \(2006\)](#), [Paivandi \(2008\)](#), [Johanson \(2009\)](#), and [Esmaili \(2014\)](#). (2011). His work, *The Buried Curriculum*, [skeleton \(1976\)](#), refers to instructional material hidden within textbooks. [Shah \(2012\)](#) was done in Pakistan while attempting to explore gender-specific issues exclusively; however, nationalistic themes were ignored.

[Hameed \(2012\)](#) also compared gender images and gender representation in Punjab Textbook Board (PTB) textbooks and Oxford University Press (OUP) textbooks. [Jabeen, Chaudhary and Omar \(2014\)](#) were also oriented towards gender-related disparity in textbook contents. In Iranian, settings [Jannati \(2015\)](#) fetched out that most of the gender-related themes and images in ELT textbooks and also in Iran, [Majid and Fateme \(2015\)](#) were exclusively conducted to deconstruct gender-related inequalities. Likewise, [Samadikhah and Shahrokhi \(2015\)](#) targeted gender images in the Top Notch series than in the Summit series. [Beiki and Gharaguzlu \(2017\)](#) and [Sulaimani \(2017\)](#) aimed at finding out the relations that existed in the discussions of the American English Files series. [Demira and Yavuzb \(2017\)](#) explored gender representation in English 'Unlimited Special Edition/level1' textbook used in a 'Kingdom of Saudi Arabia' University. The study relied on a quantitative approach.

[Meadows \(2020\)](#) explored the interplay of nationalism and English Language Teaching (ELT) classroom practices, as reported in 11 interviews with ELT educators in various locations (e.g., the United States, Serbia, France, and Saudi Arabia). The analysis highlighted teacher-reported use of assimilation/dissimilation discursive strategies in signifying national things to their students. The study findings were claimed to add to a comprehension of the ideology of nationalism and its relation with ELT classroom activities. [Dhami \(2021\)](#)

attempted to explore how indigenous content in ELT materials could be exploited to enhance patriotism among English language learners in Nepal. The results of the study showed that the indigenous contents and the texts of Nepali English writers' in ELT materials and English courses could add to the enhancement of patriotism among Nepali English language learners. The study also signalled that all the stakeholders of Nepal's ELT, such as curriculum planners, course designers, and textbook writers, should enhance contents from Nepali contexts and culture in ELT courses in Nepal.

Research Methodology

This study is exploratory and qualitative in nature and approach. However, quantitative data have also been explored to make the findings more valid and reliable. Fairclough (1995) three-dimensional models for critical discourse analysis and [van dijk \(2006\)](#) socio-cognitive approach were combined for the deconstruction of embedded themes and obtaining readership conceptions on patriotism. For the conduct of the study, all four provinces of Pakistan formed the study setting of research. The material of the present study was all the textbooks published by four publishing boards of Pakistan. As far sampling is concerned, ELT textbooks of grades 9 and 10 of four provincial textbook boards were selected as the study samples. The purpose of the study in hand was to deconstruct patriotism related themes, gauging their alignment with designated curriculum and readership conceptions about patriotism.

Data Analysis

During the process of intensive pre-reading of ELT textbooks, the representative data extracted from textbooks' discourse is described in succeeding subparagraphs. The text related patriotism was extracted from the textbooks of four provincial publishing boards. For the convenience of analysis and easy comprehension of the readership of this paper, the extracts from different publishing boards have been described under separate subparagraphs.

Socio-Cultural Practice- Place of Human Values in Pakistan

Pakistan is the Islamic Republic as per its constitution of 1973. It claims to be an ideological state, as the basis of its creation in 1947 was the religion of Islam. The first legislative assembly of the country passed the famous 'Objectives Resolution' that declared the pro-Islamic complexion of its future constitution. Islam was adopted as a State religion in the first constitution of Pakistan in 1956. The vast majority of the population in Pakistan is Muslim. The religion of Islam gives much importance to human values such as peace, tolerance, patience. In the nationalist society of Pakistan, patriotism has a comparatively restricted and peculiar social role due to socio-cultural and religious reasons. The patriotism related values are also advocated by the religion of Islam. The Islamic role models have been represented to practice such virtues of leadership and patriotism. Pakistan is having four provinces, Federal Areas and a disputed State of AJK & GB. The socio-cultural environments of all the areas differ from each other. However, history indicates that the relations with patriotism values of the country are quite ambivalent. No major variation within provinces as regards culture and patriotism exists. The immediate social and historical contexts will be described along with the respective extract's analysis.

Discourse Practice – Textbooks Development and Teaching/Learning in Pakistan

In Pakistan, the State organs have frequently manipulated the textbooks' discourse and included the themes and ideologies to achieve certain vested interests. The syllabus contents attach Pakistan with Islam and draw parallels between militarism and Jihad, armed forces with Mujahedeen and the Pakistani citizens with the Muslims (Nayyar & Saleem 2003). This study investigates the procedures adopted in the curriculum policy of the Federal Government of Pakistan, publication policies of the provincial textbook boards, printing and distribution of textbooks and finally, their worthiness and learning outcomes. It has already been mentioned. The textbooks' substances of four provincial textbook boards are mutually different in nature. However, all the

textbook boards follow the publication policy of the central government of Pakistan as directed in National English Language Curriculum 2006. Accordingly, the contents pertaining to patriotism values do not indicate significant disparities among the four publishing boards' ELT textbooks. The provincial textbook boards keep revising textbook substances periodically in order to improve the learning outcomes of student learners. In ELT textbooks, some themes are embedded for the purpose of instilling certain values in students' minds. Social conditioning through schooling is the most important way of changing worldview whether taken by the business organization or by the state). Apple (2004 & 1993) and Galbraith (1984) regard curriculum as a means to an unequal distribution of power and, then, to its legitimization with the minimum of conflict (Quoted in [Yaqoob 2012](#)). So, the text production in the case of syllabus books is always value-laden, in a positive or negative sense.

Text Consumption- Teaching/Learning

English enjoys the status of the second language in Pakistan and is a general medium of instruction in educational institutions. This part of the paper is related to the extent and the way the patriotic teachings affect the minds of the young readership. Consequently, when analyzing the beliefs cognitively processed by the readership, relying upon [van Dijk's \(2006\)](#) socio-cognitive approach, the present research does not postulate to offer a comprehensive qualitative analysis, attainable only with the help of more empirical data and the use of different research methods such as focus group discussions or interviews addressed to the various stakeholders like class teachers and textbook developers. For example, to appreciate the cognitive processes behind the elucidation of the ELT contents, it is essential to recognize the average readership of the four sets of different ELT textbooks being analyzed. The normal readership of secondary level textbooks is of young age between 15-18 years. Students of both genders read these same textbooks. The urban and rural readers of different provinces and areas follow the identical national curriculum of Pakistan. Notwithstanding the variations among readership such as gender, age, social and cultural environments, the textbooks' contents can be comprehend divergently according to dissimilar subjective mental models and context models. Dependent on the readers' personal experiences and manner of representation in episodic memory, consequently forming personal mental models, a textbook ideology related to patriotism may be comprehended differently. It is worth adding that episodic memory is the memory of autobiographical events which can be obviously stated or invented ([Van dijk 2006](#)).

Textual Analysis

In-text dimension, the text is analyzed linguistically by looking at vocabulary, semantics, and sentence order (Fairclough, 1995). He also included coherence and cohesiveness: how between words or sentences combined to form understanding. Here, the analysis of selected extracts or representative data from ELT textbooks will be carried out. The text shall be analyzed while focusing on word choice, use of adjectives, phrases, sentence form and structure, signification in paragraph and transitivity etc. The way textbook writers construct different identities through lexical choices, connotative& denotative meanings of words, and the use of figurative language will also be considered while analyzing selected extracts. The key terms such as otherness, metaphor, backgrounding and foregrounding, presupposition will also be used while deconstructing layered texts. In order to have a fair idea of lexicalization used by the textbook developers, the key words/ phrases have been tabulated below. The table provides a sort of quantitative data for analysis where the number of lessons and key words dedicated to patriotism values by the four publishing boards can be compared.

Patriotism Related Text and its Analysis

This section deals with the study of embedded patriotism themes in the textbooks of four publishing boards. The themes are mostly embedded in paragraphs and sentences. So, at times, the topics of lessons or units are not complete guidelines for classification of units into cultural, patriotism related and narrative types etc. ELT

textbooks mainly focus on English language teaching to the native young readers who speak and understand English as their second (L2).

Patriotism in BTB Quetta Textbooks

Themes of patriotism are embedded in ELT textbooks of different publishing boards with certain variations. BTB textbook extract below centres on the services of the first caliph of Islam, Hazrat Abu Bakr Siddique (RA).

“He rendered valuable services in all the battles. He was in charge of the right-wing of the troops in the battle of Badr. In the battle of Uhud, he acted as a shield to save the Holy Prophet Muhammad (PBUH). When the Holy Prophet Muhammad (PBUH) started raising funds for the Tabuk expedition, Hazrat Abu Bakr Siddique placed all his belongings at the disposal of the Holy Prophet Muhammad (SAW).”

(BTB, IX, Unit 1, Hazrat Abu Bakr Siddique, Page 9)

This paragraph has been extracted from unit 1, titled ‘Hazrat Abu Bakar Siddique’. He was the first caliph of Muslims. Many characters and personality traits of the first caliph of Islam relating to patriotism, humanism and ethics have been described in the unit. The paragraph under analysis shows the participation of the caliph in battles against the ‘non-believers’ of Arabia. For the services rendered, the attribute ‘valuable’ has been used by the author in general terms. The word value is a synonym of ‘useful’ and important. While elaborating the attributes of the caliph, the author writes that he was in charge of the right-wing of the troops in the battle of Badr. It implies that the caliph leads the battle against non-believers physically. The provision of financial support for the war against non-Muslims is also explicitly embedded in the text. The concept of patriotism has been foregrounded as a war against non-Muslims or non-believers. The modern concept of nationhood has been kept in the background. The teachings of Islam attach too much importance to physical participation in the war against oppressors and non-believers. This act of the caliph further raises his position in the eyes of the readership as the caliph is so much associated with the prophet (SAW) that he gives less importance to his life even in the face of any danger to the life of the Prophet (SAW). In another battle, the caliph placed all his belongings at the disposal of the Holy Prophet (SAW). Here, another form of Jihad against non-believers has been foregrounded. Such Jihad is characterized by donations or funds to finance the battlefield expenditure. This act of the role model is an emotive force for younger readers regarding patriotism has been deliberately foregrounded. The phrase ‘right wing’ is the use of lexicalization. The right side and right hand have very special meanings in Islamic doctrines. The Muslims are advised to eat their food with their right hand while meeting with each other the Muslims shake their right hand. In short, the sanctity of the word ‘right’ is very important in Islamic teachings. The wings are part of offensive battlefield formations. The phrase implies that the caliph led the military offensive against non-believers in the battle of ‘Badar’.

Patriotism in STB Jamshoro Textbooks

STB Jamshoro has included the role model ‘Major Raja Abdul Aziz Bhatti’ in the unit titled ‘A Great War Hero’. The attributes of bravery, the spirit of martyrdom, and the untiring resolve of the hero are represented to be directed against an oppressor neighboring country.

“He performed his duty bravely..... A day before his martyrdom, the commanding officer had sent him word that since he had been fighting untiringly for the last six days, he should take a little rest and that another officer was being sent to replace him. Major Aziz, who was filled with the spirit of Jihad, replied, “Do not recall me. I don’t want to go back. I will shed the last drop of my blood in defence of my dear homeland.”

(STB, IX, ‘The Great War Hero’ Page 75)

The hero has been depicted as full of national spirit to defend his country. The spirit of patriotism of Major Aziz Bhatti has been demonstrated against the armed aggression of a neighbouring country. Here the concept of state-sponsored Jihad has been introduced. The strong lexical combination is visible in the phrase ‘Shed the

last drop of my blood. The lexical choosing of the author provides the younger readership with motivation to follow the national hero, Major Aziz Bhatti.

In another instance, in STB Jamshoro contents, the tribal men of Pakistan have been described as brave men. Their bravery has been reflected in cutting the supply line in the form of a Railway line made by the British colonial government of British India. Moreover, the tribes' men have been described to fight against invaders from Central Asia against Indian Territory as patriotic citizens.

Patriotism in KTB Peshawar Textbooks

In KTB Peshawar textbooks, the themes of units are written with the titles of units in the index. The lesson related to 'patriotism' has been included in Unit 3, titled 'Quaid-A Great Leader' of class IX English textbook. John Walton is the author of this unit. After narrating some historical events, the writer of the lesson mentions some attributes and feelings of Mr Muhammad Ali Jinnah as:

"Through all the excitement of those first days in the life of the young nation, the man who had made it possible remained calm, serious and sober. Perhaps he was thinking of the millions of people who had become homeless when India and Pakistan became separate countries. Perhaps he was thinking of the thousands who were being attacked and killed on the roads and railways as they tried to reach their homeland".

(KTB, IX, Quaid-A Great Leader, page 27)

Personality traits like calmness, sobriety and seriousness have been narrated by the writer of the lesson. The thoughtfulness of the role model of the Pakistani nation, Mr Muhammad Ali Jinnah, has been imagined or speculated by the writer due to his concern over migrating and displaced Muslims from India to Pakistan. As it is a positive trait of a leader to be worried or sympathetic about the nation, it also adds to the 'patriotism' of Mr Jinnah and the migrating Muslims in the unit. There is a message by the writer of the unit to the readership that the Hindus and Sikhs are attackers and killers, and the Muslims have to guard against their evil designs. The essay written by Mr Walton has been included in the book. The writer of the unit is a Western man, and he has mentioned some evidence-based historical facts rather than personal opinions in the unit. However, for the young readership, the message of fighting with Hindus is embedded in the unit. The arrival of Mr Muhammad Ali Jinnah to the capital city of Karachi of Pakistan has been described in the initial lines of the lesson. The unit writer writes that Mr Jinnah remained serious, calm and composed. He showed no signs of excitement while landing at Karachi. Through the imaginative description of the Quaid-I-Azam, the writer of the textbook lesson attributes his seriousness to the concern and worry of Muslims migrating from India to Pakistan. The phrase "attacked and killed" intensifies the feelings of seriousness. The feelings of worry for the countrymen depict the patriotism of Mr Jinnah. However, the theme of the anti-Hindu sentiment of war / Jihad also echoes in the phrase 'attacked and killed'. The historical background of KPK province is a bit different from other provinces. In the general elections of 1946, the All India Congress Party leadership of KPK province won a majority in KPK province and formed the provincial government in Peshawar. All India Muslim Leagues led by Mr. Jinnah could not win a majority in KPK province. The indigenous leadership of KPK province had many pro-congress political leaders who were supporters of united India. But with the passage of time, the dynamic personality of Mr. Jinnah got popularity in KPK province. The inclusion of a lesson about Mr. Jinnah has been depicted as patriotism. In the discourse of the lesson, no details about patriotism have been described. The message for the readership is implicit rather than explicit regarding war, and even the message of Jihad is embedded in the lines.

Patriotism in PTB Lahore Textbooks

Unit 2 of the class 9th English textbook of PTB Lahore is titled 'Patriotism'. Here, the dictionary definition of the word patriotism is explained.

“Patriotism gives people the strength and courage to safeguard the interest of the country and nation. For a patriot, the sovereignty, integrity and honour of the country are supreme values on which no compromise can be made. Patriots render sacrifice for the preservation and protection of these values.”

(PTB, IX, Patriotism, page 13)

Patriotism has been described as a guiding and motivating force behind the courage and strength to preserve the sovereignty of the country. The sovereignty of Pakistan has been repeatedly challenged by India by attacking it in 1965 and 1971. As usual, the theme of patriotism blends with the theme of war / Jihad in the next paragraph. The war heroes have been enumerated in the next lines. The spirit of patriotism has been described in the form of defence of the homeland against Indian aggression. Here, the themes of patriotism, jihad and martyrdom have been combined rather mixed. For the readership of Punjab, AJK and GB, it seems that patriotism is much linked with the defence of Pakistan against a neighboring country. The term ‘patriotism’ has been defined as love for country and willingness to defend it, in the light of Oxford Advanced Learner’s Dictionary (OALD). Then the detailed description or elaboration of the term patriotism has been given by the author. The phrases like ‘noble sentiment’ and ‘national virtue’ have been equated with patriotism. The results of patriotism have been described as solidarity and development. In the next paragraph, the term patriotism has been described as a ‘great binding force’. The binding may be between individuals, communities or ethnic groups and various provinces. The ethics-related aspects like ‘equality’ and ‘peaceful co-existence’ have been stressed in the same context. It implies that the word ‘nation’ is variously interpreted in the Pakistani context. Like Baloch nation, Sindhi nation and Pakistani nation etc.

Comparative Perspective of Patriotism in Provincial Textbooks

Critical discourse analysis (CDA) review of patriotism related themes of various provincial textbook board secondary English textbooks shows that the themes are though similar in nature, yet there is a bit variation in categories of themes. The theme of patriotism has been defined and described in BTB Quetta books in a multi-dimensional way. It has not been merely confined to the defence of the homeland against an external threat. Internal threats, economic and social development of the country and national unity have also been attributed to patriotism. Moreover, the word ‘patriotism’ has been attached to patriotic civilians in a unique manner. In another instance, the defence of the homeland against foreign invaders has also been described under the theme of patriotism.

The discourse of STB Jamshoro secondary level English textbooks do not explicitly mention patriotism. However, a careful reading of the lessons brings out embedded themes of patriotism in an implicit manner. The biography of Major Aziz Bhatti, who laid his life in defence of the homeland against Indian aggression, reflects the theme of patriotism in essence. Moreover, the tribal men of the North West have been described while defending their homeland out of a spirit of Muslim brotherhood against British forces. The theme of patriotism has not been related to the defence of Pakistan against India, defence of the homeland against invaders from the North West and fighting of tribesmen against the British colonial army in KPK secondary English textbooks.

Table 1. Nature of Patriotism Related Themes

Textbooks	Lesson Title	Theme Type	Keywords
BTB	Patriotism, Khyber Pass	National unity, development of the country, defence of the homeland against invaders	Solidarity, development binding force, the prosperity of his country, armed forces, external and internal enemies, patriotic,

STB	The Great War Hero, Customs of Various	Defence of homeland, Defense of the homeland against British forces, brotherhood	shed last drop of my blood, filled with the spirit of jihad, defence of my dear homeland, brave tribesmen broke up ...attacked and killed on the roads and railways as they tried to reach their homeland.
KPK	Quaid-A Great Leader	Pakistani nationalism,	sovereignty, integrity and honour, sacrifice
PTB	Patriotism	Defence of Pakistan against India. Armed Forces Heroes	

The variation in patriotism related themes is clearly visible in table 1 above. The BTB Quetta discourse on patriotism includes internal/ external threats, the solidarity of Pakistan, and positive role of security forces and the participation of the general public towards national development. There is a little description of tribal warfare against British and foreign invaders by the brave men of North West in STB Jamshoro English textbooks. The patriotism related discourse of KTB Peshawar secondary English textbooks focuses on the personality of Mr Muhammad Ali Jinnah and his concern over the safety of Muslim citizens of the newly created country of Pakistan. The discourse of the most widely read English textbooks of PTB merges the theme of the defence of homeland with that of patriotism. The Pakistan army gallant soldiers have been described while defending Pakistan against Indian aggression from time to time.

Readership Conceptions

Question 1: Which is your favorite country?

Question number five was the last question of part I. It pertained to the favorite country of the students. Love of one's own country is a clear indicator of the spirit of patriotism of its citizens. So, a good number of 60.0% of the respondents chose Pakistan as its favorite country. As expected, a healthy number of 21.1% of the total respondents opted for Saudi Arabia as their favorite country. The presence of Holy places of Muslims in Saudi Arabia is a major factor in its popularity among the Muslim population of Pakistan. The response is corresponding with the theme of Muslim brotherhood and Islamic nationalism identified during the process of phase 1 of the study. Only 9.0% of the respondents opted for England and 5.4% for America (USA).

Question 2: Which is your favorite language?

Question number two was regarding the favorite language of respondents. 44.3% of the respondents had their national language Urdu as favorite language. English is a global language and second language (L2) in Pakistan. Therefore, a good percentage of students had English as their favorite language. The percentage of English as favorite language was 27.3%. Remaining 33% had different regional languages as their favorite language. As far as the cultural conceptions about language are concerned within provinces, we can safely assume that Urdu being the national language of Pakistan, symbolizes patriotism or nationalism in an individual who likes Urdu the best. So, among PTB Lahore readership, the popularity of the Urdu language is maximum, that is 59.4%, followed by KTB Peshawar, where the favorite language of 43.7 % of the respondents is Urdu. The popularity of Urdu is not very healthy among STB Jamshoro and BTB Quetta readership. It is pertinent to draw a relation between the status of English in Pakistan and the process of globalization among the young readership. The English language is undisputedly the most widely spoken on the globe. The quantitative responses in the table below reflect that a good percentage of the readership has English as its favorite language even in the presence of Urdu and all the regional languages of Pakistan.

Findings and Discussion

This study has been conducted to identify, deconstruct and compare the presence of patriotism related themes

in English language textbooks published by provincial publishing boards of Pakistan. Furthermore, the syllabus contents were also compared with curriculum directives. Besides this, the conceptions of readership of English textbooks were also obtained through closed-ended questions. The questions were extracted from a larger survey carried out at the national level in Pakistan. Adequate prevalence of patriotism related themes was found in all sets of textbooks. However, the ways of representing patriotism slightly differed in different provinces' textbooks. The element of subjectivity is very difficult to be overruled in a qualitative study. Therefore the researchers do not claim total objectivity and thereby generalizability. According to Morse and Richards (2002), the researchers' quality is much blatantly linked to findings of qualitative research where basically the researcher is himself/herself the research instrument. The first research question was about the way or manner of the portrayal of patriotism in State-run provincial English language textbooks. The research results discovered that the themes of patriotism are prevalent in almost all the English textbooks. The second research question was about the aligned of patriotism related syllabus contents with curriculum directives on patriotism. The study found out significant similarity between curriculum and syllabus as far patriotism is concerned. The third research question was meant to record young male and female readership's conceptions about the spirit of patriotism. Quantitative findings indicated that the young readers were sufficiently having patriotic values ingrained in their minds. However, the nature of themes related to patriotism slightly differed amongst contents of four publishing boards.

Recommendations and Conclusion

ELT textbooks should include material on patriotism, national and political stability, as well as values like freedom and equality. A serious investigation of all the textbooks used in Pakistan for teaching English as a second language should be undertaken to make sure that relevant patriotic ideas are included. There is still considerable room for growth when it comes to patriotism as it is shown in the characters, images, and duties of professionals. To guarantee a balanced representation of patriotism-related topics within the light of the 2006 National Curriculum guidelines, all of the provincial textbook boards should carry out the reassessment of textbooks' content. Using a topic that emphasizes patriotism in the English curriculum may have a large impact on shaping young people's patriotic attitude. In order to make certain that patriotism-related topics are fully included into English textbooks, a thorough analysis of the textbooks is required. A narrative character, role model, image, or different professional positions may be used to inspire or direct, as mandated in the national curriculum, all publishers should strive to include patriotic topics.

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