

# A Linguistic Analysis of Religious Content: A Comparison of Class 10<sup>th</sup> Textbooks in Punjab and Sindh

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## Abstract

The present research endeavors to interpret English textbooks of class 10<sup>th</sup> taught in Punjab and Sindh provinces of Pakistan during the year 2021. It always is considered that the textbooks contain different types of ideologies. The linguistic discourse of English textbooks carries religious content which is the reflection of the ideology of Pakistan. As Islamic republic, one expects the textbooks taught in Pakistan to be full of religious content. So, this research aims at searching linguistic discourse which propagates religious ideologies and the way it spreads these ideologies. The linguistic discourses exemplifying the religious ideologies have been analysed purposefully to highlight which desired religious ideologies have been spread. For this analysis, the researcher has employed three dimensional model of Critical Discourse Analysis (CDA). The analysis shows that secondary level English textbook taught at Sindh province has 3 lessons and 3 poems in which religious ideologies are spread. On the other hand Punjab textbook taught at secondary level has 3 units and no poem in which religious content is spread. The unusual thing about Punjab textbook is that it has a lesson which particularly informs the target audience about the New Year celebration of Chinese people.

**Key words:** Linguistic Discourse, Ideology, 10<sup>th</sup> class English textbook, Religious content, Critical Discourse Analysis, Fairclough, Three dimensional mod

## 1. Introduction

Textbook is one of the most important asset in the growth of young learners' social relationships, social issues and mentality. It is indeed an open secret that student in Pakistan as every where else refer textbooks more than anything else. Consequently, textbooks influence them more than anything else in shaping their ideological mind set. Therefore, textbooks are considered a primary source of interaction between teacher and students.

The present research critically analyzes

English textbooks (2021) taught at secondary level in Punjab and Sindh provinces having religious content and religious ideologies embedded in the discourses of the above stated English textbooks. Besides, the current analysis also studies linguistic discourses to explore religious content in them and the purpose, it serves. In this regard, the present research employs Fairclough's (1993) 3D model to evaluate the religious contents present in the secondary English textbooks at linguistic level. The researcher has also analyzed religious content at word level and has

mentioned all the words in the table to clear the concept besides that a table outlining general list of those words used in the above mentioned English textbooks has also been given which supports the findings.

According to (Van Dijk, 2003) people do not take their ideas to the level of ideology but they think the ideologists like socialists, pacifists and may other -ists, have that insight to coin new ideologies.

### 1.1 Objective

The objectives of the present research are:

- To investigate linguistic contents carrying religious ideologies.
- To analyse the way in which both textbooks differ from each other in spreading religious ideologies through religious content.

### 1.2 Research Questions

The research questions enlisted below have provided the framework for the present analysis:

- i. How do the religious contents represent the religious ideologies discursively in linguistic discourses of 10<sup>th</sup> class English textbooks in Punjab and Sindh provinces (edition 2021)?
- ii. How do 10<sup>th</sup> class English textbooks of Punjab and Sindh differ from each other in spreading religious ideologies through religious content?

## 2. Literature Review

CDA is a completely new field of analysis it analyses linguistics and semiotics discourses. (Van Dijk, 1993) observes that CDA looks at how language is used during different interactions in a society. How language depicts the creation and maintenance of differences in power relations. Fairclough (1993, p.9) says CDA

investigates the power relations in discursive practices as well as in written discourses. The interactions people have with one another show the ideology of them. CDA stand for critically analyzing the hidden meanings and objectives that people get from their utterances in their daily life

According to (Akincioglu 2012) textbooks are authentic material in teaching and learning and their significance cannot be taken away. Teachers and students get suitable knowledge and guidelines necessary to improve their competence from textbooks. ELT teachers generally depend upon the textbooks as their basic source of teaching (Ahmad and SHAH 2014) Textbooks being important classroom educational tools heavily influence social, mental and cultural growth of the students (Dar and Masroor 2019). The four main ingredients of educational context include textbooks, learners, teachers and the context itself (Razmjoo and Jozaghi 2010) Furthermore, textbooks as teachers' tools provide learning and teaching context and circumstance (Beiki and Gharaguzlu 2017) (Tahir, Mahmood et al. 2021) investigateing English language textbooks from the perspective of cultural growth in pedagogical text. The reseach analysed the elementary level (6 to 8) English language textbooks taught in Punjab, published by PTB with the idea of exposing the opposing and common ideas of inherited Islamic culture in pedagogical discourse broadly written in these textbooks. Suitable implications of linguistic modality make possible to build ideological viewpoint related to cultural development in political, social, institutional and media discourse, so, using critical approach with the combination of CDA framework by Fairclough and SFG by Halliday. The researcher in findings suggest that the authors, educationalists, and other

stakeholders of PTB intend to represent Islamic ideology purposely within the pedagogical text of English language textbooks at elementary level.

(Yaqoob 2011) has analysed the that secondary level ELT textbooks published by Oxford University Press (OUP) and (PTB) Punjab Textbook Board by applying Fairclough (2003) model of CDA. These books have been taught in leading private educational institutes and in government educational institutes of Pakistan respectively. It was observed that the government textbooks were prejudiced towards opposite gender. The textbooks' discourses were seen marginalizing female gender and textbooks contain language which sound sexist. However, considering the context of Pakistani society it was observed by the researcher that feminine gender image of OUP textbooks was much improved than textbooks of PTB.

(Hameed 2012) the study shows that textbooks in Pakistan promote same gender based ideologies which their culture promotes. Hence textbooks do not carry sufficient pictures and content related to female gender. On the contrary, OUP textbooks are seen presenting better and sufficient gender images. Hence, OUP textbooks display better gender images to the students than the PTB textbooks presentation of female gender images to the students.

(Waqar and Ghani 2019) by using the Fairclough (2001) framework of Critical Discourse Analysis (CDA) and content analysis. The purpose of this study was a comparative analysis of female representation in ELT textbooks taught in all four provinces of Pakistan. In establishing theme of gender entrenched in the discourse of textbooks taught in all four provinces of Pakistan. The researcher had also recorded and calculated the gender conceptions of female readership.

(Dar and Masroor 2019) the study suggests that textbooks are not written by a single body but a product of the autonomous textbook boards. There is a clear cut disproportion of cultural messages as each book represents the dominant ideologies of its province which posits differing effects on the ideologies of the learners. Textbooks are the mirror for the students through which they see Pakistani culture, society and the dominant ideology.

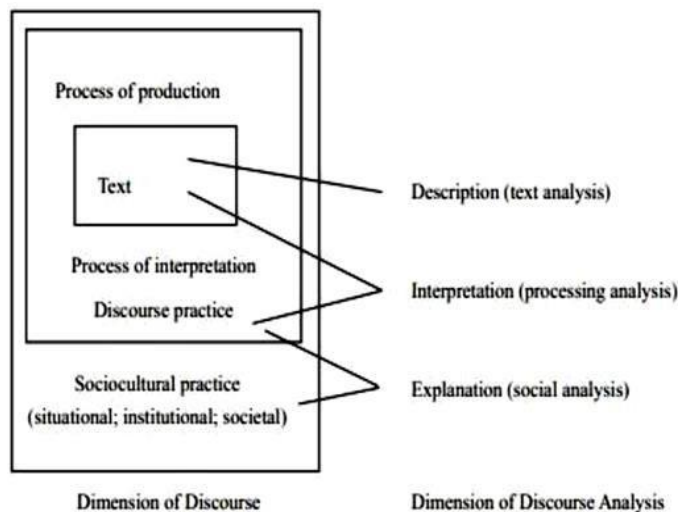
(Ali, Hassan et al. 2019) in their study titled as "Propagation of Ideologies through Textbooks: A Study of Khyber Pakhtunkhwa English Textbooks". The researcher has analyzed various extracts and lessons containing religious content. The Fairclough's Critical Discourse Analysis is used as a tool for the analysis of the textbook. In this research findings show that the prescribed textbook taught at intermediate level represents the ideology of the state as well as Islamic ideology along with the leadership qualities for the students.

(Tahir, Mahmood et al. 2021) in their study titled as "Portrayal of Islamic Ideology: Modality analysis of PTB English language textbooks" in this paper elementary level (6th, 7th, 8th) English language textbooks produced by PTB have been studied to determine specific cultural ideologies associated with Islamic values which have been constructed through significant use of linguistic modality. Fairclough's 3D model and SFG by Halliday have been used as descriptive to expose hidden agenda behind the text of 6, 7 and 8th classes English textbooks published by PTB Lahore, Punjab, Pakistan. It has observed that all linguistic features, e.g., presupposition, transitivity, modality and all syntactical features all have been used in elementary level English textbooks published by PTB in order to maintain Islamic ideology. Further the research suggests that English language textbooks published by PTB can

be a resource of cultural education in positive way, whereas, some textual implications of these textbooks represent foreign culture as well.

### 3.1. Research Methodology

The present research chiefly depends upon qualitative approach. However, the



quantification of data has also been done to support ways of words with number game. The critical discourse analysis method has been used to study the collected data and to locate religious content in the 10th English textbooks of Punjab and Sindh Province.

### 3.2 Data and Data Sources

The present research is the comparative analysis of 10<sup>th</sup> class English textbook books o taught in Punjab and Sindh. Punjab English textbook (PTB) is published by Punjab textbook board, Lahore and Sindh English textbook (STB) is published by Sindh textbook board Jamshoro. 10<sup>th</sup> class English textbook contains 13 Units while its counterpart 10<sup>th</sup> class English textbook contains 26 lessons. The researcher has collected data from the various units and lessons of both books embodying religious contents like honesty, faithfulness, Lessons about Prophet (PBUH) life and Sunnah and lessons which present the religious content of other faiths or religions from linguistic discourses. The above mentioned books were purposively selected for the present research published during (2021). Besides, the researcher has also focused on only the religious content.

### 3.3 Delimitation of the Study

The present research is delimited to analyse religious contents of aforementioned

English textbooks taught in provinces of Punjab and Sindh. It only focuses on the linguistic analysis of discourses which embody religious content in them explicitly or implicitly. Still another delimitation of the study is that it deals with the 10<sup>th</sup> class English textbooks of the mentioned provinces of Pakistan published in (2021).

### 3.4 Theoretical Framework

The theoretical framework for current study has been adopted from Hussain's (2017) Decoding Religious Content: A Comparative Analysis Of 5<sup>th</sup> Grade English Textbooks In Punjab And Khyber Pakhtunkhwa. The work applies Fairclough's (1993) model of Critical Discourse Analysis (CDA), Barthes' (1974) model of Semiological Discourse Analysis (SDA) and Krugar's (2000) model of Focus Group Discussion (FGD) to analyse the data.

Main reason behind using CDA in the current research is to discover accurately the explicit and implicit religious themes implanted in the content of the 10th class

English Textbooks of Punjab and Sindh provinces. There are different approaches to CDA for different disciplines for the purpose of text analysis. There is no any unique approach to CDA.

Fairclough's (2003) research framework focusses on several social science research concepts. The present research is based on the linguistic analysis and siting of theme like religious content in 10<sup>th</sup> class English textbooks. Fairclough's (1993) model tackle with both explicit as well as implicit meanings.

To find out the implicit and explicit religious content in 10<sup>th</sup> class English textbooks the researcher has carried on the linguistic and semantic analysis of the aforementioned textbooks. The detailed analysis is done at the macro level taking care of social analysis, discourse analysis, genre discourses and representations. Besides, at micro level this study focuses on metaphors as well as styles, identities, which are made prominent through demonstration, inclusion and exclusion.

#### 4. Data Analysis

##### 4.1 Linguistic Analysis

The data has been purposively selected from linguistic discourses of the selected English textbooks of class 10<sup>th</sup>, taught in Punjab and Sindh Province. The analysis of linguistic texts has been done at word-sentence and discourse levels to lay bare religious content embedded in the 10<sup>th</sup> class English textbooks of Punjab and Sindh provinces. For doing linguistic analysis of the selected chunks Fairclough's (1993) model of CDA has been used. The analysis comprises of micro and macro levels. The model and its different categories used in the present research have been discussed below;

- Text
- Genre
- Discourse
- Discursive event

- Order of discourse
- Discursive Practice
- Social Practice

##### 4.2 Important themes

While doing linguistic analysis, the researcher has found the following themes;

- Service to humanity is service to God
- Islam as a religion of peace
- Islam as an embodiment of justice
- Us vs them
- Middle class morality

##### 4.3 Linguistic analysis of 10<sup>th</sup> class English textbook of Sindh Board

The 10<sup>th</sup> class English text book of Sindh Board has been divided into units of which 03 are poems and are lesson. There are only to be précised three lessons and three poems which contain religious content.

Namely;

Lessons

Poems

- The wise caliph                      The voice of God
- Dignity of work                      Beautiful Hands
- Professions

The Hand That Rocks the Cradle

##### The Voice of God

The linguistic text under analysis titled, "the Voice of God" is related to religious content because it propagates religious ideology. In this respect, Fairclough (1993) shares his views that language plays an important role in modeling learner's concepts. According to Fairclough's 3D model employed in the present research, this lesson fits in to the analytical category of text (Fairclough 1993). (Karamouzian, Narcy-Combes et al. 2014) propose that the textbooks are superlative sources to invest various ideologies. Besides this in his opinion that discursive power of the

textbooks play an important role in influencing the mindset of the learners appropriately. Hence, if the title ‘the voice of God’ is analysed linguistically at the level of text (Fairclough 1993), it can be observed that the use of noun phrase like voice of God aims at describing the attribute of the God.

I sought to hear the voice of God,

..... The people.  
(Line no: 1-4, pg1, STB)

As far as the analysis of the above mentioned linguistic text of English textbook of Sindh province is concerned, the text under analysis belongs to genre of poetry and its title is ‘THE VOICE OF GOD’ which is based on the theme of Service to humanity is service to God.

At the Discourse level, text of the poem describes the poet in search of listening to the commandments of God and the very first line opens ‘I sought to hear the voice of God’. At the level of Text, here the word ‘sought’ suggests the poet’s effort to listen to the voice of God which shows his religious belief being so strong and which also gives the reader an idea that God can be found through struggle and effort another word under analysis is ‘steeple’ the use of such a word suggests that God lives away from his creature and for reaching him one has to do something exceptional. The text shows poet’s diligence to find out God and His instructions so he climbs the tallest religious building which is the metaphor for religious prayers and worships but the God directs him to go down because he lives among the hearts of people. So, the implied message that is being propagated at the level of discourse is that God lives among people and one who wants to become close to God must serve human beings his supreme creature. Therefore, at the level of social Practice, a message has been propagated here that those who want to become God’s blessed

men, they must serve the humanity. People who are suffering from diseases, poverty, injustice and many other men made or natural calamities must be looked after by them in order to win countless love and blessings of the God.

#### 4.4 Linguistic Analysis of 10th class English Textbook of Punjab Board

The 10<sup>th</sup> class English text book of Punjab Board has been divided into 13 units of which 03 are poems and 10 are lesson. There are only to be précised three units which contain religious content. Namely;

- **Hazrat Muhammad (PBUH) An Embodiment Of Justice**
- **Chinese New Year**
- **Faithfulness**

#### **Hazrat Muhammad (PBUH) An Embodiment Of Justice**

If the title of the above mentioned unit is analysed by applying Fairclough’s (1993) model, at the level of text, it is an instance of religious content in which the attribute of justice is associated with the Holy Prophet (SAW) who according to Muslims is the last of the prophets sent by Allah Almighty on earth to teach human beings the ways of God and to acquire his mercy and love in order to get back to the paradise. “. At the level of discursive practice, we describes the cultural values of Muslims too. As it’s seen that people believing in Islam are considered wiser and more courageous than people of other faiths. Besides, Muslims also prefer justice and peace. Though all faiths primarily emphasize on justice.

Following lines describe the attributes of the Holy prophet (PBUH):

Hazrat Muhammad’s (S.A.W) life is a perfect model.....

..... all mankind to follow in every field of life.

(Line no 1-6, pg 2, Punjab).

If the above mentioned lines are analysed by applying Fairclough's (1993) model, it is observed at the level of Discourse, the first lesson of 10th class English textbook of Punjab, is overflowing with attributes of the Holy Prophet (PBUH) like honest and truthful metaphorically called embodiment of justice. At the level of social practice, another ideology which is being spread through this lesson is ethics of middle class. It is thought that, religion influences poor and middle class more than upper class. Poor people are always encouraged to relinquish their wishes and desires in order to be get paradise. It conveys the message that it is a kind consolation for the underprivileged people or segment of society that being poor and downtrodden if they have not been blessed with what others have been blessed with. It is not their fault they must not be unhappy as it is written in their fate. Instead, they should consider themselves lucky as Prophet (PBUH) was poor also and they will be blessed in the life hereafter. Hence, learners are taught to be

**Table: 1 Lexical Items Used In Books**

Sindh textbook	Punjab textbook
God , Steeple, Hazrat Usman (RA), Islam, peace, Prophet (PBUH) faithful, Voice of God, God declared, Divine commandments, Revelation, God's words, Holly Book, Hazrat Fatima (RA), God's laws, Divine Deree, Mosque at Medina, Battle of khandaq, Hazrat Abu Bakar (RA), Transcribe, Holly Quran, Charity, Hazrat Umer (RA),	Muslim, knowledge, Al-hadith, Hazrat Muhammad (SAW), courageous, Prophet, religion, Islam, Holy prophet, Allah, Makkah, honest, Ameen, honesty, Kaaba, brave , Masjid , kindness, goodness, justice, equitable, The Holy Quran, fair, Rasool of Allah Almighty, Madinah, goodness, piety, Quraish, Hazrat Usama Bin Zaid (RA), Allah's Rasool, forgave, Banu Tha' lba, Bani Israil, judge, Hazrat Umer Farooq (RA), Hazrat Ali (RA), non- muslims, bad spirit, prosperity, Chinese zodiac, faithfulness, commander, plead, guilty, caliph, Hazrat Abuzar Ghaffari (RA) Stand as Surety, death, Sahabah (RA), mercy, Allah, Saluted,

satisfied with whatever they receive. Indeed the honest, straight forward and selfless people will be awarded. At the level of social practice, learners should be satisfied, honest, faithful and they should be contented and they should always fathom that poverty is not evil our Holy prophet (SAW) was also poor. It is the conduct and gratitude to Allah Almighty that makes man successful in this mortal world.

#### 4.5 Content Analysis

(Prasad 2008) opines that content analysis is the unbiased, organized and quantitative account of a symbolic behavior. It provides ample evidence to know about the pattern of words and sentences or frequencies of senses among a large section of texts.

Krippendorff (1980) has the view that the technique of content analysis is accurate and helps in making reliable and effective interpretations from texts to their context. The following table reproduces the frequency of occurrence of various lexical items.

#### 4.6 Lexical Items Used In Books

	criminal, blood money, Accusers, Hazrat Abu Bakar Siddique(RA), honest, God,
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#### 4.7 General List of lexical items carrying religious content

**Table: 2 General List of lexical items carrying religious content**

<b>Sindh Textbook</b>	<b>Punjab Textbook</b>
Total lessons 26	Total units 13
Lessons containing Religious content 3 Poems containing religious contents 3	Lessons carrying religious content 3 Poems containing religious contents 0
Starts without Bismillah	Starts With Bismillah
STB represents Prophet (SAW) as hardworking and doer of His work by Himself	PTB has shown Prophet (SAW) as a light in the darkness of injustice
STB Has represented prophet's (SAW) Sahaba's as the followers of His Sunnah	PTB Has represented prophet's (SAW) Sahaba's as the followers of His Sunnah
STB shows Muslim leaders remained wise and just.	PTB suggests Prophet's Sahaba being faithful, helpful and loyal

### 5. Results, Discussion and Conclusion

This has been done by showing the findings through table.

#### 5.1 Findings of the Present Research

#### **Comparative Analysis of Sindh English Textbook and English Text**

The following section reproduces the findings of the research quantitatively.

**Table 3 Comparative Analysis of Sindh English Textbook and English Text**

<b>Sindh Textbook</b>	<b>Punjab Textbook</b>
Total lessons 13	Total units 07
Total poems 13	Total poems 03
Lessons having Religious content 03	Units having Religious content 03
Poems having religious content 01	Poems having religious content 00
Frequency of occurrence of SAW is 00 times.	Frequency of occurrence of SAW is 26 times.
Frequency of (RA) 00	Frequency of (RA) 18



<p>It starts without Bismillah</p> <p>In STB textbook, Caliph Haroon –ur-Rashid has been portrayed as wise and honest</p>	<p>It starts with bismillah</p> <p>In PTB Hazrat Muhammad (SAW) has been represented as the embodiment of justice</p>
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## 5.2 Conclusion

The current study investigates the religious content and religious ideologies spread through discourses in 10<sup>th</sup> class English textbooks of Sindh and Punjab. It focuses on how religious content presented and what type of ideologies are spread through textbooks. Textbooks are the carrier of various implicit and explicit ideologies. In both the 10<sup>th</sup> class English textbooks, representation of religious contents in the form of linguistic discourses is more in number as compared to the contents carrying other themes. With the intention of finding the religious ideologies in 10<sup>th</sup> class English textbooks, analysis has been done at linguistic levels by employing Fairclough's (1993) model of Linguistic analysis.

As concerns the spread of religious ideologies through the religious contents of selected 10<sup>th</sup> class English textbooks is concerned, there is not much difference between both the textbooks. In Punjab textbook board (PTB), there are 3 lessons. The PTB carries the unit about the personality of Hazrat Muhammad's (SAW) an embodiment of justice and another unit which is titled as "Chinese New Year", which suggests that the PTB has also focused on presenting young learners with the religious content of other religions. Which can help young learners to learn about other religions and to become less sectarian in their faith which is the issue Pakistan faces now a days. The last one is 'faithfulness' in which target readers are given the idea of remaining faithful. Textbooks present the Holy Prophet (PBUH) as a role model. The book starts

and ends with religious content which shows that without religion, there is no life for Muslims. Life of a Muslim is centered in religious practices. Implicitly, they are being given the message that they should feel satisfied with what they have. They must be faithful and loyal, forgiving and honest in their dealings. As compared to the English textbook of Punjab, the English textbook In Sindh Textbook board there are two lessons and a poem carrying religious content. The poem Voice Of God is about the wish of a poet to listen to the instructions of God to please him and among lessons one is about Caliph Haroon -Ur- Radshid and his just and honest dealings and other is about dignity of work in which Our Holly Prophet (SAW) and his Sahaba's love for doing their work with their hands is represented. It is found that aim of the effort is to bend the mindset of young learners in a specific way, by inculcating religious ideologies in them and making their faith stronger in their religion.

## 5.3 Recommendations

In the light of this reseach it is recommended to include topics related to Islamophobia and the ways in which young learners can face it. Moreover, it is highly recommended to include the material which can easily guide young learners to reduce the Islamophobia element.

This research also recommends to hold a comparative analysis of English textbooks at intermediate level as well a comparative study of Pakistan studies and Islamic studies textbooks of different provinces at secondary and intermediate level using faiclough's three dimensional model of critical discourse analysis.

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