

POWER REPRESENTATION IN EDUCATIONAL LANGUAGE POLICY AND PLANNING OF URDU: A CRITICAL DISCOURSE ANALYSIS

Muhammad Dawood Hassan

MPhil Scholar Department of Applied linguistics Government College University Faisalabad
Dr. Kazim Shah, Assistant Professor, Department of applied linguistics Government College University Faisalabad

Abstract

The chief purpose of this study is to evaluate the policy planning (planning and implementation) and representation of power in the Urdu text. This is a multi-layered (Ricento&Hornberger, 1996) research under the application of mixed method analysis to evaluate the policy document 'National Education Policy (NEP) 2017', by applying proposed checklist on the basis of Haddad and Demsky's (1995) framework for policy making and planning at macro-level; the curriculum framework document 'National Curriculum Framework (NCF) 2017' analysis by using Stabback's (2007) framework based- proposed checklist at meso-level to evaluate implementation of the NEP in curriculum; finally, investigating the representation of power in the content 'Srmaya Urdu,2018 textbook of Punjab Textbook Board (PTB) Syllabus', at the textual level of Fairclough's (2009) three dimensional model (3D) through modality (Deontic and Epistemic)- for which, list of modal auxiliaries have been translated into Urdu. Therefore, the current study has critically investigated: how educational Language Policy in Pakistan is designed, implemented, and how power is represented in Urdu LED in Pakistan using CDA as an approach. For the analysis purpose, the policy, curriculum and textbook documents were collected through online sources. The findings of the this study reveal that policy has mostly discussed the elements said by the modal at macro-level, while curriculum has completely featured accordingly at meso-level, and by considering the claim of authorities about textbook's publication as per curriculum- the results also present that power has been represented through modality in the text. The conclusion and educational implications of this study suggest stakeholders and researches for ELPP assessment and evaluation for further development of policies and the field of study.

Keywords: language policy and planning, language across educational documentation, power representation, critical discourse analysis, Urdu textbooks

Introduction

The present research is about educational language policy and planning (ELPP) and the power representation in Urdu textbook out of PTB's syllabus. The notion of ELPP is related to inquest language reforms, spread, standardization, or unification (Kaplan &Baldauf, 1997; Reagan, 2010) through documentational and non-documentational practices in the field of education. Currently, this study emphasizes documentational enactment (Liddicoat, 2004) under the term LED which inculcates all kind of documents established by the authorities to manage the policy's making, planning, and implementing: from policy framework document to classroom material. Prior studies have discussed LPP at different levels: nationalization, standardization, globalization, officialization, etc., at macro-level (Ferguson, 1996; Shouhui&Baldauf, 2012) and language shift, endangerment, bilingualism, medium of instruction policy, etc., at micro level (Ricento&Hornberger, 1996; McCarty, 2002; Tollefson, 2002), in addition to that, modern researches are also dealing with meso-level (Shohamy, 2006; Cincotta-Segi, 2011; Johnson, 2013; Liddicoat, 2014; Johnson & Johnson, 2015) of the policy which bridges former two levels by giving evidential support to Ricento and Hornberger's (1996) concept of policy as multilayered phenomenon. Albeit, in the context of ELPP, Cooper and Cooper's (1989) work on acquisition planning empowers this fundamental domain of LPP. These layers are the chief focus of the current study to evaluate the policy- planning, implementation and representation of power in LED. At macro-level, this study applies the Haddad and Demsky's (1995) model framework for the evaluation of ELP document of Pakistan, at meso-level, evaluating implementation of NEP in NCF document in accordance to Stabback's (2007) guiding framework for curriculum, and

Fairclough's (2009) 3D model at micro-level to investigate power representation in Urdu textbook of PTB's syllabus.

The chief purpose of this study is to inquest ELPP of Pakistan at all three level of LPP through the exploration: how Educational Language Policy (ELP) Pakistan is designed, planned and implemented and how representation of power is established in the Urdu textbook based on PTB's syllabus in Pakistani context. To achieve the said purpose this study proposed the following questions to meet the purpose of the study:

1. How far the Educational Language Policy (ELP) has been designed in Pakistan theoretically?
2. How far the ELP of Pakistan is implemented in national Curriculum Framework (NCF) theoretically?
3. How Power is represented in Urdu textbook at intermediate level in Pakistan?

Literature Review

The following section of the study provides overview of the previously conducted studies in the field of LPP, purposefully distinguishing: researches conducted in other than Pakistani and within Pakistani context.

In case of other than Pakistani context based studies following features have been emphasized: getting conceptual and theoretical understanding of LPP (Liddicoat, 2004; Lo Bianco, 2009; Johnson & Ricento, 2013; Nekvapil, 2016; Hornberger, Tapia, Hanks & Dueñas, 2018; Pérez-Milans & Tollefson, 2018; Tollefson & Pérez-Milans, 2018); evaluating implementations (Evans & Hornberger, 2005; Ruiz-Primo, 2006; Siiner, 2006; Wang, 2008; Nguyen, 2011; Bilotta, 2017) through investigating problems and mismatches in planning and its practice (Coady & Laoire, 2002; Yoshida, 2003; Nero, 2014; Leibowitz, 2015; Miranda, Berdugo & Tejada, 2016), and accessibility towards macro to micro levels of society (Tollefson & Tsui, 2014; Sibomana, 2018); exploring the role of LPP in historical (Ricento, 2000; Poon, 2010); political (Silver, 2005; Leppänen & Piirainen-Marsh, 2009; Abdelhay, Makoni & Makoni, 2011; Abdelhay, Abu-Manga & Miller, 2015), industrial (Gonçalves, 2020); and educational (Plüddemann, 2015; Hamid & Erling, 2016; Liddicoat, 2016; Lo Bianco & Slaughter, 2016; Hamel, Alvarez Lopez & Carvalhal, 2016; Wiley & García, 2016; Elyas & Badawood, 2016, Spolsky, 2017; Jaspers, 2018; Rahman & Pandian, 2018; Pinto & Araújo e Sá, 2019; Yevudey & Agbozo, 2019) realms; more specifically, language acquisition (Han, De Costa & Cui, 2019), indigenous languages (Hornberger, 1998; De Korne, 2010; Bradley, 2019), multilingualism (Adegbija, 2004; Lundberg, 2018; Chen, Dervin, Tao & Zhao, 2020), globalization (Hamid & Nguyen, 2016), intertextuality (Johnson, 2015), ideology (Reagan, 1986; Hélot, 2003; Lawton, 2008; Rubdy, 2008; Fitzsimmons-Doolan, 2009; Farr & Song, 2011; Dharmaputra, 2018; Fitzsimmons-Doolan, 2019); and power (Samuelson & Freedman, 2010; Johnson & Johnson, 2015) directed by agencies (Johnson & Johnson, 2015; Fenton-Smith & Gurney, 2016; Liddicoat, 2019) related areas.

While in Pakistani context based studies, following features have been focused by the researchers: Sikandar (2017b) presented review study on the LPP in context of Pakistan; Rafique, Sultan, Ahmad and Imran (2018) and Shahzad, Shahzad, Ahmed and Jabeen (2018) worked on linguistic feature of evaluation of LPP's implementations; while, Manan, David and Dumanig (2015), and Ammar, Naveen, Fawad and Qasim (2015) investigated problems and mismatches in planning and its practice, and accessibility towards macro to micro levels of society has been discussed; Moreover, political (Rahman, 2002; Manan, David

&Dumanig, 2016), and educational (Mansoor, 2003, 2004; Ahmad & Khan, 2011; Tamim & Tariq, 2013; Bolander, 2018; Khan, Khan & Ahmad, 2019; Sikandar, Hussain & David, 2019) realms have been extensively discussed by the researchers; language planning regarding localization (Rahman, 2004), Medium of instruction (Amir, 2008; Shamim & Rashid, 2019), and print or electronic media (Hassan, 2018) have also been probed.

The review of the above mentioned studies has disclosed that studies other than Pakistani and within Pakistani context have not explored the power representation through the textual or content analysis significantly. To fill this gap this study examined the sources of portraying power. Through prior studies it has been investigated that the power can be represented through the modality (Frawley, 1992; Winter & Gärdenfors, 1995; Surjowati, 2016; Risdianto & Malihah, 2018; Ekawati, 2019), hedges (Hu & Cao, 2011; Batool, Majeed & Zahra, 2019; Zunaidah, Sari & Kumalasari, 2020), boosters (Hu & Cao, 2011; Batool et al., 2019), metaphors (Shinebourne, & Smith, 2010), personalization (Suau Jiménez, 2005), us versus them (Tajfel, Turner, Austin, & Worchel, 1979), gender (Ahmad & Shah, 2019), etc., in particular text.

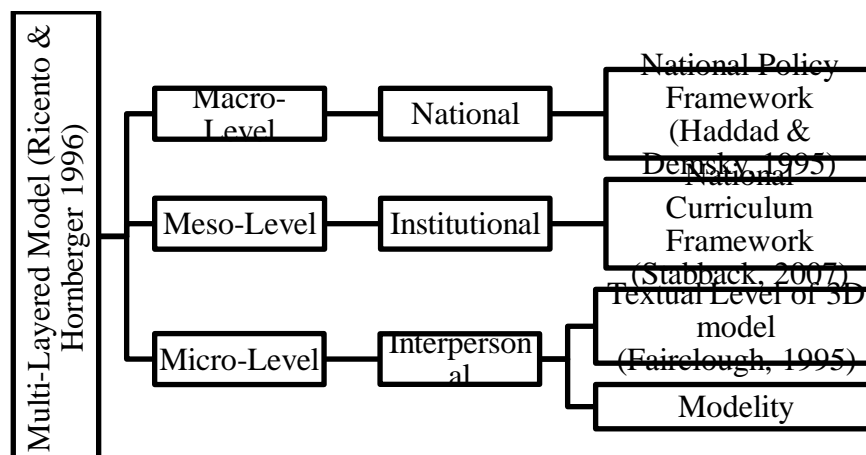
Research Methodology

Presently, study focused on the multiple layers of policy making, planning and the representation of the power through implementation as characterized in macro, meso, and micro level. As per demand of the study, mix-method approach was applied for the analysis: for first two questions qualitative analysis were applied however the last one was conducted quantitatively. To evaluate the NEP and NCF, former approach was exercised and the later one was applied to check the power representation in LED at micro-level of the LPP.

Macro-level categorization of the study dealt with the evaluation of NEP through the checklist proposed by the researcher on the base on policy framework established by the Haddad and Demsky (1995) to answer the first question of the research. Secondly, meso-level category assessed NCF under the application of curriculum framing guideline (Stabback, 2007) grounded checklist prepared by the researcher with the current study analysis. Final division of the LPP layer amplified the representation of the power in the text-book of Urdu with the help of three dimensional model of Fairclough (2009). The emphasis of the study was on first dimension (textual) of the Fairclough's (2009) model in which features of the modality was studied for the sake of power representation analysis, as previously studied by Risdianto and Malihah, (2018) as presented in figure 1.

Figure 1

Model Based Study Framework



Formation of the Checklists

The current section provides the checklists proposed by the researcher in collaboration with Anjum (forthcoming) working in the same field of research. The checklist for NEP evaluation was designed on the basis of Haddad and Demsky's (1995) framework for LPP at the level of policy making and planning. The checklist for NCF evaluation, at the level of ELP's implementation, was established by following the guidelines discussed by Stabback (2007). Both of the checklists have been attached below (see Table 1 and 2).

Table 1

Proposed checklist for NEP: Policy Making and Planning

Framework for Policy Analysis	Checklist		
	No.	List of Questions	
	Existing Situation		
Policy Making	Country Background	1 Do existing situation of country has been discussed with respect to location, geography, population, culture or social patterns?	
	Political Context	2 Do elites have prioritized educational development in current national political situation of country?	
	Economic Context	3 Do the economic condition have been focused by the planners in respect to the following: 3.1 _Income distribution 3.2 _Employment rate 3.3 _Inflation rate 3.4 _Demographic shifts 3.5 _Urbanization 3.6 _Migration 3.7 _Educational expenditures	
	Education Sector	4 Do current issues, related to the educational sector, have been outlined by planners in regards to the following: 4.1 _Making sure the access of educational opportunities 4.2 _Making sure equity in the distribution of educational services 4.3 _Improving structure of the education system (enrolment and retention rate, etc.) 4.4 _Improving internal and external efficiency 4.5 _Improving the institutional arrangements (infrastructure, etc.)	
	Dynamics of Change	5 Is there any potential for reforms in policy and planning by the interest groups 6 Do interest groups have shown any policy dynamics? i.e., interest groups: 6.1 _Parents 6.2 _Learners 6.3 _Teachers 6.4 _Educational Professionals 6.5 _Officials (Bureaucrats) 6.6 _Other Consumers	
	The Generation of Policy Options		

Policy Planning	Systemic Mode	7	Do systemic option of policy generation was applied by the planners?	
	Incremental Mode	8	Do Incremental option of policy generation was applied by the planners?	
	Ad hoc Mode	9	Do ad hoc option of policy generation was applied by the planners?	
	Importation Mode	10	Do Importation option of policy generation was applied by the planners?	
	Evaluation of Policy Options			
	Desirability	11	Do selected policy option considered the desirability factor?	
		12	Under the desirability factors, do the impact of policy option on different stakeholder and interest groups have been considered?	
		13	Do the compatibility with the dominant ideology and targets of economic growth articulated in national development plans	
		14	Do the impact of a policy option on political development and the stability have been considered?	
	Affordability	15	Do the affordability factors have been defined under the particular policy option?	
	Feasibility	16	Do the feasibility factors have been mentioned by the policy planners?	
	Making the Policy Decision			
		17	How was the decision made - did it go through all the stages of policy analysis?	
		18	How radical a departure is the decision from current policy?	
		19	How consistent is this decision with policies of other sectors?	
		20	Is the policy diffusely articulated or is it stated in a manner which is easily measurable?	
		21	Does the policy seem operational or is its implementation implausible?	
	Planning of Policy Implementation			
		22	Did circumstances related to implementation constraints cause policy modifications to take place?	
		23	Did feedback obtained during implementation causes reassessment of aspects of the policy decision and subsequent modifications by policymakers?	
		24	Did the mere translation of abstract policy intentions into concrete implementation causes re-assessment and re-design?	

Table 2

Checklist for Curriculum Framework Evaluation

No.	Questions
Socio-economic Condition	
1	Do the framework describe socio-economic context of proposed education policy?

-
- 2 Do the framework describe socio-economic context in which teaching and learning occur?
-

Policy Statement

- 3 Do the framework discuss the goal of Government for education
- 4 Do the framework discuss the goal of development of skills needed for economic prosperity
- 5 Do the framework discuss the goal of creation of a stable and tolerant society
-

Statement of Conduct Regarding Policy

- 6 Does the framework describe what students should know and be able to do when they complete their school education? In following domains:
- 7 Knowledge
- 8 Understanding
- 9 Skills
- 10 Competencies
- 11 Values
- 12 Attitudes
-

Objectives and the Outcomes

- 13 Does the framework discuss the school system within which the curriculum framework is to be applied? It should specify:
- 14 Number of years of schooling, including compulsory schooling
- 15 Stages (or cycles) of schooling and their durations
- 16 Number of weeks in the school years, hours / teaching periods in the school week
-

Strategic description of Educational Structure

- 17 Does the framework discuss the organization of content within the framework and the extent to which schools and students can make choices? It might describe:
- 18 The pattern of Subjects or Learning Areas to be studied in each stage or cycle (such as core, elective and optional subjects)
- 19 A brief description of each Subject or Learning Area outlining the rationale for its inclusion in the curriculum and the contribution it makes to the achievement of the Learning Outcomes defined in Section 3.
- 20 The number of hours to be assigned to each subject or Learning Area in each stage or cycle
-

Content Structure

Do the framework discusses standards as they apply to:

- 21 Teachers – qualifications, teaching load (number of classes per week)
-

- 22 Students – number per class in each subject
- 23 Materials – textbooks, computers, other equipment; facilities – classrooms, furniture, fittings.

Instructor's role

- 24 Do the framework discuss the range of teaching approaches that might be employed in the implementation of the framework

Assessment and Evaluation

Do the framework discusses:

- 25 the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends or prescribes types of assessment strategies
- 26 how achievement will be certified

Data for the Study

For the current multi-layered study upon the LPP, study selected documentational data which was collected from two different online sources by following the described procedure: 1) policy and curriculum documents were searched on 'Google' with the key words for: national education policy 2017 and national curriculum 2017, and downloaded in the form of PDF-file; However, 2) the collection of textbook's data was bit longer and tricky procedure; as initially, textbook was searched on 'Google' with the help of key words: intermediate Urdu textbook and 1st year Urdu textbook of Punjab textbook board, and then after downloading in the PDF-file form, book was converted into the corpus to make it become machine readable by following the prescribed guidelines: as the PDF-file was scanned file, therefore, researcher uploaded it to 'Google-Docs', where page by page conversion occurred and then the text was copied and pasted in note-pad file purposefully, at the end data calling was done by the deletion of extra information presented, such as: preliminary pages and contents of the book; headers and footers of the book pages: repetition of titles, dates, page numbers, references, notes; with in text extra information: tables, pictures, charts, exercises; and the index section of the book.

Analysis of the Study

With concern to analysis of the data, study categorized the framework in the following components: instruments, expressions for power representation and procedure of data analysis.

The recent study distinguished the instruments of data analysis in model based instruments and software based instruments in accordance to the multi-layered structure of the study. For the macro- and meso-level analysis, study applied checklists derived from the frameworks proposed by the Haddad and Demsky, (1995) and Stabback (2007) respectively. However, at the micro-level, 'AntConc.3.5.7' software was concerned to investigate the power representation through the textbook analysis.

For the micro-level analysis of the Urdu textbook, study reconsidered the expressions for each modality related features, processed through the 'AntConc.3.5.7' to express the results numerically. These expressions helped the recent research for the innovation in disclosing the modality in text through software and saved the researcher's time and

extensive description in results and discussion sections. Following table expressed those expressions in tabular form.

Table 3

Expressions of Modality for Power Representation:

List of Words (English)	List of Words (Urdu)
May	ہو سکتا ہے
	ممکن ہونا
	جائے / جاوے
	دی جائے
Might	شاید
might not	شاید نہیں
may not	نہیں کر سکتے ہیں
	نہیں سکتا
Can	ند دی جائے / ند دی جاوے
	کر سکتے ہیں
	کر سکتا
Could	سکتا
	کر سکتا تھا
Could not	سکا نہیں
	نہیں کر سکا
	نہیں کر سکتے
Cannot	نہیں کر سکتے
	نہیں کر سکتا
	بجائز نہ ہونا
will/shall	کرے گا
	گا / گے / گی

will not	نہیں کریں گے
Would	وہ کرے گا ہو گا کرے گا
would not	نہیں کریں گے نہیں کرے گا
shall not	نہ کرنا نہیں کرنا چاہئے
Should	چاہئے کیا جائے
should not	نہیں کرنا چاہئے نہیں ہونا چاہیے
have to	کرنا پڑے گا ضروری ہے
ought to	کرنا چاہئے
Must	لازمی ضرور فرض ہے پڑیگا
must not	ضرور نہیں نہ کیا جائے

The data analysis procedure included the following steps for all the three layers of the study. Initially, LED's data was collected from online means (as mention in earlier section). Secondly, proposed checklists derived from the model framework of Haddad and Demsky (1995) and Stabback's (2007) for policy and curriculum's evaluation and implementation analysis was used at macro- and meso-level respectively, however, modality related features were explored through textual analysis (Fairclough, 2009) of corpus of Urdu textbook of PTB syllabus at micro-level LPP to investigate the representation of power. The corpus of the textbook was processed though the software 'AntConc.3.5.7' under the application of modality expressions (as discussed above).

Results and Discussion

Results

Macro-Level of ELPP Evaluation

Table 4

Tabular and Statistical Representation of ELP of Pakistan's Evaluation: Overall Results

Que.	Marks					Percentages of Whole Category Marks				
	NP	LP	MP	HP	E-	NP	LP	MP	HP	E-
Existing Situation										
1			✓							
2				✓						
3										
3.1				✓						
3.2					✓					
3.3		✓								
3.4		✓								
3.5		✓								
3.6		✓								
3.7					✓					
4										
4.1					✓	4.8%	33.3%	4.8%	9.5%	47.6%
4.2					✓					
4.3					✓					
4.4					✓					
4.5					✓					
5					✓					
6										
6.1		✓								
6.2		✓								
6.3		✓								
6.4					✓					
6.5					✓					
6.6	✓									
The Generation of Policy Options										
7					✓					
8	✓					75%	0%	0%	0%	25%
9	✓									
10	✓									
Evaluation of Policy Options										
11	✓					50%	0%	0%	0%	50%

12	✓					
13		✓				
14		✓				
15	✓					
16		✓				
Making the Policy Decision						
17		✓				
18		✓				
19		✓	0%	0%	0%	0%
20		✓				
21		✓				
Planning of Policy Implementation						
22		✓				
23	✓		66.67%			33.33%
24	✓					

Table 4 provided whole sum view of the results related to the evaluation of NLP 2017 document about ELP of Pakistan under the application of proposed checklist based upon policy framework given by Haddad and Demsky (1995) previously experienced by Sikandar (2017b) in context of Pakistan by placed criticism on the prior policies however that work was delimited up to the level of: policy making (existing situation, generation of policy options, evaluation of policy options and making the policy decision) and policy planning (implementation). Findings of the study expressed that recent policy of educational language in Pakistan bothered all the specific qualities described by the theorists and approved by the UNESCO (1995).

Meso-Level of Policy Implementation Evaluation

Table 5

Tabular and Statistical Representation of NCF of Pakistan's Evaluation: Overall Results

Sections	Que.	Marks		Percentages	
		Yes	No	Yes	No
Introduction: Current Context	1	✓			
	2	✓		100%	0%
Policy Statement	3	✓			
	4	✓		100%	0%
	5	✓			
Objectives and the Outcomes	6-6.1	✓			
	6.2	✓			
	6.3	✓			
	6.4	✓		100%	0%
	6.5	✓			
	6.6	✓			

Structure of the Education System	7-7.1	✓	100%	0%
	7.2	✓		
	7.3	✓		
Structure of Curriculum Content, Learning Areas and Subjects	8-8.1	✓	100%	0%
	8.2	✓		
	8.3	✓		
Standards of Resources Required for Implementation	9-9.1	✓	100%	0%
	9.2	✓		
	9.3	✓		
Teaching Methodology	10	✓	100%	0%
Assessing and Reporting Student Achievement	11-11.1	✓	100%	0%
	11.2	✓		

Table 5 provided the whole sum view of the results related to the evaluation of NCF 2017 document about ELPP of Pakistan under the application of proposed checklist based upon policy framework given by Stabback (2007). The overall results displayed that NCF 2017 of Pakistan experienced every feature discussed by the Stabback (2007) in his guiding framework on curriculum designing. Findings of the study also expressed that recent NCF of Pakistan bothered all the specific qualities described by the theorist and approved by the UNESCO (2007).

Micro-Level of Textual Analysis

Table 6

Presence of Modal Auxiliaries in the Form of Percentages within the Urdu Textbook

List of Words (English)	List of Words (Urdu)	Combined Frequencies	Percentages
May	ہو سکتا ہے جائے جاوے دی جائے	48	0.19%
Might	شاید	9	0.04%
Can	کر سکتے ہیں سکتا	13	0.05%
Cannot	نہیں سکتا	1	0.00%
will/shall	گا / گے / گی / کرے گا	116	0.45%
Would	ہو گا	11	0.06%
shall not	نہ کرنا	2	0.01%
Should	چاہیے	11	0.04%

Must

لازمی| ضرور

19

0.08%

Note: Total number of words is 25291

The overall results displayed in Table 6 provided a deep view by the representation of the results along with overall percentages, represented that Urdu textbook carried enough modality related grammatical level presence that supported the hypothesis of the study that power has been represented in the Urdu textbook through modality same as other studies who have worked on the exposition of power and its representation in the text through the exploration of modality related expression (Winter & Gärdenfors, 1995; Surjowati, 2016; Risdianto & Malihah, 2018; Ekawati, 2019) as Frawley (1992) argued that modality plays important role in representation and manifestation of power through the text. Moreover, sum of the whole percentages of modal auxiliaries (epistemic and deontic) become 0.92% which have been seen more than the combined percentages presented by the Surjowati, 2016: 0.63%, as explored in Australian newspaper.

After the exhibition of the results of this study, for the functional interpretation of the findings coming section has provided discussion about this multi-layered and multi-model study's analysis and the outcomes in the descriptive way of elaboration.

Discussion

Micro-Level

At macro-level of ELPP evaluation in context of Pakistan, study examined the NLP 2017 document by focusing the features discussed by Haddad and Demsky (1995).

Policy Making

According to the conceptual schema proposed by Haddad and Demsky (1995), policy making should contain the described multiple elements: existing situation, generating policy options, evaluation of policy options, and making policy decision. The following headings exemplified the results of the study presented previously.

Existing Situation

Country Background

1. Pakistan has a history of developing detailed and well- designed education policies since 1947 we want to successfully compete in the comity of nations (p. 9)

The above mentioned paragraph (1) exemplified that policy have discussed the contextual situation of Pakistan by critically reviewing the policy making and implementing process science 1947 to till yet and also shown the dedication of the authorities in improvisation of the policy matter. The italicized phrases highlight the focus of the policy in regards to the NEP.

Political Context

2. Advisory Committee of Ministry of Federal Education and Professional Training (MFE&PT) comments and observations of provinces, federating units and civil society. (p. 4-5)

The second example, presented above as (2), displayed the political involvement in the decision making process as, amplified through the italicized phrases, and also the ideas and points recommended by those political and non-political bodies have been considered by the designers.

Economic Context

3. Pakistan is confronted with enormous socio-economic challenges. growth is 53.1 percent, manufacturing 21.6 percent and agricultural in 25.3 percent. (p. 68)

The retrieved text (3) exemplified that policy document has discussed the economic condition of Pakistan. The presented examples are the depiction of the past economic condition and also the betterment has been seen up to 2016. While other factors, such as: demographic, urbanization and migration, have been discussed at lower priority as already presented in results.

Education Sector

4. Early childhood education..... access/enrolment; improving the quality throughECE trained teachers.... (p. 5)

This section captured a number of examples to cover the all factors discussed by the policy makers in regards to all different levels of schooling. Although, the above mentioned example has provided evidence that policy makers have extensively discussed and focused all the points regarding: access, equity, education structure, efficiency and institutional management.

Dynamics of Change

5. Policy makers,about the importance and significance of early childhood education, care, and development. (p.31)

As presented in the results of the study, policy dynamics have been prominently practiced by the educational professionals and the officials however other interest groups have not been seen active in the process of policy making. The provided example bothers evidences for the activeness of interest groups in policy dynamics (also see example 2).

To conclude that, the above mentioned examples provided evidences about the discussion of existing situation of Pakistan, which have been previously not considered by the policy designers; as criticized by Sikandar (2017b). Policy makers have discussed the background of the socio-economic condition of Pakistan and the process of policy designing since 1947; recognized the political situation of the country, which was not stable because of political instability, war imposed by the neighboring countries, and Martial laws; presented the economic downfall and then the raise of GDP in last five years up to 2016; modification in the educational sector at all the schooling levels keeping in view the access, equity, managerial structure, efficiency (inner and outer), enrolment, employment and infrastructure related factors; political, educational professionals and bureaucracies' concerns in relation to establish a better NEP to improve the literacy and economic structure of the country. Haque (1983); Ayres (2003); Ernsberger (2012); Shih (2012); Serem, Njeri, and Kara, (2013); and Sikandar (2017b) discussed that the existing situation of the concerned countries should be necessarily considered by the policy makers, while Ernsberger (2012), Shih (2012), Serem et al., (2013) have evaluated the policies of regarded countries and recognized that existing

situation have been discussed by the policy designers, as the educational development can only be made by improving the factors discussed above.

The Generation of Policy Options

The findings of the study exhibited that NEP 2017 of Pakistan's document have applied the systematic mode to generate the policy option. For the justification purpose of the study have attached examples below:

6. Situation analysis (facts and Figures, data, latest research) (p. 23)

The above stated instance shown that policy planners have performed analysis of the situation with in the educational sector with regards to the other sectors: public, research and development sectors. Advisory Committee of Ministry of Federal Education and Professional Training (MFE&PT) established comity for the policy making and selected educationists, professionals, officials and civil representatives. Those comity members evaluated the situations, discussed the issues and generated chapters on the assigned tasks as discussed in example (2). Therefore, 25% of the systematic policy generation bothers more value than the 75% of the other options which have been conceded as 'not a priority' (see Table as 4.3 and 4.5; Figure 4.2) as Mansoor, (1983) and Sikandar, (2017b) placed criticism on prior policies due to the selection of incremental approaches. GOK (1988), Shih (2012), and Serem et al., (2013) found the same mode of policy option while working on the different situations.

Evaluation of Policy Options

The study results investigated that desirability and the affordability factors was exempted by the policy makers during the generation of policy option as the example (6) verified that whole process was systematic and based on the sector analysis by considering every situation and factors which may effect.

7. Focuses on teacher education..... standards; quality assurance of teaching personnel; andprofessional development (p. 6)

The previously attached example supported the stance taken by the researcher that option can be evaluated and applied on the basis of feasibility. The attached substance exemplified that human resources about teacher's education, development, training, etc.; fiscal resources regarding financial management, have been discussed by the policy makers. Detailed chapters have been presented in NEP document: Teachers Education (p. 61) and Financing of Education (p. 160).

Making the Policy Decision

The results of the study already represented that policy makers have designed NEP 2017 of Pakistan with in a controlled and systematic manner. Prior discussion on the basis of each section and sub section devised in the conceptual framework of Haddad and Demsky (1995) have justified the NEP's level of perfection. This verified that policy decision have been made after passing through each described stage of analyzing the policy and found the policy radical, consistent in making decision and providing required equipment and policy document was well aligned to be studied, applied and evaluated. These features and the evidence based discussion in every section testified that policy seems operationally active.

Policy Planning

Policy Planning: Implementation

8. National Commission for Human Development (NCHD)and replication of innovative literacy programmes. (p. 43)

The results upon the guided questions of the study discussed that implementation related issues were discussed in policy document, as the example (2) provided evidence that policy draft was reviewed by the comity and then modification were made in the secondly prepared draft. However the other two questions have been marked as 'No' due to lack of evaluation in any concrete situation to pilot the study; although policy have discussed that plans for piloting the study have been discussed by the policy designers.

Meso-Level

At meso-level of ELPP evaluation in context of Pakistan, study examined the NCF 2017 document by focusing the features discussed by Stabback (2007). Researcher proposed checklist with the collaboration of Anjum (forthcoming) working in the same field of the study, on the basis of above mentioned model to answer the second question of the study. The checklist used nominal scale (Salkind, 2010) containing: Yes and No for the analysis purpose.

Socio-economic Condition

1. History of Curriculum Development in Pakistan (p. 3)

The findings of the study shown that NCF 2017 of Pakistan's document have discussed the socio-economic condition containing information about both pre and post curriculum situations as presented in the above example.

Statement of Conduct Regarding Policy

2. The NCFfor curriculum development, implementation and evaluation. (P. 11)

The study results have discussed that policy statement in terms of literacy, skills and socio-economic development based educational goals discussed by the curriculum managers, for purposes of evidence some text have been retrieved from the document, previously presented in example (2).

Objectives and the Outcomes

3. To equip abilities of critical thinking, problem solving skills, and an aptitude for scientific inquiry, leading new learning and knowledge. (p.19)

The study detected that the curriculum designers have considered and discussed in the draft about the post study effects of the education during school life and the development of the socio-cognitive competence of the learners: knowledge, skills, understanding and social norms and values. The prior mentioned example provided evidences to justify the results of the study.

Strategic Description of Educational Structure

4. Review of existing scheme... i. Levels of education with time line..... vi. Time allocation vii. Decision start and duration of the academic year. All the federatingimplement this scheme. (p. 21)

The outcomes of the evaluation of the NCF 2017 recognized that the document included the description about the structural scheme of educational schooling years [(non-) compulsory], stages of the schooling, and learning credit hours. The statement has been justified through the above quoted example. The line at the bottom of the instance, clarifies the continual of the existing scheme that is why the researcher considered it as evidence.

Content Structure

5. Criteria for selection of content..... Organization of Contents (p. 25)

The study results recognized that NCF 2017 document have bothered about the content structure as the discussion about content, subject patterns, providing rationale about the inclusion of certain subjects and areas of the study and time distribution for subjects (see example 4; point vi and vii).

Standardizing Resources

6. Standards for Teachers..... (p. 44)

In this section, the results presented that standards have been discussed for all the interest groups. Study seen that teachers (9), learners (10) and the material (11) related standards have been discussed by the curriculum planners, as previously exemplified. Given examples guided discussion on the results of the study towards the evidences.

Instructor's Role

7. Teachers need to adopt innovative instructional strategies..... cooperative learning, and inquiry method. (p. 41)

Role of the teacher have been seen by the results as the discussion upon the methodology about teaching regarding practical implementation of the NCF 2017 was placed by the planners in the document. The above presented example provided justification about the stance made in the results:

Assessment and Evaluation

8. Steps for Assessment Standardization....Guidelines for Implementing Standards for Assessment... (p. 71-72)

Final section, according to the results of the study, have discussed all the important elements for assessment and evaluation of the learners in regards to each subject, appraisal techniques, and the certification upon achievements as exemplified in (8).

Micro Level

At the last level of the multi-layered model of Ricento and Hornberger (1996), the study tried to investigate the power representation in Urdu textbook of PTB's syllabus at interpersonal level of the ELPP. For that purpose, this study explored modality, Grammatically, Clark (2007) stated, modality can be grasped out of text through modal auxiliaries: may, might, can, could, will/shall, should, would, etc.

Textual Analysis: Modality for Power Representation

The following section has exemplified to support the findings of this study and such examples have been retrieved from the constructed corpus of the textbook along with the

Warning

اس ساری تحقیقات کو مختصر مگر ---- اگر اس پتے سے آپ کو لاہور نہیں مل سکتا تو آپ کی تعلیم ناقص اور آپ کی ذہانت فاتر ہے۔ (لاہور کا جغرافیہ، صفحہ نمبر 51)

The word **cannot** (نہیں مل سکتا) literality presents the ability of something or someone but here the discourse expressed it as the warning to the concerned person by giving the sense of “if—cannot do—then”. The exemplified discourse experienced power as capacity elaborated by Karlberg (2005). This function has been discussed by the Risdianto and Malihah (2018) similarly.

Epistemic Modality

Possibility

اگر یہ بات ہے تو چلو اس کے پاس چلتے ہیں۔ ہوسکتا ہے وہ بھی ہمارا دوست بن جائے۔ (دوستی کا پہل، صفحہ نمبر 59)

In the above mentioned example, **may** (ہوسکتا ہے) played the function of possibility by showing lack of confirmation as the acceptance of proposal is on the authority, although concerned party is just starting a possible conclusion, similarly discussed by Ekawati (2019). Other researcher have also placed **May** under the heading of possibility in epistemic modality (Winter &Gärdenfors 1995). In addition to that, the extracted part of the corpus shows power of domination (Karlberg, 2005) as Ekawati (2019) argued that it depends upon the “state of affairs” (p. 6).

Probability

سارے دن وہ اسی تخیل میں محو رہے۔ راجا صاحب کن الفاظ میں ان کا خیر مقدم کریں گے اور وہ کن الفاظ میں ان کا جواب دیں گے۔ (ادیب کی عزت، صفحہ نمبر 21)

The word **will/shall** (گے) in the selected text expressed the features of probability as it is not just about just good or bad, it is about if good then at what extant, which comes under the probability factors. Different studies have also discussed **Will/Should** as probability factor as epistemic use of modality (Winter &Gärdenfors 1995; Risdianto&Malihah, 2018; Ekawati 2019; Siddique et al., 2019). This example has shown “mutualistic power relations” (Karlberg, 2005, p. 9) as the greetings will be probably proposed in mutual manners in the discourse.

جب کہ ان کا برتاؤ ہم لوگوں کے ساتھ یہ تھا تو دیکھنا چاہیے کہ اپنے خاص دوستوں اور ہم سروں اور ہم رتبہ لوگوں کے ساتھ کیا ہو گا۔ (سرسید کے اخلاق و خصائل، صفحہ نمبر 10)

In the above mentioned example, the word **would** (ہوگا) has been recognized as probability as it also discussing about the level of dealing which can be less or more. Risdianto and Malihah (2018) also placed **Would** in probability used as epistemic modality. This example also has shown “mutualistic power relations” (Karlberg, 2005, p. 9) as the greetings would probably proposed in mutual manners in the discourse.

Certainty

منشی جی! یہ اللہ کے گھر کا کام ہے، قرض نہیں لو۔ یہ روپے، ادا کرنے کی فکر نہ کرنا" تاجر مالک نے پچیس روپے اس کے ہاتھ پر رکھ دیے۔ (چراغ کی لو، صفحہ نمبر 42)

The word **shall not** (نہ کرنا) performed the function of certainty as the discourse guided that the action became certain after the declaration of the authority. This shown that power belongs to the wealth as argued by the Van Dijk (2013).

Necessity

ہم اس عظیم الشان طاقت کا لطیف حصہ ہیں جو ساری دنیا میں حاضر و ناظر ہے۔ جزو میں کل کی خوبیاں ہونا لازمی امر ہے۔ (ادیب کی عزت، صفحہ نمبر 22)

The prior instance provided the word **لازمی(must)** which functionally shaded necessity. The discourse expressed power as domination at individual level as elaborated by Karlberg (2005) and Van Dijk (2013) and also the social-interaction power van Dijk's (2008). Winter and Gärdenfors (1995), Risdianto and Malihah (2018) and Ekawati (2019) also augmented **Must** as necessity under the umbrella of epistemic modality.

Conclusion

This section of the study sums up this study with answers of the research questions raised above-mentioned: inferences, implications and limitations for this study.

In order to answer the first question, Pakistani NLP 2017 document of ELPP has been studied and verified at theoretical level using Haddad and Demsky's (1995) framework that was based on UNESCO standards, and the results lead this study to decide that the said policy has been mostly designed as per the chosen framework. This study proposed the checklist for the analysis purpose in terms of policy making; existing situation, generation of policy options, evaluation of policy option and making policy decision; and policy planning by investigating the planning of policy implementation. For the initial part (policy making), priority levels of the Likert-scale (Vagias, 2006) were selected but the other part (policy planning) was evaluated through nominal scale (Salkind, 2010).

For answering the second question, Pakistan's curriculum document has been evaluated at theoretical level in regards to NEP, prior verified, using Stabback's (2007) guide for curriculum development that was based on UNESCO standards and the findings guided this study to decide that NEP 2017 is completely implemented in the NCF 2017 as per the chosen framework. The recent study has proposed the checklist for the analysis purpose in terms of socio-economic condition, statement of conduct, objectives and outcomes, strategic description of educational structure, content structure, standardizing resources, instructor's role, and assessment and evaluation. For the analysis purpose, the nominal scale (Salkind, 2010) was applied.

In order to check the content as per curriculum, the present study has borrowed a stance of PTB, given on the initial pages of each textbook annexed in the Appendix D, that all textbooks have been constructed using curriculum. So, it is inferred that the chosen textbook is already verified with the respect to the curriculum by PTB. Moving one step forward, this study has chosen the textbook for content analysis for observing how the power has been represented, but before moving forward, it is to be answered that the power exists or is represented through the content. Like Mahboob (2017) claims that the power exists and influences the curriculum and the textbook. Similarly, Shah (2013) is of the view that the knowledge of the textbook is constructed through powerful group for influencing the ideology of the learners or the audience. Therefore, on the basis of the claims - it is concluded that the power exists in the content. Keeping this claim in view, the present study emphasizes how power is represented through the content. Seeing the sources of portraying power, through prior studies it has been investigated that the power can be represented through the modality (Risdianto&Malihah, 2018; Ekawati, 2019), hedges (Zunaidahet al.,2020), boosters (Hu & Cao, 2011; Batool et al., 2019), metaphors (Shinebourne, & Smith, 2010), personalization (Suau Jiménez, 2005), us versus them (Tajfel et al., 1979), gender (Ahmad & Shah, 2019), etc.

The final question of this study has been answered through the investigation of power in the content of Urdu textbook of PTB's syllabus, at the textual level of Fairclough's (2009) 3D model. The research findings directed this study to claim that power has been represented in the content of Urdu textbook through the modality expressions may, might, can, could, etc., which was translated into Urdu *دی جائے، جاوے، جائے، ہو سکتا ہے، سکتا، کر سکتے ہیں،* etc., for the analysis purposes.

This study implicates the benefits for the different stakeholders: government officials, policy planners and designers, curriculum planners and designers, textbook planners and designers, teachers and learners, and future researchers. The boundaries of the current study based on the levels of ELPP also face certain limitations: investigating power just at micro-level, exploration through other than modality related features, academic levels, nature of data, size of data and models for the study

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