



RESEARCH PAPER**Ideologies in Textbooks for O Level by Foreign and Local Authors: A Study through Critical Discourse Analysis**

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ABSTRACT

Ideology is associated with a person's belief system. The original impetus for the research study came from the need to explore the ideological manipulation and representation in Islamic Studies textbooks for the O level. To this end, this study focused on how ideologies are manipulated in the text and how the texts have been manipulated through ideologies. The study is exploratory and conducted through a qualitative research paradigm. Fairclough's three-dimensional model is used to analyse the texts. Data were collected in the form of two textbooks of Islamic Studies titled 'Islam: Beliefs and Practices' by Yasmin Malik and 'Islamiyat' by David Thomas and Mustafa Draper. The findings revealed that the foreign authors used more linguistic devices of experimental values of vocabulary. On the other hand, the local author used more ideologically contested words and the experimental value of grammar analysis. It is recommended that the students should be provided with research-based content free from any kind of bias.

KEYWORDS Ideology; representation; textbooks; Critical Discourse Analysis

Introduction

A few years ago, linguistics is considered a separate field of study in Pakistan. Now, language is an interdisciplinary approach that is associated with sociology, psychology, the study of religions cultural studies, etc. The linguistic approach has a broad level of analysis of various textbooks at various levels. Textbooks are considered a very influential source for learners in schools. The functions of these textbooks are to influence the learner's everyday life. Textbooks are viewed as more significant than other elements of a learner's life and every society relies on textbooks for critical thinking and authentic knowledge.

Societies are formed by various forces of social grouping and social associations which deviate from small municipalities to big municipalities and from large towns to wider states. Different people of different societies have their own identities in the construction of philosophies and practice civilization, while these practices confirm the individual's uniqueness and make him different from other people or groups. This distinctiveness shows them different from other cultures and shows how cultures and societies come to exist.

Many other elements influence the students and learners. Textbooks are assumed as a basic contributor or helper to influence students' thoughts. In the Pakistani context, students are influenced by textbooks directly and indirectly. There are many levels of student perception but most studies show that these textbooks influence the student's

perception and affect the insight of students. Sometimes these textbooks affect the previous ideologies and construct new ideologies in students' minds (Rahman, 2002).

Since the independence of Pakistan, there have been many struggles to change the syllabus according to Pakistani values, customs, traditions, culture, religion, and ideologies. It also focuses on agriculture, technology, science, engineering, medicine, and other required national elements (Rehman, 2010). In Pakistani society, mostly children spend their time reading the textbooks of their O' level (Yaqoob, 2011). Although they are not reading the textbooks directly they expressed various activities that are closely associated with textbooks indirectly.

For social and linguistic research, ideologies in a language are meaningful in the sense that they are not just about language. Irvine (1998) argues that with the help of religious and political interests, ideologies are a cultural system of ideas concerning social and linguistic relationships. English is the most commonly studied as a second language of all languages worldwide. Furthermore, English is one of the core courses in the high school curriculum. Textbooks differentiate between different institutions. Textbooks are elements of a framework that enforces a sense of duty, morality, and coherence in society. Language philosophies are constructed by the sociocultural perspectives of the speakers that contain "(1) theories about the essence of language itself; (2) principles and definitions attach to specific codes; (3) linguistic significance hierarchies; and (4) how identities and places are related to specific linguistic codes" (De Costa, 2011, p. 349).

Literature Review

Theoretical Framework

The theoretical framework refers to the various concepts that are relevant to methods and theories of study. It demonstrates the relevant concepts of study in a broader way (Davis, 1995). The theoretical framework contributes to the study in different ways. The theoretical framework tackles the questions and answers such as how and why and it also describes the numerous aspects of the study (Grosz, Weinstein & Joshi, 1995).

Cognitivism offers the ability to think and rethink things and it forms the appropriate ideas that are emerged by the mind. Language is the combination of ideas, mental perspectives, and cognition. There are two perspectives of knowledge association and investigation, language and psychology. Language and psychology are interdisciplinary subjects in cognitive linguistics. Cognitive linguistics discusses the language and mind and how these elements work together or are closely linked to each other. Both elements have a process of understanding just like any language gives the meanings and forms the various ideas and afterward, these meanings construct the cognitive skills (Carpenter, Moser & Romberg, 2020). The following theorists play a magnificent and vital role in continuing the formation of cognitive theories.

Blommaert (2005) argues that critical discourse analysis was traced by various linguists at East Anglia University England in the nineteenth century but prominent were Norman Fairclough, Teun Van Dijk, Paul Chilton, and Ruth Wodak. Some other linguists and analysts contributed to CDA like Widdowson (2004), Blommaert (2005, 2006), and Billig (2008). Critical discourse analysis is an interdisciplinary approach that unveils hidden thoughts, ideologies, and meanings (Gee, 2014). CDA reveals the hidden things and language that are used in a particular context and it is the outcome of critical analysis through various techniques. The field of CDA research consists of different methods and disciplines due to analytical work through attitude (Arce & Anderson, 2020).

CDA points out the critical aspects through analysis and characterizes them as objectors in a social movement. Critical discourse analysis is not only evaluating the ideologies, injustice, and discriminations but also fixing these discriminations through acknowledgment and encouragement. CDA stops discrimination and resists power and ideologies for the sake of social change (Strauss & Feiz, 2013). Critical discourse analysis advocates and supports the social groups who are facing injustice, racial elements, and discrimination through power and interests (Wodak & Meyer, 2009). It is not like other social sciences, CDA is not considered objective and dispassionate but it is a committed study in a well-organized way to affect the social practices (Fairclough, Mulderrig & Wodak, 2011: 358). CDA unveils the social systems, discriminations, gender, class, race, and religion in a classified way.

Hegemony is defined as "the domination of one unique viewpoint" (Brown & Yule, 1983, p. 7). It is clear that English is now the universal language and, as such, has hegemonic and ideological elements within it (Elham & Reza, 2012; Genc & Bada, 2010; Koester, 2010). Hegemony is a tool used by dominant forces to control subjects whereby the latter recognizes domination as inevitable and imposes it without objection in the interests of the former.

Many gender ideologies exist in Pakistani textbooks through different words, phrases, clauses, and clusters. The words that show the ideology e.g., sacred war (jihad), martyred, and secular notion, and these words show the cultural and traditional aspects. Other words which show gender inequality such as Sharm, ghairat, izzat, moahsra and parda (Rahman, 2002). In different regions of Pakistan, Honour killing is considered positive due to female sexuality. Women are bound in their houses and few words unveil the contextual thought about injustice like parda, khoob serat, sharif, naik and pakbaaz.

Mattu and Hussain (2003) argued against biases, honour killing, and women's discrimination in textbooks. They analyze the educational planning and gender inequality in O-level textbooks and classes. According to them, women are not active in violating the conventional rules e.g., in games, in institutions, in social life, and education.

This study denotes that there are not only Sikhs and Hindus but also Muslims who are committing cruel and brutal activities whenever they get the chance. Furthermore, textbooks indicate other things like praising the wars and Jihad in the hatred of India (Nayyar & Salim, 2003). The country of Pakistan is based on the theory of two-nation, Muslims and Hindus are quite different nations to each other, there were two reasons for a new state in textbooks that are published by the government. First is sacred armed forces and second is the theocratic nature of the country.

Crawford (2004) denoted that the knowledge of textbooks was determined by culture. Textbooks are culturally dependent and dominant groups are sources of ideologies, political power, and religious power. The formation of textbooks is based on political and religious elites and these textbooks discuss the ideologies, controversies, dominance, religion, and political practice. Rahman (2004) saw a deep insight into nationalism, language, language planning and policy, language dominance, and diachronic fluctuations in language, culture, religion and ideologies in textbooks.

Pakistan is a Muslim country and the curriculum is not only based on Islamic ideologies, identities cultural values and ethics but also on technology, science, agriculture, and medicine (Rehman, 2010). General Zia said that 'our children are learning through curriculum and they try to make good Muslims to themselves'. The basic object of the Pakistani curriculum is to promote Islamic ideologies. Secular and liberal elements do not

exist in Pakistani society due to the presence of few leaders and dictators like General Zia (Verma, 2011). Most of the problems in the construction of textbooks are due to political agendas. Schools' education should be designed according to time and situations and look at the different perspectives of the country respectively. Education is the source of information, curiosity, knowledge and attention and it compares Islamic ideologies with recent situations and diachronic discipline in teaching. Many problems exist in the syllabus and educational books (Haider, 2011).

According to the study of Talib and Fitzgerald (2015), the metaphor of diversity in policy texts and a compilation of policy texts from 2002 to 2012. It offers a means of structural injustice within the education system and gives justification to this disparity as required across separate moral discourses.

Material and Methods

This research focuses on various ideologies and their representations through exploratory research in Islamic textbooks of O level by foreign and local authors in Pakistani schools and classrooms. The methodology does not discuss the solutions to complications in research hypotheses and it is not just a method. This is exploratory research which explores the research paradigm, nature of research, reality of research, and theoretical framework (method).

According to Cresswell (2014), qualitative study has various characteristics just as to bring out inductive and deductive analysis, concentrate on natural settings, reflexivity, researcher's role as a significant instrument and complete account. Critical discourse analysis is closely associated with the qualitative method. This study explores the ideologies in academics in a descriptive way.

The data collection of the research study includes Islamic Studies textbooks for O level entitled "Islam: Beliefs and Practices" by Yasmin Malik considered as a local author and "Islamiyat" by foreign authors such as David Thomas and Mustafa Draper.

The qualitative analysis of Fairclough's three-dimensional model is used for ideological analysis of various authors' perceptions. Fairclough's analysis is grounded on three elements: Description, interpretation and explanation.

- 1) Text: the linguistic features of the text analysis are lexicalization, cohesion, grammar, and structure of text (syntactic structure).
- 2) Discursive practice: this process relates to the productions and consumptions of the text, including the "force" of utterance, intertextuality, coherence, and inter-discursivity.
- 3) Social practice: the institutional circumstances of the discursive events and the constitutive effects of discourses.

Results and Discussion

Ideology discusses two contradictory perspectives, positive ideology, and negative ideology. Positive ideology expresses different values of certain fields, groups, and interests. Whereas negative ideology discusses false intentions and consciousness which has negative impacts on the reader's understanding. Many problems in the world can be solved through positive ideologies. Ideology presents the true picture of word and it helps in illustrating the present and future situations and how the structures are understandable.

Ideology Representation Formulated by Fairclough in 'Islamiyat' by David Thomas and Mustafa Draper

In this model, Fairclough clarifies the lexical choices to express the various beliefs and ideologies. These ideologies exist behind the text and words. The analysis of the text is based on a few important questions and their sub-questions. The experiential value of vocabulary analysis and the Experiential values of grammatical analysis are used for the analysis in this study and the first sub-question is selected as ideologically contested words.

Question 1: Experiential qualities of used words

- i. Ideologically contested words.
- ii. Rewording or over-wording.
- iii. Meaning relations (synonyms, hyponyms, antonyms).

Ideological Contested Words

The following text extracts from 'Islamiyat' by David Thomas and Mustafa Draper explore instances where the authors have used ideologically contested words. According to Fairclough (1989), few words are ideologically contested words and these words show the struggle of ideology. In a nutshell, the similarities are more than differences in sourcebooks and their translations. The ideologically contested words examples are the following:

*In this battle, a number of Muslims who had memorized the Quran were **killed** and this made him **fear** that the Quran might be **lost**.*

In this instance, the authors present their intended ideologies through words. The authors are talking about the battle of Yamama where many of the reciters of the holy Quran were killed. The word 'killed' has negative impacts on learners' minds because this word shows that Muslims are powerless and have false beliefs. The other word is 'fear' which shows negative ideology regarding Muslims because the powerless always feel fear from the powerful. According to Muslims' belief, they have no fear regarding the missing Quran because it will exist until the end of the universe. These lines show the negative ideologies about Muslims.

*Hazrat Abu Bakr was **reluctant** to do something.*

In this line, the word 'reluctant' shows the ideological biasedness about the true friend of Prophet Muhammad (peace be upon him) Hazrat Abu Bakr. The word 'reluctant' shows that Hazrat Abu Bakr was unwilling and felt hesitation to be involved in this situation. This situation was about the collection of the Quran in the form of different pieces and storing it. Although he was a loyal and true friend of Prophet Muhammad (peace be upon him) through this word, authors do pay not proper attention to him.

*They used to **mock him** about the death of his sons, saying that he would be like an **abtar**, an **animal** with its tail cut off.*

In these lines, the writers use biased ideology through specific words such as mock, him, altar and animal. The word 'mock' highlights the act of reticulation and imitation. The word 'him' is used as a pronoun which means Prophet Muhammad (peace be upon him)

who faced the laughs and jokes of people after the death of his sons. People used informal or slang terms for him just as 'animal'. This example shows the negative behavior of people but it should be clear that there will not be a Prophet after Prophet Muhammad (peace be upon him); even if he had no son who claimed a prophet. People used harsh language on the good acts of Prophet Muhammad.

*She showed her **disagreement** with some of Hazrat Uthman **policies** but she supposed his violent death. When the **two** sides confronted each other in 35AH/ CE 656, she was thick of the **fighting**. Hazrat Aisha's side **lost this battle**.*

This instance presents a one-sided ideology. The writers use the ideological contested word 'disagreement, policies, two sides, fighting and lost this battle'. The writers present their covered ideologies by using both positive and negative connotations. They are talking about the various perspectives regarding Hazrat Aisha. The word 'disagreement' is the speech act of disagreeing and arguing against Hazrat Uthman, while the phrase 'two sides' indicates the two armies in the battle of the camel. The word 'fighting' has a negative connotation which shows military operations.

*Hazrat Muhammad's **party** moved on without noticing her absence, and she was eventually brought back to Madina by a **handsome young man**.*

In the above-given instance, the authors show bias because they are talking about the absence of Hazrat Aisha (the third wife of Prophet Muhammad). The writers represent a passive role regarding her. In these lines, they use foregrounding techniques to show their ideologies. The word 'party' shows the companion of the Holy Prophet Muhammad (peace be upon him) while the phrase 'handsome young man' points out the anonymous man that has a negative denotation or connotation. This instance shows negative ideologies regarding Prophet's wife which has a negative impact on student's thoughts.

Experiential Value of Vocabulary Analysis

According to Fairclough's (1989) Model, experimental values have four features: over-wording, hyponymy, antonymy and synonymy. The formal items of text are the representative of producer's experience of the social world. Experimental values do the same things with knowledge, contents and beliefs (Fairclough 2001, p.93).

*Muslims and Christians shared many **beliefs** and moral **values**.*

The usage of these words by the writers represents that Muslims and Christians have the same kind of beliefs and values. This sentence shows the biases of authors because every religion has many complexities and differences. The beliefs and values have agendas and positive ideologies regarding Christians but Islam gives them many rights. Beliefs are fundamental requirements of every religion whereas values are basic requirements of every society.

*Muawiya moved against the Caliph and the two forces met at Siffin in 37AH. The **fighting** proved **indecisive** and **unsure** for many days, then when Muawiya side seemed to be losing, he was advised to fix **Qurans** to their lances indicating that the outcome should be decided not by **warfare**.*

In these lines, authors use various synonyms to express their ideologies. In the above instance, the word 'Caliph' denotes the Caliph Hazrat Ali. All synonyms highlight the negative role of Muawiya in a battle of Siffin but this is the writers' one-sidedness. According to the Islamic perspective, the Caliph is a superior person of the state. Hazrat Ali was a remarkable and worthy ruler or caliph of Islam whereas Muawiya was a great Muslim and follower of Prophet Muhammad (PBUH). The writers use many conflicted terms that tend negative perspective in the reader's thoughts. In these lines, writers show unfairness that has a negative impact on the beliefs of readers.

*Hazrat Abu Bakr said: Men, if anyone worship Muhammad, Muhammad is **dead**, if anyone worship Allah, Allah is **alive**.*

Another example of ideology's influence on learner's thought through the usage of antonyms. The authors imply ideological antonyms. In the above sample, Hazrat Abu Bakr addressed the audience that Prophet Muhammad was dead but Allah was alive and immortal. Islam is not just the religion of Pakistani Muslims but it is the religion of all humans of the world. These lines denote that everyone will be dead but no one can worship. Prophet Muhammad is a man who has all good qualities but Muslims can't worship him as Allah.

Experiential Values of Grammar Analysis

According to Fairclough's (1989) Model, the experimental value of grammar deals with the grammatical forms and grammatical structure of language. It includes declarative, interrogative, negative, exclamatory, and imperative sentences. In this value, the main focus is on the structure of sentences and how sentences construct ideologies. Different authors use different kinds of sentences to import ideologies.

*The Messenger of Allah said, **will they expel me?** He said, yes, never has a man if I live to see the day **I shall help you with the fullest help.***

The first line includes a question that is asked by Prophet Muhammad (peace be upon him), while the second line expresses imperativeness. According to writers, Prophet Muhammad asked the question from Waraqa when the Quran was revealed first to Prophet Muhammad in the cave of Hira. According to Islamization, Nabi knows everything about the future but in this situation, Nabi asked questions from Christians or asking about the future prediction. The sentence 'Will they expel me?' is an interrogative sentence. The basic purpose of this sentence is to gather some information and clear the confusion about the particular topic but Prophet Muhammad is the last messenger of Allah.

***She was six years old when she was married to him.**
Hazrat Aisha's **side lost this battle.***

In the above examples, both sentences are declarative. Both sentences show the biases of authors because six years old child can't get marriage. A six-year-old child is not developed for marriage. Hazrat Aisha was the third wife of Prophet Muhammad (PBUH) and she was the Prophet's favorite wife in later years. However according to critics, when she became old and able to marry, then she got married to Prophet Muhammad. The second sentence shows that she was defeated in the battle of camel but actually, this battle did not happen due to peace. Although few people created anarchy Hazrat Ali and Hazrat Aisha's wisdom solved this problem. In these sentences, the authors point out their biased connotation.

*I have been given **authority** over you and I am **not** the best of you. **If** I do well, help me and if I do wrong set me right.*

The first sentence is imperative as well as negative which expresses the ideology of authors. Hazrat Abu Bakr was a true friend of Prophet Muhammad and the first Caliph of Islam. In the first sentence, the authors use foregrounding such as I had authority over the people. But then he said that he was not fine for people. The second sentence is conditional where Hazrat Abu Bkar wanted a response from the listeners. The author's word 'if' highlights the ideologies because the word 'if' is apart from confirmation. No doubt he was a great companion of the Holy Prophet and also a great Caliph or Islamic ruler.

Ideology Represented by Fairclough's Critical Discourse Model in 'Islam: Beliefs and Practices' by Yasmin Malik

This study is conducted through experimental qualities while these qualities comprise sub-questions such as ideologically contested words, vocabulary analysis and grammar analysis.

Ideological Contested Words

The following samples from 'Islam: Beliefs and Practices' by Yasmin Malik explore the various instances where the author uses ideologically contested words. According to Fairclough (1989), numerous words show ideologies, it doesn't matter whether these ideologies are negative or positive but the main object of these ideologically contested words is to point out the impact of particular ideas on student's minds. The instances of ideologically contested words are the following:

*When Prophet's two sons died one after the other and Quraysh **taunted** that they he had become **rootless** as there was no one to carry his name. When his sons died, they called him **Al-Abtar**.*

Prophet Muhammad (peace be upon him) is the last prophet of Allah and it is part of the Muslim belief that there will not be other prophets till the day of judgement. These words in the above example show the negativity of Quraysh. 'Taunted' means when people of Quraysh used informal and slang language about the death of his sons whereas rootless means he will not have a child. According to the writer, they used technical terms in taunts such as Al-Abtar which means a man who has no child to carry out his generation and name. Although these lines are associated with history but have negative ideologies.

*Muhammad **rushed** home greatly **disturbed**. The prophet was greatly disturbed and begun to fear that he had incurred the **displeasure** of Allah.*

The above instance shows the ideology that gives opposite meanings. The verb 'rushed' shows the negative connotation that denotes the Prophet Muhammad (PBUH) was disturbed after the first revelation. The writer uses just Muhammad while he is the last prophet of Allah Almighty and she skips the honorable words regarding Prophet Muhammad (PBUH). In this place, the author is talking about the last Prophet of Allah, she uses the name just as a common noun whereas it is a proper noun. Displeasure is a negative notion that covers negative ideologies.

Jews and Muslims constituted civil society and would enjoy **equal rights**. Protection of their churches was guaranteed and they were assured that priests would not be **expelled** from their church; **Christian women married to Muslim men** would not be prevented from visiting her church.

In above given samples are extracted from the textbook. The writer uses foregrounding elements just like old and modern concepts about minorities or non-Muslims. According to the writer, Prophet Muhammad (PBUH) established the Charter of Madinah, the Charter of Jews and the Charter of Christians for the solution of social, cultural, political, and religious issues. The basic object of these stances is to create brotherhood. Islam gives complete religious freedom to Christians and Jews. Muslims can get married to Christians and Jewish women because they have books. But in modern situations, Muslims do not accept this offer of truth and neglect these charters.

*Uthman **lacked** good leadership qualities; his leniency encouraged the **evil** elements in the Muslim state. There were numerous charges **against** Uthman, one of them was that he had appointed **insufficient** relatives as governors in four provinces.*

*It was also alleged that Uthman was too **lenient** and did not keep check on his governors. Another **allegation against** Uthman was that he had kept the State pastures for his own use and had **forbidden** the public to graze it.*

Hazrat Uthman was the third Caliph of Islam, he ruled twelve years. He was a great companion of Prophet Muhammad (PBUH). He had very peaceful and non-violent behaviour. The author has extreme ideological biases because she uses numerous ideologically contested words. In the first instance, 'lack, evil, against and insufficient' presents the negative ideologies of the author. In the second example, she uses both positive and negative intentions and connotations. The writer uses the phrase 'alleged against' and the word 'forbidden' to figure out one-sidedness. She does not use positive text for Caliph Uthman but to some extent, she uses the word 'lenient' to show positivity.

*He **accused** Ali of being involved in **assassination** of Uthman and protecting the assassins. He also said Ali's election was **illegal** as he was chosen by the rebels. Muawiyah resorted to a **trick** on advice of his general Amr Ibn Aas, his men raised the **Quran** on their **lances** as a sign that **war** should cease and that decision should be referred to the **Quran**.*

Here the writer uses ideologically contested words that confirm her ideologies such as 'accused, assassination, illegal, trick, lances, and war. She tries to develop her biased ideologies through the manipulation of the viewpoints of readers. People are sensitive about their beliefs and thoughts and the writer uses various foregrounding techniques and make them hide her ideologies.

Experiential Value of Vocabulary Analysis

Antonymy means the oppositional meanings of different words. Hyponymy refers to the meaning relations that are expressed in a hierarchy or order of various concepts and it shows the basic meaning of class. Experimental value evaluates the experience of the text producer, the experience of nature, and the experience of the social world. The classification of schema constitutes the specific way of division of reality that represents ideologies. The experimental vocabulary analysis is used in the following instances:

*Muhammad rushed home greatly **disturbed**. The prophet was greatly disturbed and begun to **fear** that he had incurred the **displeasure** of Allah.*

In this example, she uses synonyms such as 'disturbed, displeases, and fear' and these synonyms have negative connotations about the first revelation of the Quran upon Prophet Muhammad (PBUH). Firstly, she writes the word just Muhammad whereas Muslims do not use just Muhammad. They use Prophet Muhammad (PBUH) because He

(PBUH) is the last Prophet of Allah Almighty. Secondly, she uses negative words towards the first revelation in the Cave of Hira. As a way of evaluation, regarding, loving, and respecting Prophet Muhammad is an essential part of faith. Illustration of this love in written and spoken language reflects the social, religious and cultural ideology of writers and speakers. This sample criticizes the Muslim writers and communities who do not use honorific pronouns and titles just as 'peace be upon him' when they use the name of Prophet Muhammad.

*The Muslims were **unhappy** with the terms of treaty of Hudaibiyah, an incident happened which further **grieved** them.*

In this sentence, the author uses synonyms such as 'unhappy and grieved'. Both synonyms express inappropriate feelings. These words are not only defining the negative denotation but also negative connotation. Whenever Prophet Muhammad made any kind of discourse or decision, Muslims must have followed because they knew every decision of Prophet Muhammad could be useful for them. She writes a text which expresses her unfairness about the thought of Muslims.

*Talha swore **allegiance** to Ali, however he turned **against** him for not talking immediate actions against the murderers of Uthman and decided to fight him.*

The author denotes favoritism through the antonyms e.g. against and allegiance. Hazrat Talha belonged to those men who accepted Islam very early and he was a cousin of Hazrat Abu Bakr. He was the true companion of Hazrat Ali but in this text, the writer specifies the one-sidedness. The words 'against and fight' manipulate the notions of readers because both are respectable personalities of Islam.

Experiential Values of Grammar Analysis

According to Fairclough (1989), the experimental features of grammatical analysis signify the various ways of grammatical forms that are essential in language. It comprises the interrogative, negative, declarative, and exclamatory sentences. In these values, the basic focus is on the structure of sentences and it concentrates on ideologies in sentences. Experimental values of grammatical analysis are presented in the following instances:

*Umar come to me and said, I **fear** that there will be causalities among the readers of the Quran in different places, many things of the **Quran will be lost**. I said to Umar, **how shall I do something?***

The writer uses interrogative sentences to express her ideology in the above instance. Hazrat Umar and Hazrat Abu Bakr were remarkable Caliphs of Islam. The sentence 'How shall I do something?' states that Hazrat Abu Bakr was not ready for the collection of the Holy Quran because this process was so difficult in the past and there was no one who compiled it. The sentence 'Quran will be lost' clarifies the writer's one-sidedness because it is Allah who gives the guarantee of the protection of the Quran.

*Moawiyah was **not** happy and he **plotted against** him and offered a reward for his assassination.*

The writer illustrates the biased behaviour in the above example. This sentence discusses negative beliefs that have negative ideologies. Moawiyah was a great follower of Prophet Muhammad (PBUH) and also had great political domains. Here, she tends towards the negative ideology due to her one-sidedness. The word 'plotted against' has a

negative connotation. Negative connotations construct the negative idea in the reader's mind.

*It was also **alleged** that Uthman was too lenient and did **not** keep check on his governors. There were numerous charges **against** Uthman, one of them was that he had appointed **insufficient** relatives as governors in four provinces.*

The first sentence is negative that have negative ideology whereas the second sentence is declarative where the writer declares negative thoughts about the great Caliph Hazrat Uthman. Both sentences show the controversial thinking of the writer because Hazrat Uthman was the third Caliph of Islam and he served many duties of Islam but few people neglected his services. She uses very controversial words such as alleged, against, and insufficient. He did not appoint all his relatives. Mostly his relatives were appointed by Hazrat Abu Bakr and Hazrat Umar.

Discussion

The current study focuses on the exploration of represented ideologies in Islamic studies textbooks by foreign and local authors, these textbooks are used to teach the students of O level in the classrooms of Pakistan. This analysis proved that both writers offered biases and one-sidedness, they presented their biases through the typical terms and typical words. They portrayed few characters as positive whereas few as negative. There are many topics and historical events that show the bias and negative ideology of writers because these are very critical issues in the modern age, so writers show their thoughts through the discourse. It is the most prominent concept of critical discourse analysis that when the authors talk about the ingroup, they use positive language and connotation. When they talk about the outgroup, they use negative connotations and ideologies. Mostly writers hide information and have negative assumptions regarding ingroup due to manipulation.

Yasmin Malik's religious ideologies may affect her writings because she provokes the biases which shows that outgroup is negative and ingroup is positive. While David Thomas and Mustafa Draper are biased to some extent. They used negative connotations regarding ingroup and outgroup. David Thomas and Mustafa Draper's ideologies transformed situation to situation.

Pakistan is a very underdeveloped country that is facing many educational and religious problems. Here, Religious problems mean the development of sectarianism that provokes anarchy, terrorism and disorder. Islamic textbooks play a significant role in learning about the Islamic perspectives, Islam is the religion of peace but modern writers manipulate the language through ideologies and ideologies through discourse.

Islamization also plays a central role in the manipulation, influencing, dictation and motivation of one's thinking that is expressed in writing about social and cultural issues. This might be a cause that both local and foreign authors present their hidden ideologies under any influence of sect or typical religious thought due to manipulated ideologies. David Thomas and Mustafa Draper used ideologically contested words regarding the Holy Quran e.g. killed, fear, and lost and these words increase the complexity of the religion Islam while these complexities tend the extremism.

Ideologies have existed in both books but Yasmin Malik has more ideologies than David Thomas and Mustafa Draper because she lives in a society where sectarianism is common. Some ideologies are biased and are not acceptable but few have positive

connotations. This study is comparative, where the researcher compares the ideologies that are used by both authors. These ideologies can manipulate the thought of learners and discourse plays a crucial role in the manipulation of ideologies. The ideologies of both books can affect the existing concepts of learners regarding Islamic history and Islamic teachings.

Conclusion

The basic objectives of the current study were to find out or to explore the role of language devices in the ideological representation in Islamic Studies textbooks written by local and foreign authors which are used in the syllabus of O' level in Pakistan. Linguistic devices play a key role in ideological representation because language is the basic source of communication while the human mind and human language are closely associated with each other.

To explore the intended and hidden agenda of the text level, Fairclough's three-dimensional model is used for this purpose. This hidden agenda has many covered meanings that can be explored through critical discourse analysis. This study reveals that few linguistic devices play a central role in the representation of ideologies in both Islamic textbooks. The foreign writers used more linguistic devices of the experimental value of vocabulary analysis as over-wording, hyponyms, synonyms, and antonyms than local writers whereas, the local writers used more ideologically contested words than foreign writers. The local writer used more experimental value of grammatical analysis (declarative, imperative, exclamatory, interrogative and negative) than foreign writers. These linguistic devices analyze the text from various viewpoints or angles. Critical discourse analysis is a multidisciplinary approach that explores the numerous covered meanings and these meanings are closely related to various themes e.g., power, injustice, racism, ideology, and regime.

Recommendations

The present study concentrated on the exploration of the significance of textbooks. Textbooks are primary and secondary sources of information that play a significant role in the life of learners because these textbooks are being taught from primary education to higher education

First, the students should be provided the particular material in the Islamic Studies textbooks and reading material should be free from any kind of sectarianism and bias. Second, the writer should research the specific topic before writing any kind of Islamic Studies textbook. The appropriate committee should be made. The main duty of this committee should be to provide reliable, authentic, and historical material for the students. Third, writing a textbook is a very difficult task because it requires in-depth study. Many authors are famous for their authenticity. The writing should be free from personal enmity and biased ideology to justify the hidden agendas.

Fourth, the selection of a committee is an essential task who select authentic textbooks that are free from bias and negative ideologies. These textbooks should fulfill all the requirements of readers. The committee should include syllabus designers, syllabus evaluators, and subject specialists. Lastly, teachers should work actively and responsibly to design data by using critical thinking. There must be accurate and positive activities in the classroom to encourage the students' critical thinking and through it, they can evaluate and interpret any kind of text.

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