

## CRITICAL DISCOURSE ANALYSIS OF ACADEMIC TEXTBOOK TEXTS IN ENGLISH

Turkan Guluzadeh

Khazar University, Baku, Azerbaijan

e-mail: [Tguluzada@khazar.org](mailto:Tguluzada@khazar.org)

**Abstract.** In the paper by the empirical research is conducted to study how values are explicitly and implicitly taught in English textbooks in schools. Focusing on a few textbook materials, we analyze how moral values and moral content are instilled in English language textbooks. The conducting the critical discourse in texts in English language teaching is studied. The nuances of how the discourse should be provided, in particular, how to approach the critical discourse should be conducted, are summarized.

**Keywords:** discourse analysis, critical discourse analysis, teaching texts, English language, concept of text.

---

### İNGİLİS DİLİNDƏKİ DƏRSLİK MƏTNLƏRİNİN TƏNQİDİ DİSKURS TƏHLİLİ

**Türkan Quluzadə**

*Xəzər Universiteti, Bakı, Azərbaycan*

**Xülasə.** Məqalədə məktəblərdə ingilis dili dərsləklərində dəyərlərin açıq və gizli şəkildə necə öyrədildiyi empirik tədqiq olunmuşdur. Dərslək materialları əsasında ingilis dili dərsləklərində əxlaqi dəyərlərin və əxlaqi məzmunun necə aşılacağı təhlil edilmişdir. İngilis dilinin tədrisində mətnlərdə tənqidi nitqin aparılması öyrənilmişdir. Diskursun necə təmin edilməsi, xüsusən də tənqidi danışığa necə yanaşılması məsələləri ümumiləşdirilmişdir.

**Açar sözlər:** diskurs təhlili, tənqidi diskurs təhlili, tədris mətnləri, ingilis dili, mətn anlayışı.

### КРИТИЧЕСКИЙ ДИСКУРС АНАЛИЗ ТЕКСТОВ УЧЕБНИКОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

**Тюркан Гулузаде**

*Университет Хазар, Баку, Азербайжан*

**Резюме.** В статье проводится эмпирическое исследование с целью изучения того, как ценности эксплицитно и имплицитно преподаются в учебниках английского языка в школах. На примерах материалах учебника, мы анализируем, как нравственные ценности и нравственное содержание прививаются в учебниках английского языка. Исследуется ведение критического дискурса в текстах при обучении английскому языку. Обобщены нюансы того, как должен быть обеспечен дискурс, в частности, как подходить к ведению критического дискурса.

**Ключевые слова:** дискурс-анализ, критический дискурс-анализ, учебные тексты, английский язык, концепция текста.

---

Discourse is the definition of values. Discourse plays an important role in the constructing the image of the world in different ways. Our thoughts on any topic, trifles such as our means of expression, the nuances we emphasize when talking about the topic cause emotions to arise in other people. With this, we achieve the perception and understanding of the people in front of us, the event that happened, the current situation. Thus, we influence people's view of our reality. This was, of course, an approach to the concept of discourse in a small sphere. Let's note that, along with the family, namely education forms each human as a person and presents it to the society. That's why, teaching materials and what they instill in

pupils, students are of great importance. In the course of the texts given in books and textbooks, pupils, students acquire ideas about countries, people, cultures and civilizations that they have no imaginations about.

The origin of discourse analysis lies in humanitarian fields, that is, linguistics, sociology, philosophy and social psychology. Criticism in any case leads to development. Today, in this article, we will try to present a critical discourse approach to texts in English language textbooks. But what does the critical discourse approach earn us?

- Discourse analysis provides us with an approach to the topic from a number of contexts, it helps us to form by comparing data from countries and spheres;
- By conducting a critical discourse analysis of the texts, we can uncover material that exposes hidden patterns of discrimination and power inequalities. At present, the experiments and prepared materials stimulate the modern development of critical discourse analysis. This contributes to all fields of language, media and cultural studies.

According to Jonathan Potter, discourse analysis “pays particular attention to the ways in which versions of the surrounding world, society, events and internal psychological worlds are organized in the discourse”. Thus, based on the essence of critical discourse analysis, in this article we will pay attention on the theoretical frameworks of critical discourse in English speaking teaching texts. The framework of this work previously analyzes the linguistic strategies of presentation of textbook text and confirms the category of epistemology.

In his studies Luke notes that without research there is no truth of education or practice. That’s why, it is important to have an in-depth discussion on the arguments of textbook texts, whether from a political, cultural or sociological point of view.

Van Dijk from foreign scientists analyzes racism in textbooks from the point of view of critical linguistics. Critical discourse is approached by Van Dijk from nine linguistic strategies: text structure, syntax, lexicon; local semantics; global semantics; schematic structures; pragmatics; dialogue and interaction.

There are three steps within the critical discourse analysis of another linguist, Wang Yaxun:

- “choice of gnosiology” in the social field;
- textbooks which is the “disposal of methodology”;
- “speech derivation”.

In the first stage, in knowledge attention is paid on the choice of gnosiology, since discourse constitutes the object of knowledge and its purpose is comprehension. Therefore, the knowledge approach promoted by the textbooks has a major importance. A 3-part approach to texts forms the main content. Structure, explanation and summary – helps us to perceive the information delivered to us more thoroughly.

If we pay attention to the texts, descriptions, and approaches of textbook authors selected in the textbooks, we can see that the motives of helping people and benevolence are at the forefront here. Acquaintance with Western culture, the approaches of representatives of

different cultures and societies to people are reflected. Of course, there are a number of nuances that are missing. So that, still more primitive approaches can be found in textbooks. Of course, all of these promote preliminary knowledge in the study of teaching, but the paucity of controversial and confrontational, as well as debatable texts still speaks for itself. Politeness and care enters to other prevailing values reflected in textbooks. We come to the conclusion that as much as the authors want to teach the values of politeness and care at an early age, in the textbooks, they also prefer values such as helping others, being polite, and caring.

The main goal of textbooks is to form knowledge in pupils. If we are talking about English language textbooks, ideas about a number of areas of Western culture, along with local upbringing, are definitely reflected here. However much it is edited by local authors, opinions based on foreign authors are necessarily reflected [4]. Almost all textbooks cover the topics of freedom and democracy. At some points, the balance is disturbed in this matter, either democracy is based on equal ideology, or opinions are expressed in a democratic direction by rejecting certain targeted tasks. It is not just a matter of political meaning, at the same time, it is reflected in the opinions that people express to each other. The formation of critical opinions in pupils and students is based on the expression of open thoughts. Democracy also expresses the attitude towards national and moral values [7, p.112].

Various issues related to democracy may be included in textbook texts in a critical form, but in any case, equal rights and sustainable development should be considered the main norms here. In critical discourses, various controversial topics of pupils and students can be encountered. Different approaches to social issues, along with their views on the topics, it will stimulate the development of language and speech skills at the same time. Proposing critical opinions lays the foundation for the formation of language skills. It shows not only an approach to them from one prism, at the same time, it shows an individual approach to issues. Critical approaches require more special attention, because instilling ideas in foreign language textbooks anyway requires additional skills, conducting critical discourses depends on the teacher and how well the given texts meet the necessary norms. Critical topics take a place in textbooks within a certain framework. Here, topics such as basic education, science, culture, approaches to education, and mutual relations take the main place.

There are certain topics that they are generally not given a place in a critical sense in textbooks. Democratic principles are one of the highest topics that are always protected. Critical discourse analyzes are found on economic and cultural topics. These topics are one of the topics that requires an individual approach, and in any case, it paves the way for the development of pupils and students, is aimed at correcting negative thoughts. In general, in the critical discourse analysis, texts, ideas, and different approaches appear related to the issues of multiculturalism, to the imaginations about the social world, the world and cultures. Forms pupil's perceptive thinking. Forms an attitude to external thinking. Hundreds of topics can be explored in the texts related to critical discourse analysis. Human rights, democracy, considerations on the

environment, law supremacy and peaceful cooperation between peoples, interpersonal relations and other topics form the main basis of critical assessment.

If we pay attention to the concept of text and discourse, what is the difference between them? There are several different aspects between text and discourse. Even there are also some debates about the interchangeability of these two concepts. Some linguists consider that text and discourse express the similar meaning, and some radically differentiate the meaning expressed by these concepts. For example, Widdowson (1973) states that a text consists of only sentences and has the feature of adaptation, the discourse is composed of already formed expressions and expresses the coherence.

Critical discourse analysis is a different research method in terms of learning both written and spoken language from a social context. It actually aims to understand how the language is used in a real-life situation.

When conducting discourse analysis, there are a number of issues that absolutely necessary to pay attention to them:

- Purposes and effects of types of foreign language;
- Cultural rules, conventions during communication;
- To what extent are values, beliefs, at the same time assumptions transmitted;
- To what extent use of language is related to its social, historical, political context.

In addition to linguistics, discourse analysis is a general qualitative research method from a number of humanities and social sciences, including psychology, sociology, cultural studies and anthropology [6, p.132].

Communication level	What is analyzed?
<b>Vocabulary</b>	Words and expressions can be analyzed according to ideological associations, euphemistic and metaphorical formality, content.
<b>Grammar</b>	It can reveal aspects of meaning intended as a way of constructing sentences (for example, verb tenses, use of imperatives and questions, active or passive construction).
<b>Structure</b>	The structure of the text can be analyzed according to how it creates emphasis or builds a story.
<b>Genre</b>	Genre conventions of texts can be analyzed in terms of their communicative purposes.
<b>Unspoken connection</b>	Non-verbal aspects of speech – tone of voice, gestures, pauses can reveal the intention, attitude and emotions of the speaker.
<b>Conversation codes</b>	Interpersonal interactions during conversation, for example, turn-taking, interruptions, and listener response can reveal aspects of cultural conventions and social roles.

Namely, the critical discourse analysis model allows for comprehensive analysis of texts. One of the clauses of critical discourse analysis is that it helps to the formation of unequal distribution of power between social groups, and more simply, to its redistribution. These results of the discourse process are considered ideological [1, p.138].

At the end, it must be said that the diversity of the methodological spectrum, according to J. Potter, shows that discourse analysis has not a “method” in the traditional sense. It does

not have a formally defined set of procedures, and at the same time, it does not use traditional statistics. It specifically reveals the issue of verifiability of the results obtained during the procedures. Only the theoretical system itself comes to the aid of the researcher, in which the question of analysis decides the whole result. If we talk about critical discourse analysis, especially if we relate it to texts during English language teaching, meantime, there is a point to be kept in mind. So that, the criticism itself requires an individual approach. Critical discourse analysis forms pupils or students based on the ideas of the instructor. As I mentioned above, the critical approach to texts can come from many aspects, such as social, cultural, political, mutual relations. The main point here is the issue of providing a more objective approach to the issues to be brought to attention and also conducting criticism in a fair manner. So that sharp critical discourse on any topic does not lead to misdirection, it is possible to approach the events, writings, and the topic first from the direct meaning, and then carry out a discourse analysis part by part. In any case, when it comes to critical discourse analysis of English-language texts, integration into a new culture is interesting for Azerbaijani-speaking readers, the right approach and the right technique are important to direct this interest in the right direction and to organize both analysis and learning stages interesting.

To have perfect knowledge in English, language needs to be enriched. The expression of independent ideas on any topic plays an important role in discourse analysis. That's why, the formation of words and idioms that are written similarly but have different meanings and other language habits requires certain time. Be it critical discourse or otherwise, generally, discourse-based teaching has a number of advantages:

- Teaches grammar rules within the content;
- Accustoms students to the rules of writing an essay;
- Studies the rules of using signs in texts;
- There are a number of different writing styles that reviews them [2, p.310].

Discourse improves communication skills which stimulates the development of texts. Discourse is closely related to a number of genres and text types, and in language classes, the integration of four skills is realized. Communication, such as international and intercultural cooperation, is performed in almost different contexts. The most important point is that today in many countries in addition to the mother tongue, English is widely used as a second language.

### **References**

1. Nunan D., Communicative Language Teaching: Making it work, English Language Teaching Journal, 4(1/2), 1987, pp.136-145.
2. Nunan D., Practical English Language Teaching, North America: Mc Graw Hill, 2003, 342p.
3. Sinclair J.McH. And Coulthard R. M., Towards an Analysis of Discourse, Oxford: Oxford University Press, 1975.

4. Walsh S., *Characterizing Teacher Talk in the Second Language Classroom: A process approach of reflective practice*, 2001.
5. Карасик В.И., *Языковой круг: личность, концепты, дискурс*, Волгоград: Перемена, 2002, 477с.
6. Филипс Л., Йорегнсен М.В., *Дискурс-анализ, Теория и метод*, Пер. с англ. Харьков: Гуманитарный Центр, 2004, 352с.
7. Keller R., *Diskursforschung, Eine Einleitung für Sozialwissenschaftlerinnen*, Wiesbaden: VS Verlag für Sozialwissenschaft, 2004, 127p.