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Critical Discourse Analysis and Its Implication in English Language Teaching: A Case Study of Political Text

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Abstract—This study was planned prudently to probe the impact of critical discourse analysis on male and female students. In so doing, the study utilized an experimental design with 62 participants including 32 males & 32 females majoring in English language. To this end, Obama's political speech as a text was delivered to students to analyze it. Before teaching CDA techniques, students were asked to analyze this political text in accord with their interests. After teaching these principles, they analyzed the same text for the second time critically. Then they responded to a questionnaire that divulged the consequences of CDA on males and females. The findings suggest that females were more influenced than males, but in every way the difference was not to a great degree impressive. Another purpose of this article pays heed to students' critical thinking. After inspection of students' analyses and evaluation of their answers given to the questionnaire, it was specified that critical discourse analysis facilitate nurturing critical thinking ability in students. Furthermore, students' motivation enhanced after learning these principles as well as their ability to decode the textual meaning of the text increased.

Index Terms—critical discourse analysis, English language teaching, critical thinking

I. INTRODUCTION

Basically one of the rudimentary models of discourse analysis (DA) which has now become prevalent in research studies is critical discourse analysis (CDA). The prime target of critical discourse analysis is to disclose the hidden ideological and power relations which are embedded in text.

In educational settings, the principal meditational tool through which learning occur is language. Neither sociocultural learning theorists employ the matters of inequity and privilege as focal points, nor the critical discourse theorists consider to the matters of learning (Rogers, 2004). She stated that CDA is related to the understanding of learning based on two ways. First, analyzing discourse based on a critical domain and let one to perceive the learning process in more complicate ways. Second, the researchers and participants learning are developed by the process of performing CDA.

Wallace (1992) has been the first one who found a kind of gap in EFL context. She claimed that "EFL students are often marginalized as readers; their goals in interacting with written texts are perceived to be primarily those of language learners" (p. 26). According to Wallace (ibid), most of practices in reading classes is traditional. In other words, traditional reading classes are not supported regarding three principal ways: 1) using a method for finding the meaning of text; 2) using the texts which are more stimulating; 3) connection of texts and reading activities to social contexts (Wallace, 1992).

In order to entice learners to approach the text critically and uncover the ideological assumption of text, teacher can support learners with some skills and scaffolding of activity. In addition, an EFL teacher can employ critical discourse analysis techniques and asks students to analyze discourse and find the hidden meaning and explore the association between discourse, ideology, and power. Due to this activity, teacher can encourage learners toward a lifelong ability in critical thinking. The aim of this monograph is to introduce the field of critical discourse analysis in educational system in relation with two overriding questions:

RQ1. Does critical discourse analysis facilitate nurturing critical thinking in students?

RQ2. Does impact of CDA would be the same for the male and female students?

A. Critical discourse analysis in educational setting

The connections of factors such as social, cultural, economic, and epistemological have caused 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 the problem or a possible vehicle for the changes in learns 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, p. 11), according to her, learning opportunities can take place in the school building (e.g., in classrooms and also meeting rooms), which are supported by national policies. One of the assumptions of critical discourse analysis is based on this fact that uneven of power between speakers and listeners, readers and writer is related to their different accesses to processes of linguistic and social situations. Therefore, the presumption of critical discourse analysis is that institutions such as school can promote the mastery of discursive practices: the discourse, texts, genres, lexical and grammatical structure of everyday 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).

Luke (2003), argued that studies of UK, US, and Australian classrooms have emphasized on how classroom talk and form reforms the factors such as textual practices, knowledge, legitimate social relation, subjectivity, subjectivity. Classroom talk is fundamental medium through which teachers and students construct "reading" of textbooks and reshape structures of text, trait and knowledge into trustworthy interpretation. The reading of a textbook or listening to discourses can be analyzed for their underlying meaning and topic (Luke, 1995).

One of the basic units of analysis for critical discourse analysis is text. Texts construed as the meaningful example of written and spoken language use and also social actions in a society. Particular text types or "genres" fulfill conventional social uses and functions. It means that specific kinds of text based on predictable ideational and material effect can 'do things' in social institutions. These include functional written text (e.g., clineal exchanges, service exchange, classroom lessons), and multimodal visual, electronic and gestural texts (e.g., internet home pages). According to Van Dijk (1995) as student-revolution of 1986 has revealed, noble aims do not necessarily lead to good scholarship. This is also true for CDA. Therefore, it has been critical to investigate how to do critical studies of text and talk. At a practical level, for example, students are to know "how to do CDA" to do successful research strategies. Theoretically and descriptively, it is necessary to explore which structures and strategies of text and talk are crucial in order to discover patterns of dominance or manipulation in texts. Or conversely, when, the major focus is on social and political problems and subjects such as sexism and racism, it is essential to know how such forms of inequality are declared, enacted, legitimated and reproduced by text and talk.

In summary, sufficient CDA needs good theories of the role of discourse in the enactment and reproduction of social dominance and resistance. More than theories that merely claim descriptive or explanatory adequacy, however, successful CDA must be imposing: its conclusions, recommendations and other practical interventions also must act. So CDA is not only a scholarly practice, but also a scholarly program of research (Van Dijk, 1995).

II. REVIEW OF LITERATURE ON CRITICAL DISCOURSE ANALYSIS AND CRITICAL THINKING

According to Fairclough (1992), critical discourse analysis emerged as an approach in the 1980s to find the mixture of social theory and language studies. Fairclough (1995) as a pathfinder of CDA explained it as follow:

The kind of discourse analysis which aims to systematically explore often opaque relationship causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes, to investigate how such practices, events and text, arise out of and are ideologically shaped by relations of power and struggle over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony (132-3).

Regarding the above definition, Fairclough (1995), stated that factors such as 1) text, 2) interaction, and 3) social context can embrace his proposal framework for analyzing text. The first dimension of discourse as text refers to linguistic features (vocabulary and grammar). The second dimension regards to discursive practice which emphasizes norms, rules, and mental models of socially accepted behavior which mirrored in production and interpretation of text. The third dimension which is introduced as social practice is conducted through two former dimensions and it is introduced as an integral part of larger social context. Fairclough (1992) believed that ideology is presented in the structure of discourse practice.

According to above discussion, it can be concluded that CDA attempts to connect the text (microlevel) via discursive practice (mesolevel). In other words, the chief purpose of CDA regards to "unmask hidden ideologies and also unclear power structure, dominance, and political control in language in use" (Wodak, 1992, p.8). The relations between discourse, dominance, marginalization, social, inequality, ideology and hegemony have been searched by CDA. Due to factors such as social practice and also its interdisciplinary nature, CDA has dealt with or has combined different branches of learning such as law, politics, business, education. In the field of education, a set of research has been done to find the relationship between language and society. Rogers et al. (2005) studied 40 articles published between 1980 and 2003 that investigated the CDA field in educational context. They founded that different aspects of education such as spoken and written interpretations in the class have been used for analyzing the societal and institutional context of learning and teaching, and for examining the construction of knowledge in various classes. They concluded that most research in CDA pertained to education that shows how power is reproduced in educational settings; therefore, they remarked that most of the studies regarding CDA have excluded this idea that how power is altered, resisted and

changed toward liberatory aims. In other words, these studies have supported educators via empowering practice instead of criticizing educational schedule.

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. But 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.

Paul (1988) defined critical thinking as "the ability to reach second conclusions based on observations and information" (p. 50). In other words, students learn how to ask and answer questions such as evaluation, synthesis, and analysis. A review of the literature on critical thinking reveals that critical thinking explanations include different facets in order to suggest a constant explanation for critical thinking, a project was accomplished by the American Philosophical Association which is called Delphi and conceived CT as purposeful, self regulatory, judgment leading to interpretation, analysis, evaluation and difference (cited in Giancarlo and Facione, 2001). One of the fundamental roles of this project was its impression on tendency toward CT. Supporter of critical thinking skills believes that one of the teachers' priorities in education should concern to developing thinking skills. Most of the higher-order thinking skills which are mirrored in ongoing approach to education are emerged from the writing of John Dewey (1933) who claimed that developing the thinking skills must be of the paramount importance in the education.

Based on Brookfield (1987), it is duty of educational systems to make any attempts to "awaken, prompt, nurture and encourage the process of thinking critically and reflectively" (p.11). In similar vein, teachers can set a series of tasks, activities and the feedbacks for students to grow CT abilities in them.

Language development and thinking have lose relationship with each other and the teaching of higher order thinking skills in L2 curriculum should be of higher importance. The importance of enhancing higher order thinking skills in foreign language classroom have emphasized by educators (Chamot, 1995; Tarvin & Al-Arishi 1991) and empirical evidence can be supported by the effectiveness of teaching critical thinking skills in education with the foreign language (Chapple & Curtis, 2000; Davidson, 1994, 1895).

According to Mahyuddin et al (2004), the language learners with critical thinking ability are able to think ritually and creatively to obtain the aims of education able to solve problems and make decisions; able to use their thinking skills; able to treat thinking skill as constant learning.

III. METHODOLOGY

A. *Participants*

In this study, the researcher considers findings from the first and second research questions (students' critical thinking) to demonstrate how critical discourse analysis can facilitate nurturing critical thinking as well as to determine whether the impact of critical discourse analysis would be the same for male and female students. In so doing, 62 subjects including 32 males & 32 females majoring in English language were participated in this study. Our examination considers the analysis and response of all students (levels, languages) together.

B. *Instruments*

Using the survey data, the researcher first investigates whether students' critical thinking has risen after acquiring the critical principles and to find their reactions toward these principles. To accomplish this purpose, we employed a political text and deliver it to students to analyze it. As the researcher presents, she discusses how critical principles increase students' critical thinking as well as she refers to this idea that teaching CDA is the opposite of parrot learning, blind memorization and superficial comprehension to scrutinize the result of the survey, researcher then turn to individual student responses from the questionnaire. Their responses to questionnaire prove our findings toward research questions. These responses provide insight on how the students' critical thinking has risen as well as demonstrate the impact of teaching critical techniques on males and females. In addition, the questionnaire provides useful information regarding students' motivation toward the phenomenon of English language.

C. *Procedure*

The present study was conducted over 6 sessions between April and May 2015. The following steps: 1) pretest (first version of political text), 2) teaching of critical principles, 3) posttest (second version of political text, 4) ask students to answer the questionnaire.

An ideal place that different topics are suggested and discussed is a language class. In EFL classes the purpose should not restricted to linguistic factors, but also it involves improving learners' critical capabilities and encourages them to use CDA principles in analyzing texts. Students were asked to analyze Obama speeches before becoming familiar with critical field. Obama's political speeches as a political text were distributed among 32 males and females.

They were MA students majoring in translation and English language teaching in different terms at Kerman Institute of Higher Education. They possessed a level of language proficiency to read English texts by themselves. At first version, researcher asked them to analyze this political text for next session. They wrote a brief summary and paraphrase it in two or three paragraphs and researcher asked them to read it and they discussed about their analyses. After analyzing the first version of the text, in the following session the researcher made them familiar with the field of CDA and taught them a number of Van Dijk's CDA techniques that introduced by Shams (2005). As the result of study showed, students learned that reading a text critically requires ignoring the surface level of text to search and decipher the underlying meaning included in text. Shams' (2005) principles were derived from Van Dijk's (1998) framework.

After teaching these principles, teacher delivered the same text to students and asked them to analyze it according to CDA principles by comparing two versions of analyses, it was evident that students' CT developed after learning these principles and they showed a kind of positive attitude toward language and learning English language.

The first analysis showed that students' critical thinking was low but after learning these techniques, students' analyses, the second version, were in more detail because before learning these tactics, they only wrote summary or paraphrased sentences. So their analyses weren't in detail. However, in the second analyses they used those linguistic elements and determine words that carry positive and negative sense or verbs with active and passive functions and at the same time correlate these linguistic elements to writers' own beliefs and ideologies. In actuality, after teaching these techniques, the CT of about 85% percent of learners increased and At the end, they responded to a questionnaire. The questionnaire had different aims. The first aim was to investigate if students' responses to questionnaire acknowledged the researcher's assessment regarding the first research question that asks whether CDA facilitate nurturing CT or not. The second purpose of this questionnaire was to investigate that whether the impact of CDA would be the same for on males and females regarding their attitude toward critical principles or not. Another aim of questionnaire was to measure the students' motivation toward English language after learning these principles. It was observed that almost all of them confirmed the researcher's findings. The students believed that their abilities to analyze texts critically increased. Most of the students particularly female students provided positive answers to all questions. Some of students had negative attitude that can be related to the dull nature of political issues.

Some students believed that it is fundamental in their lifelong to have a critical mind to examine the world carefully and judge about it. Koupaee Dar (2010) believed that language does not have a superficial nature, but it is a complex process and entice language users to go beyond surface level of text and lead them into a deep level of meaning and communication to challenge their mind.

IV. DATA ANALYSIS

In this section the research questions of the study are answered. As it was mentioned earlier, this research benefits from "survey" research design and also based on the discussions mentioned earlier, in this form of the research two instruments; a text for analyzing and a questionnaire were used. Therefore, it can be highlighted that in order to answer the research questions of the study the data collected through the questionnaire and analyzing political text. Data collection occurred during 1month about 5weeks.

A. *Increasing Critical Thinking through Critical Discourse Analysis*

In this section, the first research question has been inquired into and the findings explain the consequences of CDA on students' critical thinking. In so doing, students were enquired to analyze Obama's political speeches. In point of fact, students did not have any background knowledge about how to analyze the texts in a systematize way. Moreover, in order to entice learners to work sternly and also to obtain a reliable outcome, the researcher did not allow students to inform that they were the participants of this study. This project was introduced as a kind of class activity or class assignment. In first version of analysis by students, some students merely reworded the entire text and wrote a synopsis about Obama's speeches in two or three paragraphs. Hence, prior to give them straightforward training on CDA principles, they were impotent to allude to those distinct critical elements that delineated the writer's ideological stance. The function of rhetorical elements such as metaphor or simile in explaining writer's notions were not revealed for students. In fact, students have memorized the linguistic elements just as tools for communication in the first analyses.

In the following session, the teacher introduced the domain of CDA to the students and elucidated some of the CDA principles to be applied for text analysis and different analysts pick out various tools for their purpose of study. Huckin (1997) had an idea that not every CDA concept is in an equal manner functional when texts are anal those concepts that instigate them critically and help them expose writer's or speaker's goals. A well established framework for analyzing the text is Van Dijk's (1998) model.

When learners acquired with these principles and they achieved potentiality to analyze to analyze the text and refer to some unique critical components that depict speaker's own ideologies. Subsequent to comparison of first and second analyses, it was proved that about 85% percent of student's critical thinking enlarged. Students' concentration was brought into focus on the linguistic elements and their functions in illustrating the writer's thought and convictions.

Concerning students' analysis and their responses to questionnaire, presumably their proficiency of the text heightened but their ability to analyze critically did not developed. As a matter of fact, all students need further training

in these principles to analyze the texts and discourses around them in an organized way. Two students' analyses regarding first and second versions are as follow:

Student 1, first version:

In the second paragraph: He is indicating the usefulness of UN that could allow resolving conflicts, enforcing rules of behavior and demands for cooperation that grow its usefulness stronger over time.

Student 1, second version:

In the second paragraph line one, the adjective "awful" is used for the word "carnage", which emphasizes on the brutality of action. In line five, by using the modal verb "could" Obama indicated possibility of resolving conflicts & enforcing rules of behavior.

Student 2, first version:

In third paragraph: He points to the challenges United Nations has passed and the challenges that confronted in this time.

Student 2, second version:

In the third paragraph: Obama used "in fact" to emphasize the certainty of UN's shift in the activities from eradiating disease to brokering peace. In the line two, he used the rhetorical device such as simile, "like" to compare his time as a president with the every generation of leaders to face new & profound challenges.

Through contrasting the first and second version of both students' analysis, it is noticeable that in the first version, they analyzed the text by rewriting or rewording the sentences, but in the second version they analyzed according to Van Dijk's model. In this vein, their understanding of the text enhanced and the underlying concepts are exposed for them in a more explicit way. As data divulged, CDA fosters students' critical thinking. Critical thinking comprises different skills. Supporter of CT skills believes that one of the teachers' priorities in education should concern to developing thinking skills. One of these skills that play a crucial role in this study is information-processing skill which is based on the following factors:

A. Collecting related information: finding information in the library or internet; gathering the data meaningfully and deciding how to use it for a special purpose.

B. Text analysis: a text is considered as the form of language input that students analyze the input which is consist of classifying, comparing, contrasting, prioritizing, and sequencing.

C. Text interpretation: transferring connotation to a text like a story, a statement, an article and an advertisement.

D. Paraphrasing and summarizing: rewriting the sentences or statements of a text and change them according to readers' own sense.

According to Brown (2004), there is nothing new in these skills; the consequential issue is to teach them with great detail to students and by making them tangible activity objectives. The concern of this study is on analyzing the text which is one of the sub-skills of critical thinking that a teacher can nurture this capacity by meant of teaching CDA techniques.

B. The Impact of Critical Discourse Analysis on Male and Female Students

The second research question included male and female students as the fundamental participants in this academic work. After the examination of pre-test (first version) and post-test (second version) a questionnaire were delivered to students to scrutinize the influence of CDA on males and females.

C. Student Feedback Questionnaire

In order to gauge student responses, a researcher-designed survey was administered, including six open ended question targeting measuring students' critical thinking, the effect of CDA on males and females and finally refers to learners' satisfaction toward CDA principles. Open-ended items include six questions which each question is analyzed by researcher (see appendix A for full questionnaire).

Quantitative data were analyzed using frequency and percentage to identify any differences between the males and females regarding the effect of CDA on them.

Table 1 points out the result of second research question.

TABLE 1

	Male, No=32				Female, No=32			
	Positive response		Negative response		Positive response		Negative response	
	F	%	F	%	F	%	F	%
Q1	16	50%	16	50%	22	68.75%	10	31.25%
Q2	20	62.50%	12	37.05%	30	93.75%	1	6.25%
Q3	20	62.50%	12	37.05%	28	87.05%	4	12.05%
Q4	28	87.50%	4	12.05%	26	81.25%	6	18.75%
Q5	16	50%	8	50%	28	87.05%	4	12.05%

According to question 1 in questionnaire "By learning these critical principles do you think your opinion has changed toward English language?" in table 1, where the positive and negative responses are provided, we can see a consistently low percentage of responses are negative, both male and female students showed fairly equally distributed interest in this question. To state the matter differently, it means that 50% percent of males provided positive responses to this

question and 68.75% percent of females were in agreement to this question. It suggests that the impact of CDA regarding first question does not include a significant difference between them; although, females are more influenced than males but the difference is not impressive.

On the basis of the second question "By learning these critical principles do you think language is a more interesting phenomenon", this question prudently involves student's motivation. Previous researches proved this fact that female students have more motivation toward learning English language rather than males. With respect to critical principles, it appears that only 62.50% percent of male agreed to this question while 93.75% percent of females overwhelmingly provided their satisfactions toward critical principles. It is worthwhile to mention that both of them give priority to become competent in these principles and are motivated toward the phenomenon of language more than before after becoming familiar with these principles. Both question number 2 and number 6 relate to student's motivation. Accordingly, the impact of CDA demonstrates students' motivation toward language.

The third question of questionnaire asks the subjects "By learning these critical principles do you think you have reached an ability to criticize texts not only English but your own language, Farsi?", this question assesses students' ability to analyze text critically and refers to students' critical thinking. As two previous questions, in this question females' frequency (28) and percentage (87.05%) is more than males' frequency (20) and percentage (62.50%). As data proved, the difference is not great and this ascribe to this supposition that CDA affects on both males and females in a way that their power in uncovering the lying beneath of meaning of a text has enhanced. It can be deduced that one of the profits of CDA tactics for both males and females is to foster this capability to deliberate critically and analyze a text critically.

The fourth question, "By learning these principles have you become more interested in analyzing text?" the analyzed data in accord with this question typified that 87.05% percent of the whole population of the male students presumed that their curiosity became more after learning these principles at the same time 81.25% percent of female were in accord with this question. It appears to be that the distinction between both genders is not noteworthy. To state the matter differently, it means that they had nearly same idea. In point of fact, all of the students are curious to analyze the text under CDA tactics.

Question number 5 which inquired participants about "Do you think learning the critical principles are essential in your life?", table 1 depicts that 50% percent of males gave positive replies and 87.05% percent of females assumed that learning the critical doctrines are indispensable in their life. Some students' reasons are as follow:

Male students

Question 5: Do you think learning the critical principles are essential in your life? Why do you think so?

First male student response: No, why should be? It is more related to logic and commonsense.

Second male response: No, it up to every individuals' interest.

Third male response: Yes, because it makes me to think about what is the intention behind speech or what his ideology is?

Female students

First female response: Yes, because it helps me to analyze other texts better.

Second female response: Yes, by learning these principles analyzing texts such as newspaper became easier than before.

Third female response: Yes, by knowing about these principles and the way for analyzing text, I think it is easier for us in understanding of different texts.

To such an extent, it is obvious that the bulk of female students conjectured that through becoming proficient in these techniques, the analysis of other text become more unchallenging and come upon speaker/writer's ideology or hidden meaning in a more convenient way but 50% percent of males presumed that these principles are not vital and other 50% percent believed that these principles have a fundamental roles in their life. It can be assumed that CDA affected on both genders, in spite of the fact that females were more impacted than males. Maybe, it is due to the nature of political text that males were not affected by critical principles as females. It is teachers' mission to furnish texts that prompt trainees to these critical techniques and analyzing texts.

V. CONCLUSION

According to Brown (2004), teachers are at the helm of giving students' favorable time to learn regarding consequential issues of moral and social to analyze different aspects of an issue. An exemplary place for tendering insight on assorted subject is language class. The syllabus purpose should not functioned as a border to linguistic factors alone, but also embrace developing the art of critical discipline and hearten them to apply CDA principles in analyzing texts. Utilizing CDA as an applicable tool for language comprehension turns passive trainees to critical and creative ones. The process of acquiring knowledge of CDA is fundamental for EFL students because in this way they prevent to be in control of writers' and publishers' ideologies. Grasping these skills lead to maturation of not only linguistics but also intellectual potentialities. The field of critic provides nourishment about awareness of students regarding the cultural, social, and political situation of a country which is the main source of the text. In a scholastic setting, critical thinking is ignored by our educational systems. In this scholastic setting, every attempt is done to alter this situation. has undergone little attention. In this scholarship, there was an attempt to alter this situation.

This dissertation commanded both teaching CDA to students and surveying their attitudes. One more notable consideration of this research regards to teacher. As the study demonstrated, teacher did not create boundaries for learners to answer uncommon critical questions in their analyses because questions in some manner restrict mentalities of students. Teacher did not restrict students for analyzing the text. She asked them to analyze it in whatever way they prefer. She herself did not put into words her opinion to affect students' mentalities. The effort was to discern the pure impact of instructing CDA principles on the students' power of analysis. This study can be beneficial because it accentuates on the instruction of the language complexity to students. The result revealed this reality that teaching of these principles had to results: first, these techniques made students attentive of the language flexibility including conviction, thought, and people's ideologies. Second, as the questionnaire findings demonstrated learners' motivation to learn English increased and their attitude toward language and language learning changed. Language should not be regarded as a superficial fact or not appreciated phenomenon the principal tool which has a dynamic role in human communities is language; as a result, acquaintance with its complexity assists language users to be more successful in their communities.

VI. DISCUSSION & IMPLICATION

Students' analyses before and after learning CDA techniques were compared and result revealed that in the second version of analyses changes were noticed. In the first analyses, learners just procreated the sentences of Obama's speeches word- by- word or restated the text in two or three paragraphs. Actually, they could not analyze the text in an established way due to their low level of thinking but when CDA tactics were instructed to students; their ability to develop argument increased; In addition, their capability to guess the underlying assumption embedded in text and finding about writer's implied message was developed. As specified by the collected data from questionnaire, it was disclosed that the female students were persuaded by CDA principles more than male students. But generally it can be deduced that both males and females were affected by CDA principles and they had positive attitude toward these techniques because they agreed upon that their power for analyzing the texts have enlarged.

Most of the students were very motivated after the CDA field of study and its techniques were brought in notice of them. Nearly most of students fascinated in reading the texts subsequent to teaching these principles. The nature of text was political and it was dull for students and they asked teacher to provide some other texts in accord with their area of curiosity. Regarding the level of students, it can be concluded that in the first version (pre-test) their ability to analyze text critically was disappointing and it was due to their limited thinking to criticize text in more detail. Their analyses showed that their abilities of critical thinking were very limited. It can be contributed to this issue that they are passive learner or used up to do passive activities and also they were a part of the educational system that developing critical thinking is ignored. Teaching CDA is incompatible with the blind memorization, parrot learning or superficial comprehension. One of the useful applications of CDA principles in the educational setting is to invoke the ability of creativity in passive and uninvolved students. it is critical that the second language learners acquire with these techniques to avoid being manipulated by power hungry men. Learning CDA directs the evolvement of both linguistic and intellectual abilities.

The augment of peoples' critical thinking through learning CDA techniques and acquiring the role of language in life help people to have a critical mind. Accordingly, their capability to analyze the discourses around them not only increase but also their argumentation ability to defend their own ideas and beliefs enhance. Those who have a critical mind can make a world where the poor and the oppressed are not subject to discrimination and exploitation anymore.

One of the implication of this study concerns to teaching critical ways of thinking to make students as an independent learners. Independent students learn to rely on their own intellectual ability and they come to be self assured and assertive learners. According to Van Lier (as cited in Soons, 2008), "the independent students should have this ability to make vital resolution regarding the elements which are necessary for learning and also learn in what way to do them". Teacher help learners to go beyond the surface level of meaning. The text chosen for analysis should have this potentiality to attract the reader's consideration both from superficial level and their profundities.

Another implication of this dissertation is that the texts picked out for teaching or publication should not be just informational, they also should have the flexibility of analysis because teacher can use them to educate layers of language. In teaching language, there should be not only questions which are based on fact but also inferential ones. The texts should have the potentiality to attract the students' consideration not only to their superficial level but also to their profundities.

One of the important implications of this research is for teachers. Teachers can apply critical activities in EFL classes and in this way increase students' critical thinking. In other words, teacher helps students toward a lifelong ability in critical thinking.

APPENDIX. QUESTIONNAIRE

Please answer the following questions extensively:

- 1) By learning these critical principles do you think your opinion has changed toward English language?
- 2) By learning these critical principles do you think language is a more interesting phenomenon?

- 3) By learning these critical principles do you think you have reached an ability to criticize texts not only English but your own language, Farsi?
 - 4) By learning these critical principles have you become more interested in analyzing texts?
 - 5) Do you think learning the critical principles are essential in your life? Why do you think so?
 - 6) After learning these principles are you motivated more than before to learn English language?
- Please add any extra point you like to write about it.

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