

## **The Application of CDA Model to Investigate EFL Students' Literary Awareness**

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### **Abstract**

*This study aims to investigate the effect of explicit teaching of Critical Discourse Analysis (CDA) model by using Furlough's three dimensions model on EFL students' literary awareness. It is attempted to explore any change in the students' awareness in revealing the implied meaning of the texts after critical instruction through CDA techniques. The participants were 65 undergraduate students of college of education for human sciences, fourth year at University of Diyala and Garmian. They were assigned into two groups of 30 students. It hypothesized that there is no statistically significant differences between the mean score of the achievement of the experimental group and the control one. The results revealed that the experimental group outperformed the control group after being instructed through CDA.*

**Keywords:** *Critical discourse Analysis, literary awareness, application.*

### **1. Introduction**

#### **1.1 The Problem and its Significance**

Higher education has never been free from drawbacks, and the situation today is no exception. One of the major problems of modern universities in a large number of different countries is the lack of students' ability to successfully interpret different kinds of literary texts as the Literary awareness is necessary for students to be aware of the use of language in order to get the hidden meaning in the text. Literary works help students develop their language skills, language awareness, cultural awareness, and even critical language awareness. This is done in order to make them aware that language does not consist of rules and formulas only, but it has meaning, function and purpose. Besides, reading literary text is never simply a matter of receiving or absorbing the meaning of the text. As it is mentioned earlier, Fairclough's three dimensional framework to CDA has been known for its application on political speeches, advertisements and literary works. Despite this model is devoted to analyse the discourse of literary genre such as political novels, yet, most of researchers still apply literary tools in analysing literary texts, for instance: content analysis, structure analysis, analysis of the elements of the story and rhetorical analysis. Moreover, EFL students lack analysing literary text critically to reveal the hidden ideologies behind the text in a literary work, they needs to expand their repertoire and to establish further links between language, texts, and social practices to improve their literary awareness.

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## 1.2 The Aims

The study aims to find out:

1. The role of a CDA model as a teaching strategy in the study sample literary awareness.
2. The role of a CDA model as a teaching strategy in the study sample literary awareness according to production and recognition questions in the experimental group.

## 1.3 The Hypotheses

It is hypothesized that Hypotheses

1. There is no statistically significant difference between the experimental group's mean scores and the control group's mean scores in the literary awareness post-test.
2. There is no statistically significant difference between mean scores of production and recognition questions in the literary awareness post-test of the experimental group.

## 1.4 The Value of the Study

The study will be valuable to EFL teachers who are expected to get benefit from this study since it will identify the strategies of CDA to help students to understand the ideologies and the hidden meaning of the text. theoretically, the study will be of value to linguists and students of linguistics.

## 1.5 The Limits

This study is limited to :

- 1- The investigation of Iraqi fourth year college students' literary awareness.
- 2- CDA model which is chosen by the researcher is Fairclough ( 1995) three dimensions (description, interpretation and explanation ) model.
2. Students are chosen from English department, college of education, university of Garminan and of Diyala.
- 3.The subjects that are chosen to be taught include novel subject (Animal Farm be George Orell) at the second semester.
- 4- The experiment was conducted during the academic year (2022- 2023).

## 1.6 The Adopted Model

Since the present study employed Fairclough's Three-Dimensional model of discourse analysis for students' teaching of a novel (Animal Farm ) as a literary discourse.

Fairclough's three dimensional discourse model should be reviewed Like the functional analysis of Halliday (2014), its influenced by Halliday's functional linguistics who views every text as having three functions: ideational function, interpersonal function, and textual function. Fairclough's system of discourse analysis has three dimensions also, since discourse is seen simultaneously as: (i) a text (spoken or written, including visual images), (ii) a discourse practice production, consumption and distribution of the text, and (iii) a socio cultural practice.

Fairclough (1992) views any discursive event, or any instance of language use, as having three dimensions: text, interaction, and context. Text here can be expanded to semiosis, which is meaning making through language, body language, visual images, or any other way of signifying. Text is also "an interaction between people, involving process of producing and interpreting the text, and it is part of a piece of social action—and in some cases virtually the whole of it". In other words, an interpretation of a text is the individual's interaction with the text, which is part of social action or context. The context here refers to social conditions of production/interpretation, or order of discourse—

“totality of discursive practices of an institution and relationships between them” (Fairclough, 2003).

### 1.7 The Procedures

The following procedures are used in this study:

1. Presenting an over view
2. The control and experimental groups students will be selected randomly from EFL fourth year classes of the college of Education , Garmian University.
3. A pretest is designed for equalization between the experimental and control group.
4. The adopted Novel (Animal Farm) will be taught to both groups as a literary text.
5. The experimental group will be taught according CDA Model, while the control group will be taught according to the traditional method.
6. The Collected data will be statistically analyzed and interpreted.
7. Conclusions will be drawn according to the findings of the results.

## 2. Theoretical Background

### 2.1 The Concept of Discourse

The term discourse has been a fashionable one and has gained common currency in a wide variety of disciplines including philosophy, linguistics, communication, anthropology, sociology, sociolinguistics, critical theory and many other fields (Jorgenson and Philips 2002:1). However, the concept has become vague or elastic as pointed out by Finch (2005:215) as it is used indiscriminately in different fields, often without being defined.

Baker (2006:83) states that he term discourse is problematic because it has been defined in different ways. In traditional linguistics discourse is a unit of language that is larger than a sentence. Fasold (1990:65) states that the concept of discourse dates to the 14th century etymologically. It is taken from the word ‘discursus’ and this means a conversation, but the original idea of discourse is language beyond the limit of a sentence.

According to Hodge and Kress (1993: 203), discourse is a form of knowledge, so the term discourse is then an umbrella term for all the supra-sentential study of language.

On the other hand , Carter(1993 cited in Drid , 2010:21) claims each of the terms refers to different things :the word text refers to the written form , while the word discourse refers to the spoken one while Schmitt (2010:53)states that discourse is the use of language in variety of context . thus it is impossible to imagine human world without discourse because imagining life without discourse is like imagining it without language and humans , in the course of their lives exchange various oral and written languages (Arnonff and Rees-Miller2001:446).

In other approaches, discourse is defined as "language use as social practice". In other words, it moves back and forth in shaping and being shaped by the social world (Rogers et al., 2005, p.369).

On a similar vein, Hoey (1991:10) relates discourse to all aspects of language organization (whether structured or not) that operate above the level of grammar. The term is also used to underlie the communicative purpose of a text in that it consists of "meaningful combinations of language units which serve various communicative purposes and perform various acts in different contexts" (Steel 2002: 1).

## 2.2 Critical Discourse Analysis

Critical Discourse Analysis (henceforth CDA) has originated in the 20th century. CDA has developed rapidly over the last seven or eight years, and it is still rapidly revolving. For researchers, scholars, and teachers of speaking, CDA is believed to offer a rich form of critical speech analysis that builds on techniques and concepts already familiar to most sociolinguistics. But it offers new things as well, and blends them all together in a way that is unique and fruitful. It investigates language use from a social perspective; that means "language is conceived as one element of the social process dialectically interconnected with others" (Fairclough & Graham, 2002, p. 188). Instances of social interaction in one's real life which take partial or complete linguistic forms are analyzed by CDA with the intention of making clear "the ideological loading of particular ways of using language and the relations of power" which are hidden under them (Fairclough & Wodak, 1997, p.258). Social practices are included within CDA and these practices are based on their own discourse moments (Chouliaraki & Fairclough, 1999).

CDA appears from the school of "critical linguistics" (Fowler et al., 1979), which originated from the work of Halliday's functional linguistics (1978, 1985), systemic and also theoretical ideologies (Fairclough, 1993; Roger, 2003). Ideology and power are highlighted in CDA and intentions to "recover the social meanings expressed in discourse by analyzing the linguistic structures in the light of their interest and wider social context" (Fowler et al., 1979, pp. 195-196). CDA is also affected by Althusser's (1971) Marxist theory of ideology, which shows "ideologies not as a nebulous realm of "ideas" but as tied to material practices embedded in social institutions (how teaching is organized in classrooms, for instance)" (Fairclough & Wodak, 1997, p.261).

Two influential approaches affect the emerging of CDA: the former one is the Hallidayan Linguistics which combines the functions of social semiotics into a theory of grammar which helps examine the relationships between society and discourse (Blommaert, 2005, p. 22); the second one is the British Cultural Studies: The Birmingham Centre for Contemporary Cultural Studies which is found by Stuart Hall and this approach includes cultural, social and political issues (ibid ).

Besides, CDA is understood to be critical in a number of different ways: its commitment to the analysis of social wrongs such as prejudice, or unequal access to power, privileges, and material and symbolic resources, (Fairclough, 2003), its interest in discerning which prevailing hegemonic social practices have caused such social wrongs, in developing methods that can be applied to their study.(Bloor and Bloor, 2007).

According to Van Dijk( 1993a, p.250) CDA is a method which is used to examine texts to find out what "structures, strategies, or other properties of texts, talk, verbal instruction, or communicative events play a role" in the production of the relations of power.

Wetherell et al. (2001, p. i) view CDA as: The study of spoken and written language. It is a collection of methods and theories for studying language in use as well as language in social context.

Fairclough (1995b, p.97) mentions that his approach to DA is critical to the intention to make visible through analysis, and to criticize ,connections between properties of texts and social processes and relations ( ideologies, power relations) which are generally not obvious to people who produce and interpret those texts, and whose effectiveness depends upon this opacity. CDA's starting point "lies in Rhetoric Science, Text Linguistics, Anthropology, Socio-psychology, Cognitive Science, Literary Studies, and Sociolinguistics, as well as in Applied Linguistics and Pragmatics" (Wodak & Meyer, 2009, p.1).

### 2.3 Literary Awareness

The meaning is not already stated, it exists behind the text. It needs interaction between the reader and the literary text that produce the meaning. literary texts are really authentic as they address their readers irrespective of context and situation. It provides a source of enjoyment, information, background, incentive for dialogue, generative task and reaction. It can open readers eyes to new ways of looking at experience, emotions, people, even at everyday objects in the world. Thus by reading the literary work EFL students may experience why certain expressions are uttered and in what situation they are used.

Schmidt (1990) states that based on the recent developments in stylistics and in Language Awareness in Britain, an emergence of a new discipline( Literary Awareness ) shows how it can be beneficial to EFL students at tertiary level, especially as an introductory course to literary studies. The interest in LA grew from the evidence that many students go through university acquiring a rather transient knowledge about literature. Textbooks and syllabuses will normally specify the exact language which is to be taught at each level but literature can play a key role in helping to develop awareness, something which must be the first step towards gaining grammatical control . Lewis, 1993 and Fotos, 1994 show how explicit consciousness raising, form-focussed tasks can lead to enhanced grammatical and lexical awareness.(cited in Farahian,and Rezaee, 2015).

Literary awareness is necessary for students to be aware of the use of language in order to get the meaning in the text. Literary works help them develop their language skills, awareness of language and culture, even critical thinking. This is done in order to make them aware that language does not consist of rules and formulas only, but it has meaning, function and purpose. Besides, reading literary text is never simply a matter of receiving or absorbing the meaning of the text. Maria Kostelnikova (2001.p.84). literary awareness can be defined :

A;Linguistically as It came in Lisan al-Arab by Ibn Manzoor, “memorize, understand something, and the hadith makes it aware of it consciously and consciously: memorize it, understand it, and accept it, for it is conscious, and so-and-so is more aware than so-and-so, i.e. memorize and understand” (Ibn Manzoor, 2005: 4320 cited in Al-Azzawi and Hassan 2023:5113).

B- idiomatically it is defined as “the product of cognitive structures and frameworks that highlight students’ understanding of words and meanings, and their ability to link ideas, values and information contained in the literary text, interpret, criticize, and express them in writing in a manner that reflects himself and his experiences” (Azazy, 2004: 25 cited in Al-Azzawi and Hassan 2023:5113).

C- Theoretically: deciphering literary discourse and directing it through skills related to multiple fields of knowledge linguistically, psychologically and cognitively.

Awareness of powerful linguistic patterns, their effects on the reader, the fascination of a well written piece, the possibility of being changed by the reading experience, these are aspects that still remain foreign to many classrooms. (Bolitho, et al. 2003).

Literary works are different from scientific texts. Fenner (2006) cited in Kostelnikova (2001.p.84 ) mentions that literary text has certain characteristics such as language, content, and cultural aspects, that requires interpretation, an active encounter with potential meanings of the text. Then reading literary text according to Kostelnikova differs fundamentally from reading other text types since the relation between the text and reality is non-existent: it is gradually created by the writer and the reader, the readers create the relationship for themselves.

### 3. Procedures

#### 3.1 Design of the Experiment

The experimental design has a major position since it supports the researcher with the right way to get persistent results that may assist the researcher to solve the problem of the study and to verify the proposed hypotheses, and to obtain valid and appropriate answers to the study questions (Kerlinger, 1978:275).

As far as the educational experimental design is concerned, it is important for any researcher to control the whole variables as precisely as possible. Since the present study aims to assess the effect of an independent variable on the students' achievement, the researcher has used qualitative, quantitative research design which is widely used in such educational research (Best and Khan, 2010).

The design used in this study is Quasi Experimental Control Group Design, concerning the experimental group (EG) which is treated by independent variable will be taught by applying CDA model steps 'description', 'interpretation', and 'explanation'. On the other hand the control group (CG) is treated by the traditional method of teaching (i.e. lecturing method and some interactional discussions), as shown in table (1).

Table (1) Experimental Design

Group	Treatment	Instrument
EG	CDA model steps	Achievement Test and Questionnaire
CG	Traditional way of Teaching (lecturing)	

#### 3.2 Population and Sampling

A population consists of all of the individuals who are involved in a study for particular purpose. While the smaller group which is chosen from the population to present it is called a sample (Bachman, 2006 & Best and Khan, 2006).

The population of the present study includes the fourth year students in Garmian and Dayala for the academic year 2022/2023. The total number of the population is a 327 students. The chosen sample for the experiment is 60 students from Garmian university. Whereas, the students chosen for the pilot study are from Dayala University, as mentioned in table (2).

Table (2) The Population and Sample

Population		level	percentage	Sample	Pilot study
Garmian University	60	Fourth Class	18.34	60	/
Dayala	267			/	25
<b>Total</b>	<b>327</b>				

#### 3.3 The Discrimination Power of the LA

The extreme group's method, in which the two groups from the extremes (the upper and lower (27%) are compared, is used to estimate item discrimination. The significance of the variance between the two groups is determined using the t-test for two independent samples after calculating the mean score and standard deviation of the two groups. The calculated t-value of all the items is higher than the critical one (2.07) at a degree of

freedom (23) and level of significance (0.05) which shows that all the items are statistically significant, as illustrated in the table ( 10 ).

### 3.4 Reliability of the Test

To achieve the aim, Thus, the same achievement test has been administered to the pilot sample of (25) students. Chronbach's Alpha, which statistically measures the internal consistency, has been used to find out the reliability of the achievement test. Chronbach's coefficient is 0.83 which indicates that the test is highly reliable. The following table ( 3.15) is the level of internal consistency of Cronbach Alpha.

Table (3) Internal Consistency by Using Cronbach Alpha Formula

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
<b>&gt; 0.90</b>	<b>very highly reliable</b>
<b>0.80–0.90</b>	<b>highly reliable</b>
<b>0.70–0.79</b>	<b>Reliable</b>
<b>0.60–0.69</b>	<b>marginally/minimally reliable</b>
<b>&lt; 0.60</b>	<b>unacceptably low reliability</b>

### 3.5. Analysis of the Test Items

The test items are required to be analyzed in order to determine two important features: difficulty level, and discrimination power, as follows.

#### 3.5.1 Discriminating Power and Difficulty Level

The difficulty level is defined as the ratio of the students who answered each item correctly (Rosas, 2000:). The items whose difficulty level ranges between 0.20 and 0.80 are acceptable (Madson,1983).

The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). It was found that the current test items' DL ranges from (0.28) to (0.78), as shown in Table (3.18).

Discrimination power means " measuring the extent to which the results of an individual item correlate with the results of the whole test" (Alderson, 1999). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor test. An object has the good power of discrimination if it collects the right answers from the good students and the wrong answers from the weak students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The results obtained indicate that the test item DP ranges from 0.28-0.85.

## 4. Data Analysis

### 4.1 Data Analysis Related to the First Hypothesis

To analyze the data related to the First hypothesis namely: There is no statistically significant difference between the experimental group's mean scores and the control group's mean scores in the literary awareness post-test, the T-test formula of one independent sample has been used. Consequently, the first aim of the study undoubtedly: finding out role of a CDA model as a teaching strategy in the study sample literary awareness, will be achieved.

In order to achieve the third aim, the test is applied for (120) students (the experimental 60 students and the control 60 students). Then, the calculated t-value and the tabulated t-value is achieved by using the T-Test formula for independent sample test to estimate student's performance.

According to the following results in table (4.1), the mean scores of the experimental group is (66.13) and standard deviation is (5.894). While the mean scores of the control group is (38.60) and the standard deviation is (7.356). The calculated t-value (15.99) is higher than the tabulated t-value (2.00) with a degree of freedom (58) at a level of significance (0.05).

Observing the values of T-calculated above, it is found that the calculated T-value (66.13) is much greater than the tabulated T-value (2.00), and from this it can be concluded that there is statistically significant differences between the mean scores of the control group, who are taught according to the conventional method and the mean scores of the experimental group, who are taught by CDA model as a teaching strategy in the post-test. So, the first hypothesis is rejected and the first aim is achieved.

Table (4): Means, Standard Deviation, and t-Values of the Two Groups Performance in Post Test

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
<b>Experimental</b>	30	66.13	5.894	<b>15.99</b>	<b>2.00</b>	58	0.05
<b>Control</b>	30	38.60	7.356				

#### 4.2. Data Analysis for the Second Hypothesis

To analyze the data related to the second hypothesis namely: There is no statistically significant difference between mean scores of production and recognition questions in the literary awareness post-test of the experimental group, the paired samples T-test statistics have been used. Consequently, the related aim of the study finding out: The role of a CDA model as a teaching strategy in the study sample literary awareness according to production and recognition questions in the experimental group, will be achieved.

The obtained results show that students' mean scores at the production level is found to be (24.200) and that at the recognition level is (41.933). The t-test formula for two paired samples is used to show that the calculated t-value is (16.363) and the tabulated t-value is (1.70) at the degree of freedom (29) and level of significance (0.05), as shown in table ( 12 ). It can be inferred that that there is a significant difference between students' performance at the recognition level and that at the production level and for the benefit of the recognition level as mentioned in table (5). So the second hypothesis is rejected and the second aim is achieved.

Table (5) Students' Mean Scores, Standard Deviation, and T-Value of the Students' Performance at the Recognition and Production Levels in the Post Test

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
<b>Recognition</b>		41.933	3.805			29	0.05



	30			16.363	1.70		
<b>Production</b>		24.200	4.528				

#### 4. Discussion of Results

Students can promote their literary awareness through different activities and tasks but under particular classroom management because the literary texts has different genres and need to be interpreted under the main thematic procedures.

Critical Discourse Analysis proved its role in enhancing learners ability to acquire best quality of literary awareness. Fairclough procedure or steps enable students to interprets and understand text and context of any discourse whether its political or literary.

#### 5. Conclusions

The present study has reached to the following conclusions:

- 1- CDA Model practical steps can improve in understanding literary texts in advanced level,
- 2- It has been found out that Fairclough's criteria are effective through increasing learning literary awareness,
- 3- Connections of events and different kinds of themes are better analyzed and criticized through using CDA.
- 4- CDA model promote students cognitive ability and increase their confidence to enlarge their ideas illustrations concerning any topic they can scan.
- 5- Literary awareness improvement is something really significant for college students and it needs specific strategies and models, for this reasons CDA is found out that has the major and appropriate bases for such kind of skills concerning teaching literary texts.

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