The Role of Critical Discourse Analysis on Reading Comprehension Skills among Iranian EFL Learners

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Abstract
This research is to analyze the effects of Critical Discourse Analysis (CDA) on reading comprehension of Iranian EFL learners. After providing a useful synopsis, this research is to contextualize CDA in two range of learning situations and classifies how CDA can shed new perceptions on learning. Detailed systematic measures are included to clarify the procedure of conducting CDA. The participants were 61 male and female M.A. English students of Boroujerd Islamic Azad University, selected on a non- random basis by applying a TOEFL test among over 91 EFL M.A. students considered to be at the same level. Those whose scores on the test were from 224 to 316 with the mean of 273.736 (one standard deviation above and below the mean) were considered as the participants of this study. They had received instructions on the English language for about one term (16 sessions) at Boroujerd Islamic Azad University. The participants were native speakers of Farsi, and they used English as a foreign language for general purposes. Their ages ranged from 23 to 48. Any word, phrase, or structure can have different possible meanings, which is known as the meaning range. Focusing on the implied meaning of the text, the learners of the second language reach a better understanding of the text and consequently of the second language. The present research shows how seven elements offered by the Fairclough model in the critical discourse analysis can affect the reading ability of Iranian EFL learners. The effect of reading critically on language learning was the furthermost imperative area of the study. Since in CDA one should pay attention to social and political problem of the text as well as its structure, strategies, patterns of dominance and manipulation, it is necessary to explain the elements of CDA in details. Therefore, besides scrutinizing the effect of CDA in EFL learners, the researcher introduces the seven elements of the Fairclough model as well.

Keywords: Critical Discourse Analysis; Reading Comprehension; EFL Learner.

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1. Introduction

Critical discourse analysis (CDA) is a creative and disciplined creativity which is based on a speech act theory that says that language is used not only to describe things but to do things as well (Brown and Yule, 1985). The practical use of CDA ideas in EFL classrooms has been investigated in a few studies. Cots (2006) presents and uses CDA as a complementary model for analyzing language use and for designing language learning activities in EFL classrooms (see section 2.2 in the following part). In another study by Fredricks (2007), critical pedagogy was implemented in a reading program in Dushanbe, Tajikistan. It is basically a way to deal with language analysis, which concerns issues of language, power and ideology. CDA helps readers detect this manipulation and it is the uncovering of implicit ideologies in texts. It unveils the underlying ideological prejudices and therefore the exercise of power in texts (Widdowson, 2000). CDA concentrates on language as it is utilized by genuine individuals with genuine aims, feelings, and purposes. Peoples are individuals from the society and their speech is an impression of a set of experiential, relational, and expressive values (Fairclough, 1992:110).

According to this approach, there is a connection between linguistic production and social factors. Social practices are networked together in particular and shifting ways. For instance, there has recently been a shift in the way in which practices of teaching and research are networked together with practices of management in institutions of higher education—a *managerialization*(or more generally *marketization*; Fairclough, 1993) of higher education. Fairclough claims:

Languages can be regarded as among the abstract social structures to which I refer here. A language defines a certain potential, certain possibilities, and excludes others—certain ways of combining linguistic elements are possible, others are not (e.g., *the book* is possible as a phrase in English, *book the* is not). Yet texts as elements of social events are not simply the effects of the potentials defined by languages. We need to recognize intermediate organizational entities of a specifically linguistic sort—the linguistic elements of networks of social practices. (2004:120)

He calls these orders of discourse(see Chouliaraki&Fairclough, 1999; Fairclough, 1992).For Fairclough, CDA is an introduction towards language, which associates linguistic text analysis with a

social theory of the functioning of language in political and ideological procedures. He further explains, "An order of discourse is a network of social practices in its language aspect. The elements of orders of discourse are not things like nouns and sentences (elements of linguistic structures), but discourses, genres, and styles (I differentiate them shortly)" (2004:120). He believes that, these elements, and particular combinations or articulations of these elements, select certain possibilities defined by languages and exclude others—they control linguistic variability for particular areas of social life. Thus, orders of discourse can be seen as the social organization and control of linguistic variation.

Recognizing these procedures helps not only to identify the interior working of talk depicted by Gee (2001: 92), but also to recognize the connotation it implies. In this paper, an authentic text is fundamentally analyzed following the framework proposed by Fairclough (1992:110-12). To achieve this, an exact theoretical foundation is discovered necessary to signal the significance of CDA and to highlight the criteria of Fairclough's system.

The principle assumption of CDA that makes the approach unique in relation to different methods to deal with content investigation is that it stresses not only on the decoding of propositional meaning of content but also its ideological suppositions. Backers of CDA are interested in knowing the howness of text's impact on the readers by utilizing the presuppositions that originate from the writer's own, perspective of the world and conditions of text writing. Consequently, the text understanding should contain a close analysis of situation which is not represented only by: "the immediate environment in which a text is produced and interpreted but also the larger societal context including its relevant cultural, political, social and other facets." (Huckin,1997:79). Therefore, one can accept a moderate version of the claim that the social world is textually constructed, but not an extreme version (Sayer, 2000).

Reading texts critically seems to be a crucial skill since as Fowler (1991:25) states: "events and ideas are not communicated neutrally because they are transmitted through the medium that contains certain structural features which, in turn, are impregnated with social values that form some perspective on events." The medium is additionally utilized by individuals who work under certain social conditions and take after specific traditions of production, and accordingly will pick

such a linguistic structures that will fit in with those conditions and traditions. In this way, it is by all accounts inescapable that scholars, by picking particular linguistic structures, will have a tendency to affect the readers so that to make them admit ideological message contained in a text. Critical Discourse Analysis aims at readers' detecting this operation.

Wallace (1992:62) notices that: "EFL students are often marginalized as readers; their goals in interacting with written texts are perceived to be primarily those of language learners". Undeniably, instructors frequently decide for working on reading abilities messages that present useful survival or general plotting material of a protected sort. In addition, the reading assignments are decreased to linguistic structure or new vocabulary. Within cooperation with such messages readers take up a somewhat cooperative position. Critical Discourse Analysis is attempting to change this condition by offering the students the information how to end up distinctly more emphatic and surer readers.

There is a boundless range of CDA strategies to be utilized for text examination and the examiners vary among themselves in the decision of these apparatuses. Huckin (1997) asserts that not each CDA idea is similarly valuable while

examining texts and the readers ought to pick just those that are most fascinating from a basic point of view and fill in as printed controls of scholars' or media's motivations. His recommendations for leading basic examination of news reports have been picked by the writer of this content for the reasons for basic perusing classes with the understudies.

The networks of issues such as social, cultural, economic, and epistemological have led the current state of educational affairs. As Young (1990) wrote:

The modern educational crisis is a product of the one sided development of our capacity for national management of human affairs and rational problem solving. The institution of mass schooling can be either a source of the problem or a possible vehicle for the changes in learning level we require. (p. 23)

The term education has defined as "informal and formal learning opportunities for perspective and in-service teachers for elementary and adult students" (Rogers, 2004:11), according to her, learning opportunities can take place in the school building, which are supported by national policies.

One of the suppositions of critical discourse analysis depends on this fact that uneven of power amongst speakers and

audiences, readers and author is identified with their distinctive accesses to procedures of semantic and social circumstances. Hence, the assumption of critical discourse analysis is that establishments, for example, school can prove the dominance of discursive practices: the discourse, writings, and genres, lexical and syntactic structure of regular language. This idea can be construed as a reframing of questions about educational equality according to how systematically deformed and ideological communication provides situations for differential institutional access to discursive resources, the very educational competence needed for social and economic relations in information-based economics (Luke, 2003).

Research Question: Is there any statistically significant difference between reading comprehension ability of the group of students who receive instruction through critical discourse analysis and the group who are instructed through non-CDA reading approach?

Hypothesis: There is no any statistically significant difference between reading comprehension performance of the group of students who received instructions through critical discourse analysis and the group who are instructed through non-CDA approach.

2. Methodology

The study is a quasi- experimental quantitative-qualitative research project conducted at Boroujerd Islamic Azad University, Iran. Two types of treatments were provided to learners of English as a foreign language to determine if one treatment was superior to another in enhancing students' reading ability. It is assumed that the results of the present case can provide useful information for similar situations and cases.

2.1. Participants

The participants were 61 male and female M.A. English students ofBoroujerd Islamic Azad University, selected on a non-random basis by applying a TOEFL test among over 91 EFL M.A. students considered to be at the same level, in order to make sure that the participants were homogeneous with regard to their language proficiency. Those whose scores on the test were from 224 to 316 with the mean of 273.736 (one standard deviation above and below the mean) were considered as the participants of this study. They had received instructions on English language for about one term (16 sessions) at Boroujerd Islamic Azad University. The participants were native speakers of Farsi, and they used English as a foreign

language for general purposes. Their ages ranged from 23 to 48.

2.2. Homogenizing or Selection of the Participants

After administering the TOEFL test to 91 participants who both were determined to be at M.A. level and expressed high interest to take part in the study, a sample of 61 homogenized students, whose scores ranged from 224 to 316 with the mean of 273.736, was conveniently selected to conduct the survey. Four classes, consisting of 61 students, were used in two types of groups: an experimental group and a control group. Of the four classes, two comprised the experimental group and two comprised the control group, but each

group had somehow the same number of participants- experimental group had 31 participants and control group had 30 participants. The selection of classes was quite random. The participants needed to participate in all of the experimental activities for their data to be used in the analysis.

Both groups were asked to work on certain reading texts, chosen from New York Times newspapers, based on the same model of reading –pre-reading, while reading, and post-reading in which reading is considered as a process. The experimental group got familiar with CDA elements in the pre-reading section, but the control group hadn't any familiarity with CDA elements.

Table1 Descriptive Statistics of the Whole Students							
	N	**Range**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Variance**
toefltest	91	170.0	170.0	340.0	273.736	42.7824	1.830E3
Valid N (listwise)	91						

Table2 Descriptive Statistics of 61 Chosen Participants							
	N	**Range**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**	**Variance**
conandexp	61	91.00	224.00	315.00	2.7943 E2	29.62626	877.715
Valid N	61						

(listwise)						

Table 3 T test Showing that the Groups are Homogeneous

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
conandexp	1	30	2.7660E2	30.41052	5.55218
	2	31	2.8216E2	29.08161	5.22321

Table 3 shows that there is no any significant difference between the mean of the two groups. Therefore, it can be inferred that they are homogeneous.This is also shown in the following table.

Table 4 Paired Samples t-test for Both Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
conandexp	Equal variances assumed	.549	.462	-.730	59	.468	-5.56129	7.61723	-20.80333	9.68075

Table 4 Paired Samples t-test for Both Groups

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
	F	Sig.	t	df				Lower	Upper
conandexp Equal variances assumed	.549	.462	-.730	59	.468	-5.56129	7.61723	-20.80333	9.68075
Equal variances not assumed			-.730	58.644	.469	-5.56129	7.62290	-20.81662	9.69404

2.3. Instruments

Having collected all the data for describing and analyzing them, using the SPSS software version 23, the principles of descriptive statistics were applied in order to identify and describe the data. The measures of mean and standard deviation were calculated. Inferential statistics were applied to test the proposed hypotheses. The means of the two groups, before and after the treatment, were compared through the application of a T-test. Moreover, the data were analyzed qualitatively and the answers were considered with scrutiny to find out the answers to the research questions and hypotheses formulated for the purpose of this study.

3. Materials

Conducting an authentic research the researcher needed the authentic materials. Since this research is aimed at presenting the role of CDA in improving reading skills, some reading texts which contain Fairclough's elements of CDA, should

have been nominated. In order to specify two groups of control and experimental, a valid test was required. Firstly, the researcher used a TOEFL (2001) test to pick his participants. For the second step he picked 180 texts from the website of The New York Times randomly from editorial part which all have been published in 2015. These texts were carefully chosen in order to have a valid result and be compatible with the elements of CDA chosen. Obviously, the number of the texts is ten times bigger than the number of sessions and required texts for these sessions among which eighteen texts were finally nominated for treatment, pre-test, and post-test. In the next part the researcher will offer the details about the texts. Another one was a pretest which determined the participants' level of CDA knowledge and showed that they are at the same level of knowledge regarding critical discourse analysis. It was a text which was taken from the 18 aforementioned chosen texts.The third instructional material utilized in this study was a post test. Again, it was a text chosen from the 18 aforementioned chosen texts from New York Times newspapers too.

3.1. The New York Times' Texts

The New York Times (NYT) is an American daily, which was established in New York City since September 18, 1851,

by The New York Times Company. The New York Times has won 119 Pulitzer Prizes, more than whatever other news organizations. The New York Times Company (NYTC) is an enhanced media organization including daily papers, magazines, TV and radio stations, electronic data administrations, and electronic distributing. The organization distributes three noteworthy daily newspaper, the New York Times (the Times), the International Herald Tribune, and the Boston Globe, and 16 territorial daily newspaper. The organization works eight system subsidiary TV channels and two New York City radio stations.

It has been owned by the Ochs-Sulzberger family since 1896; Arthur Ochs Sulzberger, Jr., the publisher of the Times and the chairman of the New York Times Company, is the fourth generation of the family to helm the paper (Levitz, 2016:10). The New York Times international version, formerly the International Herald Tribune, is now called the New York Times International Edition. The Times Organization generally sells sections, magazine and book selections, and highlight bundles to more than 2,000 daily newspapers and other media to customers in more than 50 nations. It is the biggest group in the world which is specialized in texts, photographs,

illustrations, and other non-cartoon highlights. This highlighted organization covers different issues like power, policy, feminism, racism, fashion news, plagiarism, and social problems of different nations, reputation, new machines and technologies.

3.1.1 Materials for the Control Group

The instructional material utilized in this study, in order to identify the English knowledge of the participants in the control group, was the TOEFL test. Also, pre-test and post-test were used as instructional materials to make sure of the homogeneity of the participants regarding their CDA knowledge. The pre-test and post-test administered to the participants included a text containing CDA elements and taken from New York Times newspapers . The control group didn't receive any instruction from their teacher regarding CDA elements.

3.1.2. Materials for the Experimental Group

The instructional material utilized in this study, in order to identify the English knowledge of the participants in the experimental group, was the TOEFL test. Similarly, pre-test and post-test were administered to the experimental group. The pre-test and post-test administered to the participants included a text containing CDA elements and taken from New York

Times newspapers. In contrast to the control group, the experimental group received explanation from the teacher regarding CDA and its elements. Afterwards, in order to investigate the role of CDA on reading comprehension, they were asked to analyze the text given to them as posttest.

3.2. Procedure

To carry out this study and collect the required data related to the research question and hypothesis, the following procedures were followed: first of all, for each session of our instruction a lesson plan was designed. Each lesson plan determined the objectives, general aims, behavioral objectives, teaching methodology, materials, and equipment of our teaching in each session .Then, a general proficiency test, the TOEFL test, was administered among all students who were considered to be homogeneous and at the same level at Islamic Azad University, Boroujerd, Iran that were chosen on a non-random basis from among those who scored the ratings of 224 to 316 with the mean of273.736on the TOEFL test.

After that the participants were randomly divided into two homogeneous groups, and a pretest was administered to them. The pre-test, as mentioned above, determined the participants' level of CDA knowledge

and showed that they were at the same level of knowledge regarding critical discourse analysis. The pretest was a critical discourse analysis judgment test. After the administration of the pretest, the researcher carried out the treatment based on the lesson plans designed before. Having divided the participants into the two mentioned groups, each group was taught reading comprehension based on the pre -reading, while- reading, and post-reading model; namely reading as a process; the difference was that the control group in the pre- reading phase didn't receive any instruction regarding CDA and its elements, instead the teacher used other techniques as translation, synonym and antonyms, giving feedbacks, paraphrase, etc. to help the students if needed .That is in the control group , the focus of attention was on reading and the problems of the students on this skill. In contrast, in the experimental group the focus of attention was given to the explaining and introducing of CDA and its elements like ideology, power, date, background knowledge, culture, intertextuality, and contextual clues. Here, besides teaching the elements of pre-reading like background knowledge, and linguistic knowledge, the teacher taught CDA and its aforementioned elements and focused on them.

In the control group, each session a text was given to the students. Then, based on the aforementioned model the teacher helped the students to read and explain the text and if necessary, he helped them by the above mentioned techniques to understand the text. At the end of each session the students were to write their own understanding on a piece of paper and deliver it to the teacher. This has happened every session to the end of the term.

In the experimental group, the same texts as that of the control group were given to the students. Then they went through the same procedure as that of the control group. But no aid or explanation from the teacher they received. After the students wrote their understanding, the teacher collected the papers and he tried to explain the critical discourse analysis and its elements. In every two sessions, one of the elements of CDA was explained. And then after explaining the necessary points the teacher wanted the students to write their understanding of the same text once more. Again this has happened throughout the whole term (16 sessions).

3.2.1.A Proposed Model for Teaching Reading Comprehension

The present study is implemented at Boroujerd Islamic Azad University in Iran. In many educational environments, reading is taught traditionally even

nowadays. It means that reading is viewed as a skill that emphasizes memorizing vocabulary items and grammar and training in language skills, and educational system, teachers, students and texts regard reading as decoding the meaning. As Hood, Solomon and Burns(1996) put reading is not just decoding of meaning, but it is a social act (Wallace, 2005).

Actually, in recent years, researchers have done studies regarding the effectives of incorporating critical issues in the curriculum. Researchers hold that curriculum, teaching, all literacy programs, language education and educators must help students explore issues of equity and justice and help their students develop a language of critique (Michell, 2006; Haig, 2000; Gilbert, 1997; Behrman, 2006;Banks, 1988; Wallace, 2005).Therefore, the researcher challenged the literacy program's ignorance toward critical issues and like all these researchers, tried to explore the effectiveness of teaching critical discourse analysis on reading comprehension of EFL learners.

The researcher believed that he should trust his students and their abilities to be critical thinkers and critical readers and don't underestimate their potentiality in evaluating and criticizing texts because many teachers and researchers have done

work to demonstrate how critical literacy can work within classrooms of all age and ability levels (Jewett and Smith, 2003; Morrell, 2004; Bean and Moni, 2003; Gruber &Boreen, 2003; Johnson &Ciancio, 2003).

Both the observations that the researcher had from his classroom and exposure to alternative viewpoints in M.A. coursework, guided him to question curriculum and educational system and also his own teaching practices and implement critical reading practices in his own classroom, because according to Pietrandrea(2000) even working within a mandated curriculum, teachers can effectively create space for a critical literacy curriculum and critical literacy practices should be integral into the school and classroom (Stribling, 2008; Appleman, 2000; Morgan, 1997; Comber, 2001a; Kempe, 2001; O'Brien, 2001).

It is not just the educational system that ignores incorporating social issues into the English classes. English teachers, also, don't teach students critical discourse analysis. At first the researcher thought it may be difficult to teach reading through critical discourse analysis, because he had been taught with teachers that taught reading traditionally/non-CDA based.

But, as the result of the study shows , this critical aspect should be the

main concern of English language teachers, and literature shows that it is necessary for teachers to teach critical discourse analysis to students, involve them in focused discussions, let them challenge their assumptions, develop a critical perspective, argue, debate and take risk in their thinking and learning (Dignazio, 1997; Banks, 1988; Lewis, 1992; Wallace, 1992;Beck, 2005;Comber & Nixon, 1999;Singer &Shagoury, 2005;Michell, 2006;Gee, 1992;Rogers, Marshall, & Tyson, 2006;Leland &Hartse, 2000; Pietrandrea, 2008; Cots, 2006; Freire, 1970).

So, the results were in line with the ideas of other researchers in the literature. In the experimental group, each student was engaged in CDA-based reading comprehension, problematized the status quo, deconstructed and analyzed the texts, and employed problem solving through meaningful discussions and practiced CDA-based reading.

In the English classroom, students were given the opportunity to analyze the texts using CDA elements. They had space to analyze texts with critical lenses, in order to investigate the social structures and equity issues, because many researchers believe that learners need practice to learn to develop skills to identify non-neutral aspect of language

and question the social, political, and ideological elements in texts (Brown, 1999;Hammond &Macken-Horarik, 1999;Duzer&Florez, 1999;Hood, Solomon and Burns ,1996;Pietrandrea, 2008;Freidman, 1980;Gilbert, 1997;Falkenstein, 2003;Kress, 2007).
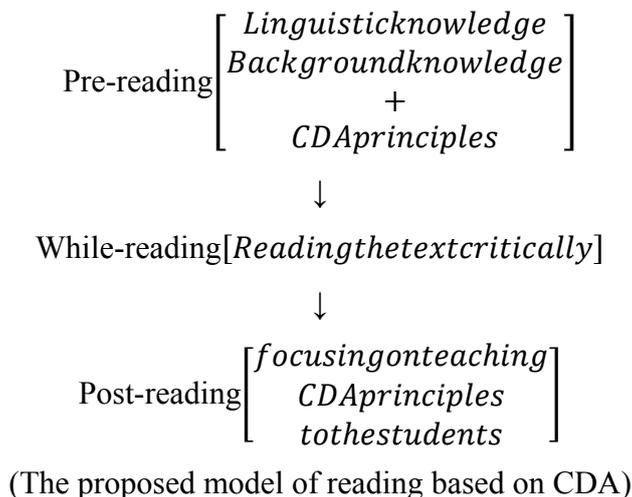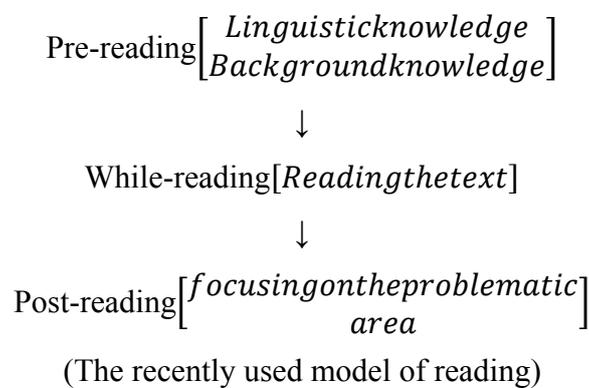
The result showed that they could read with a suspicious eye (Wallace, 1995), be text analyst (Luke, 2000), "text-resistant" (Hammond and Macken-Horarik, 1999), become problem-posers (Gilbert, 1997) and examine the power relationships inherent in language use (Lankshear, 1997; Morgan, 1997).

The results of the present study showed that teaching reading comprehension based on critical discourse analysis approach enhanced the reading ability of EFL learners. The literature confirms the result in that developing students' critical awareness and critical reading increases students understanding (Fraser, 1998; Alvermann and Xu, 2003; Michell, 2006;Brown, 1999;Hood, Solomon, & Burns, 1996;Wallace, 2005).

To put it more simply, in the current model of teaching reading comprehension, in which reading is considered as a process consisting of pre – reading, while –reading, and post reading, the focus of attention in the pre-reading is given to teaching of linguistic knowledge

and background knowledge. Then the opportunity is given to the student to read the passage and practice it. After that in the post –reading the problematic areas are worked on more. But based on the results of the study, the proposed model is that in the pre-reading phase besides teaching the aforementioned points, namely linguistic

knowledge and background knowledge, the teacher teaches the CDA principles too. Then after reading the text, at post-reading phase these principles are worked and practiced more. Namely at post − reading, the focus is on CDA and its principles. These models are as follows:

$$\text{Pre-reading} \begin{bmatrix} Linguistic\ knowledge \\ Background\ knowledge \end{bmatrix}$$

$$\downarrow$$

$$\text{While-reading}[Reading\ the\ text]$$

$$\downarrow$$

$$\text{Post-reading} \begin{bmatrix} focusing\ on\ the\ problematic \\ area \end{bmatrix}$$

(The recently used model of reading)

$$\text{Pre-reading} \begin{bmatrix} Linguistic\ knowledge \\ Background\ knowledge \\ + \\ CDA\ principles \end{bmatrix}$$

$$\downarrow$$

$$\text{While-reading}[Reading\ the\ text\ critically]$$

$$\downarrow$$

$$\text{Post-reading} \begin{bmatrix} focusing\ on\ teaching \\ CDA\ principles \\ to\ the\ students \end{bmatrix}$$

(The proposed model of reading based on CDA)

Therefore, critical reading approach based on CDA can be a useful approach in teaching reading in EFL educational program. One could think of

two possible explanations for the outcome of the measurement and results of the study:

The first explanation refers to the potential differences between critical approach and traditional approach on the one hand, and other approaches mentioned in chapter two on the other hand. The second explanation is referred to the newness and attraction of the critical reading approach based on CDA.

4. Results

Depending on the research question of the study, a paired sample T-test was used to compare the performance of the two groups and each group with itself in two situations. To compare the performance of the two groups on pre-test and post-test, independent sample T-test was used. Independent sample T-test was used to compare the performance of the control group with that of the experimental group on two measures, namely pre-test and post-test. To compare the performance of each group with its own performance, before and after the treatment, paired sample T-test was utilized. The study was carried out in the formal setting of Islamic Azad University, Boroujerd, Iran.

One important point should be mentioned here and that is the time exposure of both groups on the whole was the same. The control group received the same treatment, except that in this group teacher's explanation about CDA and its

elements was absent, while the subjects of the other group received this explanation. After 16 weeks, the post-test, another text, was given to the subjects. In order to compare the performances of each group before and after the treatment, a paired sample T-test was applied. Also, in order for the scores obtained by each group to be compared with those of the other group, an independent t-test was utilized.

With regard to validity, the tests could be valid sample since they were selected from the constructs mentioned before. That is, regarding construct-under representation or construct-over-representation, tests did not suffer from any shortcomings. Validity in measurement refers to the extent to which any tool measures what it is intended or claims to quantify. Validity thus focuses on the core purpose of a tool.

Moreover, since the performance of two groups is compared to each other, but with the same measuring tool each time, it is not justified that construct of reliability or validity is under threat in the current research. With regard to the content validity of the samples, attempt was made to give a full coverage of the materials under study so that the construct is fully represented.

Table 4 Descriptive Statistics of both Control and Experimental Groups on the Pre-test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
cononpretest	30	11.00	4.00	15.00	10.1333	2.58288	6.671
exponpretest	31	15.00	1.00	16.00	9.2903	3.70759	13.746
Valid N (listwise)	30						

Table5 T-Test on the Pre-test for both Control and Experimental Groups

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
cononpretest	1	30	10.1333	2.58288	.47157
	2	31	9.2903	3.70759	.66590

Table 6 Independent Sample Test for both Control and Experimental Groups on the Pre-test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
cononpretest	Equal variances assumed	6.082	.017	1.027	59	.309	.84301	.82069	-.79919	2.48522
	Equal variances not assumed			1.033	53.671	.306	.84301	.81597	-.79313	2.47916

4.1. Discussion

Data analysis was conducted by using the 23rd version of the software SPSS (Statistic Package for the Social Science). In order to answer the research question: whether there is any statistically significant difference between reading comprehension ability of the group of students who receive instruction through critical discourse analysis and the group who are instructed through traditional approach, an independent sample t-test and a paired sample t-test were used to compare their performances on both the pre-test and post-test, and their scores were investigated under scrutiny.

Table7 Descriptive Statistics for both Experimental and Control Groups in the Post-test

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
conposttest	30	9.00	6.00	15.00	11.3667	2.26645	5.137
expposttest	31	8.00	8.00	16.00	13.3226	2.10376	4.426
Valid N (listwise)	30						

Table 8T-Test to Compare the Control Group with the Experimental
One

	VAR000 05	N	Mean	Std. Deviation	Std. Error Mean
conpostte st	1	30	11.3667	2.26645	.41379
	2	31	13.3226	2.10376	.37785

Table 9 Independent Samples Test for both the Control and Experimental Groups in the Post-
test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
conposttest	Equal variances assumed	.186	.668	-3.495	59	.001	-1.95591	.55966	-3.07579	-.83604

Table 9 Independent Samples Test for both the Control and Experimental Groups in the Post-test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
conposttest Equal variances assumed	.186	.668	-3.495	59	.001	-1.95591	.55966	-3.07579	-.83604
Equal variances not assumed			-3.491	58.325	.001	-1.95591	.56035	-3.07745	-.83438

5. Conclusion

The study in hand was carried out to find the role and effects of critical discourse analysis on reading comprehension among Iranian EFL learners. The results of the study showed that there was an improvement on reading comprehension after they got familiar with CDA and its elements. It was observed that when students know the elements of CDA, they were enthusiastic more, and learned the desired activities more effectively. So, it

can be claimed that according to the studies mentioned earlier and the results obtained through data analysis made on the formulated hypotheses, CDA-based reading comprehension represents an important approach in teaching EFL. It supports learners to learn and develop their English language competence effectively. The results suggest that students' involvement in CDA is effective in promoting their knowledge of the target language.

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نقش تحلیل گفتمان انتقادی بر خواندن و درک مفاهیم یادگیرندگان زبان انگلیسی

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چکیده

این مطالعه به منظور بررسی تأثیر تدریس صریح تکنیک‌های تحلیل گفتمان انتقادی (CDA) بر خواندن و درک مفاهیم یادگیرندگان زبان انگلیسی برنام ریزی شده است. تلاش بر این بود که هرگونه تغییرات را در توانایی دانش‌آموزان در افشای معنای ضمنی متون مد نظر قرار دهیم. برای این منظور، ۱۶ متن - هر متن برای یک جلسه ـ از بخش ویراستاری نیویورک تایمز انتخاب شد. شرکت نندگان ۶۱ دانشجوی کارشناسی ارشد زبان انگلیسی از دانشگاه آزاد اسلامی بروجرد بودند که از طریق آزمون تافل و از بین ۹۱ دانشجو انتخاب شدند. زبا ن اول همگی آنان فارسی بود و سنشان بی‌۲۳ تا ۴۸ سال بود. کسانی که نمراتشان درآزمون از ۲۲۴ تا ۳۱۶ با میانگین ۲۷۳٫۷۳۶ بود (یک انحراف معیار بالاتر و کمتر از میانگین) به‌عنوان شرکت‌کنندگان این مطالعه در نظر گرفته شدند. آنان به‌ترتیب به دو گروه ۳۱ و ۳۰ دانش‌آموز به‌عنوان گروه آزمایش و کنترل و پس ازشرکت در پیش آزمون به‌عنوان گروه‌های همگن در نظر گرفته شدند. هر کلمه، عبارت یا ساختار می‌تواند معانی مختلفی داشته باشد که به‌عنوان دامنۀ معانی شناخته می‌شود. وقتی بر معانی پنهان متن تکیه کردیم، یادگیرندگان زبان انگلیسی فهم بهتری از متن و درنهایت از زبان انگلیسی داشتند. آنان آموزش‌های مربوط به زبان انگلیسی برای مدت یک ترم (۱۶ جلسه) دریافت کردند. زمان ارائه برای دو گروه مشابه بود. در پایان دوره آنان در یک پس‌آزمون شرکت کردند. سپس عملکرد هر دو گروه با پیش‌آزمون و پس‌آزمون مقایسه شد. نتیجه نشان داد که گروه آزمایش عملکردی بهتری دارد. همچنین معلوم شد که آموزش هفت فاکتور CDA که توسط فرکلاف معرفی شده تأثیر زیادی در درک متون دارد. ازآنجاکه افراد بایستی به ابعاد سیاسی متون و نیز ساختارها، استراتژی‌ها و الگوهای احاطه (dominance and manipulation) توجه داشته باشند، لازم است که فاکتورهای CDA توضیح داده شوند. بنابراین، علاوه بر بررسی تأثیر CDA بر یادگیرندگان زبان انگلیسی، محقق هفت فاکتور مدل فرکلاف را نیز معرفی کرده است.

واژه‌های کلیدی: تحلیل گفتمان انتقادی، خواندن و درک مفاهیم، یادگیرنده انگلیسی به‌عنوان زبان خارجه

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