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**Investigating EFL Learners' Cultural Awareness through Critical  
Discourse Analysis: The Case of Master Students at University  
of Mostaganem, Abdelhamid Ibn Badis.**

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Master Degree in “**Language and Communication**”

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## **Dedication**

I dedicate this dissertation to my dearest persons in this whole world, my parents. For their encouragements and faith during my academic period. I thank my family for their unconditional love and support.

I also dedicate to my betrothed **H. HAIDRA** for his collaboration and support during this work.

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## Abstract

Learning a foreign language can be a long hard journey. The four basic skills that the teaching and learning process focuses on are listening, speaking, reading, and writing; yet, one of the most crucial skills, critical thinking, is overlooked.. However, today's learners should be critical-analytical thinkers, therefore teaching culture should be an important aspect of EFL instruction, as intercultural communicative competency (ICC) is one of the most important goals of foreign language teaching. Because ICC is based on cross-cultural communication, it necessitates learning a language via its culture in order to develop intercultural awareness. As a result, the current study investigates the importance of incorporating within the curriculum of EFL students the concept of Critical Discourse Analysis, henceforth CDA. Focusing on CDA as a module, it can help enhancing the students' cultural awareness. In order to conduct this study, the researcher used the questionnaire to collect the required quantitative data. The analysis and results of this study indicate that the EFL teachers at the University of Mostaganem acknowledge the importance of CDA in enhancing students cultural awareness, also they admit that EFL masters' curriculum lack integration of topics related to the target culture. Moreover, teachers seem to be well aware about the necessity of including CDA to all EFL master specialties.

**Keywords:** Critical discourse analysis, cultural awareness, critical thinking, curriculum, intercultural, foreign language teaching.

## Table of Content

|  |            |
|--|------------|
| <b>Acknowledgement</b> .....                               | <b>2</b>   |
| <b>Dedication</b> .....                                    | <b>3</b>   |
| <b>Abstract</b> .....                                      | <b>I</b>   |
| <b>Table of Content</b> .....                              | <b>II</b>  |
| <b>List of Tables</b> .....                                | <b>V</b>   |
| <b>List of Figures</b> .....                               | <b>VII</b> |
| <b>List of Abbreviations</b> .....                         | <b>VII</b> |
| <b>General Introduction</b> .....                          | <b>1</b>   |
| <b>Chapter One</b> .....                                   | <b>5</b>   |
| <b>Introduction</b> .....                                  | <b>6</b>   |
| <b>1.Cultural Awareness</b> .....                          | <b>6</b>   |
| <b>1.1.Culture Teaching</b> .....                          | <b>9</b>   |
| <b>1.2.Culture in the EFL Classroom</b> .....              | <b>12</b>  |
| <b>1.2.1.Cultural Effect on the Teaching Process</b> ..... | <b>14</b>  |
| <b>1.2.2.Reasons of Teaching Culture</b> .....             | <b>16</b>  |
| <b>1.3.Discourse,DA and CDA</b> .....                      | <b>17</b>  |
| <b>1.3.1.Discourse</b> .....                               | <b>17</b>  |
| <b>1.3.1.1.The Notions of Ideology and Power</b> .....     | <b>18</b>  |

|   |    |
|---|----|
| 1.3.2.Discourse Analysis (DA) -----                     | 19 |
| 1.3.3.Critical Discourse Analysis-----                  | 20 |
| 1.4.CDA Major Theoretical Framework -----               | 22 |
| 1.4.1.Norman Fairclough’s Three-Dimensional Model ----- | 22 |
| 1.4.1.1.Description -----                               | 23 |
| 1.4.1.2.Interpretation -----                            | 24 |
| 1.4.1.3.Explanation-----                                | 25 |
| 1.5.The Purpose of CDA in the Education System -----    | 26 |
| 1.6.Conclusion -----                                    | 27 |

## **CHAPTER TWO:RESEARCH METHODOLOGY**

|   |    |
|---|----|
| Introduction-----                                     | 29 |
| 2.Research Methodology -----                          | 29 |
| 2.1.Types of Research -----                           | 30 |
| 2.1.1.Quantitative Research -----                     | 31 |
| 2.2.Field of Investigation -----                      | 32 |
| 2.3.Description of the Sample -----                   | 33 |
| 2.4.Aim of the Research -----                         | 33 |
| 2.5.Data Collection Tools and Instruments -----       | 34 |
| 2.6.The Research Instruments -----                    | 35 |
| 2.7.Description of the Questionnaire -----            | 36 |
| 2.7.1.Section one: General Information -----          | 36 |
| 2.7.2.Section Two: The Importance of CDA Module ----- | 38 |

|  |           |
|--|-----------|
| <b>2.7.3. Section Three: The Role of CDA Courses in Raising Students' Cultural Awareness</b> ..... | <b>41</b> |
| <b>2.8. Conclusion</b> .....   | <b>44</b> |

### **CHAPTER THREE: DATA ANALYSIS AND DISCUSSION**

|   |           |
|---|-----------|
| <b>Introduction</b> .....                               | <b>46</b> |
| <b>3. Discussion of the Questionnaire Results</b> ..... | <b>46</b> |
| <b>3.1. Discussion of the Findings</b> .....            | <b>57</b> |
| <b>3.2. Limitation of the Study</b> .....               | <b>58</b> |
| <b>3.3. Recommendations and Suggestions</b> .....       | <b>59</b> |
| <b>3.3.1. Recommendations for Teachers</b> .....        | <b>59</b> |
| <b>3.3.1.1. Recommendations for Students</b> .....      | <b>60</b> |
| <b>3.3.2. Suggestions</b> .....                         | <b>61</b> |
| <b>3.3.2.1. CDA in EFL Curriculum</b> .....             | <b>61</b> |
| <b>3.3.2.2. Teaching framework</b> .....                | <b>62</b> |
| <b>3.3.2.3. Sample to Text</b> .....                    | <b>63</b> |
| <b>3.4. Conclusion</b> .....                            | <b>67</b> |
| <b>General Conclusion</b> .....                         | <b>69</b> |
| <b>References</b> .....                                 | <b>71</b> |
| <b>APPENDIX</b> .....                                   | <b>76</b> |

## List of Tables

**Table 01:** The participants' actual contact with CDA.

**Table02:** How often the participants present CDA theoretical/practical CDA session

**Table 03:** The number of different opinion about teaching CDA to all EFL master branches.

**Table04:**The percentage of teachers'level of dis/agreements on the statements

## List of Figures

**Figure 01:** The Three-Dimensional View of Discourse

**Figure02:** The percentage whether the participants were taught CDA

**Figure03:** The percentage of teaching CDA in professional career

**Figure04:**Do the participants have an idea about what CDA is -from least (1)to most(5)-

**Figure05:** The implementation of CDA module in UMAB department (1) less extent to (3) well-implemented

**Figure06:** How often teachers present theoretical CDA session per semester

**Figure07:** How often teachers present a practical CDA session per semester

**Figure08:**Do the teachers think CDA should be taught to all branches at their department

**Figure09:** The teachers' beliefs that some aspects of TC can be discovered through CDA

**Figure10:** Whether or not the CDA courses lack the teacher-student discussions on cultural topics.

## List of Abbreviations

**CDA:** Critical Discourse Analysis

**CT:** Culture Teaching

**DA:** Discourse Analysis

**EFL:** English as Foreign Language

**ELT:** English Language Teaching

**FLT:** Foreign Language Teaching

**ICC:** Intercultural Competence

**TL:** Target Language

**TC:** Target Culture

**UMAB:** University Mostaganem Abdelhamid Ibn Badis

## **General Introduction**

Language can be learned not only involving knowledge of grammar, phonology and semantics, but also involves to communicate interculturally. Learners of English as a foreign language may be facing many obstacles nowadays, where communication became internationally and interculturally related. It is important for learners to become critically aware of culture, language and discourse; in order to help develop their cognitive skills. Integrating CDA can help raise students' cultural awareness as Wodak (2011) stated that CDA helps enhance the learners' interest in the semiotic dimensions of power, social and cultural change in society. To achieve the research purpose, including CDA in the teaching learning process is perceived to help raising master students' cultural awareness and enhance their critical thinking skills.

The concept of CDA is interrelated with the cultural awareness, it is proven by many researchers that both terms of culture and language can not be separated. Culture is always expressed through language use, therefore, this current research attempts to clarify the relation and the implicit role of discourse analysis. It was noticed that most of the studies focused only on one term either CDA or cultural awareness and ICC. For that reason this research work will deal with the interconnection of both terms, to prove that students' cultural awareness could be reached through integrating CDA.

The main objectives of this study is to highlight the underlying criteria of discourse analysis that the EFL master students need to acquire to construct critical thinking skills regarding the notion of culture. Also, it investigates the extent of implementing CDA in the master curriculum. In addition, the present work aims to examine the teachers' awareness about the potential of integrating CDA in their program, and how it can raise students' cultural awareness. Accordingly, the main conducted question in this dissertation is: To what extent are the EFL teachers at University Abdlhamid Ibn Badis expertise and aware of the role of CDA in raising cultural awareness.

Hence, for achieving the purpose of this conducted study which focuses on finding answers to the following questions :

- To what extent does teaching CDA raise EFL master student's cultural awareness ?
- How can EFL teachers implicitly or explicitly include cultural elements in the CDA module?
- What is the possibility of incorporating CDA in EFL curriculum?

On the bias of the previously mentioned questions, a set of hypotheses that support the current research topic were structured as follows:

- EFL master students' cultural and linguistic awareness can be promoted mainly through implementing CDA.

- EFL teachers should include culture in practical CDA courses
- Incorporating CDA in EFL master curriculum should be seen as a high priority.

This study is guided theoretically by Fairclough framework the three dimensional view of discourse analysis; the model can be considered as a combination between three aspects which are: text and interpretation in relation to the social context. This specific theory seems suitable for this study; it shows the interrelationship between the context of the text within cultural aspects, and makes the language learners aware about the importance of culture incorporation in developing their communicative skills. The present dissertation was designed using quantitative data. Obtaining numerical data was the aim of the research, as the researcher wanted to statically investigate this topic.

The research study was conducted at the University of Mostaganem, Abdelhamid Ibn Badis during the academic year 2021-2022, with the EFL master teachers from seven different specialties; Language and Communication, Linguistics, Didactics of Foreign Language , Didactics and Applied Linguistics, Literature and Interdisciplinary Approaches, Literature and Civilization, Science of Language. Regarding the research topic which is concerned with raising students' cultural awareness through CDA, the participants chosen had to be teachers of master students. The sample population used to accomplish this dissertation is formed of twenty teachers from UMBA English department.

This dissertation is divided into a general introduction and three chapters. The general introduction gives an overview about the present work. The first chapter is a theoretical background of both cultural awareness and CDA. Whereas, the second chapter is deducted to present a description of the research design, methodology, sample, and data collection instruments. Finally, the third chapter is devoted to submit the analysis and discussion of the data obtained from the teachers' questionnaire. Moreover, this chapter in particular has provided some recommendations and practical suggestions that might be beneficial for EFL teachers and more precisely students, to enhance their cultural awareness through CDA. In addition, a teaching framework was suggested , alongside with a sample of text analysis.

# ***CHAPTER ONE***

## ***THEORETICAL BACKGROUND***

## **Introduction**

For decades, language teaching and learning process have been depending on the four skills ( listening, speaking, reading, and writing). However, foreign language teaching nowadays, is seeking other effective sources to be fueled. Till this point, culture is viewed as an important source in fulfilling that need. Regarding the current research on culture and critical discourse analysis, to help raising EFL students' cultural awareness. This chapter is concerned with the literature review, as well as, emphasizing the underlying criteria of discourse analysis for EFL master students at the University of Mostaganem. And the need to build their pragmatic skills affected by the notion of culture. As conclusion, it is necessary to integrate concepts such as cultural awareness and critical discourse analysis in the curriculum.

### **1.Cultural Awareness**

Cultural awareness means "the ability to see one's own culture and other cultures with an informed critical understanding" (Pennycook, 1994, p. 55). Culture is not an intrinsic property of individuals but is a shared resource and therefore it is something people negotiate within the community. It consists on developing the abilities to communicate effectively in different cultural contexts and increases mutual understanding. "An increased cultural awareness helps learners broaden the mind, increase tolerance and achieve cultural empathy and sensitivity" (Tomlinson & Masuhara, 2004:3).According to Tomalin and Stempleski (1993), cultural awareness

encompasses three qualities: - awareness of one's own culturally-induced behavior - awareness of the culturally-induced behavior of others - ability to explain one's own cultural standpoint (p.5)

Knuston (2006) points out that the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures. For this reason Knuston (2006) suggests teachers should analyze students' real world and academic needs in terms of cultural knowledge, awareness or ability to function in appropriate ways. Cultural identity rely on the learners' national, linguistic background , ethnics, religious and even gender and age. In addition to this, "identity gives an idea of who we are and of how we relate to others and to the world in which we live" (Woolward, 1997, cited in Ghorbani, 2012:95-96).

Galloway (1984) has proposed a framework for building cultural understanding based primarily on process skills, but incorporating both factual and sociolinguistics content. She suggests organizing instruction around four primary categories of understanding:

1) **Convention:** The goal of this type is to help students recognizes and understand how people in a given culture typically behave in common situations. Galloway identifies two types of conventions: (1) context determined conventions, which includes extralinguistic behaviors that are characteristics in a given situation and (2) function-determined conventions related to sociolinguistics formula or conventional utterances that are used to perform tasks in context. For example if one were teaching about foods, the teacher might focus on such context-determined factors as mealtimes, types of food, conventions

of etiquette as well as on appropriate expressions associated with accepting and declining invitations

2) **Connotation:**The category of connotation deals with the many culturally significant meanings, that are associated with words. As students examine their own networks of association they can begin to discover that the underlying meanings of words are determined by their cultural frame of reference. Galloway (1985) states certain words evoke a cluster of feeling and images. For example the word ‘time’ may make one nervous. At the symbolic level, it represents pressure, stress, deadlines, schedules, responsibility. Simply, a person may fear death etc.

3) **Conditioning:**A third category of cultural understanding has to do with the fact people act in a manner consistent with their cultural frame of reference, and all people respond in culturally conditioned ways to basic human needs to learn how to interpret behaviors that are different from their own without making judgments based on their own standards. Students need to learn how to interpret behaviors. If the students begin to expect cultural differences as natural and inevitable and realize that there are indeed a variety of possible differences to the universal need for food, shelter, social contact, and the like, they may begin to view the other culture more emphatically.

4) **Comprehension:** This category of cultural understanding includes such skills as analysis, hypothesis formation, and tolerance of ambiguity. According to Galloway (1985), comprehension goals can best be achieved by paying attention to the source of

one's information, examining one's stereotypes avoiding over-generalization, and the ways to resolve conflicts.

## **1.1.Culture Teaching**

In foreign language teaching, culture has always been part of the teaching process. To learn appropriately a foreign language you should be aware of the cultural aspects . Risager's (2007) recent work "Language and Culture Pedagogy" presented an overview along with a critical analysis of the history of the international field .According to Risager it is impossible to separate language learning and learning culture, he cited in his book "Language and Culture: Global Flows and Local Complexity" (page 9) a quotation taken from an article published by a German culture pedagogue P.Doyé :

The very nature of language forbids the separation of language from culture. If language is considered as a system of signs, and signs are characterized by the fact that they are units of form and meaning, it is impossible to learn a language by simply acquiring the forms without their content. And as the content of a language is always culture-bound, any reasonable foreign-language teaching cannot but include the study of a culture from which the language stems. (Doyé,1996)

The English language has become an international language due to the globalization and the

development of technology .The latter, encourage EFL teachers to adapt themselves to this new revolution by using various , modern techniques for interpreting culture. The priority goal is to develop students' cultural competences and raising their intercultural sensitivity and awareness. The teachers must be smart to include topics that raise students' cultural awareness. They can ask question that attract students' attention and interest, these questions should be culture oriented .J.Frank in his article "Raising Cultural Awareness in the English Language Classroom" published in 2013 proposes questions such as:

- What behaviors reflect our culture, and how are they learned and shared?
- What important factors (social, religious, and economic) influence our culture?
- What are some important traditions that are unique to our country?
- What ideals and values bind our culture together?

Self-awareness is the point start that encourages students to question their own culture and to compare it to the target culture. The questions that are linked to the 3P model (Practices, products and perspectives) can raise interest and increase brainstorming. Students must go through stages from ethnocentric to ethnorelative, so they accept the cultural differences. J.Frank adds that "classroom discussions based on these considerations can foster an atmosphere that encourages EFL students to think about their own culture and make connections across cultures while studying English"

Another way of creating a “culture friendly” atmosphere is introducing students to topics such as customs, art and literature, symbols, clothing, nonverbal communication and religion. Turkish professor I.Çakir claims that “in teaching a foreign language we need to be sensitive to the fragility of students by using techniques that promote cultural understanding” (Developing Cultural Awareness in Foreign Language Teaching, 2006: 157).Çakir proposes using role-plays, readings, films, simulation, games, culture assimilation, etc.Students find these activities entertaining as well as interesting , which create a great atmosphere to practice and take part of the activities and learn about culture explicitly. It is clear that the classroom activities and covered topics have specific aims and that they carry out certain outcomes. The proposed topics must result in expected outcomes. According to Rivers,1981 suggested that learners will be able to demonstrate certain abilities and attitudes they acquired mentioning some of them:

- That they understand that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs.
- That they understand that social variables as age, sex, social class, and place of residence affect the way people speak and behave.
- That they are able to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiating the statement.
- That they possess intellectual curiosity about the target culture and empathy toward its people.

On the whole, teaching culture offers a great diversity of topics and teaching techniques. Students can profit on many levels while learning about culture. Creating a “culture friendly”

atmosphere and raising self-awareness is extremely important so the students do not feel overwhelmed by a new and different culture. The teaching process should include topics connected to the target language culture. Some of the possible topics are behavior, beliefs, values, lowbrow and highbrow culture in general.

## **1.2. Culture in the EFL Classroom**

In order to be a successful communication it requires proficiency on various levels (grammar, phonology, lexis and culture). Culture is a complex term which can be presented from various perspectives. It can be accessed through five views, the communicative view, the curriculum view, the culture-free-language view, the deconstructionist view, and the competence view. In the international communication these five combination is common. The first three views show less attention to cultural context and its importance toward a successful language learning process. The last two views treat language and culture as a unity with one being essential to the full understanding of the other (Holme 2003). The latter prove the idea of language being shaped by culture.

The deconstructionist view creates a critical view of the language. Language itself is under the influence of its own context, for example the metaphors and their hidden meaning. In fact certain expression, idioms used in English language can be insignificant once translated to other languages and vice versa. This is due to the different cultural backgrounds. The competence view “contends that the knowledge of a language’s culture is thought essential for a full understanding

of a language's nuances of meaning" (Holme 2003; p.20 ). The last view bind both language and culture for a well conducted communication . This can be summarized in Byram's three goals of foreign language instruction:

1. The development of communicative competence for use in situations the learners might expect to encounter;
2. The development of an awareness of the target language;
3. The development of insight into the foreign culture and positive attitudes toward foreign people.

As many linguists and scholars agreed, once a students tend to learn English as a foreign language; they must be familiar with the culture of that specific language and move from the ethnocentric to the ethnorelative. A language is best learned in an authentic context, the students must develop the skills they need to use on daily basis in that foreign country.Çakir explains why culture is obligatory in foreign language classes:

(. . .) as the use of language in general is related to social and cultural values, language is considered to be a social and cultural phenomenon. Since every culture has its own cultural norms for conversation and these norms differ from one culture to another, some of the norms can be completely different and conflict with other cultures' norms. Consequently, communication problems may arise among speakers who do not know or share the norms of other cultures. (154)

The awareness of cultural otherness is the starting point of learning the English language. It guides to ICC which is the main goal of foreign language instruction and requires the inseparable connection of language and culture. However, including culture in curriculum is the new trend as the importance of teaching culture increased along side with the world changing, due to the globalization and multiculturalism. Besides, English language becoming international and the demanded language all around the world.

### **1.2.1.Cultural Effect on the Teaching Process**

As mentioned before, culture and language teaching bound is integrated. Learners are not considered as language masters, if they ignore the target language's cultural background. For the last two centuries, scholars have been focusing on demonstrating the relationship between culture and language, which draw the attention of language teachers to the fact that language without its culture seems to be inaccurate and incomplete. According to Bada (2000, p. 101), "the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers." In brief, learning a foreign language means learning the target culture.

Culture contents in teaching can increase the learners' motivation, interest; in order to focus on that particular subject, and even make them more curious to search about the target culture. Culturally based activities such as singing, dancing, role playing, doing research on countries and

peoples, etc. On this matter, teachers should enhance their learners' cultural language usage. Beside, choosing the accuracy cultural teaching style, exploring the linguistic differences decrease misconceptions and increase understanding. The students, when using the learned language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. (Leveridge, 2008).

The combination of a good language speaker is the knowledge about the target language and its culture. The latter should be taught together, teaching foreign culture is important as well as, being sensitive to our surroundings, the people we interact with daily, do not share the same cultural paradigms especially foreigners (Englebert, 2004).

Language teachers should acknowledge that their comprehension is relevant to interpretation and both are bounded with the cultural context. This assures the idea that the meaning of language used is linked to the cultural context where it is used. Often meanings are lost because of cultural boundaries which do not allow such ideas to persist. As Porter (1987) argues, misunderstandings between language educators often evolve because of such differing cultural roots, ideologies, and cultural boundaries which limit expression. Hui (2005) argued, language teachers should remember that people mind function differently due to their different cultural backgrounds, they learn things in different ways. In addition, Maley (1986) brings out that using language teaching materials in classroom, such as books and handouts, have different effect on learners' perspective depending on their cultural varieties. On the other hand, comparing cultural language is considered as a tool. Yet, to recognize similarities and differences in cultural language

teaching is not the only available tool. However, the educator should acknowledge and master this tools , in order to apply this knowledge to teaching practices.

### **1.2.2.Reasons of Teaching Culture**

Culture has been neglected and taken for granted in foreign language teaching (FLT). More specifically, traditional techniques were used to develop students' cultural awareness; Foreign culture teaching (FCT) was limited on the transmission of foreign culture information such as teaching linguistics in foreign language classroom. Therefore, the contemporary tendency brightened the path to the relation between language and culture, which straighten the idea that learning foreign language is bound with learning an aspect of foreign culture. In this regard, for many reasons, the teaching of culture should constitute an integral part of the English language curriculum either implicitly or explicitly (Byram, 1989).

- To communicate effectively with the target language speakers and to function appropriately in cultural context (Penntcook,1994). The aim of foreign culture teaching is to enhance students' intercultural awareness.
- To succeed in language learning it is essential to integrate culture into FLT.
- Cultural content of the TC helps learners to be more proficient in the use of TL. As Byram (1994) explained that "knowledge of the grammatical system of a language has to be complemented by understanding of culture-specific meanings" (p. 4).

### **1.3.Discourse,DA and CDA**

In order to clarify the concept of critical discourse analysis, defining the primary notions of discourse and discourse analysis is necessary. Hence, they share the same study's subject, each one has its level of strength in processing, studying and analyzing. The three notions are defined below.

#### **1.3.1.Discourse**

Discourse is the study that many branches are concerned with, scholars and linguists that work in the fields language and social sciences. is literally defined as “a serious speech or piece of writing on a particular subject” (Longman Dictionary of Contemporary English, 2001:388).The term discourse refers to the various forms of language use in the society (van dijk et al). Discourse can be referred to the spoken as well as the written form, as long as there is an exchange of linguistic sentences between the message sender and the receiver. In other word, the word 'discourse' refers to what is spoken, while the word 'text' refers to what is written (Drid, 2010).Wodak and Ludwig (1999) claimed that there is an interdependence between the discourse and the society used in. Also the term discourse is applied in various contexts .“in a variety of humanities and social science disciplines, including the applied branches of linguistics”. (Wodak 1999, p. 7)

### **1.3.1.1.The Notions of Ideology and Power**

The concept of ideology has several definition, as Fowler (1991) defines it as « the sum of the ways in which people think, say and interact with the society» (p.92).On the other hand, Fairclough (1992) defines it as « significations generated within power relations as a dimension of exercise of power and struggle over power» (p.67). Van Dijk (1998) claimed that ideologies are the knowledge, values ,traditions and beliefs shared by specific members of groups or a society.

Despite of various definitions of ideology, this concept is rooted in society.And a necessary part of the social process, it creates the identity of the individual based on their group ideological background. Fairclough (1992) argued that "ideologies built into conventions may be more or less naturalized and automatized"(p.90).Ideology is indispensable in the discourse analysis of our daily life.

Power is an essential concept in CDA, it means a kind of control which refers to the manipulation of others' thinking with the usage of language.According to Fowler (1985) defines it as «the ability of people and institutions to control the behaviors and material lives of others» (p.61).

CDA research starts from investigation of the linguistic features of the target discourse for the purpose of revealing the implicit ideologies and powers within the language itself. Fairclough

(2003) gave a detailed illumination of ideology and power, « ideologies are representations of aspects of the world which can be shown to contribute to establishing, maintaining and changing social relations of power, domination and exploitation» (p.117). Thereby, the notion of ideology and power are linked and complete one another.

### **1.3.2.Discourse Analysis (DA)**

The concept of discourse analysis is first defined by Zellig Harris (1952) as a way of analyzing connected speech and writing. Thus, Discourse analysis considers the relationship between language and the contexts in which it is used. DA is closely related to critical language study, critical language awareness (CLA) and literacy studies. It is multidisciplinary, interdisciplinary or even trans-disciplinary (Chouliaraki & Fairclough, 1999).

There are, on one hand, socially pre-established patterns of language use. The latter guides to different discourse types, genres and various ways of language use according to context. On the other hand, sociocultural norms create, modify and specify meaning. Fairclough argued « Texts as elements of social events (see chapter 2) have causal effects – i.e. they bring about changes. Most immediately, texts can bring about changes in our knowledge (we can learn things from them), our beliefs, our attitudes, values and so forth.» (Fairclough.2003 .P.8). The most important feature of DA is to study authentic, original text and conversation in social context.

### 1.3.3. Critical Discourse Analysis

The late 20<sup>th</sup> century, language development encountered a huge interest by scholars. This area regards discourse as a form of social practice (Fairclough & Wodak, 1997, p.258). Critical discourse analysis is concerned with studying and analyzing texts 'written and spoken' to expose the rational sources of inequality, power and bias, it analyses how these rational sources are reproduced within various contexts - political, social, historical etc- (Dijk 1998). Fairclough defined CDA as:

«Discourse analysis which aims to systematically explore often opaque relationships of 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 texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.»  
(Fairclough, 1993:135)

CDA was first introduced by Roger Fowler, Gunther Kress, Bob Hodge and Tony Trew, in *language and control* (1979). Then developed by Norman Fairclough (1989) in United Kingdom, Ruth Wodak (1989) in Austria, and van Dijk (1993) in the Netherlands. Wodak (2011) talked about it saying that:

« CDA can be defined as a problem-orientated interdisciplinary research programme, subsuming a variety of approaches, each with different theoretical models, research methods, and agendas. What unites all approaches is a shared interest in the semiotic dimensions of power, injustice, and political-economic, social, or cultural change in society.» (p.302)

Wodak shows the concern of CDA with social problems, not on language but with the linguistic aspect of social and cultural contexts, identities and structures. CDA interest is in the influence a text have on the readers. As Fairclough (1992) explained, one may see a text as discursive practices of production, distribution and interpretation which are embedded in a broader field of social practices. Fairclough and Wodak (1997: 271-80) summarize the main principles of CDA as follows:

- CDA addresses social problems.
- Power relations are discursive.
- Discourse constitutes society and culture.
- Discourse does ideological work.
- Discourse analysis is interpretative and explanatory.
- Discourse is a form of social action.

## **1.4.CDA Major Theoretical Framework**

In order to to analyse a discourse, the theoretical part should be clarified in the first place. It facilitate development of the tools linking sociology to language. Theoretical framework was first created by Fairclough, it has been guiding many CDA researchers. His belief that the language is an irreducible part of social life is the main part of his framework. The dialectic relation between language and social reality is realized through social events (texts), social practices (orders of discourse) and social structures (Fairclough, 2003). He is the only CDA scholar who identified the relationship between language and power (social power and ideology) in his research.

### **1.4.1. Norman Fairclough's Three-Dimensional Model**

The tripartite model for the ideology and analysis of power, is the most used analytical framework in critical discourse analysis. Fairclough shed light on the importance of understanding the text as a whole. Also, the interaction between text production and interpretation. Alongside with taking into consideration the interrelationship among texts, production processes, and their social context. The latter lead toward the three dimensional view of discourse and discourse analysis Fairclough mentioned in his book 'Critical Discourse Analysis: The Critical Study of Language 1995':

'Discourse and any specific instance of discursive practice, is seen as simultaneously (i) a

language text, spoken or written, (ii) discourse practice (text production and text interpretation), (iii) sociocultural practice.’(Fairclough 1995.p.97)

The three dimensions need different kind of analysis presented as follow:1) text analysis which is the description; 2) processing analysis which is interpretation; 3) social analysis which is explanation.The figure below shows the three dimensional model illustrated by Fairclough in 1995 :

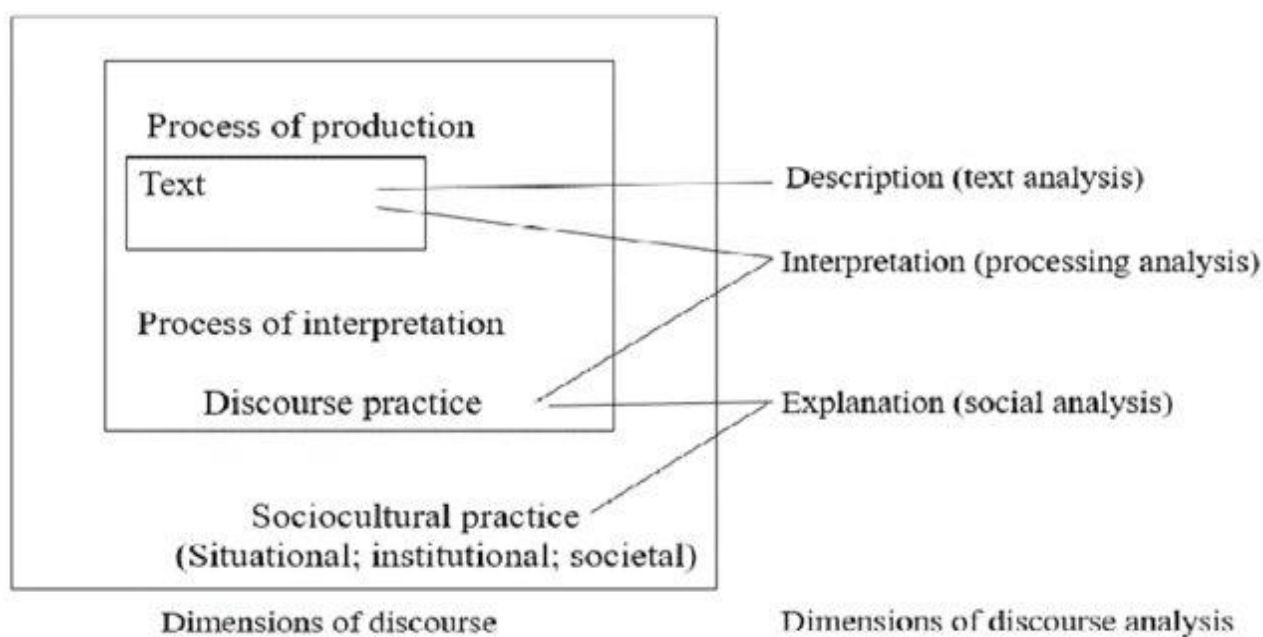


Figure 1.The three-Dimensional view of discourse(adapted from Fairclough, Norman.1995.Critical Discourse Analysis: The Critical Study of Language. (p 98)

#### 1.4.1.1.Description

According to Fraiclough’s model the first step of discourse analysis is description. In this stage the linguistic features should be systematically analyzed, such as lexis (choice of

vocabulary and words..) , grammar (passive-active,transitivity..) and text structure (turn-taking system,cause-effect..). Fairclough (1989) argued that : «description is the stage which is concerned with formal properties of text» (p.26).

The text analysis is what should be considered first in Fairclough CDA model.The term text (written and spoken forms) , according to Fairclough (1993, p. 138), refers to “the written or spoken language produced in a discursive event.”. The term text does not stand only for the linguistic units of sentences, but to various semiotic indications. For instance, visual images and audiovisual texts .

#### **1.4.1.2.Interpretation**

The second dimension the discursive practice. Which is the interpretation process. Fairclough (1989) says: «Interpretation is concerned with the relationship between text and interaction with seeing the text as the product of a process of production, and as recourse in the process of production, and as recourse in the process of interpretation»(p.26).In this stage text is regarded as discursive practice, it means that not only the linguistic features are analyzed, but the focus is beyond that such as speech act and intertextuality, which link the text to its context. In this stage what should be interpreted in the correlation between the discourse and its production and its consumption.

Text as discursive practice includes two processes. The first one is the institutional process (editorial procedure), and the other is discourse process (the alteration that the text goes through in production and consumption). The latter, is explained through the concept 'intertextuality'. In other words, this step deals precisely with the exploration of intertextual relations among discourse, texts and setting.

### **1.4.1.3.Explanation**

The third and last dimension is the explanation process, which is bound with the analysis of sociocultural practice. According to Fairclough (1989) «explanation is concerned with the relationship between interaction and social context with social determination of the process of production and interpretation, and their social effects.» (p.26).

The explanation stage corresponds to the dimension 'discourse as social practice', more accurately 'social-cultural practice'. Therefore, this stage is concerned with factors like ideology and power, as they demonstrate the interaction between social-cultural context and the production and consumption of texts. Fairclough considered language use socially shaped, as in 1995 he said : « [L]anguage use is always simultaneously constitutive of (i) social identities, (ii) social relations and (iii) systems of knowledge and beliefs.» ( p.134).

### **1.5.The Purpose of CDA in the Education System**

Critical discourse analysis aims to discover the implicit meaning behind the text, it tries to dissolve the relationship between language, power and ideology .It can vary in many aspects, social and political problems where the focus of the study could be racism, discrimination or even sexism.CDA examines how the expression of the author's ideology about people, events and places.Dijk argued that "critical discourse analysts take explicit position, and thus want to understand, expose and ultimately resist social change" (Dijk, 2001:352).

According to Caldas-Coulthard and Holland (2000) another main purpose of CDA allocated to teachers and translators. The latter are social agents that represent specific social practices.They can help manufacture a developed society. Beside Fairclough agrees: «It follows that it is becoming essential for effective citizenship that people should be critically aware of culture, discourse and language» (Fairclough, 1995:201).

The purposes of CDA involve raising students' cultural awareness of discourse.The hidden concepts on social and cultural practices, are clarified by CDA. Raising cultural awareness of English language may also be the guide to acknowledge various social issues. For instance, Kanno explained the effect of school on the students' behaviors, identities and social change.Besides, Fairclough identified it as follow:

‘The problematic of language and power is fundamentally a question of democracy. Those affected need to take it on board as a political issue, as feminists have around the issue of language and gender.... Critical linguists and discourse analysis have an important auxiliary role to play here [i.e., secondary to the role of people directly affected] in providing analyses and, importantly, in providing critical educators with resources of what I and my colleagues have called ‘critical language awareness’ (Fairclough 1995: 221)

CDA is one of the keys which develop learners’ ability to comprehend and adapt language usage in different contexts and achieve different purposes, in order to master English language in particular. Based on Jaworski & Coupland 1999, developing the ability to interact critically and analyse discourse will affect positively the learner’s basic skills on social life, and impose a form of critical order on the new discursive universe .

## **1.6. Conclusion**

This chapter was an introduction to the various concepts, such as culture and its integration with language teaching and critical discourse analysis. The teaching learning process of EFL witnessed a huge change. Which shifted from the traditional way to including the intercultural orientation .The latter, enhanced the awareness of culture, and reinforced the relation between language and teaching culture as an integral component in language teaching. On the other hand, critical discourse analysis improve teachers’ intercultural perspectives that impact on their language teaching method.

## *Chapter Two*

# **Research Methodology**

## **Introduction**

The previous chapter introduced the main information related to the present research. Hence, this chapter is dedicated to describe the research methodology. As well as, an overview description of the questionnaire's answers received by the EFL university teachers. It should be concluded by identifying the importance of integrating CDA as a module in EFL master students' curriculum throughout the questions of the questionnaire. This chapter will present the practical part of our dissertation. It aims to investigate the research problem and to provide an adequate answer to the research questions. It presents explication about the methods used to conduct this study.

## **2. Research Methodology**

Research is a well-structured inquiry about a specific investigation; it is also a systematic design. It can help identify and find solutions to a specific problem, help make decisions and develop new concepts. Research could be define as the process of obtaining the required data and gain the knowledge through investigating and analyzing it.

The terms "methodology" and "methods" are interconnected. Yet, the two terms can be differentiated for better clarification. Neuman (2014) stated that methodology includes the social-organizational environment, philosophical assumptions, ethical standards, and political effect of

new information gained via research activity. Methods relate to the approaches used to pick cases, measure and monitor social life, collect and refine data, analyse data, and publish results.

## **2.1.Types of Research**

There are various types of research presentations, some will be defined in short as follow:

- **Descriptive vs Analytical**

Descriptive research gathers data without controlling any variables, it consists of surveys and fact-finding inquiries of various types. The main feature of this method is that the researchers don't have control over the variables; they can only report things like what has happened or what is happening. While, in analytical research, Researchers use facts or already available information. They critically evaluate and analyze the material.

- **Applied vs Fundamental**

Applied research is based at conclusions. These conclusions are facing a concrete social or business problem. This type aims to find solutions for immediate problems faced by society or industry. Whereas, fundamental research is for finding information that has a broad base of applications. It is an add-on to the already existing scientific knowledge.

- **Qualitative vs Quantitative**

Qualitative research is a technique for gathering information using conversational approaches such as open-ended inquiries. The majority of the replies are non-numerical. This strategy gives researchers the information they need to fully comprehend what participants believe and why. Quantitative approaches are concerned with numerical data and statistical representations. They entail conducting data analysis in a methodical manner. Researchers can use this strategy to examine the elements that influence behaviour.

### **2.1.1. Quantitative Research**

Quantitative research is regarded as the organized inquiry about phenomenon , it consists on the measurement of quantity. Quantitative methods are part of an objective ontology; while the data is collected through numerical and execution of statistical techniques ; “calls for methods grounded in statistical analysis and include such techniques as inferential statistics, hypothesis testing, mathematical analysis, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with limited range of predetermined responses” (Lee, as cited in Slevitch, 2011, p. 76).

Since this study investigated the phenomenon of teaching CDA and its role increasing students' cultural awareness, the quantitative method was the suitable approach that allow us to

have reliable a valid results in our research. Quantitative research is used in order to have a large samples. Regarding the aim of the present research, it is sufficient to use a single approach. We examined the knowledge and perceptions and skills of the participants through the provided data collection. In this sensitive topic, the questionnaire was designed to the students to obtain a general knowledge about the implementation of CDA in affecting the cultural awareness of the students, and examine the cultural knowledge gained by studying CDA. To sum up the application of this data gathering technique was satisfying and adequate to conduct this study.

## **2.2.Field of Investigation**

This study was undertook at the University of Mostaganem Abdelhamid Ibn Badis, more precisely at the department of English, with master two teachers from different specialties; Language and Communication, Linguistics, Didactics of Foreign Language , Didactics and Applied Linguistics, Literature and Interdisciplinary Approaches, Literature and Civilization, Science of Language, during the academic year 2021/2022. Regarding the research topic presented in this study which is concerned with the CDA as a module, in addition to the module of ICC. The sample was personally selected by the researcher to precise the implementation of CDA in EFL master two classes, where at least two teachers were questioned from each specialty. So, the individuals are seen as the representatives of the case study.

### **2.3. Description of the Sample**

The sample is a part of population. This unit selected from a population must represent a larger group to achieve the research objectives. So that the findings are generalized in the context of the entire population. The researcher should be qualified to choose the sample design. The sample facilitates the examination of the population to gain the needed information.

The sample of populations participating in this study are the EFL teachers of the English Department at Mostaganem University Abdelhamid Ibn Badis. The sample was randomly selected ;a group of twenty (20) teachers from different various specialties “Language and Communication, Linguistics, Didactics of Foreign Language , Didactics and Applied Linguistics, Literature and Interdisciplinary Approaches, Literature and Civilization, Science of Language” They were selected to complete a questionnaire about the importance of CDA and its implication in their career, also in the university. As well as, the advantages of integrating CDA as a curriculum and its impact on raising students’ cultural awareness.

### **2.4. Aim of the Research**

To begin, the goal of this research is to uncover the hidden significance of CDA in EFL master students' cultural awareness. It also looks into the advantages of including CDA into the master's programme. As a result, the purpose of this study is to reveal the underlying specifics of the

discourse criteria that learners must acquire in order to master pragmatic skills in the target culture.

## **2.5.Data Collection Tools and Instruments**

Data collection is one of the most important stages to conduct a research study. This stage requires planning and evaluation of the outcomes, in order to capture quality evidence and translate it into rich data analysis. Data collection starts with determining what kind of data required following by the selecting a sample from a certain population. After that, a certain instrument is used to collect the data from the chosen sample.

In this study the researcher used the questionnaire as an instrument to collect data. In order to gather enough information on the master students' curriculum and the teachers' awareness on CDA and its relation to culture awareness. The questionnaire was mainly designed to meet one type of questions which is the closed ended questions. To make it simple and time-saving method to reach the research goal. As in the closed ended questions is used to make the respondents choose from pre-dominant answers .

The questionnaire was answered online and took place in anonymous concept, providing the teachers with the freedom to answer objectively. It consists of fourteen different questions ,

divided into three sections; section one, general information; section two, the importance of CDA module; section three, the role of CDA courses in raising students' cultural awareness.

## **2.6.The Research Instruments**

A set of standardized questions aiming to gather information is called a questionnaire. This research instrument's main purpose is to extract data from the chosen sample (respondents), it provides the researchers with reliable data and allows them to examine the participants' various perspectives and knowledge in the specific concept. Besides, it is important to differ between the questionnaire which facilitate collecting data, and the process of analyzing the responses which is called surveying. This research instrument is a questionnaire of statistical study, in which the internet is a popular methodology to conduct a survey online. This method made it easier to collect enough data for researchers in an inexpensive and efficient way. In this case the survey was sent personally to teachers from different specialties, and they kindly cooperated and took the time to answer the questionnaire. Using survey eases the process of analyzing data. Besides, such a tool takes into consideration the research's ethical issue ; andt preserves the respondents' anonymity.

This research's questionnaire, was submitted to twenty (20) EFL university teachers from all the specialties of master two LMD. This has been conducted in order to gather enough information about the advantages of raising cultural awareness by integrating CDA in ELT,

especially its implication in the curriculum of master two students. The questionnaire mainly focused on the close-ended and multiple choice questions in order to obtain quantitative data.

## **2.7.Description of the Questionnaire**

To conduct this present study, the questionnaire was designed for EFL master two teachers from seven different specialties; Language and Communication, Linguistics, Didactics of Foreign Language , Didactics and Applied Linguistics, Literature and Interdisciplinary Approaches, Literature and Civilization, Science of Language, in order to collect reliable data and to harvest different opinions concerning the importance of CDA in enhancing cultural knowledge. The questionnaire contains fourteen questions the majority are close-ended form; it is divided into three different sections, each section differ in the objective and aim which will be portrayed as follow:

### **2.7.1.Section one: General Information**

This section is specified to collect information about the participants. The years of experience, the degree they have, besides the knowledge they acquire about CDA. This section in general in a highlight to help the researcher classify the participants' acquaintances and authenticity of their own responses.

**Question one**

As an opening question it aims to determine the years of experience of the sample in this research, as it gives a clear idea for the researcher to determine the reliability of the answers. As it is known, the old generation and the new one differ, Because experience differs over time, and this can be expressed through the years they have been teaching. And this can be beneficial for the research study.

**Question Two**

This question is concerned with the level of degree the teachers have; whether it is a master degree or a PhD degree. This aims to identify the knowledge level of the teachers. As the PhD graduates have more complex modules and deeper topics to deal with in order to be qualified language users, in contrast to the master graduates they focus on their program and don't quite seek deeper knowledge on a specific module. Therefore, the researcher included this question in order to confirm the participants' degree.

**Question Three**

The third question of this section, investigates whether the participants have been taught critical discourse analysis in their academic journey. This question might vary from one another, because they might be from different universities or different promotions and even generations. This question shows the attention directed toward teaching CDA in the previous generation, or at

least in the previous decade. It can describes to the researcher the struggle these teachers could be facing. The lack of knowledge about CDA could affect their teaching knowledge.

### **Question Four**

The fourth question is the one that reveals the struggle that the learning teaching process is facing. Investigating whether the twenty participated teachers taught CDA during their professional career or not. It investigates two main points. The first one is to know whether the teachers are qualified in this particular subject which is CDA, and the second point is to testify the implementation of CDA in new generation academic career. This question might show the changes applied to have a better learning teaching process.

### **Question Five**

This close ended question, aims to verify the instructors' general knowledge about CDA. As it can provide the researcher with reliable data, whether the instructors are aware of the term CDA or not. This rely on the teachers' academic and proficiency knowledge. Not having an idea about it means the lack of the integration of CDA aspects.

## **2.7.2.Section Two: The Importance of CDA Module**

This section is dedicated to evaluate the implementation of CDA as a module in the EFL

curriculum. This section also determines the teachers' connection with the integration of CDA in EFL sessions. Thus, these five questions help the researcher to have a clear idea about the teachers' thoughts of the importance of CDA for EFL students. All of the questions are described as follow:

### **Question One**

The first question investigates the teachers' perspective about the extent of implementing CDA at the English department in University of Mostaganem. This aims to determine whether the CDA is taken for granted or not, as to acknowledge the extent to which CDA module plays an important role in the curriculum of EFL department. Because the lack of implementing CDA can affect the students' learning process and their critical skills.

### **Question Two**

This question aims to investigate the instructors' teaching process, in deeply the curriculum presented for the EFL master students. The quantity of presenting a theoretical CDA session matters, as it improvises the researcher's view on the quality of the curriculum presented during the semester. As this question precise whether the students learn more theoretical CDA or not. This shows the importance given for the curriculum design and the importance of teaching CDA.

### **Question Three**

This question helps denoting how often a practical CDA session is presented per semester. It also clarify the importance of the CDA in the content of the curriculum. As it shows to the researcher the lack of implementing practical CDA sessions in the EFL department. It investigates that practical CDA courses might affect positively the students' critical skills and raise their awareness.

### **Question Four**

This question was designed to determine whether the instructors believe CDA should be integrated to all EFL master students' curriculum. It helps the researcher to classify the level of importance deducted to the CDA implementation in the teaching learning process; this also might show the lack of master curriculum, whether it does give much importance to develop students' critical skills by practicing CDA.

### **Question Five**

The fifth question in this section consists on choosing the relevant answers from the five suggested ones; tent to show the role of practical CDA courses in helping students learning process. It investigate the impact of CDA in teaching target culture. It tend to help the researcher examine the informants' awareness concerning the interpretation of culture and the integration of CDA courses beside, developing the critical thinking skills.

### **2.7.3. Section Three: The Role of CDA Courses in Raising Students' Cultural Awareness**

This third section of the questionnaire was made to examine the necessity of CDA courses and its impact on raising EFL learners' cultural awareness. It aims to investigate the implication of CDA in master's courses and showing the lack of discussions on cultural topics. Thus, it mentions the how cultural awareness could be developed through CDA and the critical thinking skill is one of its main keys. As the researcher designed this section as the conclusion one, in order to determine the participants' knowledge about both terms of CDA and culture combined. As this section consists on four questions each one of them, demonstrate the relationship between CDA and culture.

#### **Question One**

This particular question investigate the teachers' opinion concerning the combination of CDA with raising cultural awareness. Through this question, the researcher wants to examine the teachers' thoughts about the impact of CDA on discovering aspects of the target culture. This clarify the effect of including CDA in the curriculum, and its implicit role of tackling some main points of the target culture.

#### **Question Two**

The second question of the third section, shed a light on the lack of discussions about culture related topics in CDA courses presented in the EFL department at UMAB. The aim of this

question is to determine and clarify the actual situation of teaching CDA whether the participants think the teacher-student discussions lack cultural topics. This question facilitate the data collection about the application of CDA in classroom.

### **Question Three**

The present question sougths to identify the difference between CDA and thematic or literary analyses according to the culture related issues. This one aims to examine the respondents' knowledge as well as, their authentic thought. The researcher designed this question that consists on multiple choices in order to determine whether or not CDA is different from thematic analysis in various concepts. This clarify the participants' acquaintances about this concepts.

### **Question Four**

The present question consisted of a series of statements with which the participants had to decide whether or not they agreed. The purpose of this inquiry is to learn more about CDA's role in the educational process. This question was broken into seven statements by the researcher. Each one has a different goal because of the environment, but they all look at the culture's relationship with CDA and the importance of implementing CDA into the curriculum. The following is a description of each statement:

The first statement aims to investigate the implicit role of CDA in helping students become

more aware about the target culture. The participants' responses will clarify to the researcher whether the statement is agreed on or not.

The second statement tend to examine the impact of analyzing a sociocultural text on raising the learners' interest about getting involved more into the target culture. This statement aims to provide the researcher with reliable data on the participants' perspective on how CDA can raise students' cultural awareness.

The third statement proposed in this question aims to denote the underlying important role of practical CDA and how does the theoretical CDA affect the enhancement of learners' intercultural competences. This helps the researcher to collect data about the curriculum design; whether it contains frameworks and theories of CDA or is it practical CDA.

he fourth statement denotes the teachers' role in implementing CDA and encourage the learners to be critical analysts. This statement shows the participants' intentions of using CDA as a curriculum, whether to only create critical analysts or to develop further skills.

The fifth one, consists on devoting the participants' thoughts about the CDA content and its significance to explore cultural concepts through it. The researcher designed this statement to investigate the respondents' thought about the textual level of CDA role in reaching more knowledge about the target culture.

The sixth statement, aims to explore the point of view of the participants, it may differ from one another. This statement shows that the cultural meanings might be always implicitly included in any linguistic signs; and it can be identified by using CDA. The researcher included this statement for various points, one of them is to prove that CDA can help the learners to recognize hidden cultural concepts in any linguistic signs.

The seventh and final statement, is chosen by the researcher for two reasons. First to clarify the difference between both literary criticism and thematic analysis with CDA. The statement is a direct comparison between the mentioned concepts; it denote that CDA could reach more culture related issues. Second, is to confirm based on the participants that CDA does reach more culture related issues than thematic analysis or criticism.

## **2.8.Conclusion**

This chapter is dedicated to the research methodology, in which the description of the study is outlined. First, the researcher dealt with the aim of the research . As well as , the description of the population and the research context. In addition, it delves deeper into the specifics and explanations of the data collection instruments, such as the questionnaire used to obtain quantitative data. The next chapter will give an overall analysis of the data as well as a discussion of the findings.

## *Chapter Three*

# **Data Analysis and Discussion**

## **Introduction**

In this chapter, based on the results of the study, the researcher provided a general discussion of the research findings and the limitation of the study; also presented recommendations and suggestions addressed to both teachers and students in the English Department at Mostaganem University. The suggestions are practical for CDA usage in the learning teaching process. Due to the constraints that need to be solved, the researcher suggested these useful recommendations. In order to provide the practical use of CDA as a discipline to help raise master two students' cultural awareness that could serve as a solution.

### **3. Discussion of the Questionnaire Results**

This questionnaire was addressed to EFL master teachers of UMAB. In the first section, the results showed that all the twenty teachers that participated in the process of answering the questionnaire were of the seven various specialties. The majority of the teachers are aware of the term of CDA; either they were taught CDA in their academic career or have been teaching it during their professional career as shown in the following data analysis :

### 3- Have you been taught CDA in your academic career?

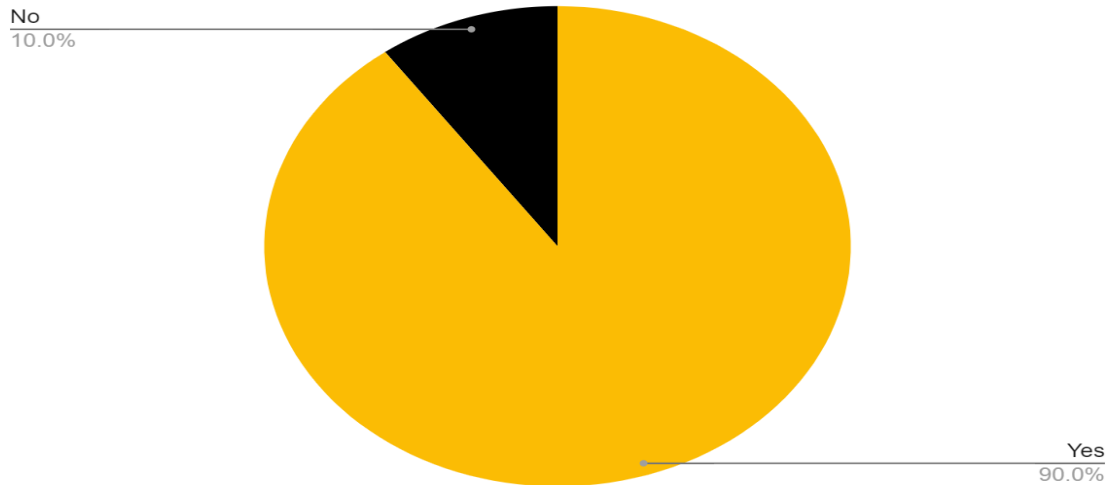


Figure02: The percentage whether the participants were taught CDA

As shown in (Figure02 and Table 01) a total of (90%) of the participants confirmed that they did study CDA during their academic career. Whereas, the minority of (10%) expressed their lack of knowledge about the concept.

### 4- Have you taught CDA during your professional career?

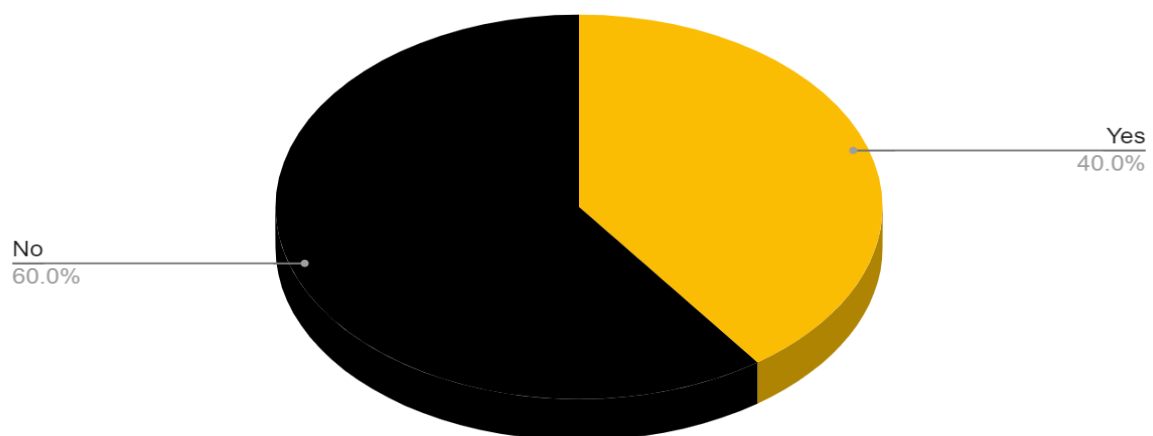


Figure03: The percentage of teaching CDA in professional career

| Question   | Number of participants answering «YES» | Number of participants answering «NO» |
|--|--|---------------------------------------|
| Have you been taught CDA in your academic career?    | 18                                     | 2                                     |
| Have you taught CDA during your professional career? | 8                                      | 12                                    |

Table 01: The participants' actual contact with CDA.

As shown in (Figure03 and Table01) the majority of the respondents did not teach CDA during their professional career, a total of 60% of the responses were negative, they never taught CDA during their professional career. Whereas, 40% are or have been CDA teachers.

5-Do you have an idea about what CDA is?

20 responses

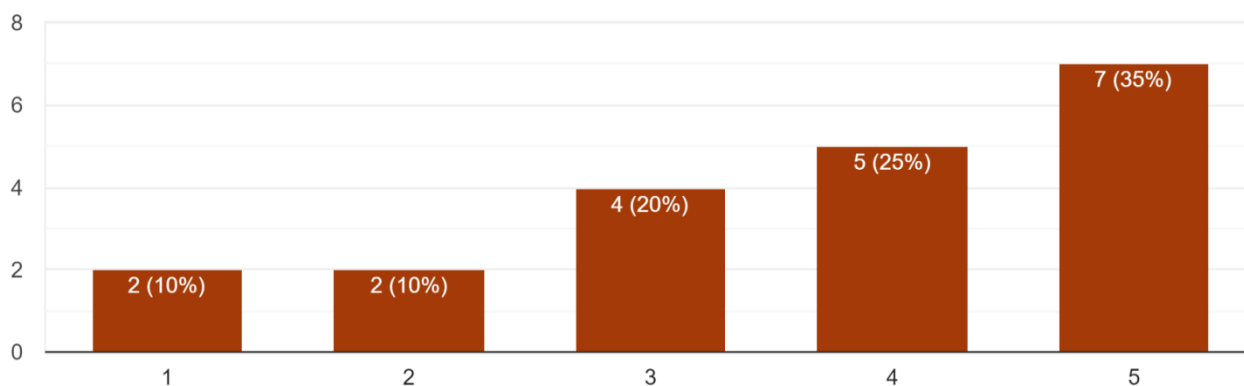


Figure04:Do the participants have an idea about what CDA is -from least (1)to most(5)-

A total of (35%) of the participants master CDA, and (25%) said that they have a well implemented idea about it. Whereas, (20%) have a medium idea about what CDA is, the other participants a total of (20%) lack the idea about what CDA is.

In the second section, the teachers answered questions related to the implementation of CDA. As the first question was a direct one to show to what extent the CDA module is implemented at the department. According to the second and third question, which focused on the teachers' way of teaching CDA. As the questions focused on how often they present practical or theoretical CDA session per semester. As well as , majority of the teachers agreed to the necessity of teaching CDA to all master specialties. The latter shed a light on the importance given for the CDA module in this specific department. This makes a clear relation between the first hypothesis that critical discourse analysis is not well-implemented in the department although its importance of promoting cultural awareness in EFL master students.

1- To what extent do you believe that CDA module is implemented at your department?

20 responses

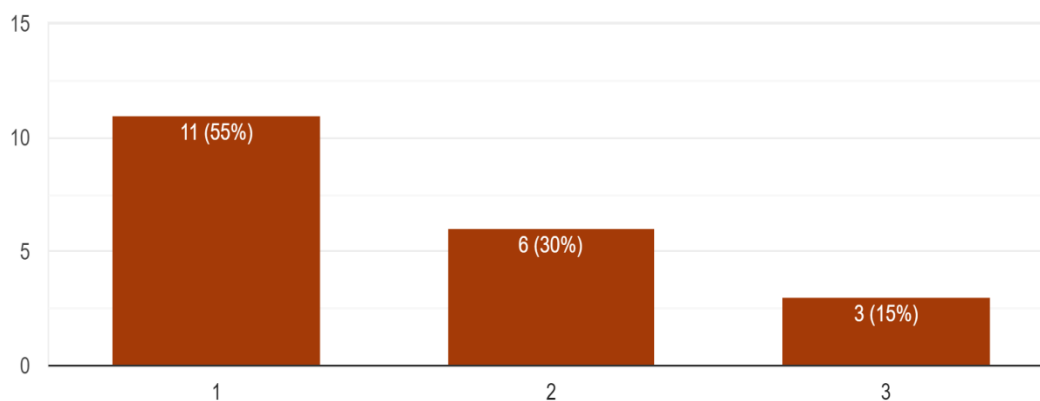


Figure05: The implementation of CDA module in UMAB department (1) less extent to (3) well-implemented

As Figure05 shows that most of the respondents agreed that the CDA module was implemented to less extent a total of (55%). Whereas (30%) said that CDA is implemented to an average level. However, only (15%) agreed that CDA module is well-implemented in the department.

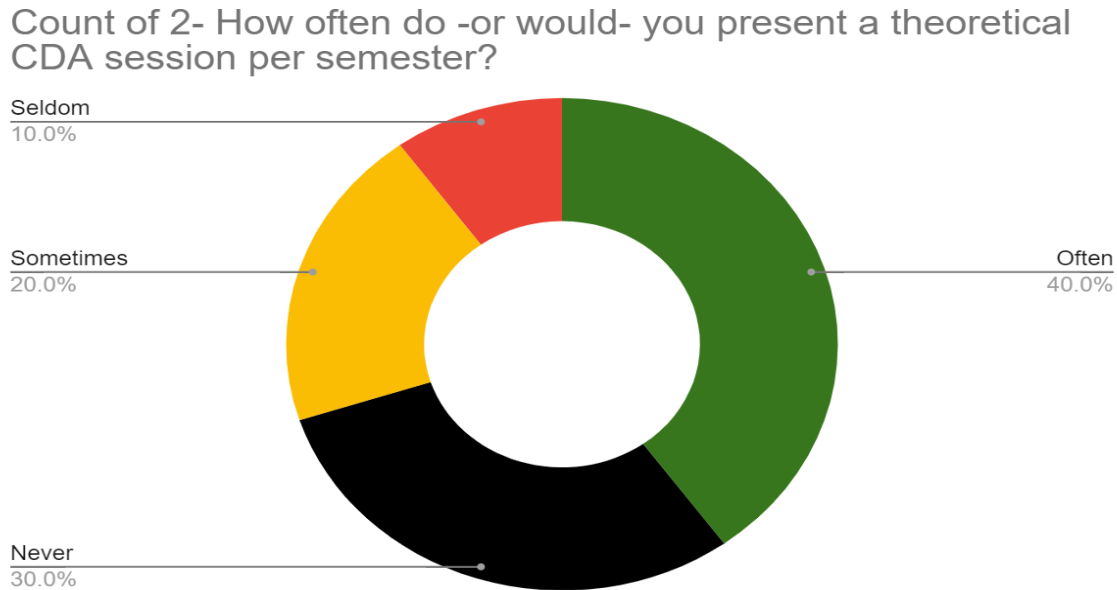


Figure06: How often teachers present theoretical CDA session per semester

As shown in Figure06, the majority of the teachers a total of (40%), often present a theoretical CDA session. While (30%) never presented a theoretical CDA session. The rest was divided into sometimes (20%) and seldom (10%).

3- How often do -or would- you present a practical CDA session per semester?

20 responses

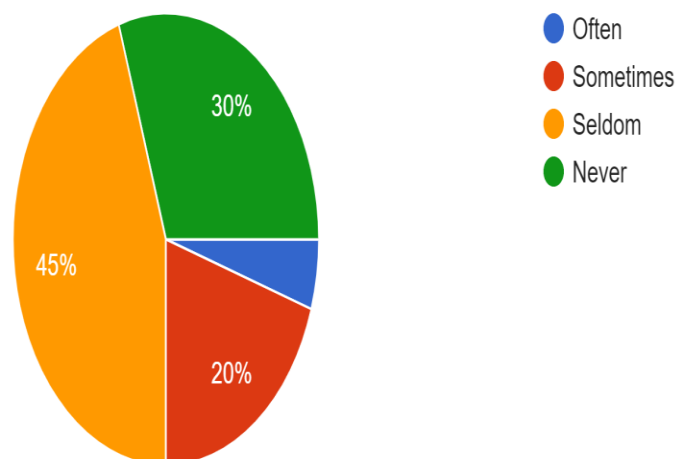


Figure07: How often teachers present a practical CDA session per semester

| Question  | Seldom | Never | Sometimes | Often |
|---|--------|-------|-----------|-------|
| How often participants present theoretical CDA session per semester | 8      | 6     | 4         | 2     |
| How often teachers present a practical CDA session per semester     | 9      | 6     | 4         | 1     |

Table02: How often the participants present CDA theoretical/practical CDA session

As shown in (Figure07 and Table02) , the majority of the participants seldomly present a practical CDA session ,a total of (45%),. Whereas, (30%) never presented such a session. And a

total of (20%) sometimes present CDA practical session. While only (5%) of them said they often present a practical CDA session.

4- Do you think that CDA should be taught to all Master branches at your department?

20 responses

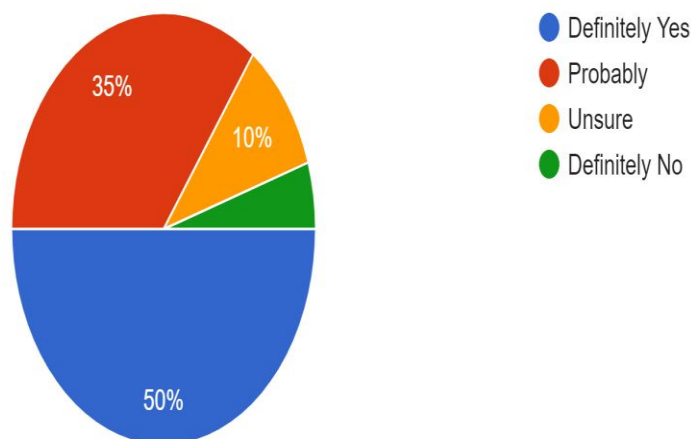


Figure08:Do the teachers think CDA should be taught to all branches at their department

| Question  | Definitely Yes | Probably | Unsure | Definitely No |
|---|----------------|----------|--------|---------------|
| Do you think that CDA should be taught to all master branches at your department? | 10             | 7        | 2      | 1             |

Table 03: The number of different opinion about teaching CDA to all EFL master branches.

As Figure08 and Table03 show, the majority thought that CDA should be taught to all master branches at their department. As a total of (50%) selected 'Definitely yes', while, (35%) selected 'Probably' . And (10%) was unsure about it, while only(5%) completely disagreed .

As answers to the fourth question, the informants argued that they don't think CDA should be taught to all master branches and this shows the lack of the importance of integrating CDA in curriculum. This may be caused of not having CDA as a module in their curriculum and not knowing the impact CDA can have on their students critical thinking skills. This brings the second hypothesis which is the lack of integrating CDA as a module in the curriculum of EFL master two.

In the third section, as answers to the first question, teachers confirmed that CDA can help discover and reach some aspects of the TC. This may be because they have already experienced that before, to analyse linguistically a written or spoken text and reveal some aspects of the target culture. In relation to the first hypothesis, collecting acquaintance about the TC can be promoted through CDA . As mentioned in the first chapter, CDA is the study of language that goes beyond surface level of text. However, as answers to the third question, teachers agreed that CDA requires the critical thinking, this guides to the fact that CDA awakes the critical thinking skills and motivates the learners to seek clarifications about TC aspects and their own cultural aspects.

1- Do you think that some aspects of the target culture can be reached and discovered through CDA?

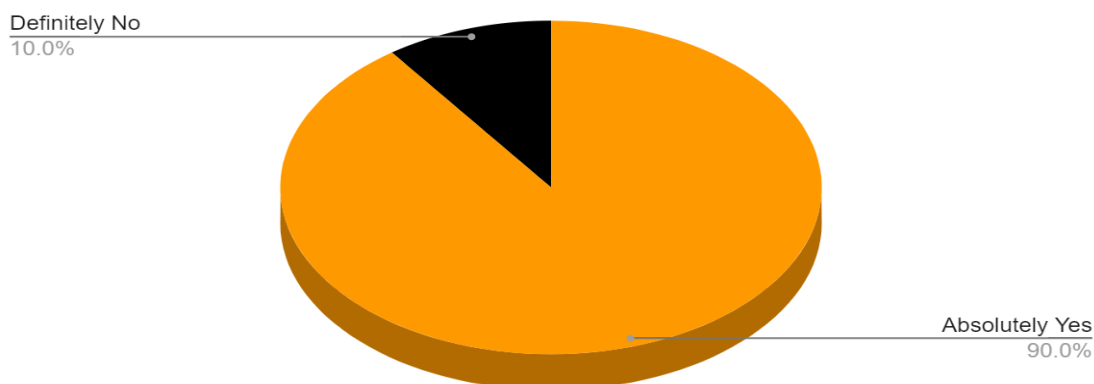


Figure09: The teachers' beliefs that some aspects of TC can be discovered through CDA

As clarified in Figure09, the participants were divided into: believers a total of (90%)believed that CDA can be a key to discover some TC aspects. And disbelievers , where a total of (10%) disagreed, they don't believe that CDA can cover some TC aspects .

2- Do current CDA courses at your department lack the teacher-student discussions on cultural topics?

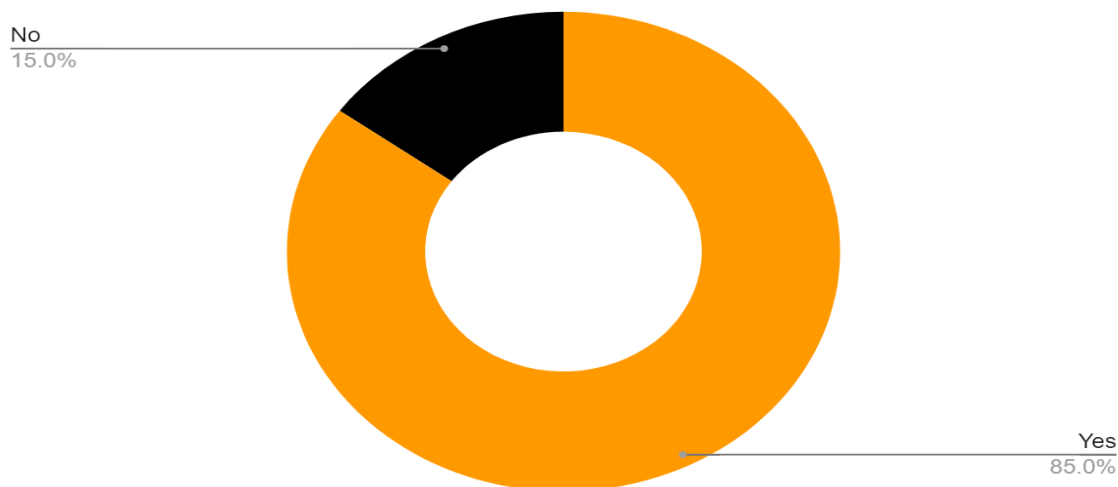


Figure10: Whether or not the CDA courses lack the teacher-student discussions on cultural topics.

Figure10 shows that the majority of the teachers agreed on the statements a total of (85%) think that the CDA courses lack discussions on cultural topics. While only (15%) disagreed, to them no lack is founded in that area.

Finally, for the fourth question. There were a division between, first the informants that acknowledge the role of the teacher in triggering learners to be critical analysts and think that cultural meanings in any text can be extracted by CDA , i.e practical CDA is necessary ; Second, other informants that think enhancing students' intercultural competence should be by CDA theories and frameworks only.

| Statements   | Strongly Agree (%) | Agree (%) | Strongly Disagree (%) | Disagree (%) |
|--|--------------------|-----------|-----------------------|--------------|
| 1-Practical analysis of political speeches with references to cultural dimensions cannot help students much be aware about the target culture.                   | 0%                 | 10%       | 55%                   | 35%          |
| 2-What is socio-culturally analyzed may raise learners' interests in discovering about more cultural aspects.  | 25%                | 75%       | 0%                    | 0%           |
| 3- Learners' intercultural competence will not be enhanced by CDA theories and frameworks.   | 20%                | 20%       | 30%                   | 30%          |
| 4- When triggering learners to be critical analysts, teachers of CDA are pushing them to increase more skills (discourse ,sociolinguistic, communicative, etc.). | 65%                | 35%       | 0%                    | 0%           |
| 5- The textual level in any CDA example may not help learners reach knowledge about culture.   | 5%                 | 20%       | 5%                    | 70%          |
| 6- There are always cultural meanings in any linguistic signs, and this can be extracted by CDA.   | 50%                | 45%       | 0%                    | 5%           |
| 7- Literary criticism and thematic analysis reach culture-related issues more than CDA does.   | 0%                 | 10%       | 20%                   | 70%          |

Table04:The percentage of teachers'level of dis/agreements on the statements

Table04 shows the teachers' level of dis/agreements on seven statements the results are as follow:

1. For this statement the majority disagreed, a total of (55%) selected 'Strongly Disagree', while (35%)disagreed and only (10%) agreed.

2. This statement shows that predominance number of respondents agreed to it, a total of (75%) and (25%) strongly agreed .While on this particular statement none disagreed.

3. This statement testified a variety of opinion between the four levels. A total of (20%)strongly agreed, and (20%)agreed on the statement. While, a total of (30%) disagreed, and another (30%) strongly disagreed.

4.This statement had responses that differ between only two levels of agreements. The respondents agreed on this statement where a total of (65%) strongly agreed, and (35%)agreed.While, none disagreed.

5. This statement as well had several responses on the four various choices. In which, the majority disagreed a total of (70%), and (5%) strongly disagreed. Whereas, a total of (20%) agreed on it. And only( 5% ) strongly agreed .

6. In this statement the majority agreed. A total of (50%) strongly agreed, and (45%) agreed. While only (5%)disagreed.

7. The final statement shows that the majority disagreed. A total of (70%)disagreed, and (20%) strongly disagreed . While,only a total of 10% agreed .

### 3.1. Discussion of the Findings

The results of the study showed that the majority of the teachers have some ideas about the impact of CDA and its important to raise students' cultural awareness. However, they were not well aware about the necessity of including CDA as a module. Since, the majority of the teachers do not often give practical CDA sessions in their professional career and that affect the fact that CDA is not well-implemented in this particular department. Therefore, CDA would be the most useful solution to provide students with adequate knowledge about TC and language. In contrast, a few of them stated that they had never studied or taught CDA in their career before. Therefore, both the paradigmatic skills and the critical thinking skills need to be enhanced.

A great number of the teachers expressed that CDA is not well-implemented in the department, and that the aspect of target culture is missing from the classroom discussion. This may be due to the fact that they take CDA for granted. Although most of them agreed that the main aspect of the TC can be reached through CDA. The informants are aware of the lack of presenting practical and theoretical session of CDA, and this shows the importance of integrating the various CDA teaching methods in curriculum. As most of the respondents stated that critical discourse analysis should be taught to the various specialties in our department.

The latter, enabled the researcher to have a clear idea about the benefits gained from the implementation of CDA in the English Department at the University of Mostaganem. The teachers agreed that CDA can definitely raise students' cultural awareness as well as, the critical

thinking skills. Acknowledging the role of CDA into that is the aim of this study. As the teachers concluded with the necessity of CDA as a module in the educational system .

### **3.2.Limitation of the Study**

The goal of this study is to determine how important CDA is in assisting master two students in developing cultural awareness. The study's limitations, however, include twenty EFL teacher-s from Abdelhamid Ibn Badis University. These teachers were from different specialties from language and communication to linguistic , the aim was to collect variety of data and certainly twenty professors were enough to conduct this study. However, it was a limited number. As a result, expanding the study to include a greater number of teachers and students would be fascinating. The other limitation was time. We were unable to adjust to the time schedule with the other waves. We could use different tools such as questioning the students as well, but since we were students ourselves, we recognize the struggle students are facing and what needs to be improvised for their own sake.

The study of this research focused only on one research tool; the questionnaire. If an interview or a classroom observation took place, it would be more beneficial. To have an interview with the students or with the teachers to have their honest reactions and deep thinking about the CDA and its impact on raising cultural awareness .That would allow us to gather more precise findings and access to various conclusions.

### **3.3.Recommendations and Suggestions**

This part is dedicated to provide practical suggestions and recommendations to improve the power of the connection between CDA and the field of culture.

#### **3.3.1. Recommendations for Teachers**

As it is concluded throughout the research , critical discourse analysis is a necessity in the teaching learning process for EFL students. Therefore, it is recommended for the teachers :

- Teachers should pay more attention to cultural variety in the classroom, which will lead to the development of cultural competence. in order to assist students in avoiding misconceptions and communicating effectively.
- Teachers should bear in mind, that they can develop their students' critical thinking through integrating CDA in the curriculum. So, teachers must ensure that CDA is integrated as a module to all the EFL students.
- CDA can be used as a cross-curriculum with a variety of modules, including linguistics and sociolinguistics, as well as writing expression. CDA was seen as a component of a number of social scientific disciplines by several scholars and linguists, including Brown and Yule, Van Dijk, and Harris.
- Teachers should add activities that are directly related to Tagret culture to help pupils transition from ethnocentric to ethnorelative thinking. From denying one's otherness to blending in.

- Teachers should attend training sessions to improve their CDA skills and learn how to blend it with culture, to integrate it as a module.
- Teachers should guarantee that critical thinking activities are included in the classroom as part of the educational technique for students' self-actualization.
- Teachers should acknowledge that language learning through CDA increases the likelihood of students becoming self-sufficient . Having a critical mindset encourages reliance and inventiveness.

### **3.3.1.1. Recommendations for Students**

EFL students, particularly master two students, are expected to be elite. Having a master's degree does not imply that you have mastered the language; in order to learn the EFL, the student must be sufficiently informed of the cultural-linguistic aspects. You can't master a language without being ethnocentric and avoiding misunderstandings.. Therefore, students are likely recommended to:

- Improve your critical thinking abilities. Learners are no longer simply exposed to the language in the classroom. They use it in their everyday conversation, whether it's with foreigners in our nation, on social media, or even on television. For decades, English has been the international language, yet few people have been competent communicators since the majority lack CT skills.
- Students should follow this rule in order to become competent communicators and master EFL,while learning the language within the context of its culture. They should shift their

perspective from ethnocentric to ethnorelative and adjust to the language disparities once they reach this point. In order to have successful communication, prevent bias, and accept diversity, they must also be open-minded and know how to cope with offensiveness.

- Instead of relying on the teacher, students should have a strategy in place to create autonomy.

The duty for developing CT no longer falls only on the shoulders of the teacher, but rather on the students themselves.

- Students should be aware that the text is not only constructive words, but it has various implied linguistic meanings. They must acquire the ability to read between the lines. Once they understand this, they will be able to practice CDA accurately, away from the fake ideologies.

### **3.3.2. Suggestions**

In this part, the researcher suggested some practical objectives for incorporating CDA into the EFL teaching process, in order to help students become more culturally conscious.

#### **3.3.2.1. CDA in EFL Curriculum**

As this study investigates the importance of integrating CDA to develop the students' cultural awareness, this suggestion aims to explain the reason to include it in EFL curriculum.

It is suggested for the developers of EFL materials to not take for granted the content of the materials they include in EFL textbooks. Since it is known that the contents affect the students' motivation and involvement in the related tasks. The developers are likely invited to include

more cultural related topics to make textbooks interesting and reflect cultural variety. Critical reading can help EFL students to become motivated and empowered language users. It is highly recommended for EFL curriculum developers to include in the program critical discourse analysis. CDA increase the students' critical thinking skills, so they would read and analyse texts critically.

Introducing CDA in curriculum could also affect the students' motivation, they become more interested in knowing the TC. This create a link between learning the language to communicate effectively and students' cultural knowledge about the target language. The previous suggestions were not based on changing the teaching methods, but to add into it and effective aspect related to the target culture.

### **3.3.2.2. Teaching framework**

Teaching process should follow a framework, what is better than the CDA framework. Teaching students to be critical consists of relying on their capacity to explain a specific text within a specific ideological and social context, allied with their own experience and values. Following the analytical model proposed by Fairclough, in 2006 Cots presented CDA as a complementary model for analyzing language usage; it includes a list of questions that might help the teachers approach language use with a critical attitude. It is also considered as a reference framework to plan the way language use is presented to learners. The model considers discourse as the result of three different types of practice: social, discursive, and textual.

First the social practice, it aims to discover the to what extent a discourse is influenced by social activities, and how it is formed. The questions must involve the social identities represented by the author, the social goal the author needs to accomplish, the social situation and the social consequences of the text. Second, the discursive practice. It consists on the communicative situation , in which both material and cognitive aspects influence the conditions of textual production. The questions related to this level should include the convention of the text, the resemblance to other texts in form or content, whether the text has implying meaning, and the extent of accessibility to different kinds of readers. Finally, the textual practice. It consists mainly on the formal and semantic features of the text used to interpret specific message , such as grammar and vocabulary and cohesion. The questions related to this level must include the constructional type of the text, the way utterances and the cohesion of the text. , the author attitude , and his presented image, in addition the characteristics of the text , the the syntactic structure and lexical choice whether it affects the text's meaning or not.

### 3.3.2.3. Sample to Text

In this part, the researcher provides an example of analyzing a text guided by Fairclough's CDA framework.

#### ➤ Recall

Fairclough's CDA framework consists on three stages a text should pass through; which are: description, interpretation (the relation between text and interaction) and explanation ( explain

the connection between interaction and social context). Fairclough argued that the vocabulary, grammar and textual structures are to be chosen to make the formality of a text. The formal features of a text are valued by these three elements.

### ➤ **The Context**

President Barack Obama made history as the first black president of the United States, and his first inaugural address on Jan 20, 2009 included:

.....We are a nation of Christians and Muslims, Jews and Hindus — and nonbelievers. We are shaped by every language and culture, drawn from every end of this Earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace...(The White House President Barack Obama Jan 20, 2009)

### ➤ **Textual Analysis**

The following table help analyzing descriptively the discourse. It encompasses text structure, cohesion and grammar:

| <b>Text Analysis</b>                           |   |   |   |
|--|---|---|---|
| <b>Vocabulary</b>                              | <b>Grammar</b>  | <b>Cohesion</b>   | <b>Text Structure</b>                                   |
| Deals mainly with simple informal words.       | Deals with combination of clauses and long sentences. | Deals with the link of sentences and clauses to form a cohesive paragraph | Deals with racial and community properties.             |
| The word meaning<br>And its choice<br>Metaphor | -Modality<br>-Transitivity<br>-Negation               | -Classification<br>-Connectives<br>-Relativeness<br>-Argumentation        | -Sentence length and complexity<br>-Interaction control |

### ➤ Vocabulary

The speaker in his speech has chosen to mention all these words : `Christians`, `Muslims`, `Jews`, `Hindus` and `nonbelievers`; to describe the different religions. This implies a sense of acceptance, humanity and diversity in the community. Choosing these terms `We` and `Our` in a presidential speech aim to make the American people closer and united with each other, and the informality in these words consists in strengthening the relation between the president and his people.

### ➤ Grammar

The utterance aims to attract attention and which is structured in negative declarative compound sentences. `We cannot help but..` is used to express negation and compulsion, it consists of can (auxiliary) + not (negation marker) + help (which is used as a main verb which implies the meaning of being unable to refrain from)

### ➤ **Discursive Analysis (Interpretation)**

#### ◆ **The Power of the Utterance**

The act of utterance is one of direct speech. The negative declarative is used to express the locutionary act. The illocutionary act serves as an explicit performative to communicate the speaker's views on the united concept. He referenced many cultural backgrounds and races to emphasize that, despite its differences, America is one nation that has experienced the same tragedies and has found recovery through this unity and humanity.

#### ◆ **The Coherence of the Text**

The coherence relations in the text are constructed inferentially, where the hearers can recognize the speaker's attitude, intention to express the closeness and his beliefs about the unity of the US (United States) people. From his speech "and emerged from that dark chapter stronger and more united".

#### ◆ **The Intertextuality of the Text**

The speaker mentioned the diversity of the country. When mentioning the religious groups, Obama used the effect of antithesis. He tries to elicit people's emotions and implicitly encourages

them to work together. The following compounds of phrases seem predictable then: "hatred – pass/tribe – dissolve/humanity – reveal"

### ➤ **Social Analysis (Explanation)**

Because of his professional political status, the speaker wields authority in terms of ideology and power. Rhetoric is the ideology that underpins the text. The text was written for him to deliver his inauguration address, which intends to usher in a new era of accountability. The text has an impact on social practice because it encourages people to unite and accept others, resulting in a number of benefits:

- Accepting diversity in the US, and shifting from ethnocentric to ethnorelative thinking.
- Act in accordance with own belief in a peaceful world.
- Having a responsible less racist community.

### **3.4. Conclusion**

In this chapter, the researcher discussed the results of this study as well as the findings. In addition to mentioning the limitations of the study, general recommendations and suggestions have been provided. As practical suggestions for CDA use in the educational context provide both teachers and learners with the support needed to enhance cultural awareness through

discourse, they may help to improve teaching proficiency and learning development. The researcher concluded this study by mentioning the implementation of CDA in the EFL curriculum. The results of the data analysis have come up to cover the hypotheses with appropriate feedback about the impact of CDA on students' cultural awareness. The analytical outcomes revealed that CDA as a module can raise students' target culture by integrating cultural aspects into texts. And develop students' critical thinking by questioning more about their own culture and its differences with the target culture. Exposing learners to the culture of the language they are learning may improve their communication skills as they become more open to and able to cope with cultural differences. The teachers should acknowledge the effect of CDA on raising cultural awareness and embed it in the curriculum because any linguistic sign can include cultural meaning and analysing it can benefit the learner. The combination of theoretical and practical CDA is necessary to accomplish the task. Therefore, after analysing the data collections, we can recognise the effect of CDA on raising cultural awareness. This could be a powerful method to help students develop critical thinking skills and be great communicators by moving from ethnocentric to ethnorelative. The latter improves learners' academic performance and their behaviour in real-life communication. As a result, the conversations aim to elucidate the significance of CDA in promoting cultural awareness among students.

## General Conclusion

The main aim of this present research is an attempt to reveal the relation between language and its culture; by investigating the EFL teachers' awareness about the role of CDA in enhancing their students' cultural awareness. It also examines the extent of implementing CDA in EFL master students' curriculum, and its impact on learners' cultural awareness. To prepare students for intercultural communication and critical thinking, as well as to help them become more effective language users. The relation mentioned between language and cultural awareness with CDA required certain clarification, therefore, this research was conducted to investigate the cruciality of incorporating concepts such as CDA and culture in the master' curriculum.

As a result, the obtained results have demonstrated the accuracy of the researcher's hypothesis. The results reveal that teachers understand the importance of CDA and are aware of the lack of culture-related themes in the EFL master's curriculum. Furthermore, the data collected revealed that the majority of the twenty teachers who participated in this study feel that incorporating CDA as a module is a must; to encourage learners to improve their critical thinking skills while also becoming more culturally aware.

As cited before, this present study consists of three chapters. The first chapter is the literature review, which includes the definitions and explanations of both concepts ; cultural awareness and CDA; also items related to the research topic and its design. The second one, which is the practical segment of this research work. It denotes an overview of the research methodology,

context of study, sample of the population and instrument in data gathering. While, the third chapter displays the analysis and discussion of the findings, it ends with some of the recommendations and suggestions that might be helpful to empower the EFL teaching and learning process.

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# **Appendix**

## APPENDIX

### ● The Questionnaire

**Dear teacher,**

This survey aims to collect data about your views on raising EFL Master students' intercultural awareness through critical discourse analysis (CDA) courses. For those teachers who have not received and/or presented a CDA formation, you are required to check a sample of a designed theoretical and practical syllabus that demonstrates the potential contents tackled in CDA module.

| Critical discourse analysis syllabus  |   |   |
|---|---|---|
| This syllabus contains theoretical and practical lessons relevant to CDA. It can be directed to linguistics and other branches' students. |   |   |
| Introduction to DA  | Introduction to CDA   |   |
| Discourse and Discourse Analysis  | DA and CDA  |   |
| Pragmatics and Discourse Analysis   | How critical is discourse analyzed?<br>Power and ideology<br>Social culture and social identity |   |
| Texts that CDA targets  | Approaches to CDA   |   |
| Political speeches  | Van Dijk's Socio-cognitive approach   |   |
| Religious, cultural and social activities.  | Fairclough's Three-dimensional approach   |   |
| Newspaper articles, social media, etc.  | Wudak's Sociocultural framework<br>Van Leuween's multimodal model                               |   |
| Practical CDA Lessons   |   |   |
| Political Discourse   | Sociocultural Discourse   | Media Discourse   |
| Presidential campaigns (Clinton-Trump, Biden-Trump, etc.)   | Proverbs or stereotypes related to a specific region, ethnic group, a gender, etc.              | The representation of certain concepts, ethnic groups, a religion, in movies. |
| Revolutions (The Arab spring, Al Hirak, etc.)   | Proverbs, attitudes, conversations, etc.  | Social media trends, Influencers' language, e-marketing, etc.                 |

### A Sample CDA Syllabus

#### Section One: General Information

1- Years of experience: .....

2- Degree:

Magister  PhD

3- Have you been taught CDA in your academic career?

Yes  No

4- Have you taught CDA during your professional career?

Yes  No

5- Do you have an idea about what CDA is?

Yes  No

### **Section Two: The Importance of CDA module**

1- To what extent do you believe that CDA module is implemented at your department?

To a less extent  To an acceptable extent  well-implemented

2- How often do -or would- you present a theoretical CDA session per semester?

Once  Twice  Thrice  More

3- How often do -or would- you present a practical CDA session per semester?

Once  Twice  Thrice  More

4- Do you think that CDA should be taught to all Master branches at your department?

Yes  No

5- Practical CDA courses tend to help students to:

Comment on a given opinion

Challenge a given opinion

Ask questions related to culture

Ask for clarifications about cultural aspects

Illustrate and explain a sociopolitical and sociocultural points

Interpret through their critical thinking

Other: .....

### Section Three: The Role of CDA Courses in Raising Students' Cultural Awareness

1- Do you think that some aspects of the target culture can be reached and discovered through CDA?

Yes  No

2- Do current CDA courses at your department lack the teacher-student discussions on cultural topics?

Yes  No

3- What makes CDA different from thematic and literary analyses in terms of culture-related issues?

- Literary works are raw sources of cultural aspects
- Political and powerful discourses do not reflect much on culture
- The text genre determines the density of cultural contents
- All types of textual analysis target cultural elements in terms of context
- The pragmatic feature is a common point

The criticality is required in CDA

Other: .....

4- Identify your level of dis/agreements on the following statements:

| <b>Statements</b>  | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--|-----------------------|--------------|-----------------|--------------------------|
| Practical analysis of political speeches with references to cultural dimensions cannot help students much be aware about the target culture.                 |                       |              |                 |                          |
| What is socio-culturally analyzed may raise learners' interests in discovering about more cultural aspects.  |                       |              |                 |                          |
| Learners' intercultural competence will not be enhanced by CDA theories and frameworks.  |                       |              |                 |                          |
| When triggering learners to be critical analysts, teachers of CDA are pushing them to increase more skills (discourse, sociolinguistic, communicative, etc.) |                       |              |                 |                          |
| The textual level in any CDA example may not help learners reach knowledge about culture.  |                       |              |                 |                          |
| There are always cultural meanings in any linguistic signs, and this can be extracted by CDA.  |                       |              |                 |                          |
| Literary criticism and thematic analysis reach culture-related issues more than CDA does.  |                       |              |                 |                          |