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**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**



**Investigating the Impact of Integrating Critical Discourse Analysis Instruction on  
Improving English as a Foreign Language Learners' Critical Reading of Historical  
Documents:**

**The Case Study of Third-Year Students at Biskra University.**

Dissertation submitted in partial fulfillment of the requirements for a

**Master Degree in Sciences of Language**

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**Declaration**

I, Ilef TIAR, officially declare that this study was conducted entirely by myself. All content presented in this dissertation, except where reference is made, is original and has not been previously published or created by another person. Additionally, I certify that this work has never been submitted to a university or an institution for obtaining a degree or an accreditation.

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**Dedication**

*To the jewel of my heart and reason of being, my beloved parents, your precious presence and unwavering support makes every challenge conquerable.*

*To my knights in shining armors, my brothers, who empowered me to always charge ahead to the finish,*

*To all of my lovely family members,*

*To the brilliant ladies I call my friends,*

*To my twin and free-of-charge therapist,*

*With all my heart, thank you.*

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### **Abstract**

This study investigates the integration of Critical Discourse Analysis (CDA) into English as a Foreign Language (EFL) instruction to enhance critical reading and analytical skills of third-year students of English at Biskra University when analyzing historical documents. The research is grounded in the recognition of critical thinking (CT) as a fundamental goal in higher education, particularly in EFL contexts, where innovative teaching strategies incorporating CT are highly valued. Previous studies underscore the importance of authentic texts in stimulating critical engagement, yet many students struggle to achieve critical awareness independently. Historical texts, known for their complexity, offer rich materials for critical analysis but present unique challenges for EFL learners. To address these challenges, this study proposes the integration of CDA into EFL instruction, drawing on Fairclough's model to uncover underlying ideologies and biases in historical discourse. The research questions explore teachers' perceptions of historical text complexity, the role of CDA in enhancing critical thinking, the effectiveness of CDA instruction, and learners' attitudes towards analytical abilities post-instruction. The study employs a mixed-methods approach, including interviews with teachers of civilization (N=4), pre-posttests to measure student performance (N=15), and post-treatment attitudinal questionnaires. Findings indicate a significant improvement in mean difference between the pretest and posttest results ( $\bar{X} = -8.400$ ), supported by the Shapiro-Wilk test of normality at (.165) and the one sample paired t-test of ( $< 0.001$ ). Besides, the qualitative findings contribute to the understanding of the integration of potential pedagogical practices and effective approaches aimed at fostering critical literacy skills in EFL university students primarily in the said context.

*Keywords:* Critical Discourse Analysis, critical thinking, critical reading, historical documents, Fairclough's model.

**List of Acronyms**

**APA:** American Philosopher Association.

**CDA:** Critical Discourse Analysis.

**CDS:** Critical Discourse Studies.

**CLA:** Critical Language Awareness.

**CR:** Critical Reading.

**CT:** Critical Thinking.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**E1:** Expert 1.

**E2:** Expert 2.

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## **General Introduction**

### **1. Background of the Study**

It has been long argued by philosophers of education that critical thinking (henceforth, CT) constitutes a fundamental goal of learning, and particularly central when it comes to higher education (Paul, 1987; Ennis, 1996). More recently in the English as a foreign language (henceforth, EFL) context, ways in which CT might be interpreted and taught are considered as highly debated questions for EFL scholars and practitioners (Thompson, 2002). Consequently, a shift has occurred from viewing language learning primarily as rote training to conceptualizing learning as a constantly evolving process of discovering, questioning, and reformulating hypotheses (Pennycook, 1994). Besides, CT skills have increasingly gained attention in research related to student achievement and attitudes, forging a diverse body of educational research that reports the importance of promoting higher-order thinking skills and the positive influence of CT on learners' achievement in EFL contexts.

Numerous studies have highlighted the importance of innovative teaching strategies that incorporate CT into EFL instruction. One such strategy involves the use of authentic texts to enhance students' critical reading abilities. This approach is supported by research findings that suggest exposing students to authentic materials can stimulate critical engagement with academic texts and tasks, fostering the development of critical thinking skills (Guariento & Morley, 2001). However, many students are not able to achieve critical awareness of texts on their own, making it essential for teachers to support activities and skills that help students read between the lines and challenge the ideological assumptions of texts (Wallace, 2014).

According to Martin (2013) and Coffin (2006), historical texts provide rich materials for critical analysis, as they often contain complex arguments, varied perspectives, and contextual biases. Therefore, they argued that teachers should raise the learners' awareness about the

linguistic specifications of this type of texts. They further assert that exposing EFL learners to the way historical texts are structured and engaging them in analyzing those texts is undoubtedly significant to foster their interpretive skills in history. Addedly, Coffin (2006) warned that ignoring how language functions in historical texts prevents learners from analyzing what is happening in history and from recognizing the writer's position and orientations. Critical thinking has to be employed in such a way that enables students to question assumptions, discern hidden values, evaluate evidence, and articulate well-reasoned conclusions

On that account, critical reading in EFL education is particularly challenging due to the linguistic and cultural barriers that students may face. Historical texts, in particular, present a unique challenge for EFL students. These texts often require a deep understanding and interpretation of historical context, cultural nuances, and biased perspectives, which can be difficult for non-native speakers to grasp. Furthermore, historical texts often contain complex language, dense information, and subtle themes, making them challenging to analyze critically. Hence, CT becomes indispensable in this process, as students must analyze the credibility of sources, recognize the influence of the author's context and intentions, and synthesize information from various historical documents.

## **2. Statement of the problem**

For third-year EFL students at Biakra university, studying the module of civilization, i.e., the history of the target language, is essential; stemming from the premise that the history of the nation where the language is spoken is a representation of its culture. Since language and culture are inseparable, teaching the history of the target language enhances cultural understanding. This module includes content-based lectures and analytical reading tutorial sessions, where in the latter,

historical documents are relied upon to improve students' critical reading and thinking skills (Kerboua, 2023).

However, the problem at hand lies in the observed intimidation of EFL undergraduate students to critically engage with historical texts. This reluctance may arise from linguistic barriers, cultural differences, and the complexity of historical content. Therefore, without the ability to critically analyze historical documents, students struggle to understand the nuances, biases, and underlying messages within these texts, limiting their overall comprehension and analytical skills. By bridging this gap, this study aims to inspect possible approaches providing a more systematic analysis of those documents; which can in turn foster students' analytical reading abilities.

Considering the aforementioned context and its raised challenges, the present study suggests that integrating Critical Discourse Analysis (CDA) into EFL instruction can be particularly effective. In this regard, CDA is a method that examines the relationship between language and power in texts, helping students to uncover underlying ideologies and biases. By applying CDA-based instruction, third-year students at Biskra University can develop a deeper understanding of historical texts, learning to read beyond the surface and critically engage with the content. This approach not only enhances their critical reading skills but also equips them with the analytical tools needed to tackle complex historical narratives (Amari, 2015), especially those of nineteenth century America.

### **3. Research Questions**

This research seeks to answer the following research questions:

RQ1: Do the EFL teachers of civilization at Biskra University perceive the complexity of historical documents as a factor influencing third-year students' level of reluctance and intimidation in approaching and critically engaging with the reading materials?

RQ2: How do the EFL teachers of civilization at Biskra University perceive the role of CDA in enhancing their students' critical thinking during analytical reading sessions of authentic historical materials?

RQ3: Does practicing Fairclough's model in CDA significantly promote the critical thinking ability of third-year students at Biskra University when analyzing historical texts?

RQ4: What are learners' attitudes towards their analytical abilities after undergoing CDA instruction?

#### **4. Research Hypotheses**

Based on the aforementioned questions, the following research hypotheses are raised:

RH1: EFL teachers of civilization at Biskra University may acknowledge that the linguistic and contextual complexities of authentic historical texts contribute to the challenges faced by third-year EFL students in engaging critically with the reading materials.

RH2: EFL teachers of civilization at Biskra University may recognize CDA as an effective approach for enhancing their students' critical thinking during analytical reading sessions of authentic historical materials.

Concerning the third research question, the null hypothesis is assumed as follows:

RH0: Practicing Fairclough's model in CDA does not significantly promote the critical thinking ability of third-year students at Biskra University when analyzing historical texts

RH4: learners may exhibit positive attitudes towards their analytical abilities post-CDA instruction even in other academic and non-academic contexts beyond historical text analysis.

#### **5. Aims of the Study**

Given the notable role of CT skills in the teaching and learning processes, it is deemed essential to investigate any procedures or techniques which may nurture its development in EFL

contexts. Building on that premise, the general aim of this study is to explore how CDA and its application, considering text difficulty, can potentially improve the critical thinking and analytical skills of third-year students at Biskra University when analyzing authentic historical texts.

Specifically, this research also seeks to:

- Reveal the perceptions of EFL teachers of civilization at Biskra University on CDA's utility in encouraging their students to become more active and critical readers.
- Reveal the perceptions of EFL teachers of civilization at Biskra University on the notion that the reading materials adopted in the tutorial sessions serve as targets of CDA, since they discuss the latter's central issues such as racism, ethnic prejudice, power conflicts, and discriminatory practices.
- Determine whether practicing Fairclough's model in CDA significantly promotes the critical thinking ability of third-year students at Biskra University when analyzing historical texts through exposing the hidden ideologies and the relations of power that underlie that type of discourse.
- Examine learners' attitudes towards their analytical abilities after undergoing Critical Discourse Analysis (CDA) instruction.

## **6. The Research Methodology for this Study**

The current research adopted a pragmatism paradigm and a mixed-methods approach, while specifically employing an exploratory sequential design in order to align with its nature and rationale. In accordance with the chosen design, this study can be addressed through two phases. First, the qualitative phase, consisting of interviews with teachers, reflects the pragmatic approach by providing contextual insights and practical expertise to inform the development of a specialized CDA-based co-teaching program. Besides, this qualitative exploration is followed by a

quantitative phase utilizing a one-group pre-posttest design, aiming to measure the teaching program's effectiveness in improving the students' analytical reading abilities. Thus, the selection of an exploratory sequential design underscores the pragmatic orientation of the study, allowing for an in-depth exploration of our research problem while also quantitatively measuring the impact of the designed intervention.

Concerning the data collection instruments and their corresponding analysis procedures, the researcher relied on the following selection. First, a semi-structured interview was employed, targeting third-year teachers of civilization at Biskra University. Subsequently, a deductive thematic analysis was utilized, involving the systematic processes of transcribing, coding, and theme generation on the gathered qualitative data. Conversely, pre-posttests were used to measure learners' performance before and after the co-teaching program. The Shapiro-wilk test of normality will be used to ensure that the results are closely centered around the mean, this involved scrutinizing the p-value to determine whether the dataset adhered to a normal distribution pattern. Furthermore, to ensure clear interpretation of data, other descriptive and inferential statistical measures -including frequencies, percentages, mean, standard deviation, and the one sample paired t-test- were used to display the numerical findings of the intervention. Ultimately, the final research tool employed was a structured questionnaire, chosen to gain insights into the participants' attitudes after the implementation of CDA instruction. The analysis of these attitudinal questionnaires focused primarily on frequency measures, particularly percentages, to facilitate a straightforward quantification of participants' responses.

### **7. Population, Sample, and Sampling Technique**

The chosen population of this study is third-year students of English at Biskra University. At this undergraduate level, students have the module of civilization as a required part of the

curriculum, where a focus is given to analyzing historical documents. Thus, this academic context forms the basis for conducting the current investigation. To obtain a representative sample from the population of third-year students, a cluster sampling technique was employed. Consequently, one group from the third-year level was randomly chosen to participate in the study with the determined sample size reduced to 15 students. Addedly, four civilization teachers were recruited -due to their expertise in teaching the module- to participate in the teachers' interviews, abiding by the technique of convenience sampling.

### **8. Significance of this Study**

Granted, the use of historical documents as reading materials presents to the students real-world contexts for language use. However, without the necessary critical thinking skills, EFL learners may struggle to navigate the complexities of these authentic texts effectively. Building on that premise, the current research work recognizes how CDA strives towards uncovering hidden meanings, questioning assumptions, and critically examining the intricacies of such type of discourse; therefore, it urges EFL teachers of civilization at Biskra University to have at their disposal these CDA techniques in order to optimize their third-year students' critical reading skills. Addedly, it can even equip these students with a refined lifelong ability in CT. This study also seeks to explore the extent to which students' reluctance in engaging with historical reading materials can be overcome by use of CDA instruction drawn upon Fairclough's (2001) three-dimensional model.

On the account that no similar research works have yet been conducted at the level of Biskra University, this work could be considered a promising initiation and contribution to the area of critical discourse analysis and language pedagogy in our department. Furthermore, this study aspires to highlight the implications of potentially integrating CDA approaches within our

context, thereby expanding our understanding of effective pedagogical approaches in fostering critical literacy skills among EFL university students.

### **9. The Referencing Style for this Dissertation:**

This dissertation adopted the American Psychological Association (APA) 7<sup>th</sup> edition referencing style throughout its entirety, for its recognized appropriateness to the nature of the current study. However, deviations from this style were minimal, primarily occurring within select appendices and with regard to the 'justify option' formatting. The decision made for these exceptions was agreed upon by the researcher and the supervisor, for the sake of prioritizing readability and aesthetic purposes.

### **10. Delimitations of the Study:**

To ensure clear focus and manageability of the identified constraints during the investigation, the delimitations of this study's scope depended on the following:

- The teachers' interviews were conducted prior to the treatment to validate the legitimacy of the problem within the specified context.
- The treatment sessions were designed as a co-teaching program since a module such as civilization demands specialized and experienced teaching qualifications and training. Therefore, the proposed instruction had to be mentored by an expert who was the designated teacher of the selected sample group.
- The CDA instruction was limited to three workshop-like sessions, scheduled once per week to avoid disrupting the expected progression of the module's tutorial sessions.
- Fairclough's model was applied to the reading materials before the integration of the program in order to assess its feasibility for those texts and to gather insights for the preparation of the lesson plans.

### **11. Demystifying Terminology:**

To maintain clarity of this research work, we define the recurrent terminology used by the researcher in this study as follows:

**Critical Discourse Analysis:** CDA is a research method that examines how language is used in texts to construct social reality, power relations, and ideologies. It involves analyzing the linguistic, contextual, and cultural features of texts to reveal the underlying meanings, motivations and politics. Besides, CDA considers discourse as both shaped by and shaping social structures.

**Critical Thinking:** CT refers to the ability to interpret, analyze, evaluate, and make inferences about information and arguments. It is a crucial skill for making informed decisions and engaging in reflective thought. Therefore, CT enables readers to go beyond the surface meaning of a text and critically examine the underlying assumptions and implications.

**Critical Reading:** Critical reading involves actively engaging with a text to understand its deeper meaning and implications. It requires readers to question the author's assumptions, identify biases, and consider other perspectives. Hence, critical reading is closely linked to CT, as it involves applying critical thinking skills to the analysis of written texts.

**Historical Documents:** In this dissertation, the term "historical documents" refers specifically to authentic historical texts such as speeches, letters, essays, and other primary source materials. These documents provide first-hand accounts of historical events and perspectives, and are valuable sources for understanding the identities and contexts of individuals and societies. On that account, the analysis of historical documents using CDA can reveal the discursive construction of historical narratives and the power relations underlying them.

### **12. Structure of the Dissertation**

The structure of the current dissertation is organized as follows:

**Chapter One** provides a comprehensive review of the relevant literature. In **Chapter Two**, the research methodology is detailed, covering both the theoretical underpinnings and the rationale behind the study. **Chapter Three** consists of two sections: the first focuses on fieldwork and data analysis, while the second section discusses and summarizes the main findings of the research.

# **Chapter One**

## **Chapter 1: Review of Literature**

### **Introduction**

The present chapter provides primarily a holistic view on the field of critical discourse analysis, presenting its key principles and central approaches adopted by its pioneers. Secondly, it highlights the premise advocating critical thinking as the essence of critical reading, followed by a descriptive literature review of previous studies that relate the improvement of these concepts in accordance with the implementation of CDA in EFL contexts. Additionally, it addresses the challenges EFL learners are known to face when reading and analyzing historical documents. In conclusion, Fairclough's CDA toolkit is suggested as a potential method that could manage, and possibly improve, these deficiencies.

### **1. Review on Critical Discourse Analysis**

Critical discourse analysis has developed as a reaction to the narrow linguistic focus prevalent in earlier language studies. Traditional linguistic analyses often overlooked the social, historical, and political dimensions of language use, leading scholars to seek approaches that could account for the multifaceted nature of discourse. According to Wodak and Meyer (2001), CDA aimed to address the shortcomings of traditional linguistic approaches by incorporating a broader sociopolitical framework. This shift in focus was spurred by a recognition that language is not merely a neutral means of communication but a powerful tool intertwined with power dynamics, social structures, and historical contexts. Hence, Critical Discourse Studies (CDS), or CDA, became an established discourse-analytical approach and has gained increased attention in recent years (Amoussou & Allagbe, 2018).

On that account, CDA, as outlined by Van Dijk (2003), is a discourse analytical research method that primarily focuses on the enactment, reproduction, and resistance of social power,

dominance abuse, and inequality through text and talk in social and political contexts. Fairclough (1995, 2001) emphasizes CDA as a multidisciplinary approach, viewing language as a form of social practice, while Pennycook (2004), states that its goal is to make social ideological systems and representations transparent and demonstrate their relation to the broader social order. Wodak (2015) posits that CDA aims to denaturalize discourses' role in (re)producing non-inclusive and non-egalitarian structures, whilst challenging the social conditions they are embedded in. The central objective of CDA or CDS is to enlighten and emancipate the less powerful by revealing unequal power relationships in language use or discourse (Meyer, 2001).

On another account, Reisigl and Wodak (2009) view discourse as context-dependent semiotic practices, socially constituted, socially constitutive, related to a macro-topic, and linked to argumentation about validity claims. They posit that macro-topic-relatedness, pluri-perspectivity, and argumentativity are constitutive elements of discourse. CDA approaches reject a purely formalist and context-abstract view of language, considering various factors in communication, including social, historical, political, economic, and psychological aspects (Reisigl, 2017). Correspondingly, three major and constitutive concepts are recurrently used by critical discourse analysts that are: ideology, power, and hegemony (Wodak, 2009; Fairclough, 1995).

Firstly, the term “ideology” is commonly understood to encompass ideas, value systems, or sets of beliefs established in language, denoting worldviews and mindsets (Fowler, 1986; Simpson, 1993). In CDA, however, ideologies are seen not merely as abstract ideas but as intertwined with material practices within social institutions (Jahedi & Mukundan, 2014). This perspective, endorsed by Wodak (2015), focuses on latent ideologies inherent in everyday beliefs, often disguised as conceptual metaphors. Within CDS, Van Dijk (2006) views ideologies as shared

representations of social groups shaped and perpetuated through discourse, while Fairclough (2003) interprets ideologies from a Marxist standpoint, considering them as representations contributing to power dynamics and social relations. Weiss and Wodak (2007) emphasize the role of critical analysts in demystifying discourses to unveil ideologies and create awareness among individuals regarding their needs and interests. This distinctive exploration of ideology reflects diverse perspectives within linguistic and critical discourse analyses (Fowler, 1986; Simpson, 1993; Jahedi & Mukundan, 2014; Wodak, 2015; Van Dijk, 2006; Fairclough, 2003; Wodak, 2009; Weiss & Wodak, 2007).

Secondly, Critical Discourse Studies (CDS) place a significant emphasis on the concept of “power”, conceptualized as an asymmetric relationship among social actors occupying different positions (Wodak, 2015). Watt’s definition interprets power as the ability to affect someone contrary to their perceived interests (Watt, 1991, cited in Mai & Al-Shaymaa, 2015). Van Dijk (2003) extends this understanding, noting that power is not solely evident in overtly abusive acts but is embedded in the every, often taken-for-granted actions where language serves as the vehicle for its expression. Weiss and Wodak (2007) affirm that language is intricately intertwined with social power, indexing, expressing, and challenging power dynamics. Despite power not being an absolute entity, it can be resisted, according to Fairclough (1989). Wodak (2015) contends that texts become sites of social struggle, reflecting ideological battles for dominance. In CDA, the focus lies on analyzing how linguistic forms are employed to express and manipulate power in texts (Wodak, 2015).

Thirdly, “hegemony” is a concept that has been widely debated and analyzed in various fields, including international relations, sociology, and political science. In simple terms, hegemony can be defined as "the predominant influence, as of a state, region, or group, over

another or others" (The Free Dictionary, 2014). This concept was first introduced by Antonio Gramsci, an Italian Marxist philosopher, who defined it as the leadership of a class or group over other classes or groups (Gramsci, 1991). Gramsci's concept of hegemony emphasizes the importance of consent and cultural leadership in maintaining power. He further argues that a hegemonic power is not just a dominant force that exercises control through coercion, but rather a power that is accepted and consented to by the dominated groups. This consent is achieved through the creation of a shared cultural and ideological framework that legitimates the dominant power's rule (Gramsci, 1991). Several scholars have applied the concept of hegemony to CDA, highlighting its importance in understanding how discourse is used to construct and maintain dominant ideologies. For example, Stoddart (2007) argues that hegemony is the promotion and dominance of a particular set of ideas through the construction of a socio-cultural unity developed through both material and ideational struggles. This concept is closely related to the idea of common sense, i.e., the "average" worldview of a population, which is seen as a key mechanism of hegemony. It is often constructed through the naturalization of dominant discourses (Gramsci, 1991). Similarly, Fairclough (1985) and Van Dijk (1993) have also emphasized the role of hegemony in CDA, arguing that discourses (re)produce structures of dominance through subtle, routine, everyday forms of text and talk that appear "natural" and quite "acceptable". This is exhibited in the mechanics of normative and spontaneous grammar, which are used to construct and maintain dominant discourses.

### **1.1. Key principles of CDA**

CDA is known for its eight principles which are the foundational concepts that have been articulated and developed from the collective work of scholars such as Norman Fairclough, Teun A. van Dijk, Ruth Wodak, and others who have contributed significantly to its theoretical

framework. Norman Fairclough, in particular, has been instrumental in shaping many of these principles through his work on language and power, discourse analysis, and critical linguistics. Fairclough's influential publications such as "Language and Power" (1989), "Discourse and Social Change" (1992), and "Critical Discourse Analysis" (1995) have laid the groundwork for understanding how discourse reflects and reproduces social inequalities and power relations. Teun A. van Dijk is another prominent figure whose work on discourse studies, racism, and ideology has greatly contributed to the development of CDA. His books like "Discourse and Power" (1998) and "Discourse and Racism in Spain and Latin America" (2005) have explored the role of discourse in perpetuating dominant ideologies and social hierarchies. Ruth Wodak, known for her research on discourse analysis, racism, and identity politics, has also played a significant role in shaping CDA principles. Her collaborative work with other scholars, including "Methods of Critical Discourse Analysis" (2001) co-authored with Michael Meyer, has further advanced the interdisciplinary approach of CDA.

Enumerated below are the eight tenets that encapsulate the essence of CDA:

- **Addressing Social Problems:** Critical Discourse Analysis (CDA) is not merely a neutral observation of language use but an active effort to confront social issues and inequalities (Fairclough, 2001; van Dijk, 1993). CDA researchers are often driven by political motivations to support marginalized groups against dominant ones. The primary objective is to unveil how language contributes to social injustices and disparities.
- **Power Relations are Discursive:** CDA recognizes that power is not solely exerted through physical force but also through discourse (Fairclough, 1995; Foucault, 1982). It examines how language constructs, maintains, and contests power dynamics. Discourse becomes a battleground where dominant groups seek to retain their supremacy while marginalized groups resist.

- **Discourse Constitutes Society and Culture:** Language is not neutral; it actively shapes and is shaped by societal and cultural norms (Fairclough, 2003). Every utterance contributes to either perpetuating or challenging social relations, including power structures. CDA investigates how discourse constructs social identities, relationships, and systems of knowledge.

- **Discourse Does Ideological Work:** Ideologies, the frameworks through which society is represented, are perpetuated through discourse (van Dijk, 1998; Fairclough, 2001). CDA scrutinizes how language reflects and reinforces the ideologies of powerful groups, legitimizing unequal power relations. Its goal is to expose and challenge dominant ideologies.

- **Discourse is Historical:** Understanding discourse requires examining its historical context. (Fairclough, 1992; Wodak & Meyer, 2001) CDA analyzes how discourses are influenced by past events and how they, in turn, shape future discourses. Intertextuality, the interplay between texts, is crucial in tracing these historical connections.

- **CDA is Interpretive and Explanatory:** CDA employs a systematic methodology to interpret the intricate relationship between language and society (Fairclough, 2015; Wodak, 2001). It goes beyond surface-level descriptions, delving into the underlying social, political, and cultural meanings embedded within discourse. By doing so, CDA aims to unveil obscured connections between language, power, and ideology.

- **CDA is Interdisciplinary:** Drawing from diverse fields like linguistics, sociology, psychology, anthropology, and political science, CDA offers a comprehensive understanding of the role of discourse in social life (van Leeuwen, 2006; Wodak & Fairclough, 2010). It integrates theories and methodologies from these disciplines to analyze the complex interplay between language and society.

- **CDA is Socially Committed:** Meaning, CDA is not detached but actively engaged in advocating for social change. By addressing social problems and inequalities through its analyses, CDA strives to contribute to the creation of a more just and equitable society (Fairclough, 1995; Wodak & Meyer, 2001). Thus, It dismantles hegemonic discourses and power relations in its pursuit of social justice.

## **1.2. Central Approaches of CDA**

### **1.2.1. Fairclough's Socio-Cultural Approach**

Fairclough's system of discourse analysis, adapted from Halliday's functional analysis (1994, 2004, 2014), has three dimensions: (1) discourse as text (spoken, written, or visual), (2) discourse practice (production, consumption, and distribution of text), and (3) socio-cultural practice. This framework involves: (a) linguistic description of text properties, (b) interpretation of the relationship between discursive processes and text, and (c) explanation of the relationship between discourse and socio-cultural reality.

On that account, Fairclough argues that discourse selections are ideologically driven and affect power relations among social classes, genders, and ethnic groups. He claims, "the exercise of power, in modern society, is increasingly achieved through ideology" (1989, 92). Introducing hegemony, he describes it as a way to understand power dynamics and discursive changes within broader societal changes (Fairclough, 1993 as cited in Jahedi et al, 2014). He asserts that the political concept of hegemony is useful for analyzing orders of discourse (Fairclough, 2001, 124) and defines orders of discourse as networks of social practices in their language aspects, including discourses, genres, and styles (Fairclough, 2003, 24).

Addedly, Fairclough (2001) emphasizes that orders of discourse are dynamic, influenced by changes in power relations within social institutions or society. He states:

How discourses are structured in a given order of discourse, and how structurings change over time, are determined by changing relationships of power at the level of the social institution or of the society. Power at these levels includes the capacity to control orders of discourse; one aspect of such control is ideological-ensuring that orders of discourse are ideologically harmonized internally or (at the societal level) with each other (25).

### **1.2.2. Van Dijk's Socio-Cognitive Approach**

In accordance with Fairclough's critical approach, Van Dijk's socio-cognitive approach views discourse as a form of social practice but focuses on social cognition as the intermediary between text and society. Van Dijk asserts that CDA should address the various forms of social cognitions shared by social groups, organizations, and institutions (Van Dijk, 2001). He describes social cognitions as "socially shared representations of societal arrangements, groups and relations, as well as mental operations such as interpretation, thinking and arguing, inferencing and learning" (Van Dijk, 1993). He identifies two levels of discourse analysis: the micro level, concerning language use, discourse, verbal interaction, and communication, and the macro level, concerning power, dominance, and inequality between social groups (Van Dijk, 2003).

Van Dijk's CDA approach emphasizes understanding ideological structures and social power relations embedded in discourse (2003). He defines "social power" in terms of control and views ideologies as "the basis of the social representations of groups" (2006,131). He further argues that groups have power if they can control the actions and minds of other groups' members.

According to him, ideological discourse is generally organized by positive self-presentation and negative other-presentation strategies (Van Dijk, 2003).

Ultimately, Van Dijk (2003) claims that CDA should not just study the relationship between discourse and social structure but also consider the mental models, goals, and social representations of language users. This study of discourse triangulates between society, cognition, and language, forming the tripartite discourse-cognitive-society model of ideology supporting Van Dijk's socio-cognitive approach. Overall, his critical analysis often reveals the ideological dimension of 'Us' versus 'Them' and the discursive strategies used to exercise dominant power.

### **1.2.3. Wodak's Discourse-Historical Approach**

Similarly to Fairclough's and Van Dijk's approaches, Wodak's discourse-historical approach views discourse as a form of social practice. Wodak (2002) emphasizes the interdisciplinary and eclectic nature of CDA, arguing that societal problems are too complex for a single viewpoint. To understand and explain such issues, integrating diverse theories and methods is necessary. She asserts, "studies in CDA are multifarious, derived from quite different theoretical backgrounds, oriented towards different data and methodologies" (2001, 5).

Drawing on the key tenet of CDA stating "that all discourses are historical and can therefore only be understood with reference to their context" (Wodak, 2009, 20), she explicates that discourse is connected with other communicative events synchronically and diachronically. For Wodak (2001), context is crucial, as it includes socio-psychological, political, and ideological components, necessitating an interdisciplinary approach.

Moreover, Wodak (2001) highlights the importance of identity politics, which involves integrating past experiences, present events, and future visions across various life domains. This also entails analyzing the relationship between historical processes, hegemonic narratives, and CDA approaches. Thus, in order to analyze the interrelationship between discursive and other social practices and structures, Wodak (2001) introduces the principle of triangulation, which involves using different methods of data collection since "there is no typical way of collecting data" in CDA (23).

## **2. Critical Thinking: The Essence for Critical Reading**

Critical thinking (CT) traces its roots back to Socrates, who introduced the approach around two thousand years ago (Fisher & Scriven, 2001). However, despite its longstanding tradition, there is no universally agreed-upon definition. Dewey (1933) described it as "active, persistent, and careful consideration of a belief or supposed form of knowledge" (9, cited in Fisher & Scriven, 2001), while Paul (1988) viewed it as the ability to ask and answer questions and reach sound conclusions based on observations and information. The American Philosophical Association, through a two-year Delphi project, conceptualized CT as purposeful, self-regulatory judgment leading to various cognitive processes (Giancarlo & Facione, 2001).

While most scholars agree that CT involves both skills and dispositions, the emphasis in measurement and models often leans towards skill-based approaches (Frijters et al., 2007). For instance, Watson and Glaser (2002), creators of a widely-used CT assessment, associate CT with abilities such as Differentiating between levels of truth or falsehood in reasoning, identifying implicit assumptions within a sequence of statements, assessing the validity of conclusions, deducing if conclusions logically stem from provided information, and judging arguments in terms

of strength and relevance. However, Facione et al. (1995) argued that any comprehensive conceptualization of CT should include a dispositional component, highlighting the individual's inclination to utilize CT when needed.

The importance of CT skills in education has been emphasized by various scholars, echoing Dewey's assertion that reflective thinking should be central to education (Dewey, 1933, cited in Giancarlo & Facione, 2001). Brookfield (1987) and Meyers (1986) advocated for educational systems to actively foster critical and reflective thinking. Scriven and Paul (2004) noted that CT is essential for active engagement in academic, personal, and societal contexts. In the EFL context, the importance of CT in achieving academic objectives has become a significant focus. Studies have shown that CT skills are teachable and can be enhanced through various techniques and activities in the classroom (Davidson & Dunham, 1997). Additionally, Liaw (2007) found that using discussion-based activities and reflective writing tasks not only enhanced language proficiency but also promoted deeper critical thinking among learners. Furthermore, Fahim and Bagheri (2012) showed that applying Socratic questioning in EFL classes led to notable improvements in students' critical thinking and analytical skills.

Major scholars, such as Paul and Elder (2008), recognize that critical reading stems from the concept of critical thinking. They describe critical reading as readers engaging thoughtfully with the text. This involves consciously reacting to the text and its author, questioning and either rejecting or accepting the writer's assertions, and connecting the content to existing knowledge and beliefs. Accordingly, Paul and Elder's (2008) perspective aligns with Kurland's (2011), who views critical reading as a technique for uncovering information and ideas within a text, while critical thinking evaluates these ideas to decide what to accept and believe. Kurland (2011) adds that readers should understand the author's tone and persuasive elements by analyzing language

choices and recognizing bias by examining content and language patterns. According to Walz (2001), critical reading involves investigating and critiquing the validity of arguments in reading passages. This approach requires learners to adopt an active and analytical stance, equipped with evaluation, interpretation, and synthesis skills. In higher education, EFL learners are expected to engage as critical readers when navigating various academic texts in their second language for educational purposes and academic success (Wallace & Wray, 2011).

The origins of critical reading (CR) can be traced to the Frankfurt School's critical theory, which emphasized critiquing and transforming society rather than merely understanding or explaining it, as traditional theory aimed to do (Wodak & Meyer, 2001). Critical pedagogy, particularly critical literacy, emerged from this foundation. Paulo Freire highlighted the importance of progressing from merely 'reading the words' to 'reading the world' (Freire & Macedo, 1987). This means adopting a critical approach to understanding texts as socially constructed entities focused on social justice, freedom, and equity (Cervetti et al., 2001; Thomas et al, 2020).

In the EFL context, CR extends to a broader awareness that includes cross-cultural considerations of readership and situational relevance (Wallace, 1995). Reading, within language classrooms, is inherently a social practice, and adopting a critical stance is contingent upon contextual understandings (Macknish, 2011). Therefore, CR is not a static outcome but an ongoing cognitive process necessitating metacognitive awareness and conscious monitoring of comprehension. According to Bartu (2002), this process involves recognizing differences in conveyed messages, interpreting textual meanings, comparing textual ideas with personal beliefs, evaluating the value of new information, and deciding whether to accept, modify, or seek further clarification through additional reading. Metacognition plays a crucial role in this process by

facilitating the monitoring and adjustment of reading strategies (Sheorey & Mokhtari, 2001; Wu, 2008). In assessing the frequency of critical reading strategy usage among EFL students, Larking (2017) references a framework based on pertinent literature (Manarin et al., 2015), outlined in figure 2 below:

**Figure 2***Critical Reading Strategies*

- 
- Distinguish main and supporting ideas.
  - Evaluate the credibility of the claims.
  - Make relevant inferences about the text.
  - Make judgments about how the text is argued.
  - Question the author's assumptions.
  - Decide how to use the text for your own study.
  - Identify rhetorical devices.
  - Identify power relations.
  - Evaluate the quality of the text.
  - Distinguish between fact and opinion.
- 

Furthermore, engaging in critical reading for social engagement entails comprehending how texts can serve social objectives. To become adept at critical reading, students must also grasp how literacy functions within social contexts, how authors manipulate language to further their agendas, and how one should approach interpreting a text's meaning with a social consciousness (Wallace, 2003). This approach emphasizes the interactive nature of reading, involving a dynamic relationship among text producers, receivers, communities, and the text itself. Accordingly, critical reading involves the following criteria:

1. Analyzing various rhetorical strategies
2. Identifying power dynamics
3. Challenging assumptions

4. Engaging with societal issues
5. Imagining alternative perspectives (Manarin et al., 2015, 6).

This perspective on critical reading suggests that analyzing texts critically can have significant social and political implications. The tradition of engaging in critical reading for societal purposes aligns with the principles of critical theory, which interrogates "inequalities and injustices that persist in society and how literacy instruction may become a site for contesting the status quo" (Siegel & Fernandez, 2000, 140). In essence, it urges readers to interpret texts with a social purpose in mind and to utilize texts in accordance with their own values.

Ultimately, whether a student engages in critical reading for academic pursuits or social involvement, the essential components of comprehension, analysis, interpretation, and evaluation should be evident. With critical thinking as the cornerstone of college education, EFL reading instruction for university students must encompass these critical reading skills to ensure their ability to comprehensively engage with academic and authentic texts and critically respond to them in their coursework.

### **3. Studies Highlighting the Effectiveness of CDA in EFL Reading Instruction**

The following descriptive literature review meticulously examines the effectiveness of CDA in EFL instruction by scrutinizing several notable studies, all of which collectively manifest a growing interest in integrating CDA techniques to enhance various facets of language learning, particularly critical thinking, reading comprehension, and language proficiency among EFL learners. An overarching theme that permeates these studies is the prominence of Iranian research in this field, serving as a compelling reminder of the substantial contribution of Iranian scholars to the exploration of CDA's effectiveness in EFL instruction, thus accentuating the imperative of

acknowledging the invaluable insights provided by Iranian researchers in advancing our understanding of CDA's applicability and impact in language education.

Firstly, the study conducted by Hashemi and Ghanizadeh (2012) investigates the intersection of critical discourse analysis and critical thinking within an Iranian EFL context. Through an experimental design with both control and experimental groups, the researchers aimed to understand the impact of integrating CDA techniques into the teaching of Reading Journalistic Texts on students' CT abilities. Their findings indicated a significant positive influence of CDA on learners' CT abilities, particularly in interpreting and recognizing unstated assumptions. This suggests that CDA effectively enhances EFL learners' critical thinking skills by exposing them to texts rich in ideological assumptions, fostering deeper critical engagement. Methodologically, the study ensured participant homogeneity in terms of English proficiency and CT abilities, emphasizing the credibility of the analysis, which employed standardized tests like TOEFL and the Watson-Glaser Critical Thinking Appraisal. Moreover, the researchers reported a notable shift in their students' preferences towards selecting journalistic materials, which was observed after exposure to CDA, with the experimental group showing a heightened interest in controversial topics rich in ideological assumptions. This indicated CDA's efficacy in encouraging critical engagement beyond surface-level content. Despite acknowledging limitations such as a relatively small sample size and specificity to an EFL context, the study's findings offer valuable insights into applying CDA to promote critical thinking skills among language learners.

With a slightly shifted perspective, the study conducted by Najarzadegan et al. (2018) investigated the impact of practicing van Dijk's Model of CDA on the improvement of Iranian EFL undergraduates' critical thinking across different proficiency levels, addressing a notable gap in research as previous studies predominantly focused on Fairclough's model, neglecting van

Dijk's model, and rarely examined the effects of CDA on various proficiency levels. To explore this, the methodology involved administering the Watson and Glaser Critical Thinking Appraisal (WGCTA) to 96 EFL undergraduates across different proficiency levels, followed by treatment with van Dijk's model over four weeks. The results of this methodology indicated a positive influence of CDA on learners' critical thinking, with higher proficiency groups demonstrating significantly better performance. Further analysis, both qualitative and quantitative, confirmed the appropriacy of van Dijk's model for raising critical thinking awareness, albeit with some modifications, and revealed significant improvements in critical thinking post-treatment, particularly among high proficiency learners. However, the difference in scores between mid and low proficiency groups was not significant, suggesting language proficiency mediates the effectiveness of CDA in improving critical thinking. Overall, the study underscores the importance of integrating critical thinking into language education, highlighting the potential of CDA to enhance learners' cognitive skills, and emphasizes the need for further research, particularly in exploring gender differences and employing qualitative methods like think-aloud protocols. Ultimately, the findings advocate for a shift towards critical thinking-based approaches in EFL instruction, which not only benefit students' language learning but also foster skills vital for future academic and professional endeavors.

Another study entitled "Critical Discourse Analysis and Critical Thinking: The Role of Critical Discourse Analysis on Reading Comprehension Skills among Iranian EFL Learners" by Danesh et al., (2016) examined how CDA impacts the reading comprehension abilities of Iranian EFL learners. It aimed to shed light on CDA's potential to offer insights into learning processes. Utilizing a quasi-experimental quantitative-qualitative approach, the study was conducted at Boroujerd Islamic Azad University, Iran, with 61 M.A. English students selected based on TOEFL

scores and divided into experimental and control groups. In this setup, the experimental group received instruction on CDA elements, while the control group did not. The materials for the study included texts from The New York Times, chosen to align with CDA elements, and standardized tests such as TOEFL for participant selection and pre/post-assessment. Throughout the study, procedures involved administering tests, dividing participants, delivering instruction, and analyzing data using SPSS software for quantitative measures and qualitative analysis for responses. The findings revealed that familiarity with CDA elements enhanced reading comprehension among EFL learners, proposing a model for teaching reading comprehension incorporating CDA and suggesting its efficacy in improving English language competence.

Addeedly, Hazaea and Alzubi (2017) study on the "Effects of CDA Instruction on EFL Analytical Reading Practices" delved into the impact of CDA on enhancing analytical reading practices among Preparatory Year students at Najran University, comparing traditional reading instruction methods with CDA instruction through a quasi-experimental design. In their investigation, pre- and post-tests alongside questionnaires were utilized to gauge the effectiveness of CDA in improving analytical reading practices among all male EFL students. Results showed significant improvement across three analytical reading practices: text analysis (description), discourse analysis (interpretation), and critical discourse analysis (explanation), with statistical analyses revealing substantial enhancements in each practice and overall. Of particular note, critical discourse analysis (explanation) saw the highest improvement, suggesting that CDA facilitated a deeper understanding of sociocultural dimensions within texts. Moreover, the study discusses the practical implementation of CDA instruction in the classroom, employing three levels of analysis: text, discourse, and critical discourse analysis, where students transitioned from passive readers to active analyzers by engaging in questioning and resisting texts. These results

suggest that CDA encourages students to challenge ideological constructs embedded in texts, fostering critical thinking skills.

Particularly, the study entitled “Critical discourse analysis and its implication in English language teaching: A case study of political text” by Rahimi and Sharififar (2015), utilized Obama's political speech as a text for analysis to investigate the influence of CDA on students' critical thinking abilities, following an experimental design involving 62 participants, comprising 32 males and 32 females majoring in English language. Before teaching CDA techniques, students analyzed the text according to their interests; following the instruction of CDA principles, students reanalyzed the same text critically. In analyzing the results, the findings suggest that while both male and female students were influenced by CDA, females showed a slightly higher impact, although the difference wasn't significant. Additionally, the study addressed students' critical thinking abilities, finding that CDA facilitated the development of critical thinking skills, with students' motivation increasing after learning these principles, and their ability to decode textual meanings improved. The methodology involved pre-tests, teaching of critical principles, post-tests, and questionnaire administration over six sessions, with the researchers comparing students' analyses before and after learning CDA techniques, noting improvements in critical analysis skills. The study's implications for English Language Teaching ( hence, ELT) include the importance of integrating CDA techniques to nurture CT skills among students, encouraging them to approach texts critically, uncover ideological assumptions, and foster lifelong critical thinking abilities. Moreover, the analysis of the questionnaire revealed positive responses from both male and female students regarding the impact of CDA on their attitudes towards ELT and text analysis, with females showing a slightly higher inclination towards CDA principles, while both genders exhibited positive changes in their analytical skills and motivation towards language learning.

The study conducted by Abbasian and Malaee (2015) examined the impact of CDA instruction on Iranian EFL learners' reading comprehension and orientation towards language, aiming to determine if explicit teaching of CDA techniques affected students' abilities to uncover implied meanings in texts and if it influenced their attitudes towards learning English. In this research, 60 undergraduate Law students from Bandar Anzali Azad University were involved and divided into experimental and control groups, with the experimental group receiving instruction in CDA principles while the control group followed traditional reading instruction. Utilizing two news articles, chosen for their controversial nature, as the instructional material, quantitative analysis indicated a significant improvement in the experimental group's reading comprehension compared to the control group after CDA instruction, while qualitative analysis of students' reflections demonstrated increased critical language awareness, although some students struggled to apply CDA techniques extensively due to limited instruction time. The study's findings align with previous research, suggesting that CDA-based instruction enhances reading comprehension and fosters critical language awareness, thereby highlighting the importance of integrating critical literacy into EFL curricula to empower students to critically analyze texts and understand language as a social practice. Despite offering valuable insights, the study's scope and duration presented limitations from the researchers' view.

In their study, Dar et al. (2010) explored the impact of teaching CDA techniques on EFL university students' Critical Language Awareness (CLA), aiming to investigate changes in students' ability to unveil underlying meanings in texts and their attitudes towards ELT. The study involved 60 BA English students from the University of Kashan, who were taught CDA techniques to analyze paired news articles from different sources before and after instruction. Throughout this process, the researchers employed authentic, ideologically biased news articles to engage students

and encourage critical analysis, observing significant improvement in students' CLA after learning CDA techniques. Initially, students struggled to critically analyze texts beyond surface meanings, but post-instruction analyses demonstrated a deeper understanding of linguistic clues, revealing ideological manipulations in the texts. Additionally, the study found a notable increase in students' motivation towards learning English language after exposure to CDA, with questionnaire responses indicating enhanced interest and motivation, although some students found analyzing politically charged articles less engaging. Despite these initial challenges, students demonstrated improved CT skills and a deeper understanding of language's role in conveying ideology.

Lastly, from a Saudi Arabian context, the study titled "Critical Discourse Analysis in EFL Teaching: A Sociocognitive Perspective" by Hamdi (2022) offers a comprehensive exploration of the integration of CDA into EFL teaching. The research examines the crucial but often overlooked aspect of equipping EFL learners with the ability to critically evaluate news and information, particularly in the age of social media where misinformation spreads rapidly. In that regard, Hamdi's study began with a keen observation: that EFL learners often concentrate solely on improving their language skills without adequately addressing the critical components of language use. Thus, through qualitative methods including focus group discussions and a training program based on van Dijk's socio-cognitive approach to CDA, the study investigated the effectiveness of incorporating critical discourse analysis skills into EFL education. One of the key findings of the research was the significant improvement observed in participants' ability to critically approach news on social media following the training program. This improvement indicated a heightened awareness among EFL learners regarding their role in evaluating credible information and effecting positive social change through language use. Although the study acknowledged limitations, such as the need for careful selection of news stories aligning with participants'

language proficiency levels and the challenge of simplifying the CDA approach into an accessible analysis model, it still reinforces the importance of promoting critical discourse analysis skills in EFL education and highlights the potential of such an approach to cultivate responsible citizenship and critical thinking among language learners.

Collectively, these studies strongly support the adoption of CDA in EFL education as a means to develop essential critical thinking and analytical skills, which are crucial for both academic achievement and professional development. Compared to critical reading, which focuses on analyzing and evaluating the content of texts to understand deeper meanings and biases, CDA goes a step further by examining the relationship between language and power within social contexts. While critical reading helps students identify and question the underlying messages and assumptions in texts, CDA provides them with tools to analyze how language is used to shape and maintain power dynamics and ideologies. Both approaches aim to foster critical engagement with texts, but CDA offers a broader framework that includes sociopolitical and cultural dimensions, thus equipping learners with a more comprehensive set of analytical skills. This makes CDA particularly effective in enhancing not just reading comprehension but also the critical thinking necessary for navigating complex social issues

In Algerian EFL university departments, civilization is a crucial academic discipline, often taught through courses that focus on history. These courses not only delve into the historical aspects but also aim to instill citizenship values and critical thinking skills among students. One particular module is dedicated to Anglo-American civilization and culture, providing a comprehensive exploration of the socio-cultural milieu in the UK and USA throughout history. The approach to civilization in these departments is notably critical, emphasizing readings, discussions, debates, and critiques of historical materials. Language learning is integrated into the

study of civilization, utilizing texts and cultural contexts to enhance linguistic and cultural knowledge, awareness, and competence. The overarching goal is to cultivate a critical understanding of social systems, political institutions, and ideological frameworks, enabling students to engage thoughtfully and reflectively with historical and contemporary issues through authentic documents.

#### **4. Challenges EFL Learners Face with Historical Texts**

It is worth noting that engaging with historical texts poses numerous challenges for EFL students, stemming from both linguistic and cultural barriers. These obstacles often impede students' comprehension and analytical skills when dealing with historical materials. Kelly (2014) highlights that cultural challenges include students' reluctance to perceive history beyond a linear succession of events, failing to grasp the cultural nuances embedded within historical narratives. Additionally, EFL learners may encounter difficulties in understanding cultural references within historical texts, hindering their contextual comprehension (Kelly, 2014).

Moreover, cognitive challenges arise from students' struggle to conceptualize time periods distant from their own, impeding their empathetic understanding of historical events (Rodwell, 2013). Rodwell emphasizes the importance of developing cognitive flexibility to enable learners to immerse themselves in the mental frameworks of past societies. Furthermore, Coffin (2006) underscores the cognitive skills required for historical analysis, which progress from basic comprehension to higher-order thinking such as analysis and evaluation.

Linguistic challenges further compound the difficulties faced by EFL students in history classes, with Halliday (1993) noting that the discourse of history often induces frustration. Schleppegrell and de Oliveira (2006) highlight the limited strategies available to teachers for

analyzing and interpreting historical texts, exacerbating linguistic barriers for students. Specifically, vocabulary complexity, unfamiliar grammatical structures, and challenging pronunciation contribute to students' struggles in comprehending historical discourse (Schleppegrell et al., 2004).

The dense presentation of historical information, characterized by abstract vocabulary and complex sentence structures, adds to the linguistic challenges (Haynes, 2016). Schleppegrell et al. (2004) emphasize the need for teachers to scaffold activities based on approaches that enhance students' understanding of historical texts, facilitating critical interpretation. Wallace (1995) acknowledges the role of teachers in guiding students towards critical awareness of texts, underscoring the necessity of systematic reading instruction and the teaching of effective reading strategies (Alexander, 1996). In essence, addressing both linguistic and cultural barriers, along with fostering cognitive and critical reading skills, is imperative for enhancing EFL students' engagement with historical texts.

However, as priorly argued, the particularity about critical reading is that it extends beyond mere comprehension; it requires the integration of critical thinking skills. CT, defined as the ability to think clearly and rationally, involves analyzing arguments, identifying biases, and evaluating the validity of information. For EFL students, who may already face challenges due to language and cultural barriers, the development of CT skills is particularly vital. Building on this, CDA appears to offer practical approaches to integrate for the sake of fostering such skills. Addely, the exposure of EFL learners to previously discussed Fairclough's model is assumed to empower them to not only understand the surface meaning of texts but also to delve deeper into underlying messages, assumptions, and implications of this particular text genre.

What distinguishes Fairclough's approach is its practical nature, as it combines an analysis of the specific linguistic choices made by the text creator, their arrangement, sequence, and format, with a consideration of the broader historical and sociocultural circumstances enabling these choices. Fairclough aims to elucidate and record the unequal power dynamics inherent in social and economic relations, dismantling hegemonic discourses and relationships through his analyses (Fairclough, 1989).

Although Fairclough primarily utilizes CDA as a tool for analysis rather than focusing on its pedagogical implications, the framework he presents can be effectively applied in educational settings. Fairclough (1989) advocates for an analytical toolkit consisting of a series of questions and linguistic categories aimed at exploring how linguistic structures establish specific power dynamics and knowledge formations. This toolkit is rooted in Halliday's (1978) categorization of language's experiential, interpersonal, and textual metafunctions, i.e., the ways language shapes experiences, interpersonal interactions, and text cohesion. Fairclough employs this framework to examine how the lexical, grammatical, and organizational aspects of texts encode and structure these metafunctions. Additionally, Fairclough underscores the expressive function of language, which he interprets as the text producer's assessment of the constructed reality within the text, a concept Halliday (1978) includes within the interpersonal metafunction. Figure 1 showcases Fairclough's toolkit encompassing his suggested questions and concepts for text analysis:

**Figure 1***Fairclough's toolkit*

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The questions and concepts Fairclough proposes for text analysis are:

**A. Vocabulary**

1. What experiential values do words have?  
What classification schemes are drawn upon?  
Are there words which are ideologically contested?  
Is there rewording or overwording?  
What ideologically significant meaning relations (synonymy, hyponymy, antonymy) are there between words?
2. What relational values do words have?  
Are there euphemistic expressions?  
Are there markedly formal or informal words?
3. What expressive values do words have?
4. What metaphors are used?

**B. Grammar**

5. What experiential values do grammatical features have?  
What types of process and participant predominate?  
Is agency unclear?  
Are processes what they seem?  
Are nominalizations used?  
Are sentences active or passive?  
Are sentences positive or negative?
6. What relational values do grammatical features have?  
What modes (declarative, grammatical question, imperative) are used?  
Are there important features of relational modality?  
Are the pronouns we and you used, and if so, how?
7. What expressive values do grammatical features have?  
Are there important features of expressive modality?
8. How are (simple) sentences linked together?  
What logical connectors are used?  
Are complex sentences characterized by coordination or subordination?  
What means are used for referring inside and outside the text?

**C. Textual Structures**

9. What interactional conventions are used?  
Are there ways in which one participant controls the turns of others?
10. What large-scale structures does the text have? (1989, 110-111)

**Conclusion**

Overall, it is worth noting that following Fairclough's utilization of these questions and principles (see figure 1) to assert claims regarding text generation and potential interpretations, one can gain insights into the discourses present within a text (Fairclough,1989). It works as a guide to employing textual analysis alongside an examination of the processes and contexts surrounding text creation and understanding. Such approach, if applied to ELT contexts, renders language tangible for analysis and interpretation, allowing students to explore it as interaction rather than mere condensation of information -achieving a main objective of the course of civilization.

## **Chapter Two**

## **Chapter 2: Research Methodology for this Study: Choices and Rationale**

### **1. Introduction**

This section delves into the theoretical framework and fundamental principles guiding the selection of each methodological component. The understanding, harmonization, and practical implementation of these elements significantly influence the outcome of any inquiry. Therefore, it is imperative to elaborate on the research paradigms, approaches, and designs pertinent to the current investigation. Subsequently, the discussion concludes by elucidating the data collection process, encompassing the utilized instruments, data analysis methods, and population/sampling techniques.

### **2. Research Paradigms**

Research paradigms, as elucidated by Kuhn (1962), refer to the foundational frameworks guiding inquiry in social research. These paradigms encompass epistemology, ontology, methodology, and axiology (Kivunja & Kuyini, 2017). Positivism, initiated by Comte, prioritizes objective, quantitative methods, while interpretivism emphasizes subjective, qualitative approaches (Sönmez, 2013). Accordingly, Dammak, (2015) further indicates that interpretivist methodology seeks to inductively analyze and explain phenomena. Pragmatism on the other hand, emerging from debates between positivism and interpretivism, advocates for a mixed-methods approach, acknowledging multiple realities and valuing practical knowledge (Kaushik & Walsh, 2019). According to Kivunja and Kuyini (2017), pragmatism endorses:

a relational epistemology (i.e., relationships in research are best determined by what the researcher deems appropriate to that particular study), a non-singular reality ontology (that there is no single reality and all individuals have their own and unique interpretations of reality), a mixed-methods methodology (a combination of quantitative and qualitative

research methods), and a value-laden axiology (conducting research that benefits people).  
(p. 35)

Unlike positivism and interpretivism, pragmatism does not prioritize methodological allegiance but focuses on the discovery of knowledge (Creswell, 2014). As Creswell (2014) maintains that pragmatism is not bound by either qualitative or quantitative research methods; it does not regard them as polar opposites but complementary to one another. Pragmatism allows researchers to integrate quantitative and qualitative methods to address research problems practically. As Small (2011) notes that pragmatism prioritizes the discovery of knowledge rather than the justification of it. Thus, pragmatism's flexibility aligns with the present study's aim to explore complex psychological and human aspects (Rehman & Alharthi, 2016)

### **3. Research Approaches**

In academic research, the chosen approach is heavily influenced by the nature of the variables being examined (Khaldi, 2017). A research approach, as defined by Creswell (2014), encompasses philosophical assumptions and methodological techniques. On that account, three prevalent research approaches exist: quantitative, qualitative, and mixed-methods (Mason, 2013). Quantitative approaches involve numerical data, while qualitative approaches focus on descriptive and systematic exploration (Mason, 2013). The mixed-methods approach, however, integrates both quantitative and qualitative data collection, analysis, and synthesis (Denscombe, 2010). Creswell and Wisdom (2013, as cited in Shorten & Smith, 2017) highlight the benefits of mixed methods as follows:

Mixed methods can be used to gain a better understanding of connections or contradictions between qualitative and quantitative. Mixed methods can facilitate greater scholarly interaction and enrich the experiences of researchers as different perspectives illuminate

the issues being studied data; they can provide opportunities for participants to have a strong voice and share their experiences across the research process, and they can facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply. (p. 75)

Despite its intricacies, a mixed-methods approach enhances the relevance and reliability of results (Denscombe, 2010). It improves data quality, serves as a practical problem-solving approach, enriches analysis, and minimizes bias (Denscombe, 2010). Given the nature of our research questions, the mixed-methods approach aligns most with the present investigation.

#### **4. Research Design**

Creswell (2014) defines research design as a framework that guides procedures in a study, ensuring coherence and linking theoretical problems to empirical research (Boru, 2018). A well-defined design is efficient, cost-effective, and enhances result consistency and interpretation. Considering the mixed-methods approach and the quasi-experimental nature of the study, the exploratory sequential design is most suitable (Creswell, 2014). This design involves an initial qualitative phase followed by a quantitative phase, where qualitative data exploration precedes quantitative validation (Creswell, 2014). In the exploratory sequential design, qualitative inquiry informs the development of hypotheses and research questions, providing a foundation for subsequent quantitative investigation (Boru, 2018).

This iterative process allows for a comprehensive understanding of the research topic, facilitating the identification of relevant variables and the formulation of testable hypotheses (Creswell, 2014). By integrating qualitative exploration with quantitative validation, the exploratory sequential design offers a systematic approach to hypothesis generation and testing, enhancing the study's rigor and validity (Boru, 2018). Therefore, the selection of the exploratory

sequential mixed-methods design is essential for guiding a thorough investigation and ensuring meaningful interpretation of the study's findings.

Furthermore, Quasi-experimental designs serve as alternatives to true experimental designs, although they lack randomization, which inherently limits the possibility of generalization. In research settings where conducting experiments in controlled laboratory environments may not be feasible, researchers often resort to simulating true experimentation (Cohen et al., 2018). In the case of the one-group pre-posttest design utilized in this research project, participants undergo an initial test, followed by a designated treatment phase where the instructor identifies and addresses existing issues. Subsequently, a post-test evaluates the effectiveness of the intervention. This design is particularly suitable when logistical constraints such as participant availability or time limitations make it impractical to include a control group. It is also preferable when the primary objective is to directly address specific ambiguities between variables.

## **5. Data Collection Methods**

In order to answer the research questions, data collection is an indispensable part of research that necessitates being meticulously planned and implemented. This phase involves systematically gathering of data relevant to the variables under investigation. As the present research embraces mixed-methods approach, a set of both qualitative and quantitative data collection instruments were used. Hence, three tools were deployed to facilitate this process, namely, a semi-structured interview for teachers, along with pre-posttests and a structured attitudinal questionnaire for students.

Initially, interviews serve as essential data collection instruments to achieve the intended logical results. Cohen et al. (2007) emphasizes their significance, stating that interviews offer

flexibility, enabling the use of multiple sensory channels and allowing for spontaneity while maintaining control over the interview process. They provide researchers with a powerful tool to delve into complex and deep issues (Cohen et al., 2007). Interviews can be structured, unstructured, or semi-structured, with the latter type being particularly suitable for gathering in-depth data from individuals with extensive knowledge and experience, such as teachers (Dejonckheere & Vaughn, 2019). Therefore, for the present research, semi-structured interviews are chosen as they facilitate thorough exploration and understanding of the subject matter.

In quantitative investigations, tests are a prevalent data collection instrument that aim at assessing the validity of ideas or individuals' knowledge by determining the impact of independent variables on dependent variables (Cohen et al., 2007). According to Cohen et al. (2007), tests offer researchers a potent means of gathering numerical data, essential for accurate interpretation and analysis of variables. They provide researchers with a powerful method of collecting data and a wide range of tools for gathering numerical data instead of verbal data (Cohen et al., 2018). Therefore, tests play a crucial role in research by measuring skills, abilities, or knowledge, and producing numerical data for analysis.

Moreover, Structured questionnaires are commonly utilized in quantitative research, employing close-ended questions to obtain precise measurements (Dörnyei, 2007). This method often includes multiple-choice questions, Likert scales, and dichotomous questions, facilitating statistical processing of the gathered data. Choosing structured questionnaires is significant as it ensures standardized responses, simplifies data analysis, and enables researchers to quantify attitudes, behaviors, or opinions efficiently.

*5.1. The Semi-structured Interview*

**5.1.1. Structure and Aim.** The semi-structured interviews comprised eight predetermined questions tailored for the teachers of civilization. As a result, four teachers participated in the interviews, all consenting to being recorded to ensure proper documentation. These questions are strategically ordered to effectively steer the investigation towards the main purpose of the study. under the premise of comprehending the contextual reality of this study, the interview aims to delve into two key aspects: firstly, understanding the reasoning behind instructional choices in teaching the civilization module, and secondly, gauging the teachers' perspectives on the efficacy of Critical Discourse Analysis (CDA) as a method for teaching the module, and whether it aligns with the educational objectives of the course. Those aims are further detailed in the attached Table below.

**Table**

The Interview Items and the Rationale behind their Inclusion

Item (s)	Objective
1	To confirm the structure and pedagogical approach of the course.
2	To understand the selection process for reading materials.
3	To explore specific teaching strategies employed, revealing how authentic texts are utilized to enhance historical understanding and critical thinking skills.
4-5	To assess the emphasis on critical thinking, intertextual connections, and strategies used to foster an active engagement with and questioning of perspectives in historical texts.
6	To understand the relationship between text complexity and student engagement, and how it affects their interest and ability to analyze historical content.
7-8	To examine the potential integration of CDA in teaching American history, particularly, and the module of civilization, generally, according to their educational standards.

**5.1.2. Piloting and Validation.** To ensure the research instruments' validity and reliability, a piloting stage was conducted to identify any potential deficiencies before their inclusion in the

study. The research instrument, comprising semi-structured interview questions, underwent piloting and validation by the supervisor. A copy of the interview questions (refer to Appendix E) was provided to the supervisor for feedback on question quality and sequence. Following the piloting stage, the researcher adjusted the question order based on the supervisor's instructions to align with the interview's purpose. Addedly, another expert (E1) has reviewed and approved the validity of the questions.

## **5.2. The Tests**

**5.2.1. Structure and Aim.** Tests were utilized as a means to assess students' improvement in their critical reading skills. The test structure involved a reading comprehension assessment of a historical document, where participants were tasked with choosing suitable answers from multiple-choice questions based on the provided text. The posttest followed a similar format, as it is a common practice among quasi experiments to use identical pre- and posttests for measuring students' communication abilities, thereby minimizing the influence of affective factors. This approach ensured a consistent and reliable measure of students' progress in critical reading throughout the study. (See Appendix J)

**5.2.2. Piloting and Validation.** The tests underwent initial piloting and validation by the supervisor. Given that the pre-posttest focused on reading comprehension of a historical document and required participants to select appropriate answers from multiple-choice questions related to the provided text, the test structure necessitated further piloting and validation by an expert (E2) in the field to ensure suitability of both structure and content.

## **5.3. The Attitudes Questionnaire**

**5.3.1. Structure and Aim.** Following the completion of the CDA-instruction program, the researcher administered an attitudes questionnaire (See Appendix F) to gather insights into the

students' perceptions of the integrated program conducted during the treatment sessions. This questionnaire, adapted from several related studies, was structured to fit the specific context and research design of this study. Comprising 12 items, it aimed to assess participants' attitudes toward their analytical reading abilities following the CDA instruction. Likert scale questions were used to ensure the collection of detailed and quantifiable data on the participants' attitudes and opinions. The questionnaire was administered online by use of google forms.

**Table**

*The Post-treatment Attitudes Questionnaire and its Objective*

Sections	Item(s)	Content	Objective
1	1-3	General Attitudes towards Analytical Abilities	To gain further knowledge on the students' attitudes towards their
2	4-6	General Attitudes towards Analytical Abilities	analytical abilities after undergoing CDA-instruction.
3	7-9	Impact on Independent Learning	
4	10-12	Reflection on CDA Instruction	

**5.3.2. Piloting and Validation.** The adapted attitudinal questionnaire underwent initial validation by the supervisor and subsequent piloting by an expert (E2). As a result, the instrument became more practical by the time it was administered to the participants. (Refer to Appendix I)

**6. Data Collection Procedures**

The data collection process followed a predetermined sequence for gathering qualitative and quantitative data, prioritizing the organization of interviews to other quantitative data

collection methods. The study comprised two phases: initially, a qualitative phase involved interviews with teachers to gain contextual insights and practical expertise informing the development of a specialized co-teaching program based on CDA-instruction. Subsequently, a quantitative phase employed a one-group pre-posttest design to evaluate the program's effectiveness in enhancing students' analytical reading skills, concluded by a post-treatment attitudinal questionnaire to further quantify the intervention's impact. To comply with ethical standards and research needs, signed informed consents were obtained from participants, including permission from the head of the English department to conduct the study with department students and teachers. The consent letters included concise information about the study's topic, objectives, tasks, and the rights ensured to the participants, such as anonymity and confidentiality.

## **7. Data analysis procedures**

At the end of the research work, data analysis marks the stage where findings are uncovered, leading to the answers to the research questions and the acceptance or rejection of research hypotheses, if present. Data analysis holds significant weight in the overall process, as any mishaps can impact result generation. Like preceding steps, the selection of data analysis procedures is deliberate, considering the distinction between quantitative and qualitative analysis observed throughout the research methodology.

Once raw data was collected successfully, data from the semi-structured interviews underwent thematic analysis. Thematic analysis, defined as "a method for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 6), involves a systematic six-step process outlined by Braun and Clarke (2006). These steps include familiarizing oneself with the data, generating initial codes, searching for themes, reviewing and defining them, and producing the report. Given that semi-structured interviews were conducted orally, the preliminary

step in their analysis involved transcribing the interviews. Thematic analysis was then employed to distinguish relationships between the categories identified during the coding process.

Concerning the tests, the analysis is initiated by evaluating participants' performance in both the pre-test and post-test sessions based on a marking grid. Subsequently, descriptive statistics will be used to compare pretest and posttest scores, including calculating the mean of each test, the mean difference between them, and the standard deviation. Before conducting the one-sample paired t-test to verify any observed improvement due to the treatment, the Shapiro-Wilk test of normality will be performed to ensure that the data exhibit a relatively normal distribution centered around the mean.

The data from the attitudinal questionnaire, comprising solely multiple-choice questions, will be inserted into SPSS. This allows for the calculation of frequencies and percentages for each questionnaire item. Accordingly, a table will be generated for each question, presenting the aforementioned calculations, along with an analysis of the responses to facilitate a clear quantification of participants' answers.

### **7.1. Sampling Technique**

The target population for this study comprises third-year English students at Biskra University. At this academic level, students are required to take a civilization module, focusing on the analysis of historical documents, which forms the context for this investigation. To ensure a representative sample from this population, a probability cluster sampling technique was employed. Cluster sampling involves dividing the population into clusters and randomly selecting clusters to participate in the study (Babbie, 2020). Consequently, one group from the third-year level was randomly selected to participate, with the sample size determined to be 15 students. Additionally, four civilization teachers chosen for their expertise in teaching the module, were

recruited for teacher interviews, using convenience sampling which involves selecting participants based on their easy availability (Babbie, 2020).

## **7.2. The Treatment Implementation**

The implementation of the CDA co-teaching program was carefully designed based on insights gained from interviews with teachers, aimed at understanding the selection process for reading materials and exploring the specific teaching strategies employed. This allowed for the effective selection of appropriate materials and tasks to include in the treatment.

The tutorial sessions, i.e., the defined setting of the treatment, were adapted into a workshop-style program, inspired by Hamdi's (2022) study, to harmoniously blend with the module's tutorial sessions. Moreover, these sessions were strategically designed to provide students with hands-on experience in applying CDA principles to analyze authentic historical texts. During the workshops, students were guided through the process of critically examining the selected reading materials, with a focus on identifying underlying ideologies and power relations within the discourse.

Various analytical techniques were introduced following Fairclough's (2001) three-dimensional model, including a series of questions aimed at identifying discourse features, analyzing power relations, and uncovering hidden ideologies within texts. Additionally, students explored the texts' discursive and rhetorical aspects present in its vocabulary, grammar, and textual structure, when investigating devices such as metaphor, parallelism, antithesis, allusion, irony, hyperbole, and the three rhetorical appeals: ethos, logos, and pathos. The workshops also incorporated interactive discussions and group activities to encourage active participation and collaboration among students. Additionally, opportunities for peer feedback and reflection were

provided to facilitate deeper understanding and evaluation of the contrastive narratives within those historical documents, namely of those of labor, Industrialization, and American Exceptionalism. (See appendix D)

### **Conclusion**

This chapter aimed to address the primary methodological considerations incorporated into this research. It includes a detailed section outlining the methodology employed in this study, focusing on the researcher's choices regarding the implementation of the co-teaching program and the reasoning behind these decisions. Additionally, it provides further elaboration regarding the paradigm, approach, design, data collection methods, procedures, and analysis techniques utilized in the research.

## **Chapter Three**

**Chapter 3: Data Analysis and Field Work**

**Introduction:**

This chapter presents the findings of the current investigation, supported by the methodology and rationale outlined in the previous chapter. It includes both verbal and numerical data collected from teacher interviews, tests, and students’ questionnaires. After analyzing the data from each instrument using appropriate data analysis procedures, this chapter aims to offer a detailed discussion and summary of the findings, addressing the research questions initially posed.

**1. The Teacher’s Interview**

**Q01.** Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

**Table 1**

*Purpose of tutorial sessions*

<b>Teacher</b>	<b>Response</b>
<b>1</b>	Yes, it is.
<b>2</b>	Yes, that’s right.
<b>3</b>	Yeah, of course. Normally this is one of the objectives of the tutorials. They are different from the lecture in terms of that particular aspect which is analyzing those documents in order to have a clearer understanding of the subject matter.
<b>4</b>	Yes, it is.

Based on the responses from the teachers, it is affirmed by all of them that lectures lay the groundwork of historical knowledge and context, while tutorial sessions are dedicated to the in-depth analysis of historical texts. Teacher 03 elaborated further, explaining that such distinction is

indeed one of the primary objectives of the tutorials to help students gain a clearer understanding of the subject matter.

**Q02.** What are the criteria for selecting these types of reading materials?

**Table 2**

*The criteria for selecting reading materials*

<b>Teacher</b>	<b>Response</b>
<b>1</b>	Of course relevance, first, to the topics taught, level of students, and authenticity of materials. So these are the main criteria in my opinion.
<b>2</b>	Well the first criterion is that the text, the document, should be extremely close to the context, i.e. to the lecture that has been provided by the teacher. So they should be very clearly and closely linked to the topic. Second, they should be authentic, which is also extremely important. And of course the time of the production of the document or material is very important... Of course also the message it conveys which is very important.
<b>3</b>	Basically, it's the relevance to the topic; it means which one of these documents or readings is much more reflective of the topic of the lecture. The second criterion for me personally is to select the readings according to the language readability...So, these are the two major aspects to be considered.
<b>4</b>	In my opinion I'd say relevance, credibility, reliability and above all we should observe whether students are able to actually intellectually process these texts or not. So here we are basically talking about the manageability of those texts.

When selecting reading materials, the four teachers identified several key criteria to ensure the materials are effective and appropriate for the course and the students.

**1. Relevance to the Topic:**

All four teachers emphasized that the reading materials should closely align with the topics taught in the lectures. Teacher 01, Teacher 02, and Teacher 03 specifically mentioned the importance of selecting texts that are reflective of the lecture's subject matter. Teacher 04 also highlighted the importance of relevance.

## **2. Level of Students and Readability:**

Teacher 01 and Teacher 03 stressed the importance of considering the students' level.

Teacher 03 also noted that texts should be selected according to language readability to avoid demotivating students with overly complex language. While Teacher 04 added that texts should be manageable for students to intellectually process, emphasizing the need for materials that are appropriate for the students' comprehension level.

## **3. Authenticity of Materials:**

Authenticity was a significant criterion for Teacher 01 and Teacher 02. Teacher 02 elaborated that the materials should be genuine and closely related to the lecture context, highlighting the importance of primary sources like speeches, letters, and legal documents.

## **4. Credibility and Reliability:**

Teacher 04 introduced the criteria of credibility and reliability, suggesting that the materials should be trustworthy and dependable sources of information.

## **5. Production Context:**

Teacher 02 added that the time of production and the author of the document are important considerations. This includes understanding who produced the text and when it was created, which is particularly crucial for primary sources.

**6. Message Conveyed:**

The message conveyed by the text is another criterion mentioned by Teacher 02, who emphasized its importance in relation to the topic discussed in the lecture.

**Q03.** What methods do you use to teach American history through the use of authentic historical texts in your classroom?

**Table 3**

*Methods used to teach American History*

Teacher	Response
1	The method differs. It's according to the texts, the length of the texts, the motivation level of students... So sometimes I give them the texts before the session, like one week, three days, it depends... If they read it before and understand it, we discuss together... If they don't do that or they do it but not in the way I expect them to do it, I just start asking questions and they answer those questions. I guide them through questions.
2	It's mainly critical reading, analyzing, synthesizing and so on. I provide students with questions. Because the documents are posted four to five days before the tutorial sessions, at the same time students normally should have been introduced to the lecture so they should have attended the lecture. So students are encouraged to read the documents beforehand at home, and to try to understand them, to try to understand their main ideas and so on. During those tutorial sessions, there are some specific questions that are asked by the teacher. Those questions aim at deciphering the main ideas of the text; the message that is conveyed by the text, and the circumstances that lead to the production of the text and message, and of course students are encouraged to connect the

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document, its main ideas, the author, the date of the document with the lecture or part of the lecture firstly. The second thing is to try to elaborate. After the understanding of the text, try to elicit some questions that elicit some kind of elaborations from the students. I mean students are encouraged to elaborate on their understanding, to try and provide their own point of view, to try to bridge the gap with some contemporary issues. So here there's some kind of critical thinking that is required from, not all students but some, students.

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**3** Actually, we don't have one specific method... we do have eclectic methods maybe... So, I personally try to focus on using their own critical thinking while they read... the usual procedure is to provide the students with the texts two or three days before the session... and then we start the discussion... A major objective for me is to understand and to criticize to make sure that the author's ideas are objective, are acceptable or not... So, students should be aware enough of the objectives which drive those authors to write such texts. So, we need to raise their awareness about not only the texts but even the contexts. That particular method is not always employed. It's up to the topic, it's up to the students' preparation and it's up to the readings themselves...

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**4** The general approach here is deductive. We try to revisit, we try to verify certain established ideas and assumptions which have been historically dealt with as sometimes even facts, or maybe we can just go back to what has been written, to what has been said. There's always something to unearth, there's always something that we can (as i say) reintroduce in the module.

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The responses to this particular question that while each teacher employs unique methods to teach American history through authentic texts, common strategies of preparation, critical analysis, and engagement are prevalent. These approaches aim to foster a deeper understanding of historical contexts and develop students' critical thinking skills.

“Preparation and text availability” emerge as crucial themes. All teachers ensure that texts are distributed a few days to a week in advance, allowing students adequate time to read and

comprehend the material before class discussions. This preparation time is regarded as essential for facilitating informed discussions and enabling students to engage deeply with the material.

In terms of “classroom discussions and facilitation”, the methods vary depending on student preparedness. Teacher 1 facilitates discussions based on how well-prepared students are: if students have read and understood the text, the discussions are collaborative and often student-led; if not, the teacher uses guiding questions to help students engage with the material. Encouraging student leadership in discussions is a common strategy among the teachers to enhance engagement and understanding. Teacher 3, for instance, starts discussions with a recap of major lecture points and allows students to lead the conversations.

A significant focus is placed on “critical reading and analysis”. Teachers emphasize the importance of students critically analyzing texts to promote a deeper understanding of historical contexts and perspectives. Teacher 2 concentrates on deciphering the main ideas, message, and context of documents, and encourages students to relate the text to lectures and contemporary issues, thus fostering critical thinking. Teacher 3 also stresses critical analysis, urging students to examine the author's perspective, the context, and inherent biases within the texts.

“Engagement and motivation” are crucial for effective learning, and teachers employ various strategies to maintain student interest. For instance, Teacher 1 uses guiding questions to help less prepared students engage with the material. Teacher 3 involves students in monitoring discussions to boost engagement. Making historical texts personally relevant to students is another strategy to enhance motivation. Teacher 2, for example, connects historical documents to contemporary issues to promote critical thinking and relevance.

Lastly, the teachers' methodologies include “deductive and eclectic approaches”. Teacher 4 employs a deductive approach, revisiting and verifying established ideas and assumptions in

historical texts to unearth new insights, encouraging students to critically examine what has been historically accepted as fact. In contrast, Teacher 3 adopts an eclectic approach, combining elements from various methods to suit student needs and interests, ensuring a tailored and effective learning experience

**Q04.** Is it in your intention to optimize your students’ ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns? If yes, to what extent do you deem students’ critical thinking required in the analysis of authentic historical texts?

**Table 4**

*Extent of critical thinking required for analyzing historical texts*

Teacher	Response
1	Yes, sure it is important to make this connection between the different historical texts. I intentionally ask students to compare between different speeches... So I think that their critical thinking is highly required to analyze... deeply... They need to think critically... as they have to read between the lines, the outcomes, the culture, the politics... they do not have to accept everything nor take everything for granted. That’s the main goal.
2	Yes, of course for the first question that’s one of the main aims of the tutorial... Well critical thinking is required but sometimes with some students, if not the majority of the students, we do not reach the level of critical thinking and critical reading. with other students there’s even a problem of understanding. So here the teacher is obliged many times to intervene and clarify some points within the text, some points that are not understood by the students... it’s not the case for some students they reach quite good level of critical thinking with regard to the historical text.
3	It is required, of course. ...For third year students and for that specific content-based module...We need to read, we need to discuss, and we need to criticize...it’s 100% mandatory for me...otherwise, we are taking shadow-reading, a superficial one.

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- 4 Yes, it is. It is a priority in fact to optimize my students' ability to make connections between different historical texts; this is the ultimate goal... Therefore, critical thinking here is highly required... I think this is the main goal here is to allow our students to think freely... trying to manage that thinking... don't let them wonder.
- 

The teachers' responses asserted the importance of making connections between the different texts proposed for readings. Teachers also emphasize the need for students to engage in cross-textual analysis, identifying differences, similarities, and contextual aspects across various historical documents. For instance, Teacher 1 highlights the necessity of this approach to help students understand broader historical narratives and cultural and political contexts. Similarly, Teacher 4 stresses the importance of recognizing similarities, differences, contradictions, and gaps between texts, which deepens students' understanding of history.

Encouraging critical thinking is another crucial theme identified by the teachers, as all of them agree that fostering critical thinking is essential for students to move beyond passive reception of information to actively engage with the material. Teacher 1, for instance, believes that critical thinking is vital for students to analyze texts deeply, read between the lines, and form their own opinions by evaluating what resonates with them and rejecting what does not. Teacher 4 also emphasizes guiding students' thinking through questions and hints to ensure their analytical efforts are productive and focused.

Despite the consensus on the importance of critical thinking, teachers acknowledge the challenges in developing these skills. Firstly, Teacher 2 notes that achieving high levels of critical thinking can be difficult for many students, with only some reaching satisfactory levels without significant guidance. This variability in students' abilities and readiness to engage critically with historical texts presents a challenge for said teachers. Addedly, Teacher 3 points out that critical

thinking skills develop over time, highlighting a progression from first-year students, who focus on reading and comprehension, to third-year students, who engage in more advanced critical activities such as evaluating the objectivity, authenticity, and reliability of texts.

On that account, appropriate instructional strategies are considered central to the teachers' approaches. They discuss the need to provide support to students as they practice applying their critical thinking skills. Teacher 2 emphasizes the importance of clarifying points within texts to aid understanding, while Teacher 4 mentions using questions and hints to guide students' critical thinking. Teacher 1 underscores the value of active engagement, encouraging students to critically evaluate what they read and engage actively with the material rather than passively receiving information.

**Q05.** In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

**Table 5**

*Impact of historical text complexity on student engagement and interest*

Teacher	Response
1	... complexity may include different factors. First factor is length ...another factor...the level of students and the language used in that material...students struggle to understand...the language...so how can they understand the deeper meaning...try to understand them...highlight keywords...try to understand the text even without reading...guiding them with questions to make them understand better...give some encouragement or rewards like extra marks.
2	... the document should be carefully chosen... attract the attention of the reader, of the student... length, it should not be too lengthy... language of the text... close to the topic or not... interesting with regard to the students... teacher should be a helper in the understanding... critical thinking to overcome misunderstandings...

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**3** ...from my experience, the complexity of those reading materials affects the students' motivation, the students' understanding and of course their own ability of analyzing those documents so much... in the negative way...the more those reading materials are difficult in terms of language, in terms of presented ideas, the more the students are unmotivated to read and to dive deeper into the ideas of the author to get what is between the lines... they just try to read and get rid of the material...

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**4** ...sometimes students like a challenge...some students do not take the extra mile...Most of the students just want to read something that is simple... Historical texts, especially when they are old, the language can be archaic. if it's political discourse, it could be again very complex. There could be some sort of cultural or pop-culture references that our students are not familiar with. So, the teacher should first of all read the text very carefully and try to predict students' questions. I personally do this all the time. It's good practice here...plan lessons very carefully...

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According to the responses received, the complexity of historical texts significantly impacts student engagement and understanding, as noted by the teachers. Teacher 1 highlights that the length and language complexity of these texts can deter students from fully engaging with the material. This deterrence is echoed by Teacher 3, who observes that students often view difficult texts as burdensome, leading to demotivation. Such complexity can result in surface-level reading, where students do not delve deeply into comprehension or critical analysis. Teacher 3 further emphasizes that this superficial engagement hinders students' ability to understand and analyze historical content thoroughly.

To address these challenges, teachers suggest various strategies to make complex texts more accessible. One crucial approach is the careful selection of texts. Teacher 2 asserts the importance of choosing texts that are concise, relevant to the topic, and of an appropriate difficulty level to maintain student interest. This selection process helps ensure that students are not overwhelmed by the material. Additionally, guided support techniques, such as highlighting keywords and posing guiding questions, can encourage better understanding. Teacher 1

recommends these methods to help students navigate complex texts more effectively. Similarly, both Teacher 2 and Teacher 3 stress the role of well-crafted questions in facilitating comprehension. Teacher intervention to clarify difficult points in the text is also advocated by Teacher 2 and Teacher 4, who believe that such clarification aids student understanding. Teacher 4 also emphasizes the importance of anticipating student questions and planning lessons that accommodate diverse learning needs.

Motivating students to engage with complex texts can also be achieved through the use of incentives. Teacher 1 suggests offering rewards to incentivize student engagement, helping to counteract the demotivating effects of text complexity. Despite the general trend of demotivation, Teacher 4 acknowledges that student responses to complex texts can vary. While some students enjoy the challenge and are motivated by it, the majority prefer simpler texts. This variability in student responses highlights the need for teachers to tailor their approaches to the diverse preferences and abilities of their students.

Conclusively, all teachers agree that the complexity of historical texts can profoundly impact student engagement, motivation, and understanding. Strategies such as careful text selection, guided questioning, and personalized support are essential in mitigating these challenges. Complexity in texts can deter students due to factors like length and language difficulty, but employing techniques like highlighting keywords, guiding questions, and offering rewards can help enhance student engagement. Teachers should select texts that consider length, language difficulty, relevance, and student interest while also providing clarification and emphasizing questions to aid comprehension. The impact of complexity varies among students; some enjoy the challenge, while others prefer simplicity. Teachers should anticipate student questions and plan lessons accordingly to support diverse learning needs effectively.

**Table 6***Teachers' ways in promoting critical analysis of historical perspectives in student*

<b>Teacher</b>	<b>Response</b>
<b>1</b>	... Here I guide them through questions but I never intervene in the way they think. I wait until I see how they think. And even if I sometimes give them my opinion but I always stress this point out, I tell them: "this is my personal opinion and you do not need to adopt it or believe in it. you are grown-ups, you have brains, use them." ...
<b>2</b>	...Well here there are some specific questions that are asked to the students... I mean the first step is to understand. The second step is to think about what they understand. So you cannot move to the second step if the first step is not achieved. There should be an understanding of the text, its main ideas, the message that is conveyed, why it has been conveyed...Then, we move to what is implied and what the students think and here they can bridge the gap between history and contemporary issues...
<b>3</b>	...Usually, I ask them to make further readings or make even prior readings...So they make further research, read a bit about, for example, the XYZ Affair in order to better understand the famous deal of the purchase of Louisiana...So further readings or prior readings, small or short researches as assignments always can motivate and raise the interest of the students about the next topic that we are going to read together.
<b>4</b>	...Discussion. So instead of traditional lecturing which is practically largely based on delivering information...let the students speak...The teacher should, as I said, guide the discussion, let them roam freely...

The analysis of the four teachers' methods reveals several key themes that collectively contribute to fostering critical thinking in students analyzing historical text which are:

The emphasis on guiding inquiry through questioning. Teacher 1 utilizes guiding questions to steer students toward independent thinking, helping them develop their own perspectives while clearly distinguishing the teacher's personal opinions from objective analysis. Similarly, Teacher

2 implements a structured questioning strategy with two sets of questions, focusing initially on comprehension and then on critical reflection. This dual-stage approach ensures that students build a strong foundational understanding before engaging in deeper analysis. Both teachers highlight the importance of guiding inquiry to transition students from passive consumers to active analysts of information, thereby promoting critical thinking skills.

Understanding context is another crucial theme in these methods. Teacher 2 includes questions that help students grasp the context of the text's production, which is essential for understanding its explicit messages. Teacher 3 further emphasizes contextual understanding by encouraging additional readings on related topics, such as understanding the XYZ Affair before analyzing the Louisiana Purchase Treaty. This approach provides students with a richer context, aiding their comprehension of the primary text. Contextual knowledge allows students to critically assess the text, recognizing its implications and the conditions under which it was produced, which is essential for informed critical analysis.

Encouraging preparatory research is also a significant theme. Teacher 3 motivates students to engage in preparatory research, enhancing their understanding of the primary text. By reading about related topics beforehand, students gain background knowledge that helps them fully understand complex historical events and texts. This broader perspective is crucial for fostering a more nuanced and critical engagement with the material, equipping students with the tools needed for effective critical analysis.

Finally, fostering interactive discussions is a key strategy highlighted by Teacher 4, who prefers discussion-based learning. By transforming tutorial sessions into interactive forums, students are given the opportunity to express and debate their views. The teacher's role is to facilitate these discussions, guiding students as they explore various perspectives. Interactive

discussions engage students actively, promoting deeper engagement with the material. This method encourages students to articulate their thoughts, question assumptions, and consider multiple viewpoints, which are critical components of critical thinking.

**Q07.** According to Fairclough (1995), a pioneer in the field, CDA is:

The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

**Table 7**

*Teachers’ opinions on the Integration of CDA in American history teaching*

<b>Teacher</b>	<b>Response</b>
<b>1</b>	...So, it is extremely important, and of course, language is the bearer of culture... if we analyze language, we cannot separate it from analyzing culture... I believe that this theory “critical discourse analysis” is extremely important to apply in order to teach American history because as you know, in American history there are contradictory ideologies... We need to understand how each side thinks, and then we can understand the workouts of that society and we can develop and build up our own critical thinking.....
<b>2</b>	... Especially with regard to 19th and 20th century history and even contemporary American history, critical discourse analysis can be very very important in helping us understand very important issues... All these can be studied through the prism of critical discourse analysis and it can help explain some extremely critical issues in 19th and 20th century America...
<b>3</b>	As teachers, we should make such connections clear to the students... So students can now compare between what is on the paper, on the level of the text, and what was there in realit...there should be

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a kind of very close connection between what we are reading and what happened at that time... So, yeah, integrating critical discourse analysis definitely aligns with teaching American history.

- 4** Of course, it does align because according to this theory there is always a way of reading between the lines...students here should be able to reconstruct the text... this reconstruction is going to lead to new perspectives... I do agree with the theory and I think that this is how we should deal with the matter.
- 

The question of integrating of CDA into teaching American history emerges with several overarching themes. Firstly, both Teacher 1 and Teacher 3 emphasize the intrinsic connection between language and culture. They argue that language serves as a conduit for cultural ideologies and values, suggesting that a deeper analysis of language is essential for understanding the complexities of historical discourse. This notion is further reinforced by Teacher 3, who emphasizes the importance of guiding students to draw connections between textual analysis and real-world events, thereby facilitating a deeper comprehension of historical narratives and their societal.

Secondly, Teacher 1 highlights the presence of contradictory ideologies within American history. This observation underscores the need for an analytical framework that goes beyond surface-level narratives to unravel the underlying power structures and ideological tensions shaping historical discourse. Teacher 2 expands on this by emphasizing the relevance of CDA in dissecting critical issues such as slavery, racial segregation, and class conflict. Through this analytical lens, marginalized voices can be centered, challenging dominant narratives and fostering a more inclusive understanding of American history.

Moreover, Teacher 4 advocates for the reconstruction of historical narratives through the integration of personal perspectives and contextual understandings. By encouraging students to challenge conventional interpretations, this approach stimulates the development of new insights

and perspectives, enriching the discourse surrounding American history. Building on this, the integration of CDA into teaching American history provides a framework for analyzing power dynamics, ideological influences, and societal structures embedded within historical discourse. Besides, it holds the potential of fostering students' critical thinking skills, encouraging them to engage critically with historical narratives, and promoting a refined understanding of the complexities inherent in American history

**Q08.** How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

**Table 8**

*Teachers' perceptions on the Integration of CDA for enhancing EFL students' language proficiency, CT, and educational standards in teaching civilization*

<b>Teacher</b>	<b>Response</b>
<b>1</b>	...So, it is important to read critically to learn the language, to know how people use the language actually to mean this and that... So, if you do that, you will learn the language better... of course will enhance and encourage the critical thinking abilities of the students...
<b>2</b>	... For both questions in some way or another we are doing critical discourse analysis without explicitly stating it. There's some kind of critical discourse analysis in our teaching of American civilization at the level of third year and even Master training so there's some kind of critical discourse analysis even though we do not implement exhaustively and fully. ... So yes, I think it might be very important and it may be used.
<b>3</b>	it would give very positive outcomes as far as I expect. And I think the other teachers may agree with me because we need something systematic to follow and to employ in order to get positive or better results... it would be better of course to integrate such approaches.
<b>4</b>	... I have one answer for both questions: it's teacher training. Because, if critical discourse analysis is that important it can contribute to promoting the overall understanding of the culture of the other

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or the experience of the other, then i think it would be useful to integrate an awareness of critical discourse analysis and its importance in teachers' training, teachers who are trained to become teachers of civilization. ... I think integrating knowledge and awareness of CDA can contribute to the overall teaching experience and learning experience when it comes to the module of civilization.

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The significance of reading with a critical mind to understand language and culture, enhancing both language proficiency and critical thinking skills, is emphasized by Teacher 01. They stress the need to analyze language use for a deeper understanding and to challenge stereotypes in the study of civilization. Similarly, Teacher 02 acknowledges the implicit use of critical discourse analysis in teaching American civilization and underscores its importance in understanding power dynamics within societies, advocating for looking beyond surface-level narratives in history. Teacher 03 expects positive outcomes in language fluency, reading comprehension, and cultural awareness through integrating critical discourse analysis into teaching. They note the necessity of systematic approaches to engage students and improve their perspectives on studying civilization. In line with this, Teacher 04 suggests integrating critical discourse analysis into teacher training for civilization courses to enhance understanding of cultural experiences and improve the overall teaching and learning experience, highlighting potential benefits for both teachers and students.

From the aforementioned answers of the teachers, the overall results of the thematic analysis are concluded as follows:

When reading authentic material, understanding culture is crucial. Critical reading not only enhances language proficiency and critical thinking but also fosters different insights and perspectives. Teaching civilization aims to broaden knowledge and break prejudices, encouraging students to read with an open mind and a solid academic basis. Critical discourse analysis, though often implicit in teaching American civilization, is essential for understanding power interests in

history writing and seeing beyond the visible to think critically. Integrating critical discourse analysis would yield positive outcomes in language fluency, reading comprehension, and cultural awareness. Systematic approaches are needed for better results and student engagement in civilization studies.

Furthermore, integrating critical discourse analysis into teacher training is crucial for enhancing the understanding of cultural experiences. Many teachers lack awareness of critical discourse analysis, and addressing this could significantly enhance the teaching and learning experience in civilization studies. Encouraging students to learn the vocabulary and meanings of terms without adopting biased ways of speaking, promoting positive criticism, and teaching them to read critically will broaden their general knowledge and cultural understanding. The goal is to teach students to read with an open mind, free from prejudgments, and to recognize that history is never neutral but often dictated by power interests.

In conclusion, integrating critical discourse analysis into teaching and teacher training for civilization courses can significantly promote language fluency, critical thinking, and cultural awareness. This approach not only helps students understand historical power dynamics but also prepares them for advanced studies in politics and other fields.

## 2. The Test

### The pre- and post-test results

**Table 9**

*The Students' Pre-post Test Results*

<b>Student Number</b>	<b>Pre-test Score</b>	<b>Post-test Score</b>
<b>1</b>	11	18
<b>2</b>	5	15
<b>3</b>	6	14
<b>4</b>	7	17
<b>5</b>	5	10
<b>6</b>	8	14
<b>7</b>	8	16
<b>8</b>	5	11
<b>9</b>	10	19
<b>10</b>	6	13
<b>11</b>	7	18
<b>12</b>	7	13
<b>13</b>	7	16
<b>14</b>	11	20
<b>15</b>	4	10

The scores provided in Table reflect the performance of students in the reading comprehension pre-test and posttest. The employed grading scale accounts for 10 questions worth one mark each and five questions worth two marks each, allowing for a maximum score of 20. It indicates that participants scored significantly higher on the posttest compared to the pre-test. This finding suggests that the treatment implemented between the pre-test and posttest had a notable impact on improving students' analytical reading skills. Such significance can be quantified by

calculating the means of the pre- and post-test and the difference between each. According to Table below:

**Table 10**

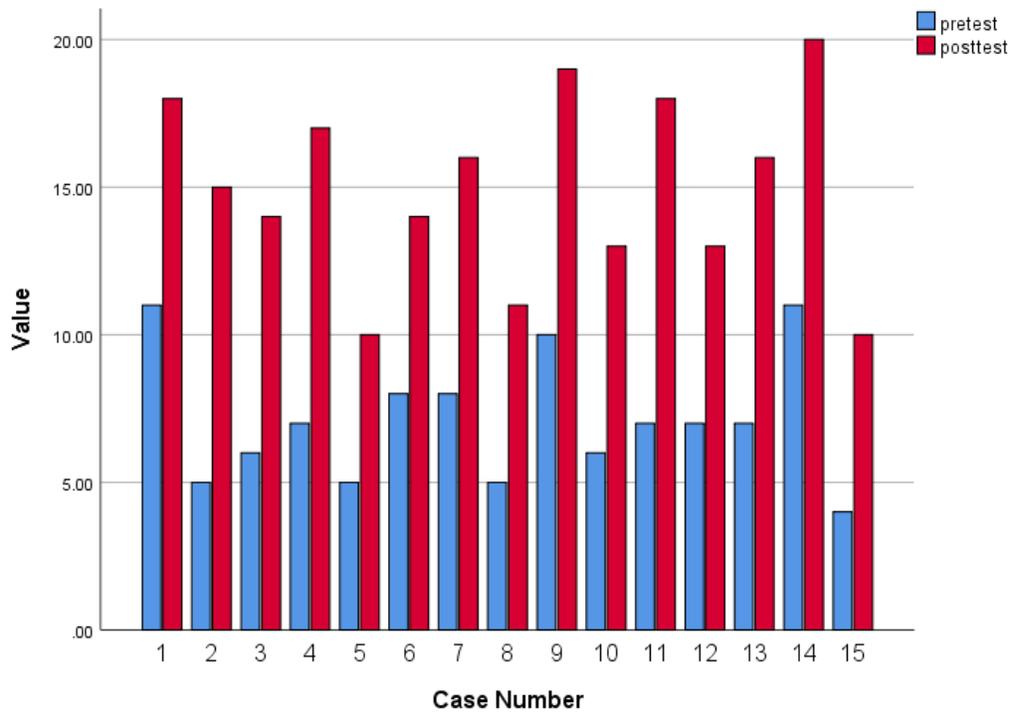
*The Difference Between the Pre-post Test Results*

Test	Mean	Difference
Pre-test	7.133	-8.400
Post-test	15.533	

To enhance the visualization of these scores and their differences, the following histogram effectively translates the numerical data into visual representations:

**Figure 3**

*The Difference between the Pre- and Post-test Scores*



**2.1. The Test of Normality**

As the histogram in figure illustrated a noticeable improvement between the pre- and post-test results, to strengthen the statistical validation of this observation, the Shapiro-Wilk test of normality was utilized to verify that the data adhere to a normal distribution centered around the mean. Consequently, the significance level (Sig) obtained from the Shapiro-Wilk test exceeded 0.05, indicating statistically that the data are normally distributed. According to Table:

**Table 11**

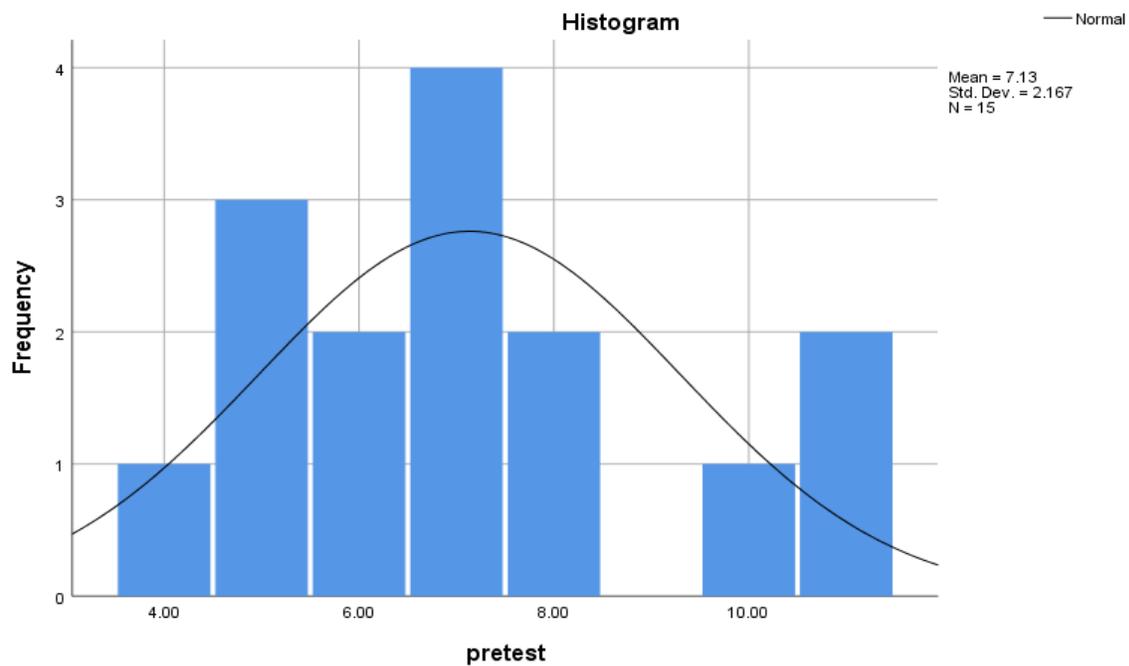
*The Test of Normality*

Shapiro-Wilk normality test			
	Statistic	df	Sig.
<b>Pre-test</b>	.916	15	.165

For a clearer presentation of the findings, Figure effectively demonstrates the normal distribution of the data:

**Figure 4**

*The Test of Normality*



**2.2. The Paired Sample T-Test**

To statistically validate the significance observed in the post-test, we conducted a paired sample t-test, which is appropriate for comparing two sets of scores within the same group. This test aims to nullify one of the two hypotheses (the null and the alternative), automatically accepting the other. The null hypothesis (H0) posits that there is no significance, implying that the mean difference equals zero, while the alternative hypothesis (H1) suggests significance, indicating that the mean difference is greater than zero. Acceptance of the alternative hypothesis implies that the significance observed in the post-test results stems from the treatment sessions conducted after the pre-test, rather than occurring by chance. Consequently, we performed the paired t-test using SPSS software, with the calculated results outlined as follows:

**Table 12**

*The Paired Sample t-test*

<b>Pre-test Mean</b>	<b>Post-test Mean</b>	<b>Mean Difference</b>	<b>T-test</b>	<b>Degree of Freedom</b>	<b>P value</b>
$\bar{X}_{pre}= 7.133$	$\bar{X}_{post}= 15.533$	-8.400	-7.358	14	< 0.001

The t-value of -7.358, with 14 degrees of freedom, results in a highly significant p-value (<0.001). This observation aligns with the criteria for rejecting the null hypothesis, indicating that there is indeed a substantial difference between the pre-test and post-test scores. As Cohen (1988) stated, "In general, an observed difference is considered to be statistically significant if it is associated with a probability of less than 0.05" (p. 27). Therefore, based on the p-value obtained, we reject the null hypothesis and assert that there exists a statistically significant difference between the pre-test and post-test scores, confirming the efficacy of the treatment intervention.

### 3. The Attitudes Questionnaire on the Effects of Strategy-training

#### SECTION ONE: General Attitudes towards Analytical Abilities

1. How confident do you feel in your analytical abilities after completing the CDA instruction?

**Table 13**

*Students' Confidence in their analytical abilities post-CDA instruction.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely confident</b>	7	46.66%
<b>Very confident</b>	8	53.33%
<b>Moderately confident</b>	0	0%
<b>Slightly confident</b>	0	0%
<b>Not at all confident</b>	0	0%
<b>Total</b>	15	100%

The high percentage of participants expressing either "Extremely confident" (46.6%) or "Very confident" (53.3%) in their analytical abilities following CDA instruction suggests a substantial positive impact of the instructional program on their self-perceived competency. This notable confidence likely stems from the acquisition of concrete analytical skills and the application of CDA methodologies during the instructional period. Participants may have gained confidence in their ability to dissect and interpret various forms of discourse, thereby enhancing their analytical capabilities. The justification for this interpretation lies in the nature of CDA instruction, which typically emphasizes deep analysis, critical thinking, and the identification of underlying meanings within texts. Furthermore, the participants' high confidence levels may

indicate a sense of empowerment and readiness to engage with complex textual materials beyond historical analysis.

One possible justification for this finding could be the emphasis placed within CDA on systematic analysis and deconstruction of language, which may have empowered participants to approach analytical tasks with greater certainty and proficiency, leading to increased self-assurance in their analytical capabilities. These results suggest that the CDA instruction has been highly successful in enhancing learners' confidence in their analytical abilities. The high levels of confidence reported by all participants highlight the effectiveness of the CDA program in fostering strong analytical skills. This outcome supports the value of incorporating CDA instruction in educational programs aimed at improving critical thinking and analysis.

Additionally, the collaborative nature of the CDA-instruction program, which involved group discussions and peer feedback, may have fostered a supportive learning environment conducive to confidence-building. Overall, the high proportion of participants expressing significant confidence in their analytical abilities post-CDA instruction suggests that the program effectively instilled a sense of competence and self-assurance in learners, empowering them to approach analytical tasks with confidence and conviction.

2. To what extent do you believe CDA instruction has improved your critical thinking skills?

**Table 14**

*Students' Improvement in critical thinking skills due to CDA instruction.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Completely</b>	1	6.66%
<b>Significantly</b>	13	86.66%
<b>Moderately</b>	1	6,66%
<b>Slightly</b>	0	0%
<b>Not at all</b>	0	0%
<b>Total</b>	15	100%

Based on the responses to the question "To what extent do you believe CDA instruction has improved your critical thinking skills?", the majority of participants, comprising 86.66%, indicated that the instruction significantly enhanced their critical thinking abilities. This overwhelming majority suggests a strong positive impact of the CDA instruction on participants' critical thinking skills. It's notable that none of the participants reported feeling that the instruction had no effect or only a slight effect on their critical thinking skills, indicating a unanimous perception of improvement.

Even though a small percentage of participants reported a moderate improvement, suggesting some variability in individual experiences, this variability could stem from differences in learning styles, prior knowledge, or engagement with the instructional material. Nonetheless, the absence of responses indicating no improvement or only a slight improvement underscores the

effectiveness of the CDA instruction in fostering substantial advancements in critical thinking skills.

These results align with the expectation that CDA, with its emphasis on questioning and analyzing discourse, can serve as a powerful tool for developing critical thinking abilities. Therefore, these findings provide strong support for the continued integration of CDA instruction in educational settings to promote critical thinking skills among learners.

3. How likely are you to apply the analytical techniques learned in CDA to analyze texts beyond historical analysis?

**Table 15**

*Applying of CDA techniques beyond historical analysis.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely likely</b>	5	33.33%
<b>Very likely</b>	8	53.33%
<b>Moderately likely</b>	2	13.33%
<b>Slightly likely</b>	0	0%
<b>Not at all likely</b>	0	0%
<b>Total</b>	15	100%

The results regarding the likelihood of applying analytical techniques learned in CDA to analyze texts beyond historical analysis indicate a mixed but generally positive reception among participants. A significant majority of 53.33% reported a high likelihood of applying these techniques to analyze various types of texts, while 33.33% expressed a moderate likelihood, and

13.33% indicated a lower likelihood. This suggests a substantial readiness among the majority of participants to utilize the skills gained from CDA instruction across diverse contexts.

Possible justifications for this response could be the comprehensive nature of CDA instruction, which likely equipped participants with adaptable analytical tools applicable to a wide range of textual materials. Additionally, the relevance of critical discourse analysis in contemporary discourse analysis, media studies, and social sciences may have motivated participants to consider its broader application beyond historical texts. Furthermore, the absence of responses indicating a complete lack of likelihood suggests that even those less inclined may still see potential utility in certain situations, reflecting a nuanced understanding of the transferability of analytical skills acquired through CDA instruction.

The varying degrees of likelihood among participants to apply CDA techniques beyond historical analysis can be attributed to several factors. Participants who expressed a high likelihood of application may recognize the versatility and efficacy of CDA methodologies in understanding various forms of discourse. On the other hand, those who reported a lower likelihood may perceive limitations in the transferability of CDA techniques or may require further guidance on how to adapt these methods to different types of texts. Additionally, participants' prior exposure to diverse textual analyses or their confidence levels in applying CDA techniques may influence their reported likelihood of utilization.

To enhance the application of CDA techniques across different contexts, it may be beneficial to provide additional training or resources that illustrate the adaptability and efficacy of these methods in non-historical analyses. Overall, these results underscore the perceived versatility and practical value of CDA instruction in equipping learners with analytical competencies applicable across various textual domains.

**SECTION TWO: Transferability of Skills**

4. To what degree do you think the analytical skills gained from CDA instruction can be applied to other academic subjects?

**Table 16**

*Applicability of analytical skills from CDA to other academic subjects.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Highly</b>	7	46.66%
<b>Moderately</b>	6	40%
<b>Somewhat</b>	2	13.33%
<b>Not at all</b>	0	0%
<b>Not applicable</b>	0	0%
<b>Total</b>	15	100%

The results indicate a varied but predominantly positive perception regarding the applicability of analytical skills acquired from Critical Discourse Analysis (CDA) instruction to other academic subjects. Nearly half of the participants (46.66%) believe that these skills can be applied to other academic subjects to a high degree, suggesting a strong belief in the versatility and transferability of CDA techniques across disciplines. Additionally, 40% of participants expressed a moderate belief in the applicability of these skills, indicating a substantial proportion recognizing the potential for utilization beyond the original context.

The absence of responses indicating minimal or non-applicability suggests a consensus among participants regarding the value of CDA instruction in fostering skills that transcend specific subject areas. Participants may have experienced firsthand the utility of these skills in their coursework or academic pursuits outside the realm of historical analysis. However, it is

noteworthy that a minority (13.33%) indicated a lower perceived applicability, which could be attributed to individual differences in learning experiences or contextual factors influencing their perspectives.

Overall, the majority's acknowledgment of the broad applicability of CDA-derived analytical skills underscores the program's effectiveness in fostering versatile critical thinking abilities relevant to diverse academic contexts. Educators and instructional materials may have emphasized the broad applicability of CDA techniques during the instruction, thereby influencing participants' perceptions. These results underscore the perceived adaptability and relevance of CDA skills in navigating diverse academic landscapes, highlighting the potential for interdisciplinary synergy and holistic intellectual development.

6. How confident are you in applying the analytical skills learned in CDA to real-life situations outside of academic settings?

**Table 17**

*Students' Confidence in applying CDA skills to real-life situations.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely confident</b>	3	20%
<b>Very confident</b>	8	53.33%
<b>Moderately confident</b>	4	26.66%
<b>Slightly confident</b>	0	0%
<b>Not at all confident</b>	0	0%
<b>Total</b>	15	100%

The results regarding confidence in applying analytical skills learned in CDA to real-life situations outside of academic settings reveal a generally positive outlook among participants. A

notable majority of participants (53.33%) expressed a high level of confidence in applying these skills, suggesting a strong belief in their transferability and utility beyond the classroom. Additionally, a significant portion (26.66%) reported moderate confidence in their ability to apply CDA techniques in real-life scenarios.

These responses highlight the perceived relevance and effectiveness of CDA instruction in preparing learners for practical applications beyond academic contexts. The minority (20%) who reported lower confidence levels might have various reasons, such as limited exposure to real-life application scenarios or a need for further reinforcement of the learned skills. However, the absence of responses indicating a complete lack of confidence suggests that all participants acknowledge some degree of applicability of CDA techniques in real-world settings.

Possible justifications for the positive responses could include the emphasis on practical application during CDA instruction, the integration of real-life examples and case studies, and the encouragement of critical thinking skills applicable to diverse contexts. These findings support the argument that CDA instruction not only enhances academic performance but also equips learners with valuable skills for navigating real-world challenges, such as critically analyzing media, understanding persuasive messaging, and engaging in informed decision-making.

6. How often do you find yourself utilizing the analytical techniques from CDA in your personal reading or non-academic pursuits (e.g., news analysis, understanding advertisements and social media posts etc.)?

**Table 18**

*Frequency of using CDA techniques in other areas of interest.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Always</b>	2	13.33%
<b>Frequently</b>	11	73.33%
<b>Occasionally</b>	1	6.66%
<b>Rarely</b>	0	0%
<b>Never</b>	0	0%
<b>Total</b>	15	100%

The results suggest that a significant majority of participants (73.33%) frequently utilize the analytical techniques learned from CDA in their personal reading or non-academic pursuits. This high frequency of application indicates a strong integration of CDA skills into everyday activities, such as analyzing news articles, understanding advertisements, and interpreting social media posts. One possible justification for this high frequency is the practical relevance of CDA techniques in navigating the information-rich environment of today's society. With the proliferation of digital media and the constant influx of information from various sources, individuals need robust analytical skills to discern meaning, identify underlying messages, and critically evaluate content.

Another argument supporting this interpretation is the adaptability and versatility of CDA instruction. CDA techniques are designed to be applicable across a wide range of discourses,

making them well-suited for analyzing diverse forms of communication encountered in personal reading and non-academic contexts. Additionally, the relatively small proportion (13.33%) of participants who reported utilizing these techniques less frequently might indicate varying levels of engagement or specific preferences in their personal reading habits. Moreover, 13.33% of respondents indicated occasional utilization, implying that while they recognize the utility of CDA techniques, they might apply them selectively or encounter fewer opportunities for non-academic analysis.

This group could benefit from further reinforcement of CDA skills or increased exposure to diverse non-academic texts for practice. Overall, these results underscore the practical utility and effectiveness of CDA instruction in empowering individuals to critically engage with discourse beyond academic settings, contributing to informed decision-making and media literacy in everyday life. Nonetheless, the absence of responses indicating never or rarely utilizing these techniques underscores the enduring impact of CDA instruction, reinforcing the notion that learners perceive these skills as valuable assets applicable beyond the classroom.

The high frequency of utilization could stem from an increased awareness of discourse structures and power dynamics, instilled by CDA instruction, prompting individuals to critically assess information beyond academic contexts. The absence of participants reporting no utilization may reflect the lasting impact of CDA instruction, with all respondents demonstrating some level of engagement with analytical techniques in non-academic settings. Overall, these results suggest that CDA instruction fosters a proactive approach to critical analysis beyond academic realms, enhancing individuals' capacity to navigate and interrogate discourse in various contexts of daily life.

The results highlight the potential of CDA instruction to foster a habit of critical analysis and engagement with various forms of discourse in participants' personal and non-academic lives. By empowering individuals with critical thinking skills, CDA contributes to media literacy, consumer awareness, and informed citizenship in contemporary society. In essence, the significance and practicality of employing CDA techniques in these activities arise from their ability to enhance critical thinking capabilities, deepen understanding of media content, sharpen consumer discernment, and enrich global interactions in today's interconnected world. Overall, the perceived relevance and applicability of CDA techniques in these activities stem from their role in fostering critical thinking skills, media literacy, consumer awareness, and informed global interaction in contemporary society.

**SECTION THREE: Impact on Independent Learning**

7. To what extent do you feel that CDA instruction has encouraged you to engage in independent learning?

**Table 19**

*Encouragement towards independent learning by CDA instruction.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Completely</b>	3	20%
<b>Significantly</b>	10	66.66%
<b>Moderately</b>	1	6.66%
<b>Slightly</b>	1	6.66%
<b>Not at all</b>	0	0%
<b>Total</b>	15	100%

The findings suggest that CDA instruction has played a significant role in encouraging participants to engage in independent learning endeavors. A substantial majority (66.66%) expressed feeling strongly encouraged, indicating that the instruction instilled a sense of autonomy and self-directedness in their learning journey. This result aligns with the fundamental principles of Critical Discourse Analysis, which emphasizes empowering individuals to critically evaluate information and develop their perspectives. Participants might have found CDA instruction to be intellectually stimulating and empowering, fostering a curiosity-driven approach to learning beyond the confines of structured academic settings.

Additionally, 20% of respondents reported feeling moderately encouraged, indicating a notable impact on their motivation to pursue independent learning opportunities. Possible

justifications for this result could include the interactive and participatory nature of CDA instruction, which encourages learners to actively interrogate and challenge prevailing discourses, thus fostering a mindset conducive to ongoing exploration and inquiry. However, it's also noteworthy that a small proportion of participants (13.34%) reported feeling less encouraged, suggesting potential variability in individual experiences or perceptions of the instruction's effectiveness in promoting independent learning.

This finding suggests that CDA instruction fosters a sense of autonomy and self-directedness among learners, motivating them to explore topics of interest beyond the scope of formal instruction. One possible justification for this result could be the emphasis placed on critical thinking and analysis within CDA, which inherently promotes curiosity and exploration. Overall, these findings suggest a positive impact of CDA instruction on participants' inclination towards independent learning endeavors. A substantial majority of respondents (66.66%) expressed feeling significantly encouraged, indicating that CDA instruction serves as a catalyst for fostering self-directed learning habits. Additionally, a notable proportion of respondents (20%) reported a moderate level of encouragement, suggesting that while not as pronounced, they still perceive CDA instruction as a motivating factor for independent learning pursuits. This could be attributed to the interactive and participatory nature of CDA instruction, which often involves collaborative discussions and encourages learners to explore diverse perspectives.

7. How much do you believe CDA instruction has contributed to your ability to critically evaluate information from various sources?

**Table 20***Contribution of CDA instruction to critical evaluation of information.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Completely</b>	5	33.33%
<b>Significantly</b>	9	60%
<b>Moderately</b>	1	6.66%
<b>Slightly</b>	0	0%
<b>Not at all</b>	0	0%
<b>Total</b>	15	100%

The data indicates a substantial perceived contribution of CDA instruction to participants' ability to critically evaluate information from various sources. A majority of respondents (60%) reported a significant impact, suggesting that the instruction played a crucial role in enhancing their capacity to assess information critically. This finding aligns with the core principles of Critical Discourse Analysis, which emphasize the development of analytical skills necessary for scrutinizing discourse across diverse contexts.

The participants' acknowledgment of the instruction's substantial contribution underscores its effectiveness in equipping learners with the tools to navigate and critically assess the complexities of information encountered in today's information-rich environment. However, it's essential to note that no participants reported minimal or no contribution, indicating a unanimous recognition of CDA's positive impact on their ability to critically evaluate information. Possible justifications for these responses could include specific examples or instances where participants applied CDA principles to critically analyze real-world texts or experiences, thereby reinforcing their belief in the efficacy of CDA instruction.

Additionally, participants may have observed improvements in their analytical skills over time, attributing these enhancements to the systematic approach taught in CDA instruction. Overall, these results suggest a strong endorsement of CDA as a valuable tool for developing critical evaluation skills, with the majority of participants recognizing its significant contribution in this regard.

9. How likely are you to seek out additional resources or materials to further develop your analytical skills after completing the CDA instruction?

**Table 21**

*Seeking of additional resources to develop analytical skills.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely likely</b>	4	26.66%
<b>Very likely</b>	2	13.33%
<b>Moderately likely</b>	5	33.33%
<b>Slightly likely</b>	4	26.66%
<b>Not at all likely</b>	0	0%
<b>Total</b>	15	100%

Based on the results, the data reveals a mixed but generally positive inclination among participants to seek out additional resources or materials to further develop their analytical skills following completion of the CDA instruction. While no participants reported no likelihood of seeking additional resources, the distribution among the other response options indicates varying levels of motivation.

While a significant proportion (33.33%) expressed a high likelihood of seeking additional resources, an equal percentage reported only a moderate likelihood (26.66%). This suggests a

willingness among participants to further enhance their analytical abilities through supplementary materials, albeit with varying degrees of enthusiasm. One possible justification for this finding could be that participants recognize the value of continuous learning and skill development, particularly in an increasingly complex and information-rich world.

They may understand that refining analytical skills is an ongoing process that requires active engagement and self-directed learning beyond formal instruction. Additionally, participants who indicated a moderate likelihood of seeking additional resources may have other commitments or perceive themselves as having adequate proficiency in analytical skills post-instruction, leading to a more reserved approach to seeking out further materials. Nonetheless, the absence of responses indicating no likelihood suggests a general openness to ongoing skill refinement, emphasizing the positive impact of CDA instruction in fostering a culture of lifelong learning and intellectual curiosity among participants. Overall, while some variation in response exists, the overall trend indicates a positive inclination towards continued self-improvement in analytical abilities following CDA instruction.

**SECTION FOUR: Reflection on CDA Instruction**

10. How effective do you perceive the CDA instruction in enhancing your analytical abilities?

**Table 22**

*Effectiveness of CDA instruction in enhancing analytical abilities.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Extremely effective</b>	6	40%
<b>Very effective</b>	7	46.66%
<b>Moderately effective</b>	2	13.33%
<b>Slightly effective</b>	0	0%
<b>Not at all effective</b>	0	0%
<b>Total</b>	15	100%

The data indicates that participants generally perceive CDA instruction as effective in enhancing their analytical abilities, with a majority expressing positive views. A significant portion of respondents (46.66%) reported perceiving the instruction as highly effective, suggesting a strong belief in its impact on improving analytical skills. Additionally, 40% of participants expressed a moderate perception of effectiveness, indicating a substantial number who acknowledge the instructional benefits but may have reservations or areas for improvement.

However, a smaller proportion (13.33%) reported a lower perception of effectiveness, possibly due to individual differences in learning experiences or expectations. While no participants rated the instruction as completely ineffective, it's essential to consider possible justifications for varying perceptions. For instance, participants who rated the instruction as highly effective might have experienced tangible improvements in their analytical abilities, supported by specific examples or instances where they applied CDA techniques successfully.

Conversely, those who perceived the instruction as moderately effective might have experienced benefits but also encountered challenges or areas where further improvement is desired, influencing their overall perception. These results highlight the nuanced nature of instructional effectiveness and the importance of considering individual experiences and feedback to inform instructional design and refinement. Additionally, factors such as teaching methodologies, instructor expertise, curriculum alignment, and learner engagement could contribute to participants' perceptions of CDA instruction effectiveness, warranting further investigation and adjustments to optimize learning outcomes.

4. Do you feel that the CDA instruction adequately prepared you to critically analyze various forms of discourse beyond historical texts?

**Table 23**

*Preparation by CDA instruction to the analysis of different discourse.*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Completely</b>	2	13.33%
<b>Significantly</b>	11	73.33%
<b>Moderately</b>	2	13.33%
<b>Slightly</b>	0	0%
<b>Not at all</b>	0	0%
<b>Total</b>	15	100%

The results reveal a strong sentiment among participants that the CDA instruction sufficiently prepared them for critical analysis across diverse forms of discourse. The majority of respondents (73.33%) expressed a resounding affirmation, indicating that they feel well-equipped to apply the analytical techniques learned in CDA to a wide range of discourses beyond historical texts. This high percentage suggests a widespread belief in the versatility and effectiveness of the instruction in providing transferable analytical skills applicable to various contexts.

Participants may argue that the comprehensive nature of CDA instruction, which likely covered a spectrum of discourse types and analytical methodologies, adequately equipped them with the tools necessary for critical analysis in different domains. Moreover, they might point to specific examples or exercises within the instruction that challenged them to apply analytical techniques to diverse texts, reinforcing their confidence in their preparedness for broader discourse analysis.

The relatively small percentage (13.33%) of participants who did not feel adequately prepared could raise concerns or provide constructive feedback regarding aspects of the instruction

that they found lacking or insufficient for addressing the complexities of analyzing non-historical texts. However, it's essential to note that the absence of a negative response from the majority suggests that the instructional approach likely succeeded in meeting the needs and expectations of most participants, validating the effectiveness of CDA instruction in preparing learners for critical analysis beyond historical texts.

5. Would you recommend CDA instruction as an essential issue for improving analytical and critical thinking skills?

**Table 24**

*Recommendation of CDA instruction*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Definitely</b>	9	60%
<b>Probably</b>	6	40%
<b>Neutral</b>	0	0%
<b>Probably not</b>	0	0%
<b>Definitely not</b>	0	0%
<b>Total</b>	15	100%

The findings reveal a generally positive attitude towards recommending CDA instruction as an essential tool for improving analytical and critical thinking skills. A majority of participants (60%) expressed a strong inclination to recommend CDA instruction, indicating a belief in its efficacy in enhancing these skills. This positive response can be attributed to several potential justifications. Firstly, CDA instruction often provides learners with a systematic framework for analyzing language and discourse, which can significantly enhance their critical thinking abilities

by enabling them to identify underlying meanings, power structures, and ideologies embedded within texts. Additionally, CDA encourages learners to question and critically evaluate information, fostering a deeper understanding of complex issues and promoting intellectual engagement. Furthermore, participants may recognize the practical relevance of CDA skills in various contexts, including academic studies, professional endeavors, and everyday life, thus viewing it as a valuable asset for personal and intellectual development.

While a smaller proportion (40%) of participants did not express the same level of enthusiasm in recommending CDA instruction, it is possible that their perspectives are influenced by factors such as individual learning preferences, prior experiences, or perceived limitations of the instructional approach. Overall, the majority consensus on the recommendation of CDA instruction underscores its perceived significance in cultivating analytical and critical thinking skills, highlighting its potential to empower learners with essential tools for navigating and understanding complex socio-cultural discourses. This overwhelming majority indicates a widespread recognition of the value and efficacy of CDA instruction in enhancing analytical and critical thinking abilities. The absence of any participants opposing the recommendation suggests a unanimous consensus or, at the very least, a lack of dissenting opinions, further reinforcing the notion that CDA instruction is widely regarded as beneficial for enhancing analytical and critical thinking skills.

#### **4. Synthesis of the Findings**

While the previous section focused primarily on reporting and analysing the study's findings, this current section is dedicated to a comprehensive discussion and interpretation of those results. To achieve this, it is essential to revisit the research questions that guided the selection of data collection methods. With this in mind, the first research question was articulated as follows:

RQ1: Do the EFL teachers of civilization at Biskra University perceive the complexity of historical documents as a factor influencing third-year students' level of reluctance and intimidation in approaching and critically engaging with the reading materials?

The teachers collectively acknowledge the complexity of historical documents as a factor influencing students' reluctance and intimidation in engaging with the reading materials. They discuss various challenges students face, such as linguistic complexity, length, and readability issues. Teachers highlight strategies to mitigate these challenges, such as selecting appropriate texts, providing guidance through questions, and offering rewards to incentivize engagement. Therefore, the teachers' insights affirm the perceived impact of document complexity on students' engagement and critical analysis.

RQ2: How do the EFL teachers of civilization at Biskra University perceive the role of CDA in enhancing their students' critical thinking during analytical reading sessions of authentic historical materials?

The teachers also recognize CDA as an effective approach for enhancing their students' critical thinking during analytical reading sessions of authentic historical materials. They highlight the inseparable link between culture, language, and history, emphasizing how critical analysis of discourse can unveil power dynamics, ideological biases, and societal structures embedded within historical texts. Moreover, they expect positive outcomes in language fluency, reading comprehension, and cultural awareness through integrating CDA into teaching. They stress the need for systematic approaches to engage students and improve their perspectives on studying civilization.

RQ3: Does practicing Fairclough's model in CDA significantly promote the critical thinking ability of third-year students at Biskra University when analyzing historical texts?

Based on the test findings, we can conclude that the implementation of Fairclough's model in CDA significantly promotes the critical thinking ability of third-year students at Biskra University when analyzing historical texts. The data shows a marked improvement in students' performance from the pre-test to the post-test, indicating that the CDA instruction had a substantial positive impact on their analytical reading skills. The pre-test and post-test scores reveal a considerable increase for all students, demonstrating an overall enhancement in their analytical abilities. This substantial difference highlights the effectiveness of the CDA instruction. Furthermore, statistical validation strengthens these findings. The Shapiro-Wilk test confirmed that the data is normally distributed, ensuring the reliability of the results. Additionally, the paired sample t-test, used to compare two sets of scores within the same group, showed a highly significant difference. This indicates that the improvement is not due to chance but is directly attributable to the CDA instruction.

The observed improvement implies that students were better able to critically analyze historical texts after receiving instruction based on Fairclough's model. This fulfillment of the objective to promote critical thinking abilities is crucial, as it suggests that the intervention effectively enhanced students' analytical skills. The significant improvement in scores, validated by rigorous statistical tests, confirms that practicing Fairclough's model in CDA substantially boosts critical thinking abilities in third-year students at Biskra University. This enhancement in analytical and critical thinking skills demonstrates the value and efficacy of CDA instruction in an academic setting.

RQ4: What are learners' attitudes towards their analytical abilities after undergoing CDA instruction?

The findings from the questionnaire provide compelling evidence that supports this last research question. Each aspect of the data reveals a consistent and positive shift in learners' confidence and perceptions regarding their analytical skills following CDA instruction. From the substantial increase in confidence levels to the significant improvement in critical thinking skills, as demonstrated in Tables 13 and 14 respectively, to the recognition of the applicability of CDA techniques beyond historical analysis, indicated in Table 15, the results paint a clear picture of the effectiveness of the instructional program. Moreover, participants' acknowledgment of the versatility and broad applicability of the skills learned, as evidenced in Tables 16 and 17, further strengthens the case for the value of CDA instruction. Additionally, the frequency of utilizing CDA techniques in personal reading and non-academic pursuits, highlighted in Table 18, underscores the integration of these skills into learners' everyday analytical toolkit.

Furthermore, the encouragement towards independent learning and the perceived contribution of CDA instruction to critical evaluation of information, detailed in Tables 19 and 20 respectively, affirm the program's role in fostering autonomous thinkers equipped to navigate complex discourses. The likelihood of seeking additional resources and the overall effectiveness of CDA instruction, as depicted in Tables 21 and 22, corroborate the positive impact observed across various dimensions. Lastly, the preparedness of participants to analyze diverse forms of discourse beyond historical texts, as well as the strong recommendation of CDA instruction, as indicated in Tables 23 and 24 respectively, further validate the program's success in enhancing analytical and critical thinking skills. In essence, the comprehensive analysis of the questionnaire findings unequivocally confirms that learners' attitudes towards their analytical abilities are indeed positively transformed after undergoing CDA instruction.

**Conclusion**

This chapter focuses exclusively on presenting results, analyzing collected data, and interpreting the findings. Qualitative analysis was applied to the interviews, while descriptive statistics were used for the questionnaires and tests. The final section discusses and synthesizes the results, addressing the four research questions and confirming or rejecting their associated hypotheses.

### **General Conclusion**

This study sought to address the challenges faced by third-year EFL students at Biskra University in engaging critically with historical documents. Through a mixed-methods approach, combining qualitative interviews with EFL teachers and quantitative pre-posttests with students, the study aimed at answering research questions related to teachers' perceptions of historical text complexity, the role of CDA in enhancing critical thinking, and the effectiveness of practicing Fairclough's model in promoting critical thinking abilities. Additionally, the research attempted at examining students' attitudes towards their analytical abilities post-CDA instruction. Consequently, all findings demonstrated the value and efficacy of such implementation.

This study holds significance not only for its potential contribution to the field of EFL instruction at Biskra University but also for its broader implications for pedagogical approaches in fostering critical literacy skills among EFL university students. By shedding light on the effectiveness of integrating CDA approaches within the EFL context, the research seeks to advance our understanding of effective pedagogical practices and address the challenges associated with critical reading in socio-cultural contexts.

The research primarily emphasizes the imperative of fostering collaborative endeavors and platforms for knowledge exchange within the fields of language education, historical studies, and discourse analysis. Stemming from the notion that applied linguistics holds the capacity to offer solutions to the linguistic challenges encountered within civilization studies, while civilization studies, in turn, offer a tangible field of research for applied linguistics. This reciprocal exchange not only enriches both fields but also holds significant promise for enhancing learners' academic performance and success. This collaboration is also driven by the shared goal of enhancing

learners' performance and academic achievements. For instance, discourse analysis studies can offer systematic methodologies and instructional approaches tailored to the context of civilization and literature education. These methodologies are rooted in the principles of criticality and analysis of authentic language productions and manifestations. Through this integrated approach, both disciplines can synergistically contribute to enriching the educational experience for both teachers and learners.

### **Recommendations and Implications**

The current study suggested integrating CDA principles into EFL instruction for its potential feasibility in enhancing the critical literacy of EFL undergraduate students at Biskra University. As its findings proved to be valuable for the given context, several important implications and recommendations are to be considered for future research and pedagogical practices:

- By adopting CDA-based approaches, teachers can help students uncover hidden ideologies and biases within historical documents, as well as, foster their engagement and analytical skills with such texts.
- By examining the variety of CDA approaches, Future research could benefit from exploring other methodologies and frameworks beyond Fairclough's model, which was utilized in this study.
- While this study primarily concentrated on reading skills, future research could shift the focus to other essential language skills, such as writing.
- While this study primarily concentrated on reading skills, future research could shift the focus to other essential language skills, such as writing.
- while current research addressed the critical reading of historical documents in the module of civilization, future studies could extend this focus to other courses, such as translation and literature, which have their own specific text types and analytical demands.
- Given the positive outcomes observed in this study, it is recommended to make CDA a central subject of interest within our department. This integration could be achieved either as a content-based course or as a pedagogical instructional approach, particularly in courses related to civilization and literature studies.

### **Limitations and Suggestions for further research**

A number of limitations were identified throughout the conduction of this research work which are addressed as follows:

- Although 20 students from the selected group consented to the participation in the treatment, the sample size had to be reduced to 15 participants who consecutively partook in it.
- Due to the relatively small sample size of this study, the generalizability of the findings is limited to its context, which may not be an accurate representation to broader populations.
- The researcher faced challenges in accessing reliable critical thinking measurement tools due to their copyrighted and authorized restrictions. Consequently, a reading comprehension, with an embedded critical structuring, test was utilized as an alternative.
- Personal interrogations with learners regarding their experiences with the complexity of historical documents and the challenges they encountered during critical reading were not conducted.
- The structured format of the attitudinal questionnaire restricted learners' ability to provide detailed feedback on the quality and effectiveness of the CDA instruction they have received.

Consequently, the following recommendations for future research are proposed:

- Future studies should aim to increase and diversify the sample size to enhance the generalizability of the findings and more comprehensive analysis on the impacts of CDA instruction.

- Administrative efforts should be raised in the pursue of obtaining standardized CT measurement tests, such as the Watson-Glaser Critical Thinking Appraisal, to ensure a more accurate and reliable assessment of students' critical thinking abilities.
- A shift towards a qualitative investigation of learners' opinions and experiences is recommended. Personal interviews or focus groups could be conducted to gain deeper insights into learners' struggles, perceptions, and the complexities they encounter when engaging with historical documents.
- Future studies should incorporate a variety of question types in their post-treatment interrogations in order to capture a broader range of feedback.

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## Appendices

### Appendices

#### Appendix A: Participant Informed Consent

##### Participant Informed Consent

Dear Participant,

I am currently conducting a study on integrating critical discourse analysis instruction for the sake of improving EFL learners' critical thinking in the analytical reading of historical materials. At this phase of research, I will be carrying out a treatment to investigate the utility of critical discourse analysis implementation in the analysis of historical discourse.

Hence, you are kindly invited to take part in this research work. Within the span of six weeks, one session per week will be organized. A pre-test, treatment, and a post-test will be held to gauge the effectiveness of a co-teaching program where critical discourse analysis instruction is applied aiming to improve students' critical thinking and analytical reading skills in the tutorial sessions of civilization. Addedly, an attitudinal questionnaire will be distributed for the students to examine their attitudes towards their analytical abilities post-CDA instruction.

Confidentiality, anonymity, and privacy of students' personal information and data gathered throughout the process of conducting this research work will be guaranteed.

If you consent to participate in this study, please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further information, you are welcome to contact the researcher.

Regards,

**Researcher Contact Details:**

Ilef TIAR

Email: [ilefti@gmail.com](mailto:ilefti@gmail.com)

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to participate in the research project being undertaken by TIAR Ilef.

Name: .....

E-mail: .....

University: .....

Faculty: .....

Department: .....

Date: .....

Signature:

**Appendix B: Consent Letter for the Head of the department of English Language and Literature**  
**Consent Letter for the Head of the English Language and Literature Department**  
**Informed Consent**

Dear Head of the Department,

I am currently conducting a study on integrating critical discourse analysis instruction for the sake of improving EFL learners' critical thinking in the analytical reading of historical materials. In this regard, we are going to get in touch with third-year students as well as teachers of civilization at the department of English in Biskra University, since they will be the target sample of this research work, to investigate the utility of critical discourse analysis implementation in the analysis of historical discourse.

Hence, I am seeking your consent for a direct contact with third-year students and teachers of civilization over a period of six weeks. Within this period, one session per week will be organized. A pre-test, treatment with an experiment group, and a post-test will be held to gauge the effectiveness of a co-teaching program where critical discourse analysis instruction is applied aiming to improve students' critical thinking and analytical reading skills in the tutorial sessions of civilization. Addedly, a semi structured interview will be held with EFL civilization teachers to collect their opinions on the feasibility critical discourse analysis integration in their tutorial sessions of civilization. Also, an attitudinal questionnaire will be distributed for the students to examine their attitudes towards their analytical abilities post-CDA instruction.

Confidentiality, anonymity, and privacy of students' and teachers' personal information and data gathered throughout the process of conducting this research work will be ensured.

If you consent to the participation of the previously mentioned EFL students in this study please sign the attached consent form. Your permission and cooperation will be highly appreciated.

For further information, you are welcome to contact the researcher.

Regards,

**Researcher Contact Details:**

Ilef TIAR

Email: [ilefti@gmail.com](mailto:ilefti@gmail.com)

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to the participation of third-year students at the English department in the research project being undertaken by TIAR Ilef.

Name: .....

e-mail: .....

University:.....

Faculty:.....

Department:.....

Section:.....

Date:.....

Signature:

**Appendix C: Interviewees Informed Consent**  
**Teachers Interview Consent Letter**  
**Informed Consent**

Dear Teacher,

As a part of the completion of this research work, you are kindly invited to take part in this investigation. The present letter aims at detailing the study's main idea, aim and process. Besides, it also serves to guarantee the safety of your personal information and the answers you provide.

The present study's purpose falls on investigating the impact of integrating critical discourse analysis instruction in improving EFL learners' critical thinking in the analytical reading of historical materials. Addedly, this study aims at exploring how CDA and its application, considering text difficulty, can potentially improve the critical thinking and analytical skills of third-year students' at Biskra University when analyzing authentic historical texts.

In this regard, you are kindly invited to take part in this research. In case of agreement, you will be invited to sit for an interview once the schedule is arranged.

Please be assured that your anonymity and privacy will be completely protected, and the data you provide will serve solely the present research.

If you agree on participating in this study, please sign the attached consent form. Your cooperation will be greatly appreciated.

For any further inquiries regarding this research project, you are welcome to contact the researcher.

Yours sincerely,

**Researcher Contact Details:**

Ilef Tiar

Email: [ilefti@gmail.com](mailto:ilefti@gmail.com)

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

I have read and clearly understood the researcher's request. I consent to the participation in the interview designed for the research project being undertaken by TIAR Ilef

Name: .....

E-mail:.....

University:.....

Faculty:.....

Department:.....

Section:.....

Date:.....

Signature:

**Appendix D:** Instruction Plan

<b>Workshop</b>	<b>Objective</b>	<b>Activity</b>	<b>Material</b>	<b>Source</b>
<b>1: Narrative of Oppression.</b>	Introduce CDA principles through the lens of narratives of oppression.	-Introduction to the workshops. - Lesson and discussion on CDA principle. - Group activity: analyzing a historical text depicting labor oppression. - Reflection and Q&A.	-Selected historical document. - PowerPoint presentation. - Handouts with key concepts.	<a href="https://historymatters.gmu.edu/d/4998/940707-debssovereigntytoleveland.pdf">https://historymatters.gmu.edu/d/4998/940707-debssovereigntytoleveland.pdf</a>
<b>2: Narrative of the Powerful.</b>	Apply CDA principles to texts reflecting the perspective of the powerful.	- Introduction to advanced CDA concepts: exploitation of hegemony. - Hands-on analysis in pairs of texts from the perspective of the powerful. - Group. discussion and presentations - Reflection and Q&A.	- Historical document - CDA analysis worksheets.	<a href="https://www.marxists.org/archive/debs/works/1894/#:~:text=One%20thing%20must%20be%20granted,define%20tham%20a%20poor%20one.">https://www.marxists.org/archive/debs/works/1894/#:~:text=One%20thing%20must%20be%20granted,define%20tham%20a%20poor%20one.</a>
<b>3: Narrative of Protest and Resistance.</b>	Integrate CDA with critical thinking by examining texts on protesting and resistance.	-Review of previous workshops. - Introduction to critical thinking framework. - Group activity: comprehensive CDA analysis of texts on protesting and resistance. - Presentations and discussion. - Reflection and Q&A.	- Contemporary texts on protesting and resistance. -Critical thinking prompts. -synthesis of analyses from all documents selected.	<a href="https://www.youtube.com/watch?v=kI3VrmZCVfY&amp;t=1328s">https://www.youtube.com/watch?v=kI3VrmZCVfY&amp;t=1328s</a>

**Appendix E: The Interview Questions.**

1. Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

2. What are the criteria for selecting these types of reading materials?

3. What methods do you use to teach American history through the use of authentic historical texts in your classroom?

4. Is it in your intention to optimize your students' ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns? If yes, to what extent do you deem students' critical thinking required in the analysis of authentic historical texts?

5. In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

6. In what ways do you encourage students to analyze and question the perspectives presented in historical texts, promoting critical thinking rather than passive consumption of information?

7. According to Fairclough (1995), a pioneer in the field, CDA is:

“The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations

of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

8. How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

**Appendix F: The Post-treatment Attitudes Questionnaire**

**Dear student,**

You are kindly asked to fill in this questionnaire, whose aim is to examine your attitudes towards your analytical abilities after undergoing Critical Discourse Analysis (CDA) instruction. We are interested in understanding how this instruction has impacted your confidence, application of analytical skills, and your engagement in independent learning and critical thinking. Your feedback is valuable in assessing the effectiveness of CDA instruction not only within academic contexts but also in real-life, non-academic situations. Please respond to each statement based on your experiences and perceptions.

Your responses will be kept confidential and will only be used for research purposes.

The Researcher,

**SECTION ONE: General Attitudes towards Analytical Abilities**

1. How confident do you feel in your analytical abilities after completing the CDA instruction?

- Not at all confident
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

2. To what extent do you believe CDA instruction has improved your critical thinking skills?

- Not at all
- Slightly
- Moderately
- Significantly
- Completely

3. How likely are you to apply the analytical techniques learned in CDA to analyze texts beyond historical analysis?

- Not likely at all
- Slightly likely
- Moderately likely
- Very likely
- Extremely likely

**SECTION TWO: Transferability of Skills**

4. To what degree do you think the analytical skills gained from CDA instruction can be applied to other academic subjects?

- Not applicable
- Not at all
- Somewhat
- Moderately
- Highly

5. How confident are you in applying the analytical skills learned in CDA to real-life situations outside of academic settings?

- Not at all confident
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

6. How often do you find yourself utilizing the analytical techniques from CDA in your personal reading or non-academic pursuits (e.g., news analysis, understanding advertisements and social media posts etc.)?

- Never
- Rarely
- Occasionally
- Frequently
- Always

**SECTION THREE: Impact on Independent Learning**

7. To what extent do you feel that CDA instruction has encouraged you to engage in independent learning?

- Not at all
- Slightly
- Moderately
- Significantly
- Completely

8. How much do you believe CDA instruction has contributed to your ability to critically evaluate information from various sources?

- Not at all
- Slightly
- Moderately
- Significantly
- Completely

9. How likely are you to seek out additional resources or materials to further develop your analytical skills after completing the CDA instruction?

- Not likely at all
- Slightly likely
- Moderately likely
- Very likely
- Extremely likely

**SECTION FOUR: Reflection on CDA Instruction**

10. How effective do you perceive the CDA instruction in enhancing your analytical abilities?

- Not effective at all
- Slightly effective
- Moderately effective
- Very effective
- Extremely effective

11. Do you feel that the CDA instruction adequately prepared you to critically analyze various forms of discourse beyond historical texts?

- Not at all
- Slightly
- Moderately
- Significantly
- Completely

12. Would you recommend CDA instruction as an essential issue for improving analytical and critical thinking skills?

- Definitely not
- Probably not
- Neutral
- Probably
- Definitely

**Your collaboration, time, and dedication are highly valued.**

**Appendix G: The Interview Validation Form.**

**Validation Form**

I hereby certify that I have read the teachers' interview in the study carried out by TIAR Ilef who is presently working on her MA dissertation at Biskra University. I have provided the researcher of this study -investigating the impact of integrating critical discourse analysis instruction in improving EFL learners' critical thinking in the analytical reading of historical materials- with remarks and comments concerning the layout, as well as the contents of the interview questions.

**Background Information on the Expert:**

Name:.....

University:.....

Present Occupation:.....

Degree:.....

Telephone Number:.....

Email Address:.....

Signed:.....

**Researcher Contact Details:**

Ilef TIAR

Email: ilefti@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

**Appendix H: The Pre-posttests' Validation Form.**

**Validation Form**

I hereby certify that I have read the pre-posttests in the study carried out by TIAR Ilef who is presently working on her MA dissertation at Biskra University. I have provided the researcher of this study -investigating the impact of integrating critical discourse analysis instruction in improving EFL learners' critical reading of historical documents- with remarks and comments concerning the layout, as well as the contents of the tests' questions.

**Background Information on the Expert:**

Name:.....

University:.....

Present Occupation:.....

Degree:.....

Telephone Number:.....

Email Address:.....

Signed:.....

**Researcher Contact Details:**

Ilef TIAR

Email: ilefti@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

**Appendix I: The Questionnaire Validation Form.**

**Validation Form**

I hereby certify that I have read the questionnaire in the study carried out by TIAR Ilef who is presently working on her MA dissertation at Biskra University. I have provided the researcher of this study -investigating the impact of integrating critical discourse analysis instruction in improving EFL learners' critical reading of historical documents- with remarks and comments concerning the layout, as well as the contents of the interview questions.

**Background Information on the Expert:**

Name:.....

University:.....

Present Occupation:.....

Degree:.....

Telephone Number:.....

Email Address:.....

Signed:.....

**Researcher Contact Details:**

Ilef TIAR

Email: ilefti@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of English Language and Literature

### Appendix J: The Pre-posttests

#### Text:

#### **William Graham Sumner: The Rich Are Goodnatured**

Is it wicked to be rich? Is it mean to be a capitalist? If the question is one of degree only, and it is right to be rich up to a certain point and wrong to be richer, how shall we find the point?

....There is an old ecclesiastical prejudice in favor of the poor and against the rich. In days when men acted by ecclesiastical rules these prejudices produced waste of capital, and helped mightily to replunge Europe into barbarism. The prejudices are not yet dead, but they survive in our society as ludicrous contradictions and inconsistencies. One thing must be granted to the rich: they are goodnatured. Perhaps they do not recognize themselves, for a rich man is even harder to define than a poor one. It is not uncommon to hear a clergyman utter from the pulpit all the old prejudice in favor of the poor and against the rich, while asking the rich to do something for the poor; and the rich comply, without apparently having their feelings hurt at all by the invidious comparison. We all agree that he is a good member of society who works his way up from poverty to wealth, but as soon as he has worked his way up we begin to regard him with suspicion, as a dangerous member of society. A newspaper starts the silly fallacy that “the rich are rich because the poor are industrious,” and it is copied from one end of the country to the other as if it were a brilliant apothegm...

All the denunciations and declamations which have been referred to are made in the interest of “the poor man.” His name never ceases to echo in the halls of legislation, and he is the excuse and reason for all the acts which are passed. He is never forgotten in poetry, sermon, or essay. His interest is invoked to defend every doubtful procedure and every questionable institution. Yet where is he? Who is he? Who ever saw him? When did he ever get the benefit of any of the numberless efforts in his behalf? When, rather, was his name and interest ever invoked, when, upon examination, it did not plainly appear that somebody else was to win— somebody who was far too “smart” ever to be poor, far too lazy ever to be rich by industry and economy?

.... Persons who possess the necessary qualifications obtain great rewards. They ought to do so. It is foolish to rail at them. Then, again, the ability to organize and conduct industrial, commercial, or financial enterprises is rare; the great captains of industry are as rare as great generals. The great weakness of all co-operative enterprises is in the matter of supervision. Men of routine or men who can do what they are told are not hard to find; but men who can think and plan and tell the routine men what to do are very rare. They are paid in proportion to the supply and demand of them.

..... The aggregation of large fortunes is not at all a thing to be regretted. On the contrary, it is a necessary condition of many forms of social advance. If we should set a limit to the accumulation of wealth, we should say to our most valuable producers, “We do not want you to do us the services which you best understand how to perform, beyond a certain point.” It would be like killing off our generals in war.

..... There is every indication that we are to see new developments of the power of aggregated capital to serve civilization, and that the new developments will be made right here in America. Joint-stock companies are yet in their infancy, and incorporated capital, instead of being a thing which can be overturned, is a thing which is becoming more and more indispensable.

Source: **William Graham Sumner**, *What Social Classes Owe to Each Other* (New York: Harper & Brothers, 1883), 43–57.

**Question 01:** According to Sumner, what historical impact did ecclesiastical prejudices have on society?

- a) They led to the rise of capitalism.
- b) They caused waste of capital and contributed to a decline into barbarism.
- c) They favored the rich over the poor.
- d) They encouraged industrialization.

**Question 02:** How does Sumner describe the attitude of society towards individuals who become wealthy?

- a) Society views them as inherently wicked and mean.
- b) Society initially regards them as good members, but later becomes suspicious of them.
- c) Society is indifferent to their wealth.
- d) Society views them with admiration and respect.

**Question 03:** Analyze the implication of the phrase "somebody else was to win" in the context of efforts made on behalf of "the poor man."

- a) It suggests that those who are not poor often benefit from policies meant to help the poor.
- b) It implies that the poor are inherently disadvantaged and unable to succeed.
- c) It indicates that the poor are unwilling to work hard for their own success.
- d) It highlights the success stories of individuals who have overcome poverty.

**Question 04:** In what ways does Sumner's perspective on the compensation of individuals with necessary qualifications reflect broader debates about labor rights and economic justice during his time?

- a) It aligns with labor movements advocating for fair wages and working conditions for all workers, regardless of qualifications.
- b) It echoes capitalist arguments against government intervention in labor markets and regulation of wages.
- c) It reflects socialist critiques of capitalism and calls for collective ownership of the means of production.
- d) It challenges traditional notions of meritocracy and individual achievement, emphasizing the role of privilege and systemic advantages in determining success.

**Question 05:** Reflect on the use of irony in the text. How does Sumner use irony to critique societal attitudes towards poverty?

- a) by praising the efforts made on behalf of the poor
- b) by highlighting the success stories of wealthy individuals
- c) by pointing out the discrepancy between rhetoric and reality
- d) by advocating for more government intervention

**Question 06:** How does Sumner frame the debate surrounding wealth and capitalism in his text, and what rhetorical strategies does he employ to persuade the reader?

- a) He frames wealth as inherently immoral and uses emotional appeals to evoke sympathy for the poor.
- b) He presents wealth as morally neutral and uses logical arguments to challenge prevailing prejudices against the rich.
- c) He portrays capitalism as inherently exploitative and uses anecdotal evidence to highlight the suffering of the working class.
- d) He argues that wealth is a sign of virtue and uses religious rhetoric to justify the superiority of the rich.

**Question 07:** How does Sumner's argument regarding the scarcity of individuals capable of conducting enterprises contribute to the broader discourse on income inequality and wealth distribution?

- a) By justifying the concentration of wealth among a select few based on their rare talents and abilities.
- b) By highlighting the need for systemic reforms to address barriers to entry and promote equal opportunity.

- c) By reinforcing stereotypes about the inherent superiority of certain individuals over others based on their socioeconomic status.
- d) By advocating for policies that prioritize the redistribution of wealth and resources to address economic disparities.

**Question 08:** According to Sumner, what analogy does he draw between setting limits on wealth accumulation and warfare?

- a) He compares limiting wealth accumulation to disarming soldiers during a time of peace.
- b) He likens setting limits on wealth accumulation to handicapping one's own generals in war.
- c) He equates wealth redistribution to the spoils of war acquired by victorious generals.
- d) He parallels wealth accumulation to military conquest and territorial expansion.

**Question 09:** How does Sumner's perspective on the future of aggregated capital reflect broader debates about corporate power and economic development?

- a) By emphasizing the potential benefits of aggregated capital for societal progress and innovation.
- b) By raising concerns about the concentration of economic power and its implications for democracy.
- c) By advocating for policies that prioritize the interests of shareholders over those of society at large.
- d) By critiquing the role of government intervention in regulating corporate activity and protecting consumer rights.

**Question 10:** In what ways does Sumner's perspective on the aggregation of large fortunes reflect broader debates about the role of government and the free market in shaping economic outcomes?

- a) It aligns with laissez-faire capitalist ideologies that advocate for minimal government interference in economic affairs.
- b) It echoes socialist critiques of capitalism and calls for greater government intervention to redistribute wealth.
- c) It challenges traditional notions of economic liberalism and emphasizes the importance of social welfare programs.
- d) It reflects populist sentiments against wealthy elites and calls for greater regulation of corporate power.

**Question 11:** How does Sumner use language and rhetoric to shape the reader's understanding of wealth, poverty, and societal progress?

- a) He employs complex jargon and technical language to obfuscate his arguments and appeal to intellectual elites.
- b) He uses vivid imagery and metaphorical language to evoke strong emotional responses from the reader.
- c) He relies heavily on statistical data and empirical evidence to substantiate his claims and appeal to reason.
- d) He employs persuasive language and intertextual references to position himself as an authoritative voice on the topic.

**Question 12:** How does Sumner's text reflect power relations between different social classes, and what implications does this have for understanding his argument?

- a) It reinforces existing power differentials by depicting the rich as benevolent benefactors and the poor as passive recipients of charity.

- b) It challenges prevailing power structures by advocating for radical redistribution of wealth and resources.
- c) It ignores power dynamics altogether and focuses solely on individual merit and hard work as determinants of success.
- d) It critiques power imbalances but offers no alternative vision for addressing systemic inequalities.

**Question 13:** How do the rhetorical strategies employed by Sumner contribute to the perpetuation or challenge of existing power dynamics between the rich and the poor?

- a) They reinforce existing power differentials by portraying the rich as deserving of their wealth and the poor as responsible for their own misfortune.
- b) They challenge prevailing power structures by advocating for a more equitable distribution of resources and opportunities.
- c) They ignore power dynamics altogether and focus solely on economic efficiency and productivity.
- d) They critique power imbalances but offer no concrete solutions for addressing systemic inequalities.

**Question 14:** How does Sumner's emphasis on the indispensability of incorporated capital in America align with the concept of American exceptionalism?

- a) It portrays America as a unique incubator for economic progress.
- b) It suggests that America should follow other nations' economic examples.
- c) It diminishes America's contributions to global economic development.
- d) It promotes a global view that all nations are equally capable of economic innovation.

**Question 15:** How do Sumner's arguments about the necessity of wealth concentration reflect broader ideological beliefs about capitalism and individualism?

- a) They support the idea that capitalism and individualism are inherently just and beneficial.
- b) They critique capitalism as an unfair system that exploits the poor.
- c) They suggest that individualism leads to social cohesion and equality.
- d) They advocate for a shift towards collective ownership and social welfare.

**Appendix K: Teacher 1 Interview Transcript.**

1. Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

Yes, it is.

2. What are the criteria for selecting these types of reading materials?

Of course relevance, first, to the topics taught, level of students, and authenticity of materials. So these are the main criteria in my opinion.

3. What methods do you use to teach American history through the use of authentic historical texts in your classroom?

The method differs. It's according to the texts, the length of the texts, the motivation level of students. So sometimes I give them the texts before the session, like one week, three days, it depends. I ask them to read it, to understand it and even sometimes to look for some events that occurred or are apparent in the text, and then when we come to the session we discuss together. If of course they read it before and understand it, we discuss together and sometimes I even let the students discuss together and I intervene from time to time. If they don't do that or they do it but not in the way I expect them to do it, I just start asking questions and they answer those questions. I guide them through questions

4. Is it in your intention to optimize your students' ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns?

If yes, to what extent do you deem students' critical thinking required in the analysis of authentic historical texts?

Yes, sure it is important to make this connection between the different historical texts. I intentionally ask students to compare between different speeches, if they are speeches, or other types of historical texts, and try to spot the differences, the similarities, the way people think culturally speaking, politically speaking. So I think that their critical thinking is highly required to analyze these kinds of texts because they do not have to be just passive receivers. They need to think critically about this kind of texts especially, and to understand really deeply, as they have to read between the lines, the outcomes, the culture, the politics and the history of any country or people according to what they read and they do not have to accept everything nor take everything for granted. They have to think critically, take what suits them, what they think is right and reject what's wrong. That's the main goal.

5. In what ways do you encourage students to analyze and question the perspectives presented in historical texts, promoting critical thinking rather than passive consumption of information?

Again, building on my previous answer but with more elaboration maybe. Here I guide them through questions but I never intervene in the way they think. I wait until I see how they think. And even if I sometimes give them my opinion but I always stress this point out, I tell them: "this is my personal opinion and you do not need to adopt it or believe in it. you are grown ups, you have brains, use them." This is my usual saying to students. So if we do that we will promote critical thinking for sure and we will teach them not to, as you said here, consume passively information.

6. In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

Alright, so out of experience, complexity may include, may entail different factors. First factor is length. If it is a long material, I usually expect that most of the students are not going to fully read it; out of laziness, maybe, lack of motivation, or something like that. And there is another factor related to complexity which is the level of students and the language used in that material. Sometimes there are materials with heavy complex language, so students struggle to understand the deeper meaning. I mean they cannot even understand the surface meaning (the language) in the first place, so how can they understand the deeper meaning. So I ask them to highlight keywords and try to understand them and I ask them not to read the full text word by word. In this case it's a way to encourage them and push them to understand the text even without reading the full text or understanding all of it, plus as i said before and i repeat it again, through guiding them with questions to make them understand better and analyze better through them. And of course, we give some encouragement or rewards like extra marks.

7. According to Fairclough (1995), a pioneer in the field, CDA is:

“The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

So of course, if we teach culture or history in general, not only American history, we cannot separate teaching history from culture. If we do not understand the culture of a country, you cannot understand its history, language, their behaviors, or their politics. So it is extremely important, and of course, language is the bearer of culture. So if we analyze language, we cannot separate it from analyzing culture. If we say that, this leads us to talk about something else: we can use language to empower a person or a group, and we can use language also to marginalize a person or a group. So if we don't think and analyze critically and just take everything as we read it without diving into the deeper meaning and linking that meaning to culture, to society and everything, we will never understand the work of civil society and we will somehow stereotype groups and maybe judge other groups for something they are not. So here, I believe that this theory "critical discourse analysis" is extremely important to apply in order to teach American history, because as you know, in American history there are contradictory ideologies (without going into details) so we need to listen to one side and the other objectively. We need to understand how each side thinks, and then we can understand the workouts of that society and we can develop and build up our own critical thinking, maybe take a side or maybe stay unbiased, it depends.

8.How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

So here, of course, as i always tell students: "when you read something (as we call it authentic material especially historically speaking since we are talking about history of America here) if you do not understand the culture, you do not know how this people live, how they think, how

they feel, you cannot understand their language. Plus even if you are reading it to learn the language, to get proficiency in the language, you have to read with a critical mind. You learn the vocabulary but do not learn the way of speaking. learn the vocabulary, the words, the terms and their meaning but do not adopt the way they are put together. Do not take it for granted. Do not just write or talk like them, criticize first. Because the way they use their language to write, everybody uses the language for their own interests. And there is a way of speaking that is sometimes considered offensive, or maybe racist. So it is important to read critically to learn the language, to know how people use the language actually to mean this and that. So if you do that, you will learn the language better and of course you will enhance and encourage the critical thinking abilities of the students. They will no longer read the way they used to read. They will read with different insights and perspectives. They will criticize everything they read. Of course when we say criticize, we do not mean only negative criticism it can be positive criticism. As for the second part of the question, when we teach the module of civilization, one of the goals of teaching this module is to broaden the general knowledge and culture of students. So they learn the history, the culture, and the dynamic relationships of that country. In order for us to teach them these elements, they need to learn with a critical mind. They need not to accept everything nor reject everything. For example, some students have some prejudices about some groups. Maybe they have a stereotypical basis for that judgment. However what we intend to do through this module is to break those chains; we want to teach them how to read with an open mind far from prejudgments. First read critically, then decide. Do not just judge things, groups, people, history, or cultures without having a solid academic basis.

**Appendix L: Teacher 2 Interview Transcript.**

1. Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

Yes, that's right.

2. What are the criteria for selecting these types of reading materials?

Well the first criterion is that the text, the document, should be extremely close to the context, i.e. to the lecture that has been provided by the teacher. So they should be very clearly and closely linked to the topic. Second, they should be authentic, which is also extremely important. And of course the time of the production of the document or material is very important. The author who issued and produced the document especially if it's a primary source; a speech or a letter or if it's a text or article from a newspaper or if it's a law, if it's an act, a piece of legislation and so on. So who produced the text, when it was produced, to which extent it is close to the topic or part of the topic studied during the lecture, and of course its authenticity. Of course also the message it conveys which is very important.

3. What methods do you use to teach American history through the use of authentic historical texts in your classroom?

It's mainly critical reading, analyzing, synthesizing and so on. I provide students with questions. Because the documents are posted four to five days before the tutorial sessions, at the same time students normally should have been introduced to the lecture so they should have attended the lecture. So students are encouraged to read the documents beforehand at home, and to try to understand them, to try to understand their main ideas and so on. During those tutorial sessions,

there are some specific questions that are asked by the teacher. Those questions aim at deciphering the main ideas of the text; the message that is conveyed by the text, and the circumstances that lead to the production of the text and message, and of course students are encouraged to connect the document, its main ideas, the author, the date of the document with the lecture or part of the lecture firstly. The second thing is to try to elaborate. After the understanding of the text, try to elicit some questions that elicit some kind of elaborations from the students. I mean students are encouraged to elaborate on their understanding, to try and provide their own point of view, to try to bridge the gap with some contemporary issues. So here there's some kind of critical thinking that is required from, not all students but some, students.

4. Is it in your intention to optimize your students' ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns? If yes, to what extent do you deem students' critical thinking required in the analysis of authentic historical texts?

Yes, of course for the first question that's one of the main aims of the tutorial. The fact of dealing with historical texts, historical documents. Well critical thinking is required but sometimes with some students, if not the majority of the students, we do not reach the level of critical thinking and critical reading. We reach it with some very good students, but with other students there's even a problem of understanding. So here the teacher is obliged many times to intervene and clarify some points within the text, some points that are not understood by the students. Of course hopefully, as I told you, it's not the case for some students they reach quite good level of critical thinking with regard to the historical text.

5. In what ways do you encourage students to analyze and question the perspectives presented in historical texts, promoting critical thinking rather than passive consumption of information?

Well here there are some specific questions that are asked to the students. As I told you there are two kinds of questions: a set of questions that aim at deciphering the main ideas of the text, the message that it conveyed; the apparent message that is conveyed, and other questions that deal with what is implied in the text and here what the students think about what they have understood. So I mean the first step is to understand. The second step is to think about what they understand. So you cannot move to the second step if the first step is not achieved. There should be an understanding of the text, its main ideas, the message that is conveyed, why it has been conveyed. The text, when was it produced, by whom, what are the circumstances that have lead to the production of the text and so on. Then, we move to what is implied and what the students think and here they can bridge the gap between history and contemporary issues, contemporary values, compare between other contexts and so on.

6. In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

The text, the document, should be carefully chosen so as to try to attract the attention of the reader, of the student. And here I mean the teacher has a great role to play in the choice of the text, as I told you the length, it should not be too lengthy, the ideal text should be one page, no more than one page for every document, one page and a half at most, but ideally speaking it's one page, whether it is single or double spaced is not very important. The language of the text should be also taken into consideration, the level of difficulty of the language. Something else, is it close to the topic or not and of course the topic should be somehow interesting. The topic

should be attracting in the sense that it should be interesting with regard to the students, their age, their prior knowledge, and of course it should at least attract as many students as possible. If the teacher finds that the text is too difficult and intimidating for the students, here the teacher has to intervene to try to clarify some points in the text. I mean the teacher should be a helper in the understanding of the text so that they can move from one step to another, I mean to the step of critical thinking to overcome misunderstandings and other deficiencies. Because the complexity impacts on the attention of the students. If the text is too complicated or the language is too complex, of course here the attention of the students is going to be lost. Even the questions as I told you are very important. Sometimes students can find the text difficult to read, to understand but the questions when they are clearly and simply stated they may help the students understand the text. So I usually ask my students to emphasize the questions, if they think that the text is too difficult. And they do not read the text to answer the questions, they are asked to do the opposite. I ask them to read the questions and try to understand them, and that understanding of the questions may help them understand the text. It's the questions that are going to help them understand the text, not the understanding of the text is going to help them answer the questions. So there should be some kind of interaction between the questions and the text and the students have to exploit the questions to understand the text, why? Because the text is not ours. It is an authentic text, it might be difficult to understand, the language might be difficult, the meanings and so on. But the questions are mine, the questions of the teacher so it's the role of the teacher to make to produce to elaborate questions that may help the students understand the text and after understanding we do have critical thinking and opinions and so on.

7. According to Fairclough (1995), a pioneer in the field, CDA is:

“The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

Especially with regard to 19th and 20th century history and even contemporary American history, critical discourse analysis can be very very important in helping us understand very important issues like the question of 19th century American slavery, the conflict between the north and the south, racial segregation during the second half of the 19th century, the question and the injustice made towards the native Americans, power relations and class conflict during the industrial revolution, the second industrial revolution and the ideology of industrialism. All these can be studied through the prism of critical discourse analysis and it can help explain some extremely critical issues in 19th and 20th century America, especially questions related to minorities; African-Americans, Native Americans, their history, their place in American society and in American history, and of course questions of class struggle between the *laisses-pour-compte*, i.e. those left behind during the industrial revolution, the rise of labor unions, the ideology of social darwinism, individualism, *laissez-faire* capitalism, the rise of poverty in

America. At that time and even in present day issues, contemporary history, yes it is very important.

8. How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

For both questions in some way or another we are doing critical discourse analysis without explicitly stating it. There's some kind of critical discourse analysis in our teaching of American civilization at the level of third year and even Master training so there's some kind of critical discourse analysis even though we do not implement exhaustively and fully. We are dealing with it in some sense. And it contributes a lot because it helps us explain that history has never been neutral and the writing of history has always been directed or dictated by some power interests and it's our role as teachers and students to try to understand those power interests and those power relations between the different segments of the society be it the American society or the British society or in our Algerian society so there are always powers of interest that try to dominate the society so it's very important and that may help the students to think beyond or to see beyond what their eyes read what's visible and it's part of our jobs as teachers. So yes I think it might be very important and it may be used.

**Appendix M: Teacher 3 Interview Transcript.**

1. Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

Yeah, of course. Normally this is one of the objectives of the tutorials. They are different from the lecture in terms of that particular aspect which is analyzing those documents in order to have a clearer understanding of the subject matter.

2. What are the criteria for selecting these types of reading materials?

Basically, it's the relevance to the topic; it means which one of these documents or readings is much more reflective of the topic of the lecture. The second criterion for me personally is to select the readings according to the language readability. Because I have faced that problem with the first semester's readings. The topics were somehow complicated and the language also somehow too sophisticated, complicated, out of the students' interest. I mean students were really demotivated to read and to get involved in the session, to discuss, and even to do their own summaries and assignments at home. So these are the two major aspects to be considered.

3. What methods do you use to teach American history through the use of authentic historical texts in your classroom?

Actually we don't have one specific method that me and my colleagues follow. We do have eclectic methods maybe. We try to adopt a number of elements from each method which can suit the needs and the interests and even the level of the students. So I personally try to focus on using their own critical thinking while they read in order to enhance their own fluency and also their comprehension and their own critical thinking. It means they need not only to read for the

sake of reading but they need to read and understand what messages are conveyed through those texts. So the usual procedure is to provide the students with the texts two or three days before the session, so they can read it at home and they try to take their major notes and they summarize it to prepare for the classroom discussion. Now during the session we try to warm up their minds with a kind of recapitulation of the lecture's major points and give them enough time to check their notes and their remarks and then we start the discussion. We do have the usual, let me say, habit after finishing the document or the reading's discussion we usually ask the question: what is your personal conclusion? Now you have read, you have understood the text's major ideas, the author's major perspective, what do you have today now? How can you read the message of the author within the context of the event and the subject matter? This is to check whether the students are really understanding the topics and documents which are selected for them or not. A major objective for me is to understand and to criticize to make sure that the author's ideas are objective, are acceptable or not. Because always when we take the different topics of sectionalism, of slavery, of westward expansion for example, the different points of view when it comes to economy, when it comes to the conflict between the north and the south, those different subjects in the readings, which are selected normally to illustrate more those topics, usually have specific point of views. Usually they are biased to a certain camp or section or ideology. So students should be aware enough of the objectives which drive those authors to write such texts. So we need to raise their awareness about not only the texts but even the contexts. That particular method is not always employed. It's up to the topic, it's up to the students' preparation and it's up to the readings themselves. Sometimes I change the method and I ask for example students, normally I urge at least two students to monitor the discussion and the teacher is of course going to direct them or help them through comments or particular instructions. The two students

monitoring the discussion may introduce sometimes particular ideas when it comes to the content exactly or different parts of the text. This is just to try to raise the motivation of students about those texts or documents, to raise their interest and even their engagement within the module itself. This is the method usually utilized.

4. Is it in your intention to optimize your students' ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns? If yes, to what extent do you deem students' critical thinking required in the analysis of authentic historical texts?

It is required, of course. Because if not, it is as if we are reading the texts just for the sake of collecting ideas. In the module of reading, for example, we read different texts from different subjects and topics. For the beginners like the first year students we do not really focus on critical thinking but we try to motivate them to read and to comprehend, full stop. This is the objective, let me say, of the module. But for third year students and for that specific content-based module, it is different. We need to read, we need to discuss, and we need to criticize. Are the ideas of the reading materials objective? Are they reflective of reality? Are they authentic enough for us to take them as reliable of the subjects that we are learning? And so on.. I mean it's 100% mandatory for me, otherwise, we are taking shadow-reading, a superficial one. And it's not really the objective of that module.

5. In what ways do you encourage students to analyze and question the perspectives presented in historical texts, promoting critical thinking rather than passive consumption of information?

Usually I ask them to make further readings or make even prior readings. I try to introduce for them the subject matter of the next reading material. I mean for the further readings, it's optional of course, but it's kind of a technique to motivate them, to read a bit about the different subjects related to the topic of our discussion. So they make further research, read a bit about, for example, the XYZ Affair in order to better understand the famous deal of the purchase of Louisiana. Now we can deal with the authentic texts or the reading material about the purchase of Louisiana, detailing what is that deal, between whom and whom, when, and what were the outcomes or the results. But there are no real details, let me say, about the different stages which lead to the finalization of that treaty or purchase convention. So reading about the XYZ Affair for example will help you better understand the climate, the circumstances and even the conditions through which those diplomats had managed to make such a convention with the other side which is the French. And other searches; I mean this is just an example. So further readings or prior readings, small or short researches as assignments always can motivate and raise the interest of the students about the next topic that we are going to read together.

6. In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

It does indeed influence it. Now, from my experience, the complexity of those reading materials affects the students' motivation, the students' understanding and of course their own ability of analyzing those documents very very much. But usually it's in the negative way. Now the more those reading materials are difficult in terms of language, in terms of presented ideas the more the students are unmotivated to read and to dive deeper into the ideas of the author to get what is between the lines. It means if it is too complex for them they just try to read and get rid of the

material as if it's a burden and we need to throw it off our shoulders. So they do not read for the sake of really understanding and having a kind of discussion, criticism and so on. No, they read for the sake of reading because they cannot really go further than this level. The ideas are really gloomy for them, they cannot really have a clear image or picture about the context and so on.

7. According to Fairclough (1995), a pioneer in the field, CDA is:

“The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

As teachers, we should make such connections clear to the students or throughout the readings, throughout the discussion of those reading materials, we need to make them aware of that connection. Now for example when I said, usually by the end of the discussion of a particular reading material. I ask the question: what is your personal conclusion? What have you understood after reading and discussing that text? Now, the objective is to make a relationship between what we have discussed in terms of ideas, in terms of events, in terms of variables presented there in the text and what happened in reality. For example, I remember the last

reading material which was discussed by the two groups that I teach were about the subject of slavery. The two last sessions were nearly about sectionalism, taxation, the principle of nullification and then slavery exactly. One of the texts was written by one chief justice who was defending the continuity of slavery. After we read and discussed the major ideas, the arguments of that author, and all, now the question to be raised is are you okay with those ideas with the context of that text? Do you think the author is objective in his dealing with that matter? Talking about slaves being not considered as citizens, based on particular arguments is not very objective because he was biased in terms of ideas, he was kind of indoctrinated by particular ideology so he cannot really present different ideas than the ones which he was raised in. Now, his own society and the cultural attitude of the major members of his society: the family, the neighbors, the teachers.. I mean those are the structural society, which raises and helps in educating the individual, that had engraved those ideas in his mind. So we cannot really be shocked to find different ideas from what he was taught ever since his childhood. But the fact that the question is what do you think now? Give me your own point of view. How can you judge those ideas? What do you think about his own position as a chief justice and those ideas presented about the racist attitude, the inhumanity of such practice and so on and so forth. So students can now compare between what is on the paper, on the level of the text, and what was there in reality. It means; how the Americans in the north were dealing with that matter differently from the south and so on. This is just one idea or one example to illustrate. There should be a kind of very close connection between what we are reading and we try to make the students understand in terms of ideas embodied in the text and what happened at that time. How it was lived by such individuals and groups. So, yeah, integrating critical discourse analysis definitely aligns with teaching American history.

8. How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

Within those attempts of engaging some details, some aspects of critical discourse analysis, we can find different results, positive of course, with the students in terms of language fluency, in terms of reading itself, and even in terms of cultural awareness. So of course it would give very positive outcomes as far as I expect. And I think the other teachers may agree with me because we need something systematic to follow and to employ in order to get positive or better results, to a certain extent. Because the vision and the perspective of the students towards the module of civilization is not that bright and positive, just because of the historical topics, political subjects, the readings are somehow complicated in terms of language, in terms of ideas, the subjects are not very up-to-date so they think they're very ancient and they do not interest to read; why we are reading or studying such subject matters? Why not for example updated subjects? So it would be better of course to integrate such approaches. The major pillars of this module are elements that make us more competent to understand politics later on in the Master studies. We are hoping for better improvements maybe within the integration of such approaches like the one you are introducing and conducting right now.

**Appendix N: Teacher 4 Interview Transcript.**

1. Assuming that the lecture provides students with the foundational historical knowledge and context, the tutorial sessions are held for the sake of analyzing relevant authentic historical texts. Is that right?

Yes, it is.

2. What are the criteria for selecting these types of reading materials?

In my opinion I'd say relevance, credibility, reliability and above all we should observe whether students are able to actually intellectually process these texts or not. So here we are basically talking about the manageability of those texts.

3. What methods do you use to teach American history through the use of authentic historical texts in your classroom?

The general approach here is deductive. We try to revisit, we try to verify certain established ideas and assumptions which have been historically dealt with as sometimes even facts, or maybe we can just go back to what has been written, to what has been said. There's always something to unearth, there's always something that we can (as I say) reintroduce in the module.

4. Is it in your intention to optimize your students' ability to make connections between different historical texts and encourage them to think critically about the overarching themes or patterns? If yes, to what extent do you deem students' critical thinking required in the analysis of authentic historical texts?

Yes, it is. It is a priority in fact to optimize my students' ability to make connections between different historical texts; this is the ultimate goal. Ultimately what do we need? Those texts are

out there, they are online, they are in books, so what is the end goal here? It is to find connections. What do we mean by connections here? Genuinely we are talking about similarities, differences, contradictions, even gaps. Therefore, critical thinking here is highly required. I think this is the main goal here is to allow our students to think freely but at the same time also try to train them as you said to make connections so here we are guiding their thinking. So we let them think, you are free to think but okay i'll guide you through questions, through probably dropping hints here and there and trying to manage that thinking because when you let students think freely without any boundaries they will stray so don't let them wonder.

5. In what ways do you encourage students to analyze and question the perspectives presented in historical texts, promoting critical thinking rather than passive consumption of information?

Discussion. So instead of traditional lecturing which is practically largely based on delivering information, you know, it's a one-way delivery -teacher to student. Okay, so let's change it a little bit, so instead of this traditional kind of lecturing, because again it's not a lecture, it's a tutorial session, so instead of turning it into another lecture, let the students speak. Because in the lecture the teacher's speaking time prevails, now it's a tutorial session. The teacher should, as I said, guide the discussion, let them roam freely.

6. In your experience, how does the complexity of historical texts impact students' engagement and interest in the subject matter (analysis)?

Now it actually depends on the students themselves because, sometimes students like a challenge. You know, there are some students who like a challenge; it's a complex text, it actually peaks my interest. I'm curious about it, I don't understand most of it, but I'm curious

about it. Let's see what this is all about. However, some students do not take the extra mile to do that. They literally just want something really simple to deal with and, let's face it, that's the majority of the students. Most of the students just want to read something that is simple and easy to process. Historical texts, especially when they are old, the language can be archaic. If it's political discourse, it could be again very complex. There could be some sort of cultural or pop-culture references that our students are not familiar with. So the teacher should first of all read the text very carefully and try to predict students' questions. I personally do this all the time. It's good practice here. Yeah, so teachers should plan their lessons very carefully.

7. According to Fairclough (1995), a pioneer in the field, CDA is:

“The kind of discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.” (132-133)

In what ways do you believe integrating critical discourse analysis aligns with teaching American history?

Of course it does align because according to this theory there is always a way of reading between the lines and because students here should be able to reconstruct the text. Reconstruction is a way of reading a text and then juxtaposing it on your ideas, on your context, (again we are

speaking about relevance) and then try to reconstruct it. And when you reconstruct a text, you know, when you mix what is in the text and what you read and what you think, now this reconstruction is going to lead to new perspectives, to new ways of looking at the matter, which is basically the point, so yes i do agree with the theory and i think that this is how we should deal with the matter. Let students reconstruct the text and see where we can go from there.

8.How do you envision the integration of Critical Discourse Analysis contributing to the overall language proficiency and critical thinking abilities of EFL students as well as broader educational goals and standards of teaching the module of civilization?

I have one answer for both questions: it's teacher training. Because, if critical discourse analysis is that important it can contribute to promoting the overall understanding of the culture of the other or the experience of the other, then i think it would be useful to integrate an awareness of critical discourse analysis and its importance in teachers' training, teachers who are trained to become teachers of civilisation. I think it would be fruitful in the end because, honestly as you were reading the definition earlier, I'm not well aware of most of these concepts although I am a teacher of civilization. So I think integrating knowledge and awareness of CDA can contribute to the overall teaching experience and learning experience when it comes to the module of civilization.

### ملخص الدراسة

تبحث هذه الدراسة في دمج التحليل النقدي للخطاب في تدريس اللغة الإنجليزية كلغة أجنبية لتعزيز مهارات القراءة النقدية والتحليلية لدى طلاب السنة الثالثة للغة الإنجليزية في جامعة بكرة عند تحليل الوثائق التاريخية. ويرتكز البحث على الاعتراف بالتفكير النقدي كهدف أساسي في التعليم العالي، لا سيما في سياقات اللغة الإنجليزية كلغة أجنبية، حيث تحظى استراتيجيات التدريس المبتكرة التي تتضمن التفكير النقدي بتقدير كبير. تؤكد الدراسات السابقة على أهمية النصوص الأصلية في تحفيز المشاركة النقدية، إلا أن العديد من الطلاب يكفحون لتحقيق الوعي النقدي بشكل مستقل. وتوفر النصوص التاريخية المعرفة بتعقيدها مواد غنية للتحليل النقدي ولكنها تمثل تحديات فريدة من نوعها لمتعلمي اللغة الإنجليزية كلغة أجنبية. لمعالجة هذه التحديات، تقترح هذه الدراسة إدماج تحليل الخطاب النقدي في تدريس اللغة الإنجليزية كلغة أجنبية بالاعتماد على نموذج فيركلوف للكشف عن الأيديولوجيات والتحيزات الكامنة في الخطاب التاريخي. تستكشف أسئلة البحث تصورات المعلمين حول تعقيدات النص التاريخي، ودور تحليل الخطاب النقدي في تعزيز التفكير النقدي وفعاليته، ومواقف المتعلمين تجاه القدرات التحليلية بعد التعليم. تستخدم الدراسة منهجًا متعدد الأساليب، بما في ذلك مقابلات مع أربعة من معلمي الحضارة، واختبارات قبلية وبعديّة لقياس أداء الطلاب، واستبيانات المواقف بعد التدخل. تهدف النتائج إلى إثراء الممارسات التربوية والمساهمة في فهم الأساليب الفعالة لتعزيز مهارات القراءة والكتابة النقدية لدى طلاب الجامعات في اللغة الإنجليزية كلغة أجنبية.