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## **The Impact of Integrating Critical Discourse Analysis on EFL Students' Interpretive Skills in Reading Classes**

The case study of first-year EFL students at Khenchela University

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the Degree of Master in Language and Culture

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## **Dedication**

*This dissertation is dedicated to:*

*My father and Mother,*

*Your unwavering support and love have been the pillars of my strength and perseverance throughout this journey, thank you for always having faith in me.*

*My dear grandmother,*

*I'm so thankful for the moments you were by my side; your love, guidance and words of wisdom will remain luminously etched in my mind. May Allah pardon you and have mercy on your soul.*

*My brother and sisters,*

*Thank you for being my first friends and lifelong companions. Thank you for your everlasting support.*

*My dear supervisor,*

*Thank you for your inestimable pieces of advice, guidance, support and patience throughout this research.*

*—Nihad*

## Dedication

*To my parents and my two brothers*

*To the phenomenal woman and true educator*

*Nabila YOUSFI*

*To the wise man and empathetic doctor*

*Aissa LAIDOUNE*

*To my cohort—for the memories*

*and*

*To Ziad, my idea of venture*

*We continue to learn and grow*

*Thank you*

*Dear Ones*

*—Amina*

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## Abstract

This dissertation aspires to investigate the impact of integrating Critical Discourse Analysis (CDA) on students' interpretive skills in reading classes. Despite the fact that reading is a process that demands an urgent use of students' cognitive and interpretive abilities, teachers in EFL classes still rely on traditional approaches and practices. These traditional methods do not enable students to analyze language or to establish a link between the writers' linguistic choices and the corresponding social and cultural background. In this regard, a quantitative approach by means of a quasi-experimental research design was conducted to ascertain the impact of CDA on students' interpretive skills. A sample of 40 first-year students at the Department of English at Khenchela University was divided equally into an experimental group and a control group. The experiment involved applying a pretest, a treatment for the experimental group, and a posttest. The results obtained from the paired sample t-test and the independent sample t-test revealed that EFL students faced significant challenges in interpreting language beyond the surface level. The findings also indicated that integrating CDA in reading classes would enhance students' interpretive skills and enable them to critically approach reading materials. This particular approach would augment students' interpretive skills and provide them with a higher level of criticality when dealing with reading materials. The study underscores the importance of adopting an innovative method in reading classes to foster deeper analytical and interpretive abilities among students, thereby improving their overall proficiency in the language.

*Keywords: Critical discourse analysis, teaching reading, reading skills, interpretive skills, critical reading*

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## **List of Abbreviations**

<b>CDA</b>	Critical Discourse Analysis
<b>EFL</b>	English as Foreign Language
<b>P</b>	p-value “Probability”
<b>SFL</b>	Systematic Functional Linguistics
<b>SPSS</b>	Statistical Package for Social Sciences
<b><math>\alpha</math></b>	Alpha-value

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## **General Introduction**

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

Reading is considered as a crucial receptive skill in which readers acquire knowledge through exposure to written texts. The process of reading entails a complex interaction between the reader, the text itself, and the author of the text. Within this intricate process, the reader engages dynamically with the text in an effort to extract and understand the intended meaning, drawing upon various forms of knowledge in the process. Nonetheless, teachers in reading classes are still using conventional methods to assist learners in decoding linguistic meaning rather than fostering their critical thinking and analytical skills. This, however, goes counter to the essence of reading; when readers strive to enhance their reading comprehension abilities, they must move beyond the surface-level information provided in the text to interpret it in a more logical and realistic manner.

Critical discourse analysis (CDA) is a field that establishes a systematically cooperative relationship between the reader's interpretive abilities and the text being read. Within the critical discourse perspective, language functions as a tool to reveal the hidden assumptions or ideologies embedded within it. CDA has been advanced by numerous scholars, most notably Norman Fairclough, Ruth Wodak, and Teun van Dijk. The central focus of their contributions lies in presenting CDA as an interdisciplinary method that investigates the utilization of language in asserting power and influence within societal settings. Fairclough delves into the interplay among language, ideology, and social frameworks, whereas Wodak's method scrutinizes how language mirrors power dynamics, social identities, and ideological stances. Van Dijk's CDA, on the other hand, concentrates on the fundamental structures of power, ideologies, and social cognition. Given the manifold advantages of CDA, the incorporation of this approach into reading classes is anticipated to enhance students' critical thinking skills and their awareness of the textual context with which they engage (Nimasari, 2016).

Critical discourse analysis can be one of such approach an EFL teacher may have at his or her disposal to better prepare students with the ability to understand and explain a reading material. In an educational context, CDA has proved its effectiveness when being adopted in different areas of teaching and learning. Considering several local researches, Oumelaz (2023) claimed that the incorporation of CDA in teaching raises student's awareness of the use of language, especially in the reading subject. Reading in particular is spotted as being a vital skill in EFL classes where students need to show their analytical abilities and their interpretation skills. Through critical reading students can dive into a more insightful understandings about the language being used rather than reading superficially for the aim of achieving limited tasks. As well, Yousfi (2022) claimed that introducing CDA is one way to enhance students' awareness of the function of language in social interaction as it enables them to uncover the power relations present in a text and the ideologies maneuvering them. Employing Critical Discourse Analysis as analytical framework in EFL context can be a useful instrument for reading classes.

Critical, analytical and interpretive thinking skills in the reading classes are not given the amount of significance they deserve. Teachers still hesitate to integrate critical discourse analysis in their teaching methods to be a solid stand where they can truly develop their students' cognitive skills and interpretive abilities of the several kinds of reading materials. This gross dereliction from teachers towards the teaching of reading as an independent subject creates among students some sort of underestimation when dealing with any product they read. This superficiality is nothing but a strong proof of a deficiency in the traditional strategies and methods adopted by teachers in their classes. Several recent studies have adopted some techniques of critical discourse analysis through an explicit teaching that is narrowed only on subject materials as news sources, journalistic texts, and political speeches to explore and examine students' critical thinking. However, none of these studies has investigated the

importance of raising students' critical thinking ability through an implicit teaching of some techniques of critical discourse analysis in reading classes.

## **2. Statement of the Problem**

It is acknowledged that students and teachers alike are supposed to maintain some critical procedures when dealing with reading materials. However, students are becoming less critical due to focusing more on content and ignoring the linguistic and ideological features of a text. Critical reading is less introduced in EFL classes and somehow it makes the students less aware of the writers' intentions. A significant improvement can be achieved when integrating CDA in teaching reading. Students' interpretive skills and their motivation can be increased after having some CDA's techniques in their reading course. It can help students to find hidden messages and relate what goes behind the text. Therefore, when critical discourse analysis is integrated in teaching reading, students will have in-depth awareness about the written forms they read.

## **3. Research Questions and Hypotheses**

This study aims at answering the following questions:

- 1) What are the interpretation-related problems that EFL students at Khenchela University face when being exposed to reading materials?
- 2) To what extent does integrating CDA in reading classes develop students' interpretative skills?

Considering the above-stated questions, the researchers hypothesize the following:

- The Null Hypothesis: No significant improvement would be perceived in students' interpretive skills if teachers employed CDA in their classes of reading skills.
- The Alternative Hypothesis: If teachers employed CDA in their Reading classes, students would improve their skills of interpreting written texts.

## **4. Objectives of the Study**

This study fulfils the following objectives:

- 1) To indicate the areas in which students need to develop their ability to describe, interpret explain texts.
- 2) To highlight the impact of CDA as a teaching strategy to improve students' interpretive skills.

## **5. Significance of the Study**

The present study is conducted to demonstrate how integrating CDA techniques can raise students' interpretive skills in reading classes. The purpose of this investigation is to show how students will be able to be involved in reflective, critical and in-depth analysis of the reading materials. Following the theoretical and practical framework of this study, teachers and students alike would be able to tackle texts from a more critical perspective through considering the way structural and linguistic features disclose ideology and power relations in reading materials.

## **6. Research Methodology**

### **6.1. Research Design**

The present study is carried out to find out the effect of using CDA as a technique in reading classes on students' interpretive skills. That being the case, this study adopts quantitative quasi-experimental design that is composed of three phases: pretest, treatment, and post-test. This method of research is selected because its principles serve the main aim of this study, which is to measure and explain the impact of implementing CDA as technique in reading classes on EFL students' interpretive skills.

### **6.2. Research Instruments**

The current study employs the principles of quasi-experimental design to answer the previously outlined research questions and objectives. This study is straightforward to implement three phases (pre-while-post). An experiment is conducted on students via implementing CDA with the experimental group and an instruction based on traditional content-based approaches with the control group. So that the study employs the pre- post- tests

techniques. The pre-test is intended to determine the students' proficiency level before the treatment while the post- test is used to yield the required data.

### **6.3. Population and Sampling**

The present study is carried out at the university of Abbes Laghrour Khenchela. This study involves first-year students who belong to the faculty of Literature and Foreign Languages. A sample of 40 students are selected out of a population of 138. This study applies convenient sampling technique on first year EFL students thanks to the convenience of the module of reading skills for first year students.

## **7. Structure of the Study**

The current study is divided into three main chapters; two are theoretical and the last one is practical. The first chapter presents reading as one of the main four skills. It also presents the conventional approaches of reading skill. The second chapter focuses on Critical Discourse Analysis as an approach. It tackles its background, strategies, and applications. This chapter also highlights the three main models to CDA as well as the possibility of practicing CDA in EFL classroom. The third chapter deals with the practical framework applied in this study. It presents the methodology followed and the tools of investigation being employed. It also provides a justification for the selected tools.

## **Chapter One: Reading as a Receptive Skill in EFL Classes**

### **Introduction**

Introducing reading within the foreign language classroom is a highly challenging and intricate task that requires careful consideration and attention to various aspects. The act of reading not only provides students with the opportunity to engage with written texts but also demands their active involvement in the processes of comprehension and interpretation, thereby fostering a deeper understanding and analysis of the presented reading material. This chapter provides a detailed overview of the reading skill, specifically within the context of English as a foreign language. In the first section of this chapter, a comprehensive exploration of reading is introduced with the intent of providing a deeper understanding of the fundamental concepts that underpin this skill. The second section of this chapter offers a view on the EFL reading classroom, presenting a thorough comprehension of the role of reading within the teaching-learning process.

### **1.1 Reading as a Receptive Skill**

#### **1.1.1. Definition of Reading Skill**

The concept of “reading” has been approached differently by scholars. According to Spiro (1977), reading is “a multilevel interactive process; that is, the text must be analyzed at various levels, with units of analysis going from the letter to the text as a whole” (p.209). In other words, the reading process occurs when an engagement between the reader and the text takes place. Concurrently, reading involves multiple layers of comprehension, as it is required from the reader to understand words, sentences, paragraphs and a given text within its specific context.

Reading as described by Nunan (1991), is an effective process of merging texts information and readers background knowledge. In fact, readers make use of the already existing capacities that is to say their cognitive abilities along with their background knowledge to delve into the reading material.

Reading is a process that comprises a decoding phase which is the ability to apply the alphabetic principle to crack the code that hides behind letters and sounds. In other words, a learner's ability to decode is to recognize and read words. Language comprehension represents the other half of this puzzle. Pang (2003, as cited in Katemba & Tomatala, 2024) states that comprehension is the process of extracting meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. It is the ability to understand complex narratives as they unfold over time, depending on employing both vocabulary and grammar skills. In this regard, decoding a language is considered as finite process where readers can read words and sentences without even knowing their meanings. At the same time, language comprehension is not a finite process, as language is constantly evolving and variety of concepts are added to it. Thus, a complete reading process requires a sequential occurrence of both phases.

### **1.1.2. Types of Reading Skill**

Reading as a skill includes a spectrum of different types, each with its unique focus and purposes. Some types prioritize speed and efficiency to be significant when shifting through vast amounts of information. Others emphasize comprehension and engagement, allowing readers to absorb the information along with enabling them to reflect on a reading material.

#### **1.1.2.1. Extensive Reading**

Extensive reading is a strategy for developing a reading skill. Bamford (2004) states that it involves reading widely and in large quantities, with the ultimate goal of improving students' language knowledge at various levels. To put it another way, this type of reading aims to cultivate students' reading preferences within a foreign language learning context.

Extensive reading as it is defined by Bamford et al (2004) "is a language teaching procedure where learners are supposed to read large quantity of materials or long texts for global understanding, the principal goal is obtaining pleasure from the text" (p.14). In this manner, extensive reading is not necessarily limited to in- class activities or directed by an instructor. It

instead inspires learners to adopt an independent approach when it comes to selecting reading topics and subjects to explore on their own.

Many researchers have thought of extensive reading in a diversity of ways. Palmer (1968) highlighted that this type of reading is associated with reading a large amount of reading materials for the purpose of obtaining an overall understanding of concepts. He added that readers are more concerned with having a general understanding of a whole text than the meaning of individual words or sentences. Benettayeb (2010, p.22) referred to extensive reading as “the outside reading pupils do on their own, with no help or guidance from the teacher, it means rapidly reading book after a book”. This demonstrates that extensive reading develops students’ capacity to function autonomously and without any restrictions when engaging with reading materials, enabling them to have complete control over their choice of subjects to pursue.

The extensive reading approach aims to familiarize students with the authentic experience of reading by incorporating essential aspects of real-life reading, such as the opportunity to choose materials and to read with a specific purpose in mind. In this regard, Nation (1997) explained the benefits of extensive reading saying that:

Extensive reading is attractive for several reasons; first, reading is essentially an individual activity and therefore learners of different proficiency levels could learn at their level without being locked into an inflexible class program; second, it allows learners to follow their interests when choosing what to read and this increases their motivation for learning; third, it provides the opportunity for the learning to occur outside the classroom. (p.1)

That is to say, extensive reading allows learners to read with a clear motive that is their interest with no barriers. This process takes place out of the classroom context. For instance, learners can benefit from the diversity of books and articles that are accessible in libraries or in online bookstores.

Furthermore, it is reported in Bell's (2001) research that reading rate and general language proficiency can be gained from reading extensively. As the primary function of this latter is to enrich learners' vocabulary along with other language related knowledge. In other words, extensive reading contributes to students' language proficiency. First, by increasing their reading speed because they become more familiar with the language patterns and structures. Second, besides the enrichment of students' vocabulary, extensive reading helps them in absorbing other language related knowledge like: grammar, idioms, and syntax naturally.

Extensive reading basically revolves around being independent when choosing the reading material as well as being flexible when dealing with it. Most significantly, learners can select according to their preferences. For instance, they may read books of literature as they may choose to read scientific articles and so on. And most importantly is to focus only on the meaning to be understood, without digging deeper into language features and all the profound details of the text.

#### **1.1.2.2. Intensive Reading**

Intensive reading is usual classroom-oriented activity where students are supposed to deal with a reading material in a more intensified manner. It often requires observing and inspecting a text carefully and diving into its constructive details. Intensive reading calls learners' attention to grammatical form, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetoric, relationships and the like (Brown, 2 000, as cited in Samuel, 2023, p. 91).

Patel and Jain (2008) stated that intensive reading is related to further progress in language learning and under the teacher guidance. Mainly in teacher-oriented classes learners are expected to follow the teacher's instruction and restrictions when it comes to the choice of the reading material and the several aspects to be elicited from it through a diversity of activities, methods and techniques to be applied during the session.

Intensive reading process is a type of reading for overall information. It refers to a higher degree of text and language comprehension due to the serious amount of language knowledge, strategies and techniques that the student put in function when dealing with a text. For instance: delving into the linguistic features of a text, extracting vocabulary and using dictionary to gain a deep knowledge of these new terms. It involves other significant cognitive processes such as comparing, contrasting, analyzing...etc. Paran (2003, cited in Cárdenas, 2020) emphasized that it is evident for teachers to make use of the intensive reading to maximize students learning process going through the three phases of reading: pre-, while-, and post-reading. The following phases of reading search for better language preparation, analysis, and activation strategies. He added also that intensive reading itself is effective for developing reading skills because in an EFL context the learner can comprehend a text step by step and not as whole.

Intensive reading under the guidance of a teacher aims to arrive at an understanding not only of what the text means, but of how the meaning is produced. The “how” is as important as the “what”, the intensive lesson intends to train strategies which the student can apply when dealing with other texts. According to Mart (2015), intensive reading allows the reader to carry out a detailed analysis inside the class led by a teacher in which vocabulary and grammar points are studied in a short passage.

The purpose of intensive reading is to focus on content and grammatical structures. Teachers can also take part of the process by means of reading out loud, asking questions and having students predict information of texts. Brown (2000) said that the key to intensive reading is to give students more opportunities to be in contact with the text and to enhance their language comprehension of a reading material.

### **1.1.3. Approaches of Reading Comprehension**

#### **1.1.3.1 Top-Down Approach**

The top-down model is a cognitive processing to reading, which predominantly involves inferring the meaning of the text by drawing on prior knowledge and experiences. According to Goodman (1971), top-down processing is like a "psycholinguistic guessing game," where the reader utilizes their mental faculties to connect their background knowledge with the text and extract meaning. Field and Aebersold (1997) further clarified that in the top-down model, the processing commences from the reader's mind, relying on their knowledge, assumptions, and questions to comprehend the text.

Merriam-Webster Dictionary defined the top-down processing as a process that breaks large general aspects of a problem into smaller more detailed constituents specifically analyzing a reading material from the general to the specific (Merriam-Webster, 1989). As Suraprajit (2019) explains, the top-down strategy involves making educated guesses about the meaning of the target reading material. In other words, this strategy necessitates the activation of prior knowledge, and based on the existing knowledge, readers make informed guesses on how to deal with the reading material.

Bintang et al. (2021) characterized the top-down model as a reading procedure that emphasizes the importance of schemata, or prior experiences and background knowledge in understanding a literary work. They added that reading can be learned by processing greater units of language focusing on the readers knowledge. In other words, the reading process is guided by the amount of background knowledge and expectation the reader has instead of decoding the letters and examining syntactically and semantically the text. By the top-down strategies readers start to process the text by applying the higher-level stages. In this case, readers start with hypothesis and predictions and attempt to verify them by looking down to the reading material (Samuel & Kamil, 1988).

Goodman (1967) referred to the top-down approach as a predictive and refining process. He states that "reading is a process that involves using available language cues selected from perceptual input on the basis of the readers predictions. As the information is processed, speculative decisions about meaning are confirmed, rejected, or refined as reading progresses" (pp. 126,127). In other words, generating a meaning that aligns with the text is the readers' responsibility which begins by the cognitive abilities to process the text from a higher level down to a lower level. He added that:

The top-down model of reading focuses on what the readers bring to the process. The readers sample the text for information and contrast it with their world knowledge helping to make sense of what is written. The focus here is on the readers as they interact with the text. (Goodman, 1967, as cited in Abraham, 2000, p.1)

That is to say, top-down approach posits that reading is not just about decoding symbols on a page, but rather an interactive process, where the readers' prior knowledge and experience play a crucial role in understanding the text.

The top-down approach involves three main stages. According to Stieglitz (2015, as cited in Bakalarska, 2022), these stages are: pre-reading, while reading, and post-reading. Stieglitz (2015) explains that the pre-reading stage primarily consists of the teacher posing questions to the students. For instance, the teacher may ask, "What do you already know about the topic? What do you want to learn about the topic? What is your purpose for reading this text?" During this stage, students also preview the text to gain an overall understanding and make predictions about its content. Scrivener (2011) suggests that the pre-reading phase should include an introduction and lead-in to engage the learners, an initial discussion of key themes, and a connection between the text's topic and the students' own lives and experiences. Additionally, the pre-reading phase should focus on the important language that will be presented in the text.

### **1.1.3.2. Bottom-up Approach**

Bottom-up model professed as a decoding processing of reading where the meaning is constructed at “the bottom” as to commence from letters or words to reach larger units at “the top” such as phrases, clauses, and other linkages (Carrell & Eistenhold, 1983). This particular model is seen as a process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies features of letters; links these features together to recognize letters; combine letters to recognize words; and then proceeds to sentence, paragraph, and text level processing (Vacca et al, 1991). That is to say, the bottom-up model emphasizes a detailed sequential analysis of the units of a single print or a reading material to build an overall image. Reading comprehension according to these models is an automatic outcome of accurate word recognition. The followers of these models have argued that reading is essentially the translation of graphic symbols into an approximation of oral language (Harris & Sipay, 1984).

Brown (2007) defined the bottom-up processing as using metal data-processing device to put linguistic signal (letters morphemes, syllables, words, phrases and discourse makers) in order. Moreover, Eunjeo (2009, as cited in Suraprajit,2019) stated that bottom-up model is “focusing on individual words, pausing for grammatical difficulties and repeated readings”. In other words, readers in this model initiate to interpret each individual word by itself and focus on any grammatical issue they might come across, for this model helps them build a strong foundation of understanding before moving on to more complex ideas or themes in the text.

Merriam-Webster dictionary describes the bottom-up model as a progressing upward from the lowest levels (1989). Namely, in a bottom-up model readers start by defining and detailing individual parts or components of a system. These parts are like layers that represents different level of text that require the readers’ focus to explore each of them so to extract the meaning and to build gradually a whole constructive image of a text. According to Liu (2010, as cited in Práce, 2022) a bottom-up reading model is a reading model that emphasizes the written or

printed text; it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.

The bottom-up model is an explanation for the cognitive processing that allows the readers to take a careful step towards examining the text from the bottom up to the top of it. Readers are required to comprehend the text by constructing meaning from the smallest to the largest units of a target text. Simply put, top-down processing involves the analysis of the linguistic units starting from letters, words, sentences and clauses where the reader builds textual meaning from the smallest units to the greatest ones.

### **1.1.3.3. Interpretive approach**

The interactive approach is a combination of bottom-up and top-down approaches. As it is stated by Vacca and Gove (1991), the interactive approach is a process of translating print to meaning by making use of both print and prior knowledge. The process is initiated by decoding the linguistic units of the text then relating readers background knowledge and experiences with the text to make predictions as well as construct meaning. The reader formulates hypotheses based upon the interaction of information from semantic, syntactic, and graph phonemic sources of information.

The process of reading involves the concurrent use of bottom-up and top-down strategies. These strategies are employed interactively by readers to comprehend a text, with the decoding of letters and words then initiating in the process of forming hypothesis and constructing meaning from the text, which occurs simultaneously (Vacca et al., 1991). To put it in other words, the process of reading demands from the reader to use both bottom-up and top-down models sequentially for the aim of decoding the linguistic units of the print along with understanding its intent. These two models resemble the essence of the interactive processing. Nur and Ahmed (2017 as cited in Hayati, 2020) stated that the interactive approach appears in a form of bottom-up and top-down activities to equip students with a better understanding of the text they are reading. In addition, Brown (2007) suggested that there are three distinctive

reading approaches for English reading; they are bottom-up, top-down, and interactive reading approaches. He clarified also that the latter is a blend of the other two techniques.

According Bintang (2021), The process of reading involves the reader engaging with the text in order to expand its meaning. This requires the combination of various types of knowledge, such as linguistic or common knowledge (derived from bottom-up processing) and schematic knowledge (obtained through top-down processing). When compared to strictly top-down or bottom-up reading strategies, interactive reading models provide a more accurate conception of reading success. These models offer a better understanding of the role of orthographic, linguistic, syntactic, semantic knowledge, and conceptual frameworks, which are utilized in conjunction with an assumption of compensatory processing. Additionally, comprehension according to the interactive model is dependent on both the graphic information and readers' prior knowledge or the mental data as a greater concept. As these two conditions operate in parallel the reader will have the privilege to overcome the possible gaps in knowledge or critical skills by decoding a word, relying on context or both (Harris & Sipay, 1984).

#### **1.1.4. Strategies for Rapid Reading**

Skimming and scanning are reading strategies for approaching texts. They are used to either anticipate the overall image of a given reading material or to grasp its essence by searching for specific elements in the text. A detailed description of the two strategies is in the coming lines.

##### **1.1.4.1. Skimming Strategy**

Skimming is a strategy of reading comprehension that relies on high speed when reading a text. It is the process of reading that enables the reader to quickly spot and extract the needed pieces of information. According to Wainwright (2007, as cited in Pangaribuan, 2022). Skimming enables the eyes to move rapidly across the page horizontally and vertically without reading every group of words or lines. It mainly focuses on the headings, subheadings, and the opening and closing sentences of paragraphs to identify the keywords of the text. The aim of skimming is to gain an overview or general understanding of the text. Brown (2000) stated that

skimming allows readers to anticipate the primary idea, topic, message, or potential supporting ideas in a text. To train students to skim, instruct them to read the text quickly and then close it, after which they should attempt to retell the passage, they have read. If students can effectively retell the content, it is an indication that they have comprehended the material. This technique is particularly useful in classroom settings, where it can help maximize, the time spent acquiring information through reading (Pangaribuan, 2022).

The goal of skimming is to quickly grasp the key ideas of a text without going through every single word or all of the content. According to Nuttall (1996), skimming involves “glancing rapidly through a text to determine its gist...or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming” (p.49). Skimming enables readers to determine the overall theme of a text (Urquhart & Weir, 1998). Essentially, skimming helps learners anticipate the main idea and the general subject matter that the text will cover (Khoshbouie et al., 2014).

According to Abdel Rahman (2014), skimming involves a thorough overview of a text and implies a level of reading competence. To fully understand a text, a reader must comprehend every single word, but some words may be less important and not directly related to the main idea being sought. Skimming is one of several strategies that require readers to quickly read through a section to gain an overview or general idea of its content. As Djuwarsih (2006) put it, skimming is a strategy of obtaining a general idea of a text. This means that it only takes a short amount of time to read through the text, as the main idea is usually located in certain lines or sentences. In other words, readers only need to read quickly certain parts or lines of the text to get the general idea. This view is supported by Djuharie (2008), who argued that skimming involves quickly scanning the text to obtain the main idea without reading every word. It is true that skimming allows readers to quickly grasp the main idea of a text without having to read every word, as stated by Djuwarsih (2006).

### **1.1.4.2. Scanning Strategy**

Scanning is a cognitive approach that is commonly used to process information for learning, acquiring, and retaining data (Khoshbouie et al., 2014, p. 58). According to Nuttall (1996), scanning involves rapidly glancing through a text in order to search for a specific piece of information, such as a name or date, or to obtain a preliminary impression of the text's suitability for a particular purpose (Nuttall, 1996). Williams (1996) defines scanning as a reading strategy that focuses on identifying specific points of information. It is a selective reading technique that is used to achieve specific goals. Therefore, scanning as a reading strategy refers to the ability to quickly scan through a text and extract the necessary information based on the purpose of the reading.

According to Brown (2001), scanning is the act of quickly searching for specific pieces of information in a text, enabling the reader to extract only relevant details without having to read the entire passage. This technique is particularly useful for locating names, dates, or a set number of supporting details. Djuwarsih (2006) further emphasized that scanning is a reading skill that allows for the efficient extraction of specific information from a text. In order to locate the desired information, readers do not need to carefully read the entire passage; instead, they can quickly scan the text to identify the relevant details. This approach can help readers save time and effort while still obtaining important information from a text. It is worth noting that readers often tend to read entire passages carefully (pp. 80,81).

## **1.2. Reading in EFL Classes**

### **1.2.1. The Selection of Reading Materials**

Selecting reading materials for any particular EFL class must be a thoughtful process rather than a random one. It requires a number of considerations. In teaching reading, selecting or developing teaching materials have to be the biggest priority for the teachers. Many researchers have identified certain factors that need to be considered when preparing material for EFL reading classes. The most significant factors in the reading selection process are related to the

students: the students' level, interests, needs, and background knowledge. Other factors are related to the text itself: content, relevance and authenticity.

### **1.2.1.1 Factors Related to the Student**

Students are actively involved in the process of selecting reading texts and they should be motivated to provide their own reading materials for the class. Due to the relevance of the process of selecting reading texts, researchers have devoted much time to analyzing the different aspects involved in the selection process. The teacher needs to be aware of the students' level and acknowledge that fact when selecting the materials for the reading class. Gebhard (as cited in Arias, 2007) asserts that the material that is selected for the EFL class should not go beyond the students' level. The level of the students will influence the selection of reading materials. Asking the students to read materials that go beyond their level might be counterproductive since learners may feel that they are simply incapable of reading in the target language.

Teachers who are willing to select reading materials wisely can never neglect students' interests. With the purpose of finding out students' interests the teacher should make assessment about the students' interests and needs at the beginning of the reading classes. Through a survey, interviews or just an informal discussion, the teacher can ask the students to suggest appropriate topics for the class. Interest is closely related to motivation, as Richard Day (as cited in Arias, 2007) proposes:

When the topic of a passage is not of interest to students, their motivation to read is substantially lessened. Without this motivation, it is exceedingly difficult to meet one of the generally accepted aims of a reading program: to help get the learners read in English on their own, outside the reading classroom.” (p.135)

Considering students' needs in the reading selection process is essential as well. Gebhard (as cited in Arias, 2007) states that the teachers should always discover the students' needs before making any decisions about the course content. It is crucial for teachers to consider both the

common and individual needs of students. These skills provide a common ground that teachers should consider when selecting materials for effective teaching. By recognizing and addressing these needs, teachers can enhance the learning experience, prevent frustration, and contribute to the overall success of the course (Graves, 2000).

Another significant criterion for selecting appropriate materials for the EFL reading class is students' background knowledge. In order to provide the students with suitable material, teachers must be familiar with the students' background knowledge (Carrell & Eisterhold, 1983). The role of the teacher is to consider students' background knowledge when selecting materials for the reading class. For instance, pre-reading activities can enhance students' comprehension by activating prior knowledge and setting the context for the text. While it is the teacher's responsibility to facilitate these activities, creating an engaging and interactive environment can further support students in understanding the reading material. The issue of students' background knowledge should be considered in the text selection process and course design due to the fact that background knowledge plays a critical role in the reading comprehension process. This aspect is particularly important when the students need to read in a foreign language, for they possibly lack the necessary understanding of the target culture (Arias, 2007).

#### **1.2.1.2 Factors Related to the Text**

Choosing reading materials carefully also entails taking into account the text itself. The topic, the type of text and the information it sustains make the text relevant. Students must find that the reading material used in the course is relevant to their professional lives (Arias, 2007). By providing readings that have a clear connection to real-world reading purposes, teachers can ensure that students are engaged and motivated to read as they can see the direct relevance and value of the texts they are reading. Teachers can determine how appropriate the reading materials are by considering whether they are relevant to students or not. Selecting relevant reading materials is crucial for student engagement and comprehension.

Involving students in the process helps align the material with their real-world needs, providing a more meaningful learning experience. When texts resonate with students' needs and interests, they are more likely to invest in understanding the content of the selected text. By exposing students to texts that they may encounter in their everyday lives, such as newspaper articles, magazine features, or online blogs, educators can help students make connections between what they are learning in the classroom and the world beyond. This can also help students develop a deeper understanding of how reading is used in various contexts and for different purposes, which can ultimately enhance their overall reading proficiency (McKay,2000).

Another important criterion for selecting reading material for the EFL reading class is content. The content of the text should be useful, meaningful, and interesting for the students (Kitao, 1997 as cited in Ghahroudi & Sheikhzadeh, 2017). The content of the text should possess a high level of utility, ensuring that it can be applied practically by the students in their daily lives. The content of the text should also be imbued with meaning, allowing the students to delve into profound concepts and ideas that stimulate their intellectual growth. In order to select a reading material with appropriate content, it is necessary to take the students' interests and needs into account. When students are required to read a complex text that is at the same time interesting for them or that refers to knowledge required in other classes, they will probably make more effort to comprehend it, and they will probably use variety of strategies to approach it. A good selection of readings can result from asking the students to bring their own materials to the class. Students could then devote some out of the class time to read the material as extensive reading (Mikulecky, 2018).

Authenticity is regarded as another important criterion for the selection of readings for EFL class. One of the main ideas of using authentic materials in the classroom is to "expose" the student to as much real language as possible. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it (Berarodo, 2006). Authentic

materials also give students the opportunity to gain real information and know what is going on in the world around them. Students will feel more confident and more certain when handling authentic materials as long as the teacher provides them with pedagogical support. However, these authentic materials should be used in accordance with students' ability, with suitable tasks being given, thereby fostering a more effective and engaging learning experience.

### **1.2.2. The Three Stages of Teaching Reading**

Reading is widely acknowledged as a crucial skill in language acquisition and education. Teachers play a vital role in helping students improve their reading comprehension. By incorporating various reading activities and strategies in the classroom, teachers can boost students' abilities to understand, interpret, absorb, and critically analyze written text. Reading activities are essential for enhancing reading comprehension as they aid in making sense of written material. These activities can be classified into three main types: pre-reading activities, while-reading activities, and post-reading activities.

#### **1.2.2.1. The Pre-reading Stage**

The implementation of effective pre-reading activities holds significant importance within the realm of education. These activities, which are conducted before the actual reading tasks by students serve as instructional measures intended to capture students' attention, enhance their interest, and motivate them towards the reading process (Budiharso, 2014). During this stage, teachers aim to activate students' background knowledge (schema) related to the text's subject matter. This activation is done through presenting key words, asking questions about the topic, or providing a brief explanation of the text's content. The purpose of activating students' prior knowledge is to facilitate their comprehension of the text. In essence, the pre-reading stage focuses on activating students' existing knowledge and experiences before delving into a text. This initial phase helps break down any barriers students may face and equips them with the tools needed to engage effectively with the text by drawing from their existing knowledge. Using pre-reading strategies offers significant advantages by providing students with

knowledge they can use during the reading process (Syukri & Karmini, 2022). This awareness helps students understand the steps to be taken during guided reading activities and the potential outcomes following the completion of the reading session.

One highly effective approach that can be utilized to activate students' prior knowledge and stimulate their curiosity and interest is strategic questioning, as proposed by Zhao and Zhu (2012). Strategic questioning involves aligning the text content with the students' existing knowledge and experiences, followed by the creation and use of relevant and effective questions. This approach aims to enhance student's engagement and involvement in the learning process. Asking the right questions plays a crucial role in enabling proficient readers to focus on the most significant information in a given text. Questioning, as a pedagogical tool, offers numerous advantages and benefits in reading instruction. One key advantage is its ability to direct the reader's attention to the material being studied, facilitating purposeful reading. By asking questions, teachers can help students to concentrate on specific aspects of the text, encouraging active engagement and comprehension as highlighted by Syukri and Karmini (2022).

Another effective pre-reading activity is brainstorming. It helps readers extract meaning from the text by making informed predictions. Good readers often use prediction to connect their existing knowledge with new information in the text, facilitating comprehension. For instance, they might use what they know about the author or similar texts to anticipate the content of the new text. The title itself can trigger memories of texts with similar themes, aiding in prediction and understanding (Syukri & Karmini, 2022). Moreover, brainstorming creates an environment that encourages students to draw upon their background knowledge. The process involves two fundamental steps: identifying the central concept that reflects the text's theme, and generating a list of associated words and phrases within a short timeframe. This method guides students in memory recall and helps them understand the extent of their knowledge

related to the theme, thereby preparing them for a deeper engagement with the text (Zhao & Zhu, 2012).

Pre-testing is an additional pre-reading activity that offers numerous advantages in the learning process. It involves evaluating students' current knowledge and understanding before they start engaging with the actual reading material. These assessments can take the form of multiple-choice or true-or-false questions, providing a structured approach to gauging students' familiarity with the subject matter. Pre-testing not only measures students' existing knowledge but also significantly impacts their comprehension of the text (Brown & Abeywickrama, 2010). By being exposed to the questions in the pre-test, students become more attuned to the content of the text, allowing their understanding to be influenced by their pre-existing knowledge and personal experiences. Moreover, pre-discussion, which involves engaging in discussions or debates with other students before reading, allows for the exchange of diverse perspectives and the development of critical thinking skills. These pre-reading activities have been proven to be highly effective in promoting active engagement with the text, facilitating comprehension, and fostering a deeper appreciation for the subject matter (Zhao & Zhu, 2012).

#### **1.2.2.2. The While-reading Stage**

While reading students need to actively engage with the text, bringing their existing knowledge and experiences to interpret and understand new information. So that readers participate in activities known as reading activities. It is advisable for readers to receive guidance during these activities to improve their interaction with the text. Different interventions can be used to affect how readers comprehend a text. According to Greenwood (as cited in Budiharso, 2014) the act of reading involves several components, such as identifying the main idea, finding details within the text, following a sequence, making inferences based on the text, and recognizing patterns of discourse. The instructional activities that occur simultaneously with reading activities are known as during or whilst reading activities. Furthermore, Greenwood suggested five specific activities to be carried out while reading:

- Activity one through which readers should identify the main idea of the text by giving it a suitable title, choosing the most appropriate title, and recognizing the topic sentence through skimming.
- Activity two through which readers should locate details within the text by scanning it and looking for specific information.
- Activity three through which readers should follow a sequence by connecting items in a specific order or process.
- Activity four through which readers should make inferences based on the text by trying to understand it using their existing knowledge and experiences.
- Activity five through which readers should recognize the discourse patterns by using their linguistic and non-linguistic knowledge to gain a holistic understanding of the text.

Another effective way is class discussions. Engaging in both formal class discussions and informal conversations outside the classroom can help explore students' prior knowledge and how it relates to their readings. This not only improves students' oral communication skills but also boosts their participation in class activities. For instance, dividing students into small groups, every student gets more chances to actively participate during the class. As teachers observe their students over time, they can better understand their knowledge levels and adjust how much time should be spent on providing background information (Zhao & Zhu, 2012).

Making predictions while reading can be also a helpful strategy to involve students with the text. Teachers are encouraged to develop students' predictive skills, allowing them to use their understanding to make predictions. It is normal if readers cannot predict precise details or if their predictions differ from the text, as this frequently happens. The main point is that predictions can assist readers in recognizing important information and identifying irrelevant details and potentially enhancing their reading speed (Anyiendah et al., 2020).

### **1.2.2.3. The Post- reading Stage**

It is necessary to include post-reading activities to reinforce and enhance students' existing knowledge. Otherwise, the issues students face during the pre-reading and while-reading stages need further attention after class (Zhao & Zhu, 2012). Post-reading activities refer to tasks carried out by a reader after finishing reading to deepen comprehension, reinforce understanding, and encourage critical thinking. During these activities, students can ask questions, provide feedback, and participate in group and whole-class discussions. These tasks are designed to assess students' comprehension of the text and can be completed during the post-reading phase (Tierney & Cunningham, 1980, as cited in Budiharso, 2014).

There are several effective ways that can help students improve comprehension, such as outlining and summarizing. Outlining helps students clarify the structure of a passage and identify the main idea, which is essential for in-depth analysis and discussion of the text (Zhao & Zhu, 2012). Summarizing the text content is also beneficial, as it encourages students to engage more actively with the material. The resulting summary can serve as a gauge of the students' comprehension level, enabling them to identify key details and supporting information while maintaining a clear grasp of the text's overall structure.

Post-class discussions offer another valuable method to address any remaining questions and deepen understanding. These discussions not only help students resolve lingering doubts but also stimulate their interest in exploring further related materials, thus expanding their knowledge base. Encouraging students to discuss the writer's ideas, whether in small groups or in a whole-class setting, promotes critical thinking and active engagement with the material (Budiharso, 2014). By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts (Toprak & Almacioğlu, 2009). Post-class discussions play a crucial role in fostering a deeper understanding of the subject

matter and nurturing a sustained interest in related topics, ultimately enriching students' learning experience.

## **Conclusion**

This chapter demonstrates that reading is a vital skill for foreign language students. Teaching reading skills is a crucial aspect of education that requires careful consideration and effective instructional strategies. EFL teachers are expected to provide students with appropriate reading materials. In this important process of selecting the material for a reading class, the teacher cannot neglect the students' level, interests, needs and background knowledge in order to consider text relevance, content and authenticity. It also proceeds to discuss the three distinct phases that are involved in the process of reading comprehension. In these three stages students learn how to read for meaning and how to think in the reading process. Thus, students will become more aware of the importance of reading in a foreign language. The following chapter will tackle a language-based approach to analyze texts and discourse in order to uncover the underlying meaning in context.

## **Chapter Two: Critical Discourse Analysis as an Approach to Text Analysis**

### **Introduction**

Language-based approaches to EFL teaching-learning become central to the process of enabling learners to become competent and efficient users of a new language. EFL students need to acquire discourse skills to navigate unfamiliar linguistic, cultural, and social factors. Given the critical role of critical thinking in the learning process, it is essential to utilize strategies and approaches that promote students' interpretative skills. Critical Discourse Analysis (CDA), analyzing discourse to find hidden meanings and to uncover the relationship between discourse, ideology, and power seems to be one of such approaches an EFL teacher may have at his or her disposal to better equip students with a lifelong ability in critical thinking and interpretative skills. The second chapter gives comprehensive definitions attributed to this approach as well as a background that highlights the main linguists who laid the foundations of CDA. In addition, this chapter covers the fundamental principles and models of CDA. It also explores the use of such an approach in EFL context.

### **2.1. Critical Discourse Analysis**

#### **2.1.1. Background of Critical Discourse Analysis**

The ancestry of Critical Discourse Analysis as a language-based approach is traced back to the school of Critical Linguistics. A shift in scholars' perceptions and visions of language led to the emergence of this school in particular. Their focus was directed towards what comes beyond the surface level of a language or language in use instead of the formal attributes of language and language usage. Unlike pragmatic and sociolinguistic research, CDA considers a sentence and its components as a primary unit of analysis (Wodak 2001).

Foucault is the one who initiated a theoretical and methodological framework for examining power relations presented through discourse. Scholars such as Wodak and Van Dijk were also among the first who set the foundation for this discipline by contriving its defining principles. In 1979, Fowler first proposed CDA as a language research method in *Language and Control*.

In 1989, was the publication of Fairclough's book *Language and Power. Power and Ideology* by Wodak in 1989 that essentially marked the maturity of CDA. Up to now, CDA has gone through a development process of more than thirty years from budding to growing (Jahedi et al.,2014).

In the 1990s, linguists moved the concept of CDA from being a theoretical field to be a practical field of word. The interdisciplinary paradigm intends to examine the relationship between language and social practice. For example, Wodak (1996) argued that theories in the domains of philosophy and literary criticism could be highly relevant. She referred to the works of social philosophers such as Foucault, Habermas, and Bakhtin to explain the multidisciplinary nature of critical discourse analysis. Media discourse was Van Dijk's (1998) area; he shed light on the features related to discourses of racism, prejudice and discrimination. In their book titled "*Discourse in Late Modernity: Rethinking Critical Discourse Analysis*", Chouliariki and Fairclough (1999) explore the significance of CDA on highlighting a change in contemporary cultures and societies. Van Leeuwens' exploration of CDA were found in multiple contexts such as the fields of film and television production, where this approach helps in uncovering underling dynamics, ideologies, and social representation. Along with that CDA was applied even in educational settings to investigate textbooks, classroom interactions, and educational policies (as cited in Wodak & Meyer, 2009).

Critical Linguistics derives its central principles from the Hallidayan theory of Systemic Functional Linguistics and various theories of ideologies (Fairclough, 1993; Rogers, 2003). This was done to highlight the intricate relationships between language, power and ideology through the analysis of the linguistic structures according to the social context at large to recover the social meanings expressed in discourse (Fowler et al., 1979).

### **2.1.2. Definition of Critical Discourse Analysis**

Critical Discourse Analysis is a thriving paradigm that has gained widespread recognition across various disciplines. Despite its broad appeal, CDA has been defined in numerous ways

depending on the field of application and the researchers' objectives. Before delving into the core essence of CDA, it is crucial to grasp its fundamental consisting concepts.

The distinction between critical discourse analysis and other academic fields, such as discourse analysis, applied linguistics, and pragmatics, lies in the concept of "critical." This term should not be viewed merely as an adjective derived from the noun "criticism." While criticism is certainly a component of CDA discussions, it is more than that. According to Roger (as cited in Le et al., 2009) "critical is often associated with studying power relations. CDA analysts' intention is to uncover power relationships and demonstrate inequities embedded in society" (p.3). He also added that critical also signals "an attempt to describe, interpret, and explain the relationship between the form and function of language". In other words, "critical" signifies the clear goals of CDA as an approach to language that delves profoundly into it to uncover power relationships, prejudice, and discrimination in all its manifestations.

The term "discourse" is of significant importance in CDA. According to CDA, discourse refers to any idea that can be conveyed through a written or spoken text. As a result, CDA necessitates an examination of the writers' word choice to shed light on the nature of the underlying discourse (Fairclough, 2000, as cited in Yousfi, 2023). The term discourse is widely used and sometimes vaguely in CDA and other disciplines. According to Blommaert (2015, as cited in Le et al., 2009), this notion of "discourse" has been referred to either as a complexity of linguistic forms larger than the single sentence a "text" or discourse a "language in use". The concept of discourse is closely tied to various domains and institutions in which it is produced, as it defines its overall purpose and structure (Yousfi, 2023). Therefore, text and context are what define a "discourse," and they evidently differentiate the educational discourse, for instance, from that of a literary, historical, or political discourses.

Drawing on the previously defined concepts, several definitions have been attributed to CDA, each tailored according to the scholars' area of expertise and interest. As a widely recognized pioneer of this paradigm, Fairclough defines CDA as a "problem-oriented

interdisciplinary research movement, subsuming a variety of approaches, each with different theoretical models, research methods and agenda” (Fairclough et al., 2011, pp. 357-378). From the perspective of Fairclough, who draws heavily from the SFL theory and Sociological theory, language is conceived as a social practice rather than a linguistic phenomenon that exists independently of society. Thus, it should be examined as a discourse using CDA.

Van Dijk (2001) as well approaches CDA from a Social Cognitive Approach. In his definition, he noted that:

Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by a text and talk in the social and political context. [...] Critical discourse analysis takes explicit position, and this want to understand, expose, and ultimately resist social inequality. (p. 352)

Van Dijk emphasized that social patterns such as power abuse, dominance, and inequality are perpetuated through discourses. He added that language plays a crucial role in issues of ideology and power, and it is the responsibility of critical discourse analysis to uncover these issues.

Moreover, Luke (2002) delineates how CDA moves from the microanalysis of language to the macroanalysis of social structure to demonstrate the intricate relationship between language use and power relations. He claims that CDA systematically moves between detailed analysis of texts using linguistic, semiotic and literary tools to reach the broader dimension of social structure, institutions, and power dynamics that these texts reflect and shape.

The process of delineating Critical Discourse Analysis (CDA) has been approached from multiple perspectives, specifically four. The first perspective defines CDA based on its underlying objectives and central aim, which is to challenge the status quo and expose how social patterns are constructed through language use. The second perspective views CDA from a post-structuralist feminist perspective with reference to Foucaultian theories, but Fairclough

clarified the difference between the latter and CDA, stating that Foucaultian theories lack the thorough textual analysis that is unique to CDA. The third perspective approaches CDA from an interdisciplinary standpoint, examining the connection between CDA and other disciplines such as Systemic Functional Linguistics, critical linguistics, and sociolinguistics. The fourth and final perspective took a methodological approach by defining the paradigm in accordance with the main stages of critically analyzing a text.

### **2.1.3. Principles of Critical Discourse Analysis**

It is crucial to note that delimiting the specific principles, practices, goals, theories, or methods of CDA is not a straightforward task (Van Dijk, 1995). However, any research work that claims to adhere to the CDA paradigm should meet certain fundamental criteria. These criteria, which were initially established by Kress (1990), were further developed by Fairclough & Wodak (1997) to define the basic principles of a CDA program (as noted by Wodak, 2001). According to Van Dijk (2003), critical research on discourse must fulfill certain requirements in order to successfully achieve its objectives:

- Critical Discourse Analysis (CDA) is characterized by a problem-oriented focus that addresses social issues. Its primary focus is not only on language and language use but also on the "linguistic character of social and cultural processes and structures" (p.271). CDA aims to uncover issues related to social power relations and provide solutions. For instance, CDA can examine how language constructs and perpetuates gender roles and stereotypes. It can also analyze how discourse contributes to racial prejudice, discrimination, and media's influence on the public opinion.
- Power relations are produced, exerted, and re-enacted through discourse.
- Discourse has a significant impact on culture as it contributes to shaping cultural norms and values. This dialectical relationship highlights how discourse is both socially shaping and socially shaped. Socially shaping indicates that discourse actively constructs and shapes social

realities. At the same time, discourse is influenced by existing social structures, ideologies, and power relations.

- Every discourse, regardless of its genre, is ideologically motivated and performs ideological work. Ideologies are produced through discourse, and any discourse is not neutral.
- Discourse displays a historical nature, and the production and understanding of a given discourse are futile without considering its social, political, and ideological contexts.
- The multidisciplinary nature of CDA is a key characteristic. The complexity of the issues and topics tackled by critical discourse analysts demands the integration of several highly sophisticated theories such as Fairclough's approach, Van Leeuwen and Kress's social semiotic approach, and Van Dijk's socio-cognitive approach. In addition to the application of methods to unveil power relationships and the forms of dominance, inequality, and discrimination present in discourse.
- CDA is not only interpretative but also explanatory. It seeks to focus not only on textual analysis but also on the interpretation and explanation stages of analysis. CDA demonstrates that the interpretation of a given discourse depends on the audience receiving the discourse as well as the context provided, which makes it a dynamic paradigm, open to new information and new perspectives.
- Discourse is a form of social practice and is accordingly employed as a tool for exerting forms of power and dominance, which CDA works to demystify.

#### **2.1.4. Models of Critical Discourse Analysis**

Critical Discourse Analysis offers a certain framework for understanding the complex relationships between language, power, and society, with notable contributions from scholars such as Norman Fairclough, Ruth Wodak, and Teun van Dijk. These theorists have developed distinct models that collectively enhance our comprehension of how discourse operates within social contexts.

#### **2.1.4.1. Norman Fairclough's Dialectical Model**

The renowned linguist Norman Fairclough, in his seminal work published in 1989 titled *Language and Power*, introduces a comprehensive three-dimensional model that serves as a valuable tool for analyzing texts or discourse from a critical standpoint. Fairclough believes that the relationship between language and society is a dialectical one, in which language shapes society and is shaped by society, and that the investigation of this relationship is paramount to any textual analysis. The model, devised by Fairclough, offers a theoretical framework that not only facilitates but also guides the process of CDA. Such approach aims to uncover any concealed connections among language, power, and ideology, with the ultimate goal of enhancing the awareness and consciousness of individuals who may lack familiarity with the intricacies of dominant ideologies and power structures prevalent within society. At its core, the model comprises three distinct stages: description, interpretation, and explanation, each of which plays a crucial role in unraveling the complexities embedded within discourse (Fairclough, 1989).

Text description is primarily concerned with meticulously examining the formal linguistic attributes of texts or what Fairclough aptly describes as "discourse fragments." This examination encompasses both verbal and visual elements present within the texts (Fairclough, 1992).

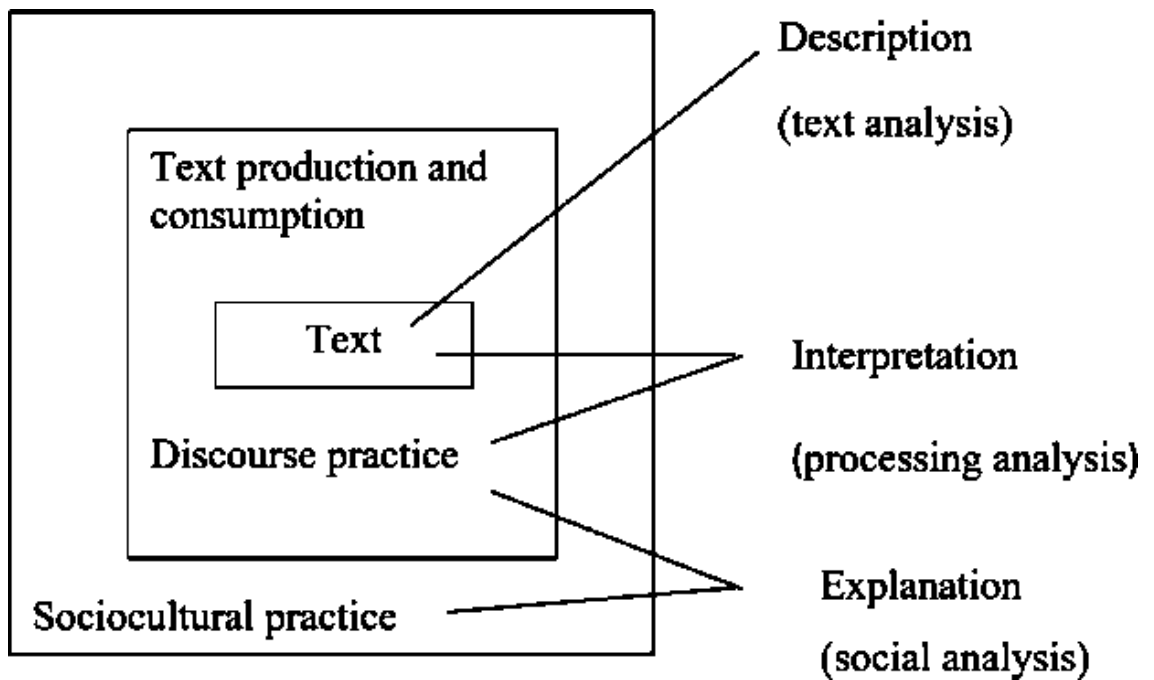
Text interpretation delves into the intricate processes involved in the production of texts. Commonly referred to as the discursive practice, this stage delves into the interplay between text and interaction, examining how texts are produced, distributed and consumed within specific social and historical contexts. It encompasses two essential aspects: the situational context and the intertextual context. The situational context encapsulates the temporal and spatial dimensions that influence the production of texts, while the intertextual context pertains to the various participants engaged in the discourse. Together, these contexts provide valuable

insights into the multifaceted nature of text production (as cited in Al-Mas'udi & Al-A'mery, 2021).

Text explanation embodies the sociocultural practice that lies at the heart of the model. This stage aims to uncover the covert ideologies that underpin discourse, thereby governing power relations within society. By critically analyzing discourse at this level, one can shed light on the shaping of ideological patterns and the wider socio-cultural practices at play. This stage plays a pivotal role in unraveling the intricate web of power dynamics inherent in discourse (Fairclough, 1992).

**Figure 1**

*Fairclough's Model of CDA (Fairclough, 1995, p. 98)*



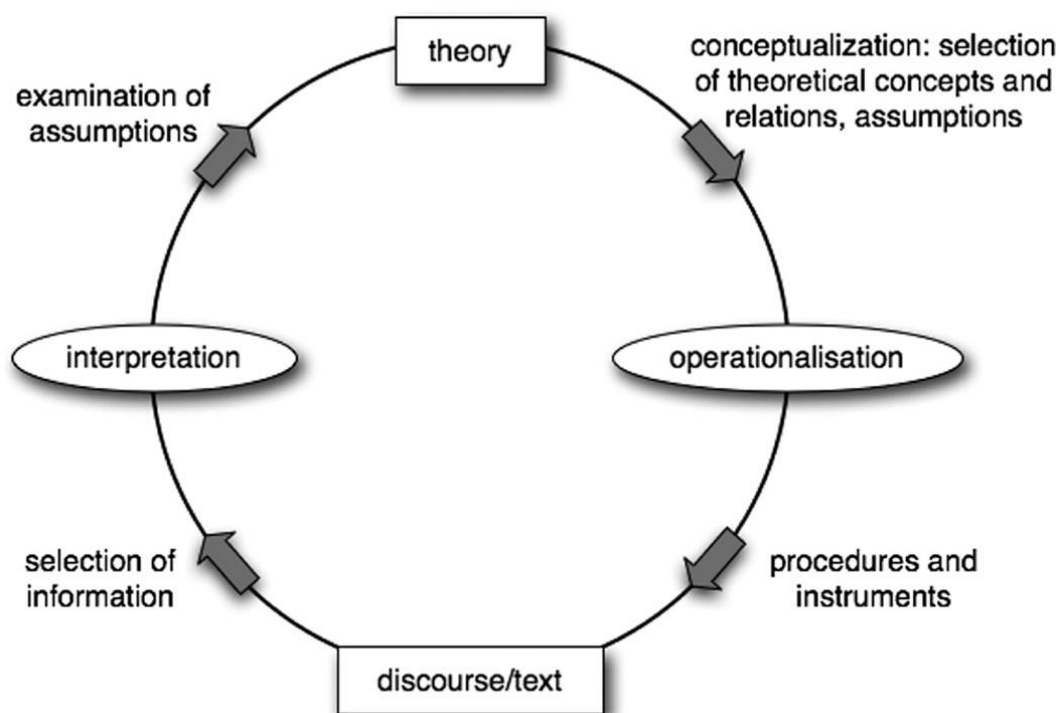
#### **2.1.4.2 Ruth Wodak's Discourse-Historical Model**

Wodak's discourse-historical model presents an outlook on the way language is used in historical contexts and how this usage shapes and is shaped by social and political practices. Within this perspective, she places a significant emphasis on the interdisciplinary and wide-ranging nature of CDA, as she recognizes that the intricacies of societal issues cannot be adequately explored through a singular vantage point. Consequently, in order to comprehensively comprehend and elucidate the subject matter under scrutiny, it becomes necessary to incorporate and amalgamate a multitude of theories and methodologies from various disciplinary domains. In light of this, she postulates that investigations within CDA are characterized by a manifold nature, stemming from divergent theoretical frameworks, and being oriented towards dissimilar data sources and research methodologies (Wodak, 2001).

Following Wodak's approach, it is crucial to consider four levels of analysis, which encompass both micro and macro levels. These levels encompass the immediate textual context, the intertextual and interdiscursive relationships, the extralinguistic social and institutional variables, as well as the broader historical context. This comprehensive framework indicates that the first three stages of analysis align closely with Fairclough's model, with the only distinction being the final stage of analysis, which pertains to the historical background. In this stage, analysts are tasked with meticulously examining how individuals, events and actions are addressed and referenced within a given text, as well as the specific qualities attributed to these elements, such as negative or positive connotations. It is essential to conduct an analysis of the arguments presented within a text in order to effectively focus on the various perspectives from which these arguments are expressed. Ultimately, it is an important to identify whether these arguments are explicitly or implicitly articulated (Reisigl & Wodak, 2009).

**Figure 2**

*Interdisciplinarity within Wodak's Approach (Unger, 2016, p. 2)*



#### **2.1.4.3 Teun van Dijk's Socio-Cognitive Model**

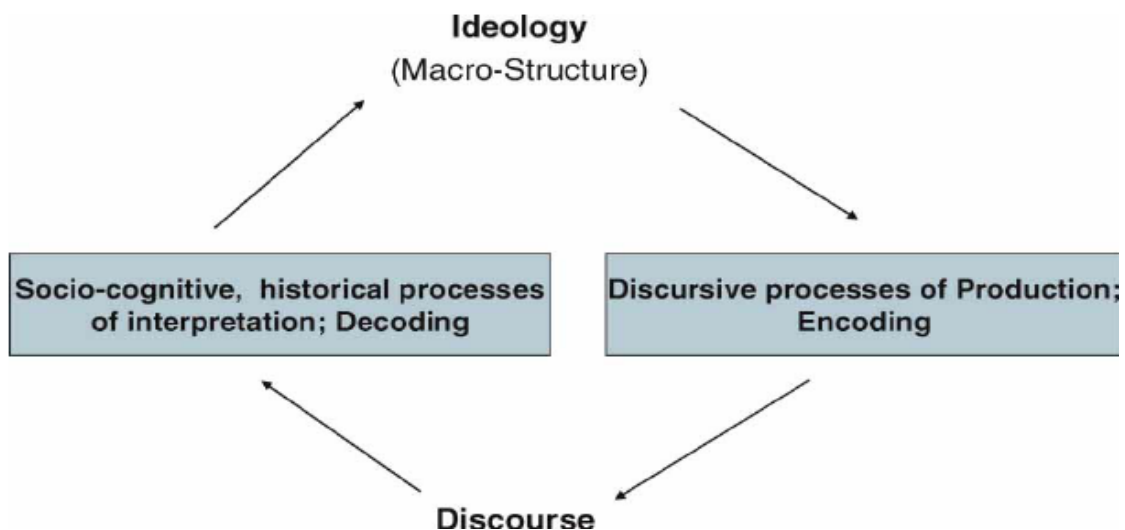
In accordance with Fairclough's critical approach, the socio-cognitive approach put forth by Van Dijk is a framework for understanding the complex interplay between cognitive processes, social context, and language use in shaping discourse and social reality. However, it does not focus on discursive practice. Van Dijk rather concentrates on social cognition as the mediating part between text and society. He claims that CDA needs to account for the various forms of social cognitions that are shared by the social collectives. They are the mental processes involved in perceiving, interpreting, and responding to social information when examining social cognitions shared by social collectivities such as groups, organizations, and institutions (Van Dijk, 2001). He identifies two levels of discourse analysis: macro vs. micro. Language

use, discourse, verbal interaction and communication determine the micro level of social order while the macro level refers to power, dominance and inequality between social groups.

Van Dijk claims that CDA should not limit itself to a study of the relationship between discourse and social structure, but that language use and discourse always presuppose the intervening mental models, goals and general social representations (knowledge, attitudes, ideologies, norms, values) of the language users. In other words, the study of discourse triangulates between society or culture, cognition and discourse or language. This is the tripartite discourse-cognitive society model of ideology that subserves Van Dijk's socio-cognitive approach. The model is also comprised of three stages of analysis just like Fairclough's, but with a few alterations that match each model's foundation. The first stage consists of the detailed structural textual analysis, in which every basic linguistic structure is analyzed. The second stage is what characterized this model because it reflects its theoretical basis of assuming that cognition operates as a mediator between discourse and society. This stage analyzes the cognitive aspect of discourse. And the last stage investigates the overall historical, political, and social context of the discourse (as cited in Al-Mas'udi & Al-A'mery, 2021).

**Figure 3**

*Van Dijk's Model of Critical Discourse Analysis (KhosraviNik, 2010, p. 61)*



## **2.2 Critical Discourse Analysis in an EFL Classroom**

Education is one of many fields that have utilized CDA as an analytical framework. The earliest attempts at linguistic analysis in education aimed to comprehend the ways in which individuals make meaning in educational settings. Researchers in this field have employed CDA since the late 1990s to understand the relationship between language and society. These efforts have demonstrated the applicability of CDA in the educational realm and expanded the scope of this approach (Yousfi, 2022).

Teaching CDA in the classroom goes beyond raising students' awareness of purely linguistic issues. It necessitates highlighting the effect of social powers on text composition accordingly. It enables students to answer inferential questions and correlate those answers with the writer's beliefs and ideologies. Gaining such awareness aids students to establish a shield against extreme ideological opinions imposed intentionally or incidentally (Brown, 2019).

In EFL contexts, reading is an important language skill. It receives special focus due to its significance in the academic sphere. According to CDA, an EFL reading lesson is a communicative event, and reading is social practice manifested in discourses. So that critical readers interact with the text by employing their background knowledge and other information sources in order to understand it. Wallace (as cited in Ghazali, 2007) points out that CDA can be used to develop a reading methodology, which addresses ideological assumptions as well as developing general reading comprehension. This definitely includes the encouragement of reflective critical reading and the extension of a 'pre-reading' / 'while-reading' / 'post-reading' procedure. This approach encourages students to move further from focusing on form for its own sake to use language to explore and provide evidence of the text's ideological positioning.

Notably, non-critical and traditional tools of approaching the language such as the grammar translation method, schema approach, top-down and bottom-up approaches and the interactive approach are considered as passive tools that did not prove its sufficiency when looking beyond the surface level of a language. Compared to CDA that is regarded as a framework to examine

language use with a critical attitude. This later is characterized as an active way which enables the readers to delve into the fundamentals of a language: CDA provides the readers with the necessary capacities to question, reflect on, and change the world (Amari, 2015, as cited in Hazaea & Alzubi, 2017). To foster critical thinking among learners in an EFL classroom, instructors need to encourage multiple interpretations rather than a single one from a particular perspective. Therefore, CDA's three levels of analysis need to be operationalized in an EFL reading classroom. Each level of these aims to uncover a different layer of meaning within the text.

According to Bloor & Bloor (2007) a primary objective CDA intends to scrutinize language and investigate it thoroughly in order to uncover "ideological biases" and identify the root causes of problems that demand close examination. To this end, readers are provided with a comprehensive framework for conducting investigations. Bloor and Bloor have elucidated the various facets of CDA and its customary objectives, which readers must grapple with when engaging in analyzing discourse critically:

- To analyze discourse practices that reflect or construct social problems;
- To investigate how ideologies can become frozen in language and find ways to break the ice;
- To increase awareness of how to apply these objectives to specific cases of injustice, prejudice, and misuse of power; ...
- To demonstrate the significance of language in the social relations of power;
- To investigate how meaning is created in context;
- To investigate the role of speaker/writer purpose and authorial stance in the construction of discourse (Bloor & Bloor, 2007).

Implementing CDA in EFL classes is effective in several ways. Rogti (as cited in Yousfi, 2022) highlighted that, this approach is beneficial when teaching literature because it makes the subject more dialectical and debatable. Additionally, it helps to improve students' linguistic and

communicative skills. By incorporating CDA, they can become more aware of the function of language in social interactions and uncover the various ideologies present in a text. Therefore, it is crucial for students to question the significance of every linguistic element and how it contributes to the overall function of the text in this chapter.

## **Conclusion**

It is clear that CDA is a well-established field within the studies of critical discourse studies, discourse analysis and linguistics in general. The theories of Fairclough, Wodak, and van Dijk are the most widely comprehensive and successful models to adopt in detecting and analyzing any hidden ideologies and relations with power, dominance and control of using language. These models can help achieving the two main aims of CDA which are raising the awareness of the powerless people of the different powerful tools and strategies exercised by elite and reproducing the powerful produced texts and discourse. Therefore, CDA can be employed in the educational and learning systems in in order to promote the students' capacities to question, reflect on, and challenge the numerous perspectives of the world.

## **Chapter Three: Research Methodology and Data Discussion**

### **Introduction**

This chapter is devoted to the practical framework that aims to explore the impact of employing the implicit instruction of CDA as an approach in teaching EFL reading classes on students' interpretative abilities. It delineates the various methodologies and instruments employed to achieve the desired outcomes. Its first section identifies the research design, the sampling population, and the research instruments employed in the data collection process. However, the second section deals with the detailed analysis procedures and provides a thorough account of data interpretation in order to reach the main objectives of this study and answer its questions.

### **3.1 Research Design**

An effective research structure is crucial for ensuring the accuracy of its conclusions and, consequently, its validity. To begin the process of writing a research paper, the researcher should establish a carefully planned research outline that outlines the structure of the entire study. Research design is typically defined as the type of "inquiry within qualitative, quantitative, and mixed methods approaches that provides specific direction for procedures in a research study" (Creswell & Creswell, 2018, p. 49). Correspondingly, a research design refers to the overall plan that researchers create as a means to link the conceptual research problem with the relevant empirical study. In other words, a research design is a procedural plan that researchers adopt to answer questions in a valid manner. It is also a logical and systematic plan prepared for directing any research study.

An effective research design is the one that is featured by various attributes. Above all, the research design must clearly define the problem being studied throughout the entire study. Additionally, the methods of investigation, target population, and data analysis procedures must be outlined. These elements are selected based on a specific scientific approach.

The quantitative approach is the primary methodology employed in this study. This paradigm necessitates a statistical treatment of research data where it seeks to quantify data or yield numerical results (Creswell,2003). This type of research provides external validity and sometimes employs random selection; thereby, allowing the researcher to generalize the findings to the entire population. The choice of a quantitative paradigm in a given study is typically motivated by several factors, as per Van der Merwe (1996, as cited in Mafuwane, 2012). Quantitative research aims to test theories, determine facts, establish relationships between variables, and predict outcomes.

In this study, the researchers opted for a quasi-experimental research design, which is a non-randomized, purely quantitative procedure that seeks to establish a cause-and-effect relationship between independent and dependent variables, similar to a true experiment. However, unlike the true experiment, a quasi-experiment does not rely on random assignment. Instead, the subjects were assigned to groups based on non-random criteria.

### **3.2 Population and Sampling**

The population of this study consists of 138 first year students at the English department of Khenchela University. A sample of 40 students are selected to participate in the experiment that represents 30% of the whole population. The selected students are divided into two groups (control and experimental), each consisting of 27 students. After checking the marks of these students, the researchers have resorted to the matching technique, and hence, only 20 students in each group remained. Students who are removed are those who were not matched to students in the other group. The administration is involved in this division. So, the researchers kept the same division and the most accessible groups. This is referred to as “convenient sampling technique”.

The choice of this population is motivated by their exposure to the Reading Skills as fundamental module. So, students are constantly engaged with the act of reading and introduced to varied texts which can facilitate the ability of acquiring the skill of analyzing and interpreting

from the very beginning of their academic years. Plus, first-year academic syllable of reading skills tackles a distinct element titled as “Critical Reading”, which serves well to the progress of this study. Besides, this study includes their teacher who already had plenty experience teaching CDA for years to Master Two students. Reading Skills module and the teacher of the module are particularly chosen because the prime focus of this study is an implicit teaching of CDA techniques, which can help freshmen employ and gain interpretive skills easily and naturally when reading texts.

### **3.3 Research Instruments**

#### **3.3.1 Choice of the Quasi- Experiment**

The implementation of a quasi-experimental design in this study was primarily motivated by an attempt to investigate the impact of integrating CDA in reading classes on first year students’ improvement of the interpretive skills. This tool constitutes the core of this study as it helps to answer the research questions and reach its ultimate objectives. According to Cook (as cited in Rogers & Révész, 2019), a quasi-experimental design is a research design that aims to approximate the rigor of true experimental design in situations where random assignment is not feasible or ethical. In other words, the quasi- experimental design lacks random assignment of participants to groups. However, it still aims to establish causal relationship between variables.

The previously stated claim indicates the exact difference between a true experiment and a quasi-experimental design; they differ primarily in the level of control over the research conditions particularly in terms of random assignment of participants. In a true experimental research, participants are randomly assigned to either the control group or the experimental group. However, non-random assignment is what characterizes a quasi-experimental design where participants are assigned based on existing characteristics or conditions. Along with that, a quasi-experimental design may include a comparison group that receives a different treatment or no treatment at all.

This research design allows the researcher to study interventions or treatment within the existing conditions so as to investigate its impact when random assignment of participants is not feasible. Therefore, the current study involves pre-existing groups which are administratively divided. One represents the control group and the other is an experimental group that is subject for a treatment.

### **3.3.2 The Experiment's Proceedings**

The option of a quasi-experimental design in this study is in respect of an attempt to investigate the impact of integrating CDA in reading classes on students' interpretive skills. The experiment is the core of this investigation as it helps to answer the research questions and reach its underlined objectives. The experiment being implemented is marked by three main stages: Pretest, treatment, and post-test.

Essentially, the treatment phase was dedicated to explain elements related to the analytical perspective and interpretation of the use of language in different texts during class. So that the selection of Fairclough Model as an approach for teaching such class fairly fits the study objectives. For this model, the steps are clear and easy to follow. Unlike the two other models to CDA, Fairclough's model made the stages of doing CDA very clear and even highlighted the main linguistic, pragmatic, and socio-cultural elements to be analyzed.

Before treatment, students in both groups were asked to read *Jump: Take the Leap of Faith to Achieve Your Life of Abundance* by Steve Harvey to be discussed during class. In their usual session of reading skills, the control group received regular instructions using traditional approaches wherein the course focuses primarily on reading comprehension, reasoning and background knowledge. Even the tasks and questions involved were explicit activities to answer a given part from the text they read. The activities were about the general idea, the main theme, characters, and symbols.

As for the experimental group, the selected passages from the book were taught through an implicit implementation of Fairclough's CDA model. Their teacher explained the course

referring each time to a passage from the book using the three stages of Fairclough's model. The sessions were scheduled in the second semester of their academic year, three hours per week. Each stage was taught in a period of one session (three hours), which means that the whole experiment lasted three sessions (nine hours). In every session, different passages related to the book were explained according to one stage of Fairclough's model. So, three passages were taught through referring to the three stages of Fairclough's model: Description, interpretation, and explanation.

Notably, in the descriptive stage, students should understand the processes used in a text and how involved the participants are. They also need to look at the mode, modality, and personal pronouns to understand the writer's commitment. Cohesive connectors are important for understanding the text's purpose. Then, in the interpretation stage, students focus on speech acts and intertextuality to uncover the writer's arguments and the relationship between the text and its creation and reception. Lastly, the explanation stage delves into the writer's ideology and the social and cultural context of the work, helping students synthesize their analysis from the previous stages to identify the writer's beliefs. Following these three steps, the teacher used simpler terminology. Instead of processes she said "verbs". Instead of speech acts, she said "purpose and function". Instead of intertextuality, she said "arguments". During class, her main objective was to ask them about the ideas that were meant but not mentioned in the text.

### **3.3.3 Materials Used in The Treatment**

Three passages from the book *Jump* were selected to be taught to the experimental group (See Appendix C). These three passages were obviously examined according to the three stages of Fairclough's model. Since students are novice to approach texts in certain tendency, the choice of this book was for factor of students' interest reading to facilitate the process, for researchers' main goal is to highlight the importance of being a critical thinker while reading. The main theme of this book *Jump* by Steve Harvey is about taking risks, trusting oneself, and having faith in a higher power to overcome obstacles and achieve success in life. Harvey

encourages readers to step out of their comfort zones, embrace change, and pursue their dreams with determination and resilience. Accordingly, the three passages present a detailed perception of the one theme:

In the first passage, the writer talked about the importance of sharing certain aspects of your vision with trusted individuals, avoiding negative people who drain enthusiasm and maintaining faith during tough times, believing that with trust in a higher power, anything is achievable.

In the second passage was about the importance of confronting fears rather than avoiding them. It also touches on the idea of breaking free from self-defeating thoughts and having a strong spiritual foundation to navigate life's challenges. The mentioning of keeping family at the forefront suggests the importance of personal values and relationships in maintaining stability and perspective.

In the third passage reflected on the writer's difficult experiences, including homelessness and the loss of his mother as the two lowest points in his life. Despite these challenges, the writer emphasizes his resilience and ability to draw on life experiences, such as comedy, to navigate and cope with adversity. With these three varied contexts and in an implicit instruction using Fairclough three-dimensional model, the teacher explained the reading courses.

### **3.3.4 The Pretest and Posttest**

This study is based on a quasi-experimental design, so a pretest and a posttest are essential. While the pretest is needed to ensure the resemblance of the control and experimental groups, the post-test is designed to reveal the value of the studied approach through comparing the scores of the experimental group to those of the control group and comparing the experimental group scores of the pretest to the same group's scores of the post-test. The two tests were designed by the researchers themselves respecting the three stages of Fairclough's model. The two tests aim at evaluating students' ability to link the linguistic choices of the writer to the existent ideology along with social and cultural background. They both incorporate questions of similar structure to afford more validity to the testing process.

#### **3.3.4.1 Pretest and Post-test Description**

The pretest and posttest are both in the form of a text followed by ten comprehension questions (See Appendix B and Appendix E). The passages selected in the two tests are extracts from the book '*Jump*'. Besides, both tests are three-fold. The first part comprises five questions that revolve around the linguistic description of the selected passage. The questions are primarily about the types and significance of the verbs (processes), modality, personal pronouns, connotations, and cohesive ties. The second part involves three questions that aim at evaluating students' ability to examine how language use (discourse) is interconnected with societal norms, behaviors, and customs (social practice). This involves asking questions aimed at understanding the relationship between language and its broader social context. Therefore, the questions were more about the types of speech acts and intertextuality involved in the passage. Asking students about the texts present in the passage is one way to disclose the arguments that the writer employs to defend their point of view. The third part tests students' ability to deduce the type ideals in the text depending on the analysis of the two previous stages. At this level, students are supposed to analyze how the language and grammar choices made by a writer in a text reveal his beliefs, values, and attitudes (ideological orientations). Additionally, students should consider how these choices are influenced by the social and cultural context of the time when the text was written. In essence, it is about understanding the deeper layers of meaning behind the writer's linguistic decisions in relation to the society and culture he is part of.

#### **3.3.4.2 The Scoring Rubric of the Pretest and Post-test**

Since all the questions that follow the passage are of equal importance, each question was attributed two points. Therefore, the first section is out of ten points, the second section is out of six points, and the last part is out of four points as it contains only two questions. Evidently, language-related mistakes were not taken into account because the focus of the study is rather students' interpretive, critical, and analytical skills. The students who could obtain the best

marks were those who demonstrated a critical reading of the passage. It involves understanding how small details (like specific words or phrases) contribute to the overall meaning or message of the passage.

### **3.3.5. Validity and Reliability of Research Tools**

It is crucial to consider both validity and reliability when selecting a particular research tool or the items embodied in it. A research tool is considered reliable if it consistently produces the same or similar results each time it is used, making consistency a key factor. Validity, on the other hand, pertains to the extent to which the findings of the study can be generalized to other groups and institutions (Cohen et al.,2013).

To guarantee the validity of the research experiment, a qualified teacher in CDA was entrusted with the task of evaluating the structure and the content of the pretest and posttest. The teacher expressed contentment with the design of the tests, attesting that they were commensurate with the learners' level, interest, and content of the subject which is Reading Skills.

In order to maximize the validity of the quantitative tool of the current study, the students belonging the two groups were selected according to their similarity in performance and similarity to the larger population itself in terms of gender, age, or performance. The questions of the experiment's pre and post tests are of the same nature, number, and structure. Along with that, learners' responses were made completely anonymous through utilizing just codes to identify the papers.

As for reliability, the researcher utilized the interrater reliability test to check the consistency of the marks assigned to students in the pretest and posttest. Two raters were assigned with the correction of learners' answers. Then, by using the SPSS intra-class correlation coefficient, consistency between the marks of the two raters was tested.

### **3.3.6. Analysis and Interpretation**

#### **3.3.6.1. Paired Sample T-Test Results**

Paired sample T-test was carried out to check whether the mean values of two dependent samples differ, which are in this case the scores of the same group in pretest and posttest. This confirms that a comparison was made between the pre and posttest of the control group as well as the experimental group. This particular test is of crucial value as it enables to observe the impact of integrating CDA in reading classes in comparison to the traditional content-based approaches.

##### **3.3.6.1.1. Analysis of the Control Group Data Using the Paired Sample T-Test**

The following tables are representation of the results gained from the pretest and posttest of the control group using paired sample t-test.

**Table 1***The Control Group Gained Scores*

<b>Participant</b>	<b>Pretest scores</b>	<b>Posttest scores</b>	<b>Gained scores</b>
Participant 01	07	7,5	0,5
Participant 02	10	9	-1
Participant 03	9,5	2,5	-7
Participant 04	8	2,5	-5,5
Participant 05	6	8	2
Participant 06	6,5	6	-0,5
Participant 07	7	4	-3
Participant 08	6,5	8	1,5
Participant 09	2,5	5,5	3
Participant 10	3,5	7	3,5
Participant 11	9	8	-1
Participant 12	8	6	-2
Participant 13	9	3	-6
Participant 14	6,5	4,5	-2
Participant 15	5,5	2,5	-3
Participant 16	8,5	4,5	-4
Participant 17	7,5	8	0,5
Participant 18	5,5	1	-4,5
Participant 19	7	6	-1
Participant 20	5,5	3	-2,5

Table 1 shows that the difference existing between the control group scores of the pretest and posttest is significant. Fourteen students have obtained regressed scores that ranged between (-1) and (-7) while the six remaining students have demonstrated some improvement in their performance, gaining scores that ranged between (+0.5) and (+3.5), which represents the biggest gain score. Further pertinent data are displayed in an SPSS spreadsheet to make the process of comprehending the differences in scores easier.

**Table 2**

*The Statistical Description of the Scores Gained by the Control Group in the Pretest and Posttest*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.9250	20	1.90066	.42500
	Posttest	5.0250	20	2.26806	.50715

Table 2 shows the statistical description of the pre-test and the post-test of the control group scores. It evinces that the pre-test mean is 6.92 with a standard deviation of 1.900; whereas, the post-test mean is 5.02 with a standard deviation of 2.268. This demonstrates that learners did not show a considerable improvement in their performance.

**Table 3**

*The Correlation between the Control Group Pretest and Posttest Scores*

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	20	-.149	.530

Table 3 shows that the correlation between the pretest and posttest scores of the control group represents  $r=-1.49$ .

### 3.3.6.1.2. Analysis of Experimental Group Using Paired Sample T Test

**Table 4**

*The Experimental Group Gain Scores*

<b>Participant</b>	<b>Pretest scores</b>	<b>Posttest scores</b>	<b>Gained scores</b>
Participant 01	6,5	11,5	5
Participant 02	7	11	4
Participant 03	8,5	5	-3,5
Participant 04	8,5	15,5	7
Participant 05	5,5	8	2,5
Participant 06	6,5	12,5	6
Participant 07	10	12	2
Participant 08	6	14	8
Participant 09	8,5	11,5	3
Participant 10	10	12	2
Participant 11	7,5	12,5	5
Participant 12	11	11	0
Participant 13	4,5	10	5,5
Participant 14	6	7	1
Participant 15	4,5	9,5	5
Participant 16	4,5	8	3,5
Participant 17	7	11	4
Participant 18	4,5	9,5	5
Participant 19	7,5	5,5	-2
Participant 20	3,5	7,5	4

Table 4 demonstrates that the experimental group has manifested higher gain scores compared to the control group. Only two students out of the whole sample have exhibited regressed gain scores from (-2) to (-3.5) while one student retain the same score of the pretest. All the rest (17 students), however, could gain scores that ranged from (+1) to (+8), which represents the highest gain score. The highest mark in the pretest is 11/20 while the best mark in the posttest is rather 15.5/20. These results are further analyzed using SPSS in the following tables.

**Table 5**

*The Experimental Group Paired Sample Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	7.1250	20	2.12674	.47555
	posttest	10.2000	20	2.78341	.62239

Table 5 shows the statistical description of the experimental group's pre and post test results. It demonstrates that there is a significant improvement in the test means as it increased from 7.12 to 10.20. The standard deviation in the pretest is 2.12 while in the posttest, it is 2.78, which denotes the extent to which learners' scores are close to each other in both cases.

**Table 6**

*The Experimental Group Paired Sample Correlation*

		N	Correlation	Sig.
Pair 1	Pretest & posttest	20	.336	.148

Table 6 shows the correlation between the pretest and posttest scores which is  $r=0.336$ .

**Table 7**

*The Experimental Group Paired Sample T-test*

							t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - posttest	-3.07500	2.88040	.64408	-4.42307	-1.72693	-4.774	19	.000 .000

Table 7 shows the inferential of the paired sample T-test that belongs to the experimental group. The difference between the two means of this group is -3.07, and the standard deviation estimates at 2.88. The t value for this paired test is -4.77 with 19 degrees of freedom. The two-tailed p value of this pair is 0.00. If the p value is equal or less than the alpha value that equals 0.05, then the null hypothesis is rejected, and the alternative hypothesis is accepted ( $p=0,00 \leq \alpha=0.05$ ). Therefore, the p value in this case confirms a relationship between the implicit use of CDA and improving learners' interpretive skill in reading classes.

### 3.3.6.2. Independent Sample Test Results

The independent Sample T-test was carried out in order to measure the difference in scores between two different groups: The experimental group and the control group. This test enables to measure the scores' difference in the pretest and posttest, and provides the researcher with more details about the degree of consistency between the two groups while the posttest independent sample t-test was operated to investigate the significance of integrating CDA in improving student's interpretive skill in a reading class.

### 3.3.6.2.1. Analysis of Pretest Data Using the Independent Sample T Test

**Table 8**

*The Pretest's Independent Sample T-test Statistics*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Scores	Control	20	7.2250	1.80259	.40307
	Experimental	20	6.8750	2.08929	.46718

Table 8 shows the difference in the pretest score means between control group students and experimental group students. The statistics displayed indicate that the score mean of the control group equals 7.22 with a standard deviation of 1.80 while the score mean of the experimental group equals 6.87 with a standard deviation of 2.08. These results typify the extent to which both groups have a close or approximately the same level before receiving the treatment.

**Table 9***The Pre-test's Independent Sample T-test*

	Levene's Test for		t-test for Equality of Means						
	Equality of		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Variances							F	Sig.
Equal variances assumed	.591	.447	.567	38	.574	.35000	.61703	-.89911	1.59911
Equal variances not assumed			.567	37.201	.574	.35000	.61703	-.89999	1.59999

Table 9 represents more details related to the two groups' results in the pretest. Leven's test for equality of variances has been conducted, and the P value equals 0.447, which determines that the equality of variances has been fulfilled. Even the t-test for equality of means shows that the P value, which is 0.574 is greater than 0.05. Therefore, both tests manifest that the results of the control and experimental groups are similar or close to equal.

### 3.3.6.2.2. Analysis of Posttest Data Using the Independent Sample T Test

**Table 10**

*The Post-test's Independent Sample T-test Statistics*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Scores	Control	20	5.0250	2.26806	.50715
	Experimental	20	10.1250	2.79979	.62605

Table 10 shows the difference in the posttest score means between control group students and experimental group students. The statistics displayed represent the score mean of the control group that equals 5.02 with a standard deviation of 2.26 while the score mean of the experimental group equals 10.12 with a standard deviation of 2.79. The following results entail that the level of students belonging to the two groups is significantly different. The difference between the two groups equals 5.1, which indicates that the experimental group students have displayed better analytical and interpretive skills compared to the control group students.

**Table 11***The Post-test's Independent Sample T-test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Sc or es	Equal variances assumed	.701	.408	-6.330	38	.000	-5.10000	.80570	-6.73104	-3.46896
	Equal variances not assumed			-6.330	36.431	.000	-5.10000	.80570	-6.73336	-3.46664

Table 11 shows that there is a significant difference between the experimental and control groups' results. There is a remarkable variation in both groups results in which  $t(36.431) = -6.330$ , and the p value equals  $P = 0.000$ , which is less than the alpha value  $\alpha = 0.05$  ( $p \leq \alpha$ ). This indicates a difference in the two groups' results in the favor of the experimental group, which leads to the rejection of the null hypothesis, and the acceptance of the alternative hypothesis. Comparing the gained results of the experimental group to those of the control group clarifies the extent to which the integration of CDA in reading classes can augment students' interpretive skill of the reading material.

### 3.3.6.3. Inter-Rater Reliability of the Pretest and Posttest Scores

**Table 12**

*Inter-Rater Reliability of the Pretest*

<b>Cronbach's Alpha</b>	<b>Number of Items</b>
.926	2

Table 12 shows the extent to which the scores attributed by the first and second rater are very similar. The Cronbach's alpha value equals 0.92, which represents high consistency level.

**Table 13**

*Inter-Rater Reliability of the Posttest*

<b>Cronbach's Alpha</b>	<b>Number of Items</b>
.993	2

Table 13 shows Cronbach's alpha value equals 0.99, which signals the high consistency level of the scores attributed by the two raters. The interrater reliability test is significant at this point because giving similar marks means that the researchers' selection of the questions as well as the teachers' scoring rubric are very valid.

### 3.3.7. Discussion of the Research Main Findings

The main findings of the research indicate that the integration of Critical Discourse Analysis in reading classes has a significant impact on students' interpretative skills. The experimental group, which received CDA instruction, showed a significant improvement in their interpretative skills, as evidenced by the significant difference between pre-test and posttest scores. In contrast, the control group demonstrated only subtle improvement, thereby highlighting the effectiveness of CDA instruction.

Acknowledging students' scores in the experiment, one can claim that the experimental group paired sample t-test shows significant difference between the means of the pre-test and those of the posttest, which confirms to the role of CDA instruction in reading classes. The control group paired sample T-test; however, demonstrates very subtle improvement as the difference between the means of the group's pretest and posttest is not very significant. As for the independent sample T-test results, a huge discrepancy can be marked in the two groups' results of the posttest despite obtaining approximately the same scores in the pretest that was administered before the treatment sessions. Therefore, the significant change that has been perceived in the scores of the experimental group students is the outcome of implementing CDA as an instruction approach in reading classes. These results led to the rejection of the null hypothesis and acceptance of the alternative hypothesis that indicates that a positive relationship exists between the use of CDA as a teaching approach and students' understanding and interpretation of linguistic, pragmatic and socio-cultural background in texts.

After administrating the pretest researchers found that students were unable to recognize and pronounce words correctly, struggled to parse and comprehend the grammatical structure of sentences and were unable to draw conclusions or understand implied meanings from the text especially when it comes to interpretation stage and explanation stage. Students after treatment were mostly able to identify lexical and grammatical features in text, make inferences, analyze pragmatic features, and link these linguistic aspects to the socio-cultural background of the text. These findings support the alternative hypothesis that suggest a positive relationship between the use of CDA as a teaching approach and students' understanding and interpretation of texts.

The results gained from this experiment have contributed to answering the question regarding to what extent does integrating CDA in reading classes develop students' interpretative skills. They indicate that CDA is an effective approach for enhancing EFL students' abilities to interpret written texts critically and thoroughly. In fact, and according to all the previous results,

this approach succeeded to improve students' interpretive skills which indicates it could raise students' critical thinking when dealing with texts as it is claimed by Oumelaz (2023) and Yousfi (2022). This study ratifies the effective implementation of such approach on EFL students at Khenchela university. They were able to describe, interpret and explain a reading material. The implicit instruction of CDA techniques is an effective way to teach reading classes. It enhances even for novice students deep understanding of the material they read.

## **Conclusion**

As demonstrated throughout this chapter, the researchers have implemented a quasi-experimental research design that involves quantitative research tools (pretest, treatment and posttest). This method is selected to answer the questions being previously mentioned and respond to the aim of this research that dictates uncovering the impact of utilizing CDA techniques when teaching Reading Skills classes. This chapter is also devoted to data analysis and interpretation. At last, the results show that CDA has considerable impact on students' ability to interpret how language out of understanding the linguistic pragmatic and socio-cultural elements in written texts.

## **General Conclusion**

The present study aims at investigating the impact of implementing Critical Discourse Analysis in reading classes on improving students' interpretative skills. The population selected for conducting this study is first year students at the department of English- Khenchela University. The selection of this topic was motivated by students' poor reading skills. Difficulties such as decoding words, understanding sentence structure, or making inferences can make reading a challenging task. Besides it is preferable to embed the concept of critical reading from the very beginning of their academic career. This study is mainly based on teaching the three-dimensional framework of Fairclough's model (Description, Interpretation and Explanation) using an implicit instruction.

The study was structured in the form of two theoretical chapters and one practical chapter. The theoretical chapters provided an overview of the two main variables that this study incorporates: Teaching Reading and CDA. The first chapter presents reading as one of the main four skills. It also presents the conventional approaches of the reading skill. The second chapter focuses on Critical Discourse Analysis as an approach. It tackles its background, strategies and applications. This chapter also highlights the three main models to CDA as well as the possibility of practicing CDA in EFL classrooms. The third chapter deals with the practical framework applied in this study. It presents the methodology followed and the tools of investigation being employed. It also provides a discussion of the study's main findings.

The third chapter explained how implicit instruction of CDA techniques can be used as a teaching strategy to improve students' interpretive skills. This part dealt with the explanation of the chosen sample, the method, the data gathering tools, and the experiment that contained three main phases: the pre-test, the treatment phase, and the post-test that uncovered students' improvement. The experiment results clearly showed and proved that there is a positive impact on students' performance.

This study results suggest that employing a CDA-based approach in reading instruction can lead to the development of interpretative skills, particularly for first-year EFL students at Khenchela University. This approach could address students' poor reading skills across various subjects as well as focuses on language-related issues that students often find challenging in reading. Therefore, integrating CDA into reading classes is recommended for enhancing students' interpretative skills and fostering deeper comprehension of texts.

### **Pedagogical Implications**

Based on the gathered data and the obtained results, it is evident that Critical Discourse Analysis as a teaching reading approach requires a fit setting. The following points can be guidelines for teachers who wish to implement CDA in their classes:

Teachers of reading skills should start from the description stage and gradually move to explanation stage. It is important to go step by step because each stage builds on the previous one. This approach is called the "top-down" model, where readers begin with linguistic features and move to broader social and cultural contexts. Alternatively, they can use the "bottom-up" approach, starting from explanation stage ending with description stage. Moreover, teachers of reading skills are able to incorporate CDA alongside the conventional content-based or thematic approaches to teaching reading. Throughout these instructions, teachers can enhance students' comprehension levels and encourage them to analyze texts from various perspectives. Ultimately, CDA enables students to recognize how themes in texts align with the author's linguistic choices and how the writer's point of view is conveyed through language.

Notably, a CDA-oriented reading class is supposed to be discussion-based, for the whole theory is about discussing and questioning the writer's choices. Teachers should refrain from imposing their interpretations and cannot guarantee the correctness of certain interpretations or the invalidation of others. Nevertheless, students must develop critical thinking skills by substantiating their opinions or arguments with evidence.

Another aspect that should be taken to consideration is diversity of texts. It is better for students to engage with various concepts to understand the in-depth ideas of those texts. It is important for students to read much of different types of writings, like stories, ads, and even social media posts. This helps them understand how language reflects different beliefs and ideas, so they can really get what a text is trying to deliver.

### **Suggestions for Further Research**

Throughout this study, the researchers have observed certain gaps that demand suggestions for further research. These are stated below:

- Improving students' reading abilities through analytical tasks and exercises
- Reading skills teachers' attitudes towards implicit instruction
- Comparing various CDA frameworks for incorporation into EFL teaching methodologies.
- Promoting cross-cultural understanding and communication proficiency through the integration of CDA principles.

### **Research Limitations**

While collecting all the needed data in order to investigate the validity and reliability of the proposed technique, the researchers have encountered these hindrances:

- The shortness of resources at the level of the university library made the researcher rely only on the electronic versions “PDF format” such as electronic documents, articles, and websites.
- Encountering some challenges while learning to use SPSS for this study due to the first-time attempt.
- The absence of teachers specialized in CDA who can contribute more in teaching reading skills.
- The newness of the topic deprived the researchers from obtaining large resources, especially at the level of the key concept "implicit instruction.

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## **Appendices**

**Appendix A:** Preliminary Pretest

**Appendix B:** Pretest

**Appendix C:** Materials Used in the Treatment

**Appendix D:** Preliminary Posttest

**Appendix E:** Posttest

## Appendix A

### Preliminary Pretest

**This is an extract from Jump by Steve Harvey. Read it carefully and answer the following questions.**

You're gonna get an education, that's nice, but if you don't use your gift, that education's only gonna take you so far. I know a lot of people who got degrees man that ain't even using them. It's your gift. But the only way for you to soar is you got to jump. You got to take that gift that's packed away on your back, you got to jump off that cliff and pull that cord. That gift opens up and provides the soar. If you don't ever use it, you're gonna just go to work. And if you're getting up every day going to work on a job every day that you hate going to, that ain't living, man. You're just existing. At one point and time you outta see what living is like.

Soar (V): to rise very quickly to high level.

Soar (N): the act of increasing or improving suddenly above the normal or usual level.

### Questions

1. What is the general idea of the text? Choose the suitable answer.
  - a. Taking risks liberates people from the mundane daily activities.
  - b. Education is the only guaranteed scope for people to experience a successful life.
  - c. Every person is born with a gift that is his own rescue from a monotonous lifestyle.
2. What is the type of the following verbs: take, jump, pull?
3. What do the personal pronouns present in the text reflect (I, You)?
4. What does the writer want to transmit as an idea by using the words "gift" and "soar"?
5. How can you justify the frequent use of the underlined verb 'got' in the text? Suggest a model verb as alternative for the verb.
6. What does the following sentence fulfil? "And if you're getting up every day going to work on a job everyday that you hate going to, that ain't living, man"

7. The writer of this text made reference to education. How does this reference serve the writer's argumentation?
8. The writer has mentioned a personal experience. Explain how it contributes to his argumentation.
9. To what extent do the writer's belief influences this text?

## Appendix B

### Pretest

**This is an extract from Jump by Steve Harvey. Read it carefully and answer the following questions.**

You're gonna get an education, that's nice, but if you don't use your gift, that education's only gonna take you so far. I know a lot of people who got degrees man that ain't even using them. It's your gift. But the only way for you to soar is you got to jump. You got to take that gift that's packed away on your back, you got to jump off that cliff and pull that cord. That gift opens up and provides the soar. If you don't ever use it, you're gonna just go to work. And if you're getting up every day going to work on a job every day that you hate going to, that ain't living, man. You're just existing. At one point and time you outta see what living is like.

Soar (V): to rise very quickly to high level.

Soar (N): the act of increasing or improving suddenly above the normal or usual level.

#### *A. Text Description*

1. What is the general idea of the text? Choose the suitable answer
  - a. Taking risks liberates people from the mundane daily activities.
  - b. Education is the only guaranteed scope for people to experience a successful life.
  - c. Every person is born with a gift that is his own rescue from a monotonous lifestyle.
2. What is the type of the following verbs: take, jump, pull?
3. What do the personal pronouns present in the text reflect (I, You)?
4. What does the writer want to transmit as an idea by using the words "gift" and "soar"?
5. How can you justify the frequent use of the underlined verb 'got' in the text? Suggest a model verb as alternative for the verbs

### ***B. Text Interpretation***

6. What does the following sentence fulfil?

"And if you're getting up every day going to work on a job everyday that you hate going to, that ain't living, man."

7. The writer of this text made reference to education. How does this reference serve the writer's argumentation?

8. The writer has mentioned a personal experience. Explain how it contributes to his argumentation.

### ***C. Text Explanation***

9. To what extent do the writer's belief influences this text?

10. How do the lines of this text resonate nowadays?

## Appendix C

### Materials Used in The Treatment

#### *Passage Used to Introduce Stage One*

Some parts of your vision are meant to be shared, in confidence, only with a trusted mentor, friend, or family member. And some aspects of your vision honestly don't need to go beyond your prayer time with God.

Avoid people who are always having a bad day. In their minds, nothing ever works in their favor. They have a chronic 'Woe Is Me' campaign that they continue to launch full blast. This kind of negativity depletes enthusiasm. You don't need the woe is me speech every day.

Life is going to get bad sometimes. You'll make poor choices. You'll fail. You'll lose hope and maybe want to give up. If you jump, and trust that He will be there to help you soar, there is nothing you cannot achieve.

#### **Objective:**

By the end of the session students will be able to identify the lexical and grammatical features present in the text. •

#### **Questions:**

\_ what is the general idea of the text?

\_ What is the type of the text? Justify.

#### *Passage Used to Introduce Stage Two*

What I learned from that moment is that when you face your fears, they aren't as big as you thought they were. What makes them big is when you don't turn around to face them head-on. The longer you avoid your fears, the bigger they grow in your mind." Some of us have been playing the same self-defeating records over and over again in our heads for so long that we don't know how to think any differently about ourselves. If you don't have a base, you can't

not have a spiritual base and survive. That's probably what has kept me out of the tabloids. Then I go home, I've got a family, and I keep my wife in front of my head.

**Objective:**

By the end of the session students will be able to identify inferences and analyze the pragmatic features of the text.

**Questions:**

\_What are the arguments present in the text?

\_What is the function of some underline sentences in the text? Or the whole passage.

***Passage Used to Introduce Stage Three***

I was homeless. I lived in a car for a couple of years. That was the worst. But nothing was worse than when I was 40 and my mom passed away. My mother was the best person I ever knew. Those were the two lowest points. I'm a comedian first. I've learned how to act. I just draw on life experiences and that's how I learned. I didn't take classes or anything. I don't need no classroom.

**Objective:**

By the end of the session students will be able to link lexical grammatical and pragmatic features to the social cultural background.

**Questions:**

\_How do the grammatical and vocabulary items reflect the social and cultural background of the text?

## Appendix D

### Preliminary Posttest

**This is an extract from Jump by Steve Harvey. Read it carefully and answer the following questions.**

When you first jump, your parachute will not open right away. I'm sorry, I wish I could tell you it did, but it don't. You gonna hit them rocks. You gonna get some skin tore off on those cliffs ... you're going to be bleeding pretty bad. But eventually, the parachute has to open. However, if you ever want to get there, you're going to have to jump. You can play it safe and deal without the cuts and the tears and you can stand on that cliff for life forever safe, but if you don't jump ... your parachute will never open. You'll never know. If you have a talent, don't waste it.

#### **Questions:**

1. What is the main idea of the text?
2. To which type the following verbs belong to: Jump, hit, tore off?
3. What do the personal pronouns in the text reflect?
4. What does the use of the modal "can" add to the text?
5. What is the purpose do the coordinators "however" and "but" have in the text?
6. What function does the following sentence express? "If you have a talent, don't waste it."
7. In the beginning of the text, the writer made reference to "parachute". What does it signify?
8. The text reflects one fact about the way winners should think. Explain.
9. Does the writer's attitude reflect on the text?
10. Does the text represent our everyday life?

## Appendix E

### Posttest

**This is an extract from *Jump* by Steve Harvey. Read it carefully and answer the following questions.**

When you first jump, your parachute will not open right away. I'm sorry, I wish I could tell you it did, but it don't. You gonna hit them rocks. You gonna get some skin tore off on those cliffs ... you're going to be bleeding pretty bad. But eventually, the parachute has to open. However, if you ever want to get there, you're going to have to jump. You can play it safe and deal without the cuts and the tears and you can stand on that cliff for life forever safe, but if you don't jump ... your parachute will never open. You'll never know. If you have a talent, don't waste it.

#### *A. Text Description*

1. What is the main idea of the text? Choose the correct answer.
  - a. Taking risks leads people to reckless behavior and potential failure in pursuit of their goals.
  - b. It is important to utilize one's talents and not being afraid to take chances in pursuit of one's goal.
  - c. Staying in a comfort zone ensures safety and avoids any possibility of failure.
2. To which type the following verbs belong to: Jump, hit, tore off? What do they signify?
3. What do the dominant pronouns in the text reflect?
4. What does the use of the modal "can" add to the text?
5. What is the purpose do the coordinators "however" and "but" have in the text?

#### *B. Text Interpretation*

6. What function does the following sentence express?

"If you have a talent, don't waste it."

7. In the beginning of the text, the writer made reference to "parachute". What does it signify?
8. The text reflects one fact about the way winners should think. Explain.

***C. Text Explanation***

9. What does the text say about the writer's life?
10. Does the text represent our everyday life?

## Résumé

Cette thèse vise à étudier l'impact de l'intégration implicite de l'analyse critique du discours (ACD) sur les compétences interprétatives des élèves dans les cours de lecture. Malgré le fait que la lecture est un processus exigeant une utilisation urgente des capacités cognitives et interprétatives des élèves, les enseignants des classes d'EFL s'appuient toujours sur des approches et des pratiques traditionnelles. Ces méthodes traditionnelles ne permettent pas aux étudiants d'analyser la langue en établissant un lien entre les choix linguistiques des auteurs et les milieux sociaux et culturels correspondants. À cet égard, une approche quantitative au moyen d'un plan de recherche quasi expérimental a été menée afin de trouver des preuves adéquates pour appuyer l'hypothèse proposée. Un échantillon de 40 étudiants de première année du département d'anglais de l'université de Khenchela a été divisé à parts égales en un groupe expérimental et un groupe témoin. L'expérience consistait à appliquer un prétest, un traitement pour le groupe expérimental et un post-test. Les résultats obtenus à partir de l'échantillon apparié t-test et de l'échantillon indépendant t-test ont révélé que les étudiants en EFL étaient confrontés à des défis importants dans l'interprétation et au-delà du niveau de surface du langage. Les résultats ont également indiqué que l'intégration de l'ACD dans les cours de lecture améliorerait les compétences d'interprétation des élèves et leur permettrait d'aborder de façon critique les documents de lecture. Cette approche particulière améliorerait les compétences d'interprétation des élèves et leur donnerait un niveau plus élevé de criticité lorsqu'ils traitent avec des documents de lecture. L'étude souligne l'importance d'adopter une méthode innovante dans les cours de lecture pour favoriser des capacités analytiques et interprétatives plus profondes chez les élèves, améliorant ainsi leur maîtrise de la langue.

Mots-clés : Analyse critique du discours, enseignement de la lecture, compétences en lecture, compétences d'interprétation, lecture critique

## ملخص

تطمح هذه الأطروحة إلى التحقق من تأثير تطبيق تحليل الخطاب النقدي ضمناً على مهارات الطلاب التفسيرية خلال حصة القراءة في أقسام اللغة الانجليزية كلغة أجنبية. إن القراءة عبارة عن عملية تتطلب الاستخدام الموفق لقدرات الطلاب المعرفية والتفسيرية. لا يزال المدرسون عتمدون على الأساليب والممارسات التقليدية، هذه الأساليب التقليدية لا تمكن الطلاب من تحليل اللغة عن طريق إجادة الصلة بين الخيارات اللغوية للكاتب والخلفيات الاجتماعية والثقافية للنص. وفي هذا الصدد، قد أُجري نهج كمي عن طريق تصميم بحثي شبه تجريبي لإيجاد أدلة كافية تدعم الفرضيات المقترحة. حيث تم تقسيم عينة من أربعين طالباً في السنة الأولى من قسم اللغة الإنجليزية بجامعة خنشلة بالتساوي بين مجموعة تجريبية ومجموعة ضابطة. تضمنت التجربة تطبيق اختبار أولي، وعلاج للمجموعة التجريبية، واختبار ما بعد التجربة. أشارت النتائج إلى أن تطبيق تحليل الخطاب النقدي خلال حصة القراءة من شأنه أن يعزز مهارات الطلاب التفسيرية ويمكنهم من التعامل بشكل نقدي مع نصوص القراءة. حيث يؤدي هذا النهج بالذات إلى زيادة المهارات التفسيرية للطلاب وتزويدهم بمستوى أعلى من الفهم عند التعامل مع النصوص. تؤكد الدراسة على أهمية اعتماد هذه الطريقة خلال حصص القراءة لتعزيز القدرات التحليلية والتفسيرية للطلاب، وبالتالي تحسين كفاءتهم اللغوية.

الكلمات المفتاحية: تحليل الخطاب النقدي، تدريس القراءة، مهارات القراءة، مهارات التفسير، القراءة النقدية