Lexical Analysis of English Textbooks: A Critical Discourse Analysis

Huma Rauf¹*, Dr. Tabassum Saba²

¹*Ph.D. Scholar, University of Lahore, Lahore campus, Email: 70120376@student.uol.edu.pk
²Assistant Professor, University of Lahore, Lahore campus, Email: tabassum.saba@ell.uol.edu.pk

*Corresponding Author: Huma Rauf
*Ph.D. Scholar, University of Lahore, Lahore campus, Email: 70120376@student.uol.edu.pk

Abstract
This paper is on the keywords embedded within English textbooks through a corpus-based Critical Discourse Analysis (CDA). With globalization facilitating the dissemination of English language education worldwide, textbooks serve as crucial vehicles for transmitting cultural values and norms alongside linguistic proficiency. The study employs lexical analysis techniques to scrutinize the representation and implications of keywords within English textbooks published under the guidelines of Single National Curriculum (SNC) taught in 9th and 10th grade. Drawing on theories of critical discourse analysis, the research investigates how these textbooks construct and perpetuate particular cultural ideologies, power structures, and identities. The methodology involves compiling a corpus of English textbooks. The study follows a mixed method. Qualitative analysis is employed through content analysis by contextualizing these findings within broader socio-political and educational frameworks. Additionally, through systematic sampling of concordance analysis, the study identifies recurring ideological keywords and traces their usage patterns in textbooks. This research shed light on how certain ideologies are encoded and transmitted through textbooks. Moreover, the study highlights the potential implications of these representations on learners' cultural awareness, identity formation, and intercultural competence. This research contributes to a deeper understanding of the intersection between language, culture, and power in educational contexts by critically examining the discursive construction of the keywords in English textbooks. The findings of the study indicate the predominance of religious and moral teachings in the textbooks. The portrayal of moral and religious ideologies in these textbooks raise concerns about balance as these books predominantly feature one religious' perspective by excluding others inadvertently. It also offers insights for curriculum developers, educators, and policymakers to foster more inclusive and culturally sensitive approaches to English language education. Ultimately, the study underscores the importance of critically engaging with linguistic and cultural materials to pursue equitable and transformative education.

Keywords: Critical Discourse Analysis (CDA), English textbooks, Single National Curriculum (SNC), Cultural ideologies, Identity formation, Intercultural competence

1. Introduction
Textbooks are regarded as one of the most essential materials in language education, and they try to reflect the perspectives of learners and lay down the culture implied in the language. This article analyzes the connection between language and culture by following the concept of cultural keywords adopted in English textbooks. Carrying out a qualitative CDA on a corpus of cultural keywords in educational discourse, the study will identify ways the keywords are constructed, negotiated, and reconstructed in the particular context of education. Language education in today's globalized world is not just teaching learners the language to make them mere users of the language but also exposing them to culturally related contexts that inform the language and are informed by that language. Without a doubt, English is an international language through which such cultural education messages are disseminated. English textbooks are central carriers of culture and essential means for international communications. The present research paper focuses on the lexical profiling of cultural terms in written English textbooks, correlating the cultural messages and ideologies involved through an empirical corpus-based critical discourse analysis (CDA).

This study aims to outline the definition of cultural keywords, focusing on identifying cultural keywords used in English textbooks. According to Risager, 2018 textbooks are books of grammatical rules and word lists and print representations of specific cultures embedded in societies. In this connection, cultural keywords are terms comprehending important cultural meanings perceived as vital to a particular community or society. These keywords are important as they reveal how the language community regards and builds its cultural practices and values. The cultural keywords help ESL learners comprehend cultural practices, vital in attaining communicative competence. However, cultural keywords depicted in the textbooks may not be uniform because of elements that include the educational goals and objectives, considerations of cultural aspects, and the origin of the textbook writers and publishing companies, among others. This paper investigates the role of Corpus-Based Critical Discourse Analysis.

Critical discourse analysis (CDA) offers a strong theoretical perspective for narrating language as a social practice where discursive and non-discursive practices are tied together. Based on the theory of CDA, this research seeks to examine the discursive processes involved in presenting cultural keywords to learners by focusing on a sample of English textbooks. Corpus

analysis enables the identification of specific language phenomena and observing general tendencies specific to a particular text type and amount of text.

Language is known to have a close relationship with culture as the two affect each other. Textbooks in education, including ESL, are not only teaching aids but containers of the prevailing cultural beliefs and norms. Risager (2018) acknowledges language textbooks containing cultural scripts that assimilate cultural assumptions and world views. These scripts are realized through cultural keywords, special terms that define important cultural ideas, assets, and behavior. The ESL learners must gain insight into these cultural keywords to attain linguistic competency and intercultural communicative sensitivity (Byram, 2023). The depiction of cultural keywords through informal instructions in the context of the textbook can either enhance or hinder the learners' perception of the target culture and their social interactions. Hence, analyzing how these keywords are represented advances the direction of the appropriate use of terms and cultural diversity in language education.

CDA is a brilliant concept that enables people to assess the ideological aspect of language use. CDA's primary objective is to uncover how language use influences power relations, social and cultural norms, and ideologies (Fairclough, 2013; van Dijk, 2015). When CDA is used in language textbooks, social researchers can see how social ideologies have been incorporated into such learning tools. Together with CDA, corpus linguistics provides a method to analyze the masses of text, analyzing the patterns and tendencies in language use. The based approach enables the empirical study of language data, providing an understanding that is as comprehensive as measurable (Baker, 2016). This paper utilizes both quantitative and qualitative research. It outlines a corpus-based CDA, a synthesis of the two approaches to investigate cultural keywords in English textbooks, and provides a rich interpretation of the cultural narratives taught through the language.

2.1. Research Questions
1. In what manner are these cultural keywords built and disseminated within the material of the textbook?
2. What ideologies are associated with these cultural keywords, and how do they relate to larger sociocultural discourse?

3. Literature Review

The relationship between language, culture, and education has been analyzed in the recent literature to various extents. Risager (2018) explains the notion of 'cultural scripts' in language textbooks and gives an insight into how cultural values are reflected in the course books. In a similar vein, Byram (2021) asserts that intercultural communicative competence is the aspect that should be incorporated into language education in that learning a language of his choice is not sufficient. Fairclough's, 2013 and Van Dijk's, 2015 research establishes CDA paradigms, showing how discourse operates and reproduces relations of power and dominance and ideologies. In Baker (2016), the primary materialistic approach to discourse analysis is illustrated as applicable to the investigation of large-scale discourses; with the help of the collection of significant texts, the study revealed the underlying trends and patterns. Recent scholars have tested the application of some of these theoretical frameworks to mean cultural content in language textbooks. For instance, a study by Curdt-Christiansen and Weninger (2015) on cultural values in English textbooks explores the rhetorical being of education. Similarly, Yuen (2018) focuses explicitly on depicting global diversity related to language textbooks and acknowledges the low representation of inclusive and pluralistic educational practices.

Previous studies in language education and critical discourse analysis have noted that culture plays a significant role in the choice of materials used in language learning. Authors like Fairclough (2001) and van Dijk (1998) also popularized the ideology of how culture manifests through language and how discourse perpetuates particular cultural values. Collectively, their work emphasizes the need to critically analyze language teaching/learning resources to enhance learners' intercultural sensibilities.

The relationship between language and culture is a valid area of study that touches the sphere of education in many aspects. The lack and achievements in practice show that language is a semiotic tool for communication, a vehicle of culture and normativity (Kramsch, 2013). Such dualism becomes evident when considering ESL education and, in particular, the role of textbooks, which are major hosts for the linguistic and cultural message. According to Risager (2018), language textbooks contain cultural scripts that are meant to present culture in a disguised manner. These scripts are concealed within the lexical options that authors choose, thereby examining cultural keywords, constituting a significant research topic.

Critical discourse analysis (CDA) plays an important role in language education; with a specific approach, CDA offers a way of studying the politics of language use in educational texts. Fairclough in 2013 and van Dijk in 2015 have contributed much in shaping the method of CDA and its use to reveal social power relations and ideologies inherent in discourse. CDA has been applied in language textbooks to uncover how cultural beliefs and practices are inscribed, thus shaping the learners' attitude towards the sociocultural reality of the target language culture (Curdt-Christiansen & Weninger, 2015). In corpus linguistics, researchers amass large amounts of data, which involves counting in its most basic form and analyzing it using numerical techniques.

The situation that arises from using corpus linguistics is that it is a quantitative method that augments a qualitative method in CDA. It encompasses the process of studying corpora in order to look for relationships between specific variables or trends in the usage of language (Baker, 2016). Corpus-based research in language education has helped shed light on how specific terms occur and where they are likely to be found when used to enhance generally acknowledged insights assumed to be axiomatic after critical explication. For example, Römer (2020) investigated gender bias in English textbooks using a corpus linguistic perspective and found that male characters are more positively represented than female characters in the same books. In the same vein, Gray's research in 2013 employed a similar technique to investigate how one social class was excluded from representation and marginalized certain social groups. These scholastic works exemplify that corpus linguistics can unmask the less strident approaches through which language mirrors and perpetuates identified cultural norms and ideologies.

Methodological developments in the past years have improved researchers' effectiveness in dissecting cultural content in

language textbooks. CDA and CL are well complemented as CDA, and the quantitative with CL strengthens the qualitative approach. Consequently, it transforms researchers' ability to systematically examine and analyze cultural keywords, offering a more comprehensive insight into the cultural messages conveyed in textbooks. For example, Gilmore (2015) used CDA and CL to investigate how cultural materials are indoctrinated in English textbooks. It posed a notable discriminative approach to different cultures; some cultural groups were hardly represented or represented stereotypically. The interlinking of these specific approaches offered a sound methodological foundation for unearthing the ideological axes of the textbook text. Williams (1983) and Wierzbicka (1997) state that cultural words point out culturally important meanings and values. These are valuable keywords when studying the cultural aspect of a particular language. Hence, cultural keywords have a central function in constructing cultural knowledge within the framework of ESL education.

Modern researchers have paid much attention to the role of cultural keywords in textbooks in foreign languages. Yuen, in 2018, conducted research regarding the exemplification of cultural diversity in ESL textbooks and the keywords used in constructing the target culture; it was observed that there was a recurrent tendency of stereotyping. Along the same lines, Hilliard (2014) examined how cultural keywords in ESL textbooks depicted the American culture and observed that the keywords acted as a tool for constructing a homogenous and idealized image of American society. That is why, based on the analysis of power and ideologies, CDA is somewhat effective at studying cultural keywords in textbooks. These keywords are not innocent; they bear the entailment of the sociocultural context in which they have been coined and may inveterate some specific cultural prejudice. Thus, analyzing the given keywords makes it possible to reveal what ideologies textbooks might introduce to learners if they critically analyze them.

4. Methodology

The research adopts a mixed method to assess the cultural content in an English textbook collection. Mixed methodology enables the researcher to appreciate the interconnected factors that characterize such phenomena, enhancing validity through cross-checking findings (Johnson, Onwuegbuzie, & Turner, 2007). The data for the current study is formed by a corpus of Matric English textbooks chosen to reflect a range of educational settings and socio-political contexts. The primary analysis approach is qualitative, given that it provides a contextual approach to analyzing cultural data within the scope of socio-political and educational frameworks. In systematically equating a cultural corpus, cultural keywords are frequently obtained regularly. They are then subjected to extensive analysis to identify the use of these keywords in various educational materials.

During the qualitative phase, emphasis is placed on applying coding and interpretation to come up with cultural themes and differences between texts. Thus, this process reveals the processes by which the cultural elements are represented and determines the manifest and latent meanings of the educational media messages. Moreover, quantitative data is also used in the study to support the authors' qualitative findings and show keyword density and dispersion. Thus, this research employs the dual method, which contributes to the improvement of the study and provides a complex interpretation of how cultural content is embedded and reflected in English textbooks. Finally, the study revolves around the facets of educational diversity, cultural diversity, and socio-political dynamics of the content of the curriculum.

3.1 Theoretical Framework

The 3D model by Norman Fairclough is one of the most robust forms of critical discourse analysis (CDA) that can be effectively utilized in current research to relate language and power. It conceptualizes discourse as having three interconnected dimensions: the text, discursive practice, and social practice dimensions. The text dimension continues to be characterized by textual analysis and reading as discursive and social practices. This model provides a systematic approach to the textual analysis of textbooks that allows the researcher to disassemble language in terms of its social dimensions. In the text dimension, specific attention is paid to language patterns and characteristics, such as word choice and sentence construction, as they refer to concealed meanings. The discursive practice dimension more or less addresses how power relations impact and are reflected in texts' production, distribution, and consumption. Finally, the social practice dimension asks how the text intertwines with social structures, discourses, power, and institutions, whether it simply mirrors or constructs social phenomena.

Recent studies have also maintained the use of Fairclough's model in the selected media, politics, and education areas. Another virtue that makes it relevant today is its ability to combine micro-sociolinguistic analysis with macro-social commentary on institutions (Wodak & Meyer, 2020). Researchers can employ Fairclough's 3D model to critically examine the role of discourse where discourse is utilized as a site of ideological struggle in a particular socio-political struggle (Blommaert, 2022). The current research integrates and analyses how particular socio-political entities construct their ideology in the discourse by employing the 3D model by Fairclough.

Figure 1: Fairclough's 3D Model
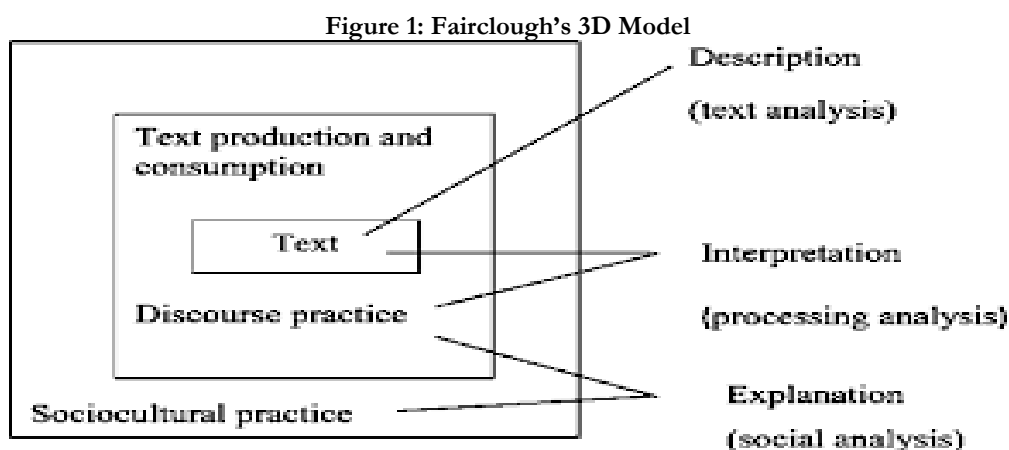
3.2. Research Tools

For qualitative research, the data has been analyzed through latent content analysis, a technique in qualitative data analysis, whereas for quantitative research, the researcher utilized concordance analysis. The researcher utilized AntConc software for concordance analysis. A purposive sampling technique was used for data collection. The researcher collected data from Metric-level books from the Punjab Curriculum and Textbook Board (PTCB), including 9th and 10th grade books.
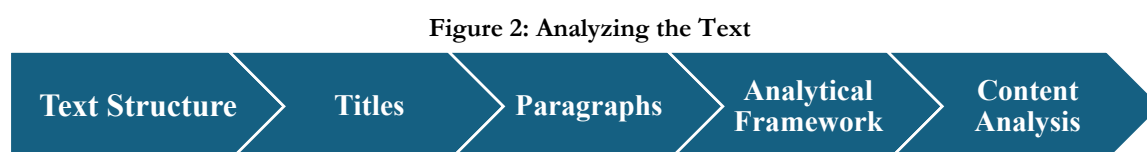
3.3. Data Collection

Data is collected from Matric English Textbooks (SNC 2020) for the academic year 2022-2023. Both textbooks are published in Pakistan and are at the Metric level in both public and private sectors.

3.3.1. Nature of the Research

The research adopted a mixed methodology; for qualitative research, it relied on CDA (Fairclough's 3D model), whereas for quantitative research, it relied on corpus linguistics.

3.3.2. Qualitative Research

A purposive sampling technique is applied to the data collection process for qualitative data. Thus, the research employed a mixed methodology, a corpus-linguistic method for uncovering quantitative data and a Critical Discourse Analysis for qualitative data. Both books contain sections for reading and writing skills; the first focuses on reading skills, and the second focuses on writing skills, including grammar and vocabulary. The section based on reading skills is chosen for data collection. Since the first part is based on reading, more content must be studied, which is more appropriate for research. Similarly, both books' data collection and analysis have been done unit-wise. It is also important to mention that not all the units of the books are analyzed. The units which comprise some ideologies are chosen and examined for investigation. Figure 2 explains the qualitative data collection process.

Figure 2: Analyzing the Text

3.3.2.1. Quantitative Research

A corpus of PTB English textbooks is constructed. For data collection, Matric class English textbooks are chosen. Both books were downloaded from the official website of the Punjab Curriculum and Textbook Board for quantitative data collection. After downloading, the books were converted into text files as AntConc runs text files only; hence, both books have been converted into text files. The data has been stored and analyzed chapter-wise in the software for a comprehensive analysis. The purpose of building the corpora is to explore the cultural and ideological imperatives embedded in the textbooks using the corpus and discourse. To examine the cultural keywords, the research is planned to analyze the semantic features of the textbooks with a focus on the in-depth semantics to peek into the values and attitudes towards the dominant ideologies of the current civilizations. Figure 3 explains the quantitative data collection process.

Figure 3: Analyzing the Concordance

```
┌─────────────────────┐
│  Analtzing the      │
│  Concordance        │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Preparing the      │
│  Text               │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Loading the Text   │
│  into the Software  │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Generating         │
│  Concordances       │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Analyzing the      │
│  Concordances       │
└─────────────────────┘
```
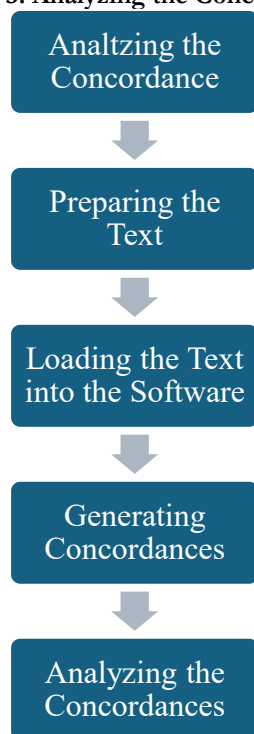
4. Data Analysis Process

This section provides an in-depth qualitative analysis of the text, integrating the techniques of critical discourse analysis by Norman Fairclough (1989) and corpus linguistics. The synergy of CDA and CL has helped uncover the ideologies contained in the textbooks. This combinatory application has been used to address the research questions and also opened other ways of analyzing the text of the selected textbooks in the Pakistani context.

4.1. Latent Content Analysis

The researcher designed a table for latent content analysis to categorize and analyze the content words stated in the paragraphs of the selected textbooks. Following are the details of the design and structure of the table:

4.1.1. Table Structure

The table describes the unit title, content words, category, extracted themes, and condensed meaning. It is how each column would function in the context of this table:

4.1.1.1. Unit Title

The first column lists the unit's title. The title typically summarizes the content and topic of a specific unit.

4.1.1.2. Content Words

The second column contains the significant words evident in the unit. These are usually the specific terms, ideas, or phrases that are highly relevant to the comprehension of the unit in the study.

4.1.1.3. Category

This column groups each unit or content word into a larger category or topic of the text. Categorizing helps group similar units or themes, making it possible to draw comparisons between different sections of the learning material.

4.1.1.4. Extracted Theme

This column captures the content words and summarizes the central concept or idea of the unit. It gives a brief idea of the unit's general scope.

4.1.1.5. Condensed Meaning

This column distills the extracted theme into a further summarised or narrated version. The justification restates the unit's message succinctly, which may be a few words or a statement.

The table in section 4.2.1. explains how themes are derived through latent content analysis. The researcher has categorized the themes and the meaning derived through the content words and the paragraphs of the text. The table explains the data comprehensibly and helps the reader understand the codes and categories. The sections of the table are helpful for the analysis part; the categories, themes, and condensed meaning in the table help the researcher analyze the data.

4.2. English 9

Using a purposive sampling technique, the researcher selected six units from the 9th-grade book.

4.2.1. Latent Content Analysis

Unit Title	Content Words	Category	Extracted Theme	Condensed Meaning
The Saviour of Mankind	Rasool (PBUH), Allah, solitude, meditation, compassion, faith,	Religious	The arrival of Rasoolullah influenced humanity and had a vital role in the spread of Islam.	Rasool's arrival and its impact on humanity.
Patriotism	Patriotism, country, Pakistan,	Ethnic	The spirit of patriotism should be kept alive.	Patriotism and qualities of patriots.
Hazrat Asma	Rasoolullah, Hazrat Asma.	Religious	Hazrat Asma's (RA) contribution to the spread of Islam.	The role of Hazrat Asma is significant in the spread of Islam.
The Quaid's Vision and Pakistan	Pakistan, Quaid-e-Azam Muhammad Ali Jinnah, Muslims,	Ethnic	Quaid-e-Azam struggle for a separate homeland for Muslims.	The pivotal role of Quaid-e-Azam in the making of Pakistan.
Sultan Ahmad Masjid	Sultan Ahmad Masjid, Masjid.	Historical and Religious	Splendid history of the masjid.	Importance of Islamic architecture
Women's Right	Islam, gender, Hazrat Muhammad, woman, education, nation.	Moral and Religious	The importance of women's education and the role of Islam in giving women the right place are important.	Women's rights and Islamic values.

4.2.2. Concordance Analysis: Book 9

The following words are selected from the selected units of book 9 for concordance analysis. For concordance analysis, the researcher selected words that are important and convey certain ideologies. These words are selected based on their significance in the text context. As mentioned earlier, the research relies more on qualitative than quantitative analysis for in-depth analysis; hence, the words indicating religious and cultural connotations are selected for concordance analysis.

Category	Estimated Examples	Tokens
Religious	Rasool	13
Religious	Allah	11
Ethnic??	Patriotism	6
Religious	Hazrat Asma	9
Ethnic and Historical	Quid	12
Ethnic and Historical	Pakistan	13
Religious and Historical	Sultan Ahmad Masjid	3
Religious and Historical	Masjid	24

4.2.2.1. concordance of the word "Rasool" from unit 1, "The Saviour of Mankind"

Left Context	Hit	Right Context
crumbling. At this point in time, Allah Almighty raised a	Rasool	among themselves to lift the humanity from ignorance into
society, the pagan Arabs started to mount pressure on the	Rasool (#)	and his followers. They wanted them to renounce their
dare touch thee. I shall never forsake thee." 9. And the	Rasool (##)	did go the way Allah Almighty had chosen for
for him. Imbued with divine guidance and firm resolve, the	Rasool (#4)	encountered all the challenges with grace and dignity. In
caring uncle, Abu Talib. They told him to restrain the	Rasool (#)	from preaching Allah Almighty's message, orface their enmity.
for the next twenty- three years had begun, and the	Rasool (##)	had arisen to proclaim the oneness of Allah (Tauheed)
In reply to a question about the life of the	Rasool (#¥),	Hazrat Ayesha (£) said: "His morals and character are an
ght-giving torch. (Quran, 33:45-46) Hazrat Muhammad (#5), the last	Rasool	of Allah Almighty, has the greatest influence on the
a delegation to the explained to him the situation. The	Rasool (4)	Rascol's (4%) uncle? responded with these memorable words: "My
faith upon the earth or perish in the attempt." 8. The	Rasool'	s (#) uncle was so impressed with his nephew's
a thorough transformation of man and society owes to the	Rasool'	s (#4) deep faith in Allah Almighty, to his love
worshipping. On one occasion, they sent a delegation to the	Rasool'	s (#¥) kind and caring uncle, Abu Talib. They told
poets and travellers. It was in this land that the	Rasool (48%)	was born, in the city of Makkah, which is

In the above screenshot, "Rasool" conveys a religious connotation. The word shows his efforts to preach Islam.

4.2.2.2. concordance of the word "Allah" from unit 1, "The Saviour of Mankind"

	Left Context	Hit	Right Context
e 100 hits ∨ 🔄 1 to 11 of 11 hits ➡			
	Left Context	**Hit**	**Right Context**
	never forsake thee." 9. And the Rasool (##) did go the way	Allah	Almighty had chosen for him. Imbued with divine guidance
	to grow had started crumbling. At this point in time,	Allah	Almighty raised a Rasool among themselves to lift the
	ving torch. (Quran, 33:45-46) Hazrat Muhammad (#5), the last Rasool of	Allah	Almighty, has the greatest influence on the mankind. His
	and society owes to the Rasool's (#4) deep faith in	Allah	Almighty, to his love for humanity, and to the
	and water and spend days and weeks in remembrance of	Allah	Almighty. 5. The period of waiting had come to a
	Gabriel) (¢2+) came and conveyed to him the following message of	Allah	Almighty: 6. The revelation of the divine message which continued
	Talib. They told him to restrain the Rasool (#) from preaching	Allah	Almighty's message, orface their enmity. Finding = did the
	and as a warner. And as the one inviting to	Allah	by His permission, and as a light-giving torch. (
	the promulgation of Islam." It is no small wonder that	Allah	is oa chose the Arabic language for His final
	and the Rasool (##) had arisen to proclaim the oneness of	Allah (	Tauheed) and the unity of mankind. His mission was
	I shall not abandon the proclamation of the Oneness of	Allah (	Tauheed). shall set up the true faith upon the

The word "Allah" conveys a religious connotation. It indicates that Allah almighty chose Rasool (PBUH) to preach Islam.

4.2.2.3. concordance of the word "Patriotism" from unit 2, "Patriotism"

Left Context	Hit	Right Context
ze 100 hits ∨ 🔄 1 to 6 of 6 hits ➡		
Left Context	**Hit**	**Right Context**
sidered a commendable quality. Who offers sacrifice for the country? 2.	Patriotism	gives people the strength and courage to safeguard the
us allinto one united and strong nation." 4. The spirit of	patriotism	makes us stay alert in the wake of foreign
Unit 2: Patriotism (13) 1.	Patriotism	means love for the motherland or devotion to one'
Unit 2:	Patriotism (13) 1.	Patriotism means love for the motherland or devotion to
great patriots who lay down their lives for the country. 5.	Patriotism,	therefore, is not just a feeling, it is a
said: a separate homeland? "We must develop a sense of	patriotism	which galvanizes us allinto one united and strong nation." 4.

The word "patriotism" in the above screenshot sheds light on the spirit of patriotism.

4.2.2.4. concordance of the word "Hazrat Asma" from unit 4, "Hazrat Asma (RA)"

Left Context	Hit	Right Context
its ∨ 🔄 1 to 9 of 9 hits ➡		
Left Context	**Hit**	**Right Context**
Unit 4:	Hazrat Asma (	dwn) (33) Hazrat Abu Bakr Siddique (+{wing), migrated from
made at the house of Hazrat Abu Bakr Siddique (+Jisidns?) .	Hazrat Asma (	wdsidns®) rendered useful services in this regard. She
Bakr Siddique (Jing?) had left all his wealth at home. 6.	Hazrat Asma (	Wisi?) was amongst the early few What are
in a fit of fury"? at the door violently. Addressing	Hazrat Asma (	Wiss?) , he demanded, "Where is your father?" She
of the Rasool (#5441). This grand task was nicely undertaken by	Hazrat Asma (	Wisudng®) , the daughter of Hazrat Abu Bakr Siddique (
Ayesha | Note the sequence of events (Ws?) and his mother.	Hazrat Asma (	wUsdn)| in the text. Classify and . . organize the
the needy. Nobody ever returned empty-handed from her doorstep. 7.	Hazrat Asma(	w Using?) will always be remembered for her
I know?" This response shows the wisdom and courage of	Hazrat Asma(	wisdis?). She didn't make a statement that
posed a counter question that infuriated Abu Jehl. He slapped	Hazrat Asma'	s (wdsdis) face so hard that her ear-

The word "Hazrat Asma" highlights Hazrat Asma's efforts and how she helped Hazrat Muhammad (PBUH) in his journey of preaching Islam.

4.2.2.5. concordance of the word "Quid" from unit 6, "The Quid's Vision and Pakistan"

	1 to 12 of 12 hits		
Left Context		**Hit**	**Right Context**
of Pakistan's Why did the Quaid have to emergence,		Quaid-	e-Azam Muhammad Ali| take long tours during the
struggle the Muslims had made under the dynamic leadership of		Quaid-	e-Azam Muhammad Ali Jinnah. We can overcome our
merge their national and political identity will be strongly resisted. 4.		Quaid-	e-Azam was a man of strong faith and
hero in the art of nation-building. our great leader		Quaid-	e-Azam was profoundly concerned for his nation as
the society as a whole. In his Eid message, September 1945,		Quaid-	e-Azam said, "Islam is a complete code (A.
Unit 6: The		Quaid'	s Vision and Pakistan (63) 1. During the early and difficult
was based on the fundamental principle that the (64) Unit 6: The		Quaid'	s Vision and Pakistan Muslims are an independent nation.
Jinnah. We can overcome our present difficulties by following the		Quaid'	s golden motto, "Faith, Unity and Discipline". We can
great leader? department of life collectively and individually." 5. Today the		Quaid'	s Pakistan is facing numerous challenges. We have forgotton
early and difficult times of Pakistan's Why did the		Quaid	have to emergence, Quaid-e-Azam Muhammad Ali| take
What is the result of neglecting the advice of the		Quaid?	The theme is the national pride and the role
even a common man could understand it. Why did the		Quaid	want the oneness of the whole nation? "We are

The word "Quid" highlights Quaid's effort for a separate homeland for Muslims. A man of strong faith, he worked day and night for Muslims and succeeded. The screenshot above sheds light on his efforts for Pakistan.

4.2.2.6. concordance of the word "Pakistan" from unit 6, "The Quid's Vision and Pakistan"

	1 to 13 of 13 hits		
Left Context		**Hit**	**Right Context**
We should face it bravely to save the honour of		Pakistan	and Islam. Do your duty and have faith in
for the unity of the masses and the welfare of \		Pakistan	and its people.)
belief. He firmly believed that the new emerging state of		Pakistan	based on the Islamic principles would reform the society
for Pakistan. His goal was not only the achievement of		Pakistan	but also to stabilize the nation and the state
Unit 6: The Quaid's Vision and		Pakistan (63) 1.	During the early and difficult times of Pakistan's
was profoundly concerned for his nation as well as for		Pakistan.	His goal was not only the achievement of Pakistan
unity and the oneness as a nation. He talked about		Pakistan	in such clear terms that even a common man
department of life collectively and individually." 5. Today the Quaid's		Pakistan	is facing numerous challenges. We have forgotten how much
Pakistan and Islam. Do your duty and have faith in		Pakistan.	It has come to stay." 2. The entire journey of
fundamental principle that the (64) Unit 6: The Quaid's Vision and		Pakistan	Muslims are an independent nation. Any attempt to merge
Vision and Pakistan (63) 1. During the early and difficult times of		Pakistan'	s Why did the Quaid have to emergence, Quaid-
have our own distinctive outlook of life." 3. The ideology of		Pakistan	was based on the fundamental principle that the (64) Unit 6:
a nation," he affirmed three years before the birth of		Pakistan, "	with our own distinctive culture and civilization, language and

The screenshot of the word "Pakistan" above is highlighting Quaid's ideology of Pakistan.

4.2.2.7. Concordances of the word "Sultan Ahmad Masjid" from unit 7, "Sultan Ahmad Masjid"

	1 to 3 of 3 hits		
Left Context		**Hit**	**Right Cont**
(79) Unit 7:		Sultan Ahmad Masjid 1	It is also N of the Blue
known as the Blue Masjid because of the blue The		Sultan Ahmad Masjid	is one of the ao \ J tiles
of the court entrance at [rome chain hang there? Unit 7:		Sultan Ahmad Masjid (5)	the western side. This side was meant

The word "Sultan Ahmad Masjid" in the above screenshot illuminates the masjid's historical significance.

4.2.2.8. Concordances of the word "Masjid" from unit 7, "Sultan Ahmad Masjid"

Left Context	Hit	Right Context
masjid to listen the call to the evening namaz. The	masjid	is flooded with lights and so are the hearts
the Blue Masjid because of the blue The Sultan Ahmad	Masjid	is one of the ao \ J tiles that embellish
right of the mehrab is a richly decorated pulpit. The	masjid	is so designed that even when it is most
it has not lost the love of its visitors. The	masjid	is still one of the most visited monuments of
with carpets. 8. The mostimportant element in the interior of the	masjid	is the mehrab, which is made of finely carved
considered to be unmatched in splendour, majesty and size. The	masjid	has a spacious forecourt surrounded by a continuous vaulted
and roses. Where is the royal room situated? 10. The Blue	Masjid	has six minarets. Four minarets stand one each at
Blue Masjid reflects the architectural style of both the Ottoman	masjid	and Byzentine church. Hagia Sophia, a masjid, one of
the face of the divine power. 6. The interior of the	masjid	at the lower level is lined with more than 20,000
also N of the Blue Masjid? known as the Blue	Masjid	because of the blue The Sultan Ahmad Masjid is
that even when it is most crowded, everyone in the	masjid	can listen to and look at the Imam. 9. The
Mustafa In whose reign was the construction of the Blue	Masjid	completed? The Blue Masjid reflects the architectural style of
minarets stand one each at the four corners of the	masjid.	Each of these pencil shaped minarets has three balconies,
was also kept in view as a model. The Blue	Masjid	even today is considered to be unmatched in splendour,
Unfortunately, the Sultan could not see the completion of the	masjid	in his life. It was completed in the reign
(79) Unit 7: Sultan Ahmad	Masjid 1	It is also N of the Blue Masjid? known
Sultan Ahmad Masjid 1 It is also N of the Blue	Masjid?	known as the Blue Masjid because of the blue

The screenshot of the word "Masjid" highlights its historical significance and splendid Muslim architecture. The concordance analysis of the selected words conveys religious, historical, patriotic, and moral themes. The referred line pertains to concordance study, which means analyzing the nature in which certain words stand in a particular text.

4.3. Latent Content Analysis: English 10

Unit Title	Content Words	Code/Category	Extracted Theme	Condensed Meaning
Hazrat Muhammad (PBUH), an Embodiment of justice	Hazrat Muhammad (PBUH), Allah, justice, businessman	Religious and moral	Hazrat Muhammad is a role model for Muslim society.	Holy Prophet's honesty and justice
Chinese New Year	Chinese, holidays, New Year, family, and customs.	Cultural	China's celebration of the new year	New Year is celebrated with great enthusiasm in China.
Try Again	Lesson, courage, conquer, reward, fear, fail, patience.	Moral	Keep trying until you succeed.	One should never lose courage despite hurdles.
Little by Little One Walks Far!	Teenage, student, ride, responsibility,	Moral	Importance of co-curricular activities.	A teenager's life experience.
A World Without Books	Books, human connection, history, humanity, society, pleasure.	Moral and Cultural	Book's importance for society.	Books maintain a human connection with society.
Great Expectations	Pip, story, orphan, fortune, efforts.	Moral	One should keep trying and never lose heart.	Work hard to achieve your dreams.
Faithfulness	Hazrat Umar, murderer, masjid, Caliph, anxious,	Religious and Moral	Importance of promise in life.	Always fulfill the promise and be patient.

4.4. Concordance Analysis: Book 10

Category	Estimated Examples	Tokens
Religious	Hazrat Muhammad	2
Religious	Rasool	6
Religious	Allah	8

4.4.1. Concordance of the word "Hazrat Muhammad"

Left Context	Hit	Right Context
to 2 of 2 hits		
for all mankind to follow in every field of life,	Hazrat Muhammad	practically proved that no one could be more
Unit 1	Hazrat Muhammad'	s life is a perfect model and example

The word "Hazrat Muhammad" highlights the life of the Holy Prophet (PBUH) as an example for humanity.

4.4.2. Concordance of the word "Rasool"

1 to 6 of 6 hits

Left Context	Hit	Right Context
no one could be more just and equitable than the	Rasool	of Allah Almighty. As a young trader, he earned
and said, "On member a killed ancestors |Their Allah of	Rasool	of our family. We appeal to you to get
FE 5G just. be to companion Ali Hazrat to give	Rasool	Allah's that Ali Hazrat by reported is It
few dirhams which were paid to him. (his by proved	Rasool	Allahs own example that no one could be more
Muawia reported Allah's who judge) (or ruler "Any saying,	Rasool	that you will know the truth. his door on
fields of activity. The Holy Ouran clearly mentions Allai of	Rasool	the in "Indeed life (his of aspect this follow

Concordance of the word "Rasool" conveys religious ideologies and sheds light on the life of the Holy Prophet (PBUH).

4.4.3. Concordance of the word "Allah"

1 to 8 of 8 hits

Left Context	Hit	Right Context
G just. be to companion Ali Hazrat to give Rasool	Allah'	s that Ali Hazrat by reported is It For
of the other it is then most 3 Hazrat Muawia reported	Allah'	s who judge) (or ruler "Any saying, Rasool that
could be more just and equitable than the Rasool of	Allah	Almighty. As a young trader, he earned the good
m???????? IMuhammad for him who hopes for (the meeting with)	Allah	and the Last Day, an remembersAllah much.
his door on the poor the needy and the destitute,	Allah	closes His door on him when he becomes needy
him he law Jewish the with accordance in cases the	Allah:"	Ilf of Commandment the followed strictly very He they
least. If you judge, judge in equity between them. For	Allah	loves those who judge in equity. (5:42). ? Justice demands that
toward them and said, "On member a killed ancestors |Their	Allah	of Rasool of our family. We appeal to you

The concordance of the word "Allah" conveys religious ideologies.

4.5. Qualitative and Quantitative Analysis

Following is the elaboration on how the latent content and concordance analysis of the selected words convey religious, historical, patriotic, and moral themes:

Religious Theme: Examining the selected words provides evidence of religious ideas, symbols, or references. This can refer to issues of faith, religious practices, or religious principles. To draw attention to the religious aspect, the words and expressions that describe rituals, worship, moral principles, or spiritual experiences are used to show how the text concerns beliefs that determine moral and spiritual orientations.

Historical Themes: The historical analysis of concordance signals the occasion, person, or culture that forms the context of the historical narrative of the text.

Patriotic Theme: The phrases signifying affection for one's nation, nation, or ethnic group are associated with patriotism. The analysis might show that the language employed reifies the nation's accomplishments, calls for protecting its values, and glorifies the nation's symbols, be it the flag or the anthem. This may include the creation of loyalty to the audience members

and unity, which tends to engulf the audience in a set of beliefs and values, including national strength, independence, or resilience.

Moral Theme: Concordance analysis demonstrates the aspects of ethical principles or lessons in the text. The vocabulary list may contain words related to virtues, including honesty, justice, courage, or kindness if the story under analysis deals with moral subjects.

The present study highlights and underscores the extent of the influence of religious, moral, and cultural thematic elements in textbooks. Also, religious stories and precepts are employed as examples of the best and deserving behavior and establish relevance between moral values and religious practices. Moral concerns in textbooks involve teaching ethical decision-making, aiming to enable students to distinguish between wrong and right for their actions. Such themes are usually based on choices that present a conflict and make one think about justice, responsibility, and compassion. Incorporating moral content determines how education is forging exemplary character since right and wrong are global concepts. Cultural themes help expose the different culture and norms that prevail in life aspects so that the students can be exposed to various human experiences. They bear significant importance in giving people cultural and ethnic awareness; most of them use different social examples from those societies to understand the general aspects and even some differences. The chosen words within the analysis act as signals of how the discussed themes are interwoven to determine the meaning and effects of the text.

5. Reports and Findings

The books' latent content and concordance analysis reveal religious, moral, cultural, and historical themes embedded in the text. The most prominent theme is religion, which is revealed through the lives of believers like the Holy Prophet (PBUH), Hazrat Umar (RA), and Hazrat Asma (RA), who played an important role in the spread of Islam. Their lives and behavior have been portrayed as an example for society. The teachings of the Holy Prophet (PBUH) emphasize justice, compassion, and mercy, which he not only preached but also practiced throughout his life and became a role model for humankind. He treated people equally regardless of their color and creed. Both books reveal that religion is the most significant and prominent theme, guiding its reader towards Islam through its teaching. The first unit of both books is based on the life and devotion of the Holy Prophet (PBUH). The critical discourse analysis of the textbooks reveals that Islamic ideologies are promoted and advocated through the lives and actions of religious personalities. The religious themes convey the idea of compassion, mercy, and justice. Rasool (PBUH) addressed social inequalities, the rights of the oppressed, and women's rights and those of the marginalized. The preaching of the Holy Prophet laid the foundation of an equitable society. By examining the theme of religion, it is pertinent to consider that it significantly impacts individual identity and societal structures. Religion, often delivering a moral and ethical grounding, shapes individuals' and collectives' value systems, behaviors, and worldviews. On a societal scale, religious institutions and beliefs also impact political systems, legal structures, and social norms, potentially promoting cohesiveness or conflict along denominational lines from becoming politicized. The research examines the operations of individual and communal religion, reflects on cultural practice, interrogates power relations, and clarifies contested moral and social responses.

Another prominent theme is ethnicity, the theme of ethnicity as a lens through which identity is interpreted and expressed in the text. It combines common traditions, language, religion, and historical experiences, contributing to Pakistanis' collective identity. The concept of the ethnic self can, therefore, promote social integration within collectivizes or further perpetuate the chasm it creates when leveraged as a prerequisite for exclusion and discrimination. The importance of ethnicity is underscored in this research as a valuable accession to understanding how cultural enunciation and social organization co-produce, allowing for the positive kernel of ethnic reinforcement. The theme of ethnicity is significant as it inculcates a sense of respect and also integrates ethnic diversity.

Critical discourse analysis and concordance also highlighted the theme of morality; the concept of morality controls an individual's behavior and decisions regarding good and evil. The latent content analysis of the text reveals that morality is a guideline in inconsistencies with ethics, assisting in forming cultures of the society and determining oneself. It represents values of society, such as trust, care, and fairness, which guide the interaction of people within a society and among different cultures. The text sheds light on the guiding principle behavior of different individuals and societies in making a moral decision regarding actions considering the outcomes and the quest for peace as the underlying force. In all, rather than portraying individual endeavors, morality emerges with an overarching view in molding the structure of society into different units. Moral principles in research explain the underlying tenets of moral judgment within research obligations. Morality processes a person's or group's decisions and assumptions, subjecting them to a particular line of action for the greater good of society or the specific culture in question. Religious, moral, ethnic, and historical ideologies are reflected in the Matric English textbooks; the most prominent themes are religion and morality, which have been revealed through the practices and characters of religious personalities, as they are shown practicing tolerance, patience, and determination. Hence, these ideologies are practiced among learners in educational settings in Pakistan. According to Fairclough (2001), ideologies in discourse not only affect institutional, societal, and situational levels but also shape or reshape the social structure. The ideology, in harmony with the existing knowledge, is regulating, and the relation of the participant enables the practitioner of the discourse to execute the optimal performance. The readers comprehend the situation effortlessly as they become adept at it by deploying their prior knowledge. Readers understand the type of discourse because of the clear picture of the context, the participant, and the context-participant relationship provided conceptualized (Fairclough, 2001). The discourse practitioners perceive the ideas due to a strong relationship between the background knowledge and the situation presented. In this way, religious and moral ideologies enable them to perceive ethical education and groom them intellectually. The selected passages and textbook words represent religious, moral, and ethnic activities. It also shows Islamic architecture's historical significance and grandeur by describing a masjid. The religious and moral ideologies shape the ideology of its learners and provide them with a model way to lead a

moral life. Islamic ideologies, moral principles, and ethnicity promote the view of the readers to become better human beings and play a positive and productive role in society as a person, and these ideologies positively develop the learners' attitudes.

Conclusion

Thus, CDA, in conjunction with the corpus linguistic tool, generates a solid methodological background for this analysis, which accommodates both the qualitative and quantitative stages of investigating cultural representation in mastery-oriented foreign language textbooks. These insights will be paramount as the world advances in language education, primarily as it seeks to produce speakers of the language responsible for intercultural communication with people from other cultural backgrounds, thus creating a better society.

Reference

1. Baker, P., & Egbert, J. (Eds.). (2016). *Triangulating methodological approaches in corpus linguistic research*. London: Routledge.
2. Barili, A., & Byram, M. (2021). Teaching intercultural citizenship through intercultural service learning in world language education. *Foreign language annals*, *54*(3), 776-799.
3. Berkovich, I., & Benoliel, P. (2024). Critical Discourse Analysis: Language, ideology, and power. In *Analysing Education Policy* (pp. 28-43). Routledge.
4. Berkovich, I., & Benoliel, P. (2024). Critical Discourse Analysis: Language, ideology, and power. In *Analysing Education Policy* (pp. 28-43). Routledge.
5. Byram, M., Porto, M., & Yulita, L. (2023). Beyond teaching languages for communication—Humanistic perspectives and practices. *Languages*, *8*(3), 166.
6. Curdt-Christiansen, X. L., & Weninger, C. (2015). Introduction: Ideology and the politics of language textbooks. In *Language, ideology and education* (pp. 1-8). Routledge.
7. Fairclough, N. (2001). 3 Critical discourse analysis. *How to Analyze Talk in Institutional Settings: A Casebook of Methods*, *25*.
8. Fairclough, N. (2013). *Language and power*. Routledge.
9. Flowerdew, L. (2023). Synergy between corpus linguistics and discourse analysis. *The Routledge Handbook of Discourse Analysis*.
10. Hilliard, A. D. (2014). A critical examination of representation and culture in four English language textbooks. *Language Education in Asia*, *5*(2), 238-252.
11. Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, *1*(2), 112-133.
12. Kramsch, C. (2013). Culture in foreign language teaching. *Iranian journal of language teaching research*, *1*(1), 57-78.
13. Lucy, L., Demszky, D., Bromley, P., & Jurafsky, D. (2020). Content analysis of textbooks via natural language processing: Findings on gender, race, and ethnicity in Texas US history textbooks. *AERA Open*, *6*(3), 2332858420940312.
14. Onwuegbuzie, A. J., Johnson, B. R., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, *1*(2), 112-133.
15. Ras, I. A. (2017). *A Corpus-Assisted Critical Discourse Analysis of the Reporting on Corporate Fraud by UK Newspapers 2004-2014* (Doctoral dissertation, University of Leeds).
16. Risager, K. (2018). *Representations of the world in language textbooks* (Vol. 34). Multilingual Matters.
17. Romero-Barranco, J., & Rodríguez-Abruñeiras, P. (2021). Current trends in Corpus Linguistics and textual variation. *Research in Corpus Linguistics*, *9*(2), i-xiii.
18. van Dijk, T. A. (1998). Opinions and Ideologies in the Press. *Approaches to media discourse/ Blackwell*.
19. Van Dijk, T. A. (2015). Critical discourse analysis. *The handbook of discourse analysis*, 466-485.
20. Wierzbicka, A. (2010). Cultural scripts and intercultural communication. *Pragmatics across languages and cultures*, *7*, 43-78.
21. Yu, M. H. (2018). Exploring the orientation and use of textbook lingua-cultural resources to teach and learn English for lingua franca communication. *The Asia-Pacific Education Researcher*, *27*, 257-266.
22. Yuen, A. H., Park, J., Chen, L., & Cheng, M. (2018). The significance of cultural capital and parental mediation for digital inequity. *New Media & Society*, *20*(2), 599-617.