

## CONSTRUCTING HISTORY THROUGH PROCESS AND PARTICIPANT TYPES: AN SFL ANALYSIS OF MATRIC-LEVEL PAKISTAN STUDIES TEXTBOOKS

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### Abstract:

*This study employs Systematic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA) to thoroughly examine how Two Nation Theory and the establishment of Pakistan are linguistically constructed. Based on Halliday's transitivity system the analysis examines the use of Participant types and process to explore how historical narratives are formed to develop the national ideology. According to the findings, Muslim leaders are positioned as "heroes" through the use of relational, material and verbal Processes while the common Muslims are presented as passive receivers of guidance. Relational processes prove the ideological underpinnings of two nation theory by setting a permanent boundary between the Muslims and Hindus. CDA insights show how this linguistic construction normalizes the division of British India and marginalizes different Points of view. By integrating SFL and CDA this study presents in depth understanding of how language in educational discourse serving both pedagogical and ideological roles influencing the student's understanding of national identity and political authority.*

**Keywords:** Ideology, Linguistic construction, Marginalizes, Pedagogical, Ideological

### Introduction:

In the domain of education history textbooks play a pivotal role in framing how a nation's past is acknowledged and adapted by its citizens. In Pakistan's scenario history education is not an interpretation of past events but it serves as an important tool for establishing human identity, strengthening political ideologies and justifying the state substructure. The Two Nation Theory is one of the most well-known and intricate narrative taught in Pakistani textbooks. This theory serves as theoretical foundation for the creation of Pakistan claims that Muslim and Hindus are two different nations with different social norms and beliefs. According to this theory Muslims Pakistan was established in 1947 as a result of valid and legitimate reason in order to protect their identity and well-being.

The portrayal of Two Nation Theory in Pakistan studies textbook is masterfully written narrative that resonates with the cultural and political objectives of Muslims. Textbooks are seen as important instrument to guide the students about their national beliefs and establishing a sense that all Muslims have shared identity. In this framework the two nation theory is presented as a fundamental belief to support the Pakistan existence. The plot is further strengthened by the representation of historical personalities such as Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam who are presented as the founder of Pakistan and protectors of Muslims' rights in British India. The linguistic construction of these historical events plays an important role in how they are recognized and understood by people.

Language as a societal semiotic framework is not only a mean of delivering information, it deliberately shapes how occasions, individuals and ideas are represented. Systematic functional linguistics (SFL) a theory given by linguist Michael Halliday which offers solid basis for exploring how language is used to generate meaning in specifically societal contexts. SFL merely pays attention to the ways how language is used to convey incidents, create relationship between people and generate unified and significant texts. The basic concept of SFL is that language serves three meta-functions: the Ideational Meta-function which serves to tell how experiences is expressed through participants, participants and circumstances, the Interpersonal Meta-function which focuses how language is used to create relationship between individuals and the Textual Meta-function which concerns with how language is constructed and structured within a text.

The Ideational Meta-function is particularly relevant to the historical contexts because it offers an insight on how individuals and events are organized and understood. This article employs SFL to analyze how Pakistan studies textbook at the matric level constructs the foundation of nation and the democratic and ethnic ideologies relating to the Two Nation Theory. The study further looks at how linguistic choices impacts student's perspective of national identity, the involvement of religion in politics and the relationship between Muslim and Hindus all across Indian subcontinent history.

Through the examination of language used in textbooks we can learn more about the philosophical functions of historical lessons being taught to students. For instance how are central figures like Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam are shown and represented through relational, mental and material processes? In what ways the historical events preceding the foundation of Pakistan highlighted the need and worth of separate Muslim state? How does the language used in these works promotes the political objectives of Pakistani state and justify the two nation theory? Beside language research this study is significant because it illuminates light to the broader function that education plays in nurturing national development. Instead of being impartial record of knowledge textbooks serves as tools for developing a shared memory and impacting the conceptual framework that dictates how a country's history is understood.

The Two Nation Theory is an integral part of Pakistani national identity and how this theory is portrayed in textbooks influences how pupils understand their place in national tale. Additionally this study adds to the corpus of research on the function of language in education and critical discourse analysis. We are able to better understand how language portrays and uphold societal, political and theoretical structures by using SFL to investigate how historical narratives are constructed. In Pakistan's scenario the language used in textbooks has a major impact on how students view the present and future while teaching them about the past. In a nutshell this study critically examines the way how Pakistan's history is constructed in matric level textbooks with a direct focus on two nation theory using systematic functional linguistics as a methodological approach. Our goal is to reveal ideological and cultural factors determining how historical events, individuals and conceptions are portrayed through investigating the linguistics choices made in these textbooks.

### **Objectives of the study:**

- 1: To analyze the linguistic construction of Two Nation Theory in Matriculation-level Pakistan studies textbooks.
- 2: To explore Processes and Participant roles used to represent key Muslim leaders within the ideological framework.

3: To examine how textbooks depicts Hindu Muslim relations to support the political and ideological goals of Pakistani state.

### **Research Questions :**

**1:** How is the Two Nation Theory linguistically represented in Pakistan studies textbooks on matriculation level?

**2:** What kinds of processes—material, mental, relational, etc.—are used in the textbooks to illustrate important historical characters like Quaid-e-Azam , Allama Iqbal, and Sir Syed Ahmad Khan?

**3:** How does the language usage in Pakistan studies mirrors the broader ideological and political aims of Pakistani state?

### **Significance of Study:**

This study holds significant value in understanding how language shapes Pakistani political ideology and national identity. This study offers a glimpse into how educational texts affects the students' perspective of their nation's past by critically analyzing the linguistic construction of two nation theory in matric level Pakistan studies textbooks. The use of systematic functional linguistics provides an expended awareness of the relationship between language and history in developing national consciousness by enabling an extensive examination of the linguistic choices such as participant roles and processes types used to reinforce specific ideological narratives.

The findings also have implications in developing curriculum since they emphasize the need of textbooks that addresses the concerns of plurality and cohesion while encouraging a more rigorous and multifaceted approach to teaching history. By presenting the framework for analyzing how language constructs historical narratives. This study further develops the discipline of critical discourse analysis in education which may find relevance in further postcolonial studies. All things taken into account this study helps improve the theoretical understanding of linguistics and education while also suggesting beneficial suggestions for improving the historical education and promoting a more equitable and deliberate sense of national identity in Pakistan.

### **Literature Review:**

The role of textbooks in shaping national identity and political ideologies is well entrenched field of study in linguistics as well as education. In situation of Pakistan textbooks are employed as political socialization tools alongside with being educational tools propagating distinct historical narratives which encourage the formation of national identity. The political and cerebral justification for the establishment of Pakistan has been articulated by the two nation theory, which has dominated Pakistan history.

### **Historical Construction in Textbooks:**

The influence of history textbooks on national identities in postcolonial state is the focus of numerous research. For instance, Ahmed (2002) and Kausar (2006) inquire about how Pakistani textbooks depicts in a way that holdup Pakistan as an independent state. These studies illustrate how textbooks serve an ideological purpose in promoting the Two Nation Theory by depicting Muslims and Hindus as different nations on a political and cultural level.

### **Language and ideology:**

From a linguistic point of view critical discourse analysis (CDA) has been used excessively to examine how textbooks frames national ideology and identity. Fairclough (1995) and van Dijk (1998) have explored the ways in which language in Pakistani textbooks reproduces power dynamics, emphasizes the part that linguistic patterns and choices play in the philosophical progression of students' worldviews. Researchers like Khattak (2014) and Shah

(2017) have utilized CDA to investigate how Muslim-Hindu interactions are represented in the country. This study shows how linguistic choices like participant roles, process and modality have a significant affect on how people understand political ideology and historical events.

### **Systemic Functional Linguistics (SFL) in Textbook Analysis:**

Systemic Functional Linguistics (SFL), especially the framework developed by Halliday (2004) has been used more frequently in the field of education to see how language creates meaning in context. SFL allows researchers to investigate how processes, participants and circumstances are depicted in discussions by focusing on the interplay of ideational, interpersonal and textual functions of language. Studies by Martin (2002) and Eggins (2004) have applied SFL to analyze instructional texts, exposing how language not only portrays but also establish ideological positions. SFL has not yet been extensively used in the Pakistani context to investigate how historic events such as the creation of our dear homeland Pakistan or the fundamental principles of two nation theory are linguistically represented. The present study aims to fill this gap by providing a detailed SFL based analysis of the language used in matric level textbooks.

### **Representation of Historical Figures:**

Research on the representation of the historical figures has often concentrated on the exaltation of key leaders who are essential to the two nation theory. For example, studies by Shafique (2015) and Bukhari (2018) have examined how figures like Muhammad Ali Jinnah, Allama Iqbal, and Quaid-e-Azam Sir Syed Ahmad Khan are portrayed as wise leaders who felt the necessity of separate homeland for the Muslims of India.

According to these studies, the textbooks tend to glorify these personalities depicting them as nearly perfect in their political judgement. However, these studies have mostly concentrated on the subject matter of these narratives with little regard to the linguistic choices employed to generate these visuals. This gap presents a chance for further research especially through the lens of SFL to see how these historical figures are portrayed in terms of linguistic processes and participant roles.

### **Historical Narrative and Muslim-Hindu Relations:**

Another topic of significant scholarly interest has been how Muslim-Hindu interactions are portrayed in textbooks. According to Pasha (2009), the textbooks frequently highlight the theological and cultural divides between the Muslim and Hindus showing the establishment of Pakistan as a necessary outcome of these insoluble injustices. Similarly, Raza (2012) claims that Pakistani textbooks emphasize the idea of a "separate Muslim identity," forecasting Islam and Hinduism as ultimately antagonistic. However, the intricate social, political, and cultural elements of the time are sometimes exaggerated in this depiction.

The linguistic analysis of these depictions especially through the lens of SFL can offer more in depth understanding of the linguistic construction of these divides and whether the textbooks contain alternate diverse narratives. There are variety of research gaps despite the body of work already available on the ideological significance of textbooks in Pakistani textbooks. First and foremost a significant amount of the literature looks at the philosophical foundations of the two nation theory, limited linguistic research using systematic functional linguistics (SFL) has been done to examine how language is used to produce this theory, whereas historical leaders like Quaid-e-Azam, Allama Iqbal, Sir Syed Ahmad Khan are frequently analyzed there is little attention paid to how language shapes their role and value.



Furthermore, while there has been research on how Muslim-Hindu relations are represented, little is known about the linguistic processes that underlie these representations. Lastly inadequate focus has been paid to the broader ideological roles that language plays in integrating textbooks with the political ends of the political state. This study seeks to address these gaps by using SFL to give a more better understanding of how language impacts historical narratives in Pakistan studies textbooks.

### **Theoretical Framework:**

Systematic functional Linguistics (SFL), developed by Micheal Halliday is a linguistic theory which places a focus on the functional aspects of language. According to SFL, language is a resource of meaning making and serves three meta-functions: **ideational, interpersonal, and textual**. Each of these meta-functions focus on the distinct aspect of the way language is used to convey meaning in a social context.

1. **Ideational Metafunction:** This meta-function focuses on the representation of the experience in language. It includes the several kinds of processes (actions or states) that are described in a book, the participants who are a part of those processes, and the circumstances that surround them. In this study the ideational meta-function will be employed to investigate how the textbooks represent historical events notably the ideological divide between Muslims and Hindus, the desire for a separate homeland and the subsequent establishment of Pakistan.

The study will focus on how these events are framed linguistically and how they support the Two Nation Theory by looking at the many sorts of processes (such as "demanded," "created," and "established") and the roles played by participants (such as Muslims, Hindus, British, and leaders). It will also examine how various historical figures such as Quaid-e-Azam Muhammad Ali Jinnah, Allama Iqbal, and Sir Syed Ahmad Khan are portrayed in the texts and their linguistic positions.

2. **Interpersonal Metafunction:**

The interpersonal meta-function merely pays attention to how language expresses social interactions between the listener and the speaker or in this present instance the textbook and the reader. This covers the use of modality (expressions of likelihood, necessity, or permission) and mood (imperative, declarative, or interrogative). This meta-function will show how the texts places the reader in interrelation with the information provided in Pakistan Studies textbooks.

For example, the degree of assurance and authority with which the two nation theory is presented can be determined by the modality used. The study will disclose how the textbooks helps language to support the establishment of Pakistan and the legitimacy of the Two Nation Theory and how they affect the reader's willingness to accept these concepts. The interpersonal meta-function also help show the position allotted to historical figures and how the textbooks present them as main figures.

3. **Textual Metafunction:**

The textual meta-function is concerned with the consistent and meaningful arrangement of the language. It addresses textual components relates to one and other and how information is organized to produce coherent discourse. This study the textual meta-function will be used to investigate how textbooks structure historical narrative about Pakistan's creation.

This covers how different aspects of Two Nation Theory are presented developed and encouraged throughout the texts as well as the sequence of the events and the usage of

connectors. By examining the textual meta-function the study will demonstrate how the story line promotes the ideological message behind Pakistan's creation and the major reason of separation of Muslims from Hindu majority India.

### ***Critical Discourse Analysis (CDA)***

Critical Discourse Analysis (CDA), as given by scholars such as Norman Fairclough and Teun A. van Dijk, pivots on the relationship between language, power, and ideology. CDA studies how language shapes public discourse, impacts perceptions, and establishes and maintains social hierarchies. It is specially interested in the ways in which discourse either reflects, replicates or undermines social power structures. CDA show how important it is to analyze texts not only on the surface level but also with regard to broader political, cultural and social contexts in which they are witnessed and developed .

By presenting a critical lens through which to analyze how language in Pakistan Studies textbooks serves ideological objectives, CDA will empower the SFL approach in this study. In particular, CDA will help in investigating how the textbooks support the Two Nation Theory, which is put forward as the main proof for Pakistan's formation. CDA will make it viable to pinpoint the ideological viewpoints and hidden power structures that influence how the duties of Muslim leaders, Muslim-Hindu relations and the validity of Pakistan's creation are depicted by focusing at the discourse around historical individuals and events.

### ***SFL and CDA Integration***

Through the integration of CDA and SFL this study will offer a complete understanding of how language affects the ideological motive and subject matter of Pakistan studies textbooks. While SFL will be used to investigate the linguistic structures that impact how historical processes and participants are represented but CDA will give a more comprehensive context to understand how these linguistic choices support ideological agendas. Together these frameworks would allow an extensive investigation of the way in which textbooks not only represent historical events but also holdup Pakistan's ongoing development of political ideology and national identity.

This study adopts a qualitative research design, using **Systemic Functional Linguistics (SFL)** and **Critical Discourse Analysis (CDA)** to examine how the *Two Nation Theory* is introduced in Grade 9 Pakistan Studies textbooks. The text we used in this study is from particular chapters in these textbooks that tackle with the Two Nation Theory, the role of Muslim leaders, and the historical context of Pakistan's formation. There are two main approaches used in the data analysis, first SFL study first looks at language's ideational, interpersonal, and textual meta-functions. The ideational meta-function explores the depiction of historical events and figures also including Muslim leaders.

In order to analyze how the text affirms the truthfulness of the Two Nation Theory, the interpersonal meta-function depends on modality and mood. The structure of the story is analyzed by the textual meta-function in order to preserve coherence and retain ideological assertions. Second, CDA is used to examine how the discourse in the textbooks either contradicts or supports power systems, with a specific focus on how the creation of Pakistan and the portrayal of Muslim-Hindu relations serve ideological interests.

### **Discussion and Analysis:**

The transitivity analysis of the chosen textbook section displays a very deliberate use of linguistic choices which endorse a particular ideological view of history. The frequent utilization of material processes (**e.g., used, encouraged, converted into reality**) assign substantial agency to prominent Muslim leaders like Sir Syed Ahmad Khan, Allama Iqbal, and Quaid-e-Azam. These individuals are frequently portrayed as actors who influence the

course of history by taking courageous steps either it is by starting institutions , advising of political threats or converting dreams into national identity. This strengthens their position as inspirational, heroic leaders and place them as the main characters in the battle for Pakistan, which is an attitude that fully endorses nationalist ideology.

Through making these choices the textbook supports a narrative that portrays the formation of Pakistan as a legitimate action which is a right for every individual to have a separate homeland and a natural consequence of determined leadership and inescapable cultural divide rather than a unsettling historical event. The text makes excessive use of relational processes, which are equally significant. These processes create the basic differences between the identities of Hindus and Muslims , for example, by using statements such as "**Hindu society is based on the caste system**" or "**Hindus and Muslims are two distinct nations**". By depicting identity as inviolable and absolute, these frameworks create permanent, fundamentalist portrayals of social and religious classifications.

**Table No: 1**

No.	Clause	Process Type	Participants	Implication
1	The Two Nation Theory is the basis of the creation of Pakistan.	Relational (Identifying)	Carrier: The Two Nation Theory; Attribute: basis of creation	Establishes the theory as foundational, legitimizing Pakistan's existence
2	Muslims and Hindus are two distinct nations.	Relational (Attributive)	Carrier: Muslims and Hindus; Attribute: two distinct nations	Presents religious identity as an essential difference
3	They have different religions, philosophies, social customs, and literature.	Relational (Attributive)	Carrier: They; Attribute: different religions, customs, etc.	Reinforces ideological and cultural incompatibility
4	They neither intermarry nor inter-dine and belong to two different civilizations.	Behavioral / Relational	Behaver: They	Underscores separation and cultural division
5	The Muslims are governed by the Islamic laws, the Quran and Sunnah.	Material	Actor: Islamic laws; Goal: The Muslims	Suggests divine authority guiding Muslims

The **Two Nation Theory** is supported by this linguistic choices , which asserts that divide emerged from underlying cultural and theological mismatch rather than a political decision. The work fosters a binary dichotomy that normalizes divides between the religion by portraying Hindus as engaging in caste-based discrimination. Muslims as governed by the Quran and Sunnah. The authority and validity of Muslim leadership are further reinforced by the verbal processes. In addition to being actors, leaders are often portrayed as Sayers—people whose warnings, declarations and suggestions have ideological value. When Sir Syed worries of Hindu domination and Iqbal asserts the need for an independent state , both of their claims are represented as authoritative and factual.

The leaders' positions as ideological leaders are further elaborated by these linguistic deeds, which help to create a narrative in which the intellectual and political underpinning for Pakistan was established through wisdom and vision. In contrast, the role of regular Muslims is relatively inactive. In **mental or material processes** , they mostly emerge as Goals or Receivers (e.g., **Muslims are controlled by, urged to gain education, do not accept**

**certain laws**). This place them not as active participants to historical change but as a community being acted upon or affected. They grow their agency by following the example set by courageous leaders rather than by acting on their own initiative.

This promotes a top-down, aristocratic view of history in which the decisions and perspective of a selection of few people who accelerated change, and the general population is portrayed as listeners rather than participants. Only a few protagonists, such as Iqbal, who is depicted as a prophetic fantasist, employ mental processes. His role is raised by using phrases like "**He dreamed of a separate homeland**," which feature to him a important and purposeful dedication to the future of Muslims in India. This elevates the legendary standing of important figures in the national tale. The importance of historical agency is further constrained by the paucity of mental processes for the broader Muslim community, which implies little emotional attachment or contemplation on the part of the majority.

**Table No: 2**

No.	Clause	Process Type	Participants	Implication
6	They do not accept any law which is against their religious values.	Mental (Cognition)	Senser: They; Phenomenon: any law against their values	Emphasizes religious integrity and refusal to compromise
7	The Hindu society is based on the caste system.	Relational (Attributive)	Carrier: Hindu society; Attribute: based on caste system	Portrays Hindu society as hierarchical and discriminatory
8	This difference of culture led to the development of two distinct societies.	Material	Actor: Difference of culture; Goal: development of societies	Frames division as a natural outcome of cultural difference
9	Sir Syed Ahmad Khan was the first Indian Muslim leader...	Relational (Identifying)	Carrier: Sir Syed Ahmad Khan; Attribute: first Indian Muslim leader	Presents Sir Syed as a pioneer
10	...who used the term 'two nations'.	Material	Actor: Sir Syed; Goal: the term 'two nations'	Credits him for coining the term

A narrative that prevents uncertainty, delay, or inaction can also be seen in the glaring lack of **existential and behavioral processes**; instead of explaining what people feel, see, or experience, the textbook merely focuses on, and what communities are or are not and what leaders do and say. This leaves no place for alternative perspectives, restricting complexity in favor of a polarized, binary historical consideration.

When considered together, the textbook transitivity choices strongly show and endorse an ideologically driven historical construction. The narrative is not unbiased it simplifies the Muslim identity promotes the leaders of Muslims as the reason for the change and diminishes the role of Hindus who are most frequently portrayed as bad enemies or obstacles. Instead of representing the division of India as hated political choice the textbooks normalizes it by representing it as an very important act for the Muslims of subcontinent.

These narratives helps design a national narrative which promotes Muslim assault, identity and power while disregarding other viewpoints. This is in accordance with the primary goals of CDA which look for the ways that how language is used to support, destroy or construct power structures and philosophies. The text is dominated by **material processes** and portrays Quaid-e-Azam, Allama Iqbal and Sir Syed Ahmad khan as significant



historical figures. They are consistently appeared as actors who executes the important tasks such as employing, motivating, emphasizing, reorganizing and fulfilling dreams. This aforementioned type selection portrays them as significant individuals whose work directly resulted in the establishment of Pakistan.

**Table No: 3**

No.	Clause	Process Type	Participants	Implication
11	He emphasized the need for Muslims to remain apart...	Verbal	Sayer: He; Verbiage: the need to remain apart	Advocates political separation
12	He warned that Hindu majority could suppress Muslim rights.	Verbal / Material (embedded)	Sayer: He; Actor: Hindu majority; Goal: Muslim rights	Constructs Hindus as potential suppressors
13	He encouraged Muslims to acquire Western education.	Verbal + Material (embedded)	Sayer: He; Actor: Muslims; Goal: Western education	Positions Sir Syed as a reformer and motivator
14	He dreamed of a separate homeland for the Muslims of India.	Mental (Cognition)	Senser: He; Phenomenon: a separate homeland	Depicts Iqbal as a visionary leader
15	He clearly stated that the Muslims should have an independent state.	Verbal	Sayer: He; Verbiage: Muslims should have an independent state	Builds Iqbal's authority and assertiveness
16	Quaid-e-Azam was the leader who turned the dream of Pakistan into reality.	Material	Actor: Quaid-e-Azam; Goal: the dream of Pakistan	Frames him as the hero who actualized the idea of Pakistan
17	He reorganized the All India Muslim League and presented the case of Muslims.	Material	Actor: He; Goal: League, case of Muslims	Portrays him as an effective political strategist
18	His efforts culminated in the passing of the Lahore Resolution.	Material	Actor: His efforts; Goal: passing of the Lahore Resolution	Highlights the tangible historical impact of his efforts

The continual occurrence of these tactics promotes a narrative of heroic leadership suggesting that remarkable people's visionary deliberate behaviors led to the establishment of Pakistan. According to CDA this rhetorical technique sustains the ideological importance of spectacular male leadership in the long history of country and validates elite role.

Relational processes are equally important which helps to create fundamentalist distinction and define identities. Identifying and attributive processes are employed in clauses like **"Muslims and Hindus are two distinct nations"** and **"Hindu society is based on the caste system"** to create solid binary opposition between the communities. These linguistic formulations depicts cultural and religion identity as basic and unchangeable rather than as adaptable or socially produced. By establishing the Two Nation Theory and depicting it as an unavoidable outcome of fundamental civilization divides, this serves an ideological purpose by defending India's split. The work of literature shows what CDA alludes to as ideological supremacy through these depictions—the prevalent of a specific worldview that appears rationale and irrefutable.

By crafting a historical narrative that accentuates independence, management and ethical struggle this achieves a definite political purpose to support the formation of Pakistan. The findings of SFL- based textbook research which mostly emphasize the significance of transitivity in structuring power structures and philosophical opinions aligns with the linguistic framing.

Using Halliday's transitivity system with the systematic functional linguistics (SFL) a linguistic analysis of selected pages from 9<sup>th</sup> class Pakistan studies textbook uncover significant trends, actors and ideologies are portrayed. Any emotional involvement or confusion in the historical narrative is limited by the lack of behavioral (performing something automatically) and existential (expressing existence) processes. Any opposing views of historical events are minimized by the narrative's linear and unchallenged form. A unified worldview is further strengthened by the narrative's absence of individuality and emotional depth, which leaves very little room for dissent or different viewpoints. History is depicted as an unambiguous sequence of actions and choices made by significant leaders.

### Conclusion:

This study employed Critical Discourse Analysis (CDA) in alliance with Systemic Functional Linguistics (SFL), mainly the transitivity system, to check out the way how Pakistan Studies textbook at matriculation-level makes use of language to develop narratives of history. The results showcase the importance of relational and verbal processes in serving of Essentialization of group identities and strengthening of the ideological underpinnings of the Two Nation Theory. The textbook solely takes into account the material and relational processes to consider Muslim political leaders as moral authorities and active agents. The narrative marginalizes viewpoints of others, heightens elite voices, and displays historical trends as unavoidable and unproblematic.

According to theory of CDA, these choices of language are not neutral ideologically; rather than they legitimize power systems. These choices strengthen popular discourses of nationalist by giving young students a specific insights into identity and history. This showcases how textbooks are considered as tools for ideological socialization in a larger dimension. In order to promote more inclusive, introspective, and critically engaged historical understanding, the study enriches expanding body of research that focuses on the significant necessity to explore educational resources through the both lenses of linguistic and ideological.

Moreover, the combination of CDA and SFL showed how language works as a tool for ideological reproduction in addition to being a medium for information. The textbook makes a binary worldview that works consistently with state-sanctioned nationalist narratives by primarily giving access of agency to Muslim leaders through the processes of verbal and material and showing Hindus as passive or hostile entities. Lack of various viewpoints and nuanced representation takes to a homogeneous historical discourse that may deteriorate students from engaging critically. The pressing need for curriculum designers and politicians to embrace a balanced historiographical approaches—ones that encourages pluralistic thinking, critical literacy, and alignment with the larger objectives of civic education in a democratic society—is underscored by this analysis.

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