



**REVISITING *GOODBYE, MR. CHIPS*: A CRITICAL
DISCOURSE ANALYSIS OF CURRICULAR SHIFTS
AND CULTURAL REPRESENTATION IN
PAKISTANI ENGLISH TEXTBOOKS**

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Abstract

This study revisits *Goodbye, Mr. Chips* within the context of curricular shifts and cultural representation in Pakistani higher secondary English textbooks. The research examines teachers' perspectives regarding the novel's cultural relevance, pedagogical significance, psychological contribution, and alignment with contemporary educational priorities in Pakistan. Grounded in the post-positivist paradigm, the study employed a mixed-method research design integrating qualitative interpretation and quantitative analysis to provide a comprehensive understanding of the novel's educational value. The qualitative component involved documentary and textual analysis interpreted through Norman Fairclough's Critical Discourse Analysis (CDA) framework, while the quantitative data were collected through a five-point Likert scale questionnaire administered to 20 English teachers of Government Islamia College for Women, Cooper Road, Lahore. The quantitative data were analyzed through SPSS using frequencies, percentages, and mean scores, whereas the qualitative analysis examined cultural, ideological, and educational discourses embedded within the novel. The findings reveal that teachers generally perceive *Goodbye, Mr. Chips* as a valuable literary text contributing positively to students' moral development, emotional maturity, empathy, cultural awareness, and literary appreciation. Curricula require contextualized and critically engaging pedagogical approaches aligned with evolving educational priorities in Pakistan. The study further demonstrates that the novel promotes socio-emotional learning and reflective classroom interaction through themes of kindness, resilience, discipline, and professionalism. However, the findings also indicate concerns regarding its effectiveness in promoting critical thinking and its alignment with contemporary curricular demands and modern pedagogical practices.

The study concludes that although *Goodbye, Mr. Chips* retains substantial educational and cultural significance, its relevance within contemporary curricula requires contextualized and critically engaging pedagogical approaches aligned with evolving educational priorities in Pakistan.

Keywords: *CDA, Likert-Scale, Mixed-Method Research, Pedagogical Tools, Questionnaire, Societal Development.*

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1. Introduction

Literature has long remained an essential component of English language education due to its ability to develop learners' linguistic competence, cultural understanding, moral awareness, and critical consciousness. In higher secondary education, literary texts play a significant role in shaping students' emotional, psychological, and social perspectives by exposing them to diverse human experiences and historical realities. Within Pakistani English language curricula, canonical literary works have traditionally been incorporated to promote ethical values, intercultural understanding, and literary appreciation among learners. Among such literary texts, *Goodbye, Mr. Chips* by James Hilton has occupied a distinctive position in higher secondary English education for many years. The novel portrays the life of Mr. Chips, a devoted schoolteacher whose professional journey reflects themes of discipline, humility, kindness, resilience, and educational commitment. Set against the sociocultural and historical backdrop of late nineteenth- and early twentieth-century England, the novel provides insight into educational traditions, societal transformations, and human relationships during periods of social and political change. Its emotional depth and moral orientation have contributed to its recognition as a significant literary text within educational settings.

"*Goodbye, Mr. Chips*" is a timeless classic novel written by James Hilton, first published in 1934. Set in the fictional Brookfield School in England, the story follows the life of Mr. Chipping, a dedicated schoolteacher affectionately known as "Mr. Chips" by his students. Spanning several decades, the narrative offers a poignant portrayal of Mr. Chips' career, relationships, and the profound impact he has on generations of students. At its core, "*Goodbye, Mr. Chips*" is a heartwarming tale of love, dedication, and the transformative power of education. "Mr. Chips is a story of a school teacher about which

it's said that Hilton created this character after his father. Originally written in 1934, the story is adapted into cinemafilms and two television presentations" (Madiha, 2018).

“The delightful *Goodbye, Mr. Chips*, takes us into the world of schools, love, and war. The book begins with a universal truth, *When you are getting on in years (but not ill, of course), you get very sleepy at times, and the hours seem to pass like lazy cattle moving across a landscape*” (C. Krishnan, 2021).

However, contemporary educational discourse increasingly emphasizes curricular transformation, learner-centered pedagogy, critical engagement, and alignment with modern educational objectives. In recent years, curricular shifts within Pakistani higher secondary English education have raised important questions regarding the continuing relevance of canonical literary texts in addressing contemporary learners' academic, social, psychological, and cultural needs. Such transitions have generated debates concerning whether traditional literary works continue to align with present-day pedagogical practices, professional standards, and evolving societal expectations. In this context, revisiting *Goodbye, Mr. Chips* becomes academically significant. Rather than viewing the novel solely as a literary text, the present study critically examines its educational and cultural relevance through teachers' perspectives. The study explores how teachers perceive the novel's contribution to cultural representation, moral and psychological development, pedagogical effectiveness, and curricular alignment within Pakistani higher secondary English textbooks. Furthermore, the research investigates the extent to which the novel continues to retain educational significance amid changing curricular priorities and contemporary educational reforms.

The study is grounded in the broader understanding that literary texts function not only as sources of language learning but also as instruments for transmitting cultural values, shaping educational discourse, and influencing students' perceptions of society and identity. By revisiting *Goodbye, Mr. Chips* within the framework of curricular shifts and cultural representation, the study contributes to ongoing discussions regarding the role of canonical literature in contemporary English language education in Pakistan.

1.1. Research Objectives

The study aims to evaluate the suitability and impact of "Goodbye, Mr. Chips" within the Pakistani 12th-grade curriculum. Firstly, it assesses how the novel aligns with educational objectives and standards, ensuring it meets curriculum requirements. Secondly, the research investigates the impact of teaching methods on students' critical thinking and literary analysis skills, emphasizing the effectiveness of pedagogical approaches. Thirdly, it examines students' cognitive and emotional responses to the novel, considering its appropriateness for their developmental level. Additionally, the study gathers feedback from both teachers and students to identify challenges and suggest

enhancements for teaching the novel. Finally, the research evaluates the novel's influence on students' moral and ethical development, particularly focusing on fostering empathy and integrity.

1.2. Research Questions

1. How do teachers perceive the cultural and curricular relevance of *Goodbye, Mr. Chips* in Pakistani higher secondary English education?
2. How do teachers evaluate the pedagogical, psychological, and social significance of *Goodbye, Mr. Chips* for higher secondary students?
3. To what extent does *Goodbye, Mr. Chips* align with contemporary educational objectives and curricular priorities in Pakistan?

1.3. Rationale of the Study

The rationale of this study is grounded in the need to critically examine the relevance of canonical literary texts within the context of evolving curricular priorities in Pakistani higher secondary English education. By revisiting *Goodbye, Mr. Chips* through teachers' perspectives, the study seeks to explore how the novel contributes to cultural representation, pedagogical effectiveness, and students' psychological and social development. The research further investigates the extent to which the text aligns with contemporary educational objectives and changing curricular demands in Pakistan. Through the analysis of teachers' experiences and perceptions, the study aims to provide insights into the role of literary texts in shaping educational discourse, cultural understanding, and classroom practices in higher secondary English textbooks.

2. Literature Review

"The story of Mr. Chips takes readers through late 19th- and early 20th-century British history, including through wars and sad scenes of headmasters reading the names of alumni killed. To most, these names are just words, but to Mr. Chips who remembers every face that's passed through the Brookfield halls and through his own tea-room across the street, these names represent lives and sons" (E.T, 2020).

In higher secondary education, literary texts are often incorporated into curricula not only to improve language proficiency but also to expose students to social realities, historical contexts, and ethical perspectives. Researchers have emphasized that literature functions as a medium through which learners develop emotional intelligence, empathy, intercultural competence, and reflective thinking (Cortazzi & Jin, 1999). Within English language teaching, canonical literary texts have traditionally been regarded as valuable educational tools because of their ability to transmit cultural values and broaden students' intellectual horizons. Hilton's *Goodbye, Mr. Chips* is one such literary work that has remained significant in educational contexts due to its portrayal of discipline, humanity, resilience, and professionalism. The novel presents the life journey of Mr. Chips, a schoolteacher whose experiences reflect educational traditions, moral integrity, and

sociocultural transformations in England during the late nineteenth and early twentieth centuries. The text has often been appreciated for its emotional depth, humanistic values, and representation of educational commitment.

studies on literature in English language curricula suggest that literary texts contribute substantially to students' moral and psychological development. According to Adaskou, Britten, and Fahsi (1990), literature provides learners with sociological, semantic, and aesthetic exposure that enables them to understand social behavior, cultural norms, and human relationships. Literary narratives also facilitate emotional engagement by allowing students to connect fictional experiences with real-life situations. In this regard, *Goodbye, Mr. Chips* reflects values such as empathy, patience, humility, and kindness, which are considered essential for character-building and socio-emotional learning. Researchers have further argued that literature enhances students' cultural understanding by exposing them to different historical and societal contexts. Cortazzi and Jin (1999) explain that literary texts serve as cultural representations that shape learners' perceptions regarding society, identity, and intercultural interaction. Through its depiction of British educational institutions, war, discipline, and changing social realities, *Goodbye, Mr. Chips* introduces learners to broader cultural and historical experiences. Such exposure is particularly significant in English as a Foreign Language (EFL) contexts where literature acts as a bridge between language learning and cultural awareness.

Chandrika R Krishnan writes in her review (2021), "The delightful *Goodbye, Mr. Chips*, takes us into the world of schools, love, and war. The book begins with a universal truth, *when you are getting on in years (but not ill, of course), you get very sleepy at times, and the hours seem to pass like lazy cattle moving across a landscape*".

It truly reflects that *Mr. Chips* is a versatile novel that takes the readers into the journey of life embellished with sweet and sour memories. It narrates the analogies being in school called Brookfield Memories as a teacher and discusses the societal norms and standards of Britain at that time 1934. The historical impacts are also highlighted vis portrayal of German War. The novel is a complete package for students' comprehension.

"Chips remained calm during the shelling. He found even some German phrases to show how the Germans fought during WWII... This is how he took his class during shelling" (R. Khan, 2015).

This is a book I'll likely read again. It's one, in fact, that I wish I had read earlier, as it would have better prepared me to understand, for example, C.S. Lewis' *That Hideous Strength*. But that's a bit beside the point. This is a great little book and worth the read, especially if you're involved in higher education or presently enjoying your golden years" (E.T, 2020).

Mr. Chips has been the part of curriculum in England, India as a book of literature.

According to the report published in *Pakistan Point* in 2005 by Mahnoor Sheikh, “The English language novel *Goodbye Mr. Chips* had become a fixture of the Pakistani educational experience for many who read under the Punjab education system. For 55 years, the novel by English writer James Hilton, has been taught to students across the Punjab Textbook Board.”

“The change in intermediate curriculum announced as “Good Bye Mr. Chips” is now replaced by “Stories From The Prophet’s (PBUH) Life” in English 2nd year book after 56 years! Students often used to face difficulty in English paper, as the novel included 20 marks section in the paper. Despite the facts, BISE Lahore has decided to keep the novel as a part of the syllabus. Islamabad (*Pakistan Point News*, 2019), terming it as a part of literature, the board has signaled to keep it” (*Pakistan Post*, 2019).

The present study attempts to address this gap by critically revisiting *Goodbye, Mr. Chips* through teachers’ perspectives within the framework of curricular shifts and cultural representation. Unlike earlier studies that primarily emphasized literary appreciation or textbook evaluation, the current research explores how teachers perceive the novel’s pedagogical relevance, psychological contribution, cultural significance, and alignment with contemporary educational objectives. The study, therefore contributes to broader discussions regarding the role of canonical literature in English language education and the evolving nature of higher secondary curricula in Pakistan.

3. Research Methodology

3.1. Research Paradigm

This study was conducted within the **post-positivist research paradigm**, which allows the researcher to examine educational and cultural realities through both measurable data and interpretive analysis. The paradigm was considered appropriate because the study investigates teachers’ perspectives regarding the relevance of *Goodbye, Mr. Chips* within the context of curricular shifts and cultural representation in Pakistani higher secondary English education. The post-positivist stance enabled the researcher to combine quantitative statistical analysis with qualitative interpretation to develop a comprehensive understanding of the novel’s educational, psychological, pedagogical, and cultural significance.

3.2. Research Approach

The study employed a **mixed-method research approach** integrating both qualitative and quantitative methods to provide a holistic analysis of the selected literary text. The mixed-method approach was suitable because the study not only explored numerical trends in teachers’ perceptions but also critically interpreted the cultural and ideological meanings embedded within the novel and educational discourse surrounding it. The qualitative component focused on textual and discourse-based interpretation of *Goodbye, Mr. Chips*, while the quantitative component examined teachers’ responses

through statistical analysis. The integration of both approaches enabled triangulation of findings and enhanced the validity and depth of the study.

3.3. Research Design

The study adopted a **descriptive mixed-method research design**. The qualitative dimension included documentary and discourse analysis of the novel and related educational perspectives, whereas the quantitative dimension involved survey-based data collection through a structured questionnaire. This design facilitated an in-depth examination of teachers' perceptions regarding the novel's cultural representation, pedagogical effectiveness, psychological contribution, and curricular relevance.

4. Theoretical Framework

The qualitative analysis of the study was guided by Norman Fairclough's **Critical Discourse Analysis (CDA)** framework. Fairclough's three-dimensional model comprising textual analysis, discursive practice, and social practice was employed to critically examine the cultural, ideological, and educational discourses reflected in *Goodbye, Mr. Chips* and interpreted through teachers' perspectives. At the textual level, the analysis focused on themes such as morality, empathy, discipline, professionalism, resilience, and educational values represented in the novel. At the discursive practice level, the study examined how teachers interpreted and negotiated the relevance of canonical literature within changing curricular priorities and contemporary educational expectations. The social practice dimension enabled the researcher to explore broader ideological and sociocultural issues related to curriculum transformation, educational traditions, and evolving pedagogical discourses in Pakistani higher secondary English education.

The CDA framework therefore provided deeper insight into how *Goodbye, Mr. Chips* functions not merely as a literary text but also as a cultural and ideological discourse situated within ongoing curricular shifts in Pakistan.

4.1. Population of the Study

The population of the study comprised English language teachers teaching at the higher secondary level in Pakistan. These teachers had prior experience teaching *Goodbye, Mr. Chips* as part of the Grade 12 English curriculum and were therefore considered appropriate participants for examining the novel's educational and cultural relevance.

4.2. Sampling Technique and Sample Size

The study employed a **purposive sampling technique** to select participants possessing direct teaching experience of the novel. A total of **20 English teachers** from Government Islamia College for Women, Cooper Road, Lahore, participated in the study. The purposive sampling technique ensured that the respondents had adequate familiarity with the literary text, curricular practices, and classroom experiences relevant to the research objectives.

4.3. Research Instruments

Two major research instruments were utilized in the study:

1.1.1. Documentary and Textual Analysis

The literary text *Goodbye, Mr. Chips* and related educational discourse served as primary qualitative sources for analysis through the CDA framework.

1.1.2. Structured Questionnaire

A researcher-developed questionnaire based on a five-point Likert scale was used for quantitative data collection. The questionnaire examined teachers' perceptions regarding:

- Content Relevance,
- Pedagogical Effectiveness,
- Psychological Aspects,
- Social Representation,
- Alignment with Professional Standards,
- And Accessibility and Overall Value of the Novel.

The rubric was adapted from conventional five-point Likert-scale evaluative frameworks to assess teachers' perspectives systematically.

4.4. Data Collection Procedure

The quantitative data were collected through a Google Form questionnaire distributed among English teachers of Government Islamia College for Women, Cooper Road, Lahore. Participants were informed about the objectives of the study and were requested to provide responses based on their professional experiences and classroom interaction with the novel. Simultaneously, the qualitative data were gathered through close textual reading and documentary analysis of *Goodbye, Mr. Chips* in relation to curricular discourse and educational representation.

4.5. Data Analysis Procedure

The quantitative data were analyzed using **Statistical Package for Social Sciences (SPSS)**. Frequencies, percentages, and mean scores were calculated to examine teachers' perceptions regarding the curricular and cultural relevance of the novel.

The qualitative data were analyzed through Norman Fairclough's Critical Discourse Analysis (CDA). The analysis focused on identifying recurring themes, ideological assumptions, educational values, and sociocultural representations embedded within the novel and reflected in teachers' responses. The CDA approach enabled the researcher to critically examine the tension between traditional literary-humanistic values and contemporary curricular priorities emphasizing critical thinking, learner-centered pedagogy, and modern educational competencies. The integration of quantitative statistical findings with qualitative discourse analysis provided a comprehensive

understanding of the role of *Goodbye, Mr. Chips* within Pakistani higher secondary English education amid ongoing curricular transformations.

4.6. Delimitation of the study

This study was delimited to the analysis of the literary text *Goodbye, Mr. Chips* within the context of Pakistani higher secondary English education. The research specifically focused on teachers' perspectives regarding the curricular relevance, cultural representation, pedagogical value, psychological integration, and social significance of the novel. The study was geographically delimited to Government Islamia College for Women, Cooper Road, Lahore, and included only English teachers teaching at the higher secondary level. A purposive sample of 20 teachers was selected due to their direct experience in teaching the novel as part of the Grade 12 English curriculum. Furthermore, the quantitative component of the study was limited to data collected through a structured questionnaire based on a five-point Likert scale. The findings, therefore, represent the perceptions and professional experiences of the selected participants and may not be generalized to all educational institutions across Pakistan. The study also focused solely on the selected literary text and did not comparatively analyze other literary works previously or currently included in the higher secondary English curriculum. In addition, the research examined the novel within a transitional curricular context, particularly in relation to evolving educational priorities and cultural representation in Pakistani English textbooks.

5. Data Analysis

The data was collected from 20 female teachers of Government Islamia College for Women, Cooper Road, Lahore, who teach English to 12th-grade students through Google form. The collected data was analyzed using SPSS to determine exact percentages and validate the viewpoint regarding how much this novel contributes in elevating educational and societal standards in Pakistan. The analysis in tabular form is defined below:

Table 1: Content Relevance

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
1	1	4	2	10	3	3.50
2	1	3	3	9	4	3.60
3	0	7	4	8	1	3.15

Content Relevance (Mean: 3.42)

Table 1 demonstrates teachers' perceptions regarding the curricular and cultural relevance of *Goodbye, Mr. Chips* in higher secondary English education. The overall mean

score (3.42) indicates a generally positive response toward the inclusion of the novel in the curriculum. Teachers largely agreed that the themes, historical background, and literary content of the novel contribute positively to students' understanding of literature, culture, and moral values. However, comparatively lower responses regarding the appropriateness of language and literary style suggest that some teachers perceive the text as linguistically challenging for contemporary learners. The findings reflect that although the novel remains culturally and educationally valuable, certain aspects may require contextualized teaching strategies to align with changing curricular demands and students' evolving learning needs.

Table 2: Pedagogical Approach

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
4	0	7	3	9	1	3.20
5	1	9	4	6	0	2.75
6	0	4	5	9	2	3.45

Pedagogical Approach (Mean: 3.13)

Table 2 presents teachers' perceptions regarding the pedagogical effectiveness of *Goodbye, Mr. Chips*. The mean score (3.13) reflects moderate agreement concerning the novel's role in facilitating classroom discussion, literary engagement, and instructional practices. Teachers acknowledged that the novel encourages interaction and discussion in English language classrooms; however, responses regarding the promotion of critical and analytical thinking remained comparatively mixed. This indicates that while the text possesses educational value, some teachers believe that contemporary learners may require more interactive and contextually relevant pedagogical approaches to fully engage with canonical literary texts. The findings further suggest that curricular shifts toward modern educational practices may influence teachers' perceptions of traditional literary works in classroom settings.

Table 3: Integration of Psychological Aspects

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
7	0	6	3	9	2	3.35
8	0	2	2	11	5	3.95

Integration of Psychological Aspects (Mean: 3.65)

Table 3 highlights teachers' responses regarding the psychological significance of *Goodbye, Mr. Chips*. The category received the highest overall mean score (3.65), indicating strong agreement among teachers about the novel's contribution to students' emotional and psychological development. The findings reveal that teachers perceive the novel as effective in promoting empathy, kindness, emotional resilience, and character-building among students. The character of Mr. Chips was viewed as a symbol of patience, devotion, optimism, and humanity, enabling students to engage with positive moral and emotional values. These responses suggest that canonical literary texts continue to hold significance in fostering socio-emotional learning and ethical awareness within higher secondary English education.

Table 4: Integration of Social Aspects

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
9	0	3	4	10	3	3.65
10	0	8	6	5	1	2.95

Integration of Social Aspects (Mean: 3.30)

Table 4 illustrates teachers' perceptions regarding the social and cultural dimensions represented in the novel. The mean score (3.30) demonstrates that teachers generally agree that *Goodbye, Mr. Chips* encourages discussion on societal norms, cultural traditions, and human relationships. Participants acknowledged the novel's contribution in developing students' understanding of discipline, respect, professionalism, and social responsibility. Nevertheless, relatively lower responses regarding issues of equity and social justice indicate that some teachers consider the text less aligned with contemporary social concerns emphasized in modern curricula. The findings suggest that while the novel retains cultural and moral relevance, evolving curricular priorities increasingly emphasize broader and more diverse social representations.

Table 5: Alignment with Professional Standards

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
11	2	8	4	6	0	2.70
12	0	8	4	8	0	3.00

Alignment with Professional Standards (Mean: 2.85)

Table 5 examines teachers' views regarding the alignment of *Goodbye, Mr. Chips* with current educational objectives and professional standards. This category received the

lowest overall mean score (2.85), reflecting divided opinions among teachers. Some participants believed that the novel contributes positively to language learning, ethical development, and professionalism, whereas others questioned its compatibility with contemporary curricular expectations and modern learning outcomes. These findings indicate a perceived gap between canonical literary texts and the changing educational priorities of Pakistani higher secondary education. The results further reflect ongoing curricular transitions where greater emphasis is being placed on contemporary themes, learner-centered instruction, and modern pedagogical objectives.

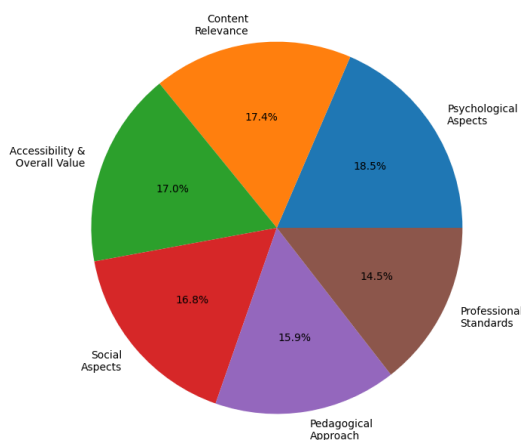
Table 6: Accessibility and Overall Value

<i>Question</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mean Score</i>
13	1	3	3	10	3	3.55
14	2	5	3	8	2	3.15

Accessibility and Overall Value (Mean: 3.35)

Table 6 presents teachers' perceptions regarding the accessibility and overall educational value of the novel. The mean score (3.35) indicates that teachers generally considered teaching resources related to *Goodbye, Mr. Chips* accessible and practical for classroom instruction. Participants acknowledged the availability of supplementary materials such as critical analyses, reviews, and digital resources that support effective teaching practices. However, opinions regarding the overall curricular value of the novel remained somewhat mixed, reflecting differing perspectives on the place of canonical literature within contemporary higher secondary education. Despite these differences, the findings suggest that the novel continues to hold educational and cultural significance in promoting literary appreciation and moral understanding among students.

Teachers' Perspectives on Revisiting 'Goodbye, Mr. Chips' in the Curriculum



5.1. Interpretation of the Pie Chart

The pie chart illustrates teachers' perceptions regarding different dimensions associated with revisiting *Goodbye, Mr. Chips* in Pakistani higher secondary English textbooks. The findings indicate that the **Integration of Psychological Aspects** received the highest mean score (3.65), reflecting strong teacher agreement that the novel positively contributes to students' emotional development, empathy, optimism, and character-building. This suggests that the text retains significant socio-emotional and moral relevance within educational settings.

The category of **Content Relevance** (3.42) also received a favorable response, indicating that teachers still consider the themes, historical context, and literary value of the novel meaningful for higher secondary learners. Similarly, **Accessibility and Overall Value** (3.35) and **Integration of Social Aspects** (3.30) demonstrate that teachers acknowledge the novel's role in promoting cultural understanding, societal values, and literary engagement.

However, comparatively lower mean scores for **Pedagogical Approach** (3.13) and particularly **Alignment with Professional Standards** (2.85) reflect concerns regarding the compatibility of canonical literary texts with contemporary curricular demands, modern instructional approaches, and evolving educational objectives. These findings suggest that while *Goodbye, Mr. Chips* continues to possess educational and cultural significance, its effectiveness within present-day curricula may require updated pedagogical strategies and contextualized instructional practices.

Overall, the pie chart reflects a balanced perspective in which teachers value the novel's cultural, psychological, and moral contributions, while simultaneously recognizing the influence of ongoing curricular shifts and changing educational priorities in Pakistani higher secondary English education.

5.2. Qualitative Data Analysis through Critical Discourse Analysis (CDA)

The qualitative dimension of this study was analyzed through Norman Fairclough's Critical Discourse Analysis (CDA) framework to critically examine the cultural, ideological, and educational discourses embedded within *Goodbye, Mr. Chips* and reflected through teachers' perspectives. Fairclough's three-dimensional model of CDA — comprising textual analysis, discursive practice, and social practice — was employed to interpret how the novel represents themes of morality, professionalism, empathy, discipline, historical consciousness, and educational values within the context of Pakistani higher secondary English education. At the textual level, the analysis focused on recurring themes, language patterns, and representations associated with character-building, ethical conduct, and educational commitment. At the level of discursive practice, teachers' responses were examined to explore how canonical literature is interpreted, valued, and negotiated within changing curricular priorities and contemporary pedagogical

expectations. The broader social practice dimension enabled the researcher to investigate how the novel reflects ideological assumptions related to educational traditions, cultural representation, institutional authority, and sociocultural transformation. Through CDA, the study critically explored the tension between traditional literary-humanistic values and the emerging demands of modern curricula emphasizing critical thinking, learner-centered pedagogy, and contemporary educational relevance. This analytical framework therefore provided deeper insight into how *Goodbye, Mr. Chips* functions not merely as a literary text but as a cultural and educational discourse situated within ongoing curricular transformations in Pakistan.

6. Findings of the Study

The findings of the study reveal that teachers generally perceive *Goodbye, Mr. Chips* as a culturally and educationally significant literary text within Pakistani higher secondary English education. The collected data from 20 English teachers indicates that the novel contributes positively to students' moral, psychological, and social development while simultaneously reflecting the broader dynamics of curricular transition and changing educational priorities in Pakistan.

One of the central findings of the study is that teachers strongly acknowledged the novel's role in fostering **moral and ethical values** among students. Participants emphasized that the character of Mr. Chips embodies qualities such as empathy, kindness, humility, patience, dedication, and moral integrity. Teachers believed that these attributes play an important role in shaping responsible citizens and socially aware individuals. The findings suggest that canonical literary texts continue to possess the capacity to cultivate ethical awareness and humanistic values within educational settings.

The study further found that *Goodbye, Mr. Chips* significantly contributes to students' **psychological and emotional development**. Teachers perceived the novel as effective in promoting emotional maturity, optimism, resilience, and self-awareness among learners. The emotional journey of the protagonist and his lifelong dedication to teaching enabled students to relate literary experiences with their own educational and social realities. The findings indicate that the novel supports socio-emotional learning by encouraging students to reflect upon relationships, identity formation, and personal growth.

Another important finding of the study concerns the novel's **cultural and historical relevance**. Teachers acknowledged that the text familiarizes students with historical events, British educational traditions, and sociocultural transformations of the late nineteenth and early twentieth centuries. Participants particularly appreciated the novel's representation of discipline, educational commitment, and intercultural understanding. The findings demonstrate that the novel functions not only as a literary text but also as a medium for exposing students to broader cultural and historical perspectives.

The findings also reveal mixed perceptions regarding the novel's contribution to **critical thinking and analytical skills**. While some teachers believed that the text encourages discussion, interpretation, and reflective thinking, others argued that it lacks sufficient relevance for promoting contemporary analytical and critical engagement among students. This divergence of opinion reflects the influence of evolving pedagogical expectations and the increasing emphasis on learner-centered and critically engaging curricula in modern educational contexts.

Furthermore, the study found that the inclusion of *Goodbye, Mr. Chips* positively influences **classroom interaction and teaching practices**. Teachers highlighted that the novel creates opportunities for discussion on ethical dilemmas, historical realities, professionalism, and the evolving role of education. Such discussions encourage collaborative learning, reflective thinking, and respect for diverse perspectives. The findings indicate that the novel contributes to creating an inclusive and interactive classroom environment where students can engage with both literary and social issues.

Another notable finding concerns the novel's relevance within the context of **curricular shifts and contemporary educational priorities**. While teachers recognized the literary and moral significance of *Goodbye, Mr. Chips*, some participants questioned its alignment with present-day professional standards, linguistic competencies, and modern curricular objectives. The findings therefore suggest a tension between the preservation of canonical literary traditions and the increasing demand for contemporary, skill-oriented, and globally relevant educational content within Pakistani higher secondary English education.

Overall, the findings demonstrate that *Goodbye, Mr. Chips* retains considerable educational, cultural, and psychological value despite ongoing curricular transformations. Teachers generally viewed the novel as an important literary work capable of promoting ethical understanding, emotional development, and cultural awareness among students, while also acknowledging the need to reconsider its pedagogical relevance in relation to contemporary curricular demands.

6.1. Findings through Critical Discourse Analysis (CDA)

The findings of the qualitative analysis reveal that *Goodbye, Mr. Chips* functions as a significant cultural and educational discourse within Pakistani higher secondary English education. Through the application of Norman Fairclough's Critical Discourse Analysis (CDA), the study identified dominant themes related to morality, empathy, professionalism, discipline, historical consciousness, and socio-emotional development. Teachers largely perceived the character of Mr. Chips as an embodiment of traditional educational values and ethical leadership, reflecting ideals of kindness, patience, humility, and dedication. The analysis further demonstrated that the novel promotes cultural awareness and historical understanding by exposing students to British educational

traditions and sociocultural transformations. However, the findings also revealed an emerging tension between canonical literary traditions and contemporary curricular priorities. While teachers acknowledged the novel's moral and psychological significance, some participants questioned its effectiveness in promoting critical thinking, analytical engagement, and alignment with modern pedagogical expectations. The CDA findings therefore suggest that *Goodbye, Mr. Chips* operates not only as a literary text but also as an ideological representation of traditional educational discourse situated within broader curricular transformations and evolving educational practices in Pakistan.

7. Conclusion

This study critically revisited *Goodbye, Mr. Chips* through teachers' perspectives to examine its relevance within the context of curricular shifts and cultural representation in Pakistani higher secondary English textbooks. Employing a mixed-method approach, the study explored the pedagogical, cultural, psychological, and social significance of the novel while investigating its compatibility with contemporary educational priorities. The findings reveal that the novel continues to occupy an important place within literary and educational discourse due to its strong moral, emotional, and cultural dimensions.

The conclusion drawn through Norman Fairclough's Critical Discourse Analysis (CDA) framework establishes that *Goodbye, Mr. Chips* continues to function as a culturally and educationally significant literary text within Pakistani higher secondary English education despite ongoing curricular shifts and evolving pedagogical priorities. The qualitative analysis demonstrates that the novel promotes dominant educational discourses centered on morality, professionalism, empathy, discipline, and humanistic values, which teachers largely perceive as essential for students' psychological and ethical development. Simultaneously, the study reveals the presence of competing contemporary educational discourses emphasizing critical thinking, learner-centered pedagogy, modern competencies, and curricular modernization. This tension reflects broader transformations within Pakistani educational policies and curriculum design, where canonical literature is increasingly evaluated against contemporary social and pedagogical expectations. The CDA findings therefore conclude that *Goodbye, Mr. Chips* represents more than a literary narrative; it operates as an ideological and cultural text that preserves traditional educational values while simultaneously highlighting the challenges of maintaining canonical literature within modern educational frameworks. Consequently, the study suggests that the continued relevance of such literary texts depends upon contextualized, reflective, and critically engaging pedagogical approaches capable of connecting traditional literary-humanistic ideals with contemporary educational needs and global learning priorities.

The research further concludes that the novel contributes positively to students' **cultural and historical understanding**. By portraying British educational traditions,

historical events, and social realities, the text exposes learners to broader intercultural and historical perspectives. Teachers acknowledged that the novel encourages discussions related to discipline, professionalism, educational commitment, and societal values, thereby enriching students' literary and cultural awareness.

However, the study also identifies significant concerns regarding the novel's alignment with **contemporary curricular expectations and modern pedagogical practices**. Although participants appreciated the literary significance of the text, several teachers questioned its effectiveness in promoting critical thinking, analytical engagement, and learner-centered educational outcomes demanded in present-day curricula. The findings therefore reflect the broader curricular transition occurring within Pakistani higher secondary education, where traditional canonical literature is increasingly evaluated against contemporary educational needs, technological advancement, and globalized learning priorities.

Moreover, the study highlights the continuing debate between preserving **classical literary traditions** and integrating **modern educational objectives** within English language curricula. While *Goodbye, Mr. Chips* represents timeless moral and cultural values, its inclusion in contemporary curricula may require updated pedagogical strategies, contextualized instruction, and critical engagement approaches to maintain its relevance for modern learners. The findings suggest that the educational value of canonical literary texts can be strengthened when they are taught through reflective, interactive, and culturally responsive pedagogical practices.

In conclusion, the study establishes that *Goodbye, Mr. Chips* remains a meaningful and educationally valuable literary text within Pakistani higher secondary English education. Despite ongoing curricular shifts and evolving educational priorities, the novel continues to contribute to students' ethical development, emotional maturity, cultural understanding, and literary appreciation. Nevertheless, the study emphasizes the need for curriculum developers, educators, and policymakers to critically reconsider how canonical literature can be effectively integrated into contemporary educational frameworks in ways that address both traditional literary values and the emerging demands of twenty-first-century learning.

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