Fairclough's CDA as a Pedagogical Tool for EFL Political Reading Comprehension

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Abstract

The present study aimed to investigate the impact of consciousness raising of CDA on intermediate Iranian EFL learners' reading comprehension of political texts. To achieve this purpose, among 90 EFL learners, 60 male and female participants with the age range of 15 to 30 with intermediate language proficiency level were chosen, all taking a PET (Preliminary English Test) first, for homogenization prior to the study. They were assigned into two experimental and control groups. They all studied the same material, (Parts of Rouhani's speeches in the 70th UN assembly), during one month which consisted of eight sessions, two sessions in each week. Experimental group was taught through Fairclough's CDA model, the micro stage concerning textual analysis. The instrument used in the study was a political reading comprehension test made by the present researcher which was administered as pretest and posttest. The students' pretest and posttest results were analyzed by independent and dependent sample t-tests. Then, the data analyses compared the participants' performances before and after the treatment. Finally, the findings included some pedagogical implications for language teachers, language learners, and material developers. It can be concluded that the learners' reading comprehension boosted through CDA and its micro stage of textual analysis.

Keywords: Critical Discourse Analysis, CDA, EFL, Reading Comprehension

INTRODUCTION

A text can be interpreted in different ways. In this sense, texts are more than simply texts. They play large roles in the transformation of ideas among different social and cultural groups, different languages as well as different nations since they have the capacity to share ideologies and beliefs regarding specific issues. Critical Discourse Analysis (CDA) is an approach reflecting a certain ideology and voicing an overt political

commitment. CDA looks at discourse as a form of 'social practice', in which language use is looked at the same time as socially influential and influenced.

Critical Discourse Analysis (CDA) looks at discourse as a form of 'social practice', in which language use is looked at the same time as socially influential and influenced. Another characteristic of CDA is that it is involved and committed; it intervenes in social practice and attempts to reveal connections between language use, power, and ideology. The main concepts in Critical Discourse Analysis (CDA) (Dowlatabadi & Sivandi Nasab; 2015) include manipulation, hidden ideology, hidden meanings, bias, power of language, discursive structures, etc. The critical approach to language is consistent with view of education which prioritizes the development of the language learners' capacities to examine and judge the world carefully and, if necessary, to change it. Nevertheless, these views of language and education respectively are all too often absent from foreign language programs. Not much research examines the effects of CDA of texts on better understanding of them by EFL learners. Especially political talks and texts which are more complicated because of containing ideology and power.

It is worth mentioning that, this study is not concerned with relationships among these three countries. Rather, it focuses on the role of language, on the power of language, and how the ideology is hidden inside the discourse in political speeches.

STATEMENT, PURPOSE AND SIGNIFICANCE OF THE PROBLEM

This study used critical discourse analysis to compare the conflict of power and ideology in the political speech. This research aimed at exposing potential sources of challenge to dominant discourses and shedding light on the relationship between discursive and social change. EFL students have difficulties in understanding the real meaning of some texts and when it comes to politics, it is always more difficult for them to extract the deep meaning out of the text. By doing this research, the researcher tried to make a connection between critical discourse analysis of the political texts and improving political reading requirements of EFL students.

The Application of critical discourse analysis of political speeches and elaborating on their conflicting power and ideology are the main concern of this study. CDA as a method and means of analysis helps readers discover and unveil the disguised power and ideology in the discourses. Most scholars doing political discourse analysis are linguists and discourse analysts ,Van Dijk is concerned with this matter that discourse analysis stays just in the linguistic areas; however, it should be spread to other sciences, especially political sciences and social sciences more generally. Based on Fairclugh's CDA model, the selected corporas' ideological and persuasive components were assessed. To this end and based on the model, political or social background of the general assembly of UN is discussed firstly. Then political ideologies of the politicians from three countries (Iran, Russia and America) closely before the 70th general assembly of the UN, their ideologies and power relations were elaborated. The hypothesis here is the impact of pedagogical CDA in improvement of students' political texts reading comprehension.

This study examined the persuasive strategies, power and ideology of President Rouhani's speeches at 70ᵗʰ general assembly of United Nation (UN). Various contrastive studies have been carried out on the political discourse in the past few years, but this research not only manifested the ideology hidden in the political discourses by three influential politicians, but also it examined the different implications pedagogical CDA can have on EFL learners' comprehension while reading political texts. Having localized political discourse analysis in the broader critical approach to discourse, the main aim of this thesis is to spell out what the mentioned politician mean by their discourses and how it can be studied and well comprehended critically. One major point in our argument is that such an analysis should not merely be a contribution to discourse studies, but also to political science and the social sciences more generally.

Learners find out the writer's tone in presenting his ideologies functions as a puzzle and they find it interesting and amusing besides critical. To unveil the writer's implications of the psycho-socially loaded words through the specific lexico-syntactic choices he makes, EFL learners may improve political reading comprehension. The objective of this study was teaching an adaptation of some of the techniques of Fairclough's model (micro stage of textual analysis).

The significance of current research appears in many levels. This research is using CDA method for analyzing the discourse of three politically important speeches to detect the power and ideology inside the discourse of these utterances. Barely any study examined how it can be taught in actual class settings and probe the impact it can have on EFL learners' reading comprehension of political texts. Thus, the researcher is seeking to help EFL learners to get the most out of their eager efforts in struggling to acquire an understanding of political texts. The main purpose of this research is to teach how CDA can be applied in politics especially in today's world that many important issues are discussed through diplomatic negotiations. It is obligatory for learners to comprehend the hidden ideology and power inside the discourse of politicians.

POWER AND IDEOLOGY IN POLITICAL SPEECHES AND TEXTS

"Language is an important aspect of personal and cultural identity, as well as being the carrier of knowledge" (Askeland & Payne, 2006, p. 736). Rogers and colleagues (2005) believe that language indexes, expresses, and constitutes social relations, while and at the same time challenging social relations. In this framework, language becomes "dialogic, intertextual, and historically based" (p. 376). Considering social and cultural aspects of language Bell (1997) mentions that "language constitutes social reality as well as reflecting it" (Wang, 2009, p. 753). Also, Bakhtin (1981) believes that there is no creation of language in the discourse that is not influenced by certain social groups, classes, discourses, conditions or relationships; we thus consider language to be "both constitutive of the social world as well as constituted by other social practices" (as cited in Wang, 2009, p. 753; Li, 2009, p. 91; Joye, 2010, p. 590).

Investigating the relationship between media and language choice is of prime importance in critical and analytical studies and that is the reason why Popp (2006)

expresses that "media language choice is an institutionalized means of framing reality" (p. 6). Therefore, framing social, political, cultural, economic, and ideological realities highly depends on the language use of the mass media in general, and printed news media in particular. In this case Shojaei (2013) narrates Gramsci's notion of language where he saw language as central to establishing, and to understanding the organization of consent. According to Shojaei (2013)

> Language is spread predominantly not by government or state coercion [or persuasion], military or police action, but by speakers accepting the prestige and utility of new languages, phrases or terms. Yet the idea that we have totally free choice over the language we use, the words we speak, is clearly misleading.

Meaning is not something locked away in heads, rendering communication possible by the mysterious fact that everyone has the same thing in their heads, though we don't know how that happened. Meaning is something we negotiate and contest over socially. It is something that has its roots in "culture" in the very deep and extended sense that it resides in an attempt to find common ground (Gee, 2015). Also, James Paul has an example in his book which is clearing the power of words and the ideology you have when you look at different events:

A viewpoint (a theory) that the meanings of Words:

1 Can vary across contexts of use.

2 Are composed of changing stories, knowledge, beliefs, and values that are encapsulated in cultural models, not definitions.

3 Are a matter, as well, of social negotiations rooted in culture if only in the broad sense of a search for common ground.

4 For many words at many points in their histories meaning is relatively stabilized thanks to the fact that many people accept and share a convention about what they mean in different contexts of use.

5 These conventions can be undone, contested, and changed.

6 Finally, it takes social work to enforce and police the meanings of words, work that never in the end can ensure their meanings will not change or be contested.

Central concepts in CDA research are power, ideology, and hegemony. CDA scholars are concerned with mapping the way in which language is a tool to maintain dominance. The focus on discourse allows for elaboration of how ideologies are embodied in the material reality of language in everyday social practices.

> Significations/constructions of reality (the physical world, social relations, social identities), which are built into various dimensions of the forms/meanings of discursive practices, and which contribute to the production, reproduction or transformation of relations of domination (Fairclough, 1992, p. 87).

Discourse, thus, empirically reveals the process of domination through ideology and affords a window into the attempt of dominant groups to maintain or secure their hegemony" (Hammack & Pilecki, 2012). "Narrative approaches in political psychology are anchored in four principles (see Hammack & Pilecki, 2012). First, politics and thought are mutually constituted through linguistic practices of narration. The structural configuration of power and interest in a society presents itself to subjects as a storyline about groups and intergroup relations, but this storyline is a site of dynamic co-construction between master and personal narratives. Second, the formation of personal narratives represents a universal psychological process by which individuals achieve coherence. A key aspect of personal narrative development is decision-making (conscious or unconscious) about the content of master narratives, such as whether one appropriates the rhetoric of racism or ethnocentrism in the context of multiculturalism or intergroup conflict. Third, narrative is a key to the formation and maintenance of collective solidarity in thought, word, and action, as nation states and cultural groups seek to instill a sense of common consciousness .

Here concepts of collective memory and the Durkheimian emphasis on collectives are central to the work of political psychologists who call upon narrative (e.g., Bar-Tal, 2007). Finally, narratives are conceived not as static texts but as constructed through social practice— through acting upon the material world, often motivated by emotion and embodied in social movements (Hammack & Pilecki, 2014). Because EFL learners always confront with new culture and foreign beliefs and thought, they transfer these ideas to their own society. They have to know the meaning embedded in text or discourses around them because in this way dominant group cannot misuse students' oblivious and impose their power on them (Rahimi, 2015).

However, through increasing students' critical thinking, no one can control their thought. In this research, students were instructed critical thinking through critical discourse analysis to enhance learners' capability to think critically. In an educational setting when CDA techniques are applied, the purpose is to develop learners' critical thinking to judge about the world around them and also change it. As it is obvious, this aim is not supported by our educational system. Pennycook and Van Dijk (cited in Cots, 2006) believed that as CDA principles are introduced in EFL context, it does not mean to influence on teaching methods and techniques or to change them.

In order to help the student to reach critical thinking, in these research students were taught critical reading (CR) by means of critical discourse analysis (CDA) to improve their critical language awareness (CLA). The goal of an education which uses CDA is improving the learners' capacities to examine, know and judge the world carefully and, if necessary, to change it. This purpose, however, is not fulfilled truly in foreign language programs. To the best of researchers' knowledge, in no previous study Van Dijk's (1998) model and Fairclugh model were not taught in Iran in a comparative study in order to improve students' CLA and reading skills. These models have been used by experts for individual critical discourse analyses.

As cited in (Asghar & Al-Bargi, 2014), critical reading skills have been of vital significance in the higher education sector and are considered to be essentially acquired in academic discourse .Therefore, it is essential that critical reading and thinking skills should be taught in order to have them take the ownership of their learning, and form their ideologies independently in the context of their immediate experiences.

ANALYSIS OF TEXTS AS DISCOURSE PRACTICES

As well as linguistic analysis at the textual level, there is also linguistic analysis at the discourse practice level that Fairclough (1995) calls 'intertextual analysis', aiming to show for example how several text types may be simultaneously drawn upon and combined. Therefore, 'intertextual analysis' links both dimensions of 'text' and 'discourse practice', and demonstrates where a text is located with respect to the social network of 'orders of discourse'.

In Fairclough's CDA framework, discourse practice, order of discourse and intertextual analysis have a 'mediating role' for establishment of connection between 'text' and 'sociocultural practice' (Fairclough, 1995, p.11). The analysis of 'discourse practice' dimension in any discursive event is concerned with sociocognitive aspects of text 'production' (focusing on how authors, speakers, writers of texts draw on already existing discourses and genres to create a text) and text 'interpretation' (focusing on how receivers, interpreters, readers of texts apply available discourses and genres in consumption and interpretation of texts), draw upon the socially available resources that constitute the order of discourse (Fairclough, 1995, p. 134; 2003, p. 10). Some questions that one may consider when dealing with analysis of the text [prototext and metatext in a CDA-based translation criticism] as discourse practice are adjusted and presented as follows (Richardson, 2007, p. 223):

- What was it about this reported event that the [the publisher or any other economic and sociopolitical institutions involved in the process of production, distribution and consumption] though would interest its readers?
- How is the 'brand' of [the publisher as a newspaper institution] communicated through selecting the text and using familiar or more formal stylistic choices within the text in order to provide the 'particular audience' with the better forms of expression?
- What is the status of the audience? What is the relationship between the audience and the [publisher/newspaper], or the relationship between the [publisher] and the wider society?
- Does the text achieve the primary goal of [publisher]? Does it help you better understand the world and your role in it?
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ANALYSIS OF THE TEXT AS A SOCIOCULTURAL PRACTICE

According to Fairclough (2003), texts have causal effects upon changes in people's beliefs, attitudes, actions, social relations, etc (p. 8). Fairclough's (1995) focus on

analysis of sociocultural practice is "political, upon the discursive event within relations of power and domination (p. 133). Questions of 'power' and 'ideology' specifically arise at this dimension of analysis. Any text is 'part repetition' and 'part creation', avoiding a one-sided emphasis on either repetitive or creative properties of texts (ibid, p. 7). According to him, the apparently limitless possibilities of creativity in discursive practice suggested by the concept of 'interdiscursivity' as a form of intertextuality – and endless combination and recombination of genres and discourses [in poststructuralist view of notion of intertextuality] – are in practice constrained by the state of "hegemonic relations and hegemonic struggle" (ibid, p. 134).

Some significant questions that the analyst can take into account when exploring the social practices of the text [the prototext as well as its corresponding metatext in CDA-based translation criticism] are adjusted and provided as follows (Richardson, 2007, p. 222):

- Where the information in this [text] come from?
- What are the relations between this text and systems such as […] government, the law and religious beliefs?
- How much power and social influence do the quoted sources/does the focus, or subjects of the story have?
- Is there a customary or habitually used constellation of representations associated with stories on his subject? Are these negative or positive?
- Who is 'othered' by the reporting? Whom does the report construct as 'US' and who are 'THEY'? Are any of 'Them' represented as part of 'US' in other reporting contexts? What are the possible reason for this?
- What are the possible social consequences [effects] of reporting? Who benefits and who loses – or may be harmed – from coverage of this sort?

CDA IN TEACHING POLITICAL TEXT READING COMPREHENSION

Regarding the interdisciplinary nature of the TS, CDA as a useful tool can be applied to the teaching political text reading comprehension, in order to explain the situational context and ideological struggles, embedded in a specific political text in one culture, and then, to detect the ideological and power relations included and reflected in the text. This process can be handled through the identification of choices made in the production of political text to see whether the ideological terms are successfully comprehended.

The definitions of the term "political discourse" by different scholars have not been provided in the same way. According to Schaffner (1996), 'political discourse' is historically and culturally determined and results from politics (As cited in Bayram, 2010). On the other hand, Van Dijk (2002) mostly views 'political discourse' by asking questions, such as "who speaks to whom, as what, on what occasion and with what goals" (As cited in Al-Rassam, 2010, p. 532), and thus, he stresses on the notion of 'political' in relation to the role political discourse plays in the political process or

activity. It is generally accepted that 'political discourse' is mostly focused on the persuasion of certain groups of people to take specified political actions and/or to make important political decisions. In this way, the 'linguistic strategy' taken by one group of people to make others do what it is determined or proposed to be done, actually involves manipulative application of language (Rozina & Karapetjana, 2009, p. 113).

CHARACTERISTICS OF POLITICAL TEXT

Regarding the notion of 'politics', Chilton and Schaffner (1997) as cited in Adetunji (2006) emphasize that "politics cannot be conducted without language" Human interaction mostly involves language, and linguistic interaction is determined by socio-cultural, historical, ideological, and institutional conditions.

Schaffner (1997, p. 119) states that the characteristics of a political text can be based on functional and thematic criteria:

- political texts are a part and/or the result of politics;
- they are historically and culturally determined;
- they fulfill different functions due to different political activities;
- their topics are preliminary related to politics, i.e., political activities, political ideas, political relations, etc., and
- In the majority of cases, they are meant for a wider public.

For instance 'the doctors' may refer to a specific group of doctors (e.g. those who work in a particular hospital), or to the class of doctors in general, all doctors (e.g. 'the doctors see themselves as gods'. (Fairclough, Analysing Discourse, p.145). The significance of 'activation' and 'passivation' is rather transparent: where social actors are mainly activated, their capacity for agentive action, for making things happen, for controlling others and so forth is accentuated, where they are mainly passivated, what is accentuated is their subjection to processes, them being affected by the actions of others, and so forth. (Fairclough, Analsing Discourse, p.150)

A general distinction within representations of both time and place is between representations of location (e.g. 'at 9pm', 'in Lancaster') and representations of extent (duration, distance – e.g. 'for 3 hours', 'for 3 miles'). Various linguistic features contribute to the representation of time: the tense of verbs (past, present and future time, e.g. 'played', 'plays', 'is going to play'); the aspect of verbs, the distinction between progressive and non-progressive ('is playing', 'plays') and between perfect and non-perfect ('has played', 'plays'), adverbials (e.g. 'today', 'yesterday', 'tomorrow'), and conjunctions and prepositions which mark temporal (as well as spatial) relations (e.g. while, before, after; between, in front of, behind, etc.).(Fairclough, Analysing Discourse, p.151)

Mainly she used two important published of fairclough for her analysis. Here we are going to mention some parts of his books, to clarify the reasons of the questions expressed. "We can chart the choices available in the representation of social actors in terms of the following variables (Van Leeuwen, 1996) identifies many more variables):

Inclusion/exclusion

Already discussed above in more general terms with respect to the representation of social events. We can distinguish two types of exclusion of social actors a) Suppression – i.e. not in the text at all

b) Backgrounding – i.e. mentioned somewhere in the text, but having to be inferred in one or more places

Pronoun/noun

Is the social actor realized as a pronoun ('I', 'he', 'we', 'you', etc.) or as a noun?

Grammatical role

Is the social actor realized as a Participant in a clause (e.g. Actor, Affected), within a Circumstance (e.g. in a preposition phrase, for instance 'She walked towards John'), or as a Possessive noun or pronoun ('Laura's friend', 'our friend')

Activated/ passivated

Is the social actor the Actor in processes (loosely, the one who does things and makes things happen), or the Affected or Beneficiary (loosely, the one affected by processes)?

Personal/impersonal

Social actors can be represented impersonally as well as personally – for instance referring to the police as 'the filth' is impersonalizing them.

Named/classified

Social actors can be represented by name (e.g. 'Fred Smith') or in terms of class or category (e.g. 'the doctor'). If the latter, they can be referred to individually (e.g. 'the doctor') or as a group ('the doctors', 'doctors').

Specific/generic

Where social actors are classified, they can be represented specifically or generically

> In deciding what to do, agents consider both reasons that favor a particular tentative line of action and reasons against it, as well as reasons in favor or against alternatives, i.e. they deliberate over several possibilities for action. We are not suggesting that political discourse contains only practical arguments, or indeed that it only consists of arguments. What we are suggesting is that politics is most fundamentally about making choices about how to act in response to circumstances and goals, it is about choosing policies, and such choices and the actions which follow from them are based upon practical argumentation – or as Aristotle put it in the Nicomachean Ethics (Irwin 1999), cited in (Fairclough, Political Discourse Analysis 2012, p157).

It is based on a view of politics in which the concepts of deliberation and decision making in contexts of uncertainty, risk and persistent disagreement are central. This is a view of politics in which the question of action, of what to do, is the fundamental question. In accordance with the critical conception of reasonableness that underlies our approach, we will define a reasonable decision as one which has emerged from a reasonable (dialectical) procedure, i.e. from the systematic critical testing of reasons, claims and arguments for action.

Political discourse (and its many genres) is singled out as a prominent way of `doing politics'. Indeed, most political actions (such as passing laws, decision making, meeting, campaigning, etc.) are largely discursive. Thus, besides parliamentary debates, bilis, laws, government or ministerial regulations, and other institutional forms of text and talk, such political discourse genres are as propaganda, political advertising, political speeches, media interviews, political talk shows on TV, party programs, ballots, and so on." (Van Dijk, 1997.)

In this way, the most ideological difference will be found at the levels of 'meaning', when it is associated with good things, it will tend to be associated with the ingroup of the speaker, and all structural properties of the discourse may be brought to bear to emphasize such meaning (positive self-presentation), and the opposite will be the case for Others, Opponents, or Enemies (negative other-presentation) (Van Dijk, 2005, pp. 733-734). Therefore, Van Dijk has provided a long list of categories of strategies, dealing with ideological analysis of political discourse', the significant strategies of which are as follows:

- Positive-self presentation (semantic macro-strategy): This strategy may take a more individual form by using 'I …', or a more collective form in which the speaker emphasizes the positive characteristics of the own group by using 'we…', such as the own party, or the own country. 'Positive self-presentation' will often manifest itself as an emphasis of own hospitality, lack of bias, EMPATHY, support of human rights, or compliance with the law or international agreements. It is essentially ideological, because it is based on the positive self-schema that defines the ideology of a group;

- Negative-other Presentation (semantic macro-strategy): The categorization of people into ingroups and outgroups, and even the division between good and bad outgroups, is not value-free, but imbued with ideologically based applications of norms and values;

- Euphemism (meaning): Within the broader framework of the strategy of positive self-presentation, the avoidance of negative impression formation, and the same is true for the negative acts of the own group;

- Evidentiality (meaning): Claims or points of view in argument are more plausible when speakers present some evidence or proof for their knowledge or opinions. This may happen by references to authority figures or institutions, or by various forms of evidentiality: How or where did they get the information. When sources are actually being quoted, evidentiality is linked to intertextuality;

- Hyperbole: It is a semantic rhetorical device for the enhancement of meaning. Within the overall strategy of positive self-presentation and negative other-presentation, one may thus expect that the alleged bad actions or properties of the Others are expressed in hyperbolic terms (our bad actions in mitigated terms), and vice versa;

- Implication (meaning): For many pragmatic (contextual) reasons, speakers do not (need) to say everything they know or believe. Indeed, a large part of discourse remains implicit, and such implicit information may be inferred by recipients from shared knowledge or attitudes and thus constructed as part of their mental models of the event or action represented in the discourse;

- Presupposition (meaning): most of the meanings of discourses are not explicitly expressed but presupposed to be known, and inferable from general sociocultural knowledge. Strategically, presuppositions are often used to assume the truth of some proposition when such truth is not established at all;

- Vagueness (meaning): Speakers may use vague expressions that do not have well-defined referents, or which refer to fuzzy sets.

The implication of CDA key concepts such as discourse, ideology and power is not a new discussion among teachers. However, some scholars, like Christina Shaffner (2004) particularly focuses on 'Political Discourse Analysis' (PDA), presenting examples of authentic translations of political texts, as well as providing comments on them, and describes PDA as "a complex form of human activity" (p. 117).

TEXTUAL LEVEL ANALYSIS

From among the different approaches to CDA, Fairclogh's (1995) seems more appropriate for teaching purposes;

Lexical Choices:

substitution of a prototext term by a word with different ideological implications; by words with non-ideological implications; by ideologically significant words in the metatext.

Grammatical Choices:

a) Shift of agency; b) Passivization/ Activization; c) Nominalized Forms; d) Positive/Negative; e) Tense; f) Coordination/Subordination.

Lexical Choices

A: Words with Different Ideological Implications

ST1: With the meeting [of fuel proposal to Iran] concluded, I made a short, upbeat statement to the press. The U.S delegation dropped by to express Washington's appreciation. Obama called later in the day to thank me personally.

B: Words with Ideologically Significant Implications

ST1: I [ELBaradei] was told that the Europeans were trying to imitate a bazaar style of negotiation and had refrained from including their <u>full offer up front</u>. The tactic was a disaster. Not only was the <u>proposal meager</u>, but its tone was <u>patronizing</u>, bordering on <u>arrogant</u>.

C: Passivization/Activization

ST1: The [U.S.] National Intelligence Estimate was also obviously a surprise to the Bush administration. Bush made an inexplicable attempt to declare that the findings changed nothing. Iran, he declared, was still dangerous. And <u>the report and its authors were promptly vilified by U.S. hardliners and their supporters in Israel</u>.

D: Nominalized Forms/ Verbalization

ST1: In my report to the UN Security Council on January 27, I had stated, "we have to date found no evidence that Iraq has revived its nuclear weapons program." This statement had garnered <u>strong criticism</u> from Western officials and media pundits who had convinced themselves otherwise_ but these <u>critics</u> were pointing to circumstantial what-ifs and characterizing them as proof.

E: Positive/Negative

ST1: Meanwhile, a continent away, North Korea, who was raising a generation of children debilitated by malnutrition and diverting every ounce of effort to pull off a successful nuclear test, was being <u>handled with kid gloves</u>.

F: Tense

ST1: I [ElBaradei] believed that punitive actions, actions that <u>failed</u> to address the underlying reasons for a country's [Iran] pursuit of nuclear development, <u>did not</u> constitute a policy _ <u>nor</u>, in any pragmatic sense, a strategy_ and <u>would</u> at most <u>delay</u> a nuclear weapons program (p. 113, line 11).

G: Thematization (Theme /Rhyme Displacement)

ST1: It was quite a stretch to say that a small laboratory-scale centrifuge cascade constituted "a threat to international peace and security" <u>when peaceful uranium enrichment is legal for all states under the NPT</u>.

H: Inference (Reasoning Rather than Direct or Explicit Statement)

ST1: ... to promise that the Europeans would take good care of the Iranian scientists who would become <u>redundant</u> when enrichment was halted in Iran.

I: Shift of Modality

ST1: Iran <u>was</u>, as Larijani reported, willing to discuss regional issues such as Iraq, Afghanistan, and Lebanon, something the Europeans clearly wanted to do.

CRITICAL LANGUAGE AWARENESS (CLA)

CLA springs out of language awareness (LA). LA emerged as a movement in the UK in the beginning of the 1980s. Language awareness is a mental and internal capacity which learner gradually develops it by giving motivated and conscious attention to language in use to discover its patterns. It is also a pedagogic approach which helps learners to learn how languages work. A key feature of language awareness approach is that learners "discover language for themselves." It helps to develop a spirit of enquiry. Language awareness is not an explicit way of teaching. It is not taught by teacher or the book, it is developed by the learner. One of the features of LA is that because learners put their energy and attention in the learning process, a better learning happens. Another feature is learners' awareness of the difference between their own performance and native speaker's performance by paying deliberate attention to language features. This makes learners more ready to acquire language features because these features have become more salient into their eyes.

From CDA is derived a view of discourse as shaped by relations of power; from LA the interest in examining language as a specific object of study. Therefore, CLA exemplifies CDA in teaching contexts while strengthening basic principles of LA (Wallace, 1999) as cited in Koupaee Dar (2010) . In fact, CLA is both a pedagogical approach and an explicit knowledge about language, and conscious perception and sensitivity in language learning. CLA refers to the internal capacity which is developed by studying CDA.

Putting CLA within a framework of critical pedagogy, Wallace (cited in Z.Koupaee, 2010) calls it "the pedagogical arm of critical discourse analysis", which, as she points out, draws on educational and social theory, and on linguistics. Referring to the "new global capitalism", Fairclough (cited in Z. Koupaee 2010) believes a critical awareness of the role of discourse is required for personal success and social change in such a society, and it is the role of language education to promote such awareness.

METHOD

Participants

To fulfill the objectives of this study, 60 EFL learners, 30 male and female participants with the age range of 15 to 30 with Intermediates language proficiency level were chosen. All were in the same level so they were already homogenized. However as a precaution, the researcher took an OPT test. They studied the same material (paragraphs of president Rouhani speech in the UN 70th assembly) during one month which consisted of eight sessions, two sessions per week. The text belonged to president Rouhani's first 365 words about Iran's nuclear deal. In addition to the researcher, as a teacher and rater, another trained rater who was an MA holder in TEFL with teaching experience, participated in this research to compare the answers of pre-test and post-test.

Instrumentation

The instruments which were used in the study were political reading comprehension tests which were administered as pretest and posttest to. The students' pretest and posttest results were analyzed by independent and dependent sample *t*-tests. The students in the experimental were all exposed to the same content and instructional method, and they had the same instructor.

Oxford Placement Test (OPT)

Table 1. Results of Reliability for OPT

No. of items	Reliability Method	Reliability Index
60	KR-21	0.90

The instruments which were used in the study were OPT test for homogenizing students given to 87 students. Later 60 students were selected and a reading comprehension test (constructed by the present researcher) including open ended questions were given to them. They were administered as pretest and posttest to the students. The pre-test and post-test were exactly the same. The researcher thought both traditional and Fairclough's methods of CDA and at the end she took the post-test to check the result and see whether their comprehension skill of political texts changed.

Political Reading Comprehension Test (researcher made)

After the researcher analyzed the corpus, based on CDA method, she highlighted some important and more twisted parts of the text which were more important from the CDA point of view, then she made some comprehension questions out of those parts and waited to see whether the students could understand the reasons of using those phrases based on their own knowledge or not. The reliability index for PRT was assessed in a pilot study with 30 Advanced EFL learners who shared the same features with the main sample of the current study and it turned out to be 0.78 using KR-21 method which is an acceptable value of reliability. Besides the face and content validity of the PRT was accredited by three professors.

Table 2. Results of Reliability for OPT

No. of items	Reliability Method	Reliability Index
28	KR-21	0.78

Rouhani's First 365 words:

> I am speaking on behalf of a great nation who is mourning the loss of thousands of Muslim pilgrims and hundreds of its citizens. Old, young, men and women who had come together in the grand and global spiritual gathering of the Hajj, but unfortunately fell victim to the incompetence and mismanagement of those in charge. Due to their unaccountability, even the missing cannot be identified and the expeditious return of the bodies of the deceased to their mourning

families has been prevented. The scope of a calamity in which thousands of innocent people from the four comers of the world have been killed and wounded is so broad that it cannot be dealt with as a natural disaster or a local issue. The pain and emotional distress inflicted on millions of Muslims is greater than what can be repaired merely through material calculations. Public opinion demands that Saudi Arabian officials promptly fulfill their international obligations and grant immediate consular access for the expeditious identification and return of the cherished bodies. Moreover, it is necessary that the conditions are prepared for an independent and precise investigation into the causes of this disaster and ways of preventing its repetition in the future. Mr. President Distinguished Secretary-General Excellences, Ladies and Gentlemen, I am speaking on behalf of a nation that, two years ago, again voted for constructive engagement with the world and I can now proudly announce that "today, a new chapter has started in Iran's relations with the world. "Two years ago, the people of Iran in a competitive election, with their votes gave me a mandate for consolidating peace and constructive engagement with the world— whilst pursuing national rights, interests and security. This national will, manifested itself through a careful and clear diplomatic effort which resulted in the Joint Comprehensive Plan of Action (JCPOA) between the Islamic Republic of Iran and the six world powers that was immediately turned into an international instrument with the ratification of the United Nations Security Council. From the "standpoint of international law, this instrument sets a strong precedent where, for the first time, two sides rather than negotiating peace after war, engaged in dialogue and understanding before the eruption of conflict.

A) <u>1) I am speaking on behalf of a great nation who is mourning the loss of thousands of Muslim pilgrims and hundreds of its citizens. 2) Old, young, men and women who had come together in the grand and global spiritual gathering of the Hajj, 3) but unfortunately fell victim to the incompetence and mismanagement of those in charge.</u> Due to their unaccountability, even the missing cannot be identified and the expeditious return of the bodies of the deceased to their mourning families has been prevented. The scope of a calamity in which thousands of innocent people from the four comers of the world have been killed and wounded is so broad that it cannot be dealt with as a natural disaster or a local issue. The pain and emotional distress inflicted on millions of Muslims is greater than what can be repaired merely through material calculations. Public opinion demands that Saudi Arabian officials promptly fulfill their international obligations and grant immediate consular access for the expeditious identification and return of the cherished bodies. Moreover, it is necessary that the conditions are prepared for an independent and precise investigation into the causes of this disaster and ways of preventing its repetition in the future. Mr. President Distinguished Secretary-General Excellences, Ladies and Gentlemen, <u>B) 1) I am speaking on behalf of a nation that, two years ago, again voted for constructive engagement with the world 2) and I can now</u>

proudly announce that "today, a new chapter has started in Iran's relations with the world. 3) "Two years ago, the people of Iran in a competitive election, with their votes gave me a mandate for consolidating peace and constructive engagement with the world—whilst pursuing national rights, interests and security. This national will, manifested itself through a careful and clear diplomatic effort which resulted in the Joint Comprehensive Plan of Action (JCPOA) between the Islamic Republic of Iran and the six world powers that was immediately turned into an international instrument with the ratification of the United Nations Security Council. From the "standpoint of international law, this instrument sets a strong precedent where, for the first time, two sides rather than negotiating peace after war, engaged in dialogue and understanding before the eruption of conflict.

The following table is the discourse analysis of the chosen parts of president Rouhanis speech:

A) 1)I am speaking on behalf of a great nation who is mourning the loss of thousands of Muslim pilgrims and hundreds of its citizens. 2) Old, young, men and women who had come together in the grand and global spiritual gathering of the Hajj, 3) but unfortunately fell victim to the incompetence and mismanagement of those in charge.	
1)I am speaking on behalf of a great nation who is mourning the loss of thousands of Muslim pilgrims and hundreds of its citizens: In the first place he used positive self-presentation by saying "I" After that he used positive hyperbole and presupposition by saying "a great nation." He used "mourning" before explaining the event for negative hyperbole. "Pilgrims" has positive load and he used it for more influence and negative hyperbole for their death.	2) Old, young, men and women who had come together in the grand and global spiritual gathering of the Hajj: By going through details he tried to use negative hyperbole and insist that they were innocent people and also non-military. "Grand and global" are adjectives which were used for more negative hyperbole, these words have positive loads so they overestimate the depth of the tragedy. Also "spiritual gathering of Hajj" has positive load.
3) but unfortunately fell victim to the incompetence and mismanagement of those in charge: He used negative hyperbole and excluded the social actor by using passive form and also he used vagueness at the end not to talk about the people who were responsible for this event.	
B) 1) I am speaking on behalf of a nation that, two years ago, again voted for constructive engagement with the world 2) and I can now proudly announce that "today, a new chapter has started in Iran's relations with the world. 3) "Two years ago, the people of Iran in a competitive election, with their votes gave me a mandate for consolidating peace and constructive engagement with the world—whilst pursuing national rights, interests and security.	
1) I am speaking on behalf of a nation that, two years ago, again voted for constructive engagement with the world: Here he used a negative other-presentation by out grouping a part of Iranian who didn't give vote to him.	2) and I can now proudly announce that "today, a new chapter has started in Iran's relations with the world: He used positive self-presentation by saying "I" and also he used adverb like "proudly" which has positive load.

	We have a time here which is from adverbial group: "today" which is used for positive hyperbole. The rest of this phrase is a presupposition and the tense is perfect to show that it started in past and will go on till future.

3) "Two years ago, the people of Iran in a competitive election, with their votes gave me a mandate for consolidating peace and constructive engagement with the world—whilst pursuing national rights, interests and security:
"Competitive election" is a positive hyperbole. we have a specific time and place "two years ago", he also used some positively loaded words for more positive hyperbole such as "national rights" , "interests" "security" and "peace"

Design

In this study with random selection of the participants and randomly assignment of the participants into two control and experimental groups, the design was experimental. The study enjoyed pre- test, post- test design with CDA as an independent variable and level of reading comprehension as the dependent variables. The control variables of the study were gender and proficiency level of the participants.

RESULTS

Table 3. Descriptive Statistics of Reading Comprehension Scores on the Pretest and Posttest Based on President Rouhani's Speech (Scores out of 8)

Time	N	Mean	Std. Deviation	Std. Error Mean
Pretest	60	2.820	.679	.088
Posttest	60	5.000	.833	.107

Moreover, the assumption of applying parametric (paired sample t-test) test is met as the present data measured on an interval scale. Also the assumption of independence of subjects is not violated as the performance of any individual is independent of the performance of other individuals. The third assumption is related to the normality of the reading comprehension scores which is checked via Skewness and Kurtosis; all sets of reading comprehension scores on both pretest and posttest are normally distributed since the ratios of skewness and kurtosis over their respective standard errors are not beyond the ranges of +/- 1.96. So, the current researcher was justified to execute the parametric paired samples t-test instead of using nonparametric Wilcoxon Sign Rank.

Table 4. Skewness and Kurtosis Test of Normality for political Reading Comprehension Scores on the Pretest and Posttest Based on President Rouhani's Speech

| Test	N	Skewness	Std. Error	Skewness Ratio	Kurtosis	Std. Error	Kurtosis Ratio
Pretest	60	.088	.309	.285	-.688	.608	-1.131
Posttest	60	.221	.309	.717	.048	.608	0.079

The researcher carried out the paired samples t-test so as to compare reading comprehension scores on the pretest and posttest.

Table 5. Paired Samples T-test for Comparing Reading Comprehension Scores on the Pretest and Posttest Based on President Rouhani's Speech

Mean	*SD*	*t*	*df*	Sig. (2-tailed)	95% Confidence Interval of the Difference	
					Lower	Upper
2.179	.374	45.109	59	.000	2.082	2.275

Paired samples t-test detected a statistically significant increase (t (59) = 45.11, p = .000, $p < .05$) in reading comprehension scores from the pretest ($\bar{x}$ = 2.82) to the posttest ($\bar{x}$ = 5.00), in which the t observed was less than the t critical (2.09). The results showed that the gained score was 2.18 (out of 8) with a .95% confidence interval ranging from 2.08 to 2.27; subsequently, the researcher rejects the fifth null hypothesis that reads "Using CDA of the transcripts based on Fairclough's Framework model in President Rouhani's speech make different result in EFL students' pre-test and post-test of reading comprehension", and that's why it can be claimed that employing CDA of the transcripts based on Fairclough's Framework model in President Rouhani's speech influences EFL students' reading comprehension skill.

The researcher draws a Line Chart (Figure 4.5) to graphically manifests the results more obviously. It shows that there is a considerable raise in mean of reading comprehension from the pretest to posttest because of using CDA of the transcripts based on Fairclough's Framework model in President Rouhani's speech.
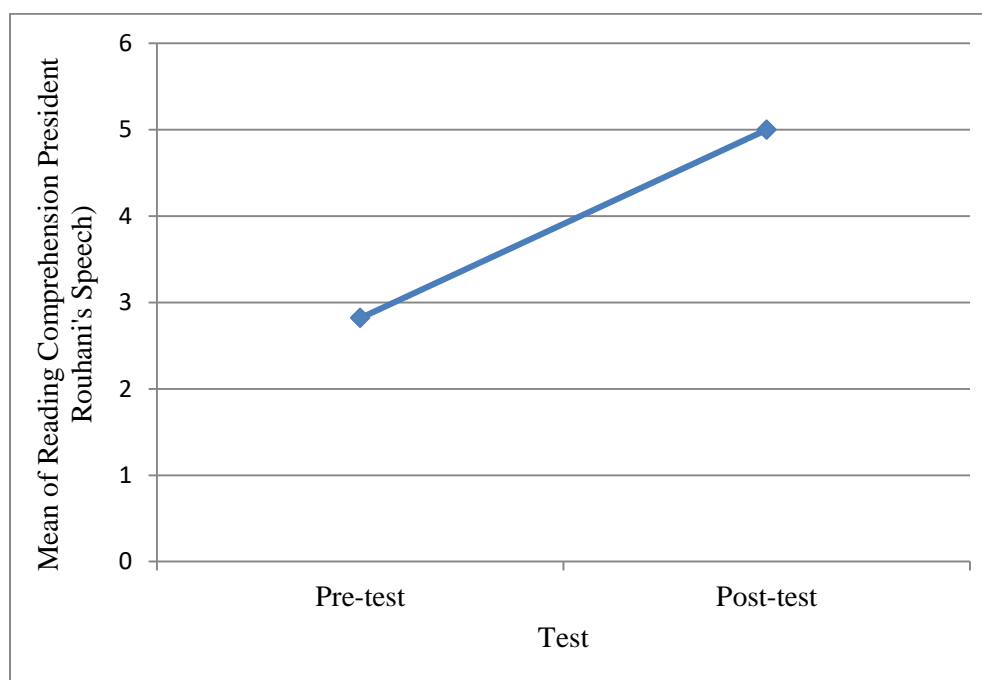
Figure 1. Reading comprehension means on the pretest and posttest in President Rouhani's speech

CONCLUSION

The present study attempted to investigate teaching political texts through learner's consciousness rising of goals of CDA and its micro stage of textual analysis on Intermediate Iranian EFL learners' reading comprehension of political texts.

Due to the analysis done, the results were positively significant. It can be concluded that the learners' political reading comprehension were boosted through being taught through consciousness rising of goals of CDA and its micro stage of textual analysis. It is also revealed that students' reading comprehension skill was highly promoted due to utilizing Fairclough's CDA model in micro scale levels. The results of the current study are in line with Ahmadi's (2011) study which revealed that academic achievement in a foreign language is said to be enhanced by developing critical thinking of CDA in learners.

The findings also lend support to Mohtadi and Kuhi, (2016) study which indicated that students prefer to be taught utilizing a critical-based approach to be able to improve their reading comprehension towards the perspectives and ideologies behind the texts. Consciousness rising equips them to be able to get access to the profound meanings of the texts. Our results coincide with Rahimi & Sharififar (2015); (1990) idea that critical discourse analysis facilitates nurturing critical thinking ability in students. The findings of this study is in accordance with Ghanizadeh & Hashemi (2012) that proved CDA has a positive and significant influence on learners' critical thinking ability. CDA is also found to have the highest impact on two components of CT, interpretation and recognizing unstated assumption. The obtained results of the present study may have several implications for second language teachers, syllabus designers and learners.

As the effectiveness of this approach is promised, it can give insights to the teachers to consider implementing Fairclough's CDA goals and its implications in their teaching curriculum and provide them with necessary supplementary programs in which the learners' reading comprehension may improve. Materials developers in the ELT domain also could employ the findings of the present study and those of the similar ones to present tasks in which learners' reading comprehension skills are boosted. Fairclough's models in CDA could be employed by second language teachers to make the learners more aware of what they are dealing with while teaching reading.

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