



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898476*

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TÍTULO: La aplicación de la Conciencia del Lenguaje Crítico de Fairclough en la lectura de libros de texto.

AUTORES:

1. PhD. Zahra Rubab.
2. Ph.D. Syed Kazim Shah.
3. Ph.D. Amna Arshad.

RESUMEN: El objetivo principal del estudio es investigar el libro de texto de lectura aplicando el enfoque de Fairclough (2002) de Conciencia del Lenguaje Crítico (CLA) en el contenido, los ejercicios y las preguntas del libro de texto. Las preguntas de investigación pertenecen a Fairclough y etapas sugeridas del CLA con recopilación de datos de libros de texto de lectura analizados con referencia a las etapas del proceso de lectura en el libro: “Lectura de la reflexión y la escritura” de Smazler. Los hallazgos revelan que este material no sigue las etapas del CLA, excepto las de reflexión y sistematización. Las implicaciones futuras están relacionadas con el enfoque de CLA que es beneficioso para maestros, estudiantes y diseñadores de currículos para comprender la conexión compleja y dinámica del proceso de lectura y crear nuevas formas de desarrollar y reconstruir el currículo.

PALABRAS CLAVES: conocimiento crítico del lenguaje, libro de texto, proceso de lectura.

TITLE: Application of Fairclough Critical Language Awareness in Reading Textbook.

AUTHORS:

1. Ph.D. Zahra Rubab.
2. Ph.D. Syed Kazim Shah.
3. Ph.D. Amna Arshad.

ABSTRACT: The research major purpose is to investigate the textbook of reading by applying Fairclough (2002) approach of critical language awareness (CLA) on the content, exercises and questions of the textbook. Research questions belong to Fairclough (2002) suggested stages of CLA with data collection from reading textbooks analyzed with reference to the stages of reading process on the book title: Reading reflection and writing by Smazler. Findings reveal that Smalzer (1996) textbook material does not follow the stages of CLA except of stages of reflection and systemization. Future implications are related to the approach of CLA beneficial for teachers, students and curriculum designer to understand the complex and dynamic connection of reading process and create new ways to develop and reconstruct the curriculum.

KEY WORDS: Critical Language Awareness (CLA), textbook, reading process.

INTRODUCTION.

English language considers as lingua Franca according to the need of the time, therefore English taught in every field of study such English as a foreign language or English as a second language. Additionally, in Pakistan English instructed as a second language and an essential subject at the level of education system. The most recent National Curriculum of English Language (2006) has denoted the skill of critical thinking in English as an essential component of the national educational programs. However, students are observed to be lacking in communicating efficiently.

One of gambled reasons is that at the university level, there is a utilization of improper teaching material regarding the English language. Therefore, to develop the skills of communicative competence and critical thinking, it is viewed as basic to furnish them with adequate practice, the privilege instructional materials and appropriate help by the instructors.

The most usual educational source of the content of classroom is textbooks. Dosage & Razmjoo (2010) elaborated that the most important and main factor of every context of education is teachers, textbooks, learner and context. Tomlison (2003) declared that textbooks are not simply considered to be the tool for the language teacher it has some incarnation of the goals regarding the specific context of language teaching and learning. Another researcher Kemp (1977) asserted that textbooks are the crucial element of the system of education which depends upon the cultural, social and mental growth of learner. Fairclough (2001) mentioned the proper way of analyzing language and English language textbooks, and he considers this way as Critical language studies.

Fairclough (2001) suggested that the basic focus of critical language studies on the critical pedagogy. Critical pedagogy is an approach with the basic aim to develop critical thinking skills of learner to mention the influence of curriculum in attaining the concept of social issues, race, gender, class.

The evaluation of textbooks from a critical point of view permits the instructor and curriculum developers to get the orientation about how the activities of the text execute the learning of students or the sorts of chances for the students to get to know about the different implied meanings in the text and also get familiar with the problems of power to become familiar with a language.

The method of critical evaluation the content of the text produced new features of linguistic form. It should also provoke the students and learner to consider how the language and power are associated and to get familiar with a second language. One of the researches by Case (2004) indicated that

teachers are responsible to develop these connections and it also can facilitate the students to get to know that how the lives of the students are reflected and reviewed in the designing of the curriculum. As well as concerned with Pakistani university students, the major demand of the education system for higher education students to urging maximum proficiency in English language.

Finally, the main aim of the present research is to evaluate the university level reading comprehension textbooks from a critical point of view and also highlighted the basic role of textbook evaluation in curriculum development. The current research also reveals that how textbooks used in higher level of education in Pakistan and which kind of material and exercises practiced whether it develops the learning ability of critical thinking among students. The findings of this research have wider implication in the education system. Thus, current research is designed to evaluate the reading comprehension textbooks, its contents, and learning activities with the Fairclough (2001) perspective of critical language awareness.

DEVELOPMENT.

Significance of the Research.

The importance of current research is to analyze the textbooks with the perspective of critical language awareness. The findings of this research will be helpful for the teachers and curriculum developers to design the authentic material for the students to develop the skills of critical thinking through critical pedagogy. In Pakistani education system the critical thinking skill is very much neglected in curriculum development. To fulfill this purpose, present research evaluates the textbook to investigate that Pakistani textbook maintain the balance between linguistics and social needs of the students.

Research Questions.

The present research investigating the following research questions:

1. How the discourse in activities and exercises of the question, provoke students to reflect about their own life experience?
2. How the discourse in activities and exercises of question provokes students to share their own life experience in the form of writing and speaking?
3. How the activities, exercises and questions indicate the attention of students towards particular feature of linguistics?
4. How the activities, exercises and questions interrogate the students to investigate the particular attribute of linguistics in the text?
5. How the activities, exercises and questions create opportunity for student to explore, synthesize and summarize?

Literature review.

The chapter entitled *literature review* produces the theoretical framework and research background of the present research. It comprises the review of the literature on both the theoretical framework and research background, such as, from books, research articles, and other sources as written by renowned authors and researcher. The extended view of literature that encourages and establishes different research questions are raised in accordance with previous findings and gaps.

Critical Discourse Analysis.

One of the basic models of discourse, investigation which has now ended up being dominated in research considers is basic CDA. The perfect goal of the basic discourse, investigation is to uncover the disguised ideological and control relations which are introduced in content. In educational settings, the fundamental meditations device through which learning happens is language.

CDA is related to the understanding of learning reliant on two distinctive ways. In any case, examining discourse relies on a basic zone and let one to see the learning system in more frustrate ways. Second, the scientists and individual learning are made by the path to performing critical discourse analysis.

Interface of CDA in English Language Teaching.

From an ordinary viewpoint the goal should be to demonstrate language from a formal perspective. It was prescribed that sentence structure could impact understudies to talk absolutely in the goal language. Firstly, in grammar translation method, the teacher used to give point by point elucidations of the direction of language and direction used to focus on the structure and the accentuation of words. Secondly, in Direct Method, the informative estimation of language started to get more thought instead of structure, and syntax was instructed inductively. The understudies never experienced unequivocal punctuation rules. The schedule relied upon topics and conditions. The linguistics rules were used as devices to give importance in the given conditions. In Audio Lingual Approach, semantic structures were not considered in segregation with their usage. They by and large happened regularly in settings. The basic target of this strategy was to demonstrate language for informative purposes.

Thusly, since these strategies were basically appearing about sentence structure, the student had the ability to get comfortable with the norms of punctuation and when it came to change this information into preparing and practice, they experienced difficulty in controlling language for open purposes. The result thusly was dissatisfaction in the midst of correspondence.

Emergence of Discourse in ELT.

Towards the completion of 1970s the instructors changed their course to showing language as communication. Moves in Discourse Analysis content, setting, real messages, talk examination,

limit and pragmatics discourse acts, psycho-pragmatics, socio-pragmatics, pragma-linguistics made prepared for ascent of such a change. As Widdowson makes reference to understanding a language does not plan to appreciate, talk, read and compose sentences, it expects to acknowledge how sentences are used to convey successfully.

Along these lines, since the explanation behind existing is to recognize language a device for communication, the understudies must be set up in a like way because of the improvement of Applied Discourse Analysis in Educational Linguistics It is commonly recognized in the field that we show and show both languages for communication and language as communication. Essentially the objective of language, educating is for the understudies have the ability to confer by using the objective language. The target of language instructing is to enable the understudy to pass on and the strategy for educating is for the understudy to involvement and practice relevant events of communication.

To demonstrate language through the informative methodology without depending strongly on discourse, examination is not valid. The basic discourse, investigation should give the standard edge of reference for essential basic leadership in language instructing and learning. Making sensible settings for correspondence, outlining speaker, audience and reader author exchanges, and giving understudies' odds to process language inside and assortment of conditions is all in all basic for making learning circumstances where language procurement and language development can happen inside an informative perspective.

In language, educating with reference to critical discourse analysis the fundamental focal point of language instructing is on the two systems of message development to make simpler student creation of the informative goal, and the techniques of translation, in order to ensure some limit on the understudy's part to process inferentially the speaker and writers objective.

Theoretical Background of CDA and ELT.

In ELT, methods incorporate solutions for the instructor and the students. All methods are a pre-bundled set of details of how the instructor should educate and how the student ought to take in got from a specific theory of language and a theory of language learning.

For the teacher, methods endorse what materials and exercises ought to be utilized, how they ought to be utilized and what the job of the teacher ought to be. For students, methods endorse what approach to learning the student should take and what jobs the student ought to embrace in the classroom. Basic every method is a theory on the idea of language and a theory on the idea of language learning the two of which contain the approach. These speculations are gotten from the zones of linguistics, sociolinguistics, and psycholinguistics and are the well-defined source of principles/standards and practices of language teaching. Each approach impacted by two elements, theory of language and theory of language learning.

Premises for Bringing Discourse into Language Teaching.

The definition of the word premise is considered to be something is legitimate and that we utilized as an explanation behind structure up a thought and theory. The teachers of the language carry approaches of their attempting with explicit premises about language that what the definition of language and how language is utilized. The concept of discourse with reference to the utilization of language comprises on three considerations which is discussed below:

- (I) Communicative competence.
- (ii) Language variety, context, and the authentic knowledge and information.
- (iii) Transformation of interpretation.

The language instructors firstly discussed about the view of discourse in language utilization by following their developed premises about language point of view. The premises of teachers and

syllabus developer influence the methodology and philosophy of language. Further subtleties of premises discussed below.

Communicative Competence.

By Following Hymes (1971), the primary premise incorporates the affirmation that an understudy capacity to pass on in second language includes knowing not simply (i) paying little heed to whether and to what degree a syntactic structure is formally conceivable, (ii) yet also whether and to what degree it is mentally commonsense that can be set up without an unimaginable effort), (iii) fitting (iv) what truly said. Hymes (1971) describe the concept of communicative competence as something performs verbally powerful and commendable way.

After giving this definition the consequences of this is that a grammar which gives emphasis on to verbal execution rather than competence should not collect but instead focus on three points of view. Such syntax should join the accompanying perspectives: a) the grow engaging instrument of the fundamental and generative methodologies. b) The simple concept of grammar is that no language can be fully comprehended without thinking about its three important language functions, firstly, ideational: to consider the world, secondly, relational: to catch up on the others and thirdly, literary: to create palatable messages which can fulfill or satisfy the past two capacities. (c) The crucial element of sociolinguistics and ethnographic information gives focus on that which particular structure of semantics is utilized and what its social implication.

Another concept about language syllabus has been proposed by Canale and Swain (1983). According to these scholars, communicative competence can be considered, for Instructive purposes that comprises on four learning skills such as semantic competence, sociolinguistic competence, discourse competence and strategic competence.

Context, Language Variation and Real Data.

Another premise relies upon the likelihood that language utilize is moved and has various capacities depending upon the specific situation. To have the ability to speak to the association between the formal part of substance and their social communicative setting. McCarthy and Carter (1994) propose parceling discourse into different groupings which at the lexical, syntactic level are recognized by a kind of registers. Similarly, a grouping is concerned as a particular communication design characterized according to its social capacity. Hence, the instructive result which results from this is the best way to deal with contextualize language is basically to use certified events of language utilization in which the most extreme limit of language can be esteemed by looking social effects.

Negotiation of Intentions and Interpretations.

The last assumption is that communication can't be cleared up as the trading of earlier implications. Or on the other hand possibly, a communicative event must be considered as the locus where implications and meanings are made through the trading of expectations and understandings. The source that speakers use in order to ensure understanding goes from obliging one's discourse to the discourse of the conversationalist. Bygate (1987) expressed accumulation of systems for orchestrating significance in spoken joint effort. This may be sent by the speaker or by the gathering of people, for example, exhibit understanding by movements or verbal tokens, demand explanation, show current elucidations.

Implementation of Discourse in Syllabus.

In this section addresses three basic issues with which the instructor opposed to concern organizing a syllabus subject to a discourse way to deal with language firstly, the division of discourse, secondly, sequencing and thirdly, determination and presentation of instances of language use.

Segmentation of Discourse.

- While dealing with language educational programs or curriculum as shown by a discourse approach, we ought to at first perceive four central modes such as expressed composed, monologic and Dialogic. Thusly, we can have a formal verbally communicated content with the highlights of creating language or a monologic content with Dialogic highlights. Depending upon the setting of usage and the proposed effect of the message, the speaker and creator will pick, by picking certain formal highlights, the situation of his and her discourse on the two directions.
- Secondly, the level of division of discourse is type and genre and it can be portrayed as a socially seen sort of communication with a specific social capacity, which chooses both the descriptive structure and the choice of syntactic and lexical segments. Carter and McCarthy (1994) see an accumulation of center capacities to make the syllabus such as uncovering, depicting, persuading, battling, depicting, and educating, etc. Further, these center capacities are also subdivided into unequivocal kinds. For instance, information report, atmosphere projection and progression report are three particulars recognize of specifying. All of these recognize holds onto a specific register as shown by the subject, medium and the sort of group of onlookers. So, at long last, it is possible to find writings which are the result of nonexclusive blends of texts, for instance, uncovering and envisioning, depicting and battling or clearing up and inducing.
- Lastly, the component of discourse division is that of methodology or strategy, by using it we can organize the individuals in a communicative event as authentic on-screen characters who pick, according to their goals and the conditions, what to state and how to start it. The possibility of system similarly induces a conscious technique for using the language and, in this sense; we can facilitate lexical, syntactic choices and socio and social constraints in the portrayal and the

practice with respect to unequivocal verbal exercises.

Pre-Syllabus Strategy.

McCarthy and Carter (1994) propose pre-syllabus strategies in order to specify a different variety of the features of discourse. He proposed six presyllabus strategies demonstrated in the following list:

1. Genre-related strategies related to the most regular modes of media genres and with the different patterns of interconnection such as problem solving and different narratives.
2. Coherence related strategy this strategy deals with the management of the topics, patterns of cohesion and coherence and turn-taking.
3. Politeness strategies concern with the positive and negative face to face, forms address, reciprocity.
4. Planning strategies these strategies allocate the usage of anticipatory planning strategies such as usage of articles and pronouns, cataphoric and enumeration. It also deals with the arrangement of tense and aspect of voice and the real meaning of creativity.
5. Convergence strategies this strategy serves to ménage the convergence of cognition and information such as the usage of themes, mood and modality. Another element of convergence is affective convergence, which comprises on the patterns of agreement and disagreement and the solidarity routines.
6. A repair strategy belongs to the problem of risk communication and a misunderstanding of the different culture and the two main types of this repair is a Co-operative repair and self-repair.

Sequencing.

The designing of curriculum which comprises on the arrangements and sequencing of different portions of curriculum designing that's building up discourse presented. The structuring of curriculum based on two main approaches which are based two premises that how we process and

execute the language. This premises covering two approaches name as bottom up and top down approaches of language:

- The first approach is bottom-up approach to delineating discourse considers communication as separated into different measurements and it proposes an examination, which begins with the most diminutive units of language, for instance, sounds and letters and continues through a movement of exhaustive measurements up to the elements of the content or discourse. Cook (1989) determines the different levels of analysis from top to bottom including sounds/letters, language and Lexis, union, conversational frameworks, discourse work, discourse structure, discourse type, and shared learning, social associations.
- Another approach known as top-down, considers that language users comprehend discourse by moving from the most shocking units of examination to minimal, start with foundation information and suppositions in regards to the reasoning the substance of the message and the structure of the content and looking for certification of these at the lower levels. This shows up an inexorably reasonable approach that focus on how we comprehend the difficult discourse and this approach in like manner, has all the earmarks of being altogether progressively profitable by virtue of English language learning.
- Use restricted to picking between both approaches either top-down and bottom up for the syllabus. So, it's better to choose what Stanovich (1980) and Nunan (1993) described as an intelligent compensatory model. According to his model, discourse understanding isn't as essential as moving from one higher level to another lower level. It is a natural methodology, in which we use information from more than one dimension in the meantime, and insufficiencies at one measurement can be balanced for by some other dimension, self-governing of its position.

So, the objective of educators by following the point of view of discourse is basically to assist our students with becoming productive and successful members in genuine communicative circumstances and this includes more than the information and many other skills that's is important to control the structures of a language. This phenomenon belongs to the utilization of language usage which coordinates its social, subjective and semantic strands. This is unequivocally what discourse; investigation does in attempting to find the framework fundamental our verbal creations. Consequently, this part characterized the structure of the syllabus designing with reference to discourse-based approach. It also highlights the issues regarding discourse-based syllabus to improve it more efficiently.

Theories of Implication of CDA in English Language Teaching.

The general acknowledgment of the communicative approach, the teacher of language showed much integrity in different parts of the CDA. Fortunately, there are a few diverse theorists to elaborate this instructive demand on the behalf of CDA. The first theorist Cook (1989) introduces the theory of discourse; he divided his theory in three portion explanation, demonstration and exploration, in which he shows the concept of development of language learning and the development of teaching for those with little foundation. In his theory of explanation, cook (1989) elaborates the definitions regarding the essential ideas in discourse analysis.

Discourse is the examination of how stretches of language are examined in certain aspects of textual, social, and mental context, become meaningful abound together for their users (Cook, 1989). Cook (1989) definition of discourse features the phenomenal significance of discourse analysis for the language teachers. Cook (1989) separates between two sorts of language as items for study. The first one is artificially developed and the other one is an abstracted language which serves to show the tenets of how a language functions or to show proficiency and language being

used or language for conveying something that is felt to be coherent relating to the collection and series of correct sentence. The last kind is the language being used, for communication, is called Discourse and the other one is looking for what gives discourse coherence is Discourse Analysis.

There is a dimension of subjectivity in recognizing a stretch of language as discourse, the feature of subjectivity normally found in the discourse of groups rather than individual people. There are moreover controls which limit what kind of sentence can pursue another. Correspondingly, that there are sure standards inside sentences, compelling which words can tell others, so there might moreover be oversees inside discourses, confining which sentences can pursue another. How we see a stretch of language as united and significant. One is that we use language principles of the sort pondered by grammarians and the other one is to use learning of the world, of the speaker, of social convention, of what's going on around us as we read or tune in, in order to fathom the language we are encountering. In this way, Coherence is made of components outside language. Finally, Cook (1989) points out that there is something else extraordinary element involve in the utilization of language and developing communication effectively rather than to communicate correct sentences.

Secondly, at the level of demonstration cook (1989) defined bottom-up and top-down approach to discourse-based language teaching, also elaborate atomistic (isolation) and holistic (together) learning activities based on the perspective of the CDA. Thirdly, the portion of Exploration cooks (1989) concerned with the development of discourse in class activities. He discussed many elements which take part in discourse-based classroom activities such as, aims, resources, procedures, evaluation of material, approach etc.

McCarthy (1991) introduced more immense theoretical foundation to impose discourse to ELT.

McCarthy (1991) briefly defined that how CDA relates to diverse areas of language teaching such as grammar, vocabulary, phonology and to spoken and written language.

Discourse and Teaching of Grammar.

In teaching, grammar and the components of grammar has great significance in the field of teaching and the education system. McCarthy (1991) battles that sorting out the individual explanation; clause and sentence, arranging the greater units of discourse and making textual intelligibility are finally indissoluble. Discourse examiner can advise us in regard to contextualized structures and different items of phonetics and considering whether grammar teaching needs to augment or move its acquaintances with spread essential zones at present under spoke to in grammar teaching. Discourse investigation gives a substitute way to deal with the grammar the following ways are secures the situational and contextual utilization of grammar.

The decision of the syntactic point of view gave stress to show how discourse, examination has added to our understanding of the association between the structure of the clause and sentence and the relationship of the discourse at a higher level. McCarthy (1991) presented new ways to teach the grammar. He believes that language teachers need not to acknowledge grammar as the individual things, but also highlights the relationship of grammar with other enveloping items and their interdependency. Or then again, perhaps grammar must be taken as a coupling intensity of the entire discourse as a solitary entirety. It works as concrete for the entire gathering of discourse with a beginning, focus and an end. A discourse-arranged way to deal with the necessity of grammar both on the texts inside the feature of phonetic are elaborated and on the interfacing role of grammar fulfilled by the distinctive linguistic structures.

McCarthy (1991) asserted that grammar quickly functioning as to embedding clauses and manipulates the sentences into discourse. The function of grammar can never mean to just elaborate the function of the sentence rather is also consolidating the function of discourse in sentence structure. Along these lines, knowing the tense perspective structure in English cannot mean simply

acknowledging which forms include combination of different aspect of tense, that means to realizing how each tense angle join can be used to make transient congruity similarly as singling distinctive associations inside the greater text.

Discourse and Teaching Vocabulary.

McCarthy is of the view that discourse discusses the entire text as a rule. The main importance of vocabulary in language teaching remains critical for the new learners of a language. McCarthy procures a term instantly relations from J. Ellis (1966) to depict Discourse express lexical relations. These lexical and discourse expressions largely part of spoken and written discourse which consider as a more comprehensive segment of language. Segregation consistently creates a difference between the grammar of the words and the lexical words in Language. This discrimination leads towards the discrimination of function and context words' class.

Another division of word class is very important because it engages language teacher to confine words which belongs to close the word class in the language and which convert linguistic meaning, other words who belongs to open class and which have a spot with the larger word classes for instance action words, descriptor and verb modifiers and so on. Similarly, the discourse dealing with words has been portrayed their role in speaking to areas of text, developing expressions and the whole sentences.

Discourse and Teaching Phonology.

The teaching of phonology mostly concerns with pronunciation, but McCarthy considered phonology as intonation. According to McCarthy intonation similarly adds to the production of the meaning in language. Intonation is the fundamental element of analysis in verbally communicated discourse prescribe discourse analyst. The traditional pronunciation teaching where linguist separated the language into fragment of sounds called phonemes which, when used in the

improvement of words, produce meaningful veers from various words. The perplexity looked by the outside speakers of a language because of the miracle of absorption, and of elisions is also verified under the phonology.

In the investigation of contextual view of language these two important elements are very much important for the meaning formation and also affected by these two elements. Aside from pronunciation and the intonation is the most important element for the stress of words and recognizable quality of words within the stress of words. Moreover, for the formation of meaning is effected by that where the stress of words emphasizes in a word. The contextual usage of English in Pakistan is impacted in light of the frailty of our Pakistani speaker they did know from where he assigns the stress of words as like native speaker do so this is the basic matters which analyzed by McCarthy (1991). When the speaker of Pakistan used some words in the context, they are failing to use these words in the right context as native speaker do.

Within the pattern of word stress, the improvement in the usage of contextual meaning made by international units. The speaker knows that how the information passed to the level tone groups, and where the stress of tonic given, and the decisions lay on an examination of what ought to be included in the group of analyst. McCarthy (1991) asserted his last feedback regarding the choices of pitch level that works cross over speaker turns. McCarthy (1991) explained that the pitch level playing a meaningful role in the lives of speaker. McCarthy (1991) discusses and he differentiates his viewpoint and that of Brown, Currie & Kenworthy (1980) and Brazil.

Discourse and Teaching Speaking Skills.

McCarthy (1991) talks about in detail regarding how grammar, vocabulary and intonation help direct discourse analysis and what the ramifications of them in language teaching are. In this part, he endeavors to have a more critical take a look at different indications of spoken discourse with a

view to potential applications in language teaching:

- Firstly, the Pairs of utterance and broadly known as adjacency pairs. It is normally used in conversation with this proof is that an inquiry predicts an answer, and that an answer assumes a question.
- Secondly, Adjacency pairing happens in the commencement and reaction and in the reacting.

People sometimes not utilize these strategies in their conversation, and they may speak their own choice. These choices mostly taken by speaker at the level of formality and informality in different situation. Discourse analyst discriminates among transactions and interactions talk. Discuss below with full explanation:

- ✚ First of all, the transactional talk is for completing business on the planet, for example, so as to create some adjustment in the circumstance that relates. It could be to advise someone something they have to know, to influence the buy of something, to get somebody to accomplish something, or numerous other worlds evolving things.
- ✚ Secondly in Interactional talk, on the other hand, has as its essential functions the grease of the social wheels, building up jobs and associations with someone else before transactional talk, affirming and solidifying connections, communicating solidarity, etc.

Discourse and Teaching Writing Skills.

This part considers about how students can be helped such writing skills by the bits of knowledge, and also describe the analysis of discourse, with reference to the text types and its connectivity with different context. To develop the perception and creation of a text, then the authors of a discourse are very much familiar with the foundation of context. Celce-Murcia & Olshtain, (2000) elaborated the idea of discourse has clear significance of shared knowledge. In fact, individual general knowledge of the world belongs to the shared knowledge shared knowledge relevant to the

individual general knowledge of the world knowledge. Celce-Murcia & Olshtain, (2000) defined many concepts with respect to discourse in the context of language teaching which are discussed below.

Concept of Shared Knowledge.

Shared knowledge used by the speaker when they communicate with each other by using different expression. Most of the group of people gives importance to their shared knowledge as well as concerned with linguistic analyst they also preferred prior knowledge when they composed text, what the point of view of other people of the world. Writer and reader also used their shared knowledge to comprehend the written text and production of text. The term shared knowledge confused by another two terms such general knowledge and social knowledge; these two knowledges according to discourse analyst utilized by learner when they tried to do something with language. Mostly this knowledge feasible for the people converse with one another while in written and spoken text.

Firstly, Marr and Gormley (1982) elaborated the term shared and current knowledge of an event gives the best method for people to communicate all over the world. Secondly, Schallert (1982) points out that this knowledge becomes the part individual personality, such as making inferences, assumption; prediction is a reasonable method of communication for conveying information. Thirdly, Alexander et al. (1991) evolved a theoretical arrangement of knowledge, such as, territory and request knowledge as chunk of content knowledge, and perception about the structure of the text, grammar and discourse as a noteworthy part of individual knowledge of discourse. Johns (1997) declared that discourse based language teaching define shared knowledge with a critical view and also highlight the different patterns of shared knowledge such as content knowledge, contextual knowledge, linguistics knowledge and discourse knowledge etc. therefore shared

knowledge is the fundamental need of the time for language teaching. The combination of different knowledge makes easier for people to create communication with one another in the form of written and spoken text.

Discourse Activities.

Discourse activities in the context of language teaching should prepare the students to attempt discourse-based activities for instance the language teacher gives listening practice activities to the students at discourse level. Many kinds of discourse-based activities designed by a discourse analyst for language teaching that gives the learner an opportunity to attempt these activities at discourse level. Such as identification of phonological patterns such as intonation, stress pattern, formation of lexicon-grammatical patterns such as lexical expression, discourse markers knowledge of content and words and in which context it has to be utilized. Geddes and Sturbridge (1979) suggest the utilization of the activity Jigsaw for listening practice by involving all the features in it which is discussed above. In this Jigsaw activity, the learner used many well-developed discourse-based activities such as a kind of story, news record.

Discourse Oriented Curriculum.

In the education system, the discourse-based language teaching basic focus on context, the type of the text and the communicative objective fulfilled by the syllabus designer to develop a discourse-based curriculum. So, in language learning framework the feature of context gives the most importance in which learner learns about phonetic and the linguistic foundation of the text and teaching material. This teaching material design with the permit of curriculum designers and discourse-based activities, questions, and exercise is the need of the outside of the classroom. Celce-Murcia (1995) stated that the current situation of the education system, the discourse-based development of curriculum is not equivalent to the requirements of the linguistic educational

module.

Richards (1993) asserted that critical discourse analysis developed the skills into the students that how they interpret the acts of discourse by following the propositional and illocutionary meanings which is affected by written text and minds of the people, writer and reader. By following the technique of CDA students are able to uncover the ideological substance which is hidden in the text intentionally from the students and teachers.

Language teacher must use the Fairclough (2003) method of CLA and consciousness raising awareness in their teaching to prepare the students to identify the relationship of power and language to efficiently investigate the discourse that's used in ELT. Dudley Evans (2001) declared that this would provide crucial guidance for the improvement of discourse generation through unmistakable evidence of discourse designs, clause relations and classifications.

Wallace (1992) claimed that the approach of CDA used for the development of reading skills into the students to identify different ideological substance in the text through reading skills. For this, purpose must develop the critical thinking skills into the students to critically analyze the text through reading skills. CDA develops the skills of critical thinking, increase the capacity of post, pre and during readings frameworks. So, CDA with reference to reading skills and discourse-based language teaching and curriculum makes the learner able to examine the structure of the text more critically and closely to identify the ideological arrangement of material in the text. Consequently, the discourse-based teaching, activities; curriculum developed the skills of critical language awareness and critical thinking in the students.

CDA 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. Firstly, Hughes (2006) gave the emphasize on evaluating the design of textbook activities, and questions to investigate that how the content of textbooks, according to the standard of social-cultural and cognitive standards of second language research. Fairclough (2002) stated that another stander of second language research is falling apart in critical linguistics which could be that part of textbook evaluation.

The evaluation of the textbook with the critical perspective permits the syllabus designer and instructor to investigate the query that how the activities, exercise and question gave the learner an opportunity to solve the learning problem, create the critical thinking skills to students to observe the linguistics feature of text and get to know about the influence of power hidden in the text to learn the language through critical perspective. The evaluation of textbooks from critical view raises the ability in students to critically think about the link between the language, and the influence of power on language, the relationship between power and language gives the edge to students to learn second language. Case (2004) stated that such kind of learning; facilitate the second language students to develop the ability to see their own live experience reflecting in the design of curriculum. so in the field of critical linguistics Fairclough (2006) introduced the concept of critical language awareness for the evaluation of textbooks.

Critical language awareness.

Zuengler and miller (2006) presented critical theories with reference to SLA. According to these researchers, these critical theories facilitate the instructor and syllabus designer to design and

develop the curriculum in this way to reveal the ideological and power influence and assists as a naive method in the education system. Thus, the concept of CLA proposed by Fairclough (1989), he stated that the approach of CLA facilitates the students to critically read the text and uncover the hidden ideologies and to develop the skills of critical thinking.

Fairclough (1989) stated that many writers used different kind of discursive event in their writings to manipulate the meaning of the words, the grammatical structure of the sentence and rhetorical structure of the text to imply ideology in their text production. Sometimes the writers of textbooks passive voice to decrease the significance of the point of view of the topic in a clause, but on the other hand also utilized the active voice in sentence to create the link between the remaining clause of the sentence. Most of the time used formulaic language in their writing to develop the importance of their topic.

Consequently Fairclough (1989) considers language as a social phenomenon and this social phenomenon is a part of linguistics because whenever students read the text thoroughly then they become the part of vast discourse. So, these critical strategies facilitate the teacher in such way to develop these critical skills to reveal the hidden ideological properties of the text by using critical language awareness.

Relationship between critical thinking and Textbook.

The role of CDA in the context of education is to develop the ability of critical thinking to observe the phenomena of world surroundings. Van Dijk and Pennycook (2006) considered that the approach of CDA principle must be introduced in EFL /ESL setting of education. Paul (1988) explains critical thinking as ability which is based on observation. On the other hand, through this ability students are able to give the answers of the question for instance evaluation, synthesis and analysis.

The school of critical thinking believes that teachers in education system must give significance to this ability to develop their students. John (1933) elaborates the importance of critical thinking skills in the education system. Brookfield (1987) stated that education system and teacher gave attention to encourage the development of critical thinking and instructor could also design the exercises, questions and feedback in syllabus designing and textbooks to expand this ability of critical thinking in their students through curriculum.

Consequently, Mahyuddin (2004) asserted that critical thinking makes the learner able to fulfill the goals of education, solve the problems and making decisions by using their critical thinking approach to deal critically with their learning.

This part of the literature survey top to bottom characterize the hypothetical ramifications of CDA in English language teaching with reference to their classroom exercises, schedule planning, and teaching of various territories of language teaching. Moreover, to highlight the contribution of CDA in the field of ELT and textbook evaluation next portion identify the implication of CDA approach with respective to ELT.

Current researches in CLA.

Many researchers following CDA and CLA as a theoretical framework for their researches to develop more CDA awareness with reference to English language teaching and textbook evaluation presented 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.	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.	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.
Ali Abbas (2017) Effects of CDA Instruction on EFL Analytical Reading Practices.		Semi test plan, a survey and a test were used to accumulate information from a perusing class.	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.
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.	The educational model of CDA used in ESL classrooms at Kazakh Ablai Khan University of worldwide relations and world languages.	The findings of the research demonstrate that the students critical thinking and analytical skills advancement has seen after the proposed methods to create CDA.

Consequently, by following all the literature reviews of previous theorist, applied linguists, and researchers we find out different gaps of previous researchers and raise research questions with reference to the application of CDA in English Language teaching. All the sections and sub-sections of the literature review will define the all basic theoretical underpins of different theorist with their

works; also define the historical background of applied linguists within the relationship of ELT. The most important of the review is to highlight the current status of research in this area, where define recent works of researchers and scholars by discussing their research background, purposes, research methodologies, and findings and implication of their research in different research context.

Methodology.

This chapter delineates the *research methodology and design* actualized in the research, implemented in the study. In order to enrich the data from different perspectives, multisorts of sources are applied upon it. This chapter gives you the insight about overall research design and procedure which we followed in this study. The concerned study requires a deliberate development of the data collection sample. These data collection samples will turn into the entry points to the research.

Type of Research.

The study was included qualitative analyses. This type of analyses was done under the theoretical framework of Fairclough (2001) concept of critical language awareness.

Size of Sample.

The size of sample for current research is reading textbooks analyze with reference to the stages of reading process. The title of the books that is used for analysis named as reading reflection and writing by Smazler.

Procedure of Research Analysis.

The present research, analysis followed the five stages of Fairclough (2001) theory of critical language awareness. Each stage carries different research questions to answer through analysis. The following research design presented in tabular form below.

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 in systematic way by providing knowledge.	Q3. How the discourse in activities and exercises of the questions indicate the attention of students towards particular feature of linguistics? Q4. How the discourse in activities and exercises of the questions interrogate the students to investigate the particular attribute of linguistics in the text?	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.
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 3. Manually analyze the CLA stage of explanation in textbook question, activities and exercise.
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 4. Manually interrogate the CLA stage of developing practice in textbook question, activities and exercise.

Results and Discussion.

The portion named Results and Discussion comprises detailed discussion of findings of the research referring to the research questions and also with the relevance of research evidences. The data analysis of current research starts by following the stages of Fairclough (2003) critical language awareness.

Stage of Reflection.

The data analysis starts from the first stage of CLA named as reflection by following the section of pre reading of the book. In this activity teachers govern pictures, word list, different illustrations and vocabulary items. This process facilitates students to reflect and share their own lives experiences in the text.

Fairclough (1989) stated that every discourse contains ideological substance by following different topics for instance issues of class and gender differences, and racial issues are best part to investigate the critical language awareness. Smalzer (1996) book consist on prereading section, which based on two to three passages for vocabulary which lead towards the questions that demonstrated different character and central idea of the reading text for further discussion. Smalzer (1996) book consist of ten units which consist of 42 passages of key words and 32 pre reading exercises with different questions of pre reading section. The analysis of this stage based on three levels of analysis which discuss below:

1. The section of pre reading instigate that this section did not captivate students in reflecting.
2. The section of pre reading instigates that this section trying to hold the students in reflection.
3. The section of pre reading provokes that this section connecting students in reflection.

The findings from the Smalzer (1996) textbook disclose that out of 32 prereading questions, 29 questions instigate that 29 questions captivate students in the activity of reflection where they

reflect and share their personal lives experiences by following and identifying different vocabulary words. These questions are categorized in the third level of analysis because these pre reading questions purely involves students in the activity of reflection where the students have opportunity to critically reflect their own lives experience in the discourse of the text. The question which showing the complete involvement of the stage of reflection, in the text of discourse receives from the starting activities of every reading lesson. One of the examples of the activity of reflection taken from the chapter two is titled, “Head or Heart” by Lucille Forer presented below.

“Are you more emotional or more logical when you make decision and judgements? Think of decisions you have made recently about education, work, friends, and family. Did you follow your head(logic) or your heart (feelings) in making decisions? Compare class results and see how classdivided into thinkers and feelers? (Smalzer, 1996, p. 33).

Table 2. Examples of Text.

In this activity, Smalzer (1996) successfully and critically involve the students in the activity of reflection where students hold to share their own lives experience. In such way, students create parallels between their own lives experience and the reflection of the discourse in the text.

Ndura and Righettoni (2005) stated that activities and questions of the text provoke the students to investigate, that how author utilize language in the text to produce ideological substance and this state gives more importance at pre reading section. In prereading section, teachers engage the students by asking questions where they reflect their own live experiences within the discourse of the text which is presented in the book exercises.

Case and Ndura 2005) reported that those questions which based on the critical reflection point of view will captivate the attentions of the students towards the utilization of language to enhance the ideological strength of author. Thus, by following Fairclough (2003) CLA stage of reflection

Smalzer (1996) developed the activities of reflection at pre reading stage where they involve the students in the activity of reflection where they share their own lives experiences.

Stage of Systemization.

The second stage of CLA named as systemization by following this stage investigate the section of during reading of the book. This stage determines the fact that to analyze that how questions of the text engage the attentions of the readers towards particular feature of linguistic by analyzing the language in depth. This process follows the systematic way to categorize the feature of linguistics in the discourse of the text. The stage of systemization provokes high order of thinking skills for instance, synthesis, evaluation, inferences and judgment. At this level student utilize these high-level skills to identify the linguistics features from the text of the textbook. Halliday (1994) stated the idea of relational language features gives an appropriate interpretative method for administering the reading through systemization and description.

Halliday (1994) introduced three metafunction of the language such as informative, expressive, and directive utilized as the source to inspect the interaction between reader and writer to investigate the social relations of the people. By following the concept of Halliday (1994) Fairclough develop questions and linguistics feature for analysis. The linguistic feature refers to the experiential feature which based on the items of vocabulary and grammar based on nominalization and over usage of words. In present research analysis these features facilitate to investigate the representation of different beliefs and experience of author with reference to natural world. The second feature belongs to relational linguistics features which investigate the usage of I, you and expressions of euphemistic.

This linguistics feature in present research helps us to investigate the relationship between character and ideology of discourse. These relational features based metafunction of language create

courteous relationship between reader and writer. For the perspective of analysis, relational features of language investigate the modals verb such as should, would, could, might, may, etc., and also investigate the utilization of language in informal way for instance slang words help the wrier to make the statement of request, demand and command.

The final linguistics feature refers to the expressive feature which analyze the usage of subordination which showing the exploration of social identities in the text of textbook. Fairclough (2002) consider these functions and features as discursive act. In Smalzer (1996) books points out different linguistic features that captivating the attentions of the readers towards phrases for instance, “Like” “did you know”, in 7 unit titled as “a better quality of life through modernization or tradition. By the point of analysis of relational features of language, these kinds of phrases provide indication that how Hodge (1996) utilized language to develop the relationship between reader and writer. The exact quote of the lesson is illustrated below:

“Many individual aspects of the traditional culture were far from ideal: there was a lack of what we would consider basic comforts, like heating in the freezing winter temperatures (Smalzer, 1996, p. 195)”.

“I certainly do not want to find myself in the position of defending illiteracy. There is no doubt that the Ladakh now needs to be able to read. In our society, being illiterate in effect means being powerless. We have become utterly dependent on the written word. However, in the traditional culture, the scale was such that if you could speak, you were in position to influence decisions. Even if you were illiterate your power to decide matters effecting your own life (Smalzer, 1996, p. 195)”.

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

Metafunction	Discursive Act		
	Linguistics Feature	Explanation of Linguistics Feature	Examples
Experiential	Over wording	Utilization of expansive language	Not found
	Nominalization	Manipulation of noun into verb	“White lies” “Desperately ill man” (Lies, Deception and truth p. 137).
Relational	Usage of euphemistic expression.	Negative usage of substitution.	All titles of the stories.
	Usage of hedges and fillers.		“like” and, did you know”.

Table 3. Examples of Discursive Acts

The lesson extract above unveil an interacting division between the utilization of formal and informal language by Hodge (1996). This division basically a point of departure for the writer where Hodge (1996) introduced his ideology regarding illiteracy and traditional culture where he divided his readers in two groups to define the ideology of power, and status of illiteracy in modern life.

Smalzer (1996) used the hedges and fillers in his questions for instance “like”, “did you know”, “and” etc these filers and hedges perform the metafunction of “informative” in the discourse of the text. This analysis useful for the curriculum designer and teachers to develop such questions in lesson exercises which engage the student’s systematic abilities to categorize the language of the discourse of the text. The phase of the description investigates that how Hodge (1996) utilize language to develop his amicable relationship with their readers to produce ideological perspective of power and illiteracy.

By emerge the stage of systemization with the third stage of CLA “Explanation” where teacher and curriculum designer may ask students to compare the interpretation of the following lesson extract with reference to Fairclough (1989) idea of power, ideology and discourse. Fairclough (1989) stated that the basic aim of investigating the relational features of language with reference to critical point

of view is to indicate that how author demonstrated the world by following particular selection of the vocabulary which highly mark the ideological material in the discourse of the text. So, in this way teacher and curriculum designer investigate the usage of modals verb, different metafunction and informal language utilized by writers in their text to develop request, command, and demands to build relationship with their readers to generate a specific ideology.

Consequently, overall findings uncovering that there are exceptional text-based activities in Smalzer (1996) book but out of 23 questions only 2 questions grab the attention of the reader to examine the writer utilization of language for the advancement of ideology in the text. These two questions taken from the Hodge (1996) “a better quality of life through modernization or tradition”.

The function of description and systemization is that it’s engaged the curriculum developer and teachers in the process of learning to highlight the writer discursive utilization of the language. It also investigates the different questions of the textbook that based on discursive nature of language task. Such kind of analysis facilitates the curriculum designer and instructor to utilizing this kind of analysis in textbook which rarely seen in textbook exercises. The stage of systemization gives opportunity of the questions for the students which is based on the concept of power and language, that becomes the part of every text but hidden within the discourse of the text. So CLA helps students to uncover the hidden ideological vocabulary and concept behind the textbook lessons, activities, and question with keen lens.

Stage of Developing Practice.

The last stage of critical language awareness named as “Developing Practice” that makes the teacher able to investigate the section of post reading questions, exercises and activities. Fairclough (1983) coined the term emancipator discourse which helps in an instructional point of view which engage students to develop awareness and consciousness about the transformation of one discourse

to another and how to practically utilize discourse is an essential phenomenon to examine. Fairclough and Clark (1987) stated that through discourse students find new ways to participate their own voices, experiences, perspectives that influence the social practices.

Investigating the textbook texts connecting students in the process of emancipator discourse, which demands teachers to develop such activities which gives emphasize on the attention of students that how to change the position of discourse by following different ways. The discourse of the textbooks facilitates the students to think critically and being as authorized speaker is to develop the good picture of society.

By following CLA stages, develop more robust exercises and activities which captivate students to systematically categorize different linguistics features from the text and identify interconnection discourse such as, relationship of power and ideology, different social practices and production of ideology through these linguistics features. Through the series of stages, understand that what kind of knowledge students learn to highlight the influence of discourse on other discourse and the origin of discourse by identifying its limitations.

Fairclough (1989) CLA stage of developing practice makes the students able to review, summarize and synthesize the whole material which they learnt from the previous three stages of CLA and the stages of pre and during reading stage. The postreading section of the Smalzer (1996) textbook consists on writing sections, activities of grammar, sentences, and punctuation. In this section Smalzer (1996) only focus on the element of summary neither focuses on review and synthesis. The lesson begins with the first reading section where Smalzer (1994) gives stress on to getting command on the topic of the reading, the second reading section belongs to the responding to the main idea of reading by compiling summary of main idea of lesson and third section of every lesson consist on writing which belongs to the elements of grammar, type of sentences, modals of

successful writing, and punctuation.

Smalzer (1996) final section of textbook gives more stress on the importance of logical writing style by following different contextual words and genre of writing. The writing section of every lesson based on such questions for instance, generating ideas, preparing debates on specific ideas, draw an outline of essay, peer feedback, summarize the main ideas, and topics of different argumentative and descriptive essay. For example, in 8 chapter title as “Our Planet” the post reading section of this lesson based on the core assignments of writing, such as:

- Q.1 “Writing one sentence summaries of Simons views on each of the following topics: food, land, natural resources, and the standard of livings (Smalzer, 1996, p. 240)”
- Q.2 “Exercises of pronouns agreement and clear references, and correcting vague pronoun reference (Smalzer, 1996, p. 241)”
- Q.3 Compare and contrast the environmental problems faced by developed and developing countries. Include solutions in your discussion (Smalzer, 1996, p. 243)”.

Table 4. Examples of Text.

The findings of the textbook text reveals that Smalzer (1996) textbook contains 10 units and every unit contain three section of reading but the last section of post reading not relevant to the topics of reading rather postreading section of the textbook belongs to the core concept and topic of writing.

The topics of this section are related to the writing of the students. The same formats of writing topics circulate in the whole ten chapters of the book. So, there is not any question and research-based activity which engage students to practically utilized and manipulate the discourse in a specific subject.

Research based questions and activities consist on many tasks that develop practice and make the student able to use and manipulate the discourse in their lives experience. For example, student may

conduct interviews, research-based project and collecting data for any subject to create interaction with people on the issues of language, power, and culture. In this way, students are able to transform the language and develop interaction. The summary of all stages of CLA presented below.

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	224	10
Stage 2. Systemization textbook exercise, questions, and activities connect with stage 2		08
Stage 3. Explanation textbook exercise, questions, and activities connect with stage 2		0
Stage 4. Developing Practice textbook exercise, questions, and activities connect with stage 2		0

Table 5. Summary of CLA Stages.

Consequently, data analysis instigates that Smalzer (1996) textbook text do not follow the stages of critical language awareness except of stages of reflection and systemization. The total number of questions in Smalzer (1996) textbook is 225, in which only 20 questions are belongs to the stage of reflection and systemization. The most important stage of CLA is developing practice that did not propose in the text, neither the text of the textbook present the questions regarding developing practice that is more important for students to make them critical thinkers. This is clear fact that all the activities, questions and exercise of Smalzer (1996) textbook are consist on content-based activities that's not arranged according to the stages of critical language awareness.

Ndura & Righetini (2005) stated that the tool of CLA facilitate the material of the textbook to emphasize on the process of reading. Case (2005) reported that the evaluation of textbook through

the tool of critical language awareness demonstrated the direction to manipulate and investigate the ideological discourse of the content. For the textbook evaluation utilize critical language awareness approach is difficult for teachers and syllabus designer but present research restricted the analysis to only investigate the questions and exercises of book. For this purpose, to investigate the text demands the vast understanding regarding critical discourse analysis and social issues of students. Ndura (2005) suggested that syllabus designer and teachers make it necessary to write students own lives experiences into the designing of 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. As Ndura & Righetini (2005) declared that the idea of critical theory is a general concept and the concept of CLA is much specific. So CLA is necessity of the time and it must be an apart of present time curriculum for students.

CONCLUSIONS.

The present research summaries and focuses on both pedagogical along with the future implications of the current research indicating limitations of the research territory. The current research major purpose is to investigate the textbook of reading by applying Fairclough (2002) approach of critical language awareness on the content, exercises and questions of the textbook.

The research questions of present research belong to the Fairclough (2002) suggested stages of critical language awareness. The findings of the research reveal that Smalzer (1996) textbook material does not follow the stages of critical language awareness except of stages of reflection and systemization. The total number of questions in Smazler (1996) textbook is 225, in which only 20 questions are belongs to the stage of reflection and systemization.

The most important stage of CLA is developing practice that did not propose in the text, neither the text of the textbook present the questions regarding developing practice that is more important for students to make them critical thinkers. This is clear fact that all the activities, questions and exercise of Smazler (1996) textbook are consist on content-based activities that's not arranged according to the stages of critical language awareness.

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DATA OF THE AUTHORS.

1. **Zahra Rubab.** PhD Candidate, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. Email: zahrajaffri12@gmail.com
2. **Syed Kazim Shah.** Assistant Professor in English at the Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. He obtained his doctorate degree in Applied Linguistics from International Islamic University, Islamabad, Pakistan. Email: kazim.shah@gcuf.edu.pk
3. **Amna Arshad.** PhD Candidate, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. Email: amna.arshad901@gmail.com

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