



## ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 05 No. 01. Jan-March 2026. Page# 1319-1335

Print ISSN: [3006-2497](https://doi.org/10.5281/zenodo.18692216) Online ISSN: [3006-2500](https://doi.org/10.5281/zenodo.18692216)Platform & Workflow by: [Open Journal Systems](https://doi.org/10.5281/zenodo.18692216)<https://doi.org/10.5281/zenodo.18692216>

## Exploring National Identity in Single National Curriculum English Textbooks of Punjab, Pakistan

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### ABSTRACT

*This study examines how implicature is utilized in Grade 5 English textbooks within Pakistan's Single National Curriculum, with an emphasis on the ways language shape's national identity and nurtures a sense of belonging among young learners. Using a qualitative approach, the research looks at both conventional implicature and direct language references to understand how language aids in cultivating nationalism. Through a thorough content analysis, the study highlights how linguistic tools like word choice and sentence structures are key in fostering students' perceptions of national pride, patriotism, and cultural values. The findings indicate that the textbooks serve a dual role: not only do they promote language skills, but they also encourage national unity and identity. By embedding both explicit and subtle messages about national symbols, historical moments, and national heroes, the textbooks help create a collective sense of pride and unity among students. This research emphasizes the significance of thoughtfully crafted educational materials that go beyond enhancing academic performance, also contributing to identity development and social cohesion. The study offers important insights for educators, policymakers, and curriculum designers, suggesting ways to create textbooks that foster national unity and cultural awareness, while also strengthening students' language proficiency.*

**Keywords:** Conventional Implicature, Explicit Examples, English Language Learners ELL, Language Proficiency, Nationalism, National Identity, Textbooks

### Introduction

Language is an intricate, socially constructed system that allows communities to communicate and relate to each other (Dhanawaty et al., 2020). It carries layers of hidden meanings, with pragmatics serving as the field of study dedicated to understanding how meaning is conveyed by the speaker and interpreted by the listener (Yule, 1996). Pragmatics ensures that language is adaptable to various contexts, both informational and social. A central concept in pragmatics is implicature, which refers to meanings that extend beyond the literal interpretation of words and require inference for full comprehension (Haugh, 2012). This feature of language enriches communication and adds depth to our understanding. The present study explores how implicature, along with other explicit elements of language, shape's identity and informs the content of textbooks published by the National Curriculum of Pakistan (NCP) and the Pakistan Curriculum and Textbook Board (PCTB).

Textbooks play a vital role in language learning and cultural engagement. They provide not only academic guidance but also help students connect with cultural contexts and promote intercultural competence (Ubaidullah & Rizal, 2023). The revised Single National Curriculum of 2006 introduced major updates designed to improve both teaching and learning. This curriculum integrates advanced technological methods while aiming to enhance language skills (Khadijah et al., 2024). The learners using the Single National Curriculum textbooks engage in context-based analysis, inferential reasoning, and critical thinking, all of which help them better navigate academic tasks and everyday communication. The purpose of this study is to explore how various linguistic features, such as vocabulary, sentence structure, and other elements, work within textbooks to encourage cognitive engagement.

Implicature plays a crucial role in how language operates beyond its literal meaning in educational settings. It challenges students to engage with texts at a deeper level, pushing them to infer meanings and build connections that extend beyond surface-level understanding. This process encourages students to think critically and engage in the text by recognizing the hidden messages conveyed through language patterns, which ultimately enhances their overall comprehension and analytical skills.

The Single National Curriculum, introduced in 2021, aims to standardize educational practices and provide equitable learning opportunities across Pakistan (Taqdees et al., 2024). The curriculum focuses on fostering cultural awareness, analytical reasoning, and language competency. Through storytelling, descriptive writing, and interactive tasks, the textbooks play an essential role in helping students apply their language skills and engage with the implicit meanings present in the language.

Implicature is essential in guiding interpretations and serves as a powerful tool for conveying subtle meanings. The research is driven by a curiosity about how language shapes our understanding of context, especially in formal educational materials like textbooks. These books offer a structured approach to language learning and present an ideal setting for studying how implicature operates in practice.

The relative lack of research on the practical use of language in Pakistani textbooks further motivates this study. While previous studies on the Single National Curriculum have focused on curriculum development, implementation, and educational outcomes, there remains a gap in exploring the role of implicature in Pakistani educational resources. For instance, research by Ni Komang Arini (2022) in Indonesia examined the use of implicature in both national and international English textbooks, highlighting the influence of language on cultural awareness and the need to explore these aspects within educational materials.

However, the situation in Pakistan is different. There is a notable gap in research on how conventional implicature is used in textbooks, which is significant given that textbooks inherently include lexical, syntactic, and other linguistic cues that produce implicature. Furthermore, limited studies have examined how these implicit meanings are connected to the cultural contexts of Pakistan. As Yule (1996) emphasizes, conventional implicature is linked to specific words and structures that convey meanings beyond their literal interpretations, which makes it critical to investigate these elements in educational texts.

Investigating how implicature functions in the English textbooks of the Single National Curriculum can provide insights into how language not only facilitates learning but also serves as a vehicle for transmitting cultural and ethical values. This study aims to uncover the hidden meanings within the textbooks and explore how they shape students' understanding of cultural norms. This aligns with the concept of 'ideological becoming' described by Curdt-Christiansen &

Weninger (2015), where textbooks help shape students' identities and situate them within the broader cultural and social landscape.

The goal of this research is to examine how implicature is present in English textbooks under the Single National Curriculum. It will identify the types of implicature used, analyze their functions, and evaluate their impact on shaping national identity in Pakistan. By adopting this approach, the study aims to enhance our understanding of how pragmatic elements in language are embedded in educational materials and their significance in linguistics. Additionally, it will shed light on how indirect meanings are conveyed in structured texts, expanding the study into the realm of educational discourse. This research also provides valuable insights for educators, curriculum developers, and policymakers, encouraging the creation of textbooks that enhance students' pragmatic competence. Furthermore, it supports global trends in language acquisition, which emphasize cognitive development and linguistic proficiency. By analyzing the role of implicature in the Grade 5 Single National Curriculum English textbook, this study provides a framework for understanding how language can be leveraged to achieve broader educational goals.

### **Literature Review**

Implicature plays a crucial role in understanding how language communicates meaning beyond its literal interpretation. Brown and Yule (1996) describe implicature as a process where the speaker's intended meaning extends beyond the literal words, guiding the listener to infer additional, often hidden, meanings. Grice (1975) categorizes implicature into two broad types: conventional and conversational. Yule (1996) further refines these categories, breaking conversational implicature into three subtypes: specific conversational implicature, broad conversational implicature, and scaled conversational implicature. These distinctions have proven important in educational settings, helping both teachers and students understand how language functions pragmatically.

The term "imply" refers to suggesting something without directly stating it. Conversational implicature depends on the assumption that both the speaker and the listener share certain communication norms (Griffiths, 2006). This process requires the listener to actively interpret the meaning, going beyond the explicit content of the words to fully grasp the speaker's intent. Yule's (1996) work on categorizing implicature has been instrumental in educational contexts, particularly for understanding how implicature functions in both spoken and written language. However, recent advances in fields like computational linguistics and experimental pragmatics have modified these traditional distinctions. For instance, Hofmann et al. (2024) investigate how implicatures are processed in real-time and how they are applied in artificial intelligence systems. These advancements indicate that the understanding of implicature is evolving, extending from human communication into the realm of machine processing.

Implicature, particularly conventional implicature, is typically linked to sentence structure and specific lexical items or syntactic forms that suggest meanings beyond their literal sense. Yule (1996) explains that conventional implicature is tied to specific words or expressions whose meanings are shaped by the context. Reimer (2010) adds that conventional implicature is present in many words and phrases, even when their meanings don't align with their literal or logical sense. This implies that each linguistic expression has a context-dependent meaning, and how it is interpreted can be influenced by its surrounding linguistic context.

Building on this framework, this study explores how conventional implicature functions in English textbooks aligned with Pakistan's Single National Curriculum. The study examines how linguistic elements like vocabulary and sentence structures help foster critical thinking and inferential reasoning among students. By exploring these elements, the research aims to show how

conventional implicature plays a role in enhancing interpretive skills and promoting cultural and ethical awareness in educational materials.

The relationship between education and national identity formation has been widely discussed in academic literature. Scholars like Gellner (1983), Miller (1995), and Smith (1991) have explored how national education systems contribute to the construction of a distinct national identity. The curriculum, by promoting national language and historical narratives, encourages students to connect with the state and fosters a collective sense of belonging. Educational materials, therefore, become essential tools for identity shaping (Tormey, 2006) and influence how individuals relate to broader societal discourses (Ball, 1990). The topic of identity within curricula remains a contentious issue, especially in debates over how identities should be represented and which knowledge should be prioritized (Pinar, 1993; Apple, 2004).

Curriculum texts play a significant role in shaping national identities by presenting an authoritative version of reality. They serve as key sources of information about identity construction. However, as Foucault (1986) argues, curriculum texts do not impose rigid identities on individuals but offer a space for both teachers and students to interact within a specific ideological framework (Maguire et al., 2011). In Pakistan, the curriculum has historically utilized religion to promote national unity, address regional concerns, and validate governmental ideology (Durrani, 2008; Lall, 2008). Educational materials, such as textbooks, play a pivotal role in shaping national identity by presenting a sanctioned view of reality.

In Indonesia, Ni Komang Arini (2022) examined the use of conventional implicature in educational resources, highlighting its deliberate incorporation as a pedagogical tool. This research indicates that, alongside its linguistic function, implicature carries cultural and thematic meanings, making it crucial for shaping students' perceptions of national identity. Similarly, the incorporation of implicature in educational texts is a dynamic interaction between linguistic theory and educational practice, reflecting speaker intention and perlocutionary acts as proposed by Christ.

Studies on implicature in educational texts have shown its contribution to improving comprehension and engaging readers. Ni Komang Arini (2022) identified several instances of conventional implicature in Indonesian elementary school textbooks. These implicatures, embedded within sentences, explore cultural ideas that help align language use with educational goals. Such findings resonate with broader discussions on how curriculum texts shape identities (Ball, 1990; Tormey, 2006), suggesting that implicature is a vital tool in promoting moral and cultural development among students.

Gellner (1993) and Smith (1991) argue that conventional implicature enhances both linguistic comprehension and national identity. The moral and cultural lessons embedded within implicature support Miller's (1995) assertion that language is a tool for building shared identity in the context of national identity. Furthermore, Pinar (1993) and Apple (2004) emphasize the importance of identity management within educational texts, aligning with the findings of this study.

Research by Sitdikova et al. (2019) demonstrates how implicature fosters engagement in educational settings. Their study shows how linguistic and contextual clues improve understanding and encourage reader participation. Categorizing implicature allows for analyzing its prevalence in both literary and educational texts. Similar findings appear in educational texts, where both literary and curriculum materials are used to convey complex meanings while promoting engagement with broader cultural and ideological objectives.

Fairclough's (1989) Critical Discourse Analysis offers a socio-cultural lens for interpreting implicature in relation to power, ideology, and identity. This perspective supports the idea that

textbooks promote national, ideological, and cultural norms through implicature, guiding interpretation and enhancing understanding in both fictional and educational contexts.

In studies analyzing anecdotal texts in high school textbooks, Woil, Burhanudin, and Sinaga (2019) found that conventional implicature contributes to constructing moral narratives. They highlight the role of linguistic devices in shaping educational contexts. A similar study by Rahmi and Tressyalina (2017) expanded on Ni Komang Arini's (2016) work by exploring implicature in Indonesian educational texts. Their findings show that implicature helps convey cultural beliefs, further emphasizing the role of language in cultural transmission.

While these insights are valuable, several gaps remain in the literature. Eremeeva and Martynova (2019) demonstrate that implicature fosters cognitive engagement but do not explore how these findings apply to educational texts. Similarly, Woil et al. (2019) focus only on anecdotal texts, leaving the function of implicature across different genres of curriculum materials unexplored. Rahmi and Tressyalina (2017) contributed to the study of implicature in Indonesian textbooks but lacked a cross-cultural comparative approach, indicating the need for further research into the use of implicature in various cultural contexts.

These gaps highlight the need for a comprehensive study of how implicature operates across different educational settings. Future research should explore how implicature affects student engagement and learning outcomes, particularly in the context of cultural and national identity formation within the curriculum. Additionally, further studies should examine how implicature aids in understanding context and supports the cognitive processes involved in interpreting culture.

### **Research Questions**

The following research questions guide this study:

1. Which types of implicature are present in the Grade 5 English textbook to promote national identity among students?
2. How do implicature and explicit examples within the textbook promote nationalism and national identity?

### **Research Methodology**

This study adopts a qualitative approach to explore both the implicit and explicit expressions of nationalism present in the Grade 5 English textbook under the Pakistan Curriculum and Textbook Board and the National Curriculum of Pakistan. As outlined by Corbin (2017), qualitative research is designed to delve into and interpret the meaning behind specific situations. This study aligns with that aim, focusing on uncovering the subtle messages of nationalism embedded in the textbook content.

The primary data source for this research is the Grade 5 English textbook, which is widely used throughout Pakistan's educational system. The textbook was selected using purposive sampling, with a focus on ensuring it accurately represents the instructional materials across the country. While the Single National Curriculum is implemented nationwide, the province of Sindh follows a separate curriculum. Punjab, having the largest population, also has the highest number of Grade 5 students enrolled (Bureau of Statistics, Government of Pakistan, 2017). Therefore, the chosen textbook offers a representative sample of the instructional materials found in both public and private schools throughout Pakistan, providing a thorough view of the teaching practices associated with the Single National Curriculum, with an emphasis on textbooks as educational tools.

For data collection, a qualitative content analysis was conducted. Content analysis is well-suited for this study because it enables a systematic review of the text to identify and categorize linguistic elements like implicature. This process uncovers both overt and subtle meanings

embedded in the textbook content. The research involved closely examining the Grade 5 English Textbook to identify instances of implicature and explicit examples that reflect nationalist ideals. Linguistic features such as vocabulary, sentence structures, and other indicators of conventional implicature were carefully analyzed. As Yule (1996) describes, implicature refers to meanings conveyed by words or phrases that extend beyond their literal definitions. The analysis also included assessing the frequency of implicature and its relationship to the development of national identity in young readers.

The implicature analysis followed a structured three-step process. First, the researcher thoroughly reviewed all the units to identify themes related to nationalism. Out of the 14 units in the textbook, three directly addressed nationalism, presenting stories, poems, and factual content that highlighted various aspects of Pakistan's national identity. The second step involved identifying explicit references within these units to notable people, places, and historical events that contribute to the formation of national identity. These explicit examples were analyzed for their potential influence on shaping students' perceptions of their national heritage.

The final step involved a deep analysis of the linguistic components, such as word choices and sentence structures, that suggest conventional implicature. This in-depth analysis helped uncover the hidden meanings embedded in the text that promote a deeper understanding of national identity and cultural values.

### **Theoretical Framework**

The theoretical foundation of this study integrates key linguistic and sociocultural perspectives to analyze implicature within the Grade 5 English textbook. The main theoretical tools guiding this analysis are Grice's Cooperative Principles (1975) and Yule's (1996) theory of implicature, both of which provide essential frameworks for understanding how implicature, shaped by context, carries cultural significance. According to Grice (1975), implicature emerges from the speaker's adherence to conversational maxims, which are shared and understood by both the speaker and the listener. These maxims help the listener infer meanings that go beyond the literal content of the words spoken.

Yule's (1996) classification of conventional implicature further refines this framework for the study. Conventional implicature refers to the meanings attached to specific words or phrases that remain consistent, even when they depart from their literal meanings. This classification allows for a more focused exploration of how linguistic structures in the Grade 5 English textbook communicate cultural values and contribute to the construction of national identity.

Together, these theoretical perspectives form the basis for examining the impact of linguistic choices in the textbook, shedding light on how they shape students' understanding of nationalism. By applying these frameworks, the study aims to uncover how implicature operates within educational materials to convey cultural messages, influence the formation of identity, and foster national unity.

### **Analysis and Results**

This qualitative analysis of the Grade 5 English textbook, published by the Pakistan Curriculum and Textbook Board and under the National Curriculum of Pakistan, examines how linguistic devices contribute to constructing and reinforcing Pakistan's nationalism. The textbook is organized into various sections, beginning with the title page, copyright page, and a content page that lists the main themes and sub-themes of each unit. The content page also highlights the language focus that each unit aims to address. Every unit begins with a list of learning outcomes that are intended to be achieved through reading the unit.

The textbook contains fourteen units, each of which addresses a range of themes such as ethics, values, nature, health, personal safety, media, festivals, and peaceful coexistence. Each unit

features a 'Getting Started' section, designed to engage students with a reading or provocation to stimulate thinking. Through a detailed examination of these units, it was found that four of them, those focused on gender equality, participatory citizenship, patriotism, and national pride, exhibit the most pronounced elements of nationalism. These units stand out from the others in their explicit promotion of national identity.

The analysis revealed numerous references to Pakistan's culture and history, portraying them as symbols of national pride. Through themes of gender equality, patriotism, and the commemoration of historical heroes, the textbook authors seek to anchor the narrative of national pride. As is common in many textbooks, this resource focuses primarily on engaging students with language learning via oral communication, reading comprehension, critical thinking, grammar, and writing exercises. In the exercises at the end of each unit, explicit examples of Pakistan's famous landmarks, national heroes, military personnel, and iconic personalities are frequently used to reinforce the national narrative. Additionally, the National Anthem of Pakistan is presented in Urdu script at the end of the textbook, accompanied by the national emblem of the crescent and star, further emphasizing a sense of national belonging. Illustrations throughout the textbook found in seventeen different locations depict characters in cultural settings, dressed in national attire, and show images of national heroes, all contributing to the broader goal of nation-building through education.

**Table 1**

*Frequency of Implicature and Explicit Text in Grade 5 English Textbook published by Pakistan Curriculum and Textbook under National Curriculum of Pakistan 2021.*

Unit No.	Page No.	Lesson Titles	Type of Content	Frequency of conventional implicature	Frequency of the explicit text
1	1-11	Patience	Informative Text on the story of the Holy Prophet (Peace Be Upon him)	None	7
2	12-24	Be Grateful	Poetry on Allah loves me	None	4
3	25-34	Women as Role Models	Informative text on significant women of Pakistan's history	5	None
4	35-44	Unforgettable moments of my Life	Story on the importance of trees	None	None
5	45-53	I am the Earth	Poetry on the Earth	None	3
6	54-65	A Fit and Healthy Life	Story on the awareness about personal hygiene	None	None
7	66-74	What Goes Around Comes Around	Fable	None	None
8	75-83	Do What's Right	Fictional Story	None	None
9	84-95	Patriotism	Poetry	5	4
10	96-108	Eid ul Azha	Informative Text on the festival		None
11	109-117	Let's Be Helpful	Fictional Story	None	None

12	118-126	Our National Animal	Informational Text	7	None
13	127-137	When Something Went Wrong	Fictional Story	None	None
14	138-149	Together we Live	Poetry	None	None

A detailed analysis of the four units and the exercises are given below.

### **Nationalism Through Conventional Implicature and Explicit Examples**

#### **Unit 1: Page Numbers 1-11 'Patience'**

The unit is themed highlights 'patience' as an essential trait when working in collaboration. Underlining the importance of honesty and perseverance from the life of Prophet Muhammad (P. B. U. H) as examples to follow, it responds how to respond to hardship with forgiveness and prayers. The text of the unit contains no conventional implicature that represent nationalism. Parallel to the implied meaning, the exercises in the textbook gave several explicit examples of landmarks, famous personalities and significant days of Pakistan in the unit to develop concrete illustrations in readers' minds.

Unit number 1 Page Number 8, the exercise gave several examples of prominent features of Pakistan. The exercises are designed to help learners to distinguish between common and proper nouns and capitalise the proper noun, consequently, helping readers to understand the context in which these language focuses are used, enhancing their ability to construct sentences with accuracy. The extracted references from the text are given below

- Allama Iqbal is the national poet of Pakistan
- Faisal Mosque is a significant mosque in the capital city of Islamabad
- Markhor is the national animal of Pakistan
- Muhammad Ali Jinnah is the founder of Pakistan
- Rawal Lake is an important lake located in the capital city of Pakistan
- Islamabad is the capital city of Pakistan
- K-2 is the highest peak in Pakistan

#### **Unit 2: Page Numbers 12-24 'Be Grateful' Poetry on Allah's Love**

The unit is finding the presence of Allah with the beauty of nature as he who responds to our prayers in the moments of sadness and happiness. The unit contains no implicit examples of nationalism in the text.

Similar to the exercise mentioned in unit 1, the task linked to the unit 2 on page number 21, 22 and 23 requires the reader to use the definite article 'the' in the sentences. The exercise has a variety of examples of people and places; however, the examples of significant places and people of Pakistan are explicitly mentioned among them. The extracted references from the text are given below.

- Lahore is a major city in Pakistan
- River Ravi is a major river that flows through the province of Punjab
- Himalayas a mountain range in Pakistan
- Lahore Museum exhibits historical artefacts found in Lahore

#### **Unit 3: Page Numbers 25-27 'Women as Role Models'**

The unit is themed on gender equality and women's right to education, the unit signifies the contribution of women throughout the history of Pakistan and achieving remarkable goals. The unit begins with a provocation to observe the various professions and encourage learners to think about their personal views. The unit further developed into four distinguished Pakistani



women named, Ms Fatmah Jinnah, Dr Ruth Pfau, Arfa Abdul Karim Randhawa and Samina Khayal Baig. The unit has many explicit examples that resonate with nationalism and implicit meaning that gives a broader view of nation building in the reader's mind.

*'History is filled with wonderful examples of role models - men, women and children - who teach us to be great mothers, fathers, teachers, friends, students, etc. Our women have always been a great support for men. They are equal to men in terms of spirit, hard work, achievement etc. Their positive qualities are helping us to build a strong nation. Here only four Pakistani women are being discussed who have created history.'*

The word 'history' in this context implies a collection of significant events of the past and emphasises the impactful and memorable actions promoting the significance of its significance for Pakistan's citizens. The word includes the narratives of struggles and resilience such as the fight for the independence and challenges of nation-building. Historical events shapes student's perception of their country when they are written in educational material. Furthermore, the word 'wonderful' implies admiration and high regard in reader's mind. In educational context, describing aspects of Pakistan's history, culture and achievements as the reader began to develop the images of the given examples as positive, fulfilling the aim of promoting national identity and honour.

*'Arfa Abdul Karim Randhawa became the pride of our country when she was only nine years old. She achieved the world's youngest Microsoft Certified Professional award at this young age. Her representation in various prestigious technology related events, including TechEd Developers Conference, made our country proud in the whole world. She flew her first aircraft at the age of ten in the U.A.E. She was a gem of our country, but sadly she left this world on January 14, 2012, at the age of sixteen due to cardiac arrest.'*

The word 'our country' implies a reinforcement of a sense of unity and collective ownership among Pakistan nationals. It emphasises the shared identity among citizens and flourishes on the idea of a united people who share a common identity, history, language and future. It is a possessive phrase that creates an emotional connection and fosters a deep connection that citizens stake in its welfare. The word 'our country' also implies a sense of duty and responsibility, encouraging people to work hard towards the benefit of the country. The word 'gem' implies the intellectual contribution made by the individual, symbolising Arfa Karim as an accomplished individual. She established an example of honour and national pride. Her contribution aligns with the nationalistic sentiments of homegrown talent. The term 'gem' is also a metaphor for superiority and serve as an inspiration for hope for Pakistan's future. It offers an image that the country is capable of producing innovators and intellects. She sets an example of national pride and honour. Her contribution aligns with the nationalistic sentiments of homegrown talent. The term 'gem' is also a metaphor for excellence and serves as an inspiration for hope for Pakistan's future. It offers an image that the country is capable of producing intellects and innovators.

*'Dr. Ruth Plan was a German doctor and nun who is known as Mother Teresa of Pakistan. She devoted her life to fighting leprosy in Pakistan. She traveled to various parts of Pakistan with the aim of rescuing patients suffering from leprosy. She set up 150 leprosy clinics across the country. Due to her efforts, the disease came under control, in 1996. She was given numerous awards for her work, including Hital-e-Imtiaz Hilal-e-Pakistan and German Staufer Medal.'*

In recognition of the efforts of Dr Ruth Pfau, the text has conventional implicature highlighting the significance of her work for the entire nation. The words 'various' and 'across the country' highlight collective identity and the struggle to fight for the national cause. It emphasises the wide-reaching impact of Ruth Pfau's work and suggests that Pakistan is a diverse nation with different ethnicities, languages and cultures. The people of Pakistan unite for a common cause.

The phrase 'across the country' highlights the national scope of her work. It implies Ruth Pfau's effort as a nationwide effort. It infers that Pakistan's greatness is rooted in coming together as a nation to address critical issues, fostering a sense of collective pride and strength. It extends the idea of nationwide deployment where Ruth Pfau's word extended beyond local boundaries and fosters the national commitment to address the problem across various regions of Pakistan.

There are no explicit examples of the nationalism in the unit and text exercise.

**Unit 4: Page Numbers 35-44 'Unforgettable Moments of my Life'**

This unit is themed on the importance of trees and environmental responsibility. It highlights beings need to do to restore and protect the beauty of our surroundings. There are no conventional implicature and explicit examples of nationalism in the text.

**Unit 5: Page Numbers 45-53 'I am the Earth'**

This unit is themed on the urgent need of the environmental protection against the threats of climate change and pollution. There are no conventional implicature of nationalism in the text. In accordance with the aforementioned exercises of units 1 and 2, the exercise on page numbers 52 requires the reader to distinguish between common and proper nouns given in the context. The clear indications of Pakistan's pride are found in the following.

Lahore Museum refers to a place of historical and national importance in Pakistan

- The River Indus is significant for Pakistan's geography and culture
- Satpara Lake, a famous lake in Gilgit, Baltistan in the Northern areas of Pakistan
- Mazar e Quaid is the mausoleum of the founder of Pakistan, Mr. Muhammad Ali Jinnah. It is a revered national monument and a symbol of the country's independence and struggle.

**Unit 6: Page numbers 54-65 'A Fit and Healthy Life'**

This unit is themed on the importance of maintaining cleanliness and consuming healthy food to stay fit and healthy. There are no conventional implicature and explicit examples of nationalism in the text.

**Unit 7: Page Numbers 66-74 'What goes Around Comes Around'**

The theme of this unit revolves the fable of frog and a mouse that teaches moral accountability that being unkind and selfish towards others will eventually lead to downfall. There are no conventional implicature and explicit examples of nationalism in the text.

**Unit 8: Page Numbers 75-83 'Do What's Right'**

This unit is themed on honesty and integrity and how returning lost items leads to a sense of peace. There are no conventional implicature and explicit examples of nationalism in the text.

**Unit 9: Page Numbers 86-95 'A Nation's Strength'**

The unit begins with provocative questions and leads readers to reflect upon the importance of the national flag as the symbol of identity and appreciate its significance. Moreover, the second question explicitly denotes the historical struggle for freedom and independence to foster a collective sense of pride and unity. The text explored the idea of a nation's strength with the two-stanza poem by Ralph Waldo Emerson.

*'Not gold only men can make.*

*A people great and strong,*

*Men who for truth and honour's sake*

*Stand fast and suffer long.*

*Brave men who work, while others sleep,*

*Who dare while others fly*

*They build a nation's pillars deep*

*And lift them to the sky.'*

-Ralph Waldo Emerson

Many lexical items in the text that support conventional implicature. The verse *'A people great and strong'* infers that the forte of a nation depends on strong character development on nationals. The phrase carries a strong meaning of strength unity and pride of its citizen the phrase also highlights that the strength of Pakistani people who despite challenges have collectively contributed to the nation's strength. The phrase also fosters a sense of duty and determination. The phrase, *'who dares while others fly'* showcases the concept of courage and bravery. It concludes the idea of patriotic people who stand firm take risk and make sacrifices for the country. The phrase upholds the value of courage and willingness to represent the spirit of nationalism.

Phrase, *'Men who for truth an honours sake'* infers the idea of foundational principle of truth, honesty and honor. Elements like these are linked to the virtues of identity and the strength of the nation. The phrase suggests a deep connection to the values of 'truthfulness' and 'honesty' that are associated with integrity and moral framework. This phrase suggests the selflessness of the people who are there to sacrifice their lives to protect dignity of the country. The phrase *'They build a nation's pillars deep'* implies the metaphorical pillars of a nation's stability and prosperity. They are built by the hard work, bravery and dedication of its people. It suggests that the true strength of a country lies in the sacrifice of its people, in the context of nationalism. When individuals work meticulously, they lay down a deep foundation that scaffolds the building blocks of a nation. This reflects the core value of nationalism and create a strong, unified building block of the country. The phrase *'Lift them to the sky'* suggests the objective and progress of a nation. This phrase elevates a nation's achievements and suggests the efforts of devoted individuals. This phrase symbolises pride and ambition and the desire to see the country in highest ranks. It highlights the patriotic drive to aspire towards a prosperous and dignified nation.

The Learning to Speak practice on page number 88 requires readers to include in some conversation and develop their conversation skills. The sentences of conversation refer to significant dates of Pakistan. The extracted references from the text are given below.

- Pakistan Day refers to the day when the resolution of Pakistan was passed in 1940, 7 years before the independence of Pakistan
- Lahore resolution is the key event that happened on the day of 23<sup>rd</sup> March 1940 which is now commemorated as Pakistan Day
- Minar-e-Pakistan is the monument constructed to honour the significant day.

Another grammar exercise on page number 92 requires learners to identify pronoun-antecedent agreement. The exercise contains an explicit example of Pakistani soldiers as a symbol of national identity, anticipating their bravery as a national honour.

#### **Unit 10: Page Numbers 96-108 'Eid ul Azha'**

The unit is themed on Eid ul Azha as a celebration and the importance of sharing and sacrifice and reminds learners to follow religious rituals to be followed on the day of Eid. There are no conventional implicature and explicit examples of nationalism in the text.

#### **Unit 11: Page Numbers 109-117 'Let's be Helpful'**

The unit is themed on the importance of providing help to develop the sense of loving and togetherness in a community. There are no conventional implicature and explicit examples of nationalism in the text.

#### **Unit 12: Page Numbers 118-126 'Our National Animal'**

The unit begins with the provocation task asking learners to dive into the meanings of 'patriotism', 'devotion' and 'sentiments' to gain a deeper understanding of the words and their implied meanings. Further conventional implicature analysis of the lexical items carries the deep-rooted meanings of nationalism and patriotism.

*'It is the feeling of love, devotion and a sense of attachment to one's homeland and an association with other citizens who share the same sentiment. This affection can be a combination of many different feelings relating to one's own homeland, including ethnic, cultural, political or historical aspects. Patriotism is love and support for one's country. An example of patriotism is waving the flag proudly in your home.'*

The phrase 'Love, devotion and a sense of attachment' deeply implies a commitment to one's homeland, signifying a heartfelt connection to the homeland. Correspondingly the word 'homeland' explicitly refers to a person's country of origin. The word implies the sense of belonging, identity and pride associated with the nation. The phrase 'association with other citizens' implies unity and a shared sense of purpose of national pride.

*'Markhor lives in the mountains. It is mostly found in Northern Pakistan and the Himalayas. There are three species of markhor found in Asia. It is known for its long and curly horns. These attractive horns on males are nearly 63 inches long and on females around 10 inches long. Males and females can be easily identified by the colour of their coats. Males have light brown to black coloured coats. Females have reddish coats. These coats shorten in summer and elongate in winter. A markhor male measures around 52 to 73 inches in length and weighs 71 to 240 pounds. Females are much smaller than males. Markhor's strong, powerful legs give it the ability to maintain balance when climbing or simply walking on hills.'*

The unit develops further by encouraging readers to share their knowledge of Pakistan's national animal. This serves as a provocation of the unit to attract readers' attention and keep them engaged in reading. The phrase, 'symbol of bravery and intelligence' symbolises the idea that qualities are valued and serves as an emblem of the nation's strength and resilience. By referring to Markhor as a 'wild animal of Pakistan', the author ties national heritage to national pride, emphasizing the connection between the people of Pakistan and the region's unique wildlife. Markhor's strength symbolises the nation's ability to endure and overcome challenges. Its bravery and courage mirror its distinct identity. These qualities collectively inspire national pride and unity.

There are no explicit examples of nationalism in the text.

#### **Unit 13: Page Numbers 127-137 'When Something Went Wrong'**

The unit is themed on the ways a person can work on the solutions to overcome little issues instead of complaining for them. and There are no conventional implicature and explicit examples of nationalism in the text.

#### **Unit 14: Page Numbers 138-149 'Together we Live'**

The unit focuses on the life lessons of living together is to avoid conflicts and quarrelling. There are no conventional implicature and explicit examples of nationalism in the text.

The implicature analysis and explicit examples of nationalism in the Single National Curriculum Grade 5 textbook varied in numbers. Stories, poems, and factual information specified in the 3 units revealed that conventional implicature is embedded within the context, encouraging the reader to infer connections of national values through contextual cues and underlying messages. Nevertheless, this is not as significant as the frequency of explicit examples given in the textbook. The combination of explicit and implicit elements effectively depicted the importance of national identity, encouraging readers to value nationalism through a deep interpretation of the text. The

frequent and consistent presence of national elements highlights the textbook's role in promoting a cohesive sense of patriotism among the reader

### **Discussion**

The Grade 5 English textbook, introduced under the Pakistan Curriculum and Textbook Board and National Curriculum of Pakistan in 2021, was designed to address issues such as class divisions and regional inequalities within Pakistan's educational system. A primary goal of this curriculum is to bridge the gap between secular and religious education, as well as between public and private schools, aiming for a more unified approach to education (Malik et al., 2023). The curriculum focuses on key themes like respect for diversity, social and religious tolerance, and conflict resolution, with the broader aim of improving the quality and accessibility of education across Pakistan (Ali, 2020). This chapter explores the implications of the textbook's content, with a focus on its role in fostering nationalism and influencing the conceptual development of students.

The Grade 5 English textbook serves as a crucial tool in shaping both the cognitive and emotional growth of young learners, embedding implicit meanings and promoting national identity. One of the textbook's main objectives is to enhance students' proficiency in English as a second language, equipping them with the linguistic and cognitive skills necessary for navigating both academic and everyday communication. The curriculum aims to boost language skills by engaging students with a diverse array of text types, including stories, fables, factual accounts, and poetry. This variety exposes learners to different linguistic structures, helping to foster a well-rounded understanding of the language (Torrance & Thomas, 2022). Carrell (1984) highlights that ESL learners tend to understand implied meanings more effectively than literal ones, emphasizing the importance of incorporating inferential reasoning into language learning. The structured approach to language input emphasized by the Single National Curriculum is essential for developing linguistic competence. According to Bergsleithner et al. (2023), structured language input enhances learners' ability to understand and produce language by focusing on contextual clues, critical thinking, and inferential questioning. This method encourages students to engage more deeply with the material, enabling them to move beyond surface-level understanding and achieve a more thorough comprehension of the text. By involving students in dialogues, discussions, and grammar exercises, the textbook creates a dynamic learning environment that caters to diverse learning styles (Ladson-Billings, 2014). This approach not only improves linguistic proficiency but also fosters critical thinking skills, which are essential in today's interconnected world (Willis, 2021).

In addition, the textbook reflects Pakistan's rich cultural and regional diversity, offering a wide range of perspectives. The inclusion of various cultural viewpoints promotes inclusivity and helps students appreciate the different traditions and values that shape the nation. Through representations of national symbols, historical events, and prominent figures, the textbook provides students with a comprehensive view of Pakistan's heritage, reinforcing a shared sense of national pride. As noted by Raja (2015), nationalism involves a collective identity rooted in common culture, ethnicity, or religion. By presenting these elements in a balanced and inclusive manner, the textbook not only teaches language but also fosters national unity, encouraging students to connect with the broader national narrative. Anderson (1983) argues that education plays a vital role in shaping national identity by promoting shared knowledge and experiences. This study draws on the work of Woil et al. (2019) and Rahmi and Tressyalina (2017), who emphasize the role of implicature in reinforcing national and cultural values within educational texts. Both implicit and explicit implicature serve as powerful tools for constructing national identity. Linguistic cues embedded in the textbook, such as references to historical landmarks,

national heroes, and cultural symbols, help shape students' understanding of their place within the nation. These elements contribute to a deeper and more nuanced understanding of nationalism, fostering a sense of belonging and pride in one's country. Hobsbawm (1990) stresses that education is key in shaping national identity, with textbooks playing a central role in transmitting national culture and values.

The curriculum is designed not just to impart knowledge, but also to instill values and attitudes that shape how students view the world. According to Megauries et al. (2011), curriculum texts provide a platform for both teachers and students to engage with and express themselves, facilitating deeper engagement with the material. The primary focus of the Single National Curriculum is not only to develop language proficiency but also to cultivate students' critical thinking skills. This approach encourages students to reflect on the social, political, and cultural contexts of their lives. Tormey (2006) argues that the curriculum plays a crucial role in shaping identity, as it influences how students interact with and respond to the discourses presented in educational materials.

Ball (1990) also argues that people's engagement with discourse is largely shaped by the curriculum. This is evident in the Grade 5 textbook, where both implicit and explicit nationalist content influence students' perceptions of their identity and their role within the national framework. Through the analysis of implicature and explicit examples, the textbook fosters dialogue and critical engagement with nationalism. This process not only aids language learning but also nurtures a sense of national pride and a shared understanding of Pakistan's history, culture, and values. Kymlicka (2007) suggests that education systems and curriculum designs are crucial in fostering a sense of national belonging and solidarity, a concept supported by the findings of this study.

The Grade 5 English textbook, as part of Pakistan's Single National Curriculum, plays a critical role in shaping both students' linguistic abilities and their national identity. By strategically using implicature and explicit references to national symbols, figures, and historical events, the textbook reinforces the importance of national cohesion and patriotism. This research underscores the value of curriculum design in promoting national identity and highlights the need for educators, policymakers, and curriculum developers to consider the broader social and cultural implications of the materials used in classrooms. The study's findings not only contribute to the understanding of language learning but also offer valuable insights into how educational materials can strengthen national unity and cultural awareness among young learners.

### **Conclusion**

This study explored the role of implicature in the Grade 5 English textbooks under Pakistan's Single National Curriculum, examining how linguistic elements contribute to the formation of national identity and the nurturing of a sense of belonging among students. The main goal was to identify the different types of implicature used in the textbook and analyze how they promote nationalism.

Through qualitative analysis, the study confirmed the presence of conventional implicature in the textbook, which plays a crucial role in shaping students' understanding of nationalism, national pride, and patriotism. Specific lexical items such as "patriotism," "national pride," and "our country" convey meanings that go beyond their literal definitions, creating a deeper connection to national values. This finding supports the views of Woil et al. (2019), who emphasized that implicature plays a key role in shaping cultural awareness and national identity through educational texts.

The study also demonstrated that the textbook serves a dual purpose: improving language skills while simultaneously promoting identity formation. Explicit references to national landmarks,

historical figures, and events reinforce students' understanding of their cultural heritage. This is consistent with Tormey's (2006) assertion that curricula are central to shaping national identity and students' sense of belonging to their nation. By integrating both implicit and explicit messages of nationalism, the textbook ensures that students not only gain linguistic competence but also internalize values linked to their national identity.

The use of linguistic strategies, such as implicature, along with direct references to national symbols and historical figures, effectively fosters national unity. By incorporating these elements, the curriculum contributes to the larger goal of national cohesion. As Maggie et al. (2011) suggested, textbooks are powerful tools for transmitting knowledge and socio-political values. The blend of implicit and explicit content in the textbook encourages students to engage with the country's history, culture, and identity, thereby enhancing their sense of national pride.

Additionally, the study underscores the importance of linguistic strategies in the curriculum, highlighting that the combination of implicature and explicit references to national identity plays a significant role in fostering the social and political awareness of young learners. By engaging students in both overt and subtle national discourses, the textbook helps shape their understanding of national values, motivating them to take pride in their country's culture and heritage.

The findings highlight the importance of thoughtfully designed textbooks that aim not only to improve language skills but also to instill a strong sense of national belonging. Educators, policymakers, and curriculum developers must be mindful of the linguistic tools used in textbooks, as these tools greatly influence how students connect with both language learning and national identity. Integrating critical thinking and cultural awareness into curriculum design will help students engage more deeply with the material, supporting their growth as individuals and as members of the nation.

In conclusion, this research demonstrates that the Grade 5 English textbook, as part of Pakistan's Single National Curriculum, plays an important role in shaping students' national identity through the careful use of implicature and explicit references to national symbols, historical figures, and events. The textbook enhances both linguistic competence and national cohesion, contributing to the broader aim of fostering a unified national identity. This study emphasizes the importance of designing curriculum materials that promote national unity, cultural values, and a sense of belonging among young learners.

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