



A CORPUS-DRIVEN ANALYSIS OF SOCIAL AND LINGUISTIC BALANCE IN THE PTB 7TH GRADE TEXTBOOK

Dr. Zahra Rubab
zahra.rubab@riphahfsd.edu.pk

Assistant Professor, Department of English, Riphah
International University, Faisalabad, Punjab, Pakistan.

Abstract

The primary goal of the current study is to examine the PTB 7th grade textbook using Fairclough's (2002) critical language awareness approach to the textbook's exercises, questions, and material. The current study's research questions align with the stages of critical language awareness proposed by Fairclough (2002). The corpus of the seventh-grade PTB English textbook, which is analyzed in relation to the stages of the reading process, serves as the data collection for the current study. English 7th grade is the title of the books used for analysis. The research's conclusions show that, aside from the stages of reflection and systemization. Only 90 of the 196 problems in the PTB seventh-grade textbook are related to the stage of reflection, and 72 are related to the step of systemization. The most crucial phase of CLA is the development of practice and explanation, which was not suggested in the text or included in the textbook's questions. The current study's overall conclusions demonstrated that students had fewer opportunities to engage in critical language study or critical pedagogy. Students' learning outcomes were impacted by the seventh-grade PTB textbook's failure to meet their social and linguistic demands. The results of this study have implications for the future. Teachers, students, and curriculum designers can all benefit from the CLA approach by understanding the intricate and dynamic relationship between the reading process and the CLA and by coming up with innovative ways to develop and reconstruct the curriculum to meet students' social needs within their linguistic needs and develop critical thinking skills.

Keywords: *CLA, Punjab Textbook, Reading Process, English Textbook*

Corresponding Author: Dr. Zahra Rubab (Assistant Professor, Department of English, Riphah International University, Faisalabad, Punjab, Pakistan).

Email: zahra.rubab@riphahfsd.edu.pk

1. Introduction

English is taught in every field of study, including English as a foreign language and English as a second language, since it is regarded as the lingua franca depending on the situation. English is also taught as a second language in Pakistan and is a required subject in the educational system. The ability to think critically in English has been identified as a crucial part of national educational programs in the most recent National Curriculum of English Language (2006). Nonetheless, it is noted that pupils struggle with critical thinking and effective communication. One of the risky factors is the use of inappropriate English language instruction materials at the primary school level, which lack the context of critical pedagogy. Therefore, it is considered fundamental to provide them with sufficient practice, the privilege of instructional resources, and suitable assistance from the instructors in order to develop the abilities of communicative competence and critical thinking at the primary level in government institutions.

Textbooks are the most common instructional source for classroom content. According to Dosage & Razmjoo (2010), teachers, textbooks, learners, and context are the most crucial elements of every educational setting. According to Tomlison (2003), textbooks are more than just a tool for language teachers; they also serve as a manifestation of the objectives related to the particular environment of teaching and learning languages. According to another researcher, Kemp (1977), textbooks are an essential component of the educational system that depends on students' cultural, social, and mental development. Fairclough (2001) discussed how to properly analyze language and English language textbooks, and he views this approach as critical language study. According to Fairclough (2001), critical pedagogy should be the primary focus of critical language studies. The fundamental goal of critical pedagogy is to help students develop their critical thinking abilities so they can discuss how the curriculum affects their understanding of social issues, race, gender, and class.

When textbooks are evaluated critically, teachers and curriculum designers can gain insight into how the text's activities carry out students' learning or what opportunities students have to learn about the various implied meanings in the text as well as the issues of power in language acquisition.

The process of critically analyzing the text's content resulted in new linguistic form characteristics. Additionally, it should encourage pupils to study a second language and think about the relationship between language and power. According to one study by Case (2004), it is the duty of educators to foster these relationships. Additionally, it can help students understand how their lives are reviewed and mirrored in the curriculum.

Lastly, the primary goal of the current study is to critically assess the PTB primary level 7th grade English textbooks. It also emphasizes the fundamental function of textbook evaluation in curriculum development. The current study also shows how Pakistani

primary school textbooks are used, what kinds of exercises and materials are employed, and whether or not they help pupils develop their critical thinking skills.

The research's conclusions therefore have broader implications for the educational system. Therefore, the purpose of the current study is to assess seventh-grade English textbook, its contents, and educational exercises using the critical language awareness viewpoint of Fairclough (2001).

1.1. Significance of the Research

Analyzing textbooks from the standpoint of critical language awareness is crucial to the current research. Teachers and curriculum designers can use the research's findings to create real content that will assist students develop critical thinking abilities through critical pedagogy. The ability to think critically is heavily overlooked when developing curricula in the Pakistani educational system.

1.2. Purpose of the Research

The current study's goal is to assess Pakistani textbooks in order to find out how well they match students' linguistic and social demands.

1.3. Research Objectives

1. To examine how the discourse used in activities and exercises encourages students to reflect on their personal life experiences.
2. To analyze the ways in which activities and exercises motivate students to share their life experiences through speaking and writing.
3. To identify activities, exercises, and questions focus learners' attention on specific linguistic features.
4. To investigate activities, exercises, and questions prompt students to examine particular linguistic attributes within the given texts.
5. To explore activities, exercises, and questions create opportunities for learners to explore, synthesize, and summarize ideas.

1.4. Research Question

The present research investigating the following research questions;

Q1. In what ways does the discourse used in activities and exercises encourage students to reflect on their personal life experiences?

Q2. How does the discourse embedded in activities and exercises motivate students to express their life experiences through speaking and writing?

Q3.How do activities, exercises, and questions direct learners' attention toward specific linguistic features?

Q4. In what manner do activities, exercises, and questions prompt students to examine particular linguistic attributes within the text?

Q5.How do activities, exercises, and questions provide opportunities for learners to explore, synthesize, and summarize ideas?

2.Literature Review

2.1. Critical Discourse Analysis

Basic CDA is one of the fundamental models of discourse and inquiry that has come to dominate research. Finding the covert ideological and control relationships that are established in material is the ideal objective of basic discourse and analysis. Language is the primary meditation tool used in educational settings to facilitate learning.

CDA is associated with the comprehension of learning in two unique ways. Examining discourse, in any event, relies on a fundamental zone and allows one to view the learning system in more frustrating ways. Second, the process of conducting critical discourse analysis creates scientists and individual learning.

2.2. Interface of CDA in English Language Teaching

From a common perspective, the objective should be to illustrate language from a formal standpoint. Sentence structure was found to have an impact on students' ability to communicate fully in the target language.

First, in the grammar translation approach, the instructor would explain the language's direction point by point, emphasizing word structure and accentuation. Second, syntax was taught inductively and the informative estimation of language began to receive more consideration than structure in the Direct Method. Punctuation regulations were never clear to the understudies. Topics and circumstances determined the timetable. The language rules were employed as tools to provide significance under the specified circumstances. Semantic structures were not taken into account separately from their utilization in the Audio Lingual Approach. In contexts, they generally occurred on a regular basis. This strategy's primary goal was to use language demonstration for educational reasons.

As a result, the student was able to become comfortable with punctuation rules because these strategies were essentially about sentence structure. However, when it came

to applying this knowledge to preparation and practice, they found it challenging to control language for open purposes. As a result, there was discontent during the correspondence.

2.3. Usage of CDA Theories in English Language Teaching

The communicative approach was generally acknowledged, and the language instructor demonstrated a high level of integrity in many CDA sections. Thankfully, there are a few different theories who can elaborate on this instructional demand on CDA's behalf.

The theory of discourse is introduced by the first theorist, Cook (1989), who separated his theory into three sections: explanation, demonstration, and exploration. In these sections, he illustrates the idea of language learning development and the evolution of instruction for individuals with limited background.

Cook (1989) clarifies the definitions of the key concepts in discourse analysis in his theory of explanation. Discourse is the study of how language passages are interpreted in specific textual, social, and mental contexts and bound together for their users (Cook, 1989). According to Cook's (1989) concept of discourse, discourse analysis is extremely important for language instructors.

Cook (1989) distinguishes between two types of language as research objects. The first is artificially created, and the second is an abstracted language that is used to demonstrate the principles of a language's operation, proficiency, or ability to communicate ideas that are thought to be coherent in relation to the collection and sequence of correct sentences. Discourse is the last type of language used for communication, and discourse analysis is the study of what gives discourse coherence.

Therefore, identifying a section of language as speech has a subjective component that is typically present in group discourse as opposed to individual discourse.

Additionally, there are restrictions on the kind of sentences that can be imposed.

Thus, coherence is composed of non-linguistic elements. Lastly, Cook (1989) notes that effective language use and communication development include more than just using accurate sentences. Second, Cook (1989) described a top-down and bottom-up strategy to teaching discourse-based languages at the demonstration level. He also developed atomistic (isolation) and holistic (together) learning activities based on the CDA's viewpoint.

Thirdly, the section of Exploration Cooks (1989) that addresses how class activities foster discourse. He covered a wide range of topics related to discourse-based classroom activities, including objectives, resources, methods, material evaluation, strategy, etc.

In order to force discourse on ELT, McCarthy (1991) presented a more comprehensive theoretical base. McCarthy (1991) provided a brief explanation of the

connections between CDA and many aspects of language instruction, including phonology, grammar, vocabulary, and spoken and written language.

2.4. CDA and CLA as a method for teacher and curriculum Developer

Rubdey (2003) stated that textbooks are the most defining components of English as a second language. For the advanced level of learner the focus of the curriculum transfer of the skills of a second language in the learning of academic skills linked with the successful approach of content based teaching and learning in the classroom. According to the content based approach, teach the language in context of specific area of content rather than in an isolated form. The researcher in the field of SLA investigated the textbooks content, exercises, and questions.

First, according to the social-cultural and cognitive norms of second language research, Hughes (2006) placed a strong emphasis on assessing the activities and questions in textbooks to find out how their content is presented. According to Fairclough (2002), critical linguistics, which may be a component of textbook evaluation, is another standard of second language study that is collapsing. Students who evaluate textbooks critically are better able to think critically about the relationship between language and power, which offers them an advantage while learning a second language.

According to Case (2004), this type of instruction helps second language learners recognize how the curriculum reflects their own life experiences. Therefore, Fairclough (2006) developed the idea of critical language awareness for textbook review in the field of critical linguistics.

2.5. Critical Language Awareness

Critical perspectives on SLA were provided by Zuengler and Miller (2006). These scholars claim that these critical theories help teachers and syllabus designers create curricula in a way that exposes the effect of ideology and power and serves as a naïve approach in the educational system. According to Fairclough (1989), the CLA approach helps students examine texts critically, identify hidden ideologies, and hone their critical thinking abilities.

According to Fairclough (1989), many authors alter word meanings, sentence grammatical structures, and text rhetorical structures to suggest ideologies in their text production.

Textbook authors occasionally use the passive voice to lessen the importance of the topic's point of view in a clause, but they also employ the active voice to establish a connection between the sentence's remaining clauses. They frequently employed formulaic language in their writing to emphasize the significance of their subject.

As a result, Fairclough (1989) views language as a social phenomenon, and this social phenomenon is a component of linguistics since students become involved in extensive discourse anytime they read a text carefully. Therefore, by employing critical language awareness, these critical procedures help the instructor build these critical skills to uncover the text's latent ideological qualities.

2.6. Current Researches in CLA

In order to increase CDA awareness with regard to English language instruction and textbook evaluation, several researchers use CDA and CLA as a theoretical framework for their studies, as shown in the following table;

Previous Research Framework			
Research topic/Author	Purpose of the Research	Research Methodology	Summary/Conclusion
David Marsh (2012) Using critical discourse analysis to raise critical language awareness in Japanese medical students: an exploratory action research project	The basic purpose of this research is to examine and explore the effects of critical discourse analysis based activities, rather than analyze any specific hypotheses.	The action research chosen as research methodology and qualitative research method was selected and data were gathered through writing task.	This paper delineates an exploratory research look into endeavor on the usage of CDA based exercises in a Japanese restorative school, and their subsequent effects on dimensions of CLA. A basic benchmark cycle was directed to develop an existing basic language care, trailed by two further cycles, each showing segments of CDA. Information was assembled through composition task and exercises toward the finish of each cycle and presented to topical investigation. The results of this investigation were normal for an improvement in dimensions of CLA in certain understudy, and proposed a method for development from key examinations to progressively progressed basic positions.

Elahe Rahimi (2015) Critical Discourse Analysis and Its Implication in English Language Teaching: A Case Study of Political Text	The purpose of this research is to give more attention to develop critical thinking in students.	This exploration is held to see the impact of basic discourse investigation on male and female understudies. As such, the examination utilized a test structure with 62 individuals including 32 guys and 32 females contemplating English language. To this end, Obama's political discourse as a content was passed on to understudies to research it. Before instructing CDA procedures, understudies were drawn nearer to examine this political content as per their interests. Ensuing to showing these gauges, they explored a comparable content for the second time fundamentally. By then they responded to a survey that uncovered the aftereffects of CDA on guys and females	The outcomes recommend that females were more affected than males. After evaluation of understudies' examinations and appraisal of their answers given to the survey, it was resolved that basic discourse investigation support continuing basic reasoning limit in understudies. Additionally, understudies motivation improved in the wake of learning these norms similarly as their ability to interpret the literary implications which methods for the content extended.
Ali Abbas zubari (2017) Effects of CDA Instruction on EFL Analytical Reading Practices		This exploration created CDA dimensions of examination to be explicit, content investigation, discourse investigation, and	The discoveries of the exploration demonstrated measurable centrality in each informative practice such as text analysis as description and discourse examination as interpretation and critical discourse analysis as explanation. The association

		basic discourse investigation in an EFL perusing study hall. In this semi test plan, a survey and a test were used to accumulate information from a perusing class when the interventional program. Going before the treatment, the class was shown perusing ordinary procedures, while in the treatment compose, the class was driven using CDA direction. The information accumulated from both the poll and the test were penniless down using the coordinated precedent t-test.	examination of the pre- and post-tests and surveys exhibited a measurable criticalness in the basic discourse investigation (.019).
Juli Deykma (2017) Critical Discourse Analysis of Student Responses to Teacher		By Drawing on CDA, this examination investigated the auxiliary, interactional, and interdiscursive highlights of 21 understudies' area length comments on	The discoveries uncovers that the basic investigation exhibits that the understudies' comments demonstrate their rising scholastic instruction abilities. Our interactional examination exhibits that most understudies took on a functioning job as a decent understudy and
Feedback on Student Writing		formative educator contribution on their first undertaking draft in a first-year composing class and inspected relations between the content,	student moreover, a continuing on author, yet a couple of understudies connected their office by taking the risk to restrict the master of the instructor, while others rejected it

		coordinated effort, also, setting.	unmitigated. Our interdiscursive investigation demonstrates that understudies used not only language from the instructor's comments, yet also metalanguage of the Piece classroom to characterize their responses.
Tanita Bonita (2015) Integrating critical discourse analysis skills into formation of cross cultural communicative	The purpose of this research is to develop student's analytical and critical thinking by using CDA. This paper inspected the procedure for building up	The analytical framework of the research depended on Three-Dimensional Model of Discourse (Fairclough 1989, 1995). This model for Critical Discourse Analysis (CDA) skills based on three	The findings of the research demonstrate that the students critical thinking and analytical skills advancement has seen after the proposed methods to create CDA which help students to concentrate on this present reality around them to inspect.
Competence	student's critical thinking and analytical skills in their ESL classrooms in development of diverse communicative competence by exhibiting a technique sorted out around the idea of critical awareness for directing a critical discourse analysis of ESL texts.	components – depiction, interpretation and explanation, portrayed the linguistic attributes of texts, the connection between the productive and interpretative procedures of desultory practice and the connection between rambling practice and social practice is kept up. It endeavored to present the educational model and procedures to create CDA in ESL classrooms at Kazakh Ablai Khan University of	

		worldwide relations and world languages.	
--	--	---	--

As a result, by reading through all of the literature reviews of earlier theorists, applied linguists, and researchers, we are able to identify various research gaps and pose research questions on the use of CDA in English language instruction. The literature review's various sections and subsections will outline the fundamental theoretical foundations of various theorists' works as well as the historical context of applied linguists in relation to ELT. The most crucial part of the review is highlighting the state of the field's research, which includes defining recent works by scholars and researchers by going over their backgrounds, goals, methods, conclusions, and implications in various research contexts.

3. Research Methodology

3.1. Type of Research

Both qualitative and quantitative assessments were included in the study. This kind of analysis was carried out using Fairclough's (2001) theoretical framework for critical language awareness. The qualitative analysis approach is used to gain a clear sense about phenomena and to make decisions regarding the interpretation of data. Researchers can define researched data in a more flexible and understandable way with this method. While the word level analysis was conducted quantitatively, the sentence level analysis was framed qualitatively. AntConc 3.2. 4w software was utilized for word level analysis.

3.2. Size of Sample

The corpus of the PTB seventh-grade English textbook, which is analyzed in relation to the stages of the reading process, serves as the sample size for the current study. The current study examined the textbooks used in Pakistani government schools. For the current study, one seventh-grade textbook was selected.

The Government of Punjab, Pakistan, has granted permission for Ch. Ghulam Rasul and Sons to publish and compile the English seventh and seventh grade textbook.

3.3. Procedure of Research Analysis

The five phases of Fairclough's (2001) theory of critical language awareness were used in the current study and analysis. There are several research questions at each level

that need to be addressed through analysis. The research design listed below is displayed in tabular form:

Procedure of Research Analysis				
Stages of CLA	Interpretation of Stages	Research Questions of each Stage	Data Collection	Steps of Analysis
Stage 1. Reflection on Experience	Stage 1 belongs to the sharing of learner real life's experience of social constraints reflection in the discourse of the content.	Q1. How the discourse in activities and exercises of the questions, provoke students to reflect about their own life experience? Q2. How the discourse in activities and exercises of question provoke students to share their own live experience in the form of writing and speaking	Questions, exercises and activities of pre reading stage.	Step 1. Manually in depth analysis of CLA stage of reflection in textbook questions, activities and exercises.
Stage 2. Systemizing the Experience	This stage showing concern with teachers to encourage students to express the reflection of their own lives	Q3. How the discourse in activities and exercises of the questions indicate the attention of students towards particular	Questions, exercises and activities of during/While reading stage.	Step 2. Manually investigate the CLA stage of systemizing experience in textbook question, activities and exercise. Step 3. Quantitatively investigate the frequency of

	in systematic way by providing knowledge.	feature of linguistics? Q4. How the discourse in activities and exercises of the questions interrogate the students to		discursive acts through Antconc software.
		investigate the particular attribute of linguistics in the text?		
Stage 3. Explanation	This stage of CLA belongs to the student further reflection on social explanation.	Q5. How the students' critical ability uncovers the ideologies in activities, exercises and questions?	Questions, exercise and activities of post reading stage	Step 4. Manually analyze the CLA stage of explanation in textbook question, activities and exercise. Step 5. Quantitatively investigate the frequency of ideological vocabulary through Antconc software
Stage 4. Developing Practice	This stage of CLA refers to the student's ability of evaluation, summarize, synthesize etc	Q6. How the activities, exercises and questions create opportunity for student to explore, synthesize and summarize?	Questions, exercise and activities of post reading stage	Step 6. Manually interrogate the CLA stage of developing practice in textbook question, activities and exercise.

The current study evaluates the seventh-grade PTB textbook using all of these research technique steps in order to determine whether the Punjab textbook meets the students' social needs while also meeting their linguistic demands through CLA.

4.Results and Discussion

The data analysis of current research starts by following the stages of fairclough (2003) critical language awareness.

4.1. Stage of Reflection

The data analysis begins with the pre-reading portion of the book, which is the first step of CLA known as reflection. Teachers control the visuals, word list, various illustrations, and vocabulary items in this activity. Students are able to reflect and share their personal experiences in the text thanks to this procedure.

According to Fairclough (1989), every discourse contains ideological substance by focusing on various topics, such as racial concerns and class and gender divisions, which are the greatest areas to study critical language awareness. The pre-reading portion of the seventh-grade PTB textbook leads to questions that illustrate several characters and the main theme of the reading material for more discussion. Additionally, the seventh-grade textbook has fourteen units with various questions of pre reading section. The analysis of this stage based on three levels of analysis which discuss below;

1. The pre-reading segment caused students to become disinterested in reflecting.
2. The pre-reading portion encourages pupils to reflect.
3. The pre-reading portion encourages pupils to engage in introspection.

According to the results of the Smalzer (1996) book text, out of 32 pre-reading questions, 29 prompt students to engage in a reflective activity in which they follow and identify various vocabulary words to reflect and share their personal experiences. Because these pre-reading questions fall under the third level of analysis, solely engages students in a reflective exercise that gives them the chance to evaluate their own experiences in the discourse of the text. Every reading lesson begins with a question that demonstrates the full engagement of the stage of reflection in the discourse material. Below is an example of a reflection exercise drawn from various PTB seventh-grade textbook chapters:

- | |
|---|
| <ol style="list-style-type: none">1. “Look at these illustrations. What do these illustrations refer to?
Have you ever been to a Pakistani village? (p. 15)2. “How did you celebrate last Eid-ul-Azha? (p. 28)3. Can you tell what the poem is about? (p. 40) |
|---|

Table.2 Examples of Text

In the subsequent exercises, the pre-reading segment effectively and critically engages the students in a reflection exercise in which they relate their personal experiences. Students draw connections between the discourse in the text and their personal experiences in this way. According to Ndura and Righettini (2005), the text's activities and questions encourage students to look into how the author uses language to create ideological content, and this state is given more weight in the pre-reading part. Teachers engage students in the pre-reading part by posing questions that allow them to reflect on their personal experiences within the text's discourse as it is given in the book exercises.

According to Case and Ndura (2005), those inquiries which, according to the critical reflection point of view, will draw students' attention to how language is used to strengthen an author's ideology. Thus, while adhering to Fairclough's (2003) CLA stage of reflection, the PTB 7th grade textbook created reflection exercises at the pre-reading level where students express their personal experiences.

4.2. Stage of Systemization

The second step of CLA is called systemization; after this stage, look into the section when reading the text. By thoroughly examining the language, this step ascertains how the text's queries draw readers' attention to certain linguistic elements. This procedure uses a methodical approach to classify linguistic features in the text's discourse. High order thinking abilities, such as synthesis, assessment, inference, and judgment, are triggered during the systemization stage. At this level, students use their advanced abilities to recognize linguistic elements in the textbook. According to Halliday (1994), the concept of related language features provides a suitable interpretive technique for giving the reading through systemization and description.

Three language metafunctions—informative, expressive, and directive—were introduced by Halliday (1994) and used as a source to examine how readers and writers interact in order to look at people's social relationships. Fairclough develops questions and linguistic features for analysis by adhering to Halliday's (1994) concept. The experience feature, which is based on vocabulary and grammatical elements based on nominalization and excessive word usage, is referred to as the linguistic feature. These characteristics make it easier to examine how the author's various views and experiences are represented in relation to the natural world in the current study investigation. The second characteristic falls under the category of relationship linguistics features, which look into how I, you, and euphemistic expressions are used. This linguistic element in current study aids in our investigation of the connection between discourse ideology and character. The reader and writer have a polite relationship thanks to these relational characteristics based on language's metafunction. From an analytical standpoint,

relational aspects of language look at the modal verbs like should, would, could, may, may, and so on. They also look into how language is used informally, such as when a writer uses slang phrases to make a request, demand, or command. The last language characteristic is the expressive feature, which examines how subordination is used to illustrate the textbook's examination of social identities. According to Fairclough (2002), these characteristics and functions are discursive acts. The PTB seventh-grade textbook highlights several language elements that draw readers' attention to terms such "like," "did you know," "did you understand," etc. These phrases show how the author used language to build the reader-writer relationship, according to the examination of relational aspects of language. The lesson's exact quote is shown here;

1. **How many facts you find in this paragraph? (p. 99)**
2. **We must work hard to achieve our national goals. Each one of us should try and act upon the golden principles of the Quaid gave to the nation. (p. 115)**
3. **There was a time when the animals talked like people. Once near a farm, a rooster sat on a branch of a tall tree. (p. 126)**
4. **Did you know about fables? (p.127)**

Table.3 Examples of Text

Fairclough (2002) proposed discursive acts representation presented in table below;

	Discursive Act		
Metafunction	Linguistics Feature	Explanation of Linguistics Feature	Examples
Experiential	Over wording	Utilization of expansive language	Not found
	Nominalization	Manipulation of noun into verb	Not found
Relational	Intertextual Relations	Refers to the interdependence of the text. Usage of "You" to directly address the readers	Examples found in all lessons (see stage of systemization)

	Usage of hedges and fillers		"like" and , did you know"	Frequency of Occurrence
				23%
	Subordination	Use to give secondary importance to main clause	So, although, before, after, despite	53%

Table.3 Examples of Discursive Acts

The lecture excerpt reveals an interplay between the author's use of formal and casual language. The author employed fillers and hedges in his inquiries, such as "like," "did you know," "and," and so on. These fillers and hedges serve the metafunction of "informative" in the text's discourse. Teachers and curriculum designers can utilize this analysis to create lesson exercises that use students' methodical skills to classify the language of the text's discourse. In order to create an ideological perspective on power and illiteracy, the description phase looks into how the writer uses language to build a friendly relationship with his readers. When the third stage of CLA, "Explanation," emerges, teachers and curriculum designers may invite students to examine how they understand the following lesson extract in light of Fairclough's (1989) concepts of power, ideology, and discourse. According to Fairclough (1989), the fundamental goal of examining the relational aspects of language in relation to a critical point of view is to show how the author illustrated the world by using specific vocabulary choices that strongly identify the ideological content in the text's discourse. Thus, teachers and curriculum designers look into how writers use modals, verbs, various metafunctions, and colloquial language in their writing to create requests, commands, and demands to establish a relationship with their readers to generate a specific ideology.

As a result, the aggregate results reveal that while the PTB 7th grade textbook has excellent text-based activities, not a single activity draws the reader's attention to the writer's use of language to further the text's ideology. The purpose of systemization and description is to involve teachers and curriculum developers in the process of learning to emphasize the writer's discursive use of the language. Additionally, it looks into the various textbook questions that are based on the discursive nature of language tasks. This type of analysis makes it easier for instructors and curriculum designers to include this type of analysis in textbooks, which is uncommon in textbook exercises. Students have the chance to ask questions based on the idea of power and language, which are incorporated into every text but concealed within its discourse, throughout the systemization stage. Therefore, using a sharp lens, CLA assists students in discovering the hidden ideological vocabulary and notion behind the courses, exercises, and questions found in textbooks.

4.3. Stage of Developing Practice

"Developing Practice," the final step of critical language awareness, enables the instructor to look at the post-reading tasks, activities, and inquiries. The term "emancipator discourse" was first used by Fairclough in 1983. It is a crucial phenomenon to study from an educational perspective that encourages students to become cognizant of how one discourse transforms into another and how to use discourse constructively. According to Fairclough and Clark (1987), students discover new methods to contribute their own voices, experiences, and viewpoints that impact social practices through discourse. Examining the textbook texts that engage students in the emancipator discourse process necessitates that educators create activities that highlight how students can make changes the position of discourse by following different ways. TThe discourse in the textbooks helps students think critically and develops a positive view of society as an authorized speaker.

Create more challenging exercises and activities that entice students to methodically classify various linguistic elements from the text and recognize interconnected discourse, such as the relationship between power and ideology, various social practices, and the production of ideology through these linguistic elements, by adhering to the CLA stages. Understand the type of knowledge that students acquire through the stages in order to emphasize how discourse affects other discourse and where discourse originates by pointing out its limitations.

Fairclough (1989) Students are able to review, summarize, and synthesize the entirety of the material they have learned from the preceding three CLA stages as well as the pre- and during reading stages thanks to the CLA stage of developing practice. The seventh-grade textbook's post-reading part includes exercises in grammar, sentences, punctuation, vocabulary, and writing. Only the summary component is covered in this section; review and synthesis are not. The lesson starts with the first reading segment, where the author emphasizes mastering the reading's subject and allows students to freely discuss their personal experiences in order to comprehend the various viewpoints on the subject. The second reading section is part of the response to the reading's primary idea by summarizing the lesson's key idea using reading strategies. Each lesson's third section is devoted to writing, which includes grammar, sentence structure, successful writing approaches, and punctuation. The final section of the PTB 7th grade textbook emphasizes the value of reading with a critical thinking perspective, logical writing style by adhering to various contextual words, and genre of writing.

Every lesson's writing portion is built around questions like coming up with ideas, planning a discussion on particular themes for oral communication, creating an essay

structure, getting input from peers, summarizing the key points, and topics of various argumentative and descriptive essays. The first page of the seventh-grade textbook outlines the objectives of each reading part; however, the textbook did not adequately address the final reading section's critical thinking aims and objectives. For instance, reading with critical thinking necessitates the use of high-order cognitive abilities like assessment, synthesis, analysis, review, and so forth, yet not a single task incorporates these abilities into the writing or oral skills portion. The following are instances of several lessons from the book:

Q.1 Write down in simple sentences what you do every day. (use simple present tense).(p. 12)

Q.2 Practice this conversation in pairs. (p. 13)

Q.3 Study the flowchart of formation, then write a paragraph of 60-70 words. (p. 45)

Table.4 Examples of Text

The results of the textbook show that the PTB 7th grade textbook consists of 14 units, each of which has three reading sections. However, the final post-reading section of the textbook is related to the core concepts and topics of writing, grammar, vocabulary, and oral communication rather than the reading topics. The subjects covered in this section had to do with the pupils' writing. The book's ten chapters all use the same writing topic templates. Therefore, there are no research-based activities or questions that encourage students to use and alter the language in a particular subject in a practical way. Research-based questions and exercises include a variety of assignments that help students gain experience and strengthen their ability to use and control discourse in real-world situations. For instance, students can engage with people on language, power, and cultural concerns by doing interviews, research-based projects, and data collection for any subject. Students can change the terminology and foster interaction in this way. The following is a summary of every level of CLA;

Summary of CLA Stages		
Name of Stages	Total no of Questions in Textbook	Frequency of occurrence
Stage 1. Reflection textbook exercise, questions, and activities connect with stage 1	196	90

Stage 2. Systemization		72
textbook exercise, questions, and activities connect with stage 2		
Stage 3. Explanation		0
textbook exercise, questions, and activities connect with stage 2		
Stage 4. Developing Practice		0
textbook exercise, questions, and activities connect with stage 2		

Table.5 Summary of CLA Stages

As a result, data analysis reveals that, aside from the stages of reflection and systemization, the PTB 7th grade textbook text does not adhere to the stages of critical language awareness. Only 90 of the 196 questions in the English textbook fall into the contemplation stage, and 72 fall into the systemization stage. The most crucial phase of CLA is practice development, which is not suggested in the text or the textbook's questions about practice development that are more crucial for students to become critical thinkers. It is evident that all of the exercises, questions, and activities in the seventh-grade English textbook are content-based and not organized in accordance with the phases of critical language awareness.

According to Ndura & Righettini (2005), the CLA tool helps the textbook's content to highlight the reading process. According to Case (2005), evaluating a textbook using the critical language awareness tool showed how to influence and look into the content's ideological discourse. Teachers and syllabus designers find it challenging to evaluate textbooks using the critical language awareness approach, however the current study limited the analysis to the book's exercises and questions. Students must have a thorough understanding of critical discourse analysis and social issues in order to investigate the text for this purpose. Ndura (2005) recommended that teachers and syllabus designers incorporate students' personal experiences into the curriculum. The approach of CLA beneficial for the teachers, students and curriculum designer to understand the complex and dynamic connection of reading process and create new ways to develop, reconstruct, and manipulate the discourse of the text. Teachers, students, and curriculum designers can all benefit from the CLA method, which helps them comprehend the intricate and dynamic connections of the reading process and build new strategies for developing, reconstructing, and manipulating the text's discourse. According to Ndura & Righettini (2005), the concept of CLA is significantly more precise than the idea of critical theory. Therefore, CLA is a modern necessity and should be included in the curriculum for students. Additionally, the current study introduced a CLA tool that advises teachers and curriculum designers to take

students' social difficulties into account while creating instructional materials, particularly in PTB textbooks at all levels.

5. Conclusion

The main goal of the current study is to examine the reading textbook using Fairclough's (2002) critical language awareness approach to its exercises, questions, and content. The goal of the current study is to assess the Pakistani PTB textbook in order to find out how well it balances the students' linguistic and social needs. The current study's research questions align with the stages of critical language awareness proposed by Fairclough (2002). The research's conclusions show that, aside from the stages of reflection and systemization, the seventh-grade PTB textbook content does not adhere to the stages of critical language awareness. Just 90 of the 196 questions in the PTB 7th grade textbook fall into the reflection stage, and 72 fall into the systemization stage. The most crucial phase of CLA is practice development, which is not suggested in the text or the textbook's questions about practice development that are more crucial for students to become critical thinkers. It is evident that the PTB 7th grade textbook's exercises, quizzes, and activities are entirely content-based and not organized in accordance with the phases of critical language awareness. The current study's overall conclusions demonstrated that students had fewer opportunities to engage in critical language study or critical pedagogy. Students' learning outcomes were impacted by the seventh-grade PTB textbook's failure to meet their social and linguistic demands.

5.1. Future Implication

The following are prospective implications for educators and curriculum designers:

1. The first implication of the current research findings is to use the critical language awareness (CLA) assessment tool as a sample to maintain and develop the teaching materials and instructions by adhering to the stages of CLA, which are generally absent from the seventh-grade PTB textbook.
2. Introduce the context of critical pedagogy in the teaching and development of PTB textbook content and teach the students from a CLA viewpoint to help them develop CLA abilities.

References

- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.
- Chastain, K. (1976). *Developing Second-Language Skills: Theory to Practice*. Chicago: Rand McNally.

- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Coulthard, M. (1985). *An introduction to discourse analysis*. England: Longman.
- Diller, K.C. (1970). 'Linguistic theories of language acquisition' in Hester 1970:1-32.
- Johnson, M. (1967). *Definitions and models in curriculum theory*. Educational Theory, 17:127- 40.
- Kitis, E. (2012). *Semantics: Meaning in language*. Thessaloniki: University Studio Press.
- Koutoupi-Kitis, E. Notes for Ling 4-420: *Discourse Analysis*.
- Lamendella, J.T. (1969). *On the irrelevance of transformational grammar to second language pedagogy*. Language Learning, 19:255-70.
- Levenson, E.A. (1979). *Second language lexical acquisition: issues and problems*. Interlanguage Studies Bulletin, 4:147-60.
- London and New York: Longman.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- McCarthy, M. (1998). *Spoken language and applied linguistics*. Cambridge: Cambridge University Press.
- McCarthy, M., & Carter, R. (1994). *Language as discourse: Perspectives for language teaching*.
- Oller, J.W. (1970). *Transformational theory and pragmatics*. Modern Language Journal, 54:504- 507.
- Relationship between instruction goals and assessment. Instruction goals relationship /harmony with overall education goals Assessment
- Riggenbach, H. (2002). *Discourse analysis in the language classroom: Volume 1. The spoken language*. Michigan: The University of Michigan Press.
- Rivers, W.M. (1981). *Teaching Foreign-Language Skills*. Second edition. Chicago and London: University of Chicago Press.
- Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. England: Longman.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.
- Widdowson, H.G. (2007). *Discourse analysis*. Oxford University Press. Oxford.