A Critical Analysis of Stylistic Elements in University-Level EFL Reading Materials

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Abstract

The current study, " A Critical Analysis of Stylistic Elements in University-Level EFL Reading Materials," confines itself satisfactorily to the ideological implication constituting the stylistic elements in an English textbook. The methodology involves a qualitative approach, using Jeffries' model to analyze selected textbooks' passages systematically by adopting Lesley Jeffries' tools, such as naming and describing, representing actions/events/states, equating and contrasting, exemplifying and enumerating, prioritizing, implying and assuming, negating, hypothesizing, presenting others' speech and thoughts, and representing time, space, and society. The findings are therefore brought out to ensure that critical stylistics must be used in formulating curricula to ensure comprehension of both language and culture and hence be better teaching of English to EFL students. This will not simply help in language learning but also is important for critical thinking in terms of cultural and ideological implications for effective and culturally responsive English education. Additionally, curriculum developers, instructors, and policymakers working toward raising the quality of English education at the university level will get benefit.

تحليل نقدي للعناصر الأسلوبية في مواد القراءة لطلاب اللغة الإنكليزية كلغة أجنبية على مستوى الجامعة

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المستخلص

تقتصر الدراسة الحالية على انه تحليل نقدي للعناصر الأسلوبية في مواد القراءة لمتعلمي اللغة الإنجليزية كلغة أجنبية على مستوى الجامعة" ، على الدلالات الأيديولوجية التي تشكل العناصر الأسلوبية في الكتاب المنهجي للغة الإنجليزية. تتضمن المنهجية نهجًا نوعيًا باستخدام نموذج "Jeffries' model" لتحليل مقاطع مختارة من الكتاب المنهجي بشكل منهجي من خلال تبني أدوات "Lesley Jeffries' tools" ، مثل التسمية والوصف، وتمثيل الأفعال/الأحداث/الحالات، والمساواة والتباين، والتوضيح والتعداد، وإعطاء الأولوية، والإيحاء والافتراض، والنفي ، وضع الفرضيات، وعرض خطاب وأفكار الآخرين، وتمثيل الزمن والمكان والمجتمع. لذلك، فإن النتائج تضمن أن الأسلوبية النقدية يجب أن تُستخدم في صياغة المناهج لضمان فهم اللغة والثقافة وبالتالي تحسين تدريس اللغة الإنجليزية لطلاب اللغة الإنجليزية كلغة أجنبية. هذا لن يساعد فقط في تعلم اللغة بل سيكون له اهمية في التفكير النقدي من حيث الأبعاد الثقافية والأيديولوجية من أجل تعليم فعال ومراعي للثقافة في اللغة الإنجليزية. بالإضافة إلى ذلك، سيستفيد مطورو المناهج والمعلمون وصناع السياسات الذين يعملون على رفع جودة تعليم اللغة الإنجليزية على مستوى الجامعة.

كلمات مفتاحية: الأسلوبية النقدية، الرسائل الأيديولوجية، أدوات "Lesley Jeffries' tools"، طلاب اللغة الإنجليزية كلغة أجنبية.

Introduction

Today's global educational system relies on English for academic success, professional development, and worldwide communication. Beyond academics, English proficiency gives students a competitive edge in a globalized world, where language skills can open doors to opportunities (Crystal, 2003) However, non-natives should have reading materials to enhance their English acquisition. This applies to university natives, whereby educational settings utilize textbooks that help students develop their language. It aims to give students the primary English language skills they need for academic and personal success. The textbook covers basic grammar and vocabulary but incorporates literary and stylistic components.Making English achievable through literature such as poetry, short stories, and snippets from more significant works enhances instruction. By enlarging their background, this kind of literature aids university students in learning English. By extending vocabulary and assisting students in recognizing nuances, idioms, and cultural contexts that may go unnoticed in standard instructional materials, literary elements offer a more complex and nuanced understanding of language use. Beyond mere word meanings, language style can convey nuanced meaning, emotion, and cultural undertones. Metaphors and similes, tone, and phrase structure all enhance the content. For university students, these choices in style can result in more effective, relatable, and enjoyable learning.Studying stylistics——the study of language styles——is necessary to comprehend how effectively a book communicates. Analyzing vocabulary, grammar, and text structure is all part of stylistics (Jeffries and McIntyre, 2010). Each of these elements has the potential to affect how well university student comprehend, assimilate, and engage with the content. Learning may be aided or hindered by the classroom styles chosen. Beyond words, linguistic style carries semantic, emotional, and cultural implications. For students, it might make learning more relatable and engaging. As a result, examining the stylistic elements used in the textbooks "Strategic Reading 3" 2nd edition by Jack Richards and Samuela Eckstut-Didier (2011), Select Reading-Intermediate by Linda Lee and Erick Gundersen book (2018), and Select Readings Pre-Intermediate 2nd edition, Linda Lee and Erick Gundersen (2011) which might disclose the pedagogical goals of the book and suggest ways to enhance subsequent printings or educational materials.This study assesses how successfully selected textbook passages benefit University students in their English language learning by analyzing their stylistic elements. The

research aims to thoroughly understand how these passages within a commonly utilized instructional resource's stylistic elements can impact learning. The results of this investigation could provide curriculum designers, educators, and students with helpful information that would help raise the bar for English instruction in university-level students.

1.1 Research Questions

This study is designed to answer the following research questions:

1. What ideological messages are conveyed through the stylistic elements found in the selected passages from the three textbooks?

2. How do these ideological messages align or misalign with the book's educational goals and the cultural context of university-level students

1.2 Research Hypotheses

1. The stylistic elements in the selected passages convey specific ideological messages.

2. These ideological messages either support or contradict the book's educational goals and may be consistent with university students' cultural norms and values.1.3 Research Objectives

The following are the main goals of this research study:

1-First, we want to identify and sort the different styles used in selected passages. This includes looking at how sentences are built, the words used, and any special writing techniques such as naming, describing, and implying.

2-Second, we aim to see if these styles help or hurt students' ability to understand and remember English, keeping in mind the culture of university EFL students.

1.4 Research Problem.

There is an apparent vacuum in the current literature; most of these studies are rooted in Western educational contexts, which frequently means that their conclusions are less immediately transferable to non-Western situations. For instance, Gray's study provides a nuanced critique of English Language Teaching (ELT) materials, revealing that these materials often reflect and reinforce Western-centric values. Gray utilized Critical Discourse Analysis (CDA) to argue that ELT materials are infused with ideologies that shape learners' worldviews, aligning with Western cultural norms. This point of view focuses on how the western modes of education and ideologies are part of the content and design of ELT materials, meaning that such

material may not fit other educational systems of the world. Furthermore, this paper involves: Curdt-Christiansen and Weninger's (2015) Study Curdt-Christiansen and Weninger focused on political aspects of textbooks and how they continue to portray the political nature of western hegemonic groups. Their employment CDA suggested that these materials draw and enforce Western cultural and political norms to articulate that language instruction is never free from political impact. These findings highlight the extent to which the values promoted in EFL texts are of Western provenance, raising questions about the appropriateness of the texts and their potential to serve their intended purpose in non-Western classrooms.This study seeks to fill this gap with a view of doing critical analysis of stylistics elements with a view of identifying the style decisions that have been made in the selected textbooks. The first research question of this study will be responded under the use of critical analysis of stylistics elements that are vital for a correct understanding of how language and style can cause powerful changes in the educational process without any loud signals.The role and impact of globalization of education on EFL have been crucial. Therefore, even university students are expected to be fluent in English. Proper academic achievement, professional development, and communication in today's globalized world depend upon an individual's fluency in English. However, research has not yet conclusively determined whether EFL reading materials can effectively improve language skills and foster an appreciation for diverse cultures. The present research, "Stylistic Elements in University-Level EFL Reading Materials: A Critical Analysis," takes a step further in this direction by looking into the ideological messages encoded in these materials from a critical stylistic perspective——that is to say, of Lesley Jeffries'. There is little or no critical look at the stylistic elements in English textbooks, despite their use in university settings to develop language skills. The textbooks selected for analysis include Strategic Reading 3 (2nd edition) by Jack Richards and Samuela Eckstut-Didier, Select Reading-Intermediate by Linda Lee and Eric Gunersen, and Select Readings Pre-Intermediate (2nd edition) by Lee et al. These are widely used in many EFL programs and hence can be considered representative of teaching at the level. One of the major issues is that such materials prop up some forms of cultural norms and ideological beliefs that are out of place with learners' cultural contexts. For instance, the fact that most learning materials try to convince them that Western cultural benchmarks merit universality sometimes

deprives a sense of belonging to their cultures. It makes them feel deprived of culture or inferior in non-Western regions. This ultimately might affect learning engagement and motivation. This means that many ideological messages could be couched in textbooks that may unconsciously affect how learners perceive and interpret other matters under the culture and society. For instance, gender roles, social stratification, and relationships of power as portrayed or described in such texts may operate to sustain generalized stereotypes and prejudices, modifying the ways learners make meaning and think critically. More importantly, the current research explores how EFL materials influence learners' critical thinking. The focus is on the implicit messages conveyed because it established through research how learners develop their potential to analyze and critique information. This is a requirement at the higher learning level, where critical thinking is a core skill for academic work. At present, no university-level EFL study analyzes these issues in depth. Most of the studies have been theses on just linguistic-grammatical matters, forgetting the higher implications of their stylistic elements. This paper tries to bridge the gap by examining the selected textbooks and their impact on the learners.

2. Theoretical Framework

This section presents some main concepts behind critical stylistics, particularly when considering EFL. The study examines how passages — an integral aspect of linguistic learning —— may serve as means and mirrors of ideological depictions. This links with the macro thesis that critically analyzes EFL reading materials at the university level, looking at how the materials reflect, promote, or contest specific discourses. In addition, this section seeks to link abstract theoretical concepts with their practical application in teaching and learning EFL. This section, therefore, sets the foundation for an analytical approach to particular reading passages that shall be presented in later chapters and make theory connect with practice. By integrating this discussion into the 'what' and 'how' of foreign language learning in higher education, it helps to explain the 'why' behind teaching languages at the university level (Maxim, 2014).

2.1 Critical Stylistics: Foundations and Principles Critical stylistics is a new discipline at the crossroads between literary criticism and linguistics that offers a solid basis for studying language in different settings such as education (Jasim & Ghailan, 2007). Critical stylistics focuses on the way a particular language forms society and culture. Instead of considering texts

as a series of intersecting structural layers, they can be used to deconstruct the deeper meanings behind them (Al-Janabi & Al-Marsumi, 2021). This part explores critical stylistics, beginning with an in-depth look at it as an academic discipline. Critical stylistics originated deep in the linguistic theory and criticism; it started during the beginning of the study of language, which also took into account issues related to culture and society in the early twentieth century (Fowler, 2020). Pioneering research in linguistics and theory was instrumental in advancing our understanding of language at this point. `In critical stylistics, several influential thinkers have formed some theories about language, which are used today. Bakhtin (2004) focused on dialogism and underlined that language is a social act. Saussure (Joseph, 2004) established the structuralist basis for considering language as a socially shared, psychologically natural system of signs. They recognized that language exchange transcends mere communication, significantly shaping culture and society. Critical stylistics has adopted these theories in analyzing texts and discourse over time. This change, however, brought about significant implications in the sphere of EFL, for it concerned the processes through which ideologic and social relations of power influence language.Critical stylistics helps show how word choices, such as vocabulary, syntax, and narrative tone, may be critical and reveal underlying cultural norms and beliefs (Stockwell & Whiteley, 2014). Learners and educators identify how minor languages can affect thoughts and perception. Through such lenses, educators should examine texts to promote critical thinking about language by developing students' ability to understand language not only as learners but also as part of the ideology and culture of society. Critical engagement in this way will lead to a much deeper approach to language learning.Knowing how to choose styles for EFL materials should be considered. These materials also represent a critical element for many learners who experience new ways of living or culture for the first time. More importantly, the language of the EFL resources communicates not only linguistic but also cultural and ideological nuances, usually implicitly but sometimes explicitly. The manner of presentation is crucial in students' perception of culture and ideology through word choice, the construction of sentences, and the type of narration. These stylistic options affect not only their interpretation of the language as such but also the ideas and feelings underlying it (Ghazalah, 1987). Therefore, it is necessary to identify these stylistic features critically. Secondly, this approach leads students to learn a

foreign language and develop an understanding of related cultures and value systems. This awareness is crucial for adopting a more comprehensive approach to learning by using the second language in EFL contexts (Cook, 2016).

2.2 Ideology in EFL Reading Materials

The concept of ideology is, quite central both in the critical analysis and in the present study. It underlies the investigation of the ways in which language in EFL textbooks influences cultural perception. Ideology stands for a set of belief, values, and assumptions that precede language and form individuals' understanding and interaction with the world. Reading material is one of the most important interfaces between the learner and the language in the domain of EFL at the university level. Nevertheless, these texts are not just mere channels of language structures and vocabularies but are full of concealed ideological content. The intent here is to reveal the many layers of ideas in EFL reading material that communicate their culture and society. The ideology within EFL reading material is not just one set of beliefs or beliefs but how these beliefs are woven into the language structure and narrative styles. Although ideology may not be explicitly present in EFL materials, they have traces that shape how learners view the languages and the societies that these languages represent. This is seen in the topic selection, which could subtly prioritize some cultural narratives over others, how the characters are drawn since they might endorse or denounce the social stereotype, or the settings depicted that mirror the societal values and power group. An implicit ideological messaging is created by how characters interact, the contexts in which storytelling occurs, and the points of view from which narratives are recounted. Such fundamental notions usually reflect the underlying dominant ideologies of the original texts while inculcating in learners the deep-seated cultural ethos that influences their meaning-making. The ideological bases within the EFL texts contribute to their learner's worldview. Learners meet and interact with these materials. This is seen in the topic selection, which could subtly prioritize some cultural narratives over others, how the characters are drawn since they might endorse or denounce the social stereotype, or the settings depicted that mirror the societal values and power constellation (Widia et al., 2022). However, the notion of ideologies can also cause some problems. For instance, Ideologies may be subtly embedded in EFL materials and thus affect them unnoticeably (Wierzbicka, 2006). Using specific adjectives

and verbs for people from different cultures and describing their actions is particularly striking. For instance, describing achievements using adjectives such as 'hard working' or 'intelligent' may reinforce tacit notions of admirability or goodness deemed acceptable for a given culture. It does more than describe; it goes on to reveal and can even perpetuate cultural stereotypes and prejudices. How one describes it may reinforce a limited and discriminatory approach or foster a greater appreciation of different cultural perspectives. Using such adjectives as simple or passive repeatedly regarding some cultures, whereas reserving adjectives containing dynamism and positiveness for other ones, is just one of the ways through which it is possible to reinforce cultural hierarchy implicitly. In addition, the choice of verbs used to describe actions may be loaded with meanings or implications. This can also be biased and may portray agency or ability differences among some actions using more active and oriented verbs against other more passive or static words. It leads EFL learners to see these cultures in a certain way and helps them figure out what this particular language means. Involvement of an intention to use fair and inclusive language could go a long way in minimizing the accidental continuance of cultural prejudices. Considering the choice of words, often the adjectives and verbs, teachers use in EFL teaching materials, they create more balanced and culturally sensitive classroom settings and ensure learners show tolerance towards each other irrespective of their background (Seifert et al., 2016).Furthermore, the selection of words and sentences used in EFL texts can imply dominance or social order without necessarily being obvious. Instead, it has implications about the perceived importance and the sense of control (agency) that each group takes ownership of its actions. However, the choice of these phrases is usually made unconsciously, influencing how learners receive the language and the cultural messages embodied in them. As such, critical stylistics is more than mere description of texts for their aesthetic or structural qualities. It is engaging with the culture and ideologies represented in the words. Such an approach fosters a more critically reflective involvement with language, which helps extend the boundaries and horizons encapsulated in language by recognizing the different worldviews and experiences embodied within any language. Critical reading skills in EFL texts will be helpful for teachers who want to educate their learners about multiculturalism and sensitivity towards different cultural traditions (Mandarani & Munir, 2021).Ideological content in EFL reading material has

deep-reaching implications for its users. Learners develop their thoughts about the world, which affect the cultural and ideological perspectives that define them. Narrow or stereotypical depictions of cultures by EFL materials could accidentally foster an unfair perception of different parts of our globe. A narrow definition of culture may limit university students' ability to appreciate the diverse nature of global cultural experiences and engage with them critically in order to appreciate them (Brown, 2023). Such limited exposure has enormous consequences. This can mean that learners may develop cultural stereotypes or even beliefs that may not resonate well with them in the multicultural and interconnected world that we live in today (Brown, 2023).The choice of texts to be read is very important; therefore, educators should play an irreplaceable role, too. Teachers' selection of coursebooks for EFL students is vital as they know their students, and it is essential to cooperate with as many users as possible (Altay, 2013). Altay (2013) also asserts that teachers must always realize how loaded ideological components are in EFL literary works. Teachers will, therefore, ensure that they identify and confront such entrenched ideas to develop a conducive atmosphere of reasoned argumentation and inclusiveness in their schools. Educators can encourage discussion and contemplation regarding multiculturalism, social behaviours, and language variances by recognizing ideological content in EFL teaching material. Through this approach, students can interact and challenge the content they meet. As a result, it leads to an in-depth insight into both the languages and the diverse cultures represented by the languages. Ultimately, this consciousness gives students the tools to identify the relations between language and ideology within a global context.

2.3 The Nature of EFL Passages

The types and nature of passages included in EFL textbooks cover a vast area that mirrors the diversity among language teaching methods and the diversified requirements of students. They are essential in language acquisition, proficiency enhancement, and culture comprehension. Through this journey, we unravel various passages found in EFL materials. The narrative passages constitute one of the categories, providing students with tales that are either true or fake and have opportunities for deep participation in a story. These sentences help in getting used to language readability and improve vocabulary as readers have to understand 98% of the words used in the passages, hence equipping them with narrative vocabulary instead of just

academic vocabulary, learning about narratives as well as learning how characters are developed and that describing sentences exist (Sidek, 2012).Literacy passages have excerpts from literary works, including classical and modern literary texts. They provide details concerning famous writers' distinctive writing styles and topics of expression, including literary tools. These give birth to literary appreciation besides expanding learners' language of expression. Within English-speaking cultures, cultural passages include cultural aspects, traditions, and customs. This is why these passages are significant. They help to build the learners' cultural consciousness and intercultural competencies because they give an insight into the cultural context where the language grows. Learners become familiar with terms, ideas, and discourse styles particular to specialized study subjects. Also, natural materials like news, advertisements, and blogs are original to the English-speaking atmosphere. Such material enables them to know the existing problems in the world and the natural language that people across the globe use. Also, most EFL materials contain sample passages that expose learners to the questions encountered in the TOEFL or the IELTS and the right strategies for answering such questions (Singh et al., 2021)Textbooks influence learners' identities and perceptions about their language. Whenever learners interact or deal with a new language, they are also involved in interaction with different cultural and ideological themes of the textbook (Khajavi & Abbasian 2011). The representation of English and its speakers in these products strongly affects how learners perceive their attachment to the English-speaking world. Learners from non-dominant cultures often encounter this influence and deal with numerous cultural identities. How they view themselves and do this is intertwined with how English is presented in their books. This may enhance their self-esteem or lead to feeling lost and needing clarification. Therefore, it is necessary to apply critical stylistics when analyzing the content of EFL textbooks. It gives rise to identifying subtle ways through which cultural bias and dominant ideology are present in such materials. These underlying messages serve to make educated choices on what to feed learners during EL learning, allowing them to feel part of a united society that appreciates differences. Critical stylistics is an essential aid contributing to cultural perception among language learners.

3. Methodology

The methodology section employs a systematic strategy to examine the textbooks passages using Jeffries' critical stylistic framework. This approach is crucial to exposing the numerous ways of language depicting ideas, essential for a profound sense of the text's message. The subsequent steps and measures here aim to attain a thorough and in- depth analysis.

3.1 Research Design

This research is best compatible with a qualitative approach because it contributes to the analysis of texts with attention on meanings. This study relies primarily on Lesley's model, which she has outlined in her book, which offers an approach for identifying and analyzing language through which ideologies may be understated. Lesley Jeffries (2010) offers several tools for evaluating language choices and potential meanings, making it an integral method in ELT text analysis. Therefore, since her book is the primary source of information for these models, the research design encompasses the exploitation of ethical issues, hence carrying out the analysis respectfully and responsibly by taking due credit to the authors and publishers of the original texts.This study's primary goal is to analyze ELT materials at one moment and not dwell upon tracing changes over a more extended period. This study employs a qualitative approach as it helps analyze how language is practiced in materials, providing a clear view of the current tendencies and characteristics in language teaching. Therefore, this method is suitable for this study because it depicts how language is used to describe various cultures and social behaviors found in ELT material, which helps understand the immediate effect on students' notions. By eliminating the reliance on longitudinal data, an in-depth analysis of current content and its interpretations that are relevant to contemporary educational contexts is conducted.

3.2 Rationale of ELT Material

In this research, ELT materials are selected via purposive sampling. In other words, these materials are selected intentionally using specific criteria matching the desired research objectives. The text passages used in study are drawn from various sources, including the book by Jack C. Richards and Samuela Eskstut-Didier's (2011) book "Strategic Readings Level 3 Students Book-2nd edition, Linda Lee and Eric Gundersen books, " Pre-intermediate (2011)" and "Intermediate (2018)" all second edition. These books are written by very famous authors in

English language teaching, and their works are famous among colleges of arts and education for the first and second stages. This option ensures that the materials discussed are related and reflect what students see in educational institutions. These textbooks encompass such a wide variety of topics and linguistic choices that they serve as an excellent natural world by which this study's hypothesis will be analyzed. By implementing these common materials used in real-life ELT settings, this study guarantees a high level of relativity and applied nature regarding the results. This method also provides an opportunity to study different approaches and language applications, which may increase understanding of current trends in teaching languages.3-3 Data Collection In qualitative research, the process of data collection is a core phase whereby the study aims at getting informative information through which it gets answers to its questions. The data-gathering process for this study also focuses on choice and content analysis from ELT materials. This section also includes the sample selection criteria, sources of materials, and the method of data collection. The text passages from the specified manuals are selected based on a set of criteria designed to ensure they are representative and aligned with the goals outlined in this study.

3.3.1. Variety in Style and Format

This study chooses several ELT material types and models, including narratives and dialogues. This varied collection is crucial because it allows for a detailed analysis of various linguistic and stylistic characteristics in ELT settings. As long as different text types are incorporated, a wider variety of language use and its consequences will be analyzed. Narratives provide information about stories and characters' perspectives on the world; dialogues reveal how people speak and their particularities. At the same time, expository texts use informative or persuasive language. This particular type ensures that the analysis is not limited to a specific use of language. However, it encompasses the entire landscape and depth of languages used within an educational setting. In addition, the diversity of forms is essential for a deeper understanding of language teaching and learning because it enables deriving more and general conclusions about ELT.

3.4 Data Extracting Techniques

It begins by reading the chosen textbooks closely to look for passages that match the pre-set parameters concerning various cultural, social, and political themes connected with ELT. These passages are scanned and stored digitally in the computer when they are located.

3.5 Data Analysis

Among crucial tools for applying Jeffries's Critical Stylistics to ELT materials is supported by verifying how naming and description work with texts. This is a vital tool in Critical Stylistics which attempts to detect how people or places are named and how they are described to shape one's perceptions and attitudes.According to Lesley Jeffries (2010), the second tool is interpreting the meaning of how actions and events in ELT texts are represented. This tool in Jeffries' framework is essential to understanding how such representations can mask ideological currents.Jeffries' Critical stylistic tool for equating and contrasting enhances the analysis of ELT materials from a perspective of Critical Stylistics. This tool focuses on how texts imply similarities or differences between different beings, ideas, and concepts. Under equating, there are three triggers: noun phrase apposition, parallel structure, and an intensive relational transitivity pattern. At the same time, there are eight types of opposition triggers: negated opposition, transitional opposition, comparative opposition, replacive opposition, concessive opposition, explicit opposition, parallelism, and contrastive (Jabbar & Sharhan, (2023).The tool of exemplifying and enumerating that is specified in Jeffries's Critical Stylistics can be found for exploring how there are examples from ELT materials discussion when it comes to lists.Moreover, certain assumptions are suggested or assumed but not stated directly and serve as a framework to create more significant messages in the text. Besides, the use of negations and hypotheses in texts is considered. In this context, it implies the analysis of how the negation of some ideas or employing hypothetical situations contributes to argumentation in texts.In this research, the representation of speech thoughts by different characters through ELT texts is analyzed in detail. This allows for determining whether the views presented in these texts are represented from different perspectives or tend towards some biases. Further, how the texts capture time, space, and society are analyzed. This aspect of the study focuses on how materials tell their stories and discuss different cultures and social settings.

3.7 Summary of Jeffries' Critical Stylistics Tools

Tool	Description		
Naming and describing	This tool involves the choice of noun phrases, prominence of subject position, noun phrase, noun choices, noun modification, and nominalization (Packaging a noun phrase as an abstract thing). It focuses on how entities are named and described in the passage, revealing the underlying ideology.		
Representing Actions/Events/States	This tool examines how verb and verb phrases are used in the passage and how they help understand the meaning and ideology.		
Equating and contrasting	Equivalence	Noun Phrase apposition, Parallel Structure, and intensive relational transitivity pattern	
	Contrasting	negated opposition, transitional opposition, comparative opposition, replacive opposition, concessive opposition, Explicit opposition, parallelism, and contrastive	
Exemplifying and Enumerating	Exemplifying	By giving examples or listing, using specific textual	

		markers, which are more structurally defined and more straightforward to identify in many cases, like for example, for instance, to exemplify
	Enumerating	By listing all members of the category; like two-, three-, four-part lists or more
Prioritizing		This tool deals with how specific ideas are given priority in a text. This can be achieved by transforming a sentence from passive to active and vice versa or through subordination.
Implying and assuming		This tool examines the implications and assumptions in a text.
Negating		This tool looks at negative structures in a passage and how they contribute to the overall ideology and meaning.
Hypothesizing		Hypothesizing involves a discussion of
		whether a hypothetical scenario could be created by a method, which expresses the text creator's viewpoint in a way that negation does, but more explicitly.
Presenting Other's Speech and Thoughts		This tool focuses on how others' thoughts and ideas are used in direct and indirect speech and how they contribute to the overall meaning and ideology.

Representing Time, Space, and Society	It examines the passage's use of temporal, spatial, and social markers and their contribution to the overall meaning and ideology.

4. Data Analysis

4.1 Analysis of Book 1: *Strategic Reading 3" 2nd edition*

4.1.1 Analysis of Passage 1: "The "Diets of the World"

Analyzing this passage through the lens of Lesley Jeffries' critical stylistics tools provides an essential understanding of how language may sometimes convey messages of ideological values, which may sometimes relate to diets and health. The research will be at the level of naming and describing, illustrations of actions/events/states, equivalence and contrast, and the effects on EFL learners.

4.1.1.1. Naming and Describing

Jeffries argues that when languages are used to name or describe, they usually bear an ideological implication. In the passage, the unique dietary habits of Asians, French, and Mediterranean people are presented positively using names and descriptions. "The Diets of the World" exemplifies the influence of language on the creation of worldviews. The traditional Asian diet is referred to as "primarily vegetarian" (para 2), and it is emphasized that it is done through the mention of "vegetables, rice, and soybeans" along with "just shavings of meat for flavouring" (from paragraph 2). By this choice of words, the Asian diet is packed in a positive light and contrasted with the traditional diet in China.

4.1.1.2 Representing Actions/Events/States

The text is sensitive to ideological beliefs associated with nutrition and diet by choice of verbs that convey states and actions. For example, verbs like "simmer," "featuring," and "flavoring" in the description of the Chinese diet suggest a positive, ongoing process that is both traditional and healthy. The passage compared the diets in the U.S. and China. This projection implies biased ideological supremacy of Chinese nutrition normatively, resulting in its being regarded as the healthiest choice. The presentation of such cultural definitions to EFL learners might result in perceiving specific diets to be healthier than others, influencing their views and food choices.

4.1.1.3. Equating and Contrasting

Jeffries adds that texts can have ideological effects by generating homological and antithetic statements. The passage distinctly contrasts the health outcomes of different cultures and the slimness of the French, who, despite their rich diet, have fewer diseases than Asians, to their specific dietary habits. Thus, an opposition between the alleged milk and sugar of these diets and the negative image of the American diet is emphasized. Besides, this approach may teach EFL learners how to maintain their dietary aspects and also engrave some value judgments on those diets into their minds, which may consequently influence their cultural acceptances and food preferences.

4.2. Book 2: Analysis of Stephen Hawking in Linda Lee and Erick Gundersen's (2018) book Strategic Reading-Intermediate.

4.2.1 Passage 2: Public Attitudes Toward Science

Applying Lesley Jeffries' critical stylistics approach to the analysis of "Public Attitudes Toward Science" by Stephen Hawking opens up a great way of exploring how language is used to construct social and scientific ideologies and beliefs about science's role in society and public opinion.

4.2.1.1. Naming and Describing

Jeffries creates a connection between naming and describing the process and its ideological consequences. Hawking's discursive use of naming/ certain scientific advancements or issues such as genetic engineering, nuclear weapons, and the greenhouse effect is evident to the readers. It is loaded with ideological content that underlies the importance of these terms and their potential effect according to their understanding. Multiple descriptive techniques, including the names of these scientific concepts and framing them to emphasize their relevance and the urgency of science for the common good, are used in giving the descriptions so that the reader is silently convinced of the significance of scientific literacy.

4.2.1.2. Representing Actions/Events/States

The text's depiction of actions, events, and states builds an image in which science and technology forever evolve, pushing the world into a new form. For instance, phrases like "the world we live in has changed a great deal" and "it is likely to change even more in the next

hundred" illustrate the ongoing transformation and rapid pace of change. The message of rapidly disappearing jobs and transforming lives is conveyed through verbs like "changing," "evolve," and "advance," signifying speed and progress in the context of scientific and technological development, as mentioned in the discussion of advances in "molecular biology" and "genetic engineering." It further reaffirms that science is the driving force of social evolution in that people's involvement is critical for it to prosper.

4.2.1.3. Equating and Contrasting

Hawking states the advantages of scientific comprehensibility and the threats of ignorance by figuring out equivalent issues and contrastings. The text asserts a specific ideological view that appreciates scientific literacy by confronting the wealth of humankind's improved lifestyle and the trepidation in the public due to lack of knowledge. This contrast sheds light on the importance of science studies and relates a fully educated public with a good-quality life.

4.2.1.4. Negation

Negation presents us with situations where lack of scientific knowledge is blamed for unfounded beliefs and stirs up fears, as in the case of the "mad scientist" who creates a "Frankenstein" monster. Not only that, but it may create the 'mad scientist' trope that may give a bad light to the scientists, and as a result, people may have fear or mistrust towards the scientists out of no basis at all. The portrayal of scientists as people with multiple attributes alongside learning can promote learning, making the perception and understanding of learners accurate on the diversity and humanness in the scientific sphere.In addition, the text contains phrases that block critical thinking about progress in science, like the use of negations. For example, "... one could not put the clock back ..." (Lee & Gundersen, 2018) . The teacher's appreciation of critical assessment of scientific progress and acceptance of diversity can motivate students to consider other points of view and options.

4.2.1.5. Implying and Assuming

The text assumes that a basic understanding of science is essential for democratic participation, as evidenced by statements like "the public needs to have a basic understanding of science, so that it can make informed decisions and not leave them in the hands of experts." That means

that people who are empowered through education should translate to better decision-making, be it at an individual level or at the society level. For instance, the text argues that it is of paramount importance that the public should understand in a critical sense the scientific issues, such as "acid rain, the greenhouse effect, nuclear weapons, and genetic engineering." This way, by insisting on a scientifically literate public, the text supports the notion that an informed society will be better able to point toward the direction that future technological and scientific advancement shall go in order to serve the interests of the general good.

4.2.1.6. Hypothesizing

The hypothesizing of scenarios that cover issues such as preventing nuclear war without considering the complexities of such threats, in turn, leads to minimizing the importance and intricacy of global issues. Therefore, a critical approach to education emphasizes evidence-based appraisal and the responsibility of taking up such questions.Furthermore, the text's spatial and temporal scoping, such as paying more attention to the "Northern Hemisphere," can, in sly ways, foster the Eurocentric point of view and ignore the global context of the scientific and tech issues. Setting aside any excluding perspectives that only pay attention to the achievements and duties of specific regions is imperative.

4.2.2. Analysis of Passage 3: "A Young Blind Whiz on Computer"

`The passage "A Young, Blind Whiz on Computer" by Tom Petzinger is an excellent story that reverses people's attitude towards those with disabilities and simultaneously illustrates the power of human potential. Suleyman Gokyigit, who is blind, became a leading computer technician and programmer at InteliData Technologies Corp, a leading and influential position to break many taboos. Petzinger reimagines in a nuanced, stylistic way that it is time to reshape not only his but also how EFL learners look at blindness in the workplace.

4.2.2.1. Naming and Describing

The passage uses the naming approach and the description approach in ways that may motivate EFL learners who intend to seek such employment opportunities. Petzinger describes the strength of those with disabilities, followed by describing Suleyman as a "whiz" in computers, reflecting that sight is not so crucial in this scope of skill. For instance, he is named as "the only

company employee on call 24 hours a day" and is praised for his "unusual ability to conceptualize the innards of a machine," reflecting that his lack of sight does not hinder his technical prowess. This representation is a sign that vision is not an issue in using the computer; thus, this might give EFL learners confidence, knowing they can be talented in using a computer but shy away due to language use barriers. Also, the abilities of Suleyman, such as memorizing the location of each icon on the screen and recalling complicated logbook data in just a few seconds, is a forceful example to anyone that one can still rise in any chosen fields regardless of so-called deficits. This may encourage EFL learners with solid computer skills but are most often scared by language barriers, as despite any deficiency, you can still achieve it.

4.2.2.2. Representing Actions and Events

Through verbs and description, Gokyigit is described as hardworking, committed, and prolific. This has been done in the following manner:Through the use of Action Verbs, The number is rife with action verbs such as "created" (line 10), "remembers" (line 24), "maps" (line 25), and "disconnected and reconnected" (line 31). This describes Suleyman as an active and enterprising doer in solving technical problems.Furthermore, verbs have been used to emphasize Speed: Words such as "three weeks" (line 8), "top speed" (line 23), and "ten seconds" (line 40) emphasize Suleyman's extraordinary speed and efficiency in operating or completing different assignments. The idea here is to emphasize his workaholism and ability to perform under pressure.The passage praises efficiency and a strong work ethic by focusing on action verbs and speed to construct an ideology. Though all these highly focused elements talk about the great mission of Suleyman and his invaluable contribution, some drawbacks can still be revealed for EFL learners. For instance, emphasizing speed will likely provoke anxious feelings in EFL learners, who usually need more time to elaborate and translate their thoughts into English during work tasks. Also, the goal orientation to actions and outputs takes little account of any possible challenges or the thinking process that reflects the success of Suleyman. The EFL learner will draw more from a clear thinking statement when approaching more complex tasks.

4.2.2.3. Equating and Contrasting

Contrasting is first seen whereby the passage frequently emphasizes Suleyman's exceptional speed. For instance, Mr. Gokyigit would develop software integrating complex networks "in three weeks" (line 8). This is in contrast to the other 350 employees in the company, who are not disabled and could go up to 3 months doing the same task Gokyigit did in 3 weeks. This difference alone can be demotivating, especially for EFL learners to process more slowly, only with greater elaboration of instructions or tasks they should undertake in English.Moreover, contrast is observed through the contrasting of abilities. The passage underlines Suleyman's outstanding memory as it states" Instead, he depends on memory. Turning the synthesizer to top speed, he remembers almost everything he hears, at least until a project is completed. " (line 23). This contrasts with what most blind people depend on, especially the Braille. At this moment, he regards it as just a waste of time. This directly affects EFL learners whose memory challenges they will face when pushed by a new language. Learning and recalling specialized vocabulary, technical words, or even compound instructions might take the EFL learner longer than when using the native language. Expecting an EFL learner to learn everything by conditioning within a short period might be straining.Moreover there is the equating of sight to limitation.The representation of blindness as a "perceived disability" (line 2) creates an implicit juxtaposition between sight and ability. This inculcates an ideology whereby it is projected in that it equates sight with fewer limitations in the work environment. That would be so discouraging to EFL learners that by then, they had developed some insecurity of language skills and considered fluency a shortcoming compared to sighted applicants. Beyond simply praising Suleyman, the text provides concrete examples of his accomplishments.

4.2.2.4. Presenting Others' Speech and Thoughts

Petzinger adds a layer of reliability and a human face to the story when he peppers it with choice comments from colleagues. He achieves this through the use of indirect speech whereby he reports what Mr. Braun takes as Suleyman's ability whereby the passage indirectly reports" Mr Gokyigit's gift, as Mr Braun calls it, is an unusual ability to conceptualise the innards of a machine" (line 14). Furthermore, the passage employs direct speech, whereby it reports what other people have said about the capabilities of Mr Gokyigit. For instance, words said by his

immediate supervisor, Ms. Nowakowski, said," Through feel, Suleyman can locate connectors, pins, and wires much faster than most other people with sight." These stories do not just show how Suleyman's talent and hard work were appreciated in a good way but add a level of perspective of more personal antidotes to the story.

4.2.2.5. Time, space, and society

The passage "A Young, Blind Whiz on Computers" uses deictic expressions to build the world in space, time, and society. Here are considered ways in which deictic expressions are used in the passage: The extract relies mainly on linear time deictics. When Suleyman says, "in three weeks" (line 8) and "several months ago" (line 35), he can establish a time plan for executing the actions, hence showing him to be timely in executing tasks. Also, personal deictics will orient the reader concerning Suleyman and Mr. Braun in their private worlds with reverence. For instance, the passage notes that Mr. Braun refers to Suleyman's "gift" as an "unusual ability to conceptualize the innards of a machine," indicating a deep appreciation for Suleyman's unique skills. The way Suleyman himself states, "The computer permits me to reach out into the world and do almost anything I want to do," gives the reader insight into his personal world, where his capabilities are not limited by his blindness but rather enhanced by his technical proficiency. This personalized narration brings the reader closer to understanding the motivations and accomplishments of both individuals.Lastly, social deictics, the passage consistently uses titles like 'Mr. Gokyigit' and 'Mr. Braun,' which are social terms that convey respect and formality in their interactions. For example, Mr. Braun's acknowledgment of Suleyman as "our top troubleshooter" and his use of the title 'Mr.' before Suleyman's name demonstrates a level of professional respect. This use of formal titles indicates the high regard in which both individuals are held within their professional environment, reinforcing the respect in their communication and relationships.

4.3. Select Readings-pre intermediate.

4.3.1. Analysis of Passage 4: "Love at First Sight"

The passage "Love at First Sight" in the book "Select Readings-pre Intermediate" brings about a phrase that ignites a spark of curiosity and a touch of wonder: that idea is whole of words, empty

and not grounded, which is a mere fallacy of romantic fancies. This section   analyzes this passage based on the Jeffries critical stylistic tools.

4.3.1.1. Naming and Describing

In the passage "Love at First Sight," naming represents a method of communication that is more than a simple designation. When applying the Jeffries critical stylistic tools of naming and description passage, it is noticed that the author employs names to portray various views about love. For instance a significant feature is the use of noun phrases. Instead of referring to the protagonists' John and Emily, in the initial sentence, the passages highlight their professions like "artist John', "Salesperson Mark" and "college student Emily." These manifestations take the appearance of professions or college classes to reflect expected attitudes. For example, "artist" would likely produce associations connected to a softened or sentimental view of love. In contrast "college student" could point the way to a more practical or intellectual understanding of love. This underlines how even editing people's names can shape how others, including strangers or friends, form their opinions on a topic as significant as love.Jeffries argues that the linguistically strange noun phrase leads the reader through the ideological content just as it is presented. Words such as "love at first sight" and "feeling love at first sight" give way to the very concept. Such phrases allow people to describe complicated feelings and emotions using a single expression. They may significantly influence the audience's likelihood to accept the idea as such. Here, it addresses "love at first sight" in terms of a hard truth or fixed opinion, which readers can adapt into thinking that it is accurate.Identifying the angles used in Jeffries' tools makes evaluation of how the passage directs the other person's ideas easy. By emphasizing certain words or expressions, such as "love at first sight," the words may influence readers' understanding of the idea, and this might be the starting point for creating their views on whether love has to be overnight or developed with time. Furthermore, this is important because using descriptive noun phrases suggests that a person's social role maybe associated with the beliefs or rules about love. It may also show that society has created a perception or tradition that a particular life stage or profession relates to beliefs about love. Finally, it may be possible to examine the expressions already utilized to express various concepts about love. For

instance, it may reveal that other sentences are constructed quite differently, but essentially, the same thing expresses an opposite idea.

4.3.1.2. Actions, Events, and the Power of Perspective

The choice of verb tense plays a significant role in shaping how the passage presents the debate. The use of the present tense "believe" and "say" makes this question not a closed case and gives a sense of continuous, lively discussion around this question. When the text touches on personal accounts, vivid verbs come into play. Both John and Mark, being believers in love at first sight, capture the moment by using the flame to catch the forces of their experiences, using words like "flashed" and "looked. Emily and Carol, however, not being adherents of the idea, used verbs such as "felt" and "developed" in describing the development of love as slowly coming into play and full of shared experiences. This contrasting use of verbs reveals that the nature of love is subjective, and there are different ways in which people know it is formed.

4.3.1.3. Equating and Contrasting

In the passage "Love at First Sight," simple related and contrasting techniques present the opposite point of view on this simple idea. The passage equates certain aspects of the described experiences to highlight the universality of love at first sight. This passage can be derived from the fact that situations are described where the sound of the heart and the feeling of acting powerfully at the exact time of the heart's fast action are related. This equivalence shows that the common ground between these experiences is that the emotional intensity at the beginning, both in the getting worked up and anticipation stages, is relatively equal for all persons in similar circumstances. This may help EFL learners remember the vocabulary of strong emotions.

Contrasting, on the other hand, showcases differences. However, stories like Emily and Carol's juxtapose the view very tactically. They are very similar in dealing with mutual experience and the slow development of love compared to the flash-in-the-pan and purely physical attraction described by John and Mark. This contrastive approach sets out a clear perspective of how a concept, for example, love at first sight, can be used and, otherwise, by enriching this idea, understood more than just knowing how love at first sight should look. Equating and contrasting techniques present a composite picture of love at first sight. EFL learners will also understand that the definition itself may take in several different experiences, from becoming

instantly connected emotionally to slowly but surely developing based on the values shared within this relationship.

4.3.1.4. Exemplifying and Enumerating

In the passage "Love at First Sight," Jeffries presents some enumerative and exemplifying devices to explore the continuum of underlying feelings concerning this intriguing idea. The tool of enumeration or listing is employed skillfully to bring out a variety of opinions. Right from the outset, the text presents a statistical breakdown: "We asked 40 Americans this question-18, men and 22 women. Thirteen people (32%) said they believed in love at first sight; 27 people (68%) said they did not" (p.123). The initial presentation of the data aims to identify a starting point for the research by contrasting the case of people who firmly believe in love at first sight with those who are nonbelievers, showing that this notion is not universal. The narrative continues to hammer home this fact by breaking down the years into different kinds of age groups. This quote, "We were surprised to find that both younger and older people believed they could fall in love in a few short seconds. " (123), shatters a common misconception that the notion of love at first sight is only a kid's exhibit. Another enumerative sentence is "a scientist, an artist, a dancer, and a computer programmer" (123) from those who would favor the idea. It is shown clearly that love at first sight is the belief of many people despite their career background and, therefore, equals the belief of many individuals from different areas. Using enumeration as an introductory step, exemplification can be utilized, with different perspectives visualized through specific examples. The artist, John, was the first to believe in love at first sight. Meeting Luisa, he presents an instant understanding of each other as the best illustration of love in the first place. Mark, the salesperson, exemplifies a change of heart. The example of his initial skepticism (lines 27-35), after which there is a turning point, indicates that it is accurate to believe in love at first sight. Nevertheless, nonbelievers or those who question their faith are not excluded from its subjects. Emily, the college student, stands as the opposing party. Her situation, which involves gradually falling in love with her boyfriend, illustrates another aspect of how love is experienced. His exemplification technique ensures that all the facts are evenly presented; thus, readers can also get an idea of multiple perspectives, clearly understanding the concept.

In the play, by looking into the techniques used, such as enumeration and exemplification, one can see how the rhetoric of the play does not lead to the promotion of any ideology. It is not an argument that tries to persuade the readers to embrace a particular viewpoint by using isolated cases of love stories but an illustration of the different perceptions within society about love at first sight.

4.3.1.5. Implying and Assuming

The passage "Love at First Sight" overview does not pinpoint a single belief system; drawing on such "implying and assuming" devices as intrinsically described by Jeffries' tools makes room for a possibility, too, but thoroughly, shows what is going on inside a person when they are in love for the first time. Through this, the construction of polite speech can also be effected via presuppositions and implicatures.Suppositions serve as an additional text element, helping inspect shared knowledge. The title assigned to this writing piece, "Love at first sight," communicates a suggestion that love is possible by a mere glance. With this, the film can emphasize drawing from audiences' widely shared notion of the source of love in human experience. Also, sentences such as "the heart started beating faster" and "the intensity of the loving feelings and passion" presuppose that love at first sight sensitizes very emotionally. As a result, these depictions fashion the reader's impression through the line of thought of a particular emotional reaction to the idea of love at first sight.

The implied messages are not only of the words' actual meaning but also entail implied messages. Whenever you ask a question, you communicate your curiosity about the subject. Doing so shows your genuine interest and eagerness to learn more about it. Whether it is a question about a specific point, an inquiry about a different perspective, or a request for additional information, asking questions demonstrates that you are the depiction of people by John and Mark about love at first sight, is what can be called an excellent version of love. This slips a little to say that at first sight, love can result in a marriage for a young and peaceful life together. Besides, tackling believers in love at first sight and presenting their stories is too much. The text might suggest that this perspective is typical or like this: the ordinary, everyday, or usual.This comprehension is possible through analyzing these assumptions and implications. Therefore, notice how the passage discretely persuades us to embrace a similar ideology about

love at first sight. It indicates that this type of affection is a general thing to live with, which appears in the form of big emotions and leaves good memories. Nevertheless, it does not compensate for the complexity of the lives of the alternative interpretations that may shift this idealized outlook.The extreme importance of perceiving the boundaries of this text must be emphasized. Those with good or bad outcomes of love at first sight may likely share their stories, whereas the successful ones prefer to reveal the adverse circumstances less. Furthermore, emphasizing the believers in love and defining it may give them the speech power that might change how the reader perceives the story.

4.3.1.6. Time, Space, and Society.

The text "Love at First Sight" applies deixis (one of Jeffries' tools based on the text world theory) to build a distinctive world toward love. Deixis is the tool through which the speaker's view of space, time, and social frames is represented, and the reader understands the situation. In achieving this analysis, the overall message of the texts concerning the ideology of love at first sight can be extracted, and its implications for EFL learners can be assessed.The passage primarily uses place deixis, focusing on where love occurs at first sight: "at a party" or "giving a sales presentation." When reading this, EFL speakers might get the idea that the only acceptable setting for falling in love is in the mentioned places. Time deixis is a crucial participatory factor of particular importance. Expressions such as "love at first sight" and "short seconds" emphasize the swiftness with which authors believe they experience love. The author emphasizes the 'incidental meeting,' which implies that the eventual emotions signify the feeling of love which at first sight, happens more spontaneously. Amongst these rapid advances, the general idea of cultivating affection might be undermined, implying a more distinct difference within different cultures regarding the nature of love. For learners of less developed nations, EFL learners in this area of the world might find this portrayal to be false or even confusing.The passage utilizes personal deixis to showcase a range of believers: John, the artist; Mark, the salesperson; and Emily, the college student, are evidence that the first sight of love does not always follow the particular roles or job one holds. A disadvantage is that they will be unable to convey their non-belief due to the lack of social deixis. This weakens their beliefs, implying they are not crucial like those guided by their beliefs. EFL students could need more clarification about this statement or

may interpret this as a general attitude even when cultural backgrounds show different perceptions of love at first sight.By recognizing deixis as a crucial aspect of language, EFL learners have strengthened their capacity to become more persuasive readers. This understanding enables them to discern how the narrative constructs a world defined by love at first sight, which might contrast with their own cultural perspectives and worldview. This awareness is a significant step toward developing the ability to examine such concepts from multiple perspectives.4.4. Analysis and Discussion of Results

The section is conducted to the analysis and the discussion of the results of four passages used in the present study. It may uncover hidden ideologies and beliefs inscribed in the texts using the Critical Stylistic approach. It may help understand how those materials shape learners' cultural perceptions and social behavioral beliefs. The discussion will consider the implications of these findings for English Language Teaching (ELT) at the university level.

Table 4.1: Frequencies and Percentages of Critical Stylistic Tools Used in the Present Study.

Critical Stylistic Tool	Freq uencies	Percen tage (%)	Mean Occurrences per Passage
Naming and describing	4	20	1.0
Representing Actions/Events/States	4	20	1.0
Negation	1	5	0.25
Equating and Contrasting	4	20	1.0
Exemplification/ Enumeration	1	5	0.25
Implying and Assumption	2	10	0.5
Hypothesizing	1	5	0.25

Presenting Others' Speech/Thoughts	1	5	0.25
Representing Time/Space/Society	2	10	0.5
Total	20	100%	

Figure 4.1: Bar Chart of Critical Stylistic Tools
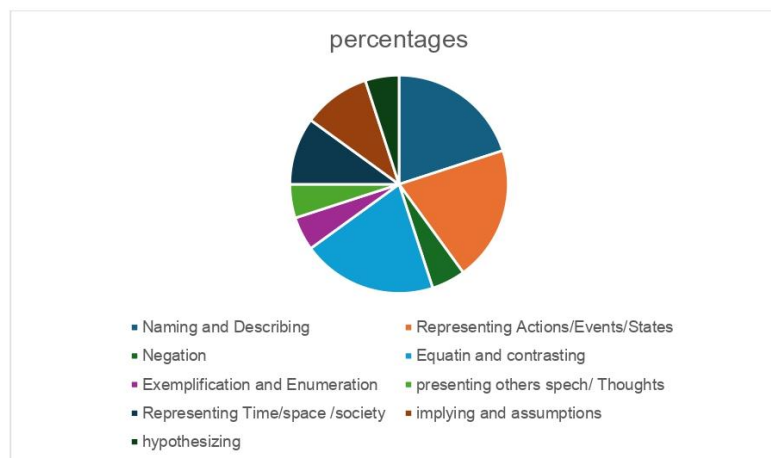
The table 4.1 and the figure 4.1 above show the frequency, percentage, and mean occurrences per passage of the various critical stylistic tools that have been used on the analyzed texts: The most used have to be "Naming and describing," "Representing Actions/Events/States", and equating and contrasting all which occur four times, which represent 20% of the total. This shows a great affinity to the mechanisms of description and narratological. "Exemplification/Enumeration," negation," "hypothesizing," and "Presenting Others' Speech/Thoughts," in their turn, are summoned one time each, which is 5%. "Implying and Assumption," and Representing Time/Space/ Society" having 2 occurrences for each one, which makes 10%. The mean occurrences per passage highlight the relative emphasis on each tool, with "Naming and describing" and "Representing Actions/Events/States" being the most consistently applied across passages. The mean occurrences per passage were calculated by dividing the total occurrences of each critical stylistic tool by the number of passages analyzed. For instance, "Naming and Describing" had a total of 4 occurrences. Given that 4 passages were

analyzed, the mean occurrence for this tool is 4 divided by 4, resulting in a mean of 1.0 occurrences per passage. This process was repeated for each stylistic tool: the total occurrences of the tool were divided by 4 (the total number of passages), providing an average occurrence per passage for each tool, thereby highlighting the relative frequency of each stylistic element within the texts.

5. Findings, Implications, and Recommendations(please state more clearly in this section)

5.1 Findings This section, named findings, seeks to answer important research questions and hypothesis that guided this thesis by studying the intricate relationship between language and cultural perception. The relevant questions, therefore, are that of the ideological assumptions carried within the texts for learning English, which affect the understanding of varied cultures and varied social behaviors of EFL learners and how the texts do it, how the texts shape the views of cultural norms and attitudes of the EFL learners through the specific linguistic choices and style.

5.1.1 Ideological Assumptions and its Implications for the Understanding of Culture

The present research has also manifested the way EFL reading materials are instances, which carry inherent ideologies that represent certain cultural norms and values. For instance, the representation of dietary habits in *Diets of the World* from "Strategic Reading 3" suggests that the Asian diet, described as "primarily vegetarian" and "rich in nutrients," is idealized. Such depictions would have EFL learners view certain cultural practices more favourably, which would, hence, influence attitude formation. Similarly, "Love at First Sight" from Select Readings Pre-Intermediate Contrasts Western romantic ideals with those of other cultures, potentially reinforcing stereotypes about romantic relationships. The two, therefore, bring out stereotypes among cultures that some cultures are romantically idealistic.

5.1.2 Integration of Critical Stylistics in Curriculum Development

Critical stylistics can be integrated into the EFL syllabus to empower learners with critical reasoning capacities. The instructor further explains to students how language is used in their textbooks to instigate a profound understanding of how language formulates the outlook that results in the development of different attitudes. For instance, the article *Public Attitudes Toward Science* from "Select Reading-Intermediate" shows how language shapes public

perspectives on science and technology. This use of lexis and structure in the text either advocates for or cautions against the advances in science. Through critical stylistics, EFL learners can see how language choices can be used to pass the message and persuade and manipulate public opinion. Another text in the same textbook that is open to this analytic approach is *A Young Blind Whiz on Computers*. The text can overturn stereotypic expectations about disabilities by showing the capabilities of one who is blind to excel in a technical field. Critical stylistics will have EFL learners get under the lines to realize how narrative techniques and language options work in achieving a subversion of typical expectations and inspiration for re-evaluating societal norms concerning people with disabilities.

5.2. Recommendations

General recommendations can be made based on the findings and implications of the present study:

1.Integrate Critical Stylistics in EFL Curricula Critical stylistics need to be included in the EFL curricula to provide learners with more sophisticated understandings of language and its cultural implications. This will give students the ability to critically analyze the texts they read and become more culturally sensitive global citizens.

2.Prepare Culturally Inclusive Textbooks: This means Publishers and curriculum developers must strive to make their textbooks reflect a variety of cultural perspectives. This would entail selecting texts representing a variety of cultures in a non-biased equitable way, while avoiding the reinforcement of any single cultural narrative.

3.Facilitate Professional Development Among TeachersCritical stylistics and cultural sensitivity workshops should be conducted on a regular basis for EFL teachers to help them understand how to provide the learners with appropriate models for language use in inclusive learning environments.

4. Further Research Further studies may explore the long-term validity of the application of critical stylistics in the EFL classroom for learners' development in both cultural awareness and language competence. Further studies could be devised to explore the intended effectiveness of culturally diverse textbooks at different teaching levels.

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