



A LINGUISTIC ANALYSIS OF PARTS OF SPEECH AND THEIR SOCIO-CULTURAL REPRESENTATION IN PAKISTANI SECONDARY SCHOOL ENGLISH TEXTBOOKS

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Abstract

This paper investigates the application of parts of speech, namely nouns, pronouns, and adverbs, to the textbooks on English in secondary schools in Pakistan and how the linguistic attributes portray the social and cultural beliefs of Pakistani society. The study is founded on a qualitative study of the selected lessons in the Grade 11 English textbook that is prescribed in the Punjab Curriculum and approved by PECTAA. Through close textual analysis, the paper will find and classify patterns of recurring nouns, pronouns, and adverbs, and find how they determine meaning.

The results demonstrate the high frequency of abstract and collective nouns in reference to notions like nation, responsibility, unity, and morality, which suggests the focus on common values and a sense of collectivity. The extensive use of first-person plural pronouns, i.e. we and our, emphasizes the emphasis on social unity and shared responsibility, as opposed to individualism. Also, the presence of adverbs of manner and place, especially the ones revolving around ethical action, will strengthen moral norms and socially accepted behavior.

The paper shows that language in textbooks is not only a means of teaching grammar but also of passing cultural, moral, and national ideals. This study addresses a gap in the literature that is largely filled with studies that emphasize the alignment of the curriculum and development of skills, considering the micro-level features of language. The results add to the explanation of the fact that educational texts in Pakistan reveal and socially and culturally support social and cultural norms in everyday language.

Keywords: Curriculum, Individualism, Linguistic Attributes, Recurring Patterns, Morality, National Ideals, Strengthen.

Introduction

Language is not a communication tool; it also indicates social, cultural and ideological values of a society. The language selected in textbooks, particularly in school textbooks, is significant in forming the thought patterns, attitudes, and perceptions of students of their society. English textbooks in Pakistan are such that they not only impart language skills, but also foster some moral, social, and national values. The language utilized during these lessons should be studied for this reason.

The study is based on the application of parts of speech, namely nouns, pronouns, and adverbs, in the chosen lessons based on the English Grade 11 textbook that is prescribed in Pakistan. Such components of speech are significant as they assist in expressing ideas, relations, and attitudes. Some of the important concepts are country or nation, religion, duty, and liberty, which are most of the time represented by nouns. Pronouns indicate the connections between the individual and the group, e.g., we, our, they, and adverbs demonstrate how activities should be done, and they are often considered to be as moral as honesty, sincerity, or discipline.



The researcher will seek to find out the types of nouns, pronouns, and adverbs typically employed during those lessons and how they demonstrate the social and cultural ideals of the Pakistani society. Specifically, it looks at the ways in which the language advances the concepts of collective identity, national solidarity, religious respectfulness, moral conscience, and the youth and their contribution towards national building. Through these linguistic characteristics, the study will focus on the role of language in textbooks that goes beyond grammar and plays a role in the development of social norms and cultural beliefs.

The paper is significant as it enables the audience to know the relationship between language and society. It also demonstrates how the texts in education can impact the students in regard to their perceptions about their culture, values, and their obligation towards society. Based on this discussion, the study gives an understanding of how the Pakistani culture and society are manifested in everyday classroom language.

Literature Review

In their research, Sana Baig, Fareeha Javed, Aishah Siddiquah, and Afifa Khanam reviewed the English Grade 8 textbook released by the Punjab Textbook Board in the perspective of Student Learning Outcomes (SLOs) of the national curriculum. Their study was based on four competencies, which were reading and thinking skills, writing skills, oral communication skills, and formal and lexical factors of the language. With a semi-structured checklist, which was confirmed with the aid of experts, the authors discovered that the textbook primarily focused on reading comprehension and ignored other fundamental language skills. Their analysis reveals the weaknesses of textbook design and proposes how the curriculum objectives may at times not be achieved fully through the content of a textbook. Although their study focuses on skill based assessment, it determines first the value of analyzing textbooks systematically to find out what they are advocating and what they have failed to mention (Baig et al., 2021).

There have been a number of studies that have focused on textbooks as cultural and ideological objects. Weninger researched English textbooks as curricular and cultural instruments that influence the perception of learners towards people, places, and social realities. Her work underlines that the textbooks convey the cultural meaning not only by language but also by the way they are presented (Weninger, 2018). Equally, Haris analyzed the English textbooks being applied in distance learning but discovered that these textbooks are cultural and socio-cultural, even though some of the skills were constrained by the context. These studies prove the hypothesis that textbooks are not neutral, but they are implanted with cultural and social values (Haris, 2015).

Ansa Hameed took the gender-based approach, where he made a comparative study on the English textbooks published by the Punjab Textbook Board and the Oxford University Press in English elementary level in Pakistan. Her study established that both series of textbooks had gender bias, though Oxford publications were relatively better in terms of gender representation. This research is significant because it shows the social perception that textbooks have on students, especially on gender roles. It supports the opinion that the social attitudes are shaped by language and content in the textbooks at early ages (Hameed, 2012).

Another significant field of study has been curriculum alignment. The evaluation of Intermediate-level English textbooks in Punjab by Shahbaz Malik was to determine their correspondence with the National Curriculum in English (2006). His results indicated that most of the textbook activities were partially adjusted with the curriculum goals and the student learning outcomes. It is further confirmed that educational texts are used ideologically to



promote national identity and unity in a culturally diverse society with Malik accentuating the use of textbooks in that context (Shahbaz, 2024).

Besides, primary-level curricula developed by the Punjab Textbook Board were reviewed by Muhammad Jahanzaib, Ghulam Fatima, and Dur-e-Nayab as to learners with visual impairment. Their qualitative research put emphasis on the learning outcomes and curriculum standards not being as attainable by all learners. Even though they did not focus on language structure but accessibility, their work reveals the ways in which the content of textbooks demonstrates the institutional priorities and assumptions regarding the learners (Muhammad et al., 2022).

Besides the alignment of the curriculum and representation studies, a few researchers have explicitly studied Pakistani English textbooks as a means of ethical and social development, which has a close relationship to the attention of the current study on the values being manifested through language. Ms. The article by Sana Baig, Dr. Fareeha Javed, and Dr. Aishah Siddiquah examines the Punjab Textbook Board Grade VIII English textbook in terms of the fifth competency of the National Curriculum of English Language (NCEL) 2006: "Appropriate Ethical and Social Development." Their research employed the method of qualitative content analysis and compared the content of textbooks to the competency standards, benchmarks, and student learning outcomes. The authors discovered that the textbook did not lead to the achievement of learning outcomes and development of moral and social competencies despite having content areas like tolerance and humanism. In particular, they pointed out lack or poor presence of such values and qualities as tolerance, patience, equity, justice, honesty and empathy, which are required in coexistence in a multicultural society. The study can be considered relevant, as it proves the point that Pakistani English textbooks usually proclaim the idea of promoting some values, only to indicate that the language and activities in question do not always contribute to that end (Sana Baig, 2020).

Other research, in addition to value-oriented research, is the wider textbook evaluation research, which also highlights the fact that textbooks are not neutral instruction tools; they may influence the ideologies, behaviors, and social cognition of learners. A case study by Muhammad Imtiaz Shahid, Hafiz Muhammad Qasim, and Muhammad Javed Iqbal assessed an English textbook in 10th in the Punjab Curriculum and Textbook Board. Their research involved questionnaires that were modified along the lines of (LITZ, 2001) and gathered data from both the teachers and the students, followed by statistical analysis using SPSS. Their results showed a rather optimistic picture of the overall quality of the textbook: it was noted to be organized, visually attractive, and backed with helpful resources, but the lack of such items as a glossary and grammar assistance was also reported. Significantly, other points which the authors also highlighted (in their theoretical framing) were that textbooks also have content which can shape ideologies, values, and behaviors, which resonates with the larger opinion that textbooks are socializing tools, and not merely language-learning tools. Although they are more evaluative and perception-oriented in their work, it supports the argument that the textbook language and structure can produce an effect on how learners think and act (Muhammad Imtiaz Shahid et al., 2021).

Research Questions

What patterns of nouns, pronouns, and adverbs are present in Pakistani secondary school English textbooks?

How do these linguistic features imitate and emphasize the socio-cultural values of Pakistani society?



Research Objectives

1. To identify the frequent linguistic patterns of nouns, pronouns, and adverbs in selected lessons of the Grade 11 English textbook prescribed in Punjab, Pakistan.
2. To analyze how these patterns function to convey and promote specific social, moral, and national values within the educational context.

Textbooks, Language, and Ideology: New Approaches (Post-2020)

Newer work in applied linguistics and curriculum analysis is starting to think more about school textbooks in terms of ideological and cultural tools instead of pedagogical ones. Textbooks have now become a common perception as the place of congruence of language, power, and values, and how they define how learners understand society, identity, and moral responsibility (Apple, 2020; Fairclough, 2020). In these terms, linguistic decisions ingrained in the learning texts (especially grammatical and lexical patterns) are important in the process of imparting socially approved beliefs and norms.

According to Apple (2020), curricula and textbooks are ideological artifacts that consider mainstream social values and priorities on political grounds. Textbooks help in the reproduction of national identity, collective memory, and moral systems through the selective presentation of content and language. On the same note, Fairclough (2020) also stresses that language in institutional texts can be viewed as a type of social practice and such grammatical decisions are not haphazard but rather oriented to larger ideological constructions. The repetition of certain elements of speech, abstract nouns or collective pronouns, can thus be regarded as a discursive measure toward advancing certain social interpretations.

Critical discourse analysis also brings forward the role played by micro-level linguistic units (nouns, pronouns, adverbs) to influence ideological positioning in texts. According to Van Dijk (2021), discourse structures tend to encode common assumptions and group identities, particularly where there is the use of pronouns that differentiate between the in-groups and out-groups. First-person plural pronouns are quite common in the context of education to promote collective identity and a shared sense of responsibility and create a sense of belonging to a nation or community. Those results confirm the opinion that grammatical aspects have a direct influence on making ideological meaning in textbooks.

The same idea is emphasized by Wodak and Meyer (2020), who argue that the critical discourse analysis allows the researcher to reveal how the values and moral norms can be integrated into language by means of repetitive linguistic patterns. The value of their work is that in addition to the thematic content, grammatical and lexical decisions should also be investigated, which indirectly lead to conclusions. Within the framework of English language teaching, these patterns can be used to encourage ethical conduct, discipline, and social cohesion with the use of evaluative language and adverbial modifiers (Hart, 2021).

The argument that textbooks serve as a mode of moral and cultural socialization is also supported by the recent research in English language teaching. According to Gray (2021) and Pennycook (2021), value-laden discourse is becoming more and more part of English language content, which makes language learning aligned to national, ethical, and ideological objectives. These observations especially apply to the postcolonial environment where English textbooks are not only applied to build linguistic competence but also to enhance group identity and socially acceptable standards.

Combined, post-2020 literature material is highly endorsing the argument that textbooks are ideological artifacts where language acts as a vehicle of cultural transmission. Nonetheless, thematic or representational analysis has been the primary focus of the current research, and not much has been devoted to the micro-level grammatical characteristics according to which



the values are encoded. This blank explains why the current paper is concentrated on nouns, pronouns, and adverbs as major linguistic tools to develop social and cultural meanings in the Pakistani secondary-level English textbooks.

Methodology

The research design applied in this study is a qualitative research design to examine the application of parts of speech and the relationship between parts of speech and social and cultural values in the Pakistani society. The study is descriptive in nature and is text based, relying on language trends as opposed to numerical analysis. A qualitative design is appropriate as the study objective is to comprehend meanings, themes, and values expressed in language, and not to determine the statistical frequency.

Data Selection

The information used in this study is provided by the textbook in English Grade 11 that is prescribed in the Punjab Curriculum and is accepted and approved by the PECTAA. The main source of data was selected lessons in the textbook since they are presented in the form of narratives, descriptions, and argumentative texts providing a reflection of social, moral, and national themes. The lessons were chosen intentionally with particular attention to those lessons that covered such issues as nation-building, responsibility, religion, moral values and social behavior.

Data Collection Procedure

Data collection was carried out through a close reading of the lessons picked. The sentences and paragraphs that had nouns, pronouns, and adverbs were marked and highlighted. The particular focus was made on the repetition of words, the main ideas, and the use patterns. Manual analysis of the text was done to extract and group these parts of speech based on their type of grammar.

Analytical Procedure (Step-by-Step)

To see how such ideas as nation, religion, and responsibility are reflected, first, nouns were discovered and divided into abstract nouns, collective nouns, and proper nouns. Second, the study of pronouns was performed to comprehend how relations between individuals and groups are built, particularly, the use of collective pronouns like we and our. Third, adverbs were studied in terms of describing actions, behavior, and moral qualities, especially adverbs of manner and time.

Lastly, the specified linguistic peculiarities were explained in connection with the social and cultural background of Pakistan and with references to such values as unity, discipline, moral responsibility, and collective identity.

Ethical Considerations

This study does not involve human participants. All data is taken from publicly available educational material, so no ethical approval was required.

Preliminary Data / Results

The section provides the preliminary results of the research based on the qualitative analysis of the chosen lessons of the English Grade 11 textbook. The conclusions are made out of the close reading of the text based on the determination of the nouns, pronouns, adverbs and their classification. This section is meant to give a report on observable patterns of language without interpretation and evaluation.

Evidence of Importance

The evaluation demonstrated that there were coherent and observable occurrences of certain sections of speech throughout the chosen lessons. Social, moral, and national related nouns are repeated, and pronouns are employed in a way that makes emphasis on the group and not the



individual. The adverbs more often than not are used to indicate how actions and obligations are carried out, implying that there is a systematic way of using language as opposed to a grammatical selection of language. These repetitive patterns testify to the fact that the chosen parts of speech are important in the development of the content and tone of the lessons.

Informed Methodology

The data provided here is a result of manual coding and marking of linguistic items as a result of close text analysis. The lessons include relevant words and phrases that were taken out and grouped under the grammatical category. The method also made sure that the findings are based on the real use in text, but not on a presumptive or generalized language aspect.

Preliminary Findings

A. Nouns

It is analyzed that there is a high number of abstract nouns like freedom, responsibility, unity, discipline, and justice. These nouns are often used in the lessons concerning national identity, moral conduct, and social responsibility. Collective nouns such as nation, people, youth, and society are frequently applied, which emphasizes on collective entities rather than individuals. Moreover, the relevant nouns associated with religion and the history of the country, e.g., Quaid-e-Azam and Hazrat Muhammad (ﷺ), appear in the most important passages of teaching.

B. Pronouns

The pronouns in the lessons are mostly first-person plurals, i.e., we and our. These personal pronouns are frequently used in situations that concern the national targets, common duty, and communal activity. Conversely, the use of first-person singular pronouns is less common and normally restricted to historical speeches that are quoted. This tendency has a tendency to favor collective reference within the textbook language.

C. Adverbs

The adverbs that are found in the text are primarily adverbs of manner and time. Adverbs like honestly, sincerely, and selflessly are applied to moral and social actions, whereas adverbs of time like now and always are applied to the present duties in reference to the past and the future. These adverbs often modify actions that are related to service, duty, and education.

Relationship and Important Category

The results indicate that there is a distinct correlation between the application of nouns, pronouns, and adverbs in the lessons. Abstract and collective nouns are frequently used with collective pronouns, and adverbs are used to modify processes connected with social and moral duties. The trends are in line with the past studies of the textbook-based linguistics that emphasize the value-based language in pedagogical literature.

Discussion

This part is based on the discussions of the results provided in the prior part and how the patterns of nouns, pronouns, and adverbs identified in this section demonstrate the social and cultural values of the Pakistani society. The discussion is directed on realization of the findings, their correlation with the research questions, and the context of the findings in a larger social and educational context.

Interpretation of Results

As the results indicate, there is nothing accidental in the high rate of use of abstract and collective nouns like nation, responsibility, unity, and society. These are nouns of ideas and not material things, and in this case, it is possible to say that the lessons are directed at shaping a sense of moral consciousness and social responsibility in students. The language is always concerned with collective ideals and the common goals, rather than individual identity and personal success. This is an indication of a social system where the community and the nation



take precedence over the individual. Recent textbook studies argue that abstract nouns in educational discourse function as carriers of moral abstraction and collective orientation rather than descriptive content (Schissel & Weninger, 2020).

The use of pronouns also proves this pattern. This prevailing use of first-person plural pronouns, including we and our foster the feeling of collective responsibility and belongingness. Such pronouns make the speaker closer and the hearers and the speaker and make students feel like a part of bigger national and social group. The slight predisposition to using the first-person singular forms are indicative of personal identity being defined in terms of collective roles instead of personal autonomy. Studies on educational discourse confirm that first-person plural pronouns are systematically employed to construct collective identity and shared social responsibility in institutional texts (Jaworska & Nanda, 2021).

The how of the actions should be done is underscored by adverbs, especially the adverbs of manner, like honestly, sincerely and selflessly. This demonstrates that the lessons not only teach students what they should do but also emphasize on morality and ethical conduct. This kind of language promotes such values as integrity, discipline, and sincerity, which are grounded on the Pakistani social and religious values. Evaluative adverbs have been identified as key linguistic resources through which moral norms and acceptable behavior are reinforced in pedagogical discourse (Liu & Fang, 2022).

Contextualization and Relevance

These stylistic patterns convey some of the most important cultural values of the Pakistani society such as the respect to religion, the insistence on the ethical conduct, and the role of national unity. This correlation is further supported by the use of religious and historical proper nouns, which reveal the way in which education is deployed to support the ideas of common beliefs and historical accounts. Findings are consistent with overall aim of the curriculum, which is to not only teach the students language, but also socially and morally.

Answering the Research Questions

The research makes the conclusion that the use of nouns is predominant to denote abstract social and moral concepts, the use of pronouns is used to advance collective identity, and the use of adverbs is used to support ethical behavior. The combination of these parts of speech is used as the means of conveying social and cultural values during the textbook lessons.

Generalization and Field Relevance

Although the present analysis is confined to one particular textbook, the tendencies that can be noted indicate that the language as a mechanism of value transmission is used in educational texts in Pakistan in general. The findings can also be applied to the sociolinguistics and educational studies because they share the importance of grammar and vocabulary in helping to formulate the comprehension of the society and culture amongst students.

Statement of Limitations

There are some limitations of this study. To begin with, the analysis will only involve the English Grade 11 textbook used in Pakistan. Consequently, it is impossible to make any generalizations to all the English textbooks, levels of education and curricula applied all over the country. Other grade or geographical textbooks can contain alternative patterns of language and values embedded in them. Second, the research is qualitative, which means that it involves close textual analysis as opposed to quantitative measurement.

Although such a method makes it possible to study the language use and meaning deep, it does not present numerical data and frequency of nouns, pronouns, and adverbs. Consequently, the results are not quantitative. Third, the study only focuses on three parts of speech, including nouns, pronouns and adverbs. It could also be some other linguistic elements as verbs,



adjectives, sentence structure or discourse patterns that can contribute to the representation of social and cultural values, but these matters are out of scope of this study. This limitation is characteristic of qualitative discourse-based studies, where interpretation takes precedence over statistical generalization (Creswell & Poth, 2020).

The other significant limitation is that the textbook under consideration is not a unique piece of creative work of a single author. Rather, it is a synthesized academic document that has been created by a group of authors, editors and curriculum developers according to the institutional specifications. It indicates that the language of the lessons is based on collective editorial choices and formal curriculum goals and is not personal style or perspective of one author.

Consequently, one cannot determine particular linguistic decisions to the individual will. Lastly, the interpretation depends on what the researcher makes out of the text. Even though it was done in an attempt to be objective and systematic, some elements of subjectivity cannot be avoided in qualitative analysis. Such interpretive subjectivity is inherent in qualitative text analysis and is recognized as an unavoidable methodological constraint (Braun & Clarke, 2021). In spite of such shortcomings, the research provides valuable information on how the social and cultural values are represented in the language used in Pakistani books of learning.

Conclusion

This paper has looked at the application of nouns, pronouns and adverbs in specific lessons of the Pakistani Grade 11 textbook on English to know how language captures social and cultural values. As it has been analyzed, the textbook language cannot be confined to teaching grammar or vocabulary; it is involved in a dynamic process in which the students are formed in their perceptions of the society, culture, and identity.

The results indicate that abstract and collective nouns occur commonly to reflect the concepts of nation, responsibility, unity, and discipline. Such nouns are based on a collective of values and objectives as opposed to personal accomplishment. Equally, the prevalence of pronouns with first person plural like 'we' and 'our' encourages the feeling of shared responsibility and identity. This is a linguistic pattern that makes students think that they belong to a broader social and national society. The moral expectations are enhanced by the application of adverbs of manner and adverbs of time, especially in such aspects as ethical conduct, where it is emphasized that the actions should be conducted in a particular way, but not that the actions should be taken.

Collectively, these verbal means serve as the subtle yet important means of conveying cultural, moral, and national values. The textbook language is representative of the important aspects of the Pakistani society, such as respect given to religion, the focus on moral behavior, collective responsibility, and the significance of being united as a nation. This proves that educational texts can fulfill two functions, that is, building language competence and strengthening the socially accepted norms and values.

Though the research is narrow, it is more helpful to the already existing research since the linguistic features considered in the study are micro-level as opposed to the evaluation of the entire curriculum. It can be assumed that future studies may build on the present findings and study more components of speech, different textbooks, or different contexts. In general, the paper has emphasized the close relation that exists between language and society and how the language that is used in the daily classroom contributes to social and cultural knowledge among students.



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